

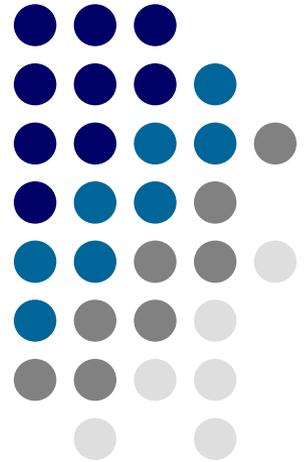
LARAEC

Los Angeles Regional Adult Education Consortium

KH
CONSULTING
GROUP
MANAGEMENT
CONSULTANTS

Planning Session Summary

September 15, 2014



KH Facilitator:

Gayla Kraetsch Hartsough, Ph.D., President

Reminder: LARAEC's Vision Linked to Measuring Success



Ability of LARAEC to produce a plan that:

- Sustains, expands, and improves on the delivery of adult education to our region
- Creates seamless programs and pathways to workforce and higher education that are regionally relevant, efficient, and comprehensive
- Leverages community resources through a structured and collaborative inter-agency approach
- Provides programs that are student centered, data driven, focused on best practices and that reduce existing gaps in programs and services
- Prepares students with 21st century skills that meet their employment, academic and civic goals ensuring that they contribute to the economic vitality of the Los Angeles region
- Establishes vehicles for collaborative professional development that improve student outcomes

AB86 Timeline

AB86 Collaborating to Better Serve the Educational Needs of Adults

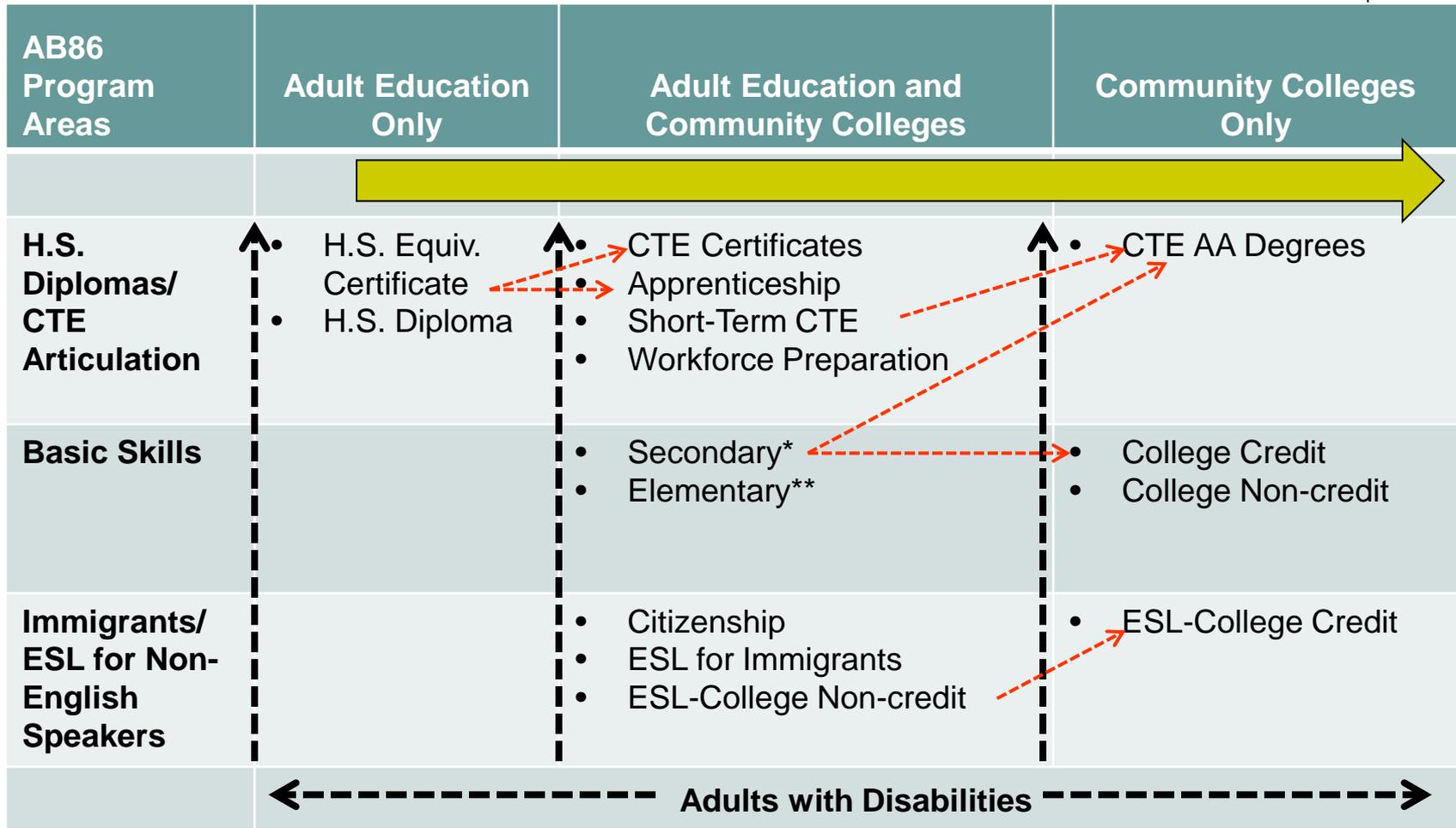


Major Reports Submitted or Due	Feb 24, 2014	Jul 31, 2014	Oct 31, 2014	Dec. 31, 2014	Mar 1, 2015	Aug 31, 2015
1 LARAEC's Planning Grant Application with Preliminary Budget Summary	Done					
2 LARAEC's Regional Comprehensive Plan to date and Expenditure Report		Done				
3 LARAEC's Regional Comprehensive Plan to date and Expenditure Report			Due			
4 First Draft (December 31, 2014)				Due		
5 Final LARAEC's Regional Comprehensive Plan					Due	
6 Final Expenditure Report						Due

5 Program Areas

	Program Area	Terms
1	Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate	<ul style="list-style-type: none"> • Basic Skills-Elementary • Basic Skills-Secondary • Basic Skills-College Non-credit • Basic Skills-College Credit • High school diploma • High school equivalency certificate (GED)
2	Classes and courses for immigrants eligible for educational services in citizenship and English as a second language (ESL), and workforce preparation classes in basic skills	<ul style="list-style-type: none"> • Citizenship • ESL for Immigrants • ESL-College Non-credit • ESL-College Credit • Basic Skills-Workforce Prep
3	Education programs for adults with disabilities	<ul style="list-style-type: none"> • Adults with disabilities
4	Short-term career technical education (CTE) programs with high employment potential	<ul style="list-style-type: none"> • ST CTE
5	Programs for Apprentices	<ul style="list-style-type: none"> • Apprenticeships

Adult Learning Continuum



* Offered within Adult Education and as non-credit college courses.

** Offered within Adult Education as non-credit college courses that do not count as transfer credits.



Plan Objectives

	Regional Comprehensive Plan Objectives	Focus	Drafted	Today's Focus	To Be Done
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, known as the Adult Education and Family Literacy Act.	Current Services	✓		
2	An evaluation of current needs for adult education programs within its region.	Needs	✓		
3	Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.	Integration/ Seamless		✓	
4	Plans to address the gaps identified pursuant to objectives (1) and (2).	Gaps			✓ In Progress
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 Progress		✓	
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.	Professional Development			✓
7	Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.	Leveraging Regional Structures		✓	

Draft Strategy Map: AB86

Vision: “The LARAEC 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.”



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

State AB86 Reporting Requirements

In responding to this objective, the consortium will document the plans to align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment. Plans should address how the consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include a description of program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals.

Narrative: Describe the specific plans and strategies the consortium will employ to create the following:

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the consortium participants' systems including:
 - Communication paths among consortium participants and higher education institutions
 - Defined and articulated pathways to postsecondary education or the workforce
 - Embedded access to student services including counseling, guidance, and follow-up



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



Overall Strategies

(#=number of dots supporting this approach)

#	Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
37	Bridge and Pathways Model	<ul style="list-style-type: none"> • Develop transition strategies and pathways for students; create career pathways with multiple entry and exit points • Identify high demand career pathways • Direct admission from high school diploma/ equivalency program to community colleges • Assessment and orientation done within Adult Education to prepare students for community colleges • Campus visits before starting college • Teach students pre-collegiate survival skills • All entering Adult Education students have an Initial Education Plan for the community college and transition to workforce 					

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



Overall Strategies

(#=number of dots supporting this approach)

#	Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
33	Curriculum Alignment	<ul style="list-style-type: none"> Define skill levels taught at Adult Education versus community colleges <ul style="list-style-type: none"> Basic skills CTE Conduct a comprehensive curriculum study across districts (VESL, ESL) Common definitions Common pre-requisites Common assessment standards for courses Align basic skills curriculum with Adult Education, community colleges, and CTE programs Articulation agreements Faculties working together for creating an articulated curriculum Review best practices (e.g., cohort ESL with CTE programs) 					

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



Overall Strategies

(#=number of dots supporting this approach)

#	Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
14	Enrollment Strategies	<ul style="list-style-type: none"> • Integrated enrollment strategies • Dual enrollment with paired college credit classes with Adult Education classes 					
14	Counseling and Support Services	<ul style="list-style-type: none"> • Need Counseling staffing 					
12	Assessment and Monitoring of Outcomes	<ul style="list-style-type: none"> • Common data • Articulation of assessment tools used in school districts and LACCD colleges • Potential for legislating common assessment tools • Tracking of assessments 					

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



Overall Strategies

(#=number of dots supporting this approach)

#	Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
12	Resource Sharing and Capacity Building	<ul style="list-style-type: none"> Capacity assessment for CTE Quality/industry standards assessment for CTE Common industry advisory boards for CTE Partnership strategies for CTE Integration of apprenticeship program across school districts and community colleges 					
3	Cooperative Education Model	<ul style="list-style-type: none"> Workplace education for Apprenticeships Integration of apprenticeship across school districts and community colleges 					
1	Cohort Model						
1	ESL Quality of Life						
	Identify complementary funding sources						

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



Students with Disabilities

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Transition of students from K-12 and Adult Education to CCDs	Bridge programs <ul style="list-style-type: none"> • SB1456 Assessment, orientation, counseling and Initial Education Plans (IEPs) • “Pre-counseling” • “College survival” program 					
Transition of students currently enrolled across programs	Bridge programs <ul style="list-style-type: none"> • Initial Education Plans (IEPs) • Accelerated learning outcomes • Targeted support services 					
Transition of students from non-profit organizations* and other centers	Bridge programs <ul style="list-style-type: none"> • Orientation to community college • Assessment • Counseling 					

* For example, Tierra del Sol’s Excel program for students with learning disabilities that is offered at 3 community colleges (Valley, Mission, and Pierce) in LACCD)

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.

State AB86 Reporting Requirements

Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Many examples of these "best practices" are already in place within and among California adult education and community college programs. These "best practices" are not new to faculty; in fact, they have been developed by faculty. AB86 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB86 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Qualitative Narrative: Identify plans to implement and/or improve specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Plans should address:

- How the consortium will identify and gather measurable improvement metrics
- How existing best practices and strategies such as those described earlier will be implemented for each of the program areas.



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.

(#=number of dots supporting this approach)



#	Description of Approach	Tasks/ Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
16	Transition and Pathway Model	<ul style="list-style-type: none"> • Define transition services needed between Adult Education and CCDs • Develop directed Pathways • Prepare, monitor, revise as needed, and evaluate Individual Education Plans for students transitioning from Adult Education to CCDs • Provide Counseling and other support services to guide students through their selected Pathways 					

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.

(#=number of dots supporting this approach)



#	Description of Approach	Tasks/ Activities Needed to Implement the Approach	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
7	Curriculum Redesign	<ul style="list-style-type: none"> Contextualized curriculum with real life examples Integrated Basic Skills Training (IBEST) Models Align curriculum with training, CTE, and apprenticeship Articulation of the curriculum offerings in Adult Education and CCDs Removal of unnecessary redundancies where the demand and need does not justify overlaps 					
7	Learning Delivery Options	<ul style="list-style-type: none"> Blended learning of in-class and Distance Education Distance Education Intensive CTE programs for quick completion 					
3	Enrollment Strategies	<ul style="list-style-type: none"> Dual and concurrent enrollment Revisit the merits of open/exit enrollment in Adult Education 					
2	Integrated Basic Skills Training (IBEST) Models	<ul style="list-style-type: none"> Focus on mathematics and CTE 					



Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

State AB86 Reporting Requirements

Describe how the consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

- Identify existing regional structures and their resources. These might include but are not limited to:
 - WIBs
 - Chamber of Commerce
 - County Libraries
 - County Office of Education
 - Industry Employer Groups
 - Literacy Coalitions
 - Economic Development Regions
 - County Social Services - CalWorks
 - Employment Development Department (EDD)
- Identify current engagement strategies and describe how these strategies leverage regional structures.
 - Outreach by regional consortia to existing regional structures
 - Utilization of existing regional resources
 - Positioning of the regional consortium to be responsive to economic needs
 - Positioning of the consortium to be stronger and more effective

LARAEC Partners Identified to Date

- 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 Workforce Development Department
- Los Angeles Chamber of Commerce Education and Workforce Development
- Los Angeles City Chamber of Commerce
- Los Angeles City Workforce Investment Board (WIB)
- Los Angeles County Workforce Investment Board
- Los Angeles Public Library
- Los Angeles Urban League
- State of California's Employment Development Department, Los Angeles - Ventura Workforce Services Division
- Los Angeles Regional Adult Education Consortium (LARAEC)
- Tomas Rivera Research Institute (USC)
- Verdugo Workforce Investment Board (Service Area: Glendale, Burbank, La Canada Flintridge)
- Communications Committee



Defining Partnership Relationships:

What partners are most supportive of AB86 programs

Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.



Partner Categories	1. Basic Skills	2. Immigrants (citizenry, ESL, work skills)	3. Adults with Disabilities	4. ST CTE	5. Apprentice
Workforce Investment Boards (WIBs) and their networks		✓		✓	
County and city departments which includes libraries, probation offices, and economic development offices	✓	✓	✓	✓	
Apprenticeship providers	✓		✓	✓	✓
Business and industry representatives	✓		✓	✓	✓
Labor organizations	✓	✓		✓	✓
Nonprofits that offer direct and indirect support services, including advocacy organizations, chambers and social service organizations	✓	✓		✓	
Other school districts who are not members	<i>Identified as better partners once LARAEC is developed with its current configuration of School Districts and LACCD.</i>				
National partners that include professional development organizations, educational research groups, and foundations that work with and support the adult learner population	<i>Identified as better long-term partners</i>				

Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.



Workforce Investment Boards (WIBs)

Partner Institute Supporting Regional Consortium	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Time Line
LA County WIB LA City WIB	Programs 2, 4 (plus potential to support Programs 1, 3, 5)	<ul style="list-style-type: none"> • Co-location for greater accessibility • Funding for case management, job training, and job placement • Participation on trade business industry advisory committees • Referring students • Partner meetings and follow up • Establishment of MOUs with Workforce Centers • Public relations for LARAEC • Inclusion of LARAEC with WIB funding • Industry experts on curriculum • United and collaborative working relationships 			

Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

State and Local Government Agencies

Partner Institute Supporting Regional Consortium	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Time Line
LA County/LA City Public Libraries	Programs 1, 2	Access to facilities for: <ul style="list-style-type: none"> • Classes (ABE) • Tutoring (ESL, Citizenship) • Referrals (to/from) 			
Department of Rehabilitation	Program 3	<ul style="list-style-type: none"> • Funding for training and wrap around services 			
LA County/LA City Parks & Recreation and Community Centers	Programs 1, 2	<ul style="list-style-type: none"> • Access to facilities 			
State of California Employment Development Department	Program 4	<ul style="list-style-type: none"> • Coordination of job placement and case management 			
LA County Dept. of Public Social Services (DPSS)	Programs 1, 2, 3, 4	<ul style="list-style-type: none"> • Case management • Funding for training 			

Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.



Non-Profit Organizations

Partner Institute Supporting Regional Consortium	Program Area to be Addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Time Line
CHIRLA, Central American Resource Center, NAIEO, Workers' Centers	Programs 2, 4 • ESL • VESL • Citizenship	<ul style="list-style-type: none"> • Advocacy • Organizing and providing outreach to students • Recruitment of students • Case management • Course locations 			

Fiscal Sustainability

Issues to be Addressed in Moving Forward

n=number of individuals who identified this issue

High Priority (n>3)

- Dedicated funding for Adult Education and to close programmatic gaps, starting 2014-2015 (n=9)
- Multi-stream funding for Adult Education, CCDs, and Consortium shared offerings, including incentives for promoting collaboration (n=9)
- Formula to support performance-based funding (n=7)
- Equitable funding for programs and students (n=4)

Other (n<3)

- Funding for counseling and other student support services (n=3)
- Funding based on student needs, including child care and class fees (n=3)
- Funding for professional development (n=2)
- Funding for innovation (n=2)
- Funding for facilities (n=2)
- Funding for curriculum development (n=1)
- Funding based on resources and capacity (n=1)
- Funding for technology (n=1)



Balanced Scorecard and Strategy Map: AB86

Strategy Map	Objectives	Measures	Targets	Initiatives
<p>Adult Learners</p>				
<p>Program Areas</p>				
<p>Regional Consortium</p>				
<p>Faculty & Staff Development</p>				
<p>Fiscal Sustainability</p>				



Assessment of the Day

What We Liked

- Very organized, good preparation, clear directions, efficient use of time, great activities in manageable chunks, structure, and organization (n=6)
- Effective facilitation; good knowledge of need; facilitator did her homework (n=4)
- Strong engagement; group activities to build consensus (n=2)
- Planning Session Workbook (n=2)
- Results (n=1)
- Location and food (n=2)

How to Improve It

- We need another session to dig deeper (n=8):
 - Establish overall goals and objectives leading to balance scorecard
 - Discuss roles and responsibilities to support the objectives determined
 - Define next steps with outside facilitation
- More conversation regarding funding and LACCD's stand on K-12 dedicated funding (n=1)

Background Information for the Planning Session





Gap Analysis – Survey

Program Area 1: Elementary and secondary basic skills; h.s. diploma/equivalency certificate.

1. Lack of social support services/counseling and Inadequate student future planning
2. Lack of clear student guidance during and between programs
3. Sufficient and varied instructional resources
4. Lack of childcare/insufficient student services
5. Need for flexibility in testing to accommodate student schedules and access
6. Need for books for student use at home
7. Not enough time in class to focus on writing
8. Unidentified student learning disabilities
9. Lack of course alignment between K-12 and college AE
10. Lack of more innovative curriculum
11. Lack of CTE classes/programs
12. Insufficient services for students with disabilities

Program Area 2: Immigrants – citizenship, ELS, and workforce preparation classes in basic skills.

1. Inadequate communication between staff, counselors, and teachers on student progress
2. Lack of counseling services/inadequate student future planning
3. Lack of Blended Instruction (dual enrollment) or clear career pathways for ESL students to follow
4. Lack of clear student guidance during and between programs/poor transitions between programs
5. Lack of sufficient and varied instructional resources including technology
6. Lack of childcare/insufficient student services
7. Lack of high demand CTE classes/programs and employment placement
8. Lack of effective communication between districts
9. Need for Improved communication with the public
10. Need to increase professional development opportunities for teaching staff
11. No difference between ESL student populations served: academic bound and not
12. Need to offer more ESL subjects such as specialized courses in pronunciation and/or citizenship



Gap Analysis – Survey

Program Area 3: Education programs for adults with disabilities

1. Lack of student guidance during and between programs/lack of adequate staffing
2. Insufficient varied instructional resources for disabled
3. Insufficient student services
4. Lack of training for teachers to better accommodate students with disabilities in their classrooms
5. Inadequate programs/assessments for disabled students
6. Lack of more innovative curriculum or curriculum that leads to outcomes for AWD
7. Need to improve communication with the public, staff and other student
8. Different entrance/admission requirements
9. Insufficient experience for AWD CTE students

Program Area 4: Short-term CTE programs with high-employment potential

1. Lack of counseling services
2. Long waiting lists/not enough program offerings
3. Lack of clear student guidance during and between programs
4. Insufficient student services including supportive services
5. Need to improve communication with the public
6. Lack of more innovative curriculum
7. Insufficient experience for CTE students
8. Lack of sufficient CTE programs and programs for ESL/Low basic skills students

Program Area 5: Programs for apprentices

1. Lack of counseling services
2. Long waiting lists/not enough program offerings/inflexible schedules
3. Insufficient student services including supportive services
4. Need to expand existing programs/incept new programs/lack of innovative curriculum
5. Inadequate job placement
6. Inadequate programs design/"feeder" pathways

List of Gap Categories

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

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
 - Global Careers
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





SWOT Themes

Strengths

- Resources/Size
- Capacity: Curriculum, Faculty, Facilities
- Access
- Board Support

Opportunities

- Adult Education Redesign
- Opportunity to Align Curriculum and Standards
- Collaborations/Partnerships
- Leveraging Resources
- Apprenticeship

Weaknesses

- Lack/Limited Partnerships
- Funding
- Curriculum Alignment

Threats

- Funding
- Lack of Perceived K-12 Adult Education Value