

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 Non-Governmental Organizations (NGOs) and non-profit organizations, governmental entities serving the same population, and industries in our region (e.g., WIA and WIBs). 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 life-support services through partnering were discussed in more detail in Objective 5 – Acceleration, and were more fully identified during the discussions on regional collaboration. There were several additional key areas of agreement about how to address the opportunity that is presented by AB 86. Themes included:

- Keep our focus on the students, and do what is in their best interest.
- Implement a regional approach, including making referrals across bound and breaking down 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 (e.g. cross-billing).
- 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. 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, who also teaches ESL on the worksite)
 - Unions (e.g., SEIU, Local 80 is union for film grips)
- Identify where partnering with key institutions should be a part of curriculum or professional development
- 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 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. The ideas cluster around:

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

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

- **Co-location of programs, services, and offices.** We look to collaborate to ensure that AE/CTE and partner staff members can regularly interact, and can 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 representation is required on WIB boards, it might be helpful to also include Adult Education representatives on WIB boards. Similarly, we and many of our potential partner organizations have active advisory boards to give industry input into 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 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, we 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 and offers 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 NGO demand due to referrals

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 	■				<p>Planning: Jul 2014- Jun 2015</p> <p>Implement- ation 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: 	■				<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
	<ul style="list-style-type: none"> a. Job search support b. Provision of services not offered (e.g., pre-literacy or services to undocumented immigrants) 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 Education CTE programs 	■				<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
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>Implementa- tion to begin July 2015</p>

Appendix 7.1: LARAEC Ideas Brainstormed on October 17, 2014

Partnerships to be Considered	Collaborative Regional Partner Strategy
<p>Local Government: Partnerships with County and City of Los Angeles Agencies</p>	<p>Leverage partnerships with County and City departments to provide needed services to current students and reach a broader student population</p> <ul style="list-style-type: none"> ■ Expand partnership with DPSS regarding GAIN and collaborate to develop strategies to address current issues with the system ■ Leverage current partnerships, and develop new ones, with libraries to develop better and more innovative literacy programs (self-directed, online, etc.) ■ Build on partnerships with Regional Centers and DSPS to improve services to disabled students ■ Collaborate with the County to add education and job-training information to the 211 referral system ■ Identify liaisons to provide work with City and County unions to identify training needs ■ Work with local consulates to reach potential students who are undocumented ■ Work with local police, sheriff, and fire departments to: <ul style="list-style-type: none"> ○ Identify and address training needs for department employees ○ Identify and address the needs of people in the probation system ○ Identify ways to provide basic skills and CTE courses to inmates in the prison system as a means to decrease recidivism –include LADOE in this discussion ○ Address gang diversion ■ Collaborate with attorneys to provide legal advice and assistance to students ■ Collaborate with First 5 LA and Para Los Niños ■ Work with DPSS to provide free clinics for students and their families ■ Work with County and City to develop and provide publicly-funded job training programs ■ Work with County and City to address the need to provide more and affordable childcare opportunities for students ■ In connection with the EL Civics program, develop strategies to connect students with jobs and services in the City and County <ul style="list-style-type: none"> ○ Work with City and County departments to bring their organizations to campuses or community centers to hold fairs where they can provide information on available jobs and services ■ Work with the Department of Veteran Affairs to identify veteran needs and develop strategies to meet those needs with Adult Education and CTE offerings. ■ Work with local government to identify strategies to assist students to get healthcare ■ Work with DSPS to provide academic assistance to students including classes on note-taking, supporting test

Partnerships to be Considered

Collaborative Regional Partner Strategy

- accommodations, transportation, etc.
- Work with DCFS to provide Adult Education and CTE to emancipated youth
- Work with DMH to provide services to students with mental health needs
- Work with Alcohol and Drug Programs to provide services to students
- Centralize and standardize how partnerships are developed and managed
- Identify needs of students and education facilities and develop strategies to meet those needs through partnerships
- Catalog resources and provide a way to communicate that information to educators and students
- Manage relationships with partners

Nonprofits:
Partnerships with nonprofits that offer direct and indirect support services, including advocacy organizations, chambers and social service organizations

- Opportunities and Rationale
- Local—CBOs know the people and community needs—provide good conduit to connect with potential students and existing students in new ways
- NGO and CBO funding streams are different from education funding streams—could leverage each other to provide joint services
- NGOs and CBOs often provide services that could be leveraged by education (e.g., counseling, pre-literacy education, etc.)
- Education provides services and certifications that could be valuable to NGOs and CBOs (e.g., co-location for Basic Skills and ESL, vocational and entrepreneurship training, etc.)—natural affinity
- Possible Non-Profit Partners
- Local Service Clubs (i.e., Rotary, Lions Club, etc.) could provide literacy, funding through scholarships, networking opportunities, etc.
- Religious organizations (Catholic charities, LDS Church) can provide support services, counseling, ESL, etc.
- Food Banks provide support services and an opportunity for internship, volunteering, and satisfying service hours requirements
- Ways to Coordinate with NGOs and CBOs:
- Add to curriculum (internship / volunteer work)
- Leverage services provided
- Recognize, certify, or provide credit letters of recommendation
- Financial partnerships (e.g., grant applications, shared funding streams)
- Partner to provide student support services, such as:
 - Scholarships
 - Food and other supplies

Partnerships to be Considered

Collaborative Regional Partner Strategy

- Transportation
- Living expenses
- Housing
- Substance abuse and other counseling
- Partner to leverage communication channels, including ethnic media
- Establish regular opportunities to coordinate with non-profits to include as part of professional development
- Collaborate in the development of programs
- Transition services for re-entry
- Auditing outcomes / accreditation services – make performance based
- 211 System - plug education into it for services
- Establish a consortium position or committee to liaise with area non-profits or evaluate and recommend offerings, e.g., Community Advisory board
- Co-location for Basic Skills, ESL, and other courses
- Service “swap”—provide educational offerings to non-profit employers who partner with consortium
- Establish sustainable process to ensure continued collaboration

WIBS:

Partnerships with Workforce Investment Boards (WIBs) and their networks

Sharing and Visiting Facilities

- Ensure that WIB offices currently on campus are in locations readily accessible to students and faculty – centrally located
- Establish “mini” WIB centers in Occupational Centers
- Invite WIB case workers to CC/AE Job Fairs
- Invite Adult Ed Faculty/Counselors to make presentations at WIB Centers

Coordinate Programs

- Re-establish Apprenticeship Preparation programs in partnership with Labor Unions
- Solicit support for paid internships from WIB partners
- Continue/expand I-Train program
- Continue/expand “Ticket to work” program
- Partner with WIBs to develop Live Scan reports that are transferrable for the majority of positions currently sought by students
- Link WIB to database of Consortium Course Offerings

Institutional Collaboration

- Include Adult Education representative on WIB boards

Partnerships to be Considered	Collaborative Regional Partner Strategy
<p>Business and Industry: Partnerships with business and industry representatives, apprenticeship providers, and labor organizations</p>	<ul style="list-style-type: none"> ■ Integrate Trade Advisory boards from local WIBs and AE/CTE to ensure that programs respond to a single industry voice ■ Health industry - hospital (e.g., White Memorial, USC) ■ Employers - (e.g., American Apparel - teach ESL on worksite) ■ Possible employers to connect with: <ul style="list-style-type: none"> ○ Banks - for accounting students; ○ Hotels and retail (Forever 21 - pursue them to offer providing classes to their employees) ○ Accounting - Robert Half accounting agency ○ Tax preparation - H&R Block; airports ○ Walt Disney Concert Hall ○ Colburn School of Music - offer music to underserved ○ Zoo, museums, Arboretum - volunteer, service learning opportunities ○ Broadway Renovation - e.g., Grand Central Market, planning, operations, Downtown LA or City Hall, urban redevelopment ■ LACCD currently offers a retail readiness training which is non-credit or contract education and they can go to employers' job sites ■ Armark - used to teach ESL to employees ■ Entertainment and tourism - connect with Mayor's Office, which has a group focused on recruiting movie productions to be LA-based; and more tourism ■ Restaurant - Salvatore owner asks for training for employees - can teach food safety, Safe Serv as non-credit, certificated program ■ Other potential partners: Red Cross, American Heart Association, Salvation Army, Goodwill, professional organizations, unions, auto body shops, contractors, security agencies, etc. ■ Fee-based contract education / customized training that can be offered to employers and business for their employees ■ Chamber of Commerce - small business, entrepreneurs ■ USC Child Care offers internships for students who need 150 hours of on-the-job experience ■ Currently, there is a testing center on site at East LA Skills Center for CNA state licensure testing; want to offer Medical Assisting, Pharmacy Tech ■ Partner with publishers like Pearson, Oxford, Cambridge, McGraw Hill to create curriculum to connect with CBOs - part of civics objectives ■ WIB identified four top industries: tourism, entertainment, motion picture and health in LA region

Partnerships to be Considered	Collaborative Regional Partner Strategy
	<ul style="list-style-type: none"> ■ Unions (e.g., SEIU teach in home support service certificate program at LACC; Local 80 is union for film grips, props and work with West LA CC) ■ AWD - WalMart hires students with disabilities; WorkSource; portals provide services for those with mental disabilities, prepare them to be job ready, access to services ■ Business practices on line, web business skills and etiquette ■ Hire an Employer Liaison for the region who can connect employers to adult schools/colleges and students ■ Large printing industry in LA - printing production/ manufacturing (like big wraps of movie posters on buildings, buses, etc.) - opportunity to teach students to be prepared for those jobs - Local 831 is the union for wide-format layouts, tear downs, gaffer, installation of wraps
<p>Regional Partners: Regional Partners' Ideas</p>	<ul style="list-style-type: none"> ■ Break down the organizational silos across K-12, Adult Education, community colleges (LACCD) , local government, and non-governmental organizations (NGOs)/non-profit organizations ■ Co-locate services from districts and local government to better serve adult learners and adults seeking employment; examples include: <ul style="list-style-type: none"> ○ Workforce Centers at the community colleges: WIA, ESL, and community colleges (East Los Angeles College (ELAC) and Los Angeles Trade-Technical College (LATTC) ○ Pupil Services & Attendance (PSA) Counselors from the LAUSD support WIA efforts in the City of Los Angeles ○ Family Resources Centers ■ Build bridges with industry and businesses to offer apprenticeship programs and promote job openings (www.jobsLA.org) ■ Implement a regional approach, including making referrals across boundaries – no need to compete for clients <ul style="list-style-type: none"> ○ Clients do not recognize boundaries. ○ The boundaries do not necessarily align with needs. ○ To encourage cross-boundary referrals may require financial mechanisms (e.g., cross-billing) so the services can be seamless to the client. ○ Adults have multiple entry points when seeking services that include government, education, and non-profit organizations, necessitating seamless and integrated solutions. ■ Ensure a student focus. Do what is in the best interest of the students. ■ Build stronger education-NGO-governmental partnerships, ensuring that each partner does what they do well <ul style="list-style-type: none"> ○ Tap into non-profit organizations that specialize in pre-literacy (Grade 3 and below) and build

Partnerships to be
Considered

Collaborative Regional Partner Strategy

- Tap into the libraries that offer literacy programs
 - Currently 17 such programs for adults in Los Angeles
 - Need help in finding tutors and volunteers to meet demand
- Make field trips to visit partner localities to understand first-hand what they offer and what they do
- Build bridges to USDs and Adult Education
- Begin by piloting programs that are evidence-based
- Use technology (e.g., e-learning for ESL)
 - Tap into non-profit organizations that have already developed e-learning tools so that Adult Education and the community colleges do not have to duplicate these efforts
- Seek funding that serve as the “glue” for integrating programs and offering training