

Objective #3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

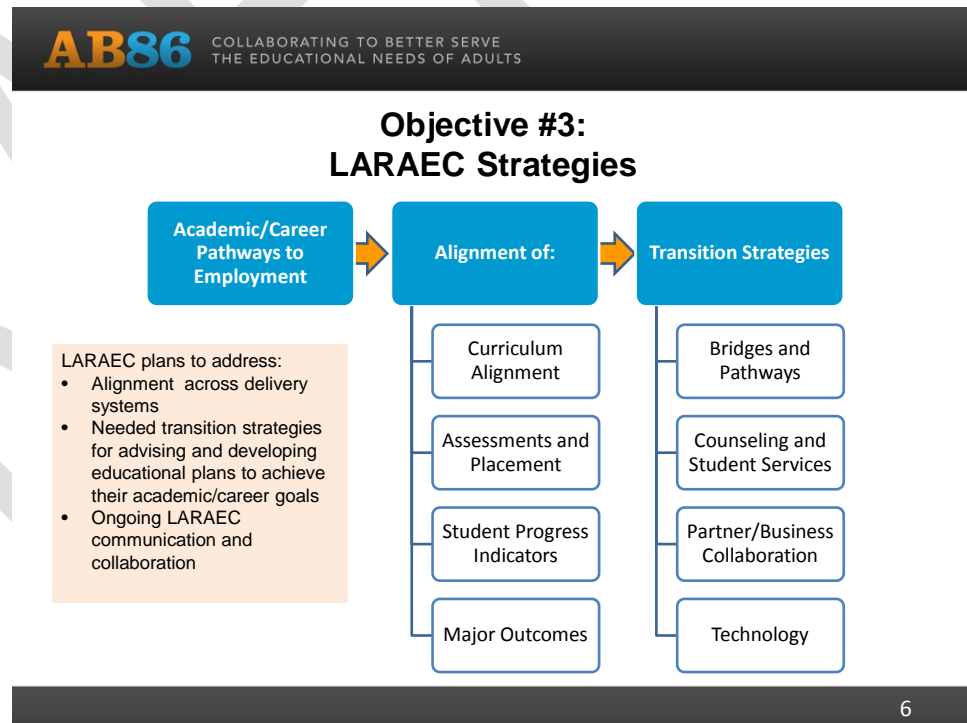
One of LARAEC’s greatest challenges is that the demand for Adult Education and learning exceeds our capacity and available resources. LARAEC’s Core Leadership Team and faculty members have been working together to develop collaborative strategies and models to increase our ability to meet this demand. When we use the term “LARAEC faculty members”, we are referring to the combined faculties of LAUSD, MUSD, CCUSD, BUSD, and LACCD who are involved in Adult Education and CTE programs that need to become more seamless and integrated.

LARAEC’s Objective 3 strategies cluster into six areas:

- Curriculum Alignment
- Assessment and Placement
- Bridge and Pathway Programs between Adult Education and Community Colleges
- Counseling
- Partners/Business Collaboration
- Technology, including Data-sharing and Tracking

These areas are inter-related when seeking seamless transitions.

- The Bridges and Pathways are important linkages for the aligned curriculum.
- Careful 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 work force.
- Counseling, something long-lacking in Adult Education, is critical for Bridges and Pathways and student successful outcomes.



- Given that students, particularly adult learners, are not stagnant, we need to be able to track where they are in pursuing their educational plans and career goals and use technology in smart ways for them to know where to go for what.
- Technology can also be used for delivering information to students, provide useful instructional tools, and help guide them into career Pathways.
- Finally, the end-goal is that these adult learners end up in the workforce with meaningful careers so they can contribute in meaningful ways to our economy and their own well-being.

These models are an outgrowth of workshops held with the LARAEC Core Leadership Team and faculties from the 5 Districts.

Curriculum Alignment

Ideally, the curriculum should be a well-articulated continuum of courses that build on each other, beginning from pre-K through the four-year universities. Unfortunately, that is not the case. The purpose of this Curriculum Alignment model is to focus at least on how to align the curriculum, ***particularly Basic Skills and ESL***, for:

- Adult Education offerings
- Community Colleges' non-credit offerings
- Community Colleges' credit offerings

Strategic Models

LARAEC's faculty identified four strategic models that would help to align the Basic Skills and ESL curriculum better:

- **Course Alignment, including Basic Skills, ESL, and CTE Pathways**, including course catalogs and schedules, standardized courses, reallocation or divvying up of courses to eliminate unnecessary duplicated or overlapping curricula, shared and integrated course outlines, and defined skills sequences linked to Pathways.
- **Articulation Agreements**. Similar to the Articulation Agreements that the Community Colleges have with four-year universities and colleges for students transferring, Adult Education and the LACCD Community Colleges should establish similar Articulation Agreements. In that way, students can complete courses with the assurance that their work will transfer from Adult Education to the LACCD Community Colleges.

- **Enrollment and Instructional Delivery Models.** The five Districts need to explore the optimal enrollment models, acknowledging that not one size meets all students' needs. Current enrollment models involve open-exit philosophies (e.g., ESL in Adult Education), cohort models, flexible curriculum models, reverse enrollment in Community Colleges and Adult Education, combination of distance learning and in-class instruction, etc.
- **Funding and Resource Allocation Models.** Historically, the majority of Adult Education and Community College revenues have been tied to some funding formula based on attendance and enrollment. The funding levels vary for Adult Education and noncredit and credit Community College courses. These differences and revenue allocation options will need to be addressed to ensure that both the Adult Education and Community Colleges can meet the high demand for such offerings. Funding models will also need to address students' financial needs, both for paying for courses, books, and related fees.

Throughout each of these models, LARAEC will need to take into consideration the unique needs of Adults with Disabilities (AWDs).

Issues to be Addressed

The purpose of the curriculum alignment strategies is to become more integrated and seamless:

- Permit seamless movement for students between Adult Education and the LACCD Community Colleges
- Improve transferability through standardization
- Instill ease of use for students to navigate through the Adult Education and Community College systems
- Have different start times for classes to better meet the adult learners' needs and schedules
- Establish uniform transcripts and course identification systems if feasible
- Offer reverse transfer of Community College (CC) credits to Adult Education (AE) for high school certificates or equivalency within LARAEC
- Offer curriculum that will enable students to acquire the necessary skills to enter the workforce
- Ensure what is being required meets students' needs and incorporates where they currently are at (baseline data)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Course Alignment with Crosswalks	<p><u>ESL and Basic Skills</u></p> <ol style="list-style-type: none"> 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"> Basic Skills should be broken into 2 sub-Working Groups: mathematics and English (listening, reading, writing, grammar, speaking, comprehension skills) Explore if there should be an over-arching Curriculum Alignment Working Group to resolve issues across basic Skills and ESL (or if the Core Leadership Team should take on this role) Document courses currently being offered Develop common definitions and terminology¹ Develop a cross-walk of which courses are comparable as an interim measure 	<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 		<p>BUSD CCUSD MUSD LAUSD LACCD</p>		<p>Planning: Jul 2014- Jun 2015</p> <p>Implementa- tion to begin July 2015</p>
CTE Pathways	<p><u>CTE Pathways and Programs</u></p> <ol style="list-style-type: none"> Determine what kind of Working 	<p>CTE Working Groups, based</p>				<p>Planning: Jul 2014-</p>

¹ 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
	<p>Group(s) should be formed for aligning CTE curriculum within Adult Education and the LACCDs</p> <ol style="list-style-type: none"> 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 	on Industry				<p>Jun 2015</p> <p>Implementation to begin July 2015</p>
Course Alignment— Fully Integrated	<p>Fully Integrated and Aligned Curriculum</p> <ol style="list-style-type: none"> 12. Build a sequence of courses from Basic Skills through college preparatory Basic Skills and CTE certificates and AA/AS degrees 13. Document a logical transition from basic or no English speaking skills to 	Continuation of the Curriculum Alignment Working Group				<p>Planning:</p> <p>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
	college-level speaking skills 14. Develop common course pre-requisites across Districts 15. Identify which Districts are best positioned to deliver what courses, leading to: <ol style="list-style-type: none"> GED CTE certificates AA/AS degrees 16. Implement the identified curricular changes and strategies <ol style="list-style-type: none"> Identify Districts or programs to pilot the initiatives first Evaluate the pilots and adapt lessons learned Develop a roll-out strategy for the remaining curricular areas 17. Establish student progress indicators 18. Monitor progress and evaluate outcomes and take corrective courses of action as needed					
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:			5 AE Directors or their delegates: <ul style="list-style-type: none"> • BUSD • CCUSD • MUSD • LAUSD 		Planning: Jul 2014- Jun 2015 Implemen- tation to

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<ol style="list-style-type: none"> a. MUSD and East LA College (ELAC) b. CCUSD and West LA College c. BUSD and Valley and Pierce Colleges d. Trade-Technical College with all 4 of the USDs in LARAEC <ol style="list-style-type: none"> 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 the Articulation Agreements are put in place 			<ul style="list-style-type: none"> • 9 LACCD Vice Presidents, Academic Affairs or their delegates 		begin July 2015
Enrollment and Instructional Delivery Models	<ol style="list-style-type: none"> 1. Determine if this effort should be part of the Course Alignment Working Group, a subset of it, or a separate Working Group 2. Explore different instructional delivery models 3. Evaluate the pros and cons of each of them 4. Identify what enrollment and instructional delivery models to promote, by discipline or adult learning style 5. Implement the preferred enrollment and instructional delivery strategies <ol style="list-style-type: none"> a. Identify the models to pilot 			BUSD CCUSD MUSD LAUSD LACCD		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
	<ul style="list-style-type: none"> b. Identify the Districts to participate in the pilot c. Evaluate the pilots and adapt lessons learned d. Develop a roll-out strategy for other Districts to adapt the proven and effective models <p>6. Develop a multi-year evaluation plan to assess student success</p>					
Funding and Resource Allocation Models	<p>Funding</p> <ul style="list-style-type: none"> 1. Share current funding models used at the USDs and CCDs 2. Identify current thinking at the State level regarding funding options 3. Assess the benefits to LARAEC of each funding model 4. If necessary or appropriate, propose alternative funding models for the State to consider 5. Work with the State as it refines its funding model <p>Resource Allocation</p> <ul style="list-style-type: none"> 6. Identify the pros and cons of the different resource allocation models at the USD and CCD levels (both credit and noncredit) 7. Identify alternative resource allocation models for LARAEC to consider 			LARAEC Core Leadership Team		<p>Planning: Jul 2014- Jun 2015</p> <p>Implement- ation to begin July 2015</p> <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
	<ul style="list-style-type: none"> 8. Identify criteria for assessing each of the allocation models 9. Assess each of the resource allocation models for LARAEC 10. Recommend a resource allocation model for LARAEC 11. Seek approval of the recommended resource allocation model for LARAEC from each of the 5 Districts 					

Assessment and Placement

Curriculum alignment and assessment are closely related. The greatest area of overlap in terms of assessment is in Basic Skills and ESL. The assessment and placement functions should also be aligned and ideally one seamless function. There is a recognized need at the Adult Education level that career assessments are needed, which are being explored under “Counseling”, “Business Partnerships”, and career “Pathways” in this document.

Strategic Model

The focus of the Assessment Model is to make the assessments seamless, focusing on those assessments that feed into curriculum offered and required between Adult Education and the Community Colleges, particularly regarding ESL and Basic Skills, discussed under the “Curriculum Alignment” strategy.

As part of rethinking assessment, LARAEC will also need to take into consideration the unique needs of Adults with Disabilities (AWDs).

Issues to be Addressed

Both the Adult Education and Community College programs struggle with how to bridge students’ learning and academic skill deficits and ensure higher completion rates.

The five LARAEC Districts use a variety of assessment tools: CASAS, TABE, AccuPlacer, CAHSEE, COMPASS, ALEKS, SCAT, and District Development inventories. LACCD has had the added challenges that its colleges frequently used different assessment tools but has begun to work with the colleges to increase greater commonality across the District. The smaller unified school Districts – MUSD, CCUSD, and BUSD – have been able to develop logical transitions from K-12 and Adult Education.

The new assessment model should:

- Align Basic Skills and ESL/VESL assessments with the newly aligned curriculum (see “Curriculum Alignment” strategy)
 - Ensure that preparatory courses are available so that students are more successful and, thus, avoid taking additional courses to earn their certificates, diplomas, or degrees when only refresher courses are needed
 - Ensure that the English assessment tool covers the breadth of needed skills: listening, reading, writing, grammar, speaking, and comprehension skills
- Strive for common assessment tools across Districts
- Establish assessment “score” thresholds or ranges to determine placement
- Ensure that students’ assessment scores are determinants if they are ready for Community College
- Ensure transparency so students know what they must do and what scores they must achieve to move ahead
- Ensure the assessment tools can be:
 - Administered cost-effectively: online, group sessions, etc.
 - Frequently administer the assessments to meet adults’ needs and schedules.
- Explore other assessments, such as GPAs and recommendations
- Establish assessment/testing policies and procedures
- Ensure decisions are research based in terms of assessment tools selected
- Apply research models to evaluate effectiveness of selected assessment programs

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 	An Assessment Working Group, made up of 15 to 30 reps from		BUSD CCUSD MUSD LAUSD		Planning: Jul 2014- Jun 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<p>and assessment tools</p> <ol style="list-style-type: none"> 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>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 		LACCD		Implementation to begin July 2015

Bridge and Pathway Programs between Adult Education and Community Colleges

The students who attend Community Colleges and Adult Education programs share many of the same goals and needs:

- To be employed in a meaningful and well-paid profession
- To be able to speak and write effectively
- To be challenged to learn and grow as individuals, residents, and citizens of the 21st century

Some students are highly mobile, and may find it challenging to attend a multi-year, or even multi-semester, program at an institution that is remote or at a new location. The focus of this initiative is to expand our collaborative structure so that we can better understand the gaps and overlaps in our programs and simplify student transitions.

Strategic Models

“Curriculum Alignment” already outlined the need for CTE Pathways, 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 designing and implementing “Councils” of faculty and administrators that form the relational foundation for introducing new, more seamless transitions for students between institutions. Sector/industry Councils can also help to ensure that students are uniformly prepared. A key success element in the development of the transitions is a “people-to-people” approach, in which trusting relationships among faculty members and administrators seek to dissolve rather than erect barriers. It is anticipated that these Councils would form a core planning group that might support and give direction to other Working Groups established in relationship with the LARAEC initiatives and implementation of them.
- **Market Planning Model**. There are several distinct student populations that attend Adult Education and Community College programs, including: 1) recent high school graduates, 2) GED students, 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, and 6) adults with disabilities. We need to pool data from institutional research units to identify gaps and overlaps, and ensure that the infrastructure of Basic Skills offerings and needed classes is in place so that students can move through the education-to-career process without delays.
- **Instructional Program Model**. Dual and concurrent enrollment, in which students gain both Basic Skills and vocabulary and math skills specific to a career path can be an effective way to shorten their transition time to employment. There is an opportunity to pilot an effort in which two or more institutions collaborate to implement these programs for workers in high-demand industries.

Issues to be Addressed

The purpose of the 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
- Identify gaps in the provision of basic and CTE programs for different populations of students

- Permit seamless movement for students between 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

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 <ol style="list-style-type: none"> <u>Academic Faculty Council</u>: potential pilot programs to research, pilot, and streamline for subsequent implementation <u>Counseling Faculty Council</u>: Brainstorm ways to reduce barriers in pilot programs, such as assessment differences and eligibility issues <u>Administration Council</u>: Hold discussions to address issues regarding funding, facilities, and support necessary for piloting programs and full implementation of them <u>Industry/Sector Councils</u>: These Councils might include representation from faculty/deans in CTE programs as well as industry representatives to 	Representatives from each institution from instructional faculty, counseling faculty, and administration to participate on Councils Recommend overlapping 2-3 year terms		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>provide guidance on “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 	<p>IR Working Group²</p> <p>IR reps from:</p> <p>BUSD</p>				<p>Planning: Jul 2014- Jun 2015</p> <p>Implement- ation to</p>

² 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"> a. Student demand for CTE programs and career opportunities 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"> CCUSD MUSD LAUSD LACCD 				begin July 2015
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 	<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 		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
	<p>programs to students at participating institutions</p> <p>5. Develop benchmark data and student success metrics, including:</p> <ul style="list-style-type: none"> a. Retention b. Persistence c. SLO achievement d. Post-program employment and income data <p>6. Launch pilot programs</p>					

Counseling

Student success is possible and accelerated by effective counseling interventions that help deal with academic, career, and individualized needs and opportunities. Recent initiatives, such as SB 1456 that requires the development of Individualized Education Plans (IEPs)³ for all Community College students, will place stress on existing counseling resources without the additional requirement of collaboration. Furthermore, there are difficult challenges associated with counseling across institutions in LARAEC. The volume of information in the academic area within one institution alone is significant; many Community Colleges have specialized within their own environments. Until we can align the curriculum, assessment with Student Learning Outcomes (SLOs) and pre-requisites, we will need to develop mechanisms to provide training and readily make information accessible across Districts and institutions.

Strategic Model

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

³ Referred to as an Individualized Action Plan (IAP) in some Adult Education programs in the unified school Districts.

- Identification of, training of, and support for educational/career Counselors⁴ to develop IEPs for students, who take advantage of the LARAEC system, to accelerate their transition from student to career status. The support might include piloting a variety of support systems, including:
 - A mandatory, for-credit course that will provide students with needed information to prepare an individualized plan, and can orient students to college-level expectations
 - Data-base-generated IEPs that integrate Adult Education and Community College information
 - Training and databases for Counselors to inform them about developments and differences between institutions
- Development of a program to provide follow-up counseling for at-risk students identified through metric evaluation
- Development of support programs and facilities for job placement, social/professional, and financial support to students. Many programs, such as Pell grants and County-operated financial assistance programs, have a single set of requirements that apply regardless of where students matriculate. 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 an eye to duplicate best results LARAEC-wide.

Issues to be Addressed

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 IEPs that take advantage of LARAEC-wide offerings and accelerate the time to graduation/certification of participating students
- Identify and duplicate best practices for counseling

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
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⁴ Note: Within LACCD, Counselors are also faculty so the term “Counselors” acknowledges their faculty status.

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
<u>Guidance Master Plan</u>	<ol style="list-style-type: none"> 1. Establish a <u>Guidance Master Plan</u> Working Group 2. Determine structural elements of Counseling and strategic approach to addressing each element, such as: <ol style="list-style-type: none"> a. Academic <ol 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 <ol style="list-style-type: none"> i. Whether partnerships within LARAEC or between LARAEC and other institutions are available and worth pursuing ii. What best practices within LARAEC can be replicated, and how to best implement 	<u>Guidance Master Plan</u> Working Group, including Counseling and Instructional Faculty and Student Services administrators from each District		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
	<ul style="list-style-type: none"> 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 					

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 meaningful employment **by establishing strategic Pathways to employment**, as discussed under “Curriculum Alignment” and “Bridges and Pathways”.

Strategic Model

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 to 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.

Issues to be Addressed

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 models 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

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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 annually identify key industries with large or expanding workforces 4. The Labor Research Working Group will work with key industries to identify necessary skills to compete 	Labor Research Working Group ⁵		BUSD CCUSD MUSD LAUSD LACCD		<p>Planning: Jul 2014- Jun 2015</p> <p>Implemen- tation 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
	for jobs within each sector 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					
Develop a New Model of Apprenticeship Programs	<ol style="list-style-type: none"> Identify industry sectors where both businesses and student would benefit from an Apprenticeship model 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 Develop an evaluation plan that measures the effectiveness of the pilot program and identifies lessons learned to potentially expand the program to other industry sectors and CTE Programs 	Labor Research Working Group ⁶		BUSD CCUSD MUSD LAUSD LACCD		Planning: Jul 2014- Jun 2015 Implement- ation to begin July 2015
Explore Opportunities with Businesses to	<ol style="list-style-type: none"> Identify potential employers within LA County that would benefit from employees attending certificate programs or courses that are 	Labor Research Working Group		BUSD CCUSD MUSD LAUSD		Planning: Jul 2014- Jun 2015

⁶ 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
Train their Existing Workforce	2. Develop a pilot program with a large business to market Adult Education and Community College opportunities for their workforce			LACCD		Implementation to begin July 2015
Create a Centralized Job Board	<ol style="list-style-type: none"> 1. Create a working group of representatives from the career counseling units from both Adult Education and the Community Colleges 2. Develop a conceptual model for a centralized job board and a single point of contact for the business community 3. 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 Implementation to begin July 2015

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 faculty⁷, and administrative staff. Additionally, LARAEC should explore alternative options for instructional delivery by using existing and new technologies.

⁷ Note: Within LACCD, Counselors are also faculty so the term “faculty” includes both instructional faculty and counseling faculty.

Strategic Model

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

- **Develop a Centralize 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 all student data from public K-12 schools, Adult Education, and Community Colleges. The warehouse would contain all student data, including course schedules, past performance, student outcome data, discipline records and counseling records. To this 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.

Issues to be Addressed

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 the entire Adult Education system, including Community Colleges

- Encourage students to explore class and program opportunities through a comprehensive and easy to navigate website that includes all Adult Education and Community Colleges 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

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				<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 	Alternative Instruction Working Group				<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>models currently being implemented within Adult Education and Community Colleges. 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 					tation to begin July 2015
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, counseling faculty, and 	Continuation of the Technology Working Group				<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>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>					tation to begin July 2015

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