



Los Angeles Regional Comprehensive Plan

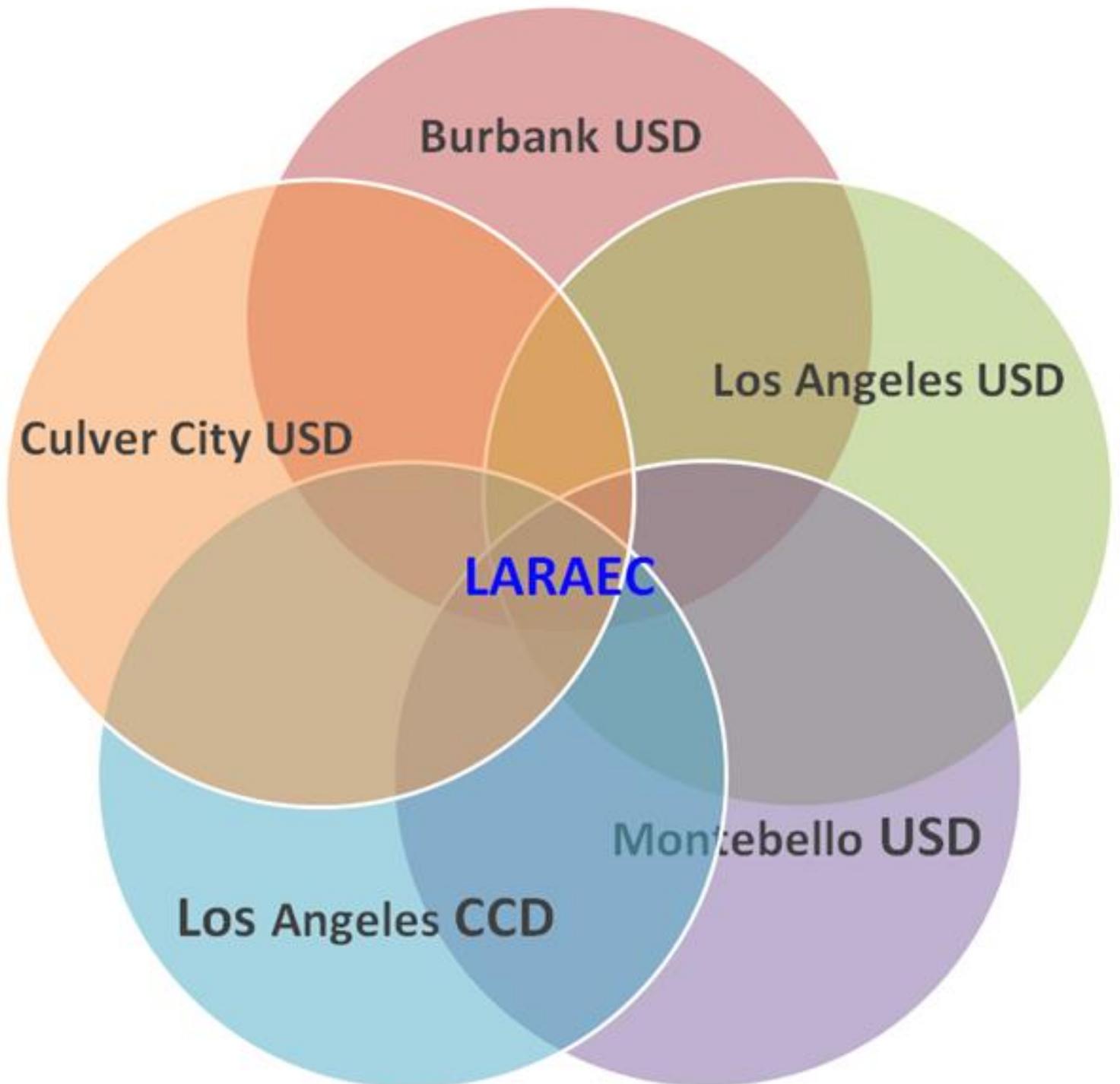
AB86 Los Angeles Regional
Adult Education Consortium

Completed-to-Date
October 31, 2014

CONTENTS

I. EXECUTIVE SUMMARY	5
II. INTRODUCTION.....	7
III. THREE-YEAR PLAN	9
IV. FUNDING ALLOCATIONS FOR FY 2015-2016.....	20
V. THE REGIONAL AREA, THE CONSORTIUM AND ITS MEMBERS.....	24
VI. ASSESSMENT	46
VII. EVALUATION.....	47
VIII. ACCOUNTABILITY	48
IX. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #1:.....	49
X. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #2:.....	60
XI. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #3:.....	84
XII. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #4:	95
XIII. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #5:	111
XIV. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #6:	117
XV. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #7:	124
XVI. TABLES	128
XVII. APPENDIX	168

Los Angeles Regional Adult Education Consortium



I. EXECUTIVE SUMMARY

Adult education programs in California have existed for over 150 years and have provided a critical lifeline for millions of adults on their path toward increased social and economic self-sufficiency through participation in basic education and career training opportunities provided by adult schools and community colleges. However, adult education statewide is at a precarious crossroads as significant budget challenges faced by school districts the past five years have resulted in drastic cuts to adult education programs—and at a time when local business and industry requires a highly skilled workforce. Additionally, the community college system faces significant responsibility related to ensuring student success for increasing numbers of incoming students who are not adequately prepared for college level work.

At such a critical time when California is focused on job creation and economic recovery, addressing the issue of adult education and closing the ever-widening skills gap in today's job market is fundamental to the state's social and economic health; consequently, making an investment in adult education could not be more necessary. Numerous studies have indicated that adults who lack an education are more likely to be incarcerated or become dependent upon social services. The costs borne by taxpayers are significant. It is estimated that each adult lacking a high school diploma or equivalent costs approximately \$260,000 in taxpayer support over his or her lifetime.

In the Los Angeles region there are approximately 1.5 million adults who lack a high school diploma or equivalent. In today's highly competitive job market, over 60% of new jobs being created require a post-secondary degree or credential. High school equivalency now represents only the starting point or "stepping stone" toward access to higher education and career pathways. Adult education providers and regional partners must unite in their efforts to re-think and create a more effective educational pipeline that connects adult learners to high-wage, high-skill employment.

This report represents the collaborative work which has progressed towards the development of the Regional Comprehensive Plan as required in the AB 86 Adult Education Consortium Planning Grant. The members of the Los Angeles Regional Adult Education Consortium (LARAEC) include the Los Angeles Community College District, Los Angeles Unified School District, Montebello Unified School District, Burbank Unified School District, and Culver City Unified School District. Participating stakeholders from these districts have included board of education members and trustees, district leadership, faculty, teachers, staff, students, local business partners and community partners. The common goal for all stakeholders has been to seize the opportunity to

work together in rethinking and redesigning a sustainable regional adult education system that will better meet the educational and workforce training needs of adults.

The report identifies a three-year plan in which LARAEC has selected three primary implementation strategies on which to focus: *Bridges and Pathways*; *Comprehensive Student Support*; and *Common Data, Information, and Accountability Systems*. Although these strategies are not new, the fact that the five LARAEC districts have made a collective commitment to collaborate on implementing these approaches is innovative through the plan's focus on a holistic, student-centered approach to delivering educational services to adults.

Fundamental to both the implementation of the LARAEC plan and to the ongoing management of program performance is a comprehensive system for accountability. Setting common student outcome performance indicators and publishing target goals and metrics is key to demonstrating program success to local, state and federal stakeholders and to maximize return on investment.

LARAEC Executive Team

II. INTRODUCTION

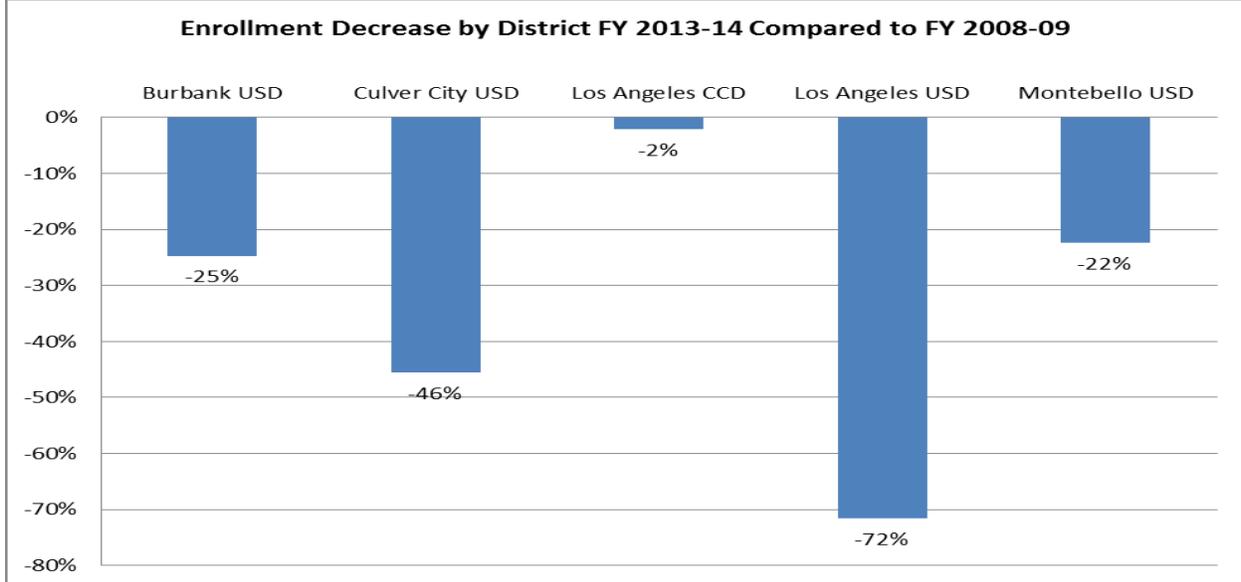
The consortium-building process precipitated by AB 86 legislation provides an unprecedented and historic opportunity for adult education stakeholders, including trustees, district leadership, faculty, staff, students, and other partners in the region to affirm a renewed sense of urgency to address the educational needs of adults in the LARAEC region. Los Angeles County has a population of over 7.5 million adults and ranks worldwide as the 19th largest economy. Significant numbers of adults currently in the workforce simply do not possess the requisite skills to compete in an increasingly competitive and technological global labor market. According to a report from the Los Angeles Workforce Systems Collaborative, Ad Hoc Committee on adult education (2012), “nearly a quarter of L.A. County adults over age 25 — 1.5 million people — lacks a high school diploma or a California High School Equivalency Certificate, the latter earned by successfully passing the General Educational Development (GED) test. Almost 60 percent of these adults have less than a ninth-grade education. In addition, 33% of adults in Los Angeles County lack basic 'prose literacy' – e.g., cannot read and understand a newspaper.”

Moreover, according to labor market data, Los Angeles has one of the highest rates of undereducated adults of any major United States city. The types of new jobs being created, especially in the growing fields of health care and information technology, require advanced skill sets in reading, writing, mathematics, critical thinking, problem solving, and digital fluency. There is a critical need for adult education programs like those provided by the LARAEC districts in order to address the ever-increasing skills gap that exists within the adult working population.

The past five years can certainly be characterized as a time of seismic change and development. Despite the significant budget challenges faced by individual districts in LARAEC, stakeholders from all the districts have shown resiliency and a firm commitment to maintaining a vibrant and relevant adult education program. However, budget cuts have indeed taken their toll as this report will show. The demand for services far exceeds current capacity. The AB 86 Regional Planning Process provides a unique opportunity for the member districts and partners to work collaboratively to build a more comprehensive, unified, efficient, and focused system of educational service delivery to adults—and most important, to create a sustainable and innovative system that will be responsive to the future training needs in the region.

Likewise, AB 86 is a unique opportunity for the legislature to restore the funding of adult education to sustainable levels that ensure its viability, particularly K-12 adult education, while enhancing the efficiency of the services provided regionally.

Figure 1



The Figure 1 illustrates the significant trends that developed during the state's budget crisis. Substantial funding decreases closely resemble in magnitude the drop in enrollment experienced during the same interval.

In working through the consortium building process, stakeholders feel confident that they are participating in a meaningful, reflective, and ultimately, valuable process. Members from the two educational systems (community college and K-12 adult education) have engaged in what can be truly characterized as a collegial process. LARAEC members believe strongly that the Regional Comprehensive Plan should serve to support, sustain and enhance the quality of LARAEC instructional programs in order to provide the highest possible learning outcomes for students while simultaneously integrating an accountability system that supports seamless academic and career pathways. Through this process, LARAEC will implement strategies that restore and increase levels of student services to close major gaps exacerbated by the funding cuts.

III. THREE-YEAR PLAN

SUMMARY

LARAEC's plan, a collaborative endeavor, includes student-centered input from a wide spectrum of stakeholders and offers a holistic approach to education. The fully funded and implemented plan will result in students who are better informed of their educational needs, options and opportunities and who, upon completion, will be prepared to pursue higher education and/or enter the workforce to begin to advance their career goals as proud contributors to the economic engine of the region.

LARAEC has selected three "primary" AB 86 implementation strategies. Each of the strategies is composed of several approaches that resonated throughout the research conducted and input collected from stakeholders. Professional development is not separated as a strategy, but it is an integral part of each strategy. The primary strategies are as follows:

- A. Bridges and Pathways
 - I. Assessment Integration and Alignment
 - II. Curriculum Alignment
 - III. Industry/Sector Specific Pathways and Course Articulation
 - IV. Strategies for Accelerated Student Progress
- B. Comprehensive Student Supports
 - I. Individualized Student Plan
 - II. Counseling Best Practices
 - III. Student Community Supports
- C. Common Data, Information and Accountability Systems
 - I. Data/Accountability and Data Warehouse
 - II. LARAEC Information Systems

The three-year plan includes a series of scalable pilot programs. Beginning in the first year, pilot strategies are developed, implemented and analyzed. During the second year, improvements are introduced, additional pilots are implemented (if necessary) and gradual LARAEC-wide implementation begins. In the third year, additional evaluation of each program will be conducted and full implementation will be launched. Workgroups will be created to address each element of the plan. Each workgroup will report to the Core Leadership Group, at least once every two months. The reports will include progress of each pilot evaluated through data-based evidence, the group's suggestions and recommendations. The workgroups will be made up of subject matter experts (SME's) from the member districts. As the primary strategies are wide in scope, some

of the workgroups will include many participants. In fact, some may be subdivided into “work teams” assigned to address specific aspects of a major task.



THREE-YEAR PLAN: DETAIL

Cooperation and coordination across districts is essential to strong collaboration and implementation of LARAEC’s plan. The plan is structured with the Consortium as a coordinating body. Workgroups will be created to address each element of the plan. Each workgroup will report to the Core Leadership Group at least once every two months. Reports will include a progress update on each pilot, including data for evidence-based decisions or suggestions. The workgroups will be made up of subject matter experts from the member districts. Adults with Disabilities SME’s will be part of each workgroup.

A. Bridges & Pathways: LARAEC will develop bridges and pathways in order to integrate existing programs and create seamless transitions to ensure student success.	Year 1	Year 2	Year 3
<p>I. Assessment: Integrate assessments into a seamless process that allows students to be placed and progress to course levels commensurate with their skills and to achieve course completion and entry into the workforce efficiently.</p> <p>Workgroup Teams:</p> <ol style="list-style-type: none"> 1. English 2. Math 3. CTE* 4. ESL <p><small>*Apprenticeship SME’s will be part of the CET Team</small></p>	<ol style="list-style-type: none"> 1) Develop a common set of assessment competencies for LARAEC 2) Develop a cross-reference of assessment tools 3) Design pilot programs for implementation, including computer based assessment 4) Support and evaluate pilot programs 5) Identify model assessment programs 6) Report findings and issue data-based recommendations 	<ol style="list-style-type: none"> 1) Pilot new assessment program designs, if necessary 2) Coordinate incremental implementation of model assessment program 3) Design full implementation of selected model programs 	<ol style="list-style-type: none"> 1) Evaluate current programs 2) Present final program assessment and recommendations to Core Leadership Team

<p>II. Curriculum Alignment and Strategies to Accelerate Student Learning: Determine optimum bridge courses for seamless transitions and appropriate strategies to accelerate student learning (Number of participants is proportional to student count by membership and programs).</p>	<ol style="list-style-type: none"> 1) Evaluate and prioritize course sequences where alignment is needed 2) Evaluate and prioritize strategies to accelerate student learning 3) Design pilot programs for implementation of aligned sequences and strategies to accelerate student learning 4) Support and evaluate implemented pilot programs 5) Identify model programs 6) Issue recommendations for the incremental implementation of aligned curriculum during year 2 	<ol style="list-style-type: none"> 1) Evaluate and prioritize additional course sequences where alignment is needed and/or where strategies to accelerate student learning are appropriate 2) Pilot new program designs, if necessary 3) Coordinate incremental implementation of model programs 4) Design full implementation of selected model programs 	<ol style="list-style-type: none"> 1) Evaluate and prioritize additional course sequences where alignment is needed 2) Evaluate current programs 3) Present final program assessment and recommendations to Core Leadership Team
---	--	---	---

<p>III. Industry/Sector Specific Pathways and Course Articulation: Develop Pathways for all careers in top Industry Sectors in the Los Angeles Region.</p>	<ol style="list-style-type: none"> 1) Evaluate and design pathways and propose course articulations for the top five Industry Sectors including the following: a. VESL/VABE to CTE, b. ABE/ASE to CTE, CTE to community college 2) Evaluate and design academic Pathways: a. ESL to community college, b. ABE/ASE to community college, c. High school equivalency to community college 3) Involve industry and business partners in the development and update of Industry Sector Pathways, curriculum, course requirements, essential equipment and strategies for implementing internships, mentoring and job-shadowing opportunities 4) Design pilot programs for implementation of articulated Pathways 5) Support and evaluate 	<ol style="list-style-type: none"> 1) Facilitate the incremental implementation of model programs 2) Design full implementation of selected model programs 3) Expand the apprenticeship pilots 	<ol style="list-style-type: none"> 1) Evaluate and prioritize additional articulated Pathways 2) Pilot new program designs, if necessary 3) Coordinate additional articulated Pathways 4) Evaluate current programs 5) Present final program assessment and recommendations to Core Leadership Team 6) Expand the apprenticeship pilots
---	---	---	---

	<p>implemented pilot programs</p> <p>6) Identify model programs</p> <p>7) Issue recommendations for incremental implementation during year two</p> <p>9) Pilot an apprenticeship support partnership with LAUSD as the LEA and LACCD as the cooperative education supporter of several joint apprenticeship programs</p>		
--	--	--	--

B. Comprehensive Student Supports: Facilitate the implementation of pilot programs for student support services incorporating the suggested strategies proposed by staff, students, administration and partners.	Year 1	Year 2	Year 3
I. Develop and Implement an Individualized Student Plan (ISP)	1) Develop LARAEC Individualized Student Plan (ISP) aligned with community College requirements 2) Design pilot programs for implementation of ISP 3) Support and evaluate pilot programs 4) Report findings and issue data-based recommendations	1) Pilot new ISP design, if necessary 2) Coordinate Incremental implementation of ISP 3) Design full implementation of ISP	1) Evaluate current ISP 2) Present final program assessment and recommendations to Core Leadership Team
II. Counseling Best Practices: Develop and implement a LARAEC Comprehensive Guidance Master Plan	1) Determine student-centered core counseling elements in each of the program areas. 2) Determine the best practices for delivery of counseling services in each of the program areas	1) Expand Pilot of Segments of Guidance Master Plan 2) Coordinate Incremental implementation of Guidance Master Plan 3) Present options for full	1) Evaluate current Pilot Programs 2) Present final program assessment and recommendations to Core Leadership Team

	<p>3) Assess current counseling services and practices offered within LARAEC</p> <p>4) Create the foundation for a Guidance Master Plan that includes common tools including assessment</p> <p>5) Design pilot programs for implementation of segments of the Guidance Master Plan</p> <p>6) Support and evaluate pilot programs</p> <p>7) Report findings and issue data-based recommendations</p>	<p>implementation</p>	
<p>III. Student Community Supports: Coordinate the implementation of external student supports through colocation, referral and partnerships</p>	<p>1) Develop an inventory of student needs to be addressed through community supports</p> <p>2) Develop an inventory of student community support already provided and the agencies that provide it.</p> <p>3) Develop a list of proposed sites where student supports</p>	<p>1) Expand pilot programs</p> <p>2) Coordinate Incremental implementation Community Student Supports</p> <p>3) Present options for full implementation</p>	<p>1) Evaluate current pilot programs</p> <p>2) Present final program assessment and recommendations to Core Leadership Team</p>

	<p>are to be provided or collocated.</p> <p>4) Develop proposals with agencies to provide the needed services.</p> <p>5) Propose pilot programs and sites for implementation of External Student Supports.</p> <p>6) Support and evaluate pilot programs</p> <p>7) Report findings and issue data-based recommendations</p>		
--	---	--	--

C. Common Data, Information and Accountability System: Create a LARAEC data and accountability system that includes a common student identifier to track student progress and outcomes beginning at intake.	Year 1	Year 2	Year 3
I. Data/Accountability System and Data Warehouse	1) Define and propose student parameters to be tracked. 2) Evaluate members' existing student information systems. 3) Evaluate other systems available. 4) Create a Data Warehouse as an interim measure to share student data across LARAEC 5) Present recommendation to the Core Leadership Team for a LARAEC data and accountability system and the protocols for a common student identifier	1) Support the design and testing of the implementation of the data and accountability system 2) Support the design and testing of the implementation of a Data Warehouse system 3) Evaluate the design and testing of the implementations 4) Present options for full implementation	1) Evaluate current implementation 2) Present final program assessment and recommendations to Core Leadership Team
II. LARAEC Information System: Develop a centralized website for LARAEC students, staff and other stakeholders to	1) Identify and propose website components, resources, structure and general information	1) Implement the protocols for posting, updating and managing the website	1) Evaluate current implementation 2) Present final program

<p>provide general information and to host the LARAEC data systems.</p>	<p>2) Secure web design proposals</p> <p>3) Define protocols for posting, updating and managing the website</p> <p>4) Create an information and marketing plan</p> <p>5) Present recommendations to the Core Leadership Team</p> <p>6) Support the design and testing of the implementation of the website</p>	<p>2) Present options for full implementation</p>	<p>assessment and recommendations to Core Leadership Team</p>
---	--	---	---

IV. FUNDING ALLOCATIONS FOR FY 2015-2016

Current Funding Levels (Approximate)

In recent years, funding levels for LARAEC’s adult education programs have been substantially reduced, particularly for the USDs. Since fiscal year 2007-08, the USDs have moved from a total investment of \$328.4 million to \$106.1 million in 2013-14, representing a loss of 68%.

Approximate Funding Levels: 2007-08 versus 2013-14

Table 1

LARAEC Members	2007-08	2013-14	\$ Change	% Decrease
- Burbank USD	\$ 2.0	\$ 1.5	\$ (0.5)	(25)%
- Culver City USD	\$ 1.4	\$ 1.1	\$ (0.3)	(21)%
- Los Angeles USD	\$ 310.0	\$ 91.0	\$ (219.0)	(71)%
- Montebello USD	\$ 15.0	\$ 12.5	\$ (2.5)	(17)%
Adult Education	\$ 328.4	\$ 106.1	\$ (222.3)	(68)%
Community Colleges	\$ 162.0*	\$ 151.0	\$ (11.0)	(7)%
Totals	\$ 490.4	\$ 257.1	\$ (233.3)	(48)%

* 2008-2009 fiscal year funding

The most dramatic decrease occurred within LAUSD, a reduction of \$219 million or 71% of the 2007-2008 funding. Montebello, Burbank, and Culver City USDs each experienced reductions as well. As a result, the LARAEC USDs, particularly LAUSD, have had to cut programs and services and close schools.

LARAEC’s K-12 adult education programs are woefully underfunded at current levels. AB 86 seeks to “better serve the educational needs of adults.” LARAEC’s plan, appropriately funded, will result in tremendous improvement and marked efficiencies to the adult education delivery system that will ultimately benefit each of its students and the economy of the region at large.

To serve the most students possible LARAEC proposes an optimal level of funding for 2015-2016 of \$375 million, distributed as follows:

LARAEC Funding Options 2015-2016 (\$Millions)

Table 2

Total Students	Students Served per Funding Option					
	421,000		279,000		153,000	
	Students	Millions	Students	Millions	Students	Millions
LARAEC Members						
- Burbank USD	11,300	\$3	7,500	\$2	4,140	\$1.5
- Culver City USD	4,900	\$2	3,300	\$1.5	1,813	\$1.1
- Los Angeles USD	270,400	\$250	180,500	\$167	98,154	\$91.0
- Montebello USD	68,400	\$30	46,000	\$20	25,014	\$12.5
K-12 Adult Education*	355,000	\$285	237,300	\$196	129,121	\$106.10
LACCD (Additional students to be served beyond existing base of 142,102)	65,851	\$70	41,392	\$44	23,518	\$25.0
LARAEC Planning and Pilot Programs		\$5		\$5		\$5.0
Totals		\$375		\$250		\$136.1

* The amounts shown do not include provisions for salary and benefit increases (if salary and benefit increases are implemented, the number of students served will decrease).

The LARAEC Pilot program and planning implementation requested funding is itemized as follows:

Strategy	Funding Requested
A. Bridges and Pathways	
I. Assessment Integration and Alignment	200,000
II. Curriculum Alignment	400,000
III. Industry/Sector Specific Pathways and Course Articulation	200,000 150,000
IV. Strategies for Accelerated Student Progress	200,000
B. Comprehensive Student Supports	
I. Individualized Student Plan	250,000
II. Counseling Best Practices	400,000
III. Student Community Supports	200,000
C. Common Data, Information and Accountability Systems	
I. Data/Accountability, Data Warehouse and Technology Supported Instruction	300,000 300,000
II. LARAEC Information Systems	200,000
Strategy Implementation and Cost of Pilot Programs	3,800,000
Ongoing Cost of LARAEC	2,200,000
Grand Total	5,000,000

Additionally, effective FY 2016-2017 LARAEC suggests the implementation of a phased-in Performance-Based Funding (PBF) Formula. Where LARAEC’s funding is determined, in part, by negotiated outcomes and progress metrics.

A set of metrics and a baseline will be established during FY 2015-2016. The performance indicators will be combined into a composite index equal to 100%. Part of the consortium’s funding will be based directly on the indexed performance such that meeting or exceeding 100% will result in incentivized (increased) funding to the consortium. LARAEC proposes the formula to have a “Base” component, the “Base” and the incentive portion sliding inversely over four years until they reach an 85-15 target split. An example of a possible formula is as follows:

Year	Base	Incentive
2016-2017	95%	5%
2017-2018	92%	8%
2018-2019	88%	12%
2019-2020	85%	15%

Where:

1. The base is equal to ADA/FTE multiplied by \$3,311 (current reimbursement rate for CCD’s for enhanced non-credit courses) for all Program Areas except CTE.
2. CTE reimbursement rate to equal an amount between \$3,311 and \$4,636.
3. Equal course offerings are reimbursed at the same rate regardless of where they are offered.

The Table 3 displays an example of incentives (regardless of Base).

Table 3

Performance Range		Funding as % of base
90 to 99%	Will result in	100%
100 to 109%		105%
110 to 119%		110%
120 to 129%		115%

Possible outcome and progress metrics may include:

Table 4

	Outcome Metrics	Progress Metrics
CCD	<ul style="list-style-type: none"> • Graduation Rate • Number of Degrees • Certificates Awarded • Transfer Rates • Time and Credits to Degree • Jobs Attained 	<ul style="list-style-type: none"> • Enrollment in Remedial Education • Success in Remedial Education • Persistence • 30 Units Completion • Retention Rates • Course Completion • Low Income Students • Unprepared Students • Adults with Disabilities
USD's	<ul style="list-style-type: none"> • High School Graduation Rate • High School Equivalency Exam Rate • CTE Certificates Awarded • Diplomas Awarded • Transfer to CC Rate or Higher Level of Education • Jobs Attained 	<ul style="list-style-type: none"> • Enrollment in Remediation Education • Success in Remedial Education • Persistence • Retention Rates • Course Completion • Program Completion Transfer • Low Income Students • < 9th grade Reading/Math Students • Adults with Disabilities

V. THE REGIONAL AREA, THE CONSORTIUM AND ITS MEMBERS

Los Angeles Regional Adult Education Consortium

Demographics

The area served by LARAEC represents over 5 million adults and is located in the ethnically and racially diverse region of Los Angeles County: 48% Hispanic, 28% Caucasian, 14% Asian 8% African-American, and 2% who self-identify as "other." Approximately 36% of residents are foreign-born. Moreover, 56% of residents live in homes where a language other than English is spoken, and of those, 54% speak English "less than very well." Studies show that immigrants lacking a high school diploma or equivalency certificate are 15% less likely to become naturalized citizens.

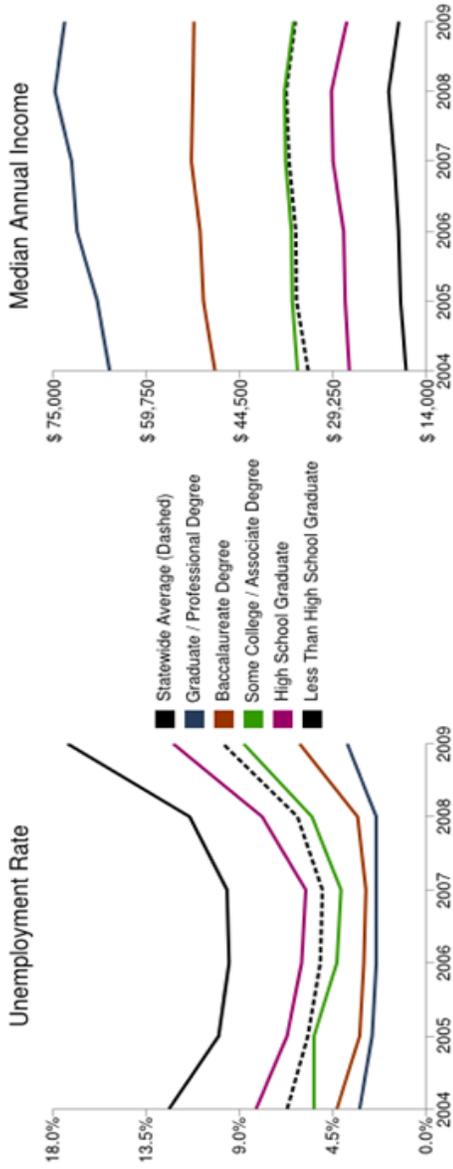
According to the AB 86 Work Group (AB 86 Statistics, 2013, <http://ab86.cccco.edu>) 34% of residents of Los Angeles County live in poverty. Seven percent of households receive public assistance. Forty-seven point three percent own a home, the per capita income is \$27,900 and the median household income is \$56,241.

In 2009, adults in Los Angeles County with less than a high school diploma earned an average of \$18,451 per year, whereas those with some post-secondary education or an associate's degree earned 93% more (\$35,643).

Figure 2 on the following page shows the median income for the population 25 years and older by educational attainment and the unemployment rate by educational attainment for July of the corresponding year. It also illustrates that there is a clear inverse relationship between educational attainment and the unemployment rate. In general, the lower the educational attainment of individuals the more likely they are to be unemployed. This is particularly troublesome as approximately 27% of the residents in the Los Angeles area do not have a high school diploma and 42% of them are English language learners (AB 86 Statistics, 2013, <http://ab86.cccco.edu>). These are only two of the many barriers affecting the prospective students in the Los Angeles area. Additionally, statistics provided by the AB 86 workgroup indicate 16% lack appropriate literacy skills, 14% are not citizens and 10% of the population are adults with disabilities.

Figure 2

Postsecondary Education Value - Median Income vs. Unemployment



Year	Statewide Average	Graduate / Professional Degree	Baccalaureate Degree	Some College / Associate Degree	High School Graduate	Less Than High School Graduate
	Unemployment Rate	Unemployment Rate	Unemployment Rate	Unemployment Rate	Unemployment Rate	Unemployment Rate
	Median Annual Income	Median Annual Income	Median Annual Income	Median Annual Income	Median Annual Income	Median Annual Income
2004	6.7%	3.2%	4.3%	5.4%	8.2%	12.4%
2005	5.7%	2.6%	3.2%	5.4%	6.7%	10.0%
2006	5.1%	2.4%	3.0%	4.3%	6.0%	9.5%
2007	5.0%	2.4%	2.9%	4.1%	5.8%	9.6%
2008	6.2%	2.4%	3.3%	5.5%	7.9%	11.4%
2009	9.8%	3.8%	6.1%	8.8%	12.2%	17.3%
	\$ 33,266	\$ 65,728	\$ 49,507	\$ 35,004	\$ 26,541	\$ 17,255
	\$ 35,164	\$ 67,740	\$ 50,388	\$ 35,861	\$ 27,217	\$ 18,163
	\$ 35,297	\$ 71,060	\$ 50,941	\$ 36,015	\$ 27,461	\$ 18,487
	\$ 36,384	\$ 71,938	\$ 52,370	\$ 36,958	\$ 26,199	\$ 18,173
	\$ 36,855	\$ 74,664	\$ 52,111	\$ 37,134	\$ 26,473	\$ 20,109
	\$ 35,266	\$ 73,078	\$ 51,938	\$ 35,643	\$ 26,950	\$ 18,451

Source of Unemployment Data: Special data request from California Employment Development Department Labor Market Information <http://www.labormarketinfo.edd.ca.gov/>.

Source of Median Income Data: U.S. Census Bureau American Factfinder <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Note: Data from non-census years are estimates based on surveys.
Please see the U. S. Census Bureau website for more detailed information.

While there have been recent decreases in the unemployment rate, as of July 2014, the Los Angeles County unemployment rate is 8.2%, which is still 2.1% above the national unemployment rate of 6.1%. Furthermore, the cost of living index in Los Angeles is 136% of the national average.

In addition to the aforementioned facts, 20% of the area's high school students drop-out between the ninth and twelfth grade. Adult education programs are necessary to provide pathways to economic independence and to increase opportunities for heads of households to earn family-sustaining wages.

LARAEC Beginnings

In December of 2013, the East Los Angeles College (ELAC) President and the Los Angeles Unified School District (LAUSD), Division of Adult and Career Education (DACE) Executive Director met to determine the school districts that operated within the boundaries of the Los Angeles Community College District (LACCD) area. The following districts were invited to join the consortium:

1. Beverly Hills
2. Las Virgenes
3. Palos Verdes
4. Alhambra
5. San Gabriel
6. Montebello
7. Culver City
8. Burbank

Three districts did not reply or declined the invitation to participate (Beverly Hills, Las Virgenes and Palos Verdes). Two districts (Alhambra and San Gabriel) indicated an interest in participating; however, representatives were not sent to any of the scheduled meetings nor were any attempts made to contact the offices of ELAC or LAUSD/DACE. To date, in spite of additional contact, none of the non-participating districts have expressed interest in participating in LARAEC. The remaining three districts, Burbank Unified School District (BUSD), Culver City Unified School District (CCUSD) and Montebello Unified School District (MUSD), along with LAUSD and LACCD became the five member Los Angeles Regional Adult Education Consortium (LARAEC) that was formally established on February 24, 2014 through the joint Planning Grant Application submitted in response to the Certification of Eligibility Grant released on December 19, 2013.

Between the first meeting and the submission of the Planning Grant Application, multiple meetings took place in which the representatives of each district agreed on the

organizational structure, shared leadership approach, project planning roles and responsibilities including a communication plan for LARAEC.

The members established a core leadership team to be composed of no more than 5 representatives from each district. The Core Leadership Team was composed of five representatives from LAUSD, five from LACCD, five from MUSD, two from CCUSD and two from BUSD. Together the Core Leadership Team members committed to see the task through for the duration of the grant, designed LARAEC's governance, created a vision statement and implemented the foundation of the newly created entity.

LARAEC Vision Statement

“The Los Angeles Regional Adult Education Consortium will sustain, expand and improve adult education. It will create seamless programs and pathways to workforce and higher education that are regionally relevant, efficient, comprehensive, and that leverage community resources through a structured and collaborative interagency approach. Programs will be student centered, data driven and focused on best practices. Students will gain 21st century skills; meet their employment, academic and civic goals; and contribute to the economic vitality of the Los Angeles region.”

Governance

LARAEC adopted a consensus decision making strategy. If consensus cannot be reached, decisions will be made by a vote of the five members of the Executive Team. The highest ranking or designated representative of each district serves on the Executive Team. Each district was given one vote; three votes are needed to carry a motion. All decisions made to-date have been by consensus, a testament to the true collaborative approach fostered by the Consortium. LARAEC further determined that the LACCD should serve as the Fiscal Agent and LAUSD would be the Primary Contact for the State. It was decided that the Executive Team members from the largest districts would serve as co-chairs at all Core Leadership Team meetings and that each district would appoint/hire a point person to coordinate the AB 86 activities of their respective district. Additionally, the Consortium hired a consultant on a short-term contract who provided assistance to the Executive Team in planning initial logistics and processes between the five LARAEC districts. The consultant's contract for services concluded in July.

The Core Leadership Team also recognized the importance of partners and all stakeholders in the process of redesigning adult education. Partners will serve in an advisory role and stakeholders such as teachers, students, faculty, staff members, organizations and boards have provided input to shape the Regional Comprehensive

Plan. To this end, the Core Leadership Team created four committees to focus on the necessary tasks, seek input, and disseminate progress reports and AB 86 updates to interested parties. The Committees are:

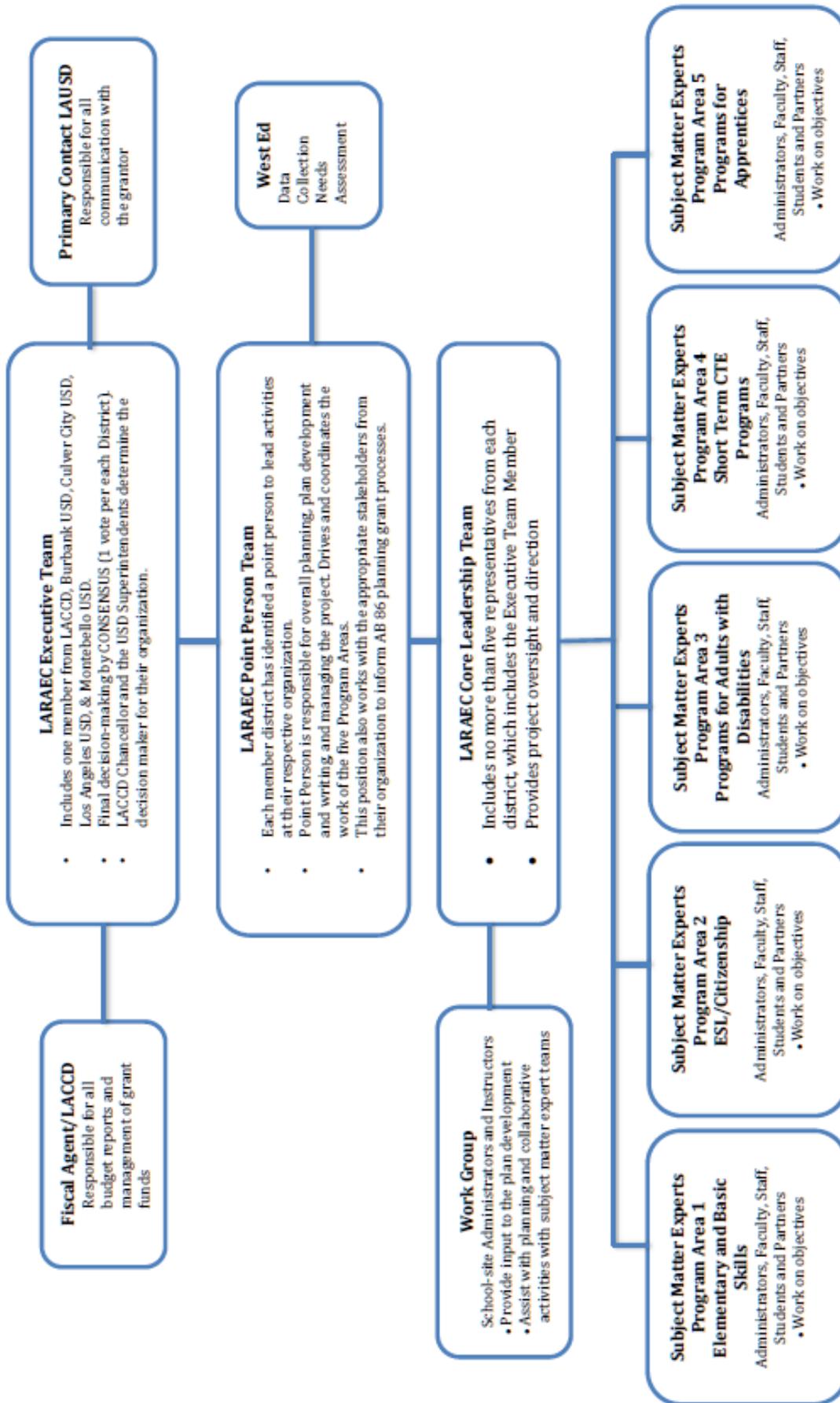
1. Partners
2. Communications
3. Policy
4. Plan Writing

LARAEC Team

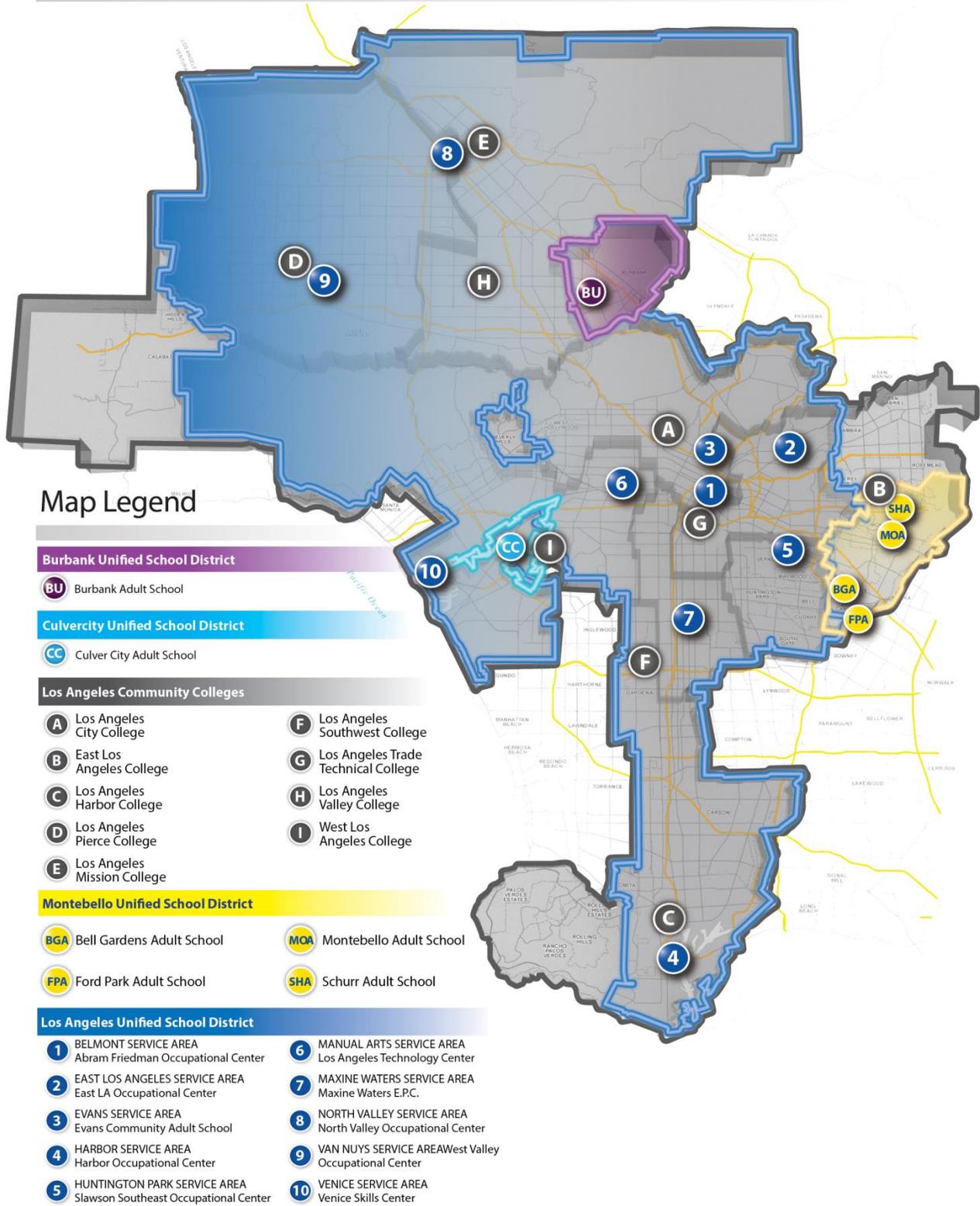
Table 5

DISTRICT	Function	Name and Title
Los Angeles Community College District		
	Executive Team/Co-chair	Marvin Martinez, President, East Los Angeles College
	Point-Person	Dr. Adrienne Ann Mullen, Dean, Adult Education, Los Angeles Community College District
		Dr. Felicito Cajayon, Vice Chancellor of Economic & Workforce Development
		Larry Frank, President, Los Angeles Trade Technical College
		Dr. Dan Walden, Vice President, Los Angeles City College
Burbank Unified School District		
	Executive Team/Point-Person	Emilio Urioste, Director Adult Education, ILA and CTE
Montebello Unified School District		
	Executive Team	Kathy Brendzal, Director
	Point-Person	Yvette Fimbres, Consultant
		Craig Lee, Departmental Financial Manager
		Dan Garcia, Principal
		Nancy Nakajima, Teacher on Special Assignment
Culver City Unified School District		
	Executive Team/Point-Person	Veronica Montes, Principal
		Kevin Kronfeld, Coordinator of State and Federal Programs
Los Angeles Unified School District		
	Executive Team/Co-chair	Donna Brashear, Executive Director
		Joe Stark, Administrator
	Point-Person	Kit Bell, Supervisor of Curriculum and Instruction
		John Davey, Data and Accountability
		Danna Escalante, Coordinator of Program and Policy Development
Los Angeles Regional Adult Education Consortium		
	Project Manager	Lanzi Asturias, Specialist Adult and Career Education

LARAEC Organization Chart



LARAEC Locations



LARAEC Members

The Los Angeles Regional Adult Education Consortium consists of five districts as diverse as the Greater Los Angeles Area they represent. Each district has unique and distinguishing characteristics; however, all share a common commitment to improve and expand the delivery of adult education in the region. The following is a brief description of the member districts that form the Los Angeles Regional Adult Education Consortium.

Los Angeles Community College District

The Los Angeles Community College District (LACCD) is the second largest multi-college district in the nation. LACCD offers educational opportunities to students in more than 40 cities covering an area of more than 882 square miles, serving 5.2 million residents. Over the past 85 years LACCD has served as an educational institution to more than three million students. An elected seven-member Board of Trustees, serving staggered four-year terms, governs the District. One student trustee, selected by the students, serves a one-year term beginning in June of every year.

Affordable, accessible and practical, the LACCD offers opportunity to all, educating and training more than 240,000 people each year through its nine community colleges. LACCD offers an array of educational services to people seeking affordable education, career-transition services, workforce development assistance, and economic development partnerships. This community college system often takes the lead in initiating region-wide workforce development strategies that focus on emerging industry trends and innovative learning models to meet the workforce development needs of business and industry.

The nine colleges are:

- East Los Angeles College
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Mission College
- Pierce College
- Los Angeles Southwest College
- Los Angeles Trade-Technical College
- Los Angeles Valley College
- West Los Angeles College

The District also helps to strengthen the economic vitality of the Southern California region by collaborating with regional business networks and external educational agencies. These approaches help to enhance student learning experiences and create the foundation for developing a skilled workforce that can meet the current and future trends of business and industry.

The District's doors are open to a diverse student population eager for skills, knowledge and upward mobility. LACCD educates almost three times as many Latino students and nearly four times as many African-American students as all of the University of California campuses combined. Eighty percent of LACCD students are from underserved populations.

The change in the ethnicity of LACCD students has been dramatic over the past three decades, with Hispanics increasing to more than 50% of all students. The upward trend in the percentage of Hispanic students and decline in other ethnicities, since the 1980s, reflects the city's changing demographics.

The proportion of young students (under 20 and 20-24) has increased since 2005. Students under the age of 20 declined in numbers most substantially during the 1990s but have been increasing in recent years. This change in age distributions will have implications for FTES generation, program interest, and student service needs because these are students who come to our colleges directly from high school. More than half of all LACCD students are older than 25 years of age, and more than a quarter are 35 or older.

In fall 2013 LACCD student demographic composition was 54.7% Latino, 4.9% African-American, 12.6% Asian, and 16.1% White. Of the student population 22.5% are non-native English speaking. Additionally, 51% of the student body fall below the poverty line and 18% are from homes in which parents attended only elementary education (according to the LACCD Spring 2012 Student Survey).

Most students or 72.5% are part-time and 27.5% are full time (12 or more credit hours).

Serving this diverse group of students are classes offered in the following AB 86 program areas:

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- English as a Second Language (ESL)
- Citizenship

- Career Technical Education (CTE)
- Adults with Disabilities (AWD)
- Apprenticeships

Los Angeles Unified School District

The second largest K-12 district in the nation, Los Angeles Unified School District (LAUSD) enrolls more than 650,000 students in kindergarten through 12th grade, at over 900 schools, and 249 public charter schools. The boundaries spread over 710 square miles and include the city of Los Angeles as well as all or parts of 31 smaller municipalities plus several unincorporated sections of Southern California. About 4.8 million people live within the District's boundaries.

The ethnic composition of the student population is primarily Latino (73.4%); the remainder are African American (10.0%), White (8.8%), Asian (3.9%), Filipino (2.2%), Pacific Islander (.04%), American Indian (.04%) and two or more races, not Latino, (1%). In all, 92 languages other than English are spoken in LAUSD schools. The District has 161,484 English language learner students. Their primary languages are Spanish, which represent 93.4% of English language learners, Korean (1.1%), and Armenian (1.1%), Tagalog, Cantonese, Arabic, Vietnamese and Russian, each account for less than 1% of the total. As of October of the 2012-2013 school year, approximately 80% of LAUSD students qualified for free or reduced-price meals. Of the more than 27,000 educators LAUSD employs, 887 are adult education teachers.

The Division of Adult and Career Education (DACE) of LAUSD, the largest adult school program in the nation, serves a large geographic urban area (710 square miles) in the greater Los Angeles region. Over the last 10 years it has served over 3 million students. Last year, it addressed the needs of close to 100,000 adult learners residing within the City of Los Angeles and eighteen other municipalities: Bell, Cudahy, Florence, Gardena, Huntington Park, Lomita, Marina Del Rey, Maywood, San Fernando, South Gate, Topanga, Universal City, Vernon, View Park, Walnut Park, West Athens, Westmont and West Hollywood. LAUSD has established ten adult education Service Areas to address the adult education needs within the LAUSD attendance area. They are:

- Belmont
- East Los Angeles
- Evans
- Harbor
- Huntington Park-Bell
- Manual Arts

- Maxine Waters
- North Valley
- Van Nuys
- Venice

Each Service Area has a main campus with multiple satellite sites attached to the main campus. Currently there are 17 stand-alone adult education sites and 234 satellite branches that are colocated at LAUSD elementary and secondary schools, churches, libraries, local businesses, community, one-stop, work-source, family and senior centers.

Serving this diverse group of students are classes offered in the following AB 86 program areas:

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- English as a Second Language (ESL)
- Citizenship
- Career Technical Education (CTE)
- Adults with Disabilities (AWD)
- Program for Apprentices

Montebello Unified School District

The Montebello Unified School District (MUSD) is located in the southeastern section of Los Angeles County, fifteen minutes east of downtown Los Angeles. MUSD is comprised of eighteen elementary schools, six intermediate schools, four high schools, one continuation high school, two community day schools, six contract independent study programs, four adult schools, eleven head start programs, and five regional occupational programs. According to 2012-13 California Department of Education and 2009 American Community Survey data, MUSD's demographics are as follows: 90% of households speak Spanish; 40.1% of adults over 25 do not have a high school diploma; and 13.5% drop out of school. MUSD has a yearly enrollment of approximately 32,000 K-12 students with more than 50% of those students identified as English learners. Over 80% of K-12 pupils qualify to receive free or reduced-price meals.

MUSD's student attendance area spans approximately 46 square miles. MUSD serves a diverse student population from the cities of Bell Gardens, City of Commerce, and Montebello as well as Downey, Los Angeles, Monterey Park, Pico Rivera, Rosemead, and South San Gabriel in part. As of 2012, according to the California Department of

Education, the area served by MUSD has a population of 166,739. The Hispanic population is predominant, higher than Los Angeles County's average, ranking seventeenth in California. Foreign-born residents make up 40.8% of the population. The most common spoken language in the region, other than English, is Spanish. Other significant languages spoken are: Armenian, Russian, and various Asian languages.

MUSD has one of the three largest adult school programs in California. Montebello Community Adult School (MCAS), which operates as part of MUSD, was established in 1936. Service to the community started with a few evening classes in the Montebello area. Classes offered at that time were mainly for the purpose of Americanization. Montebello has an established history and commitment to serving the needs of adult learners.

MCAS operates four major adult school sites: Bell Gardens Community Adult School, Ford Park Community Adult School, Montebello Community Adult School, and Schurr Community Adult School. Three of the four major sites are located on high school campuses, and one school, Ford Park Adult School, is an all-adult facility. MCAS also operates adult school classes at over fifty locations across the district including K-12 schools, local businesses, churches and community centers. Currently, 25,000 students enroll on an annual basis, a 23% reduction in services from 2008-09 when flexibility was instituted by the State. MCAS offers a sequential, transitional program where students start at the beginning ESL level with an ultimate transitional goal of earning a high school diploma, with the option of enrollment in the Career Technical Education Program, college and finally to the workforce. MCAS offers classes in the following AB 86 program areas:

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- English as a Second Language (ESL)
- Citizenship
- Career Technical Education (CTE)
- Adults with Disabilities (AWD)
- Apprenticeship

Burbank Unified School District

The City of Burbank is located in Los Angeles County, occupies 17.3 square miles and is situated 12 miles northwest of downtown Los Angeles. The city was founded on May 1, 1887 and incorporated on July 8, 1911. In 2010, the total city population was 103,340

(2010 Census), with a median income of \$62,255 (American Family Survey, 2010). By 2013 the population was expected to increase by nearly 1400 people.

Based on the 2010 Census, Burbank is predominantly White (72.7%). The second largest ethnicity is Latino (24.5%), followed by 11.6% Asian and 2.5% African American. There have been notable ethnic, racial and linguistic changes in Burbank's population since 2000. One of those changes has occurred in the language used by individuals at home. The numbers of Latino individuals and those who speak a language other than English at home have decreased from 40% in 2000 to 24.5% in 2010. The percentage of foreign-born persons in the city from 2008-2013 was calculated at 34.3%. Eighty-eight percent of the population has a high school degree or higher, and 37% have a Bachelor's degree or higher. Eight and a half percent of the population lives below the poverty level.

The Burbank Unified School District (BUSD) is governed by a five-member Board of Education. BUSD operates four transitional kindergarten classes, eleven K-5 elementary schools, three middle schools, two comprehensive high schools, one alternative/continuation high school, a Community Day School, an adult school and a child development program. The total District enrollment was 15,433 during the 2012-13 school year. Students of White (46.3%) and Hispanic (34.9%) ethnicities comprised the majority of the District's ethnic, racial distribution. Over 40% of students in Burbank Unified School District are eligible for free or reduced lunch. There were a total of 1,714 English language learners (ELLs) in the District (K-12) in 2011-12 representing 11% of the total District student enrollment, with 29 languages spoken. Of that number, 38% spoke Spanish and 23% spoke Armenian. The number of ELLs served in the District has steadily decreased in recent years.

Burbank Adult School has been providing services to the community for 85 years. The school has a proud tradition of responding to the evolving educational needs of the community and its adult learners. In 2012-13, BAS served 6,140 students in the areas listed below. ESL and ASE have the largest program enrollments, with 24% and 25% respectively:

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- English as a Second Language (ESL)
- Career Technical Education (CTE)
- Apprenticeships

Culver City Unified School District

Culver City is a residential community about twelve miles west of downtown Los Angeles and five miles east of the beach at Marina Del Rey. Culver City is closely intertwined with the communities of Los Angeles, Inglewood, Marina Del Rey, and Westchester. It is accessible from the 10, 90, and 405 freeways. Culver City has a vibrant, “walkable” downtown commerce center and a thriving arts district. It has been described as a “safe, modern, and progressive community that combines a unique shopping environment and a rich entertainment history with a rapidly expanding multimedia hub.” Culver City is also close to Los Angeles International Airport. According to the 2010 census, Culver City has a population of 38,883. Within that population there are 17,491 households.

Culver City Unified School District (CCUSD) is composed of five elementary schools, one middle school, one high school, one continuation high school, an adult school and an early childhood education program. CCUSD is governed by a superintendent and five board members. Culver City Adult School (CCAS) was founded in 1954 by the Culver City Unified School District just 5 years after CCUSD was formed, which is indicative of CCUSD’s long-standing commitment to the education and enrichment of its adult population. CCAS is located at 4909 Overland Avenue in Culver City, adjacent to the Julia Dixon Library; a short walk from the high school, middle school, continuation school and one elementary school; and in close proximity to the vibrant and revitalized downtown area.

Although over 90% of Culver City residents have a high school diploma or higher, approximately 7.5% (2183) of the adult population of Culver City do not have a high school diploma or equivalent. This statistic highlights the need for adult education in the community. CCAS’s ESL program meets the need of individuals in the community who are among the 36.3% who speak a language other than English in the home or the 24% who are foreign born. Culver City, like Culver City Adult School, also boasts significant populations of people from the following countries/regions: Latin America (Colombia, Brazil, Argentina, Chile, Venezuela, El Salvador and Guatemala); Europe; Slavic/Russian; and Middle Eastern/Arabic.

Culver City Adult School has a dynamic student body whose ages range from 16 to 90. Students come to the school for varied reasons that include to learn English, remediate basic skills in reading and math, complete their high school diploma or prepare for the High School Equivalency Exam (HSEE), or to focus on a particular interest in their lives through community interest fee-based classes.

Serving this diverse group of students are classes offered in the following AB 86 program areas:

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- English as a Second Language (ESL)
- Citizenship
- Adults with Disabilities (AWD)

LARAEC Committees

Partners Committee

To create the Partners Committee, the Core Leadership Team developed a list of prospective partners to provide input and support to the LARAEC Regional Comprehensive Plan. Partners invited to serve on the Committee were those organizations that had the greatest reach in LARAEC's region and who were actively involved LARAEC's student population. Prospective partners were invited to the Inaugural LARAEC Partners Meeting (June 6, 2014). Of those invited 18 individuals attended the meeting representing 16 organizations, all of whom expressed their desire to become a partner and/or to learn more about LARAEC and its Regional Comprehensive Plan.

Additional partner follow-up has been made, and will continue. In-depth interviews and a survey have been conducted to inform the Consortium's Regional Comprehensive Plan.

Partners List:

- Asian Americans Advancing Justice Los Angeles
- Associated Builders and Contractors, Los Angeles
- BizFed - The Los Angeles County Business Federation
- Centro Latino for Literacy
- City of Burbank Library Services
- City of Burbank Management Services
- City of Los Angeles, Economic and Workforce Development Department
- Los Angeles Chamber of Commerce Education and Workforce Development
- Los Angeles Area Chamber of Commerce
- Los Angeles City Workforce Investment Board
- Los Angeles County Workforce Investment Board
- Los Angeles City Public Library

- Los Angeles County Federation of Labor
- Los Angeles Urban League
- State of California's Employment Development Department, Los Angeles - Ventura Workforce Services Division
- Tomas Rivera Research Institute (USC)
- Verdugo Workforce Investment Board (Service Area: Glendale, Burbank, La Canada Flintridge)

Communications Committee

Subsequent to the submission of the Planning Grant Application, the Core Leadership Team began to implement the outlined processes and infrastructure. The Communications Advisory Group became the Communications Committee. Its activities will be guided by the following principles:

- The Consortium will ensure that communication activities and initiatives remain current, relevant and appropriate to supporting the vision of the Consortium.
- The Consortium will design, develop, and distribute clear and consistent messaging to stakeholders in the articulation of the Consortium's vision, goals and activities.
- The Consortium will communicate the importance and value of the planning process to all stakeholder groups, namely students and the community.
- The Consortium will foster a culture of transparent communications as viewed by internal and external audiences.
- The Consortium will engage stakeholders to the greatest degree possible in order to increase involvement and meaningful participation in Consortium planning activities.

LARAEC's website, <http://laraec.net>, launched in September.

The screenshot shows the LARAEC website interface. At the top, the LARAEC logo is displayed alongside logos for partner organizations such as Culver City Unified School District, Los Angeles Community College District, and others. The main banner features a video player with the text "We're Here to Listen to You!" and "Check out our surveys". Below the video, the text "Los Angeles Regional Adult Education Consortium (LARAEC) Project Information" is visible. On the right side of the page, there is a search bar and three buttons: "Faculty/Staff Survey", "Student Survey", and "Student Survey (Spanish)".

As part of the communication plan, each district has held meetings with various constituencies including students, faculty, staff and community members to share information and receive input regarding AB 86 as illustrated by the following events:

Date	Event
February 21, 2014	LAUSD AB 86 Symposium In attendance: Students, Teachers, Union Representatives, Community Members and Administrators
February 22, 2014	LAUSD AB 86 Symposium In attendance: Students, Teachers, Union Representatives, Community Members and Administrators
March 25, 2014 and March 26, 2014	MUSD LARAEC Update In attendance: Superintendent of Schools, Administrators, Students, Certificated and Classified Staff, and Union Representatives
March 28, 2014	LAUSD Program Area Meeting In attendance: Board Members, Program Area Experts, Teachers, Union Representatives, Counselors, Administrators and Students
April 21, 2014	MUSD Symposium In attendance: Students, Teachers, Union Representatives, Community Members, Administrators and LARAEC Core Leadership Team
May 7, 2014	LAUSD Program Area Meeting In attendance: Program Area Experts, Teachers, Union Representatives, Counselors, Administrators and Students
May 19, 2014	BUSD Symposium In attendance: Students, Teachers, Union Representatives, Community Members and Administrators

Date	Event
May 20, 2014	<p>Joint Board Meeting (LAUSD/LACCD) Re: AB 86 Process In attendance: LAUSD and LACCD Board Members, Teachers, Administrators, Union Representatives, Students, Community Members and LARAEC's Executive Team</p>
May 27, 2014	<p>LAUSD Student Survey Over 5,000 students surveyed from all ten Service Areas of the LAUSD's Division of Adult and Career Education</p>
May 29, 2014	<p>MUSD Symposium In attendance: Students, Teachers, Union Representatives, Community Members, Administrators and LARAEC Core Leadership Team</p>
June 6, 2014	<p>LARAEC's Inaugural Partners Meeting In attendance: Partners, LARAEC Representatives and LACCD's Chancellor</p>
June 13, 2014	<p>MUSD Program Area Meeting In attendance: Program Area Experts, Teachers, Union Representatives, Counselors and Administrators</p>
June 24, 2014	<p>CCUSD Presentation to School Board on AB 86 and the formation of LARAEC In attendance: All Board Members, Superintendent, Assistant Superintendent, Principal, teachers and Community Members</p>
July 10, 2014	<p>MUSD/LARAEC Meeting In attendance: Program Area Experts, Teachers, Union Representatives, Counselors and Administrators</p>
September 3, 2014	<p>MUSD/LARAEC Meeting In attendance: Superintendent of Schools, Administrators, Entire Certificated and Classified Staff, and Union Representatives and School Organization Representatives</p>

Date	Event
September 12, 2014	LACCD Kick-off Meeting In attendance: Faculty and administrators
September 12, 2014	MUSD/LARAEC Program Meeting In attendance: Program Area Experts, Teachers, Administrators, Union Representatives and Students
September 15, 2014	Core Leadership Team Retreat In attendance: Core Leadership Team and KH Consultant Group
September 16, 2014	MUSD/LARAEC Community Advisory Committee Meeting In attendance: Superintendent of Schools, Former Mayor and State Assemblyman Mike Eng, Administrators, Program Area Experts, Union Representatives and Students
September 19, 2014	All Districts General Program Area Meeting In attendance: Subject Matter Experts; Teachers, Counselors, Administrators, Union Representatives and KH Consultant Group
September 26, 2014	All Districts General Program Area Meeting In attendance: Subject Matter Experts; Teachers, Counselors, Administrators, Union Representatives and KH Consultant Group
October 3, 2014	All Districts General Program Area Meeting In attendance: Subject Matter Experts; Teachers, Counselors, Administrators, Union Representatives and KH Consultant Group
October 10, 2014	All Districts General Program Area Meeting In attendance: Subject Matter Experts; Teachers, Counselors, Administrators, Union Representatives and KH Consultant Group

Date	Event
October 17, 2014	All Districts General Program Area Meeting In attendance: Subject Matter Experts; Teachers, Counselors, Administrators, Union Representatives and KH Consultant Group
October 17, 2014	Partners Meeting In attendance: Partners, Core Leadership Team and KH Consultant Group
October 17, 2014	Core Leadership Retreat In attendance: Core Leadership Team and KH Consultant Group
October 21, 2014	LAUSD Board Meeting-Committee of the Whole Re: AB 86 Progress In attendance: LAUSD Board Members, Teachers, Administrators, Union Representatives, Students, and Community Members
October 24, 2014	Core Leadership Team Retreat In attendance: Core Leadership Team



Policy Committee

LARAEC's Policy Committee was tasked with informing elected officials of issues affecting the processes related to AB 86 such as the creation of the consortia, adult education students, Education Code, curriculum, articulation agreements, funding streams, etc. The aim of the committee is to provide factual information whenever requested by elected officials or their representatives and to advocate on behalf of the students of adult education.

Plan Writing Committee

The Plan Writing Committee oversees the process of compiling, analyzing and presenting a data-driven and student centered plan that meets the expectations of all stakeholders and addresses the needs of the student population LARAEC serves; moreover, the committee ensures that the Regional Comprehensive Plan complies with the requirements set forth by the Certification of Eligibility Instructions Terms and Conditions of the AB 86 Adult Education Consortium Planning Grant.



VI. ASSESSMENT

An assessment of adult education services in the Los Angeles region was conducted prior to the first draft of the Los Angeles Regional Comprehensive Plan, submitted on July 31, 2014. As shown by “LARAEC’s Locations” map (p. 28), there are significant geographical gaps in service that need to be addressed, particularly in certain areas such as the region previously served by Alhambra Unified School District. As adult education funding has been diverted to other programs in K-12 districts, it is critical for the state to provide dedicated funding for adult education in order to meet the significant demand for services in the greater Los Angeles region.

The following table (Table 6) illustrates the deep impact of adult education funding cuts on enrollment, during the economic downturn. LARAEC decreased in enrollment 49% from 2008-2009 to 2013-2014 due almost exclusively to funding (a loss of service for over 260,000 students). Most affected were the four member school districts, which saw their enrollment, during the same period, decline by 41%. LAUSD’s enrollment drop was the most significant at 72%.

The significant decrease in enrollment illustrated in Table 6 parallels the deep funding cuts experienced by the districts during the last several years.

Enrollment Decrease by District FY 2008-09 Compared to FY 2013-14

Table 6

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2012-13 Diff.	FY 2013-14 Diff.
Burbank USD	5,498	4,267	4,140	-22%	-25%
Culver City USD	3,333	1,803	1,813	-46%	-46%
Los Angeles CCD*	145,187	140,869	142,102	-3%	-2%
Los Angeles USD	346,031	106,329	98,154	-69%	-72%
Montebello USD	32,252	24,831	25,014	-23%	-22%
Totals	532,301	278,099	271,223	-48%	-49%

* Section counts reduced from 2008-2009 to 2013-2014. The average class size increased 75% from 21 to 54 students

VII. EVALUATION

The LARAEC Regional Plan focuses on the gaps identified by all of LARAEC's stakeholders: students, partners, faculty, and staff members. Many of the statistics selected to inform this report reinforce similar areas of concern. Given that many of LARAEC's students are of lower socioeconomic status, they have multiple obstacles to overcome as they pursue their educational goals. LARAEC seeks to maximize the effectiveness and the efficiency of the redesigned California adult education system. LARAEC will remain student-centered to address those needs expressed by the various stakeholders. At the same time, the context in which adult education takes place must be supported so that students learn employable skills, earn certificates and complete degrees. LARAEC members have felt strongly that an effective, meaningful evaluation process should be a key component of the plan. This will ensure that resources are utilized wisely and accountability measures are implemented in order to drive continuous improvement as the plan is implemented.

As mentioned earlier in the report, LARAEC has developed a three-year plan which focuses on implementation of the following "primary" AB 86 strategies:

- A. Bridges and Pathways
 - I. Assessment Integration and Alignment
 - II. Curriculum Alignment
 - III. Industry/Sector Specific Pathways and Course Articulation
 - IV. Strategies for Accelerated Student Progress
- B. Comprehensive Student Supports
 - I. Individualized Student Plan
 - II. Counseling Best Practices
 - III. Student Community Supports
- C. Common Data, Information and Accountability Systems
 - I. Data/Accountability and Data Warehouse
 - II. LARAEC Information Systems

The three-year plan includes a series of scalable pilot programs. Pilot strategies will be developed, implemented and analyzed. As improvements are made, additional pilots will be implemented (if necessary). By year three, comprehensive evaluation of each program will be conducted and full implementation will be launched throughout the LARAEC districts. Workgroups, composed of subject matter experts (SME's) from the member districts, will be created to address each element of the plan. Each workgroup will report to the Core Leadership Group, at least once every two months. The reports will include progress of each pilot evaluated through data-based evidence, the group's suggestions and recommendations.

VIII. ACCOUNTABILITY

Fundamental to both the implementation of the LARAEC plan and to the ongoing management of program performance is a comprehensive system for accountability. Setting common student outcome performance indicators and publishing target goals and metrics is key to demonstrating program success to local, state and federal stakeholders and to maximize return on investment.

Currently, all LARAEC member agencies utilize either commercial or locally-developed student information systems software to track student demographics, registration, attendance, course completion and other core performance outcomes. In addition, all member agencies use the Comprehensive Adult Student Assessment System (CASAS) for assessing learning gains in Adult Basic and Secondary Education and English as a Second Language. Various other assessments are used by the member agencies for student placement, academic achievement and course completion/advancement.

The two largest members, LACCD and LAUSD, have implemented sophisticated data analytics tools that capture data from the student information and assessment systems from each of their schools to set common key performance indicators and metrics to measure and drive program performance and to inform decision-making. These systems will continue to be utilized (and possibly expanded) to measure and drive both local school performance and also to track and report regional student outcomes as defined by the comprehensive plan.

The final plan will include a set of performance metrics that are tied to both local and regional key performance indicators with specific performance targets set by the agency members. Where possible, cohort metrics will be set to track student outcomes as they move from K-12 adult schools to community college and potentially to the university and workforce. The performance targets and outcomes will be shared with local and state stakeholders. A balanced approach to performance measures will be used to maximize student outcomes while ensuring educational opportunities are available to serve the wide range of demographics and education levels within our region.

A barrier to tracking student outcomes is the lack of a common student identifier. While the LARAEC intends to provide recommendations in the final Regional Comprehensive Plan to resolve this issue within the member agencies, ultimately, addressing this issue will require support from state agencies and legislators.

IX. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #1:

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act (soon to become the Workforce Investment and Opportunities Act, WIOA) known as the Adult Education and Family Literacy Act.

Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

As shown on LARAEC Table 1.1A 1, page 128, there was a total of 115,632 students enrolled in LARAEC Elementary and Secondary Basic Skills courses during the 2012-13 school year, which generated 15,479 ADA/FTE units. The total operational cost for this program was \$90,206,931. During the 2013-14 school year, the total operational cost was \$102,344,436.

LARAEC's ABE programs provide basic skills instruction in reading writing and math from the non-reader level (0) to 9th grade level. These programs serve learners with no literacy skills or limited literacy skills, English speakers and former ESL students. All courses are competency based and focus on real-life contexts as well as the competencies needed for academic success. Students may access these classes through a combination of teacher-directed and individualized instruction settings.

BUSD, CCUSD, LAUSD and MUSD all offer ASE classes and the opportunity for students to earn a high school diploma or High School Equivalency Certificate. LACCD does not offer a program to obtain a high school diploma. Throughout the school districts there are four options students may choose from depending upon their schedules and the availability of courses: teacher-directed classes, individualized instruction labs or centers, adult independent study (AIS) or, in the case of BUSD and CCUSD, online learning.

All ASE courses provided by the K-12 districts are aligned with state standards, and most courses are UC and CSU "a-g" approved. All four K-12 districts offer CAHSEE preparation and exams to enrolled students. Most LACCD courses are also "a-g" approved.

Districts vary in their prerequisite reading and math cut-off scores for these programs. For example, BUSD requires a 7.5 grade level equivalent (GLE) as measured by both

the Comprehensive Adult Student Assessment System (CASAS) and the Test of Adult Basic Education (TABE). LAUSD requires a 9.0 GLE on the TABE.

Program Area 2: Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills

As shown on LARAEC Table 1.1A 1, page 128, there was a total of 69,134 students enrolled in LARAEC courses for immigrants during the 2012-13 school year, which generated 16,709 ADA/FTE units. The total operational cost for this program was \$58,390,695. During the 2013-14 school year, the total operational cost was \$60,426,818.

The English as a Second Language (ESL) programs offered by LARAEC districts provide adult learners the opportunity to acquire English language skills so they can support the academic achievement of their children, obtain employment, further their academic and career goals, attain citizenship and/or participate more fully in their communities, published by the California Department of Education. ESL courses are competency based and follow California State Model Standards. English learners study and practice English language communication skills including: listening, speaking, reading, writing, numeracy and critical thinking. Classes are highly interactive and student focused.

The number of classes and levels varies by district. LAUSD offers seven levels of ESL. MUSD and BUSD offer six. In CCUSD, students participate in beginning and intermediate level classes and study all seven levels through a distance learning program. ESL students in LAUSD and MUSD also take advantage of a comprehensive distance learning program that can be accessed in concert with regular ESL classes or as a stand-alone option. The majority of campuses in LACCD offer four levels of credit ESL as well as four levels of non-credit ESL instruction.

Placement and promotion procedures vary from district to district. All districts use CASAS test scores as an indicator of student performance. LAUSD and MUSD students are given a Division-developed placement test upon enrollment and are promoted based on class performance and scores on promotional tests.

Permanent residents planning to become U.S. citizens may enroll in ESL/Citizenship classes through BUSD, CCUSD, LAUSD, LACCD and MUSD. In these classes students learn the English they need to complete the naturalization forms, pass the reading and

writing tests and answer questions at the naturalization interview. They also learn the basics of U.S. history and government as well as their rights and responsibilities as future U.S. citizens. Representatives from the LACCD and LAUSD serve on the Naturalization Advisory Committee and attend monthly meetings at U.S. Citizenship and Immigration Services where they provide input on issues related to the education of prospective applicants and glean information useful to teachers and future curriculum development.

LACCD, MUSD, LAUSD and BUSD are currently collaborating with USCIS in offering a professional development series designed for experienced teachers to gain deeper knowledge of an adult citizenship curriculum framework, content standards, constructing effective lesson plans, and cooperative learning strategies.

Program Area 3: Education programs for adults with disabilities

As shown on LARAEC Table 1.1A 1, page 128, there was a total of 4,636 students enrolled in LARAEC educational programs for adults with disabilities during the 2012-13 school year, which generated 1,502 ADA/FTE units. The total operational cost for this program was \$30,282,131. During the 2013-14 school year, the total operational cost was \$30,555,804.

The education programs for adults with disabilities offered by LARAEC districts provide educational support for eligible students with disabilities to help them achieve their academic and vocational goals. The Adults with Disabilities (AWD) program also supports students with disabilities by identifying their needs, assisting with the development of educational plans, providing guidance and counseling, and coordinating appropriate accommodations and support services.

The services offered to disabled adults vary by district. Because of budget constraints, BUSD was forced to close its AWD program during the economic downturn. Thus, it no longer offers classes specifically for adults with disabilities and only provides support services through outside agencies on an “as needed” basis. Culver City has a small program that is offered to students through a partnership with LA Goal (a non-profit program).

LAUSD and MUSD offer support services to students with physical disabilities enrolled in Career Technical Education programs. These services may include: registration and career advisement, sign language interpreters, assistive technology, agency referrals, enlargements and recorded course materials, a resource room for students with visual impairments, VRS access, and assessment accommodations.

In addition to support services, LAUSD provides a limited number of classes in adaptive computers, independent living skills, arts and crafts, and job preparation skills to developmentally disabled adults at residential and non-residential community based organizations.

In addition to the services noted above, MUSD offers music therapy, arts therapy, personal hygiene, physical therapy, psychological therapy and reality therapy to teach students to achieve the highest level of physical, cognitive and social functioning they are capable of. Instructors in career technical education and adults with disabilities programs meet on an ongoing basis to analyze assessment data for program improvement and better student achievement.

Each of the nine community colleges within LACCD offers support services to facilitate equal access for students with disabilities, allowing full participation in programs and campus activities through appropriate and reasonable accommodations. Some of these services include: priority registration, note taking assistance, individualized program planning, and high technical computer labs, sign language interpreters, agency referrals and tutoring.

In order to be eligible for support services, academic accommodations, and/or special class instruction authorized under Title 5, Section 56026, a student must have official verification of a disability. This is required at all LARAEC districts.

Program Area 4: Short-term career technical education programs with high employment potential

As shown on LARAEC Table 1.1A 1, page 128, there was a total of 25,526 students enrolled in LARAEC short-term CTE courses during the 2012-13 school year, which generated 6,473 ADA/FTE units. The total operational cost for this program was \$7,902,282. During the 2013-14 school year, the operational cost was \$7,897,302.

Career Technical Education (CTE) consists of training courses in the 15 industry sectors comprising approximately 60 distinct career pathways. Industry recognized accreditation is secured and maintained by the school, program, classroom, and instructor. Curriculum and instructional delivery adhere to both California Department of Education and government or industry regulations that specify training required for certification.

Many CTE programs also require MOU's for student participation in internships, externships, clinical sites, and field observations as a component of their academic and

technical preparation. Instructors in this program are credentialed and experts in their fields.

LARAEC’s CTE courses are competency based and meet or exceed state and federal core indicators as measured by course completion and technical skill attainment. Besides providing students with technical instruction and hands-on experience, courses also include workplace safety protocols, employability skills and instruction in resource management and entrepreneurship. Successful completion of capstone courses leads to an earned credential or certificate; and/or entry into employment, the military, post-secondary institutions, or further technical training.

LAUSD holds annual Employer Advisory Board (EAB) meetings in each of the 15 industry sectors and MUSD holds bi-annual Community Advisory Board meetings to inform the discussion on course content to reflect current labor market needs and requirements and provide a forum for schools to access private sector support and resources, including employment opportunities for students upon career pathway completion.

As illustrated on Table 7, Burbank, LACCD, Los Angeles Unified and Montebello all offer CTE classes. Course offerings vary by district; however as a region, LARAEC provides students with access to career training within all 15 industry sectors.

Table 7

Industry Sector Classes Offered	BUSD	LACCD	LAUSD	MUSD
Agriculture and Natural Resources		x	x	
Arts, Media and Entertainment	x	x	x	x
Building, Trades and Construction		x	x	x
Education, Child Development and Family Services		x	x	x
Energy and Utilities	x	x	x	
Engineering and Design		x	x	
Fashion and Interior Design		x	x	
Finance and Business	x	x	x	x
Health Science and Medical Technology	x	x	x	x
Hospitality, Tourism and Recreation		x	x	x
Information Technology		x	x	x
Manufacturing and Product Development		x	x	
Marketing, Sales and Service		x	x	
Public Services		x	x	x
Transportation		x	x	

For this reporting cycle, LACCD is only reporting noncredit short-term CTE courses and enhanced noncredit short-term CTE courses. The noncredit short-term CTE program across LACCD is a significantly smaller offering than the credit short-term CTE program. This disparity is illustrated in the chart below (Figure 3):

Short-Term CTE	Unduplicated Enrollment			FTES			Projected Enrollment	Notes
	FY 08-09	FY12-13	FY13-14	FY 08-09	FY12-13	FY13-14	FY15-16	
3a. Credit	53,642	56,751	57,739	13,758	14,528	15,359	63,340	Assumed 9.7% increase 13-15
3b. Noncredit	3,406	1,221	1,173	392	90	90	1,287	Assumed 9.7% increase 13-15
3c. Enhanced Noncredit	4,573	4,171	2,724	756	502	353	2,988	Assumed 9.7% increase 13-15

Figure 3

LACCD has found more than 85% of students entering the district need remediation in more than one of the following areas: English, math, writing or ESL in understanding the academic curriculum. The student who enters the short-term credit CTE track has access to the necessary academic support, which includes noncredit classes and tutoring, to promote student success. The necessary student support services to promote student success across all program areas will be explored in the upcoming program area discussions, as well as the alignment between adult school exit competencies and community college entrance requirements.

Program Area 5: Programs for Apprentices.

As shown on LARAEC Table 1.1A 1, page 128, there was a total of 404 students enrolled in LARAEC Apprenticeship Programs during the 2012-13 school year, which generated 122 ADA/FTE units. The total operational cost for this program was \$3,606,832. During the 2013-14 school year, the total operational cost was \$4,000,489.

LACCD, LAUSD, MUSD and BUSD all offer apprenticeship preparation. The target population for these programs is learners seeking an education and on-the-job training for high-paying skilled careers, as well as individuals who are employed and sponsored by trade unions. LARAEC districts offer ABE, ESL, ASE and CTE courses that provide future apprentices with the skills, knowledge, understanding and requirements they need to succeed in apprenticeship programs and, if they chose, to attain an associate degree.

Apprenticeship programs are state and industry funded and industry driven. Apprenticeship programs offer classes to students who are indentured to learn a trade under agreement with the State of California Division of Apprenticeship Standards. LACCD's apprenticeship program is provided through LA Trade Technical College (LATTC). LAUSD is the largest Local Education Administrator (LEA) for apprenticeship

programs in the state of California. The program is run with LAUSD as the fiscal agent and is implemented through various labor partners in the Los Angeles region.

The LARAEC Apprenticeship Education programs are part of a state approved industrial plan for training skilled workers. They are enabled nationally by the Federal Apprenticeship Law (known as the Fitzgerald Act of 1937) and on the state level by the Shelley-Maloney Labor Standards Act of 1939. The programs are authorized and supported by the California Apprenticeship Council under the supervision of the joint Apprenticeship Committee (equal employer and employee representation) for each trade under standards approved by the State of California.

Apprenticeship training under the cooperative direction of the LACCD and apprenticeship committees for their trade may petition to receive credit toward the Associate in Arts degree or the Associate in Science degree for all courses successfully completed. A Certificate of Completion is awarded when the proper application is made and the student has successfully completed all the apprenticeship assigned in their discipline. Additional courses may be substituted with the approval of the apprenticeship coordinator. Substitutions are limited to 50%.

There are two primary components to the training of an apprentice: (1) on-the-job training and instruction in the manipulative processes, and (2) in-school training which involves instruction in technical subjects related to the on-the-job training. On-the-job training is comprised of 40 hours per week of supervised work experience and instruction wherein an apprentice rotates through a series of sequential work experiences which are designed to develop the all-around skills of the trade. LAUSD and LACCD are planning to pilot a collaborative strategy to support joint construction apprenticeship programs going forward.

State apprenticeship law requires that state and local boards responsible for vocational education administer related and supplemental instruction for apprentices. LARAEC offerings provide the apprentice with a study of technical subjects, subject to regular class attendance for the duration of the apprenticeship training period. An example of topics studied, which are generally applicable to a majority of trades, includes applied math and science, blueprint reading and drawing, materials, equipment, processes, and health and safety.

LAUSD and LACCD's apprenticeship staff/faculty facilitate the transition of their students out of apprenticeship preparation programs and into "joint labor (union)-management" apprenticeship programs - preparing students for the apprenticeship application process and/or exam.

Education of Incarcerated Adults

The Los Angeles County Sheriff's Department (LASD) manages the largest jail population in the United States comprised of seven jails across five geographically separate housing facilities. In 2012, approximately 19,000 inmates were housed in LA County jail facilities. According to a report released in 2012 by the LASD, there are increasing numbers of inmates being returned to county jails from state prisons to serve the remainders of their terms. These are inmates who have been charged of non-serious, non-sex related, or non-violent crimes. Typically, the average length of stay (ALOS) for these inmates is 54 days. Inmates charged with more serious crimes have an ALOS average of 1.5 years.

Research shows that there are significant costs associated with housing such large numbers of inmates, not to mention providing various support services such as physical and mental health, and counseling services. The LASD reports that the average daily cost incurred to house a male inmate is \$81.34. The cost for female inmates is slightly higher at \$99.85 per day. These numbers exclude the additional costs for providing the other related support or "wrap-around" services mentioned above. Considering the ALOS for non-violent inmates (54 days), the average cost per inmate can meet or exceed \$29,000 to \$36,000 per year. Repeat offenders further contribute to increased incarceration costs.

Given the significant economic and social costs of incarceration borne by taxpayers, there is clearly a strong State and local interest in reducing the recidivism rate for inmates through educational and rehabilitation programs. A recent Rand Corporation study (2013) sponsored by The Bureau of Justice Assistance, with guidance from the Office of Vocational and Adult Education, concluded that "correctional education reduces post-release recidivism and does so cost-effectively."

A preliminary survey of the Los Angeles County region indicates that educational programs for inmates are provided through both partnerships with various non-profit educational agencies that contract with the LASD Education Based Incarceration (EBI) Bureau to offer short-term academic, basic, and vocational skills courses at all jail facilities throughout the County and by funds allocated by the Inmate Welfare Commission, which oversees and manages the Inmate Welfare Fund.

According to information provided on the LASD EBI website (<http://www.ebi.lasd.org>) approximately 40% of the average daily inmate population is enrolled in EBI, and the curriculum used in the EBI program is aligned to California state standards.

Listed below are some of the programs offered in the Los Angeles County Jail system.

- *Education Based Incarceration (EBI)*. EBI programs offer short-term courses designed and delivered to accommodate inmates within the average duration of their jail term (for non-violent offenders that is 54 days; for violent offenders that is 1.5 years). EBI offers basic education designed to prepare inmates to take the GED exam, as well as preparation for high school equivalency certifications and vocational training in building maintenance, construction, welding, computer operations, culinary arts, masonry, and other fields. Some of the GED/high school equivalency and basic education programs are provided in partnership with outside education agencies, such as New Opportunities Charter School (part of the local Centinela Valley Union High School District) and John Muir Charter School. Anywhere between 3,800 and 4,000 inmates are enrolled in EBI at any given time. EBI offerings also include cognitive behavioral therapy courses (e.g., conflict resolution, interpersonal communication, anger management, and other “life skills” courses), which may be provided by community volunteers and LASD staff, as well as student interns from higher education institutions in the community.
- *Social Mentoring Academic and Rehabilitative Training (SMART)*. This program is designed to offer multidisciplinary education services and courses to gay and transgender men who are vulnerable to assaults and victimization within the general jail population. Housed primarily at one of the seven jails in the area, SMART has its own classrooms, libraries, study areas, offices for career and personal affairs counselors, and other services (which are affiliated with community colleges or universities), and has the program capacity of 280 inmates. All program offerings are provided both in English and Spanish. There is interest in the LASD to expand the SMART program to other jails in the system, and perhaps to share its curriculum with the non-gay/transgender population in order to broaden the reach of the values of tolerance and understanding.
- *Stop Hate and Respect Everyone (SHARE) Tolerance Program*. Also focusing on gay, lesbian and transgender inmates, this program is in four of the seven jail facilities, offering inmates opportunities to lead/teach courses in math and nutrition, as well as “soft skills” (e.g., “character matters” classes). These courses are typically capped at 30 inmates per course. It is unclear if there is a purchased (or site-developed) curriculum, or if inmates design their own materials and course structure. This program is overseen by a deputy within the LASD.
- *Other Educational Offerings*. LASD also offers myriad parenting programs, rehabilitation programs, employment and job training courses, community transition programs, and programs focused on bolstering families. Some of these are delivered in partnership with outside agencies and organizations, but it is

unclear the degree to which they are funded in whole or in part by those outside entities.

Further analysis in collaboration with the LASD is needed to ascertain jail education program needs and/or gaps in service within the LARAEC region. The LASD was identified as a potential Consortium partner and was invited to the LARAEC Inaugural Partners' Meeting held on June 6, 2014. Unfortunately, a LASD representative was not available to attend that event; however, as future partner meetings are scheduled, the LASD will be invited to the meetings.

Adequacy and Quality

The quality of the programs offered by the adult education providers in the area is excellent. There are many requirements and measures that each district has in place to ensure the best possible programs. All adult education programs in the consortium are accredited, as shown below:

District	Accreditation Agency
Burbank USD	Western Association of Schools and Colleges (WASC)
Culver City USD	Western Association of Schools and Colleges (WASC)
Los Angeles CCD	Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC)
Los Angeles USD	Western Association of Schools and Colleges (WASC)
Montebello USD	Western Association of Schools and Colleges (WASC)

Additionally, K-12 adult education instructors are credentialed through the State of California where they have to meet stringent standards in order to attain their credentials. LACCD Instructors have at least a Bachelors' Degree or are verified/certified experts in their field. All instructors are required and/or encouraged to attend professional development in their area of expertise to maintain, expand and improve their skills. Often, their training models the best practices that are implemented in student programs as well, such as blended learning, institutes and academies. Moreover, all instructors are regularly evaluated to assess their methodology, lesson plans, student success and satisfaction and to provide them with feedback and suggestions for improvement, if applicable.

It is clear that the main issue affecting adult education is the inadequate supply given the demand. The level of adults in need of adult education is extremely high. With approximately 1.5 million adults in the Los Angeles area not having a high school diploma or its equivalent, 33% of the population functionally illiterate and 34% of the population living in poverty, there is little doubt that adult education is terribly underfunded. In addition to the statistics cited, the need for increased avenues to deliver adult education is evidenced by the unprecedented amount and scope of the waiting lists each district has for many of its classes. Compounding this problem are changes in the law that have created greater demand for adult education services.

As noted in the Migration Policy Institute Report of June 2014:

“Access to adult education courses has also become increasingly important due to the federal Deferred Action for Childhood Arrivals (DACA) program, as applicants must have a high school diploma or equivalent, be enrolled in school, or be enrolled in an education, literacy or workforce training program at the time of their application.”

“Unfortunately, DACA’s enactment coincided with unprecedented cuts and program closures in California’s adult schools, which are operated primarily by K-12 school districts and County Offices of Education.”

Moreover, because of the closure of K-12 adult education programs during the economic downturn and the lack of participation of those programs in the consortium, there is inadequate geographic coverage throughout the area.

X. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #2:

An evaluation of current needs for adult education programs within its region.

Los Angeles County is a large and heavily populated area (4,057.88 square miles). According to the US Census Bureau, in 2013 there were an estimated 10 million people living in the County. This represents over one quarter of all the people in California (26%). Therefore, the ramifications of any policies implemented in the Los Angeles area have a significant impact on the entire state. As such, the adult education needs of the Los Angeles area will have strong ramifications in the state for years to come.

Table 8, an abridged version of LARAEC Table 2 1, shows a decrease in the number of students served by the LARAEC member districts from 478,659 in FY 2008-2009 to 213,484 in FY 2013-2014. This represents a 55% decrease in the total number of students served by LARAEC in the five AB 86 program areas.

Each program area experienced a significant decrease in students served. The reductions are most extreme in Program Area 4, Short Term CTE, in which there was a 74% reduction. Program areas 2, Classes and Courses for Immigrants, and Program area 5, Programs for Apprentices, also experienced significant reductions (65% and 58% respectively).

Table 8 illustrates the decreases in each program area for FY's 2012-13 and 2013-14 as compared to enrollment in FY 2008-09.

Enrollment Summary by Program Area and Difference in Enrollment FY 2012-2013 and 2013-2014 Compared to 2008-2009

Table 8

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2012-13 Diff.	FY 2013-14 Diff.
1 - Elementary and Secondary Skills	172,200	115,655	111,064	-33%	-36%
2 - Classes and Courses for Immigrants	200,317	72,302	70,617	-64%	-65%
3 - Adults With Disabilities	15,676	7,461	7,901	-52%	-50%
4 - Short-term CTE	89,743	25,526	23,599	-72%	-74%
5 - Programs for Apprentices	723	404	303	-44%	-58%
Totals	478,659	221,348	213,484	-54%	-55%

These figures, unequivocally, reflect a serious need and a tremendously underserved adult population in the Los Angeles area, particularly when considering their context. Of the more than five million people residing in the Los Angeles area, in 2012, 1.5 million did not have a high school diploma or its equivalent. The total number of students served the same year in Program Area 1, Elementary and Secondary Skills, was 115,655, which represents less than 8% of the adults in need of a high school diploma.

As stated in the June 2014 National Center on Immigrant Integration Policy Report Critical Choices in Post-Recession California (S. Hooker, M. McHugh and M. Fix):

“California’s urgent need for adult basic education (ABE), adult secondary education (ASE), and English as a Second Language (ESL) is borne out by data. Among young adults ages 21- to 26, 29% of first-generation immigrants lacked a high school diploma or its equivalent during the 2009 -13 time period – more than twice the state average (13%) for this age group. Low rates of high school completion were most common among California’s first-generation Hispanic youth, as 43% of this population – approximately 230,000 individuals – lacked a high school diploma or GED.”

Other statistics that highlight the need for adult education in Los Angeles are as follows:

- 36% of Los Angeles area residents are foreign born
- 56% live in homes where a language other than English is spoken
- Of those homes, 54% speak English "less than very well."

This translates to over 1.5 million of adults in need of Program area 2, Classes and Courses for Immigrants. In 2013, only 70,617 students were served by LARAEC’s programs, meeting the need of less than 5% of those in need.

According to a U.S. Bureau of Labor Statistics report released June, 2014, titled Persons with a Disability: Labor Force Characteristics Summary; 8 out of every 10 persons with a disability are not in the labor market. Thus, of the approximately 100,000 Adults with Disabilities in the Los Angeles area in the labor force who may have needed adult education programs 7,461 were served in 2013, almost 7.5%.

Economic and Workforce Development Trends (Excerpt drawn from Vision 2017 Report for LACCD)

“According to Carnevale, Smith and Strohl (2010), California will have 5.5 million jobs created between 2008 and 2018, most of which will require a postsecondary education.

More than three million - 3.3 million - of these job vacancies will be for those with postsecondary degrees, 1.2 million for high school graduates and 1 million for high school dropouts. In addition, 11.5 million jobs (or 61% of all jobs) in California will require some postsecondary training beyond high school in 2018.

These projections place California at 50th (or lowest of all the states in the United States) in the proportion of jobs requiring a high school degree and at 2nd place in the proportion of jobs available to high school dropouts. Table 9 and Table 10 illustrate where the jobs will be in Los Angeles County, by occupation and educational attainment level respectively, between 2011-2017. Employment projections for Los Angeles County reflect the historical shift in the U.S. in general from goods-producing sectors to service-producing sectors. In particular, much growth is expected in health care and social assistance and in professional and business services sectors, and it is expected that manufacturing employment will continue its long-term decline in Los Angeles County.

As depicted in Table 9, Los Angeles County Industry Employment Projections, on the following page, there is a projected increase between 2011 and 2020 in the number of jobs requiring all types of postsecondary education in Los Angeles County, with the largest increase in the number of jobs occurring for jobs that require a Bachelor's degree. This highlights the importance of preparing our students for transfer to four-year universities. In addition, about 30% of the increase in jobs requiring a degree will be in jobs that require a postsecondary vocational award or Associate's degree, and the projected growth rate is actually highest for jobs requiring an Associate's degree (compared to a Bachelor's or Master's degree)." (Vision 2017 Report for LACCD).

Los Angeles County Industry Employment Projections

Table 9

	2011	2017	Change	% Change
Goods Producing	622,224	600,466	-21,758	-3.5%
Manufacturing	400,147	365,294	-34,853	-8.7%
Mining, Quarrying, and Oil and Gas Extraction	18,675	25,418	6,743	36.1%
Construction	194,725	201,728	7,003	3.6%
Agriculture, Forestry, Fishing and Hunting	8,677	8,026	-651	-7.5%
Service Providing	4,871,707	5,273,214	401,507	8.2%
Educational and Health Services	699,969	801,248	101,279	14.5%
Health Care and Social Assistance	542,060	621,775	79,715	14.7%
Educational Services	157,909	179,473	21,564	13.7%
Leisure and Hospitality	556,381	595,715	39,334	7.1%
Accommodation and Food Services	358,258	377,454	19,196	5.4%
Arts, Entertainment, and Recreation	198,123	218,261	20,138	10.2%
Government	577,687	612,174	34,487	6.0%
State and Local Government	529,658	562,034	32,376	6.1%
Federal Government	48,029	50,140	2,111	4.4%
Professional and Business Services	870,894	941,980	71,086	8.2%
Administrative and Support and Waste Management and Remediation Services	363,866	390,653	26,787	7.4%
Professional, Scientific, and Technical Services	451,305	504,371	53,066	11.8%
Management of Companies and Enterprises	55,723	46,956	-8,767	-15.7%
Information	234,581	243,755	9,174	3.9%
Motion Picture and Sound Recording Industries	139,537	148,195	8,658	6.2%
Broadcasting (except Internet)	22,199	23,540	1,341	6.0%
Data Processing, Hosting and Related Services	7,814	8,232	418	5.3%
Publishing Industries (except Internet)	21,528	21,281	-247	-1.1%
Telecommunications	34,107	31,929	-2,178	-6.4%
Other Information Services	9,396	10,578	1,182	12.6%
Trade, Transportation, and Utilities	984,926	1,027,885	42,959	4.4%
Wholesale Trade	257,848	279,004	21,156	8.2%
Transportation and Warehousing	213,819	220,932	7,113	3.3%
Retail Trade	499,734	513,187	13,453	2.7%
Utilities	13,525	14,762	1,237	9.1%
Financial Activities	540,308	595,942	55,634	10.3%
Finance and Insurance	265,822	295,163	29,341	11.0%
Real Estate and Rental and Leasing	274,486	300,779	26,293	9.6%
Other Services (except Public Administration)	406,961	454,515	47,554	11.7%
Repair and Maintenance	65,613	64,583	-1,030	-1.6%
Personal and Laundry Services	78,090	85,238	7,148	9.2%
Religious, Grantmaking, Civic, Professional, and Similar Organizations	77,179	78,268	1,089	1.4%
Private Households	186,079	226,426	40,347	21.7%
Total	5,493,931	5,873,680	379,749	6.9%

Source: Economic Modeling Specialists International, 2012

Los Angeles County Job Projections by Degree Required

Table 10

Education Level	2011 Jobs	2017 Jobs	2020 Jobs	Δ 2011 to 2020	%Δ 2011 to 2020
Postsecondary vocational award	336,153	371,694	384,504	48,351	14.38%
Associate's degree	152,784	171,008	180,251	27,467	17.98%
Bachelor's degree	821,565	907,225	945,541	123,976	15.09%
Master's degree	66,401	74,190	77,361	10,960	16.51%
Doctoral degree	70,456	79,998	84,306	13,850	19.66%
Degree plus work experience	300,350	319,532	328,447	28,097	9.35%
First professional degree	85,158	92,330	95,085	9,927	11.66%
Total	1,832,867	2,015,977	2,095,495	262,628	14.33%

Source: LACCD Office of Institutional Effectiveness, 2011

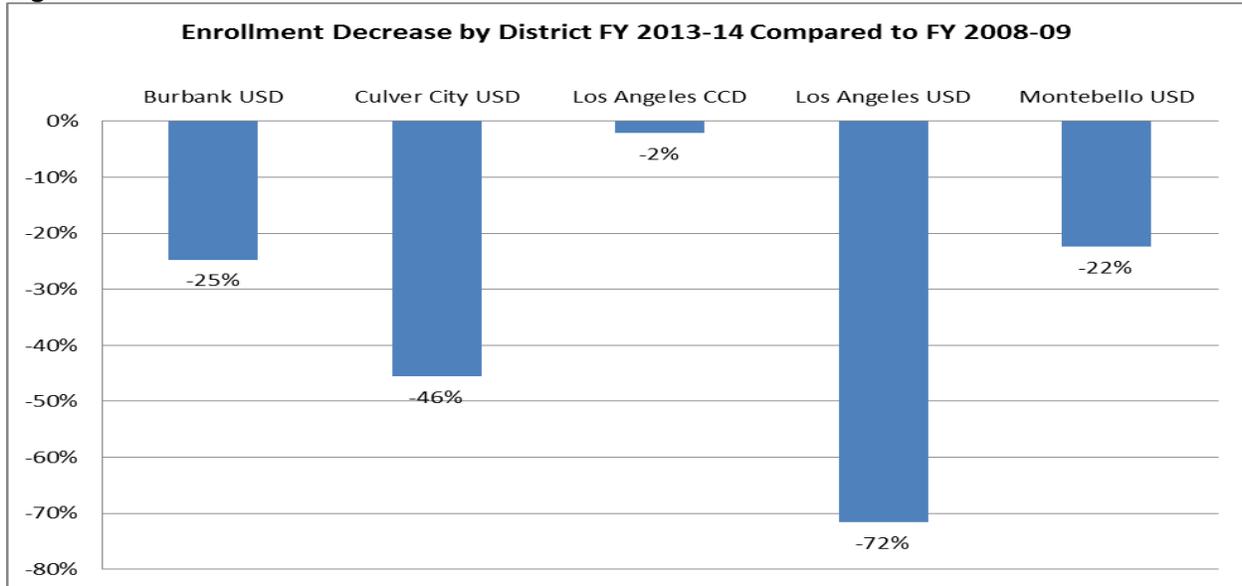
The Economic and Workforce Development Trends data drawn from Vision 2017 Report for LACCD, reflects the deep need for adult education in Program Area 4, Short Term CTE, and Program Area 5, Programs for Apprentices. By 2018, 61% of all jobs in California (11.5 million) will require some postsecondary training. Extrapolating, the number of jobs in the Los Angeles area that will require postsecondary training will be approximately 2.3 million. In 2013, LARAEC served 25,930 students in Program Area #4, Short-term CTE, and Program Area #5, Programs for Apprentices, combined. This figure represents only a fraction of the need.

It should be noted that while some students require adult education in only one program area, it is not uncommon for others to need training in multiple areas. For instance, many students require, ESL, Citizenship, High School Diploma and CTE courses to meet their needs. Serving the same student in multiple programs reduces the availability of the same programs for other students, increasing the need for abundant offerings in each of the program areas.

It is also important to recognize that not all districts experienced the same level of budget reductions and consequent reduction in enrollment during the economic downturn.

Figure 4 and Table 11 that follow show the level of reduction in unduplicated student enrollment for each of the LARAEC members in FY 2013-2014 as compared to FY 2008-2009.

Figure 4



Enrollment Decrease by District FY 2013-14 Compared to FY 2008-09

Table 11

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2012-13 Diff.	FY 2013-14 Diff.
Burbank USD	5,498	4,267	4,140	-22%	-25%
Culver City USD	3,333	1,803	1,813	-46%	-46%
Los Angeles CCD*	145,187	140,869	142,102	-3%	-2%
Los Angeles USD	346,031	106,329	98,154	-69%	-72%
Montebello USD	32,252	24,831	25,014	-23%	-22%
Totals	532,301	278,099	271,223	-48%	-49%

* Section counts reduced from 2008-2009 to 2013-2014. The average class size increased 75% from 21 to 54 students

While all districts show reductions in enrollment due to the economic downturn, LAUSD and Culver City experienced the greatest drop in enrollment, 72% and 46% respectively.

Representatives of LARAEC including teachers, faculty, students, staff and administrators were surveyed to determine their opinions about current student needs that should be addressed through the AB 86 Regional Comprehensive Plan. Their responses are summarized below:

LAUSD, LACCD and LARAEC Student Survey Highlights

Note: The information contained in this section represent the unedited comments and finding from the surveys conducted. More work will be done to distill the essential elements.

Three survey instruments were administered to students at the school districts and community colleges in the Los Angeles Regional Adult Education Consortium region. A total of 30,212 students completed the Los Angeles Community College District (LACCD) Student Survey in Spring 2012¹ before AB86 planning began. Over 5,000 Los Angeles Unified School District (LAUSD) students completed the LAUSD AB6 Student Survey in Spring 2014, and 1,358 students from Burbank, Culver City, Los Angeles, and Montebello Unified School Districts, as well as 1,094 LACCD students, completed the LARAEC Student Survey in Fall 2014. Both the LAUSD AB86 Student Survey and the LARAEC Student Survey were also provided in Spanish.

Questions from all three surveys were mapped to applicable AB86 objectives. Objectives 1, 2, 3, 4 and 5 were most applicable to the student survey items. Responses are grouped by objective and presented below. Question numbers are bolded and in parentheses and are color-coded to denote the type of student survey (Green = LARAEC survey; Red = LAUSD survey; Blue = LACCD survey).

The following responses are aligned to Objective 1: Evaluation of current levels and types of adult education programs within region.

Program Enrollment

- The largest numbers of K-12 District respondents are in *Programs for Immigrants (ESL, Citizenship), Career Technical Education, and Elementary and Secondary Basic Skills.*

¹ The LACCD student survey is a general student survey administered every two years at all campuses. It provides an opportunity for students to share their educational experience and provide feedback to colleges and the District.

- Over half (56%, 731) of LARAEC K-12 District students are currently taking or have taken an ESL class at their school. **(Q5)**
- Over a third, (36%, 465) are currently taking *CTE/Job Training* courses
- 33% (428) are currently in *Programs for Immigrants (ESL, Citizenship)*, and 24% (311) are taking *Basic Skills* courses. **(Q8)**
- Of the LAUSD AB86 survey respondents, 50% (2,505) are in *ESL, VESL, or Citizenship* programs, 29% (1,457) are in *CTE/Job Training* programs, and 25% (1,225) are currently taking *Basic Skills* courses. **(Q1)**
- At the community colleges, about half of the respondents (49%, 500) are currently taking classes in *Programs for Immigrants (ESL, Citizenship)*, 17% (174) are taking *CTE*, and 16% (162) are taking *Basic Skills*. **(Q8)**

Education Goal

- *High School Diploma/Equivalency Test/GED* is the education goal for over half of the LAUSD AB86 survey respondents (57%). Another 45% selected *CTE: Job Training, Certification or License* **(Q2)**
- 82% of LARAEC K-12 respondents
- **43% of LARAEC community college respondents selected *High School Diploma/Equivalency Test/GED* as their education goal. (Q9)**
- The majority of the general LACCD student population is planning on getting an Associate's degree or preparing to transfer (82%), with only 6% selecting *CTE* and 2% selecting *High School Diploma/GED*. **(Q2)**

The following responses are aligned to Objective 2: Evaluation of current needs for adult education programs within region, as well as to Objective 4: Plan to address gaps.

Student Needs

- Half the LAUSD students want more summer classes (50%, 2,511). Another 45% of students (2,232) want morning classes. **(Q4)**
- The top five categories of courses that LAUSD students wish their school offered:
 1. Computers (e.g., Basic computing classes, Networking, Cisco/Microsoft certifications),
 2. ESL/Speech/Writing/Conversational English,
 3. Nursing/Medical/Dental Assisting,
 3. CTE Trades (e.g., Plumbing, Welding, Electrical, HVAC),
 4. Mechanic/Automotive,
 - 5) ABE/ASE - Math **(Q3)**
- *Job Counseling, Job Placement, and Health Services* are the top three services that LAUSD students would like offered at their school with around 40% to 50% of respondents selecting these services. **(Q6)**

- Most K-12 District students (91%, 1,100) selected *Future Employment Opportunities* as being important in their decision to enroll at their school. *Financial Aid/Affordability* and *Costs* were selected by, respectively, 75% (826) and 80% (962) of respondents. (Q7)
- Over half of LACCD student respondents felt that their experiences at college did little (“some” or “very little”) to acquire job or work-related skills (Q75b) or to improve their ability to get a job or advance their career. (Q75o)

Barriers/Problems

- Just over half (52%) of LAUSD students feel that there are not enough classes at their school (Q8)
- *Job Schedule*, *Tuition/Costs*, and *Child Care* are the top three barriers that prevent an LAUSD student or family member from attending school. (Q12)
- *Financial Factors* (49%), *Unable to Enroll in Classes I Need* (47%), and *Job Obligations* (38%) were the top three problems affecting course success for LACCD students. *Family Obligations* came up as a “moderate” to “major” problem by 18% of respondents. (Q5)
- *Costs* (*Costs of Classes*, *Cost of Books/Related Materials*) were the biggest barrier to success for LARAEC K-12 and community college students, followed by *Distance to School/Program* for K-12 students and *Lack of Classes/Courses Offered Online* as well as *Availability of Transportation* for community college students. (Q13)

The following responses are aligned to Objective 3: Plans to integrate existing programs and create seamless transitions into postsecondary education or workforce and Objective 5: Plan to employ approaches to accelerate students’ progress toward academic or career goals.

Job Training

- A large majority of LAUSD students (72%, 3,557) are interested in attending job training at the same time as their academic or ESL class. (Q12)
- As many as 1,750 (36%) LAUSD students state they know “nothing” about job training or college opportunities at other places. Another 1,436 (29%) know “a little”. (Q9)

Counseling Services

- Academic and career counseling services are utilized very little by adult education students at K-12 Districts and community college, a striking difference from the general LACCD student population:
 - Most LAUSD students (77%, 3,759) have not met with a school counselor. **(Q13)**
 - Similarly, very few LARAEC students have used academic counseling (K12 10%, 109; Community college 24%, 143) or career counseling (K12 8%, 80; Community college 10%, 58) services. **(Q12)**
 - In contrast, over half of the general LACCD student population (58%) reported meeting with their counselor either before or during their first college semester. Only twenty-two percent (22%) report having never met with their college counselor. **(Q25)**
 -
- Just under half of LACCD students (45%) report that they do not have a formal education plan or are not sure if they have one. **(Q26)**

LARAEC Faculty/Staff Survey, Preliminary Highlights

Survey Respondents

Below are preliminary highlights from the survey. Question numbers are bolded and indicated after each item.

- A total of 569 faculty/staff surveys were completed between September 8, 2014 and October 13, 2014.

Table 12
Number of responses per school/college (Q2)

Colleges	Responses (total: 208)	K-12 Districts	Responses (total: 361)
Los Angeles CCD	208	Burbank	20
		Culver City	12
		Los Angeles	257
		Montebello	72

- An overwhelming number of surveys were completed by teachers/faculty. Table 13 below shows the number of respondents by role. **(Q3)**

Table 13
What is your current role or position? (Q3)

	Community College (total: 208)	K-12 Districts (total: 357)
Community College Administrator/Dean	9	2 *
K-12 School/District Administrator	2 *	12
Program Coordinator/Manager	3	15
Teacher/Faculty	136	239
Counselor	6	6
Career Center/Assessment/Tutoring/Guidance Staff	0	3
Classified Staff	46	50
Other	6	30

* Two (2) respondents each from the community college and the K-12 districts marked a role/position that is nonexistent at their respective organizations.

- The largest number of **K-12 District** survey respondents were primarily affiliated with *ESL* (49%; n=176) and/or *Elementary and Secondary Basic Skills* programs (38%; n=135). **Community College** respondents were primarily not affiliated with any AB86 program (56%, n=116). **(Q4)**
- Majority (68%, n=242) of **K-12 District** respondents stated that their district did not provide services to correctional facilities. Less than a third (28%, n=99) did not know whether their school provided services to correctional facilities. **(Q5)**
- Half (51%, n=106) of **Community College** respondents did not know whether their school provided services to correctional facilities. 46% (n=95) stated that their district did not provide services to correctional facilities. **(Q5)**

Overall quality and/or effectiveness of programs, services, and courses.

- A large majority of **K-12 District** respondents (84% - 92%) rated *ESL*, *High School Diploma (GED)*, *Adult Basic Education*, *Short-term CTE*, *Citizenship*, and *Vocational ESL* as being *Above Average* or *Very High* quality. But all programs were rated by at least half the K-12 respondents as being of *Average* or *High Quality*. In comparison, only three programs were identified by at least half (54% - 70%) the **Community College** respondents as being *Above Average* or *Very High* quality. These were *ESL*, *Short-Term CTE*, and *College Basic Skills*. **(Q6)**

Adequacy (sufficiency, comprehensiveness) of the programs, services, and courses

- *ESL, High School Diploma, Adult Basic Education, and Short-term CTE* programs were rated by more than 80% of **K-12 district** respondents as being *Very or Extremely Adequate*. **(Q7)**
- Programs with the lowest ratings of adequacy were programs for *Adults in Correctional Facilities* where half (49%, n=33) of **K-12 district** respondents said it was *Not at All Adequate*. Education programs for *Adults with Learning Disabilities* and programs for *Adults with Developmental Disabilities* were considered *Not at All Adequate* by 22% of respondents. **(Q7)**
- At the **community college**, the *ESL* program received the most ratings (57%, n=70) of high adequacy. Most programs were identified as highly adequate by about half the respondents, with the exception of programs for *Apprentices* and programs for *Adults in Correctional Facilities*. **(Q7)**

Program areas offered have the greatest need for additional course offerings, services, or other improvements

- **K-12 district** respondents identified *Short-term Career Technical Education* programs as having the greatest need for additional course offerings, services, or other improvements (59%; n=170), followed by *ESL/Citizenship/Vocational ESL* (54%, n=156).
- At the **community college**, *College Basic Skills (Remediation)* programs have the greatest need for additional course offerings, services, or other improvements (50%; n=60), followed by *Short-term CTE* (45%, n=58), *ESL/Citizenship/Vocational ESL* (43%, n=56), and *Support Services* (43%, n=55).
- In comparison, both **K-12** and **Community College** respondents identified programs for *Adults in Correctional Facilities* as having the lowest need. **(Q8)**
- When asked what additional course offerings are needed, a large number of responses to this open ended question included offering more courses in CTE and Basic Skills courses. **(Q9)**

Additional services needed

- Counseling (academic and career) and Job placement services garnered the most responses by **K-12** and **Community College** respondents for additional services needed. **(Q10)**

- When asked, “What other improvements do you recommend?”, additional support services and increased funding for existing programs and services emerged as the most common responses by **K-12 Districts** and **Adult Schools**. **(Q11)**

Knowledge of the resources and services provided by the specific agencies

- **K-12 District** and **Community College** respondents have the most amount of knowledge about area adult schools and community colleges, as expected and the least amount of knowledge about the resources and services provided by the Office of Economic Development, Chambers of Commerce, and the County Office of Education. **(Q12)**

Collaboration efforts with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services.

- About 20% of **K-12 District** respondents were unaware of how often their school collaborated with outside service providers or other area adult schools or community colleges. Twenty seven percent (27%) or 79 respondents stated that they collaborated *frequently* with outside service providers, and another 33% (n=94) said they collaborated *occasionally*. Twenty six percent (26%) or 75 respondents stated that they collaborated *frequently* with area adult schools or community colleges, and another 25% (n=71) said they collaborated *occasionally*. **(Q13, Q14)**
- About 40% of **Community College** respondents were unaware of how often their school collaborated with outside service providers or other area adult schools or community colleges. Twenty six percent (26%) or 36 respondents stated that they collaborated *frequently* with outside service providers, and another 18% (n=26) said they collaborated *occasionally*. Twenty one percent (21%) or 29 respondents stated that they collaborated *frequently* with area adult schools or community colleges, and another 17% (n=24) said they collaborated *occasionally*. **(Q13, Q14)**
- *Student Referral* was identified as the area with the highest collaboration (59%; n=108) and *Joint Grant Writing* was identified as the area with the least amount of collaboration (6%, n=11) by **K-12** respondents. **Community College** respondents collaborated most in the areas of *Dual and Concurrent Enrollment* (47%, n=34) and *Student Referral* (43%, n=31), and least in the area of *Team Teaching* (15%, n=11) **(Q15)**
- Existing collaborations were rated as *Very Effective* or *Effective* by 60% (n=103) of **K-12** respondents and 49% (n=35) of **Community College** respondents. Five

percent (5%, n=8) of **K-12** respondents and 9% (n=6) of **Community College** respondents said they were *Not at All Effective*. **(Q16)**

- *Insufficient Time* was the biggest barrier to collaboration with outside service providers by both groups of respondents. **(Q17)**
- Respondents most frequently cited the need for increased *Collaboration* and *Communication* as ways to overcome these barriers. **(Q18)**

Obstacles for Students

- An overwhelming majority of **K-12** and **Community College** respondents cited the *Limited/Lack of Childcare/Family Needs* and *Limited Financial Resources* as the top two obstacles to adult learners/students. **(Q19)**

Strategies to accelerate student progress

- When asked which strategy to accelerate student progress are currently in use at the **K-12 Districts**, the largest majority of respondents selected *Competency-based* strategies (90%, n=198). *Contextualization* (42%, n=92) followed as the next most common strategy in use. At the **community colleges**, *Accelerated Courses* (52%, n=48) was followed by *Competency-based* strategies (50%, n=46) as the most common strategies in use. **(Q20)**
- *Competency-Based* strategies were seen by the most **K-12** respondents (90%, n=176) as being *Effective/Very Effective* at accelerating student progress. However, the other four strategies (*Contextualized Courses*, *Accelerated Courses*, *Learning Communities*, and *I-BEST*) were rated by 80% to 86% of **K-12** respondents as also being *Effective/Very Effective*. A smaller percentage of **community college** respondents (52% to 71%) rated each of the five strategies as *Effective/Very Effective* with *Competency-Based strategies* at the top. **(Q21)**
- Between 80 and 98 (36%-44%) **K-12 District** respondents and between 37 and 46 (34%-42%) **Community College** respondents want to see more of each of the above-mentioned strategies to accelerate student progress in their programs. **(Q22)**
- Two out of the five co-location strategies -- *Adult School Classes on College Campuses* and *College Classes on Adult School Campuses* -- were largely not in use at the **K-12 Districts**. The co-location strategy of *Support Services* was in use the most at both **K-12 Districts** and **community colleges**. **(Q24)**
- When asked about their current use of transition strategies to align activities or programs between adult schools and community colleges, only 33% to 43% of **K-12** respondents and 33% to 40% of **Community College** respondents said that each of the strategies were in use to a *Great/Moderate Extent*. **(Q25)**

- When asked about their current use of physical access strategies to facilitate student access to services, *Location within easy access to student population* was selected as the strategy in most use by both groups. **(Q26)**
- The strategy to facilitate student access to services that is most in use at the **K-12 Districts** are *Evening Hours* (80%, n=186) and *Open Entry/Exit Programs* (79%, n=169). *Saturday Hours* was the strategy least in use. At the **community colleges**, *Evening Hours* (70%, n=71) and *Learning Accommodations for Students with Disabilities* (66%, n=56) are strategies in most use. *Dissemination of Program Information in Local Media* was the strategy least in use. **(Q27)**
- *Lack of funding* was selected as the challenge which hindered the implementation of the above-mentioned strategies the most as well as the one that most needs to be addressed. **(Q28; Q29)**

Professional Development

- The top two requested professional development topics by **K-12 District** respondents was the *Use of Technology to Enhance Access and Learning* and *Building of Career Pathways*, with, respectively, 158 (67%) and 145 (61%) of **K-12** respondents and 66 (59%) and 69 (62%) of **Community College** respondents choosing these areas. **(Q30)**

Summary

- When asked, “What is the most important thing that can be done to improve/expand services in your community?” the most prominent themes included: funding and increased offering of classes (including online). **(Q31)**

Partner and Key LARAEC Stakeholder Interviews

In order to develop a deeper understanding of the Los Angeles Regional Adult Education Consortium’s (LARAEC’s) perspectives on the key components necessary to expand and improve the current system of programs and services for adult learners offered within the Los Angeles region, WestEd, on behalf of LARAEC, conducted telephone interviews with key informants within LARAEC leadership, as well as with important partners to LARAEC. The goal was to obtain the viewpoints of LARAEC related to the current K-12, adult education, and community college district systems, and to understand stakeholders’ various priorities, perspectives, and potential approaches to their AB 86 work.

Partner Interview Findings

Methods and Analyses: A list of partners (n=16) was identified by LARAEC leadership to be interviewed. WestEd staff contacted each partner to schedule a phone interview. When the interview date and time was established, WestEd staff sent a confirmation email with the interview questions attached so that interviewees were prepared and relatively unburdened by participating in the interview. As of October 28, 2014, six (6) interviews with partners. On one occasion, the potential interviewee elected to submit responses to the interview questions via email.

Partner interviews included 5 required questions and 5 additional questions that could be answered if time permitted. During each phone interview, notes were taken and saved individually for each interview. All interview notes were then compiled and analyzed using an exploratory applied thematic approach. Partner interview protocol is found in the Appendix.

High-level Findings from Partners: Across the six (6) interview texts analyzed for this summary-to-date for partners interviewed, several themes were seen across interviews and across types of interviewees.

Programs and Services Offered to Adult Learners

- Partner has **17 workforce centers** that offer **job placement** and **case management** and **coaching**. A big part is referrals and training. They operate 13 YouthServe Centers which are geared toward 14-21 year olds and help dropouts route themselves back to school or to jobs. They serve 150,000 adults and 8,000 youth and play a key role in helping people find employment.
- The **central library** and **72 branch libraries** offer a wide range of services and programs. They help adult learners and serve as centers for **lifelong learning** with many **free resources**. **21 of these libraries have adult literacy centers** (typically dropout, basic literacy skills, improve English language literacy) with 1500 current and active learners in that program. **English language conversation classes**, some **ESL**, **Career Online High School** (SACS-accredited high school diploma – 125 slots for students, free course, currently have 53 students enrolled, one graduate). 900+ online courses (time-management, resume prep, job hunting, etc) are available where the library purchased the courses and made them available for free. **Financial literacy classes** and **workshops** (mortgage basics, checking/savings maintenance) and programming around **health topics** targeted around health disparities in particular communities. **Citizenship and naturalization** eligibility and courses in all 73 libraries (partnership with Federal agency USCIS). And there is a job and career readiness web portal.
- Partner provides training and employment services to adults including vocational training and job placement. They also offer **self-serve job searches** on their computers, **career counseling**, **assessments of skills and aptitudes**, **job placement assistance**, and **subsidized job training**.

- Partner provides a **Pre-ESL literacy** course for **non-to-low literate adult Spanish speakers** who have less than 3rd grade schooling. One-third of adult learners served are indigenous language speakers and Spanish is their second language. This organization teaches them how to read and write in Spanish first as a foundation for ESL. They have **proprietary curriculum** that has been **developed** and **tested** for over 23 years in classrooms. In addition, they offer an **e-literacy course** called Leamos (Let's Read), which is a web-based, pre-ESL course that focuses on literacy instruction. The course builds on letters, syllables, words, and then onto sentences. Once the adult learner has made this connection from oral to written language, they are able to begin writing as a tool for memory. In an English Basic Level I course, they can follow the words the instructor writes on the board and take notes to reinforce what they are learning. Leamos has been used as a **non-credit lab class** in **community colleges** and by **LAUSD DACE** as their **Pre-ESL** course at their community site in **Westlake/Pico-Union** and at **Belmont Adult School**.
- Partner offers training and **workforce development education** to adult learners. They also provide employment-relevant info, **conduct screenings** to see where they are educationally and to determine what more they need, and then point them in the right direction. They have a **workforce center**, so people know there are opportunities. There is a **referral** source, but there needs to be ways to support having partnerships with training providers (adult schools, comm. Colleges, LATTC, industry).

Greatest Needs – Programs and Services

- **Large immigrant population** who struggle from language issues, which is an initial barrier. It would be helpful to further their education and employment. Partner works with programs that provide ESL opportunities, but still the **volume is so high** that is a barrier for the region.
- More **bilingual classes and computer literacy** classes for **low literate adults**. Many of these are working adults, primarily in the informal economy. They cannot move up the economic ladder because they are being passed over because of poor literacy and little technology skills.
- “The greatest need for the community we work with are **programs/courses that address non-to-low literate** (few than four years of formal education). Most level I ESL classes are multi-level and often literacy is not addressed. This results in **higher drop out rates**; and **inefficient use of instructor and adult learner time** as low literate adults struggle to keep up and take much longer time to master the numerous ESL levels.”

Notable Quotations from Partners:

- “YouthSource Centers help young adults get their high school diploma, but there is no equivalent on the adult side—We need to implement that.”
- “GED and high school equivalency – our program offers a career certificate (career online high school program). This is a passport to the workforce.”

Strategies to Address these Needs

- Establish **regional centers** that will serve as **literacy hubs**, which can be a point of entry for non-to-very-low literate adults.
- Leverage **space** and **expertise** of **community-based organizations** that have a history and trust between immigrant and low-income communities.
- Have **literacy volunteers** who can be adult learners (as interns) to assist low literate ESL learners. This can help the adult learner intern who is looking to expand their **community service experience** as part of a well-rounded resume.
- **Engage libraries** and their adult literacy centers. Libraries have experience with teaching adult literacy, have **space** and a **volunteer structure** that would probably welcome more volunteers.
- Need **bold, creative ways** to look at faculty, staff and the **credentialing issue** for teaching at adult schools versus community colleges. This is core and need to get at it.
- Need **coordination between providers** because it is a big issue in the adult literacy and education space. All entities providing opportunities tend to do their own things, but it should be **more strategically planned**. Would be helpful to think about it collaboratively and collectively to **improve efficiency** and, ultimately, services to adult learners.
- Pulled together education partners to work on **Career Pathways Trust grant** and got \$6 million grant to work with K-12, community colleges, and 4-year university to get kids exposed to college and career options at early age.

Notable Quotations from Partners:

- “Create an **organizational infrastructure** to support **collective change** and facilitate development of a **shared vision, goals, and strategies** to address the needs of adult learners aligned to industry clusters of LA. Need to sit down with **Governing Boards, LACCD Board, WIB, other stakeholder groups**. At the highest level, they need to be willing to broker and discuss shared governance.”
- “Being honest about where people will go. A large portion of people we serve will not go to a college campus. How do we ensure that those people will get served as equitably and get what they need? Being honest about the totality of the problem. There has to be consistency – creating an avenue for everyone.”
- “I would hope the plan embraces these principles [from 2012 Addressing the Needs of Adult Learners in Los Angeles: A Preliminary Action Plan]. They are pretty serious...leveraging resources. One option is a joint powers agency, if not, we cannot braid funds. I think these principles are very solid. That is my first recommendation. **Do a really good inventory**, what programs, what courses, facilities, teachers, faculty – do a thorough **mapping** and be frank about excessive assets and gaps. I think they are going to do that and be **committed** to that effort. It important to do something that is **robust**.”

Possible Challenges to Address these Needs

- Possible challenge is **how best to reach zero-to-low literacy adults** who have little or no experience in formal educational institutions.
- **Resources** for the population to pay for training are a major barrier. Other than time and money, **lack of leadership** is a huge challenge. Lack of policy leadership. **Institutional bureaucracy**. All hinder progress.

Plans in Place or in Development to Help Adult Learners Transition into Postsecondary Education or Workforce

- “With respect to our clients/adult learners, I would ask that we add the description non-to-low literate to adult learner/student. Then, we as regional stakeholders become more intentional about accommodating this student into the seamless transition between existing programs.”
- “Workforce development activities (resume prep courses, interviewing skills courses) are already underway and offered. In 2015, plans to designate a specific space in the library to be a job and career placement center (already funded, launch between Feb and May 2015; workforce development staff will be hired to “man” this space). **Library wants to be a meaningful part of the solution to bridging gap between high school and college or career.**”

Extent Partner Organization Collaborates with Adult Schools and/or Community Colleges to Provides Services to Adult Learners and if Effective

- One partner has had a satellite school of the LAUSD DACE since 2003 over ten years until the budget cuts of 2012. We have been a satellite school for Los Angeles Southwest College and Los Angeles City College – our classrooms were and are available to LAUSD and LACCD rent free. In addition, LAUSD Belmont Community Adult School taught the partner’s course as their PRE-ESL level. LASWC utilizes Leamos course as part of their Bridges to Success Transition program for Limited English Learners. The partner shared that the collaboration was effective because there was an emphasis on staff time and the importance of maintaining a relationship with the administration and the adult education instructors from both entities.

Barriers to Collaboration

- “While these were/are positive relationships, the barriers for collaboration for a non-profit, such as ourselves, includes finding **funding to pay for the administrative staff** to maintain relationships and handle logistics, scheduling, instructor turnover, etc.” - Partner

Strategies to Overcome Barriers

- Use **libraries as hubs** – they are trusted and already in communities – leverage that community resource to serve more adult learners.
- “Much of collaborative work is based on relationships rather than good systems. We can call each other and ask for things, **but we don’t know much about what systems are available across sites**. Common metrics keeps score of the ball game, but having common rules of the game, and having everyone

understanding we're all playing the same game is important. Collaboration is necessary so that all – k-12, adult education, community college, and workforce – contribute to the prep of the student/person. Collaboration is only as strong as the contributors who are doing their best.”

- “I feel there’s a need a **centralized hub** for zero to functional literacy needs (less than 4th grade) that could serve as a **model for effective point of entry, learning, and transition to ESL/Adult Ed/Citizenship classes**. This doesn’t mean that all non-literate learners have to come through the hub, but it would mean that there is recognition of a **more efficient approach** to address non-to low-literate adult learners in the adult education continuum. Teaching literacy is a **specialized skill**; it is not the same as teaching ESL or language. We have found the best ESL instructors we have worked with here at Centro Latino for Literacy are those that were willing to be open about best practices in the field of adult literacy and have been receptive to working with us to be better teachers for all ESL student levels.”
- “An **incentive** is receiving credit for the deliverable, **being recognized in a significant way**, individually; if [partner] wants to do something around adult education, it’s important that we own it. An incentive is for the [partner] to be **recognized as an adult education organization** – framing it that way is **important to us**. We help adult achieve their education and career goals.”
- “These regional consortia should be comprised of **industry/corporations, non-profit organizations that touch people everyday** (practitioners), K-12, adult learning institutions, community colleges, community-based organizations, and government.”

Untapped Resources

- “The **adult learners themselves** [are untapped resources]. **We have the equation all wrong** – we think of resources as only those who are currently in a resource position. Our system needs people in order to produce something **so that the community is stronger**. We have overlooked the individual as a resource. **We can’t build a stronger person if we miss the value that they bring to the table.**”

Key Stakeholders Interview Findings

Key informant interviews included 5 required questions and 5 additional questions that could be answered if time permitted. During each phone interview, notes were taken and saved individually for each interview. All interview notes were then compiled and analyzed using an exploratory applied thematic approach.

High-level Findings from Key Leaders: Across the 13 interview texts analyzed for this summary-to-date, several themes were seen across interviews and across types of interviewees.

Level and Quality of Current Programs/Services Provided to Adult Learners

- Most respondents report providing all five of the programs relevant to AB 86 work (career technical education [CTE], adult basic education [ABE], adult secondary education [ASE], English as a second language [ESL], and high school equivalency/GED courses)
- Respondents say that the quality of their course offerings are good or excellent, but many are challenged by:
 - Difficulty in meeting the demand for courses
 - Lack of space and staff to provide instruction for all who need it
 - A large wait list of students
 - Lack of ESL to ABE/ASE programs keeps students from continuing
 - Capacity to reach students that come to their site largely unskilled
 - Poor strategic planning (few counselors, too few instructional staff) when budget cuts were made to core courses
- Respondents would improve or enhance their existing programs by:
 - Providing students wrap-around services that support their attendance and engagement
 - Incorporating technology (for an integrated data system across sites; for student information tracking from school to career; for making accountability decisions; for connecting students to resources at every site)
 - Acquiring additional funding for hiring more, new staff
 - Having articulation agreements in place
 - Offering more of the current courses

“Our CTE Powerline class is well known with utility companies and students are recognized as top candidates for entry-level positions, our Electrical classes are State certificated through the CA Department of Apprenticeship Standards, the Allied Health programs have an average rate of over 90% passing rate with the State licensing exams, our business, industrial and health courses are comprehensive in instruction and preparation for employment.” – Adult School Principal

Current Needs for Adult Education In Area

- **Theme #1:** There is an existing gap at every stage between middle school, high school, college and workforce. To fill this gap, what is needed:
 - Remedial/Developmental courses in math and reading – many students arrived unskilled
 - Introductory ESL courses – many incoming students need help with English acquisition and usage

- Exposure to college prior to arrival -- many students are not ready for the transition to school/studying/rigor; not a college-going culture
 - Wraparound services and “on-boarding”— transportation, childcare, early morning and late evening courses to accommodate working students; counseling support
 - A central hub for information about all programs/services offered across sites
- **Theme #2:** There is an existing gap between students’ career interests and the courses that community colleges and adult education programs provide. To fill this gap, what is needed:
 - More courses in students’ career interests
 - Digital media courses – students are interested in film and film-making; nearness to Hollywood should be leveraged
 - More CTE courses to meet the demand
 - Culinary arts, cosmetology, computer tech courses
 - More mentoring/apprenticeship/internship programs
 - A central hub for information about all programs/services offered across sites
 - Identify student needs, community college and adult school strengths. So a student coming in with different levels of education can attend programs concurrently at adult schools and community colleges. Example: student can receive HS credit and community college credit for the same class.
- **Theme #3:** There is an existing gap between the existing courses/services offered and what the surrounding community needs. To fill this gap, what is needed:
 - College orientations to make the campus less ominous
 - Distance learning options
 - Citizenship-related courses
 - Job placement and career counseling
 - Access to better employment opportunities – most in community are working poor
 - Broader educational counseling
 - Financial aid
 - A central hub for information about all programs/services offered across sites
 - Know where the jobs are and where people are needed. Need to meet with Workforce Investment Boards (WIBs)—county and city. They have funds to get people in jobs and to need coordinate with them.

- **Theme #4:** There is an existing gap between what adults with disabilities need and what is currently offered. To fill this gap, what is needed:
 - More trained staff able to identify learning challenges (should not be up to individual instructors)
 - More professional development for staff who work with AWD
 - Structure around creating individualized educational plans for students
 - Translation support for Spanish speakers (to facilitate identification of learning disabilities)
 - A central hub for information about all programs/services offered across sites

Greatest Opportunities for Facilitating Effective Transitions

- Working in LARAEC provides opportunity to “build bridges” and share best practices
- Proximity to other sites makes it easier for students to be more exposed to college culture prior to coming to college
- College-funded apprenticeship program (to be piloted in 2015) will provide college credits for participants – best chance to build partnerships between school districts, community colleges, and workforce
- Professional organizations, where lessons and issues are shared
- First-year completion program instituted at site, providing students with additional support throughout their transition to college
- CTE programs, when they match students’ interests, are best opportunities for students’ seamless transition
- Articulation agreements between entities
- Aligning the curricula between sites and across programs (e.g., aligning short-term CTE training with stackable certificate options recognized at college level)
- Leveraging the CTE equipment and offerings found in High Tech High
- More counseling so the right students are in the right classes. Counselors that have knowledge of both systems and their offerings so students will be counseled to the appropriate class, with an educational plan that includes their aptitudes and exposure to various careers.
- Expansion of programs that lead to initial/entry-level employment and/or continuation of postsecondary education and CTE courses that provide students with enhanced marketable skills.
- More dual enrollment
- Clear curriculum pathways across institutions
- Counseling and individualized student plans

Greatest Challenges to Facilitating Effective Transitions

- Working in LARAEC will be a challenge if voices of K-12, adult education, community colleges, and workforce are not equitable
 - Identifying who has the most capacity to provide certain services
 - Having ego-less conversations about adult education
 - Setting individual priorities and agendas aside and focusing on what will benefit adult learners
 - Many are unaware of what other sites do/have/offer; each site's "system" is different – steep learning curve
 - Concerns about building curricula around an Academic Senate
 - Concerns about dedicated funding
 - Concerns about the role of workforce in creating college-going culture
 - Concerns about fee-based versus non-fee-based course offerings
 - Concerns about certified versus non-certified or credentialed versus non-credentialed instructors

- Time and funding
 - Lack of counseling staff, and no funding to hire additional staff or provide professional development to those currently on site
 - Lack of wrap-around services for students that facilitate their engagement and ability to finish their program of study
 - Learning to do more with less is challenging for most
 - 2008 budget cuts had severe impact on the way sites looked at creating effective transitions
 - Students' interests often do not match course offerings, but students do not have resources or information to go to other sites
 - Would like to see more timely pilot programs and would like to move forward more quickly.

XI. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #3:

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

One of LARAEC's greatest challenges is that the demand for adult education exceeds its capacity and available resources. Some students are highly mobile, and may find it challenging to attend a multi-year, or even multi-semester, program without having to start all over again at a new institution or a new location. The focus of this initiative is to expand LARAEC's collaborative structure so that the Consortium members can better understand the gaps and overlaps in programs, address the needs of the region and simplify student transitions.

LARAEC's Core Leadership Team and faculty members have been working together to develop collaborative strategies and models to increase the Consortium's ability to meet this demand with input from key stakeholders, partners, students and research. When the term "LARAEC faculty members" is used, it refers to faculty from each of the five member districts. While investigating each of these models, LARAEC will take into consideration the unique needs of Adults with Disabilities (AWD).

LARAEC's Objective #3 strategies cluster into seven areas:

1. Curriculum Alignment
2. Assessment and Placement
3. Bridge and Pathway Programs including Articulation Agreements
4. Counseling and Student Services
5. Partners/Business Collaboration
6. Technology, including Data-sharing and Tracking
7. Progress Indicators and Major Outcomes

The following strategic models are an outgrowth of workshops held with the LARAEC Core Leadership Team and faculty members from the five districts as well as key stakeholders, partners, students and research.

1. Curriculum Alignment

Ideally, LARAEC's curriculum should be a well-articulated continuum of courses that build on each other, beginning from pre-literacy through college. Because this is not currently the case, it is difficult for students to transition seamlessly across program and districts. Also, it prevents them from completing and attaining certifications in a timely

manner. LARAEC's faculty identified three strategies that will be used to better align curriculum.

- Course Alignment
 1. Standardized courses across districts
 2. Reallocation of course offerings
 3. Shared and integrated course outlines
 4. Defined skills sequences linked to pathways
 5. Clear definition of pathways on course catalogs and schedules

- Articulation Agreements

Like the articulation of degrees that the community colleges have forged with four-year universities, K-12 adult education and the community colleges should establish similar agreements. Articulation agreements guarantee that students complete courses with the assurance that their adult education work is transferable to the community colleges - increasing the students' likelihood of program completion.

- Enrollment and Instructional Delivery Models: LARAEC plans to explore optimal enrollment models (acknowledging that one size does not meet all students' needs) including:
 1. Open-entry/open-exit
 2. Cohorts
 3. Flexible curriculum
 4. Reverse enrollment from community colleges to K-12 adult education
 5. Blended learning
 6. Dual Enrollment
 7. Integrated training
 8. Contextualized Instruction
 9. Streamlined program design

The purpose of the Curriculum Alignment Strategic Models is to ensure integrated and seamless programs. Recognizing the needs and gaps presented in Objective #2 and #4, the identified strategies aim to:

- Permit seamless movement for students between K-12 adult education Districts and the Los Angeles Community Colleges

- Improve transferability through standardization
- Facilitate navigation through the K-12 adult education and community college systems
- Coordinate start times for classes to better meet the adult learners' needs and schedules
- Establish uniform transcripts and course identification systems
- Offer reverse transfer of community college credits to adult education for high school certificates or equivalency within LARAEC
- Offer curriculum that will enable students to acquire the necessary skills to enter the workforce
- Ensure requirements align with students' needs and incorporate business, industry and College and Career Readiness Standards (CCRS)

1. Assessment and Placement

An overwhelming majority of LARAEC stakeholders agreed that curriculum alignment, assessment, and placement are closely related and should be aligned into one seamless system across program areas and LARAEC institutions.

The focus of the Assessment Model is to make assessments seamless and efficient. Emphasis is to be placed on those assessments that help students transition between programs and districts and simultaneously meet placement requirements for both adult education and the community colleges. The five LARAEC districts use a variety of assessment tools: CASAS, TABE, AccuPlacer, COMPASS, ALEKS, and district-developed promotional and placement assessments. An additional challenge for LACCD has been that in some cases its colleges use different assessment tools or different cut-off scores. To resolve this issue, LACCD accepts scores from any other schools within the district as well as neighboring community college districts.

The redesigned assessment model should:

- Align basic skills and ESL/VESL assessments with the newly aligned curriculum
 - Ensure that test preparation courses are available so that students are more successful; thus, eliminating the need for additional prerequisites or courses to earn certificates, diplomas, or degrees
 - Ensure that the ESL assessment tool covers the breadth of needed skills: listening, reading, writing, grammar, speaking, and comprehension
- Strive for common assessment tools across districts
- Establish assessment "score" thresholds or ranges to determine placement

- Ensure that students' assessment scores are determinants of community college readiness
- Ensure transparency by informing students of the score or score range they need to achieve to move ahead
- Ensure the assessment tools can be administered:
 - Cost-effectively (online assessment, group sessions, etc.)
 - Optimally to meet adults' needs and schedules.
- Explore other evaluative tools, such as portfolios, GPA's and recommendations
- Establish regional assessment/testing policies and procedures
- Ensure assessment selection decisions are research-based
- Apply research models to evaluate the effectiveness of selected assessments

2. Bridge and Pathway Programs between Adult Education and Community Colleges

The students who attend LARAEC's community colleges and K-12 adult education programs share many of the same goals and needs:

- To be employed in a rewarding and well-paid occupation with a career ladder
- To be able to speak, write, compute, and solve problems effectively
- To be challenged to learn and grow as individuals, community members, and citizens of the 21st century

“Curriculum Alignment” already outlined the need for CTE Pathways and for bridging adult education and the community colleges. LARAEC’s faculty identified three strategic models to plan for and initiate smoother Bridges and Pathways:

- Process and Organizational Model, including:
 1. Designing and implementing “Workgroups” of faculty and administrators that form the relational foundation for introducing new, more seamless transitions for students between institutions.
 2. Revamping Sector/Industry Advisory Boards to help ensure that students are uniformly prepared with 21st Century skills.
 - a. A key success element in the development of Bridge Programs is a “people-to-people” approach, in which faculty members and administrators seek to overcome any institutional barriers that may be present.

3. Designing the workgroups to be a part of a core planning group that might support and/or give direction to other Work Teams established in relationship with the LARAEC initiatives and their implementation.
- Market Planning Model. There are several distinct student populations that attend adult education and community college programs, including:
 1. Recent high school graduates
 2. Students pursuing a California High School Equivalency Certificate
 3. Students who graduated from High School 5 or more years ago
 4. Students without high school or equivalent education levels
 5. Full-time workers in need of weekend and evening classes
 6. Recently unemployed adults looking for quick skills-gain to reenter the work market,
 7. Adults with disabilities

LARAEC needs to pool data from institutional research units to identify gaps and overlaps and ensure that a system of comprehensive assessments, basic skills offerings and needed CTE and academic courses is in place as well as a supporting infrastructure, so that students can move through the education-to-career process without delays.

- Instructional Program Model. Dual/concurrent enrollment and integrated learning, in which students gain both basic skills and vocabulary and math skills specific to a career path can be an effective way to shorten student transition time to employment. LARAEC will provide an opportunity to pilot strategies in which two or more institutions collaborate to implement these programs for workers in high-demand industries.

The purpose of the LARAEC Bridge and Pathway strategies is to:

- Become more integrated and seamless
- Establish the foundation for decision-making and collaborative efforts at both the faculty/administrator and industry/sector levels
- Address gaps in the provision of basic skills and CTE programs for different populations of students
- Permit seamless movement for students between K-12 adult education and the LACCD community colleges
- Simplify student navigation through the adult education and community college systems
- Offer innovative instructional or program models to expedite career learning

4. Counseling and Student Services

Student success is not only possible, but can also be accelerated by effective counseling interventions that help students deal with academic or career obstacles through individualized interventions based on needs and opportunities. Recent initiatives, such as SB 1456 that requires the development of an Individualized Student Plan (ISP) for all community college students, will present more challenges to the existing counseling resources without the additional requirement of collaboration. Furthermore, there are difficult issues associated with counseling across institutions and across programs in LARAEC. The volume of information and the need for counseling in the academic area alone, within just one institution is significant. Until the curriculum and assessment are aligned with Student Learning Outcomes (SLOs) and pre-requisites, mechanisms will need to be developed to provide training and to make information readily accessible across districts, schools and programs.

LARAEC's faculty members have identified the need to develop a Guidance Master Plan. Key elements of the plan will include:

- Identification of needed supports and training for educational/career counselors to develop ISPs for students, within the LARAEC system, to accelerate their transition from student to career status. The support might include piloting a variety of strategies, including:
 1. A mandatory, for-credit LARAEC course that will provide students with needed information to prepare an individualized plan and orient them to college-level expectations
 2. Data-base-generated ISPs that integrate adult education and community college information
 3. Professional development and databases for counselors to inform students about developments and differences between institutions
- Development of a program to provide follow-up counseling for at-risk students identified through data driven evaluation
- Development of support programs and facilities for job placement, social/professional, and financial support to students.
 1. Many programs, such as Pell grants and county-operated financial assistance have a single set of requirements that apply regardless of where students matriculate.
 2. Participating districts can use best practices employed within member institutions to improve the effectiveness and efficiency of services.
- Consolidated career days and fairs and partnerships with other governmental institutions, such as the one the County of Los Angeles Department of Public

Social services (DPSS) negotiated for the entire LARAEC system, might improve outcomes.

- Mechanisms to assess the effectiveness of counseling interventions with the objective of duplicating best results LARAEC-wide.

The purpose of the counseling strategy is to provide resources and training to:

- Improve the effectiveness of counseling within and across institutions
- Maximize the impact of counselors on student success
- Develop ISPs that take advantage of LARAEC-wide offerings and accelerate the time to graduation/certification of participating students
- Identify and duplicate best practices for counseling

5. Partners/Business Collaboration

LARAEC should enhance partnerships with businesses to more effectively tailor the skills of students to meet workforce needs within key industries and provide students with greater opportunities to pursue rewarding employment by establishing strategic Pathways to employment. The over-arching strategic model is to develop CTE pathways, by career or industry routes that bridge curricula and programs offered at adult education and the community colleges, as discussed under “Curriculum Alignment”.

LARAEC’s faculty members have identified key strategic priorities to encourage more dynamic relationships between business and the adult education and community colleges:

- Develop student skillsets tailored toward future labor markets. Adult education and community colleges periodically assess the labor market within Los Angeles County to gain a better understanding of future employment opportunities for their students. By anticipating workforce demands, adult education and the community colleges can better develop needed skillsets for their students to meet the needs of key employment sectors.
- Develop educational programs that combine both classroom and on-the-job training opportunities. Building on “apprenticeship” concepts and best practices elsewhere (including Europe), adult education and community colleges should offer students programs that mix elements of both classroom teaching and workforce experience. Within the classroom, teachers promote skills applicable to specified industries. Students then should participate in externships within those industries to build on those skills with on-the-job experience and learning.

- Explore opportunities to partner with businesses to train existing workforce members. Adult education and community colleges market their services to existing members of the workforce to enhance basic skills education and offer classes aimed at improving applicable technical skills. Marketing to the existing workforce through businesses and industry trade groups benefits the individual students by expanding their skills, but also offers benefits to the business community by providing educational support to their employees to make them more productive.
- Create central job boards and career center opportunities for all students. Adult education and community college should work to create a central clearinghouse for identifying employment opportunities. A simplified process would benefit both employers and students.

The purpose of the partnerships with businesses strategic model is to:

- Identify emerging trends within the Los Angeles County job market
- Train students with the skills necessary to compete in existing and emerging industries
- Build on an apprenticeship model to offer unique opportunities for students to learn through both classroom and workplace environments
- Partner with businesses to offer educational opportunities to their existing workforce to ensure a more productive workforce
- Simplify the process for posting and searching for job opportunities

6. Technology, Including Data-Sharing and Tracking

LARAEC and its Districts should effectively use technology to provide easier access to information by students, instructional faculty, counseling faculty, and administrative staff. Additionally, LARAEC should explore alternative options for instructional delivery by using existing and new technologies.

LARAEC's faculty members have identified key strategic priorities to better use technology:

- Develop a centralized website for educating the adult community. A centralized website will offer students, instructional faculty, counseling faculty, and administrative staff with easy access to information about the entire adult education system, including the community college offerings. The website will include information about programs, career counseling, career placement, student self-assessment tools, and other community resources.

- Use technology to offer alternative methods for instructional delivery. Adult education and community colleges will offer, where appropriate and feasible, alternative methods to provide educational instruction through better use of technology in the classroom, distance education, and blended “high tech-high touch” delivery means. The goal is to provide greater access to instruction while maintaining a quality educational experience.
- Maintain a central data warehouse for administrative data. LARAEC will establish a centralized data warehouse that will allow instructional faculty, counseling faculty, and administrative staff the ability to track student data from K-12 adult education and community colleges. The warehouse would contain all student data including:
 - Course schedules
 - Past performance
 - Student outcome data
 - Discipline records
 - Counseling records.
- A data warehouse may require that students have a universal student ID number that can be translated into the student ID numbers used by the LARAEC districts (similar to a Travelocity customer number).
- Use the central data warehouse database to track students’ progress and success and LARAEC’S outcomes and performance. As discussed under the other strategic models, they each have a need to monitor student progress and evaluate outcomes and performance. A database warehouse will help in obtaining baseline data and monitoring indicators related to student learning progress and outcomes. In addition, such data will also be valuable for evaluating programs, instructional delivery models, persistence rates, timeliness for completion rates, and other critical factors.

The purpose of the Technology strategic model is to:

- Provide a central access point for students, instructional faculty, counseling faculty, and administrative staff to obtain information about educational programs for LARAEC
- Encourage students to explore class and program opportunities through a comprehensive and easy to navigate website that includes all of LARAEC’s members information
- Expand access to educational opportunities by using technology to offer alternative vehicles for delivering instruction. This greater access is designed to overcome such student barriers as cost, transportation, and work schedules

- Enhance the ability of instructional and counseling faculty to provide high-quality services by providing easy access to student information
- Facilitate accountability and compliance

7. Progress Indicators and Major Outcomes

LARAEC has selected the following accountability Progress Indicators and Major Outcomes to evaluate the success of its plan across its member districts:

Table 14

	Outcome Metrics	Progress Metrics
CCD	<ul style="list-style-type: none"> • Graduation Rate • Number of Degrees • Certificates Awarded • Transfer Rates • Time and Credits to Degree 	<ul style="list-style-type: none"> • Enrollment in Remedial Education • Success in Remedial Education • Persistence • 30 Units Completion • Retention Rates • Course Completion • Low Income Students • Unprepared Students • Adults with Disabilities
USD's	<ul style="list-style-type: none"> • High School Graduation Rate • High School Equivalency Exam Rate • CTE Certificates Awarded • Diplomas Awarded • Transfer to CC Rate 	<ul style="list-style-type: none"> • Enrollment in Remediation Education • Success in Remedial Education • Persistence • Retention Rates • Course Completion • Program Completion Transfer • Low Income Students • < 9th grade Reading/Math Students • Adults with Disabilities

These areas are inter-related when seeking seamless transitions.

- LARAEC's bridges and pathways are important linkages for the aligned curriculum.
- Aligned assessments will determine where students are placed in coursework that, in turn, can impact how quickly adult students can complete their programs and enter the workforce.

- Counseling, long-lacking in adult education, is critical for Bridges and Pathways and student successful outcomes.
- Given that students, particularly adult learners, are highly mobile, LARAEC needs to be able to track the status of their educational pursuits and career goals. This is paramount to program completions, student transfers and/or employment. Therefore, the use of technology is imperative to facilitate the most efficient route to success and students' follow up.
- Technology can also be used to deliver information, provide useful instructional tools, and guide students into career pathways.
- Finally, LARAEC's end-goal is that adult learners transfer to college or the workforce with gainful careers so they can contribute to our economy and their own well-being.

XII. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #4:

Plans to address the gaps identified pursuant to objectives (1) and (2).

Through community symposiums, program area meetings with teachers and administrators, partner meetings, student and faculty surveys and LARAEC key stakeholder and partner interviews, numerous needs/gaps have been identified. The input collected from these stakeholder groups is summarized in the following tables, which are categorized by program area and by theme, along with suggested strategies to address the needs and gaps.

The plan presented at the beginning of this document includes strategies to close these gaps in a prioritized and systematic way.

Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

Table 15

Need/Gap	Solution
<ul style="list-style-type: none"> • Social support services – counseling/Inadequate student future planning 	<ul style="list-style-type: none"> • Tighter connection to student services • Provide student workshops: financial aid, career planning, goal setting, etc. • Conduct fieldtrips to university, job sites, etc. • Ensure counselors become focused on students “next steps” • Implement more dual enrollment programs
<ul style="list-style-type: none"> • Clear student guidance during and between programs 	<ul style="list-style-type: none"> • More teacher advisors/guidance counselors to work with students • Guidance training for teachers
<ul style="list-style-type: none"> • Sufficient and varied instructional resources 	<ul style="list-style-type: none"> • Provide technology. Computers, projectors, book readers, printers, etc.
<ul style="list-style-type: none"> • Childcare/student services 	<ul style="list-style-type: none"> • Provide childcare • Incept a Student Resource Center to provide assistance with childcare, job search, housing, college financial aid, etc.
<ul style="list-style-type: none"> • Unidentified student learning disabilities 	<ul style="list-style-type: none"> • Assessment tools to identify the learning disabled • Training for counselors in identifying and communicating learning disabilities • Teacher training in addressing learning disabilities
<ul style="list-style-type: none"> • Course alignment between and community college 	<ul style="list-style-type: none"> • Align course work between K-12 and college system to allow for students seamless transitions
<ul style="list-style-type: none"> • CTE classes/programs 	<ul style="list-style-type: none"> • Implement more employment relevant (high demand) CTE courses like LVN • Coordinate better with other LARAEC members
<ul style="list-style-type: none"> • Lack of more innovative curriculum 	<ul style="list-style-type: none"> • Implement new and socially relevant curriculum that captures the attention and imagination of students • Explore curriculum best practice from other programs/schools

Program Area 2: Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

Table 16

Need/Gap	Solution
<ul style="list-style-type: none"> • Counseling services/inadequate student future planning 	<ul style="list-style-type: none"> • Tighter connection to student services • Provide student workshops: financial aid, career planning, goal setting, etc. • Conduct field trips to universities, job sites, etc. • Ensure counselors become focused on “next steps” • Improve needs, placement and promotional assessment
<ul style="list-style-type: none"> • Communication between staff, counselors, and teachers on student progress 	<ul style="list-style-type: none"> • Communication between staff, counselors, and teachers on student progress
<ul style="list-style-type: none"> • Blended Instruction (dual enrollment) or clear career pathways for ESL students to follow 	<ul style="list-style-type: none"> • Create Career Pathways that accommodate ESL and basic skills students
<ul style="list-style-type: none"> • Sufficient and varied instructional resources including technology 	<ul style="list-style-type: none"> • Provide varied classroom sets or books and software • Provide technology: computers, projectors, book readers, printers • Provide technology training
<ul style="list-style-type: none"> • Childcare/student services 	<ul style="list-style-type: none"> • Incept a student services center/student resource center to provide assistance with childcare, job search, housing, college financial aid, etc.
<ul style="list-style-type: none"> • High demand CTE classes/programs and employment placement 	<ul style="list-style-type: none"> • Implement more employment relevant (high demand) CTE courses • Work with employers to determine industry trends • Hire job developers • Survey students to determine their interests
<ul style="list-style-type: none"> • Effective communication between districts 	<ul style="list-style-type: none"> • Combined training for teachers from different districts
<ul style="list-style-type: none"> • ESL student populations served: academic bound and not 	<ul style="list-style-type: none"> • Incept intensive academic managed enrollment classes
<ul style="list-style-type: none"> • Offer more ESL subjects like specialized courses in pronunciation and/or citizenship 	<ul style="list-style-type: none"> • Partner with CBO’s • Partner with agencies like libraries, churches, etc.

Program Area 3: Education programs for adults with disabilities

Table 17

Need/Gap	Solution
<ul style="list-style-type: none"> • Student guidance during and between programs/adequate staffing 	<ul style="list-style-type: none"> • Provide adequate staffing
<ul style="list-style-type: none"> • Varied instructional resources for disabled 	<ul style="list-style-type: none"> • Provide assistive technology: computers, projectors, book readers, printers, etc.
<ul style="list-style-type: none"> • Student services 	<ul style="list-style-type: none"> • Incept a student resource center to provide assistance with childcare, job search, housing, college financial aid, etc.
<ul style="list-style-type: none"> • Training for teachers to better accommodate students with disabilities in their classrooms 	<ul style="list-style-type: none"> • Implement better assessment tools to identify the learning disabled • Increase teacher training addressing learning disabilities and the fair treatment of students with disabilities • Increase communication between areas/departments to increase teacher and staff awareness of students with disabilities policies and practices
<ul style="list-style-type: none"> • Programs/assessments for disabled students 	<ul style="list-style-type: none"> • Training for counselors in interpreting assessment results that result in accurate student course placement and increased outcomes
<ul style="list-style-type: none"> • Innovative curriculum or curriculum that leads to outcomes for AWD 	<ul style="list-style-type: none"> • Implement new and socially relevant curriculum that captures the attention and imagination of students • Explore curriculum best practices from other programs/schools • Incept clear definitions and minimum entrance standards/abilities for each career pathway as well as exit guidelines to prevent course repetitions
<ul style="list-style-type: none"> • Improve communication with the public, staff and other student 	<ul style="list-style-type: none"> • Develop a website that includes lively student stories and that is also interactive and easy to use. Include pages in other languages and about all programs, particularly AWD • Attend community events like conferences
<ul style="list-style-type: none"> • Different entrance/admission requirements 	<ul style="list-style-type: none"> • Set up MOU or partnership with the colleges to standardize admission requirements
<ul style="list-style-type: none"> • Insufficient experience for AWD CTE students 	<ul style="list-style-type: none"> • Incept job shadowing, internships and/or job coaching programs to help students get employment experience

Program Area 4: Short-term career technical education programs with high employment potential

Table 18

Need/Gap	Solution
<ul style="list-style-type: none"> • Counseling services 	<ul style="list-style-type: none"> • Provide student workshops: financial aid, career planning, goal setting, etc. • Conduct fieldtrips to universities, job sites • Ensure students know about career pathways • Incept ESL counselors for ESL, VESL students • Make counseling easily accessible (dedicated location and hours) • Incept counselor tours and advisory periods • Incept paid counselor/teacher (from all departments) forums
<ul style="list-style-type: none"> • Long waiting lists/not enough program offerings 	<ul style="list-style-type: none"> • More CTE programs and classes
<ul style="list-style-type: none"> • Clear student guidance during and between programs 	<ul style="list-style-type: none"> • More teacher advisors/guidance counselors to work with students
<ul style="list-style-type: none"> • Student services including supportive services 	<ul style="list-style-type: none"> • Incept a student services center • Incept a student resource center to provide assistance with childcare, job search, housing, college financial aid, etc. • Hire job developers per industry sector • Develop partnerships with industry/employers • Establish dedicated staff for data gathering (completions, placements) • Create alumni network
<ul style="list-style-type: none"> • Improve communication with the public 	<ul style="list-style-type: none"> • Develop a website that includes pages in other languages • Get a free TV ad/attend community events
<ul style="list-style-type: none"> • Innovative curriculum 	<ul style="list-style-type: none"> • Implement new and socially relevant curriculum that captures the attention and imagination of students
<ul style="list-style-type: none"> • Experience for CTE students 	<ul style="list-style-type: none"> • Incept job shadowing, internships and/or job coaching programs to help students get employment experience
<ul style="list-style-type: none"> • CTE programs and programs for ESL/Low basic skills students 	<ul style="list-style-type: none"> • Provide VESL, VABE and integrated (dual enrollment training • Incept more classes and programs • Link classes through career pathways • Introduce co-teaching for dual enrollment programs • Link programs like ABE and ESL with apprenticeship

Program Area 5: Programs for apprentices

Table 19

Need/Gap	Solution
<ul style="list-style-type: none"> • Counseling services 	<ul style="list-style-type: none"> • Provide student workshops; financial aid, career planning, goal setting, etc. • Conduct field trips to universities, job sites, etc. • Ensure students know about career pathways • Incept ELS counselors for ESL, VESL students • Make counseling easily accessible (dedicated location and hours) • Incept paid counselor/teacher (from all departments) forums
<ul style="list-style-type: none"> • Long waiting lists/not enough program offerings/inflexible schedules 	<ul style="list-style-type: none"> • Hire employer liaison to determine industry needs • Conduct a needs survey with local employers • Incept online and hybrid classes as an enhancement not in place of teachers
<ul style="list-style-type: none"> • Student services including supportive services 	<ul style="list-style-type: none"> • Incept a student services center • Incept a student resource center to provide assistance with childcare, job search housing college financial aid, transportation, etc. • Hire job developers per industry sector • Develop partnerships with industry/employers • Create database of alumni and certificates awarded
<ul style="list-style-type: none"> • Expand existing programs/incept new programs/lack of innovative curriculum 	<ul style="list-style-type: none"> • Sequenced, stackable courses and certificates with industry and student input • Create articulation agreements between USDs and CCDs to implement career pathways from pre-apprenticeship transitioning to apprenticeship
<ul style="list-style-type: none"> • Job placement 	<ul style="list-style-type: none"> • Outreach to local companies
<ul style="list-style-type: none"> • Programs design/"Feeder" pathways 	<ul style="list-style-type: none"> • Conduct research • Partner with trade unions • Colocate with employers • Increase VESL/VABE and CTE related ASE/ABE • Link classes through career pathways • Enhance partnerships • Expand current programs like "We Build"

LARAEC GAP AND SOLUTION ANALYSIS (July 31, 2014)

Sorted by Theme

Program Area	Theme	Need/Gap	Solution
3. Adults with Disabilities	Admission Standards	Different entrance/admission requirements	<ul style="list-style-type: none"> Set up MOU or partnership with the colleges to standardize admission requirements
1. Basic Skills (elementary/secondary); h.s. diploma/ GED	Assessment	Unidentified student learning disabilities	<ul style="list-style-type: none"> Assessment tools to identify the learning disabled Training for counselors in identifying and communicating learning disabilities Teacher training in addressing learning disabilities
3. Adults with Disabilities	Assessment	Programs/assessments for disabled students	<ul style="list-style-type: none"> Training for counselors in interpreting assessment results that result in accurate student course placement and increased outcomes
4. ST CTE	Capacity	Long waiting lists/not enough program offerings	<ul style="list-style-type: none"> More CTE programs and classes
2. Immigrants	Communication	Communication between staff, counselors, and teachers on student progress	<ul style="list-style-type: none"> Communication between staff, counselors, and teachers on student progress
2. Immigrants	Communication	Effective communication between districts	<ul style="list-style-type: none"> Combined training for teachers from different districts
3. Adults with Disabilities	Communication	Improve communication with the public, staff and other student	<ul style="list-style-type: none"> Develop a website that includes lively student stories and that is also interactive and easy to use. Include pages in other languages and about all programs, particularly AWD Attend community events like conferences
4. ST CTE	Communication	Improve communication with the public	<ul style="list-style-type: none"> Develop a website that includes pages in other languages Get a free TV ad/attend community events
1. Basic Skills (Elem/Second.); h.s. diploma/ GED	Counseling/ Student Support	Social support services – counseling/Inadequate student future planning	<ul style="list-style-type: none"> Tighter connection to student services Provide student workshops: financial aid, career planning, goal setting, etc. Conduct fieldtrips to university, job sites, etc. Ensure counselors become focused on students “next steps” Implement more dual enrollment programs
1. Basic Skills (Elem/Second.); h.s. diploma/ GED	Counseling/ Student Support	Clear student guidance during and between programs	<ul style="list-style-type: none"> More teacher advisors/guidance counselors to work with students Guidance training for teachers

Program Area	Theme	Need/Gap	Solution
1. Basic Skills (elementary/secondary); h.s. diploma/ GED	Counseling/ Student Support	Childcare/student services	<ul style="list-style-type: none"> • Provide childcare • Incept a Student Resource Center to provide assistance with childcare, job search, housing, college financial aid, etc.
2. Immigrants	Counseling/ Student Support	Counseling services/ inadequate student future planning	<ul style="list-style-type: none"> • Tighter connection to student services • Provide student workshops: financial aid, career planning, goal setting, etc. • Conduct field trips to universities, job sites, etc. • Ensure counselors become focused on “next steps” • Improve needs, placement and promotional assessment
2. Immigrants	Counseling/ Student Support	Childcare/student services	<ul style="list-style-type: none"> • Incept a student services center/student resource center to provide assistance with childcare, job search, housing, college financial aid, etc.
3. Adults with Disabilities	Counseling/ Student Support	Student guidance during and between programs/adequate staffing	<ul style="list-style-type: none"> • Provide adequate staffing
3. Adults with Disabilities	Counseling/ Student Support	Student services	<ul style="list-style-type: none"> • Incept a student resource center to provide assistance with childcare, job search, housing, college financial aid, etc.
4. ST CTE	Counseling/ Student Support	Counseling services	<ul style="list-style-type: none"> • Provide student workshops: financial aid, career planning, goal setting, etc. • Conduct fieldtrips to universities, job sites • Ensure students know about career pathways • Incept ESL counselors for ESL, VESL students • Make counseling easily accessible (dedicated location and hours) • Incept counselor tours and advisory periods • Incept paid counselor/teacher (from all departments) forums
4. ST CTE	Counseling/ Student Support	Clear student guidance during and between programs	<ul style="list-style-type: none"> • More teacher advisors/guidance counselors to work with students

Program Area	Theme	Need/Gap	Solution
4. ST CTE	Counseling/ Student Support	Student services including supportive services	<ul style="list-style-type: none"> • Incept a student services center to provide assistance with childcare, job search, housing, college financial aid, etc. • Hire job developers per industry sector • Develop partnerships with industry/employers • Establish dedicated staff for data gathering C44(completions, placements) • Create alumni network
5. Apprentices	Counseling/ Student Support	Counseling services	<ul style="list-style-type: none"> • Provide student workshops; financial aid, career planning, goal setting, etc. • Conduct field trips to universities, job sites, etc. • Ensure students know about career pathways • Incept ELS counselors for ESL, VESL students • Make counseling easily accessible (dedicated location and hours) • Incept paid counselor/teacher (from all departments) forums
5. Apprentices	Counseling/ Student Support	Student services, including supportive services	<ul style="list-style-type: none"> • Incept a student services center • Incept a student resource center to provide assistance with childcare, job search housing college financial aid, transportation, etc. • Hire job developers per industry sector • Develop partnerships with industry/employers • Create database of alumni and certificates awarded
5. Apprentices	CTE Capacity	Long waiting lists/not enough program offerings/inflexible schedules	<ul style="list-style-type: none"> • Hire employer liaison to determine industry needs • Conduct a needs survey with local employers • Incept online and hybrid classes as an enhancement not in place of teachers
4. ST CTE	CTE Employment	Experience for CTE students	<ul style="list-style-type: none"> • Incept job shadowing, internships and/or job coaching programs to help students get employment experience
5. Apprentices	CTE Employment	Job placement	<ul style="list-style-type: none"> • Outreach to local companies
4. ST CTE	CTE ESL	CTE programs and programs for ESL/low basic skills students	<ul style="list-style-type: none"> • Provide VESL, VABE and integrated (dual enrollment training) • Incept more classes and programs • Link classes through career pathways • Introduce co-teaching for dual enrollment programs • Link programs like ABE and ESL with apprenticeship

Program Area	Theme	Need/Gap	Solution
1. Basic Skills (elementary/secondary); h.s. diploma/ GED	Curriculum	CTE classes/programs	<ul style="list-style-type: none"> Implement more employment relevant (high demand) CTE courses like LVN Coordinate better with other LARAEC members
1. Basic Skills (elementary/secondary); h.s. diploma/ GED	Curriculum	Lack of more innovative curriculum	<ul style="list-style-type: none"> Implement new and socially relevant curriculum that captures the attention and imagination of students Explore curriculum best practice from other programs/schools
3. Adults with Disabilities	Curriculum	Innovative curriculum or curriculum that leads to outcomes for AWD	<ul style="list-style-type: none"> Implement new and socially relevant curriculum that captures the attention and imagination of students Explore curriculum best practices from other programs/schools Incept clear definitions and minimum entrance standards/abilities for each career pathway as well as exit guidelines to prevent course repetitions
4. ST CTE	Curriculum	Innovative curriculum	<ul style="list-style-type: none"> Implement new and socially relevant curriculum that captures the attention and imagination of students
5. Apprentices	Curriculum	Expand existing programs/incept new programs/lack of innovative curriculum	<ul style="list-style-type: none"> Sequenced, stackable courses and certificates with industry and student input Create articulation agreements between USDs and CCDs to implement career pathways from pre- apprenticeship transitioning to apprenticeship
3. Adults with Disabilities	Curriculum: CTE for Disabled	Insufficient experience for AWD CTE students	<ul style="list-style-type: none"> Incept job shadowing, internships and/or job coaching programs to help students get employment experience
2. Immigrants	Curriculum-CTE	High demand CTE classes/programs and employment placement	<ul style="list-style-type: none"> Implement more employment relevant (high demand) CTE courses Work with employers to determine industry trends Hire job developers Survey students to determine their interests
2. Immigrants	Curriculum-ESL	ESL student populations served: academic bound and not	<ul style="list-style-type: none"> Incept intensive academic managed enrollment classes
2. Immigrants	Curriculum-ESL	Offer more ESL subjects like specialized courses in pronunciation and/or citizenship	<ul style="list-style-type: none"> Partner with CBOS Partner with agencies like libraries, churches, etc.

Program Area	Theme	Need/Gap	Solution
1. Basic Skills (elementary/secondary); h.s. diploma/ GED	Instructional tools	Sufficient and varied instructional resources	<ul style="list-style-type: none"> Provide technology. Computers, projectors, book readers, printers, etc.
2. Immigrants	Instructional tools	Sufficient and varied instructional resources including technology	<ul style="list-style-type: none"> Provide varied classroom sets or books and software Provide technology: computers, projectors, book readers, printers Provide technology training
3. Adults with Disabilities	Instructional tools	Varied instructional resources for disabled	<ul style="list-style-type: none"> Provide assistive technology: computers, projectors, book readers, printers, etc.
2. Immigrants	Pathways	Blended Instruction (dual enrollment) or clear careerpathways for ESL students to follow	<ul style="list-style-type: none"> Create Career Pathways that accommodate ESL and basic skills students
5. Apprentices	Pathways	Programs design/"Feeder" pathways	<ul style="list-style-type: none"> Conduct research Partner with trade unions Co-locate with employers Increase VESL/VABE and CTE related ASE/ABE Link classes through career pathways Enhance partnerships Expand current programs like "We Build"
1. Basic Skills (elementary/secondary); h.s. diploma/ GED	Pathways: Curriculum-Articulation	Course alignment between and community college	<ul style="list-style-type: none"> Align course work between K-12 and college system to allow for students seamless transitions
3. Adults with Disabilities	Teacher Training	Training for teachers to better accommodate students with disabilities in their classrooms	<ul style="list-style-type: none"> Implement better assessment tools to identify the learning disabled

Source: Los Angeles Regional Comprehensive Plan AB86, LAREC, July 31, 2014

While much work remains to be done in terms of synthesizing all the provided input into actionable items within the plan, LARAEC has identified major gaps and organized them into seven categories that encompass the vast majority of the needs identified by our stakeholders. The list of gaps is by no means exhaustive. However, it provides a starting point to analyze the feasibility of implementation of solutions that not only result in increased services for adult education students, but also create a much more efficient system: One that better facilitates student goals and outcomes and seeks to invigorate the regional economy through increased skill development and career opportunities. These gaps closely align with “Future Discussions” explored in objective 2.

Gap Categories:

1. Geographical and Access Gaps
2. Counseling and Student Support
3. Standardized Assessments and Cut-off Scores
4. Pathways to Employment and Career Advancement
 - Student Goal Attainment
 - Stackable Certificates
5. Student and Course Articulation across Programs, Areas and Districts
 - College Career Transition Process
 - K-12 AE Transition to CC
 - Bridge Programs
6. Leveraging Partnerships
7. Data Accountability System
 - Student Tracking System

In the following section each gap is addressed along with some of the preliminary discussions LARAEC members have held to inform the process of creating a plan that offers solutions for each one of them.

Gap 1 - Geographical and Access Gaps

Given the dramatic budget cuts during the economic downturn, this is perhaps the most glaring of all gaps. Some districts in the Los Angeles region closed their adult education programs creating vast geographic gaps that need to be addressed by LARAEC.

The sharp decrease in services provided due to budgetary issues, has led to the lack of access to adult education for thousands of students who no longer can find programs

near to them or that are offered at convenient schedules. Some ideas that have been suggested to close the gap are new sites, distance learning, online programs and classrooms on wheels.

Restoration of dedicated and protected K-12 adult education funding will result in the reinstatement of lost critical services. However, the reinstatement should be done strategically to ensure the greatest efficiency.

Non-Participating Districts (5):

1. Alhambra USD
2. San Gabriel USD
3. Palos Verdes USD
4. Beverly Hills USD
5. Las Virgenes USD

WestEd reached out to all 5 non-participant districts and successfully connected with all but Beverly Hills, which remains unresponsive. Findings thus far are as follows:

- **Alhambra Unified School District:**

- Once a booming program, Alhambra ceased providing adult education in July 2011. According to a spokesperson for Alhambra, the district is not interested in restoring their adult education program or taking an active role in the AB86 consortium.
- Since closing the program, LACCD (East LA CC) has ostensibly filled the gap. Analysis of enrollment numbers for Alhambra (pre July 2011) and East LA CC may well support this claim and reveal gaps in services provided.
- WestEd will follow-up with Alhambra to obtain enrollment and cost data

- **San Gabriel USD**

- Per a representative from the Office of Educational Services, San Gabriel does not provide adult education services. Adult learners seeking education opportunities are generally referred to Temple City and Rosemead. No additional information was provided.

- **Palos Verdes Peninsula USD**

- A spokesperson for the district confirmed Palos Verdes provides recreational programs primarily targeted for senior citizens. They do not, however, provide courses leading to a diploma or other certifications. Adult learners are referred to Torrance or South Bay Adult School.

- **Las Virgenes USD**

- Attempts at reaching superintendent were redirected to Educational Services. Per the contact, Las Virgenes at one time (approximately 20 years ago) offered a very small program, but no longer does. Insofar as the contact was concerned, there is currently little interest or need.

The LARAEC Executive Team will continue, as appropriate, to explore means for meeting the needs of prospective students within the non-participating districts.

Gap 2 - Counseling and Student Support

Seamless transitions are facilitated when students are guided and assisted through the obstacles they encounter that prevent them from completing their programs. Working and even colocating with agencies that offer supportive services designed to help students accomplish their goals are among the many ideas suggested to address this gap. Other ideas include working with business and industry representatives to create relevant career pathways that maximize employment in career tracks rather than jobs without advancement opportunities. Additionally, LARAEC has discussed creating strong coordinated counseling programs that can inform students anywhere and on any platform at school, about pathways and services across all the districts within the consortium.

Gap 3 - Standardized Assessments, Cut-off Scores

Stakeholders noted the many difficulties students face when moving from one program to another. Often students need to take multiple repetitious assessments and the results of one school are invalid at another. To ameliorate this issue, it has been suggested that there should be standardized assessment practices across schools,

districts and ideally, across the state. Moreover, the cut-off levels required to access various programs should also be standardized.

Gap 4 - Pathway to Employment and Career Advancement:

- Student Goal Attainment
- Stackable Certificates

The economic reality of many students is that they need to work to support themselves and their families. They have to leave school often to go to work. When they return or want to promote at work they often need to repeat portions of the training they took previously. LARAEC members feel that students should be able to obtain stackable certificates as they move up the career ladder. Working closely with industry, counselors and instructors, the appropriate curriculum and pathways can be created to offer students programs that take into account the skill sets they possess and allow for multiple entry and exit points.

Gap 5: - Student and Course Articulation across Program Areas and Districts:

- College and Career Transition Process
- K-12 AE Transition to CC
- Bridge Programs

It is clear to LARAEC that schools and districts have to work together to facilitate the transition of students from one district to another, especially the transition from K-12 adult to community college. LARAEC members have discussed various avenues that would permit students to navigate between programs to expedite their completion, such as blended training and integrated training programs. LARAEC is considering these programs and others moving forward.

Gap 6 - Leveraging Partnerships

Working with partners in the community has been in practice for many years. However, this work was often limited and isolated. The prospect of mutually beneficial partnerships on a long term basis is not only exciting but necessary to ensure the success of adult education students. Partners offer many services that complement those provided in adult education. Leveraging partners' resources will help LARAEC students overcome obstacles that have often been insurmountable. Additionally,

Business and industry partners should be engaged to support curriculum development, student access to employment, internship, shadowing and other opportunities.

Gap 7 - Data Accountability Systems:

- Student Tracking System

To determine the success of any program and to better evaluate outcomes, a single regional data system should be implemented. LARAEC plans will include provisions to explore an integrated data system to track its students.

XIII. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #5:

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

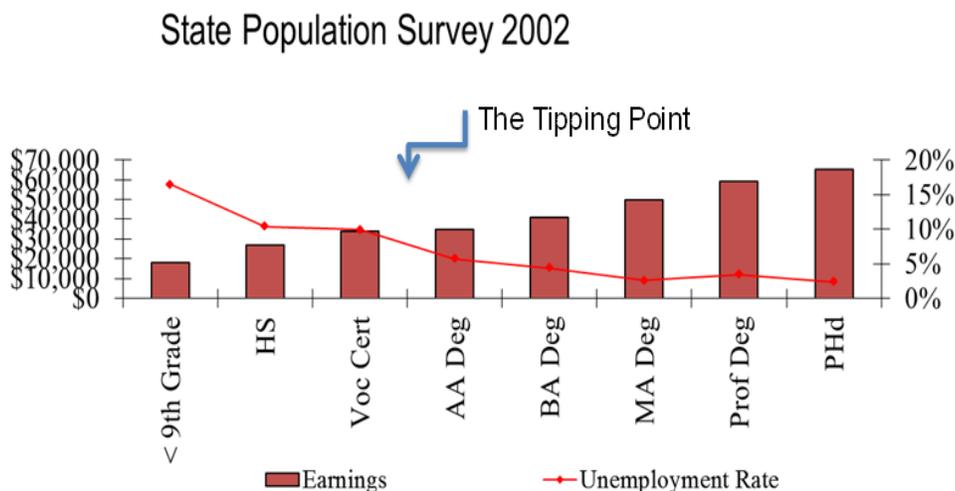
Accelerated Student Progress Priorities

Adult students face enormous challenges. While coping with the need for basic skills, developmental education, and ESL training, many also have financial challenges, lack access to transportation, tend to children or aging parents, cope with their own disabilities, and face a myriad of other barriers to education. Yet, they often persevere in inspirational ways. Supporting these students' need to quickly transition from student to wage earner is a compelling driver for LARAEC.

The strategies developed in Objective 3, including the expanded need for counseling, strong bridges and pathways, and the alignment of curriculum and assessment, are all necessary pre-requisites for the acceleration of student success. But those strategies are not, in and of themselves, sufficient. The LARAEC Core Leadership Team and faculty members from the five districts have identified two major focus areas as central for accelerating student progress:

- Student access. Increase opportunities and access to courses
- Student support services. Provide support services to help overcome barriers, which expands on Counseling outlined under Objective 3

The target for family sustaining income and reduced unemployment



CCRC has replicated the data analysis in all 50 states with consistent outcomes.

Figure 5

¹ Research Brief:

http://www.sbctc.edu/docs/education/ford_bridges/bldg_pathways_to_success_for_low-skilled_adult_stdts-brief.pdf

Tipping Point

CCRC has replicated a 2002 State Population Survey and has consistently shown that the target for families to sustain their incomes and thereby reduce employment is closely linked to educational attainment. Neither one year of college nor a vocational certificate alone is enough to move up the skill and wage ladder. The pivotal point is when adults have both. Those students who have a vocational certificate and one year of community college reach what is referred to as “the tipping point” where they can become financially self-sustaining. This research emphasizes the importance of LARAEC to achieve both Objective 3 – seamless and integrated learning -- and Objective 5 – accelerated student progress.

Student Access

When access is restricted, students must stretch out their programs over many semesters and years. The major barriers are: 1) Traditional classroom offerings. 2)

Campus setting. 3) Class and programmatic schedules (e.g., times, days, terms and sequence). Increasing opportunities and access to courses will accelerate achievement of students' goals. LARAEC has identified alternatives to mitigate these three barriers:

- Traditional classroom instruction and delivery
 - Distance Education programs, on-line course modules, and blended learning.
 - Compressed Curriculum – Faculty can consider how to compress their curriculum to be completed in shorter period while maintaining the quality, quantity and essential learning targets.
 - CTE boot camps – one or two month sessions that offer preliminary employment skills to get a job
 - Integrated courses combining academic support in English or math with the technical training (e.g., combining math studies for welding with welding technical and lab classes)
 - Intense orientations where career, education, and skill assessments are completed in an integrated fashion, along with developing students' goals and class schedules
- Campus setting
 - Provide classroom facilities in local institutions such as churches, shelters, businesses, libraries, and County social services organizations to support students who must travel long distances to get to campus, who are physically disabled, or who have child care demands that preclude travel.
 - Classes on wheels, modeled after “Libraries on Wheels”
- Class and programmatic schedules
 - Expanded course times and schedules; summer classes, weekend classes, and evening classes.

Instructional Models

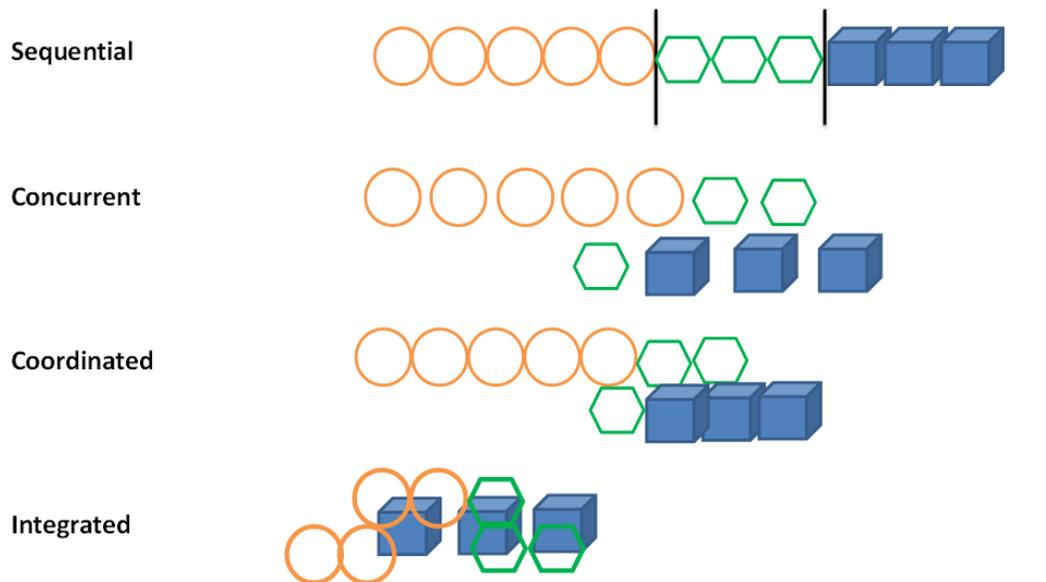


Figure 6

The graphic in Figure 6 illustrates that the longest timeline is the Sequential offerings, where a student must first master English (ESL) before moving on to basic skills and eventually CTE.

Dual enrollment with coordinated/integrated curriculum and courses is faster and more effective than isolated concurrent ones. The shortest timeline is Integrated, where English, basic skills, and CTE curriculum are closely tied together. Research studies have shown that students starting in ABE/ESL and enroll in college level course work are two to three times more likely to finish their credentials than un-aided students -- but only about one-third of those who are eligible receive such help.

The purpose of the strategies to increase access to courses is to provide more options to adult learners so that they can:

- Have more choices about when and where they take classes
- Take home-based courses when they are available
- Avoid delaying completion of CTE certificates or degrees due to unavailability of classes
- Avoid delaying completion of CTE certificates or degrees due to inability to travel to classes

- Study with peers, friends, and co-workers in a familiar environment
- Have different start times for classes to better meet the adult learners' needs and schedules
- Accelerate how they can obtain their high school diplomas or GEDs as the first step to pursuing CTE certificates or associate degrees

Additionally, to be successful, these initiatives must be combined with the strategies outlined in Objective 3, particularly:

- Curriculum Alignment
- Assessment
- Bridges and Pathways
- Counseling, particularly CTE and college counseling

Support Services for Acceleration

Availability of alternative class times and locations is critical but not sufficient to ensure that adult students will be able to succeed. Other life circumstances often delay student access to classes. Single parents cannot leave their children unattended, and often cannot afford to pay babysitters or other care alternatives. Students with part-time jobs whose pay does not meet even basic living needs cannot afford transportation, and have changing work schedules. Adults with disabilities require accommodation to allow them to succeed. Families in shelters must deal with frequent moves, making it difficult to commit to a single educational institution or cohort. Undocumented alien students need programs to ensure that their success can lead to citizenship and better jobs.

Developing support service strategies to cope with these and similar challenges will provide adult students with the ability to persist in their education – a key element in success. When combined with broader availability of classes described earlier, these programs will lead to faster student success.

LARAEC must develop a network of support for these students to help them address the social and financial challenges that accompany their desire to improve themselves. Childcare needs or work demands lead to difficult student choices, holding down a job while studying and raising a family is never easy. Students are often forced to drop out or delay the completion of their CTE certificates or AA/AS degrees.

LARAEC will partner with our existing regional resources to deliver more comprehensive services, discussed further in Objective 7. Among these regional resources are local religious institutions, governmental agencies, businesses, and

Community-Based Organizations (CBO's) who can help ensure provision of services necessary for student persistence.

LARAEC will develop a strong network of support leading to persistence in education, a critical factor in accelerating student success. For example:

- Apprenticeship and job placement. Because many of these students must EARN WHILE THEY LEARN, paid Apprenticeships while going to school, on-campus work-study programs, or job placement services to help them find work close to campus are all beneficial. Increasing paid internships will allow students to get experience in their chosen professions while leaving low-paying, time consuming jobs that interfere in their ability to attend classes. Developing partnerships with businesses will increase the availability of those jobs. LARAEC may also have the counselors work with job developers and job placement services.
- Wrap-around social services. LARAEC can work with County and City government agencies to provide wrap-around services to students in need. Opportunities to work in collaboration with governmental services, such as the County of Los Angeles Department of Public Social Services (DPSS), County of Los Angeles Department of Children & Family Services (DCFS) or City of Los Angeles Housing Department, are explored as part of wrap-around services under regional partnerships in Objective 7.
- Financial aid. Federal and state governmental agencies and private lending institutions offer financial aid packages that may make the differences in whether a student can stay in school or not.

Success in this strategy will support:

- Persistence in educational goals for at-risk students
- Accelerated completion of degrees
- Increased life skills, supporting students ability to successfully apply for jobs

Additionally, the Curriculum Alignment Working Group, described in Objective 3, should also tackle the Objective 5 initiatives on access. In this way, the curriculum alignment efforts will take into consideration effective curriculum sequencing, scheduling, delivery modalities, and other factors affecting student progress. Similarly, the Career Counseling Working Group, described in Objective 3, should also tackle the other needed student support services.

XIV. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #6:

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

It is widely recognized that student achievement is based foremost on the quality of classroom instruction. The purpose of professional development is to improve teaching and learning. Research shows that coherent and targeted professional development that is aligned to goals and measurable student outcomes is a key component to ensuring academic achievement.

In developing seamless programs and pathways to workforce and higher education that are regionally relevant, efficient, comprehensive and that leverages community resources the Los Angeles Regional Adult Education Consortium (LARAEC) plans to collaborate and continue ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Therefore, LARAEC is developing and submitting a Three Year Plan of Action addressing the need for professional development in the areas of Language Arts, Mathematics, English Learners, Adults with Disabilities, and Career Technical Education (CTE).

With improved student achievement as a goal, LARAEC will plan Professional Development with the following in mind:

- Professional development will be aligned with LARAEC's instructional initiatives and support efforts to achieve our instructional goals.
- Professional development will have clearly defined expected outcomes and accountabilities for addressing the needs of students including English Learners, and Adults with Disabilities.
- If it is determined that there is no capacity within LARAEC to provide the service, an internal analysis and review of external providers will be done to ensure that there is sufficient evidence that the provider requested has been most effective in improving academic achievement.
- The time teachers and administrators are away from their classrooms and school sites will be minimized.
- The use of varied strategies for the delivery of professional development will be utilized.
- The cost of professional development to LARAEC will be managed through

thoughtful and efficient use of funds.

All professional development activities will:

- Be aligned to LARAEC initiatives
- Be targeted to improve teaching and support student achievement
- Include expectations and accountabilities for improved instruction and student achievement
- Engage learners in meaningful activities relevant to individual subject matter
- Will ensure that LARAEC will support and guide the work leading to improved classroom instruction and student achievement
- Will be provided internally through LARAEC unless the services cannot be reasonably provided by LARAEC.

LARAEC's primary focus is to improve academic achievement for all adult students. The goal is to ensure that every learner including English Learners, Adults with Disabilities, and CTE has equal access to high quality instruction and access to the courses leading to being college prepared and career ready.

LARAEC is in full support of AB 86's acknowledgement that: *"A critical element to ensuring the effective implementation of the consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement."* Professional development is important for capacity building using our existing systems and resources. LARAEC is committed to collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

LARAEC faculty from the five districts met and identified:

- Current professional development offerings within their respective districts that could be shared or replicated regionally
- Other professional development needs identified were:
 - New integration or collaborative models
 - Faculty and staff development priorities
 - Optimal student learning outcomes

- Instructional delivery models
- Curriculum development
- Best practices that can be adapted
- Practices in basic and secondary skills that build the “college readiness” skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment
- Technology use and integration to enhance and expand technology in instruction
- New models and instructional strategies for contextualized or accelerated teaching and learning
- Resources to attend conferences
- Assignment of mentors or senior faculty with newer faculty
- Intercultural competency skills among faculty, staff, and administrators

The faculty brainstormed in each of these areas and the ideas and needs were compiled. Needless to say, the list was long and a more strategic approach was developed regarding how to more effectively and efficiently deliver professional development. Three models for delivering regional professional development were identified:

- Organizational model: The 5 districts each have their own professional development programs and recognize there are considerable opportunities to collaborate and eliminate the current “organizational silos”. Such collaboration and common sharing of professional development programs will be important for achieving Objectives 3 and 5 by ensuring the use of common terminology, seamless transitions from adult education into the community colleges, and accelerating students’ progress and persistence in completing their CTE certificates, diplomas, and degrees.

The faculty explored the benefits of decentralized, hybrid, lead district, and centralized organizational models for professional development and concluded that a centralized LARAEC entity would be best with the following caveats: It cannot be bureaucratic or top-down. Instead, it must be:

- Collaborative
- Building on the “best of the best” of what is currently happening in the districts in terms of professional development
- Inclusive – full-time faculty, adjunct faculty, and staff
- Research based on what are the proven professional development strategies nationwide
- Evidence based on what works well for LARAEC, which can lead to a community of shared teaching practices
- Representative of the 5 districts
- Open and transparent - communicating effectively regarding the professional development offerings – where and when
- Delivering on best practices as well as future practices, particularly in the field of technology
- Furthering the practice of teaching – pedagogy – in combination with professional development in the specific disciplines
- Combination of in-class, site training and Distance Education
- Avoidance of duplication
- A schedule of professional development offerings over multiple semesters so that faculty can practice new concepts and return for further training – refresher, reinforcement, and expansion of the skills they have learned

Some faculty members expressed interest that the offerings be linked to universities and, thus, enable them to earn college credits.

- Facility model: The availability and use of facilities can have a considerable impact on the delivery and sustainability of professional development efforts. Faculty members indicate that there are many under-used facilities, district and throughout the community, that could be used for professional development and shared across systems. In contrast, some think that the delivery of professional development should not be site limited and suggest contracting out professional development or implementing distance-learning strategies. Faculty members also considered the possibility of identifying dedicated professional development resource centers on each campus that include training space, discussion areas,

resources libraries, computers, and access to audio-visual equipment for webinars and live streaming of “master” teacher lectures.

- Technology model: Faculty members noted that LARAEC must employ technology in professional development to accelerate consistency across the participating institutions. With the establishment of a common library/data base of best practices, video archives of master teacher and training modules, and other training tools, faculty can share ideas, successes, and lessons learned from “failures.” Furthermore, implementing innovative programs, such as an annual video-taped conference, will support collaboration and mutual respect among faculty.

Some faculty members thought an online clearinghouse of the available professional development resources across the districts would be useful.

For faculty members who have access to smart phones, laptops, and notebooks, webinars and applications (apps) are helpful in increasing effectiveness and uniform adoption of best practices. For example, currently available apps include a Common Core app and an Apple In-Touch app (E-Tubes) that provides user-group community and instruction on on-line learning. Developing a LARAEC app that includes user groups and information about initiatives can be helpful in allowing faculty to share ideas and learning. Also, developing apps that provide helpful guidance to program information, such as FASFA eligibility, could improve counseling faculty effectiveness across LARAEC. Ensuring that faculty members have access to the necessary equipment will allow everyone to take advantage of these professional development ideas.

Initial discussions regarding professional development were organized around effective strategies currently being implemented in Montebello USD, Culver City USD and Burbank USD, LAUSD, and LACCD and possibilities for future strategies in the following areas:

1. New integration and collaborative models: Building on current and successful efforts, continue to increase collaboration among consortium members, within and among districts, between CCDs and adult education centers, with part-time faculty, with business and industry, CBOs, and government stakeholders.
2. Faculty and staff development priorities: Priorities include reformation of Teacher Qualifications, improving and expanding training foci and delivery models, standardization of training programs and providing needed resources, and

increasing the meaningful involvement of adjunct faculty and vocational instructors.

3. Optimal student learning outcomes: Coordinating to develop consistent SLOs will require collaborative development and knowledge of measurement indicators.
4. Instructional delivery models: Delivery models to consider include rebooting PACE, peer monitoring, and contextualized instruction. In addition, merging source funding should be considered to pool resources and standardize training across systems.
5. Curriculum development: Discussion in this area focused on the considering tailoring programs for separate groups of students. Examples included considering curriculum delivery models designed for special interest groups and separate vocational and academic tracks for English and math.
6. Use of technology: Of major concern is the need to provide teachers with professional development in the use and application of technology, followed by the need to develop and implement the infrastructure necessary to support the effective application of technology within and across systems.

LARAEC will establish Professional Development Working Groups who will develop the PD strategies and pilot programs under the Teaching-Learning clusters: Bridges and Pathways, Curriculum Alignment, Integrated Assessment, Counseling/Student Support Services, Accelerated Student Progress, and Technology, including Data-sharing and Tracking. Each Working Group will be responsible for developing the participative and centralized approach described above.

The Professional Development Work Groups will design and launch a formal organizational structure that can:

- Identify current offerings and “the best of the best”
- Identify faculty and staff training needs
- Determine the gaps
- Design and deliver the professional development program

The Professional Development Work Groups will prioritize proposals considering whether and how to:

- Identify and prioritize learning opportunities and gaps across the systems
- Develop recommendations regarding technology, facility, or other ways to address the gaps and opportunities

- For facility recommendations, consider cost, availability, citing, etc.
- For technology recommendations, assign responsibility for design and implementation of centralized technology offerings

The Professional Development Work Groups will work in tandem with the 3-year plan to determine when and what types of professional development will be required to support the implementation of the 3-year plan. The Professional Development Work Groups will also review and survey available professional development currently used within the 5 districts to determine strategies and access. In addition to evaluating professional development best practices, Professional Development Work Groups will explore the feasibility and viability of faculty suggestions.

XV. REGIONAL COMPREHENSIVE PLAN OBJECTIVE #7:

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Partnership Development

Los Angeles is rich in potential regional partners committed to moving adults into productive, meaningful work. Individual members of the consortium have already formed productive relationships with Community-Based Organizations (CBOs), non-profit organizations, governmental entities, and industries in the region (e.g., WIOA and WIBs)—all of which serve similar adult populations. Those relationships will form the basis of an expanded collaboration, as described in this section.

Opportunities

LARAEC faculty representatives and the Core Leadership Team met with partners to:

- Discuss opportunities to expand partnerships
- Identify new ways to collaborate

Opportunities in the provision of student support services through partnering were discussed in more detail in Objective 5 – Acceleration, and were more fully identified during the discussions on regional collaboration. The guiding principle throughout the discussions was to keep LARAEC’s focus on students and do what is in their best interest. The following were several key areas of agreement about how to address the opportunity that is presented by AB 86:

- **Implement a regional approach, including making referrals across organizational barriers.**
 - There is no need to compete for clients. Clients are more interested in doing what it takes to learn and get a job than in who provides them services. Adult learners access services and programs from multiple entry points, making it even more important to have a regional solution to seamless service delivery with built-in referral mechanisms and funding solutions.
- **Recognize the strengths of each partner, and provide seamless integration that allows each partner to do what its organization does best.**
 - For example, stronger partnerships will provide pathways to refer appropriate students into non-profit organizations that specialize in pre-literacy (Grade 3 and below) and build bridges so these adult learners can

easily transition into Adult Education when ready. Similarly, libraries offer literacy programs - currently, there are 17 such programs for adults in Los Angeles. They may be better able to serve some students, and LARAEC districts may be able to offer help by finding tutors and volunteers to meet the demand. If possible, LARAEC should leverage services provided by partners and provide credit or certification for training provided. In another identified area of need – job development – GROW and GAIN (managed by the Department of Public Social Services of Los Angeles County) has a strong cadre of job referral counselors.

- **Work with institutions that provide general services to key populations.**
 - For example, expanded partnerships with WIA may provide increased access to students who need job development services; Veterans organizations are strong potential partners for returning veterans who need job training to re-enter the workforce. The County of Los Angeles Department of Children & Family Services (DCFS) works with emancipated youth, also a key population. Disabled Students Programs and Services, and the Department of Rehabilitation will be able to connect to adults with disabilities.
- **Build bridges with industry and businesses to offer paid apprenticeship programs and promote job openings and identify where partnering with key institutions should be a part of curriculum or professional development.**
 - Training students for available jobs is key, and the diversity of small and large industries in this region makes for both challenges and opportunities. Examples of potential industry partners include:
 - Tourism, entertainment, motion picture and health – the four top industries identified by WIBs
 - Financial services, including banks, tax preparers
 - Non-profit organizations (e.g. Red Cross)
 - Manufacturing (e.g., American Apparel, which also teaches ESL on the worksite)
 - Unions (e.g., SEIU, Local 80 is union for film grips)
- **Build on technology solutions that have been developed by partners.**
 - Some non-profit organizations have already developed successful e-learning tools (e.g., ESL – an area that has proven difficult for some of the partners). Adult Education and the community colleges do not have to duplicate these efforts.

Strategic Models or Approaches

Developing partnerships will be key to the overall success of the AB 86 initiatives, especially Objectives 3 and 5. Discussions were held considering four different “categories” of partners and potential partners. Appendix 7.1 (is this correct label?) lists the brainstormed ideas, organized by partner; these ideas were the result of the discussions at the October 17, 2014, LARAEC Workshop with faculty representatives and partners. The ideas clustered around the following four areas:

- County and city government
- Nonprofit organizations
- Workforce Investment Boards (WIBs)
- Business and Industry

From those discussions, LARAEC faculty identified three approaches that must be explored simultaneously:

- **Colocation of Programs, Services, and Offices:**
 - LARAEC members seek to collaborate effectively and efficiently in order to ensure that AE/CTE and partner staff members can regularly interact and provide services and information to one another’s clients. Many of the faculty and partners brainstormed similar opportunities; for example:
 - Establish Workforce Centers at the community colleges, and ensure that WIB offices are centrally located and readily accessible to students and faculty
 - Establish “mini” WIB centers in Occupational Centers
 - Invite WIB case workers to CC/AE Job Fairs
 - Invite Adult Education Faculty/Counselors to make presentations at WIB Centers
 - Support WIA efforts in the City of Los Angeles by using Pupil Services & Attendance (PSA) Counselors from the LAUSD
 - Establish referral services at Family Resources Centers
- **Stronger Institutional Ties:**
 - While community college K-12 adult education representation is required on WIB boards, it might be helpful to include additional adult education representatives on WIB boards. Similarly, LARAEC districts and many of the potential partner organizations have active advisory boards to give industry input into student developmental needs. Integrating those boards – to ensure that programs respond to the most informed industry voice

while reducing time demands on our industry partners – would ensure effective, useful, aligned curriculum decisions across LARAEC and partner institutions.

- **Expanded Collaborative Program Offerings:**

- WIB, GAIN, GROW, and other potential partners are offering programs, such as training services listed under I-Train and Ticket to Work that could help to fill needed gaps in current offerings of the AE/CTE programs. A potential element to increase collaboration is to share program/curriculum database information, such as a potential database on LARAEC course offerings. In a similar vein, including LARAEC in the 211 system as a provider of educational services, would increase student and partner awareness of offerings and services.

As described throughout this document, LARAEC will begin a pilot effort and measure success of the initiative so that evidence-based decisions can be made about how to improve and expand those initiatives that have the best chance of success. To launch an effective pilot, it will be valuable to have at least one staff member dedicated to working with identified partners to develop the opportunities. Breaking down institutional barriers and developing rapid responses will be a key element to boosting partnership effectiveness. Similarly, it will be necessary to identify funding sources to address, such issues as:

- Student costs not covered due to program regulations and limitations
- Expanded needs for facilities to accommodate growth in CBO demand due to referrals



XVI. TABLES

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Directions: Complete this worksheet by first selecting the name of your region from the drop-down menu in B5. Then, beginning in A10, list the data for each consortium member with a separate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit and Enhanced Non-credit for community colleges. Cells F7-W7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down):

	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTE \$	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's
Total for Consortium Members:	218,157	40,452 \$	190,388,872	83,480,918	26,139,667	38,276,362

Consortium Member Name	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	Credit, Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit (select from drop down)	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (CDE Adult Ed)/ FTEs (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's
Burbank USD	1 - Elementary and Basic Skills	CDE Adult Education	Non-Credit	1,506	144	\$ 298,270	192,808	45,929	44,164
Burbank USD	2 - Classes and Courses for Immigrants	CDE Adult Education	Non-Credit	1,492	312	\$ 461,667	340,040	13,812	67,785
Burbank USD	3 - Short Term CTE	CDE Adult Education	Non-Credit	1,201	115	\$ 222,578	180,316	-	25,764
Burbank USD	5 - Programs for apprentices	CDE Adult Education	Non-Credit	68	16	\$ 33,700	30,464	-	3,236
Culver City USD	1 - Elementary and Basic Skills	CDE Adult Education	Non-Credit	898	130	\$ 652,148	308,977	133,951	103,089
Culver City USD	2 - Classes and Courses for Immigrants	CDE Adult Education	Non-Credit	677	195	\$ 647,881	356,105	97,834	97,972
Culver City USD	4 - Adults with Disabilities	CDE Adult Education	Non-Credit	37	-	\$ 26,666	11,043	3,228	8,311
Los Angeles CCD	1 - Elementary and Basic Skills	Community College	Credit Basic Skills	38,887	7,156	\$ 35,958,747	14,732,268	7,263,745	8,523,654
Los Angeles CCD	1 - Elementary and Basic Skills	Community College	Non-Credit	12,206	399	\$ 2,006,747	822,162	405,367	475,679
Los Angeles CCD	1 - Elementary and Basic Skills	Community College	Enhanced Non-Credit	7,459	901	\$ 4,528,971	1,855,515	914,862	1,073,546
Los Angeles CCD	2 - Classes and Courses for Immigrants	Community College	Credit ESL	7,106	2,480	\$ 12,361,446	5,064,474	2,497,039	2,930,155
Los Angeles CCD	2 - Classes and Courses for Immigrants	Community College	Non-Credit	3,080	358	\$ 1,799,430	737,225	363,489	426,537
Los Angeles CCD	2 - Classes and Courses for Immigrants	Community College	Enhanced Non-Credit	6,203	1,282	\$ 6,439,572	2,638,287	1,300,808	1,526,435
Los Angeles CCD	3 - Short Term CTE	Community College	Credit	-	-	-	-	-	-
Los Angeles CCD	3 - Short Term CTE	Community College	Non-Credit	1,221	90	\$ 452,219	185,274	91,349	107,194
Los Angeles CCD	3 - Short Term CTE	Community College	Enhanced Non-Credit	4,171	502	\$ 2,524,444	1,034,268	509,943	598,394
Los Angeles CCD	4 - Adults with Disabilities	Community College	Credit	3,611	514	\$ 2,582,839	1,058,187	521,739	612,236
Los Angeles CCD	5 - Programs for Apprentices	Community College	Credit	174	39	\$ 195,974	80,290	39,587	46,454
Los Angeles USD	1 - Elementary and Basic Skills	CDE Adult Education	Non-Credit	48,230	5,675	\$ 43,537,292	20,081,027	6,078,427	5,602,746
Los Angeles USD	2 - Classes and Courses for Immigrants	CDE Adult Education	Non-Credit	36,672	9,952	\$ 29,716,116	14,186,749	2,717,077	7,708,888
Los Angeles USD	3 - Short Term CTE	CDE Adult Education	Non-Credit	16,623	5,381	\$ 3,551,739	2,158,115	451,107	842,517
Los Angeles USD	4 - Adults with Disabilities	CDE Adult Education	Non-Credit	1,682	633	\$ 2,642,785	1,154,422	309,757	455,104
Los Angeles USD	5 - Programs for apprentices	CDE Adult Education	Non-Credit	122	28	\$ 2,998,585	338,662	63,917	122,378
Montebello USD	1 - Elementary and Basic Skills	CDE Adult Education	Non-Credit	6,446	1,074	\$ 3,224,756	1,542,987	523,602	712,168
Montebello USD	2 - Classes and Courses for Immigrants	CDE Adult Education	Non-Credit	13,904	2,318	\$ 6,964,583	3,332,426	1,130,835	1,538,087
Montebello USD	3 - Short Term CTE	CDE Adult Education	Non-Credit	2,310	385	\$ 1,151,302	550,877	186,936	254,258
Montebello USD	4 - Adults with Disabilities	CDE Adult Education	Non-Credit	2,131	355	\$ 1,029,841	507,955	144,631	230,857
Montebello USD	5 - Programs for apprentices	CDE Adult Education	Non-Credit	40	39	\$ 378,573	-	330,695	42,805

LARAEC Table 1.1A 2

FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	Total FY 13-14 Operational Costs for Instructional Programs	FY13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
17,118,500	16,761,346	6,389,967	2,222,112	\$ 275,008,317	118,890,454	43,557,751	57,747,130	17,288,457	28,653,788	3,793,634	5,077,103
FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	Total FY 13-14 Operational Costs for Instructional Programs	FY13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
2,691	12,678	-	-	\$ 417,640	228,895	50,675	59,394	11,397	67,279	-	-
38,972	1,058	-	-	\$ 421,960	344,432	9,729	56,868	8,670	2,261	-	-
14,488	2,010	-	-	\$ 197,953	154,870	-	23,124	11,085	8,924	-	-
-	-	-	-	\$ 31,380	28,872	-	2,508	-	-	-	-
32,608	47,938	-	25,635	\$ 759,859	382,210	156,255	147,116	37,842	36,436	-	-
29,472	43,328	-	23,170	\$ 719,076	405,580	118,228	128,133	34,203	32,952	-	-
1,254	1,844	-	986	\$ 22,865	12,290	4,109	3,610	1,455	1,401	-	-
254,237	4,413,100	139,832	631,911	\$ 38,304,297	16,304,834	7,565,829	8,484,700	306,574	4,294,166	237,694	1,110,499
14,188	246,282	7,804	35,265	\$ 1,976,577	841,361	390,412	437,827	15,820	221,587	12,265	57,304
32,021	555,826	17,612	79,589	\$ 4,731,665	2,014,108	934,594	1,048,101	37,871	530,451	29,362	137,178
87,398	1,517,080	48,070	217,230	\$ 11,176,593	4,757,495	2,207,590	2,475,702	89,454	1,252,970	69,355	324,026
12,722	220,838	6,997	31,622	\$ 1,831,205	779,482	361,698	405,626	14,656	205,290	11,363	53,089
45,529	790,308	25,041	113,164	\$ 8,428,314	3,587,646	1,664,753	1,866,937	67,457	944,870	52,301	244,350
-	-	-	-	\$ 79,106,588	\$ 33,672,979	15,625,060	17,522,726	633,142	8,868,373	490,890	2,293,420
3,197	55,499	1,759	7,947	\$ 465,046	197,954	91,856	103,011	3,722	52,135	2,886	13,482
17,848	309,817	9,817	44,363	\$ 1,816,244	773,113	358,743	402,312	14,537	203,613	11,271	52,656
18,261	316,983	10,044	45,389	\$ 3,095,453	1,317,629	611,411	685,667	24,775	347,021	19,209	89,742
1,386	24,051	762	3,444	\$ 92,709	39,463	18,312	20,536	742	10,393	575	2,688
5,425,269	2,512,307	3,831,804	5,712	\$ 46,429,671	19,749,894	6,955,006	7,050,360	5,963,619	4,574,596	2,128,186	8,010
2,900,597	931,608	1,018,007	253,190	\$ 27,789,323	12,995,749	2,767,595	7,653,903	2,270,147	1,428,550	675,379	-
32,662	-	-	67,338	\$ 3,776,588	1,659,553	791,195	1,225,840	24,047	-	-	75,953
7,891,271	1,368,578	1,272,419	95,234	\$ 26,024,452	11,879,320	302,801	4,934,339	7,378,500	1,471,657	42,761	15,074
10,000	2,463,628	-	-	\$ 3,446,219	340,891	24,337	105,971	16,375	2,958,645	-	-
65,635	240,925	-	139,439	\$ 3,655,004	1,733,500	594,414	772,270	87,006	307,698	-	160,117
141,753	520,331	-	301,151	\$ 7,441,808	3,524,699	1,208,612	1,570,245	176,907	625,638	10,137	325,563
23,433	86,015	-	49,783	\$ 1,391,505	699,965	226,301	294,013	33,124	117,145	-	60,958
21,607	79,313	-	45,478	\$ 1,034,574	505,670	145,145	221,915	25,380	89,757	-	46,707
-	-	-	5,073	\$ 423,755	-	373,092	44,376	-	-	-	62,87

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members

Directions:

Complete this worksheet by first selecting your region in B3 from the drop down menu. This will automatically populate row 8. Enter the total dollar amount for each funding source by consortium member more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down):

	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13	Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13
Total For Consortie Members:	\$ 154,755,926	\$ 81,433	\$ 19,189,403	\$ -	\$ 4,145,127	\$ 12,883,201	\$ 169,478	\$ 551,988

		Funding Source - Total Dollar Amount 2012-2013							
Member Name	Region	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13	Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13
Burbank USD	Los Angeles	\$ 2,093,339	\$ 81,433	\$ 234,900	\$ -	\$ 22,000	\$ 466,277	\$ -	\$ -
Culver City USD	Los Angeles	\$ 1,122,022	\$ -	\$ 190,139	\$ -	\$ -	\$ 36,210	\$ -	\$ -
Los Angeles CCD *	Los Angeles	\$ 37,426,234	\$ -	\$ -	\$ -	\$ 701,435	\$ 3,371,238	\$ 169,478	\$ 551,988
Los Angeles USD	Los Angeles	\$ 81,349,081	\$ -	\$ 17,379,035	\$ -	\$ 3,313,344	\$ 6,928,237	\$ -	\$ -
Montebello USD	Los Angeles	\$ 12,365,230	\$ -	\$ 1,163,309	\$ -	\$ 108,148	\$ 61,219	\$ -	\$ -
	Los Angeles								
	Los Angeles								
* WIAI, WIA II & VTEA are reported under Other Grants	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								
	Los Angeles								

Table 2: Evaluation of Existing Adult Education Enrollment

Directions Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium member and partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Los Angeles

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment
Total for Members and Partners:	478,659	221,348	213,484	96,584

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment
Burbank USD	Los Angeles	1 - Elementary and Basic Skills	1,221	1,506	1,596	1,692
Burbank USD	Los Angeles	2 - Classes and Courses for Immigrants	2,795	1,492	1,343	1,209
Burbank USD	Los Angeles	3 - Short Term CTE	1,269	1,201	1,141	1,084
Burbank USD	Los Angeles	4 - Adults with Disabilities	92	-	-	-
Burbank USD	Los Angeles	5 - Programs for apprentices	121	68	60	53
Culver City USD	Los Angeles	1 - Elementary and Basic Skills	1,062	921	842	-
Culver City USD	Los Angeles	2 - Classes and Courses for Immigrants	2,246	845	933	-
Culver City USD	Los Angeles	4 - Adults with Disabilities	25	37	38	-
Los Angeles CCD	Los Angeles	1 - Elementary and Basic Skills	50,329	38,887	39,623	43,466
Los Angeles CCD	Los Angeles	1 - Elementary and Basic Skills	6,456	12,206	10,612	11,641
Los Angeles CCD	Los Angeles	1 - Elementary and Basic Skills	6,841	7,459	7,819	8,577
Los Angeles CCD	Los Angeles	2 - Classes and Courses for Immigrants	7,944	7,106	6,440	7,065
Los Angeles CCD	Los Angeles	2 - Classes and Courses for Immigrants	2,118	3,080	3,976	4,362
Los Angeles CCD	Los Angeles	2 - Classes and Courses for Immigrants	4,704	6,203	7,492	8,219
Los Angeles CCD	Los Angeles	3 - Short Term CTE				
Los Angeles CCD	Los Angeles	3 - Short Term CTE	3,406	1,221	1,173	1,287
Los Angeles CCD	Los Angeles	3 - Short Term CTE	4,573	4,171	2,724	2,988
Los Angeles CCD	Los Angeles	4 - Adults with Disabilities	4,784	3,611	4,403	4,830
Los Angeles CCD	Los Angeles	5 - Programs for Apprentices	390	174	101	111
Los Angeles USD	Los Angeles	1 - Elementary and Basic Skills	98,093	48,230	43,835	-
Los Angeles USD	Los Angeles	2 - Classes and Courses for Immigrants	163,900	39,672	36,749	-
Los Angeles USD	Los Angeles	3 - Short Term CTE	77,554	16,623	15,988	-
Los Angeles USD	Los Angeles	4 - Adults with Disabilities	6,324	1,682	1,485	-
Los Angeles USD	Los Angeles	5 - Programs for apprentices	160	122	97	-
Montebello USD	Los Angeles	1 - Elementary and Basic Skills	8,198	6,446	6,737	-
Montebello USD	Los Angeles	2 - Classes and Courses for Immigrants	16,610	13,904	13,684	-
Montebello USD	Los Angeles	3 - Short Term CTE	2,941	2,310	2,573	-
Montebello USD	Los Angeles	4 - Adults with Disabilities	4,451	2,131	1,975	-
Montebello USD	Los Angeles	5 - Programs for apprentices	52	40	45	-

OBJECTIVE #3 TABLE: CURRICULUM ALIGNMENT

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Course Alignment with Cross-references	<p><u>ESL and Basic Skills</u></p> <ol style="list-style-type: none"> 1. Form 2 Curriculum Alignment Working Groups with representatives (reps) from the 5 Districts – one for ESL and the other for Basic Skills <ol style="list-style-type: none"> a. Basic Skills should be broken into 2 sub-Working Groups: mathematics and English (listening, reading, writing, grammar, speaking, comprehension skills) 2. Explore if there should be an overarching Curriculum Alignment Working Group to resolve issues across basic Skills and ESL (or if the Core Leadership Team should take on this role) 3. Document courses currently being offered 4. Develop common definitions and terminology² 5. Develop a cross-references of which 	<p>Curriculum Alignment Working Groups, made of 15 to 30 discipline experts</p> <p>Include reps from the 5 Districts:</p> <ul style="list-style-type: none"> ■ 1-3 for ESL and VESL ■ 1-2 for Basic Skills-math ■ 1-2 for Basic Skills-English 	\$400,000	BUSD CCUSD MUSD LAUSD LACCD		<p>Planning: Jul 2014- Jun 2015</p> <p>Implementa- tion to begin July 2015</p>

² Note: LACCD has begun developing common course numbering systems for ESL and has developed the “Integrated ESL CB 21 Rubric”, updated: 3/8/2010, which can be used as a starting point for the community colleges’ input.

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
CTE Pathways	<p>courses are comparable as an interim measure</p> <p><u>CTE Pathways and Programs</u></p> <ol style="list-style-type: none"> 6. Determine what kind of Working Group(s) should be formed for aligning CTE curriculum within Adult Education and the LACCDs 7. Document CTE programs currently being offered 8. Develop sufficient alignment so that professional certifications at the AE level are accepted at CCs, as building blocks or Pathways 9. Identify opportunities to collaborate to make CTE programs more seamless 10. Implement the identified CTE programmatic strategies <ol style="list-style-type: none"> a. Identify CTE programs to pilot the initiatives first b. Evaluate the pilots and adapt lessons learned c. Develop a roll-out strategy for the remaining CTE programs 11. Develop a multi-year evaluation plan to assess student success 	CTE Working Groups, based on Industry				<p>Planning: Jul 2014- Jun 2015</p> <p>Implementation to begin July 2015</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Course Alignment— Fully Integrated	<p>Fully Integrated and Aligned Curriculum</p> <p>12. Build a sequence of courses from Basic Skills through college preparatory Basic Skills and CTE certificates and AA/AS degrees</p> <p>13. Document a logical transition from basic or no English speaking skills to college-level speaking skills</p> <p>14. Develop common course pre-requisites across Districts</p> <p>15. Identify which Districts are best positioned to deliver what courses, leading to:</p> <ul style="list-style-type: none"> a. GED b. CTE certificates c. AA/AS degrees <p>16. Implement the identified curricular changes and strategies</p> <ul style="list-style-type: none"> a. Identify Districts or programs to pilot the initiatives first b. Evaluate the pilots and adapt lessons learned c. Develop a roll-out strategy for the remaining curricular areas <p>17. Establish student progress</p>	Continuation of the Curriculum Alignment Working Group				<p>Planning: Jul 2014- Jun 2015</p> <p>Implementation to begin July 2015</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<p>indicators</p> <p>18. Monitor progress and evaluate outcomes and take corrective courses of action as needed</p>					

OBJECTIVE #3 TABLE: ASSESSMENT AND PLACEMENT

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Assessment	<ol style="list-style-type: none"> 1. Establish an Assessment Working Group 2. Have each District share its current approach to assessment and assessment tools 3. Understand the proposed changes from the Curriculum Alignment work to ensure the new assessment approach is complementary and an asset 4. Determine if there is potential for legislating common assessment tools (Note: The State may be looking at a common assessment system for the Community Colleges) 5. Develop assessment options 6. Develop criteria for assessing the options, including curriculum alignment 7. Assess each option 8. Design a research-based effort to monitor and evaluate outcomes and take corrective courses of action as needed 	<p>An Assessment Working Group, made up of 15 to 30 reps from each of the 5 Districts:</p> <ul style="list-style-type: none"> ■ 1-3 for ESL and VESL ■ 1-2 for Basic Skills-math ■ 1-2 for Basic Skills-English and writing 	\$200,000	<p>BUSD CCUSD MUSD LAUSD LACCD</p>		<p>Planning: Jul 2014- Jun 2015</p> <p>Implement- ation to begin July 2015</p>

OBJECTIVE #3 TABLE: BRIDGE AND PATHWAYS PROGRAMS BETWEEN ADULT EDUCATION AND COMMUNITY COLLEGES INCLUDING ARTICULATION AGREEMENTS

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Process and Organizational Model	1. Identify 3 functional Councils and 3 pilot “sector” Councils as initial Working Groups <ul style="list-style-type: none"> a. <u>Academic Faculty Council</u>: potential pilot programs to research, pilot, and streamline for subsequent implementation b. <u>Counseling Faculty Council</u>: Brainstorm ways to reduce barriers in pilot programs, such as assessment differences and eligibility issues c. <u>Administration Council</u>: Hold discussions to address issues regarding funding, facilities, and support necessary for piloting programs and full implementation of them d. <u>Industry/Sector Councils</u>: These Councils might include representation from faculty/deans in CTE programs as well as industry representatives to provide guidance on 	Representatives from each institution from instructional faculty, counseling faculty, and administration to participate on Councils Recommend overlapping 2-3 year terms	\$200,000	BUSD CCUSD MUSD LAUSD LACCD		Planning: Jul 2014- Jun 2015 Implemen- tation to begin July 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<p>“employability” priorities for graduates</p> <ol style="list-style-type: none"> 2. Within each Council, develop agreements regarding decision-making, meetings, proxies, etc., to ensure uninterrupted progress 3. Establish, as necessary, sub-Councils to oversee institutional coordination for promising initiatives, providing faculty and administration perspectives and input 4. Identify and implement initiatives to increase opportunities for cross-institutional events that will promote pedagogical learning opportunities, development, understanding, or goodwill across the institutions and Districts 5. Manage and track pilot programs, including progress toward completion and success metrics 					
Market/ Planning Model	<ol style="list-style-type: none"> 1. Establish a Working Group from Institutional Research (IR) and similar functions in the AE programs 2. Where possible, compare or consolidate data to identify for targeted programs and industries <ol style="list-style-type: none"> a. Student demand for CTE programs and career opportunities 	IR Working Group ³ IR reps from: BUSD CCUSD				Planning: Jul 2014- Jun 2015 Implementation to begin July

³ Note: This effort should be coordinated with the Labor Research Working Group, described under “Business Partnerships”.

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<ul style="list-style-type: none"> b. Demographics of student populations c. Percentage of students requiring ESL or Basic Skills training before entering CTE classes d. Program availability during traditional, evening, and weekend times e. If available, employment data of certificated students or graduates 	<ul style="list-style-type: none"> MUSD LAUSD LACCD 				2015
<ul style="list-style-type: none"> 3. Prepare a joint IR Report that documents gaps, best practices, and program overlaps, and recommends opportunities for Pathways between programs 						
Instructional Program Model	<ul style="list-style-type: none"> 1. Identify from the research report 2-3 recommended dual- or concurrent enrollment classes considering: <ul style="list-style-type: none"> a. Student demographics b. Job availability c. Industry support d. Facility requirements seeking to find quick-wins 2. Solicit volunteers among participating institutions to develop course plans and Student Learning Outcomes (SLOs) 3. Manage curriculum review for pilot programs across institutions 4. Develop plan to market availability of programs to students at participating institutions 	<ul style="list-style-type: none"> IR team Academic Faculty Council Pilot implementation Team 		<ul style="list-style-type: none"> BUSD CCUSD MUSD LAUSD LACCD 		<ul style="list-style-type: none"> Planning: Jul 2014- Jun 2015 Implementation to begin July 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	5. Develop benchmark data and student success metrics, including: <ol style="list-style-type: none"> Retention Persistence SLO achievement Post-program employment and income data 6. Launch pilot programs					
Articulation Agreements	1. Determine if one Articulation Agreement could be established for the 4 USDs and 9 LACCD communication colleges 2. If not, begin by developing Articulation Agreements initially with: <ol style="list-style-type: none"> MUSD and East LA College (ELAC) CCUSD and West LA College BUSD and Valley and Pierce Colleges Trade-Technical College with all 4 of the USDs in LARAEC 3. On the basis of success with the initial Articulation Agreements, expand the effort to include the other Community Colleges in LACCD 4. Monitor and take correction actions as		\$150,000	5 AE Directors or their delegates: <ul style="list-style-type: none"> BUSD CCUSD MUSD LAUSD 9 LACCD Vice Presidents, Academic Affairs or their delegates 		Planning: Jul 2014- Jun 2015 Implemen- tation to begin July 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	the Articulation Agreements are put in place					

OBJECTIVE #3 TABLE: COUNSELING AND STUDENT SERVICES

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
<u>Guidance Master Plan</u>	1. Establish a <u>Guidance Master Plan</u> Working Group	<u>Guidance Master Plan</u>	\$400,000	BUSD		Planning: Jul 2014- Jun 2015
	2. Determine structural elements of Counseling and strategic approach to addressing each element, such as:	Working Group, including Counseling and Instructional Faculty and Student Services administrators from each District		MUSD LAUSD LACCD		
	<ul style="list-style-type: none"> a. Academic <ul style="list-style-type: none"> i. Which programs/institutions to pilot in a consolidated counseling program ii. Whether to pilot a “required class” and, if so, to design the class and identify where it can be rolled out iii. Where to access necessary academic information, and how to facilitate that access to participating Counselors iv. What training would be most beneficial to promote and institutionalize the collaboration b. Financial/Social <ul style="list-style-type: none"> i. Whether partnerships within LARAEC or between LARAEC and other institutions are 					Implementa- tion to begin July 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<ul style="list-style-type: none"> available and worth pursuing ii. What best practices within LARAEC can be replicated, and how to best implement changes iii. What training would be most beneficial to promote and institutionalize the collaboration c. Professional/Career <ul style="list-style-type: none"> i. Whether and how to collaborate on job fairs, resume courses, job placement efforts, etc. ii. What training would be most beneficial to promote and institutionalize the collaboration 3. Establish Working Groups within each area to pursue the most promising avenues as pilot programs 					
<u>Individualized Student Plan (ISP)</u>	<ul style="list-style-type: none"> 4. Establish an <u>Individualized Student Plan</u> Working Group 5. Determine structural elements of Counseling and strategic approach 	<ul style="list-style-type: none"> <u>Individualized Student Plan (ISP)</u> Working Group, including 	\$250,000	BUSD CCUSD MUSD LAUSD		<ul style="list-style-type: none"> Planning: Jul 2014- Jun 2015 Implemen-

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<p>to addressing each element, such as:</p> <ul style="list-style-type: none"> a. Academic <ul style="list-style-type: none"> i. Which programs/institutions to pilot in a consolidated ISP program ii. Whether to pilot, if so, to design the pilot and identify where it can be rolled out iii. Where to access necessary academic information, and how to facilitate that access to participating Counselors iv. What training would be most beneficial to promote and institutionalize the collaboration b. Financial/Social <ul style="list-style-type: none"> i. What best practices within LARAEC can be replicated, and how to best implement changes ii. What training would be most beneficial to promote and institutionalize the collaboration among districts 	<p>Counseling and Instructional Faculty and Student Services administrators from each District</p>		<p>LACCD</p>		<p>tation to begin July 2015</p>

OBJECTIVE #3 TABLE: PARTNERS/BUSINESS COLLABORATION

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Develop Tailored Skillsets	<ol style="list-style-type: none"> 1. Establish a Labor Research Working Group to assess key industry trends within LA County 2. The Labor Research Working Group will identifying existing research identifying key trends including working with: <ol style="list-style-type: none"> a. Community Colleges Chancellor’s Office b. Local Chambers of Commerce c. Employment Development Department (EDD) d. Los Angeles County Economic Development Corporation (EDC) e. City of Los Angeles Economic Development Department f. UCLA Business Forecast 3. Building off of existing research, the Labor Research Working Group will 	Labor Research Working Group ⁴	\$200,000	BUSD CCUSD MUSD LAUSD LACCD		<p>Planning: Jul 2014- Jun 2015</p> <p>Implemen- tation to begin July 2015</p>

⁴ Note: This effort should be coordinated with the Institutional Research (IR) Working Group, described under “Bridges and Pathways”.

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<p>annually identify key industries with large or expanding workforces</p> <p>4. The Labor Research Working Group will work with key industries to identify necessary skills to compete for jobs within each sector</p> <p>5. Adult Education and Community Colleges will incorporate the findings from the Labor Research Working Group to amend curriculum and CTE programs to better prepare students for jobs within key industries</p>					
Develop a New Model of Apprenticeship Programs	<p>1. Identify industry sectors where both businesses and student would benefit from an Apprenticeship model</p> <p>2. Working with industry leaders, develop a pilot program to implement a curriculum for a specific industry sector that integrates both classroom learning and on-the-job experience</p> <p>3. Develop an evaluation plan that measures the effectiveness of the</p>	Labor Research Working Group ⁵		BUSD CCUSD MUSD LAUSD LACCD		<p>Planning: Jul 2014- Jun 2015</p> <p>Implementa- tion to begin July 2015</p>

⁵ Note: This effort should be coordinated with the Institutional Research (IR) Working Group, described under “Bridges and Pathways”.

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	pilot program and identifies lessons learned to potentially expand the program to other industry sectors and CTE Programs					
Explore Opportunities with Businesses to Train their Existing Workforce	<ol style="list-style-type: none"> Identify potential employers within LA County that would benefit from employees attending certificate programs or courses that are tailored to their educational needs Develop a pilot program with a large business to market Adult Education and Community College opportunities for their workforce 	Labor Research Working Group		BUSD CCUSD MUSD LAUSD LACCD		Planning: Jul 2014- Jun 2015 Implemen- tation to begin July 2015
Create a Centralized Job Board	<ol style="list-style-type: none"> Create a working group of representatives from the career counseling units from both Adult Education and the Community Colleges Develop a conceptual model for a centralized job board and a single point of contact for the business community Assuming the development of a centralized website for Adult Education, develop a module for a centralized job board 	Career Counseling Working Group		BUSD CCUSD MUSD LAUSD LACCD		Planning: Jul 2014- Jun 2015 Implemen- tation to begin July 2015

OBJECTIVE #3 TABLE: TECHNOLOGY, INCLUDING DATA-SHARING AND TRACKING

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Develop a Centralized Website	<ol style="list-style-type: none"> 1. Develop a Technology Working Group with representatives from the different Districts, including technology, instruction, counseling, and administration 2. Conduct a survey of students, faculty, and administrative staff on the types of information that would be most useful to include in a comprehensive website 3. Develop a framework that includes all of the different information to be included within the website 4. Develop a conceptual architecture, focusing on technical requirements 5. Develop the website 6. Monitor the website and refine as needed 	Technology Working Group	\$200,000			<p>Planning: Jul 2014- Jun 2015</p> <p>Implement- ation to begin July 2015</p>
Alternative Methods for Instructional Delivery	<ol style="list-style-type: none"> 1. Develop an Alternative Instruction Working Group with representatives from faculty and technology staff 2. Analyze alternative instructional models currently being implemented within Adult Education and Community Colleges. 	Alternative Instruction Working Group	\$300,000			<p>Planning: Jul 2014- Jun 2015</p> <p>Implemen- tation to begin July 2015</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<p>The analysis will include an evaluation of the success of these programs.</p> <ol style="list-style-type: none"> 3. Conduct a best practices analysis of what peer agencies are doing to offer alternative instructional delivery options 4. Recommend technology-based instructional models to be piloted 5. Develop and implement pilot programs to offer alternative instruction options for students 6. Evaluate the pilots and refine the approach based on lessons learned 7. Develop a plan to Implement the alternative instructional models more widely throughout LARAEC 8. Implement the plan 9. Monitor the implementation process, making corrective courses of action as necessary 10. Evaluate student learning progress and outcomes 					
Central Data Warehouse for Student information	<ol style="list-style-type: none"> 1. Develop a list of all data desired to be included within a centralized data warehouse by conducting a survey of instructional faculty, 	Continuation of the Technology Working Group	\$300,000			<p>Planning: Jul 2014- Jun 2015</p> <p>Implemen-</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<p>counseling faculty, and administrative staff</p> <p>2. Develop a list of action items necessary to gain access to all required data, including the development of MOUs, privacy concerns, and standardization of data categories</p> <p>3. Develop a plan to resolve issues related to gaining access to data and develop a conceptual architecture framework</p>					<p>tation to begin July 2015</p>

OBJECTIVE #4 TABLE:

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
<p>Geographical and Access:</p> <ul style="list-style-type: none"> • Additional Classroom and facilities. • Limited program capacity • Limited services 	<ol style="list-style-type: none"> 1. Pursue dedicated categorical funding to increase facilities, programs and services. 2. Assess the feasibility of online instructional delivery 3. Develop a regional marketing strategy to efficiently inform stakeholders about LARAEC programs, services and opportunities. 4. Establish a system of “LARAEC Physical and Virtual Portals” at each of the LARAC’s district main sites. 					<p>Planning: Jul 2014- Jun 2015</p> <p>Implement-ation to begin July 2015</p>
<p>Counseling and Student Support:</p> <ul style="list-style-type: none"> • Lack of counseling • Insufficient services for Adults with Disabilities • Lack of Support Services 	<ol style="list-style-type: none"> 1. Develop a professional development plan that strengthens awareness of pathways, services and counseling. 2. Explore models of 					<p>Planning: Jul 2014- Jun 2015</p> <p>Implement-ation to begin July 2015</p>

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<p>successful and innovative student support systems.</p> <p>3. Institutionalize practices and approaches to foster a “LARAEC culture (Student centered programs based on collaboration, innovation, efficiency and accountability)”</p>					
<p>Standardized Assessments and Cut-off Scores:</p> <ul style="list-style-type: none"> Lack of uniform assessing procedures across programs and districts 	<ol style="list-style-type: none"> Develop assessment rubrics that meet student, program and district requirements Establish standardized cut-off scores for student admission placement and promotion. 					<p>Planning: Jul 2014- Jun 2015</p> <p>Implementation to begin July 2015</p>
<p>Pathways to Employment and Career Advancement:</p> <ul style="list-style-type: none"> Student Goal Attainment Stackable Certificates Global Careers 	<ol style="list-style-type: none"> Strategize with partners new and industry relevant approaches to students goal attainment, Skill building and Explore co-location of LARAEC programs with partners and 					<p>Planning: Jul 2014- Jun 2015</p> <p>Implementation to begin July 2015</p>

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	employers.					
Student and Course Articulation across Programs, Areas and Districts: <ul style="list-style-type: none"> College Career Transition Process K-12 AE Transition to CC Bridge Programs Lack of standardized admission and transition requirements 	<ol style="list-style-type: none"> Explore curriculum best practices from other programs and schools. Strategize multiple approaches to transitioning and bridging students across programs and districts. Review models of accelerated pathways across disciplines. 					Planning: Jul 2014- Jun 2015 Implementation to begin July 2015
Leveraging Partnerships <ul style="list-style-type: none"> Insufficient employer/partner provided opportunities, such as job shadowing, job placement, internships, job coaching, on the job training Limited industry participation with curriculum development and advise on industry developing trend 	<ol style="list-style-type: none"> Develop ongoing collaborative projects to enrich student experience with work related knowledge and skills. Develop a systematized approach to job placement for LARAEC students. Establish formalized processes for developing and revising curriculum and pathways. 					Planning: Jul 2014- Jun 2015 Implementation to begin July 2015

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Data Accountability System: Student Tracking System	Explore means for tracking LARAEC students within and between districts. Develop a common metrics or performance meter for monitoring and reporting.					Planning: Jul 2014- Jun 2015 Implemen- tation to begin July 2015

OBJECTIVE #5 TABLE

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Classroom Alternatives	<p>Prioritize pilot programs for alternatives to traditional classrooms, according to criteria such as:</p> <ul style="list-style-type: none"> • Demand • Difficulty of achievement • Likelihood of impact on accelerated learning. <p><i>Blended/Distance/On-line Courses</i></p> <ol style="list-style-type: none"> 1. Identify at least 15 highly-attended classes that are candidates for blended, distance or on-line education 2. Design and clear new pilot course offerings through Curriculum Review process at relevant institutions 3. Pilot courses, including development of assessment tool to determine SLO achievement and impact on accelerated achievement of learning goals. 	Curriculum Alignment Working Group	\$200,000	BUSD CCUSD MUSD LAUSD LACCD		<p>Planning: Jul 2014- Jun 2015</p> <p>Implementa- tion to begin July 2015</p>
Classroom Alternatives	<p><i>Integrated Courses</i></p> <ol style="list-style-type: none"> 1. Identify CTE programs in which integration with basic skills and developmental education, or ESL 					

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	can lead to completion within 12 months from start for full time students, and 24 months for part-time students					
	2. Design pilot curriculum					
Campus Alternatives	<ol style="list-style-type: none"> 1. Conduct survey of current AE students regarding current transportation issues 2. Identify LARAEC-wide pockets of students with similar course needs (e.g., ESL student clusters in these area codes that are at least 45 minutes by public transportation from any LARAEC campus) 3. Prioritize pilot courses or certificates that can be accommodated in non-campus settings 4. Identify and develop agreements with potential partners in the pilot areas 5. Solicit faculty interest in working with the pilot 6. Develop pilot launch plan including development of assessment tool to determine SLO 	Curriculum Alignment Working Group		BUSD CCUSD MUSD LAUSD LACCD		<p>Planning: Jul 2014- Jun 2015</p> <p>Implement- ation to begin July 2015</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	achievement and impact on accelerated achievement of learning goals					
Expanded times and schedules	<ol style="list-style-type: none"> 1. Survey students regarding preferred times for classroom instruction (N.B., Survey should also, if possible, include drop outs from past 5 years) 2. Identify programs in which 50% of offerings fall outside of preferred times for attendance 3. Establish, in consultation with Faculty Senates at participating institutions, goals for course availability times that align with student demand 4. Pilot additions to course offerings during high-demand, non-traditional times, assessing impact on time to complete and student persistence levels 	Curriculum Alignment Working Group		BUSD CCUSD MUSD LAUSD LACCD		Planning: Jul 2014- Jun 2015 Implemen- tation to begin July 2015
Counseling and Support Services	<ol style="list-style-type: none"> 1. Building on the work in Objective 3, develop a plan to address the various needed support services for Adult Learners to accelerate their progress 	Career Counseling Working Group		BUSD CCUSD MUSD LAUSD LACCD		Planning: Jul 2014- Jun 2015 Implemen- tation to begin July

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
						2015
Counseling and Support Services for Acceleration	<ol style="list-style-type: none"> Building on the work in Objective 3, develop a plan to address the various needed support services for Adult Learners to accelerate their progress identify a cohort of students participating in a pilot LARAEC acceleration program Identify professional/social and career needs and barriers of the cohort using interviews and surveys Convene a network of support organizations to address the needs Design an assessment tool to determine impact on accelerated achievement of certificate or degree completion 	Career Counseling Working Group		BUSD CCUSD MUSD LAUSD LACCD		Planning: Jul 2014- Jun 2015 Implemen- tation to begin July 2015

OBJECTIVE #6 TABLE

Topic	Collaborative PD Strategy	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Bridges and Pathways Goal: Integrate existing programs and create seamless transitions	Assessment and Evaluation -Provide staff training on how to proctor assessment(s), and review results -Train staff to cross-reference results of assessment tool(s) -Introduce and prepare staff in implementing pilot programs, including computer-based assessment	All LARAEC instructors, Counselors, Administration, Technology, Facilities, Office Supplies, possibly Outside Experts/Facilitators	Cost Included in Objectives 3, and 5	Each LARAEC District	Workgroup designed evaluation tools	December 2015- June 2016
	Curriculum Alignment -Educate staff on new course sequences -Prepare staff in implementation of pilot program(s)	All LARAEC instructors, Counselors, Administration, Technology, Office Supplies, possibly Outside Experts/Facilitators		Each LARAEC District	Work Group designed evaluation tools	December 2015-June 2016
	Industry/Sector Specific Pathways and Course Articulation -Train staff of newly designed Pathways and course articulations in identified Industry Sectors	All LARAEC instructors, Counselors, Administration, Partners,		Each LARAEC District	Work Group designed evaluation tools	December 2015-June 2016

Topic	Collaborative PD Strategy	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Comprehensive Student Supports Goal: Facilitate the implementation of pilot programs for student support	-Educate staff in curriculum, and course requirements -Prepare staff in implementing pilot program(s)	Technology, Office Supplies, possibly Outside Experts/Facilitators				December 2015-June 2016
	Accelerated Student Progress -Train staff on the identified accelerated strategies adopted by LARAEC -Educate staff in programs accelerating student progress -Prepare staff in implementing pilot program(s)	All LARAEC instructors, Counselors, Administration, Technology, Office Supplies, possibly Outside Experts/Facilitators		Each LARAEC District	Work Group designed evaluation tools	December 2015-June 2016
	Individualized Student Plan (ISP) -Train staff on the utilization of the ISP -Prepare staff in implementing ISP through pilot program	All LARAEC instructors, Counselors, Administration, Technology, Office Supplies, possibly Outside Experts/Facilitators		Each LARAEC District	Work Group designed evaluation tools	December 2015-June 2016
	Counseling Best Practices -Educate staff on the Comprehensive Guidance Master Plan -Train staff on student-centered core counseling	All LARAEC instructors, Counselors, Administration, Technology, Office		Each LARAEC District	Work Group designed evaluation tools	December 2015-June 2016

Topic	Collaborative PD Strategy	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
services incorporating the suggested strategies proposed by staff, students, administration and partners	<p>elements in each of the program areas</p> <ul style="list-style-type: none"> -Teach staff on best practices for delivery of counseling services in each of the program areas -Train staff on utilization of Guidance Master Plan common tools -Prepare staff in implementing pilot program(s) on the Guidance Master Plan 	Supplies, possibly Outside Experts/Facilitators				December 2015-June 2016
	<p>Student Community Supports</p> <ul style="list-style-type: none"> -Educate staff on the external student supports available through co-location, referral and partnerships -Educate staff in addressing student needs through community supports and locations where student supports are provided -Prepare staff for implementing pilot programs in providing external student supports 	All LARAEC instructors, Counselors, Administration, Technology, Office Supplies, possibly Outside Experts/Facilitators		Each LARAEC District	Work Group designed evaluation tools	
Common Data, Information and Accountability	<p>Data/Accountability System</p>			Each LARAEC	Work Group	December 2015-June 2016

Topic	Collaborative PD Strategy	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
System Goal: Create a LARAEC data and accountability system that includes a common student identifier to track student progress and outcomes beginning at intake	<p>and Data Warehouse</p> <ul style="list-style-type: none"> -Train staff on identified student parameters to be tracked and on the adopted operating system -Train staff on the interim Data Warehouse system to obtain student data <p>LARAEC Information System</p> <ul style="list-style-type: none"> -Train staff on the utilization of the centralized website for LARAEC to obtain general information -Educate staff on website components, resources, structure and general information 	<p>All LARAEC instructors, Counselors, Administration, Technology, Office Supplies, possibly Outside Experts/Facilitators</p> <p>All LARAEC instructors, Counselors, Administration, Technology, Office Supplies, possibly Outside Experts/Facilitators</p>		<p>District</p> <p>Each LARAEC District</p>	<p>designed evaluation tools</p> <p>Work Group designed evaluation tools</p>	<p>December 2015-June 2016</p>

OBJECTIVE #7 TABLE

Topic	Collaborative PD Strategy	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Partnership Development: Central Services	<ol style="list-style-type: none"> 1. Hire a Partner Liaison Manager to coordinate the program, solicit funding, and identify appropriate metrics 2. Seek funding for integration and collaboration activities from local service clubs, e.g., Rotary Club, Lions Club, etc.) 3. Identify funding sources for common purposes (e.g., Literacy, Funding scholarships, etc.) to refer our partners to for the provision of services to our students 		Cost Included in Objectives 3, and 5			<p>Planning: Jul 2014- Jun 2015</p> <p>Implementation to begin July 2015</p>
Co-location	<ol style="list-style-type: none"> 1. Work with interested LARAEC campuses to identify areas where identified partners can temporarily locate. Include options for space sharing for services on alternate days 2. Identify up to 10 partners serving LARAEC-identified populations in the provision of: <ol style="list-style-type: none"> a. Job search support b. Provision of services not offered (e.g., pre-literacy or services to undocumented immigrants) 					<p>Planning: Jul 2014- Jun 2015</p> <p>Implementation to begin July 2015</p>

Topic	Collaborative PD Strategy	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<ul style="list-style-type: none"> c. Direct support services (e.g., child care) 3. Solicit interest in LARAEC members for locating partners in LARAEC facilities 4. Solicit interest in identified partners about the inclusion of LARAEC counselors or other faculty in partner programs, services, or offerings (e.g., at job fairs) 					
Institutional Ties	<ul style="list-style-type: none"> 1. Gather and organize membership information on advisory boards organized by industry from interested partners 2. Solicit volunteer programs from AE/CTE and partners to convene a joint forum of all members to discuss industry trends, availability of paid internships, educational needs, etc. 3. Document results of forum and determine success factors for duplication 4. Explore opportunities for consolidating business and industry advisory groups for the common community colleges and Adult 					<p>Planning: Jul 2014- Jun 2015</p> <p>Implemen- tation to begin July 2015</p>

Topic	Collaborative PD Strategy	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Education CTE programs						
Collaborative Program Offerings	<ol style="list-style-type: none"> 1. Solicit interest of partners in access to program databases or information 2. Arrange data access to program offerings (as contrasted with student information) 3. Request data for their program offerings data from potential partners 4. Coordinate with LARAEC members to provide access to partner data 5. Develop formal or informal mechanism to track two-way referral information on programs, including whether collaborative databases were involved 					<p>Planning: Jul 2014- Jun 2015</p> <p>Implementation to begin July 2015</p>

XVII. APPENDIX

Student Survey

Welcome to the Los Angeles Regional Adult Education Consortium (LARAEC) Student Survey!

This survey is designed to collect information in response to the planning efforts funded by Assembly Bill 86 (AB 86), the intent of which is to expand and improve the adult education system in California. We are asking you to complete this survey to share your knowledge of, and experience with, the adult education programs and services at your school. Please know that your individual responses will be kept confidential and findings from the survey will be reported in aggregate or grouped form. The survey should take approximately 15 minutes to complete.

Background Information

1. Where are you currently enrolled as a student?

- Burbank Unified School District
- Culver City Unified School District
- Los Angeles Community College District
- Los Angeles Unified School District
- Montebello Unified School District

2. How long have you attended this school?

- Less than 1 year
- 1 year
- 2 years
- 3 or more years

3. What is your age?

- Under 18 years
- 18-24 years
- 25-30 years
- 31-45 years
- 46-64 years
- 65 years or older

4. Ethnicity (Check all that apply.)

- White or Caucasian
- Black or African American
- Hispanic
- Asian
- American Indian
- Native Hawaiian or other Pacific Islander
- Other, please specify: _____

5. Are currently or have you taken ESL classes at your school? Yes No

6. If Yes, did you take or are you taking ESL classes..... Yes No

- | | | |
|--|-----------------------|-----------------------|
| a. To help your children with school work? | <input type="radio"/> | <input type="radio"/> |
| b. To get U.S. citizenship? | <input type="radio"/> | <input type="radio"/> |
| c. To get a new job with a different employer? | <input type="radio"/> | <input type="radio"/> |
| d. To help you get a raise or promotion? | <input type="radio"/> | <input type="radio"/> |
| e. To be able to attend college or vocational school? | <input type="radio"/> | <input type="radio"/> |
| f. To meet a requirement for public assistance? | <input type="radio"/> | <input type="radio"/> |
| g. To improve the way you feel about yourself? | <input type="radio"/> | <input type="radio"/> |
| h. To make it easier to do things on a day-to-day basis? | <input type="radio"/> | <input type="radio"/> |

7. How important were the following factors in your decision to enroll at your school or college?

	Not at all important	Somewhat important	Important	Very important
a. Cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Financial aid/scholarship opportunities/affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. School's reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Future employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Recommendations from family/friends/employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Campus location (close to home/work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Availability of evening/weekend courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Personalized attention prior to enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. A specific job training/certification/license program (Please tell us the name) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. In which of the following program areas are you currently taking classes? (Check all that apply.)

- Elementary and Secondary Basic Skills, including classes required for a diploma
- Programs, classes, & courses for immigrants (e.g., ESL, Citizenship, Vocational ESL)
- Education Programs for Adults with Disabilities (developmental or learning)
- Career Technical Education (CTE) Programs/Job Training
- Short-term CTE programs
- Apprentices/Pre-apprenticeship programs
- I am not taking classes in any of the above program areas
- Don't know

9. What are your current educational goals? *(Check all that apply.)*

- High school diploma
- High School Equivalency Test (GED)
- Pass citizenship exam
- Transfer to 4-year university
- 2-year college degree
- 4-year college degree
- Other (e.g., CTE job training, CTE certificate program completion, License) please specify: _____

10. Are you currently enrolled in CTE job training, certificate, or a licensing program? Yes No

11. If yes, which of the following apply to you? I want to.....*(Check all that apply.)*

- Improve my job skills to get a better job
- Re-enter the workforce
- Change careers/learn a new set of job skills
- Get a raise or advance my career with my present employer
- Complete a program/certificate to get a job
- Expand my job opportunity options
- Other (please specify): _____

12. What services have you used to help you meet your educational or job training goals? *(Check all that apply.)*

- Academic counseling
- Career counseling
- Tutoring
- Assessment services (e.g., assessment of skills & abilities as they relate to possible jobs/careers)
- Links to future employment opportunities (e.g., service learning, internship, & work experience)
- Information about jobs and careers (e.g., speaker, job fairs, tours)
- Information about educational and job training programs
- Assistance with developing job search skills (e.g., interviewing, resume writing)
- Information about available student support services
- Links to more existing government programs
- Job placement assistance
- Other (please specify): _____

13. What are some of the challenges or barriers you and your fellow students have experienced in meeting your educational goals? (Check all that apply.)

- Cost of classes
- Cost of books and related materials
- Program, certificate, or license completion requires too much time
- Lack of classes/courses offered online
- Cost of transportation
- Availability of transportation
- Distance to school/program
- Childcare needs
- Registration timing lacks flexibility
- Lack of availability of classes/courses (Please specify classes/courses): _____
- Other (please specify): _____

14. In your words, please tell us a bit more about your educational and/or job-training goals. What are your immediate educational or job training goals? Specifically, how do you know you are meeting your goals? If you do not believe you are making progress meeting them, why? What would it take (e.g., classes/courses, support services) to help you do so?

15. What are your plans for the future?

Thank you for completing the survey!

Faculty/Staff Survey

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

Welcome to the Los Angeles Regional Adult Education Consortium (LARAEC) AB86 Survey!

This survey is designed to collect information in response to the planning efforts funded by Assembly Bill 86 (AB 86), the intent of which is to expand and improve the provision of adult education via the Adult Education Consortium Program. The Los Angeles Regional Adult Education Consortium (LARAEC) AB86 Consortium includes the following member institutions: Los Angeles Community College District, Burbank Unified School District, Culver City Unified School District, Los Angeles Unified School District, and Montebello Unified School District.

Most importantly, this survey will provide you with an opportunity to share your unique knowledge, insights and experiences concerning the adult education programs and services at your institution and in your region. Please answer each of the following questions to the best of your ability, consistent with your role and/or specific area of expertise. Individual responses will be kept confidential and findings will be reported in aggregate form. The survey will take approximately 30 minutes to complete.

If you have any questions about survey administration, please contact Sarah Griego at (562) 799-5487 or sgriego@wested.org.

1. Contact information (Optional)

Name:

Email Address:

2. Your District/College:

- Burbank Unified School District
- Culver City Unified School District
- Los Angeles Community College District
- Los Angeles Unified School District
- Montebello Unified School District

3. What is your current role or position?

- Community College Administrator / Dean
- K-12 School / District Administrator
- Program Coordinator / Manager
- Teacher/Faculty
- Counselor
- Career Center / Assessment / Tutoring / Guidance Staff
- Classified Staff
- Other (Please specify):

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

4. With which of the following programs are you primarily affiliated? Check all that apply.

- Elementary and Secondary Basic Skills, including classes required for a diploma
- ESL/Classes for Immigrants
- Education Programs for Adults with Disabilities
- Short-term Career Technical Education (CTE) Programs
- Programs for Apprentices
- I am not affiliated with any of the above program areas

5. Does your school provide services in correctional facilities?

- Yes
- No
- Don't Know

QUALITY AND ADEQUACY OF PROGRAMS AND SERVICES

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

6. Please rate the overall quality or degree of excellence of the programs, services and courses offered at your school in each of the following areas (Mark all items that apply to your area(s) of expertise):

	Very High	Above Average	Average	Below Average	Very Low	No Services Provided	Don't Know
Adult Basic Education (ABE) or Elementary Skills	<input type="radio"/>						
High school diploma or High School Equivalency Certificate (GED)	<input type="radio"/>						
College Basic Skills (remediation)	<input type="radio"/>						
English as a Second Language (ESL)	<input type="radio"/>						
Citizenship	<input type="radio"/>						
Vocational ESL (VESL)	<input type="radio"/>						
Short-term career technical education (CTE) programs	<input type="radio"/>						
Education programs for adults with developmental disabilities	<input type="radio"/>						
Education programs for adults with learning disabilities	<input type="radio"/>						
Programs for Apprentices	<input type="radio"/>						
Programs and services preparing students to transition into postsecondary education (such as career/life planning or academic guidance, transition planning, and college orientation)	<input type="radio"/>						
Programs and services preparing students to transition into the workforce (such as career guidance counseling, skills and aptitude assessments, resume and interview preparation)	<input type="radio"/>						
Programs for adults in correctional facilities	<input type="radio"/>						
Support services (such as guidance, counseling, transition plans, tutoring and follow-up services)	<input type="radio"/>						

Comments:

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

7. Please rate the adequacy or overall effectiveness of the current programs, services and courses offered at your school in meeting the needs of adult learners in your community in the following areas:

	Extremely Adequate	Very Adequate	Moderately Adequate	Slightly Adequate	Not at all Adequate	Don't Know
Adult Basic Education (ABE) or Elementary Skills	<input type="radio"/>					
High school diploma or High School Equivalency Certificate (GED)	<input type="radio"/>					
College Basic Skills (remediation)	<input type="radio"/>					
English as a Second Language (ESL)	<input type="radio"/>					
Citizenship	<input type="radio"/>					
Vocational ESL (VESL)	<input type="radio"/>					
Short-term career technical education (CTE) programs	<input type="radio"/>					
Education programs for adults with developmental disabilities	<input type="radio"/>					
Education programs for adults with learning disabilities	<input type="radio"/>					
Programs for Apprentices	<input type="radio"/>					
Programs and services preparing students to transition into postsecondary education (such as career/life planning or academic guidance, transition planning, and college orientation)	<input type="radio"/>					
Programs and services preparing students to transition into the workforce (such as career guidance counseling, skills and aptitude assessments, resume and interview preparation.)	<input type="radio"/>					
Programs for adults in correctional facilities	<input type="radio"/>					
Support services (such as guidance, counseling, transition plans, tutoring, and follow-up services)	<input type="radio"/>					
Other (please specify):	<input type="text"/>					

GAPS AND STRATEGIES

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

8. Which of the program areas offered at your school have the greatest need for additional course offerings, services, or other improvements?

- Adult Basic Education (ABE) or Elementary Skills
- High school diploma or High School Equivalency Certificate (GED)
- College Basic Skills (remediation)
- English as a Second Language (ESL) or Citizenship or Vocational ESL (VESL)
- Short-term career technical education (CTE) programs
- Education programs for adults with developmental disabilities
- Education programs for adults with learning disabilities
- Programs for Apprentices
- Programs and services preparing students to transition into postsecondary education
- Programs and services preparing students to transition into the workforce
- Programs for adults in correctional facilities
- Support services (such as guidance, counseling, transition, and follow-up services)

9. What additional course offerings are needed?

10. What additional services are needed?

11. What other improvements do you recommend?

AWARENESS OF OTHER ADULT EDUCATION SERVICES AND RESOURCES

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

12. Please rate your knowledge of the resources and services provided by the following agencies to serve adult learners/students.

	Excellent	Very Good	Good	Fair	Poor	No Services	Don't Know
Area Community Colleges	<input type="radio"/>						
Area Adult Schools	<input type="radio"/>						
Chambers of Commerce	<input type="radio"/>						
City/County Libraries and branches	<input type="radio"/>						
City/County Parks and Recreation	<input type="radio"/>						
City/County Social Services	<input type="radio"/>						
Community-Based Organizations (Goodwill, etc.)	<input type="radio"/>						
County Office of Education	<input type="radio"/>						
Office of Economic Development	<input type="radio"/>						
One-Stop Career Centers (Workforce Investment Board)	<input type="radio"/>						
Other (please specify):	<input type="text"/>						

COLLABORATION

13. How often have you or your school collaborated with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services to adult learners/students?

- Frequently
- Occasionally
- Infrequently
- Rarely
- Never
- Don't Know

14. How often have you or your school collaborated with area adult schools or the community colleges to better meet the needs of adult learners/students?

- Frequently
- Occasionally
- Infrequently
- Rarely
- Never
- Don't Know

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

15. Answer question 15 and 16 only if you answered yes to question 13 or 14. Otherwise, proceed to question 17. Please identify the areas in which you have collaborated. Mark all that apply.

- Alignment of assessments
- Alignment of educational and career pathways
- Alignment of curriculum
- Articulation of courses
- Dual and concurrent enrollment
- Team teaching
- Creation of career pathways
- Sharing of information about students
- Sharing of data
- Joint grant writing and fund development
- Joint professional development
- Student referral
- None of the above

Other (please specify):

16. How effective have these collaborations been in improving or expanding adult education programs and services in your region?

- Very Effective
- Effective
- Somewhat Effective
- Not at All Effective
- Don't Know

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

17. Below are some barriers to collaboration between schools/colleges and outside service providers. Please rate the degree to which each is a barrier to collaboration.

	To A Great Degree	To A Moderate Degree	To Some Degree	To A Lesser Degree	Not At All	Don't Know
Insufficient time	<input type="radio"/>					
Lack of incentives	<input type="radio"/>					
Lack of interest	<input type="radio"/>					
Lack of professional development	<input type="radio"/>					
Prohibitive school / district policies	<input type="radio"/>					

Other(s) (please specify):

18. Please provide your thoughts about ways to overcome the barriers above.

OBSTACLES AND STRATEGIES

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

19. Of the following options, which are obstacles to adult learners/students? Please check all that apply.

- Limited / lack of available childcare options / family needs
- Inadequate education and/or training programs or service options available
- Inadequate support services (e.g., tutoring, counseling, health services)
- Limited content delivery models (e.g., online options, flexible schedules)
- Inadequate information about programs and services available (e.g., in multiple languages and outreach)
- Lack of personal motivation / goals
- Limited financial resources
- Inadequate transportation options
- Limited opportunities to develop networking/soft skills
- Limited work experience opportunities (job shadowing, internships/externships)
- Inadequate assessment and career planning services
- Limited access and accommodations for students with disabilities
- Not aware of the resources or services available

Other (please specify):

20. Which of the following strategies to accelerate student progress are currently in use within your program? Please check all that apply.

- Accelerated Courses (Compressing courses into shorter, more intensive terms)
- Competency-Based (Instruction based on a predetermined set of skills that a student is expected to accomplish)
- Contextualization (Putting basic skills content into the context of a student's goals and career path)
- Integrated Basic Skills Training (I-BEST) (Technical and basic skills instructors team-teach)
- Learning Communities (Collaborative instruction across disciplines)
- Other (please specify):

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

21. If you marked any of the strategies in the previous question, please rate their effectiveness at accelerating student progress toward educational and career goals.

	Very Effective	Effective	Somewhat Effective	Ineffective	No Services Provided	Don't Know
Accelerated Courses	<input type="radio"/>					
Competency-Based	<input type="radio"/>					
Contextualized Courses	<input type="radio"/>					
Integrated Basic Skills Training (I-BEST)	<input type="radio"/>					
Learning Communities	<input type="radio"/>					

Other (please specify):

22. Which of the following strategies to accelerate student progress would you like to see more of in your program? Please mark all that apply.

- Accelerated Courses
- Competency-Based
- Contextualized Courses
- Integrated Basic Education and Skills Training (I-BEST)
- Learning Communities
- N/A

Other (please specify):

23. What additional models would you like to see more of in your program?

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

24. To what extent does your program use the following **Co-location Strategies** to align activities or program elements between the adult school and community college?

	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know
Adult school classes on college campuses	<input type="radio"/>					
College classes on adult school campuses	<input type="radio"/>					
Support services on campuses	<input type="radio"/>					
Classes conducted at a worksite	<input type="radio"/>					
Classes taught within a support provider's location (e.g., in a group home, facility for adults with disabilities, One Stop Career Center)	<input type="radio"/>					
Other (please specify):	<input type="text"/>					

25. To what extent does your program use the following **Transition Strategies** to align activities or program elements between the adult school and community college?

	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know
Communication among teachers/faculty across educational systems	<input type="radio"/>					
Defined or articulated pathways to postsecondary education or the workforce	<input type="radio"/>					
Systemic access to student services including counseling, guidance and follow-up	<input type="radio"/>					
Other (please specify):	<input type="text"/>					

26. To what extent does your program use the following **Physical Access Strategies** to facilitate student access to services?

	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know
Location within easy access of student population	<input type="radio"/>					
Assistance with transportation (bus passes, carpooling)	<input type="radio"/>					
Physical accommodations for adults with disabilities	<input type="radio"/>					
Other (please specify):	<input type="text"/>					

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

27. To what extent does your program use the following strategies to facilitate student access to services?

	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know
Dissemination of program information in local media	<input type="radio"/>					
Program information in multiple languages	<input type="radio"/>					
Learning accommodations for students with disabilities	<input type="radio"/>					
Childcare	<input type="radio"/>					
Open entry/open exit programs	<input type="radio"/>					
Evening hours	<input type="radio"/>					
Saturday hours	<input type="radio"/>					

Other (please specify):

28. To what extent do the following challenges hinder the implementation of any of the strategies listed previously?

	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know
Lack of time	<input type="radio"/>					
Lack of information about programs or services	<input type="radio"/>					
Lack of funding	<input type="radio"/>					
Lack of incentives, given separate organizational mandates	<input type="radio"/>					
Students not clear about their goals	<input type="radio"/>					
Students not interested in progressing to the next level or moving on to another program	<input type="radio"/>					
Teachers not exposed to these strategies	<input type="radio"/>					
Teachers not interested in these strategies	<input type="radio"/>					
Teachers not skilled in teaching in these ways	<input type="radio"/>					
Different 'cultures' across institutions	<input type="radio"/>					
Belief that these strategies are not appropriate for the students	<input type="radio"/>					
Lack of data to track progress and outcomes from these strategies	<input type="radio"/>					

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

29. Of these challenges, which are the ones that most need to be addressed? Please mark all that apply.

- Lack of time
- Lack of information about programs or services
- Lack of funding
- Lack of incentives, given separate organizational mandates
- Students not clear about their goals
- Students not interested in progressing to the next level or moving on to another program
- Teachers not exposed to these strategies
- Teachers not interested in these strategies
- Teachers not skilled in teaching in these ways
- Different 'cultures' across institutions
- Belief that these strategies are not appropriate for the students
- Lack of data to track progress and outcomes from these strategies

Other (please specify):

PROFESSIONAL DEVELOPMENT

30. What kinds of professional development in your program area would be most valuable for improving or expanding services to adult learners/students? Please mark all that apply.

- Contextualized learning (Putting basic skills content into the context of a student's goals and career path)
- Differentiated instruction (providing different learning options to students within the same course)
- Articulation and dual/concurrent enrollment
- Use of technology to enhance access and learning
- Building of career pathways
- Training in Learning Communities (Collaborative instruction across disciplines)
- Training in I-BEST (Technical and basic skills instructors team-teach)
- Training on counseling students to transition between districts

Other (please specify):

GENERAL COMMENTS

Los Angeles Regional Adult Education Consortium (LARAEC) Survey

31. In summary, what is the most important thing that can be done to improve or expand adult education services in your community?

32. Any additional insights you'd like to share?

AB86 Interview Protocol LARAEC Partners

Maximum duration of typical interview: **60 minutes**

Typical duration of interview: 30 minutes

Procedure:

- Interviews will be scheduled and confirmed in advance.
- Interviewees will be sent conference call dial-in information with confirmation of their scheduled interview.
- Interviewers will dial-in at least 5 minutes in advance of the scheduled interview time to allot for any delays and for set up time.
- Interviewers will introduce themselves informally, confirm that they are speaking to the appropriate interviewee, and re-iterate the pre-approved time and duration for the interview.
- The interviewer will then read the following script:

General pre-interview script (3 minutes):

Welcome

Thank you for being willing to give of your time and energy to this interview. I am _____ and I will be asking you a few questions (and [Name] will be taking notes).

Purpose

WestEd is working with your regional consortium as part of the AB86 Adult Education Consortium Planning to assist with data collection efforts concerning the rethinking and redesign of the K-12, adult education, and community college district systems. To this end, we are conducting interviews with key staff from consortia and community/local agencies to develop a better understanding and gain further insights concerning the essential components of a plan that will result in an expanded and improved system of programs and services for adult learners. Information from these interviews will be used to inform the plan developed by your regional consortium.

In this interview process, your confidentiality is assured. All of the information and feedback we collect will be de-identified (your name will not be used in any report) before being reported up in summary form to provide guidance and information to AB86 stakeholders about ways to further assist the consortia in accomplishing their objectives.

The interview process will start with me asking a set of questions, which will be the same set of questions asked for each interviewee across your consortium. You will be given as much time as you need to respond, but I will monitor the time to honor our commitment to keep this visit to 20 minutes or less. Are there any questions about any of this? If not, let's get started.

Core Questions for Partners

1. Please describe the programs and services you provide to adult learners.
 - a. In general, how would you characterize the adequacy and quality of these programs and service offerings?

2. Drawing on your experience providing services to adult learners in the region, where do you see the greatest need in terms of programs, service offerings, or otherwise? (*Probe on support services, access issues*)
 - a. What strategies would you recommend to address these needs, and why?
 - b. What are the possible challenges to addressing these needs, and how would you recommend mitigating them?
3. What plans, if any, do you have in place (or that you are in the process of developing) to help adult learners transition into postsecondary education or the workforce?
4. To what extent does your organization collaborate with adult schools and / or community colleges to provide services to adult learners?
 - a. Have you found these collaborations to be effective? If so, why? If not, why not? (*Probe on strategies used, agreements with credentialing systems, placement/assessment tools, support services, etc.*)
 - b. What barriers prevent collaboration with Adult Schools and / or community colleges?
 - c. What strategies would you recommend to overcome them?
5. What other partners (educational, support providers, funders) do you work with in your communities? (*if no partnerships, probe for barriers to collaboration & strategies to overcome or work around those barriers*)
 - a. What untapped resources exist in your region that could be leveraged to meet student needs? (*Probe for partners, other initiatives, and other factors, such as technological resources, key employers, etc.*)
 - b. What incentives and disincentives exist to partnering?

Supplemental Questions

Objective 1

1. How has the range of programs changed since the 2008/09 school year?

Objective 3

1. In your opinion, what would need to be done in the region to ensure plans are developed to create seamless transitions between existing programs in these domains and postsecondary education or the workforce? Please elaborate.

Objective 4

1. What gaps do you see in the continuum of services provided to adult learners within program area and / or region?
2. What are some of the challenges/barriers your students face in attaining their educational goals?

- a. What are some potential solutions for addressing these challenges/barriers?

Objective 5

1. What plans, if any, do you have in place or are in the process of developing to employ approaches proven to accelerate a student's progress toward academic or career goals? (e.g., contextualized basic skills and CTE, or joint programming strategies?)

Objective 6

1. What are high priority topic areas for professional development for Adult Education teachers and/or administrators?

Objective 7

1. What plans, if any, do you have in place or are in the process of developing to leverage existing regional structures (e.g., collaborations)? Please describe.
2. With what partners (educational, support providers, funders) do you already work with in the region?

AB86 Interview Protocol - Key LARAEC Leadership

Maximum duration of interview: **60 minutes**

Typical duration of interview: 20 minutes

Procedure:

- Interviews will be scheduled and confirmed in advance.
- Interviewees will be sent conference call dial-in information with confirmation of their scheduled interview.
- Interviewers will dial-in at least 5 minutes in advance of the scheduled interview time to allot for any delays and for set up time.
- Interviewers will introduce themselves informally, confirm that they are speaking to the appropriate interviewee, and re-iterate the pre-approved time and duration for the interview.
- The interviewer will then read the following script:

General pre-interview script (3 minutes):

Welcome

Thank you for being willing to give of your time and energy to this interview. I am _____ and I will be asking you a few questions (and [Name] will be taking notes).

Purpose

WestEd is working with your regional consortium as part of the AB86 Adult Education Consortium Planning to assist with data collection efforts concerning the rethinking and redesign of the K-12, adult education, and community college district systems. To this end, we are conducting interviews with key staff from consortia and community/local agencies to develop a better understanding and gain further insights concerning the essential components of a plan that will result in an expanded and improved system of programs and services for adult learners. Information from these interviews will be used to inform the plan developed by your regional consortium.

In this interview process, your confidentiality is assured. All of the information and feedback we collect will be de-identified (your name will not be used in any report) before being reported up in summary form to provide guidance and information to AB86 stakeholders about ways to further assist the consortia in accomplishing their objectives.

The interview process will start with me asking a set of questions, which will be the same set of questions asked for each interviewee across your consortium. You will be given as much time as you need to respond, but I will monitor the time to honor our commitment to keep this visit to 20 minutes or less. Are there any questions about any of this? If not, let's get started.

Interview Questions:

1. How would you describe the level and types of adult education programs you currently offer?
 - a. How would you characterize the adequacy and quality of the programs/services?
 - b. What is your vision for the improvement or enhancement of these programs and their reach?

2. How would you describe current *needs* for adult education in your area, in terms of type and level?
 - a. Have any gaps in existing programs or services been identified and, if so, how do you envision addressing those?
3. What are currently the biggest opportunities for and challenges to effective transition from adult education programs to postsecondary education or the workforce?
 - a. How might the challenges be mitigated?
 - b. How might the opportunities be leveraged?
4. What types of strategies and structures have been implemented in your program(s) to accelerate student progress (e.g., targeted professional development offerings; combined programs; inquiry-based or other evidence-based instructional strategies)?
 - a. Are there other strategies and strategies that you would like to implement to accelerate student progress?
5. Given the responses to the interview questions above, how would you describe your overall vision for adult education in the next year? 5 years? 10 years?
 - a. What key partnerships will be critical in realizing your vision?
 - b. What do you think is the best approach for accomplishing this vision?
 - c. How will you handle the biggest obstacle you see to realizing this vision?

Other Possible Questions:

1. What are the essential components of a well-aligned system? K-12, adult education, and community college system capable of meeting diverse student needs? *[For example: alignment of secondary and postsecondary programs/institutions with workforce development; multiple entry and exit points; meeting labor market demands; a focus on industry recognized credentials; comprehensive support services such as career counseling and transportation]*
2. What structures (e.g., regional collaboratives) and resources are essential to this effort? From your perspective, what systems, structures or supports are needed to facilitate the development of comprehensive, multi-system approaches?
3. What are the top three priorities for your organization concerning adult learners?
4. How would you describe the relationship between the certification process and completers' employment status and wage increase?
5. What could be done to improve the certification process and outcomes for completers?