



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-27

1.2 Consortium Name:

Los Angeles Adult Education Regional Consortium

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

The basic skills education and career training programs offered by adult schools and community colleges in California have provided a critical lifeline for millions of adults on their path toward increased social and economic self-sufficiency. However, adult education statewide is at a crossroads as significant budget challenges faced by school districts in the past five years have resulted in drastic cuts to adult education programs, at the same time, regional business and industry requires a highly skilled workforce. Additionally, the California community college system is challenged with ensuring student success for an increasing number of incoming students who are underprepared for college level work.

Adult education providers and regional partners must unite in their efforts to re-think and create a more effective educational pipeline that connects adult learners to high-wage and high-skill employment.

The Los Angeles Regional Adult Education Consortium's (LARAEC) Regional Comprehensive Plan as proposed in its AB 86 Adult Education Consortium Planning Grant includes in its consortium: Burbank Unified School District, Culver City Unified School District, the Los Angeles Community College District, Los Angeles Unified School District, and Montebello Unified School District. Participating stakeholders from these districts have included board of education members and trustees, district leadership, faculty, teachers, staff, students, local business, and community partners. The common goal for all stakeholders was to seize the opportunity to work together in rethinking and redesigning a sustainable regional adult

education system that would better meet the educational and workforce training needs of adults.

LARAEC's three-year plan includes the following overarching implementation strategies that are a direct result of identified gaps and needs. Following each overarching strategy are the activities planned and the gap(s) addressed:

- A. *Bridges and Pathways*: Focus on assessment integration and alignment, curriculum alignment, industry/sector specific pathways and course articulation, and strategies for accelerated student progress.
 1. *Curriculum Alignment – Gap: Lack/limited pathways to employment and career advancement*
 2. *Assessment Integration and Alignment – Gap: Lack of standardized assessments and cut-off scores.*
 3. *Industry Sector Pathways and Course Articulation – Gap: Limited student and course articulation across programs areas and districts. Gap: Limited leveraging of partnerships.*
 4. *Strategies for Accelerated Student Learning (Contextualized Basic Skills, Contextualized ESL and VESL, Blended Learning in ESL, ABE and ASE, and Competency Based Curriculum) – Gap: Limited student and course articulation across programs areas and districts. Gap: Limited student access to programs including geographical access.*
- B. *Comprehensive Student Support*: Focus on individualized student plan, counseling best practices, and student community supports.
 1. *Community Supports (Explore, Expand, and implement stronger collaborations with community partners) – Gap: Limited leveraging of partnerships.*
 2. *Counseling Best Practices (Development and Implementation of an Individualized Student Plan [ISP] and development of a Counselors Master Guide that includes increasing the counseling staff) – Gap: Limited counseling and student supports.*
 3. *Student Community Support (Evaluate and implement student supports at high impact locations throughout LARAEC) – Gap: Limited leveraging of partnerships.*
- C. *Common Data, Information, and Accountability Systems*: Focus on data/accountability and data warehouse, LARAEC information systems, technology supported instruction, and LARAEC's website
 1. *Data Accountability System and Data Warehouse (Development and implementation of a LARAEC accountability system and a LARAEC data warehouse to pool Consortium data) – Gap: Lack of a common accountability structure and data system.*
 2. *LARAEC Information System (Implementation of a data warehouse) – Gap: Limited data accountability.*
 3. *Technology Supported instruction – Gap: Limited student access to programs including geographical access.*
 4. *LARAEC Website – Gap: Limited student access to programs including geographical access.*

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document.

You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated 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 (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Services for adults, including older adults (55 years old and older), are provided by LARAEC at all its schools and colleges. In the City of Los Angeles Older Adults represent 20.3% of the population. Similarly, in the County of Los Angeles this population represents 21.8% of the total. LARAEC is currently serving 7.1% of students who are 55 years and older. This number is not proportionally the same as that of the city or county's population of older adults because not all are in need of educational services. Nevertheless, LARAEC is committed to providing educational services for all adults, including older adults, who are in need. LARAEC plans to promote its programs in the region to encourage greater participation of older adults.

Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

All of LARAEC CTE programs provide job readiness skills and include a workforce entry/reentry component. The curriculum includes instruction on resume writing, application completion, interviewing skills, and job search techniques. The curriculum also covers soft skills that are competencies necessary to keep a job. Although, providing job readiness instruction is not the central focus of each CTE course, students in this training acquire the foundational skills needed for attaining and keeping employment subsequent to course completion. These courses will also be offered as standalone courses throughout the school year.

Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

ESL students have traditionally posed three main reasons for learning English: employment, community/culture, helping their children in school. The Community Based English Tutoring (CBET) program was instituted, at least partly, to address this need. LAUSD's implementation of the CBET program was tremendously successful and through data analysis it was established that the standardized test scores of the children whose parents were in the CBET program were higher than those in a control group (LAUSD internal data analysis 2003). Given ESL parents long-voiced need to assist their children in school as one of the primary reasons for learning English and the effectiveness of the program, the CBET competencies were embedded into K-12's ESL curriculum. As a result, ESL adult students, including older adults, were learning how to assist their children in school while integrating CBET competencies.

Currently, Community Based English Tutoring has been one of four main foci in ESL instruction. Making children's success in school the primary goal in ESL classes located at elementary and secondary schools provided by K-12 districts will not represent a major challenge, since curriculum and instructions are already established and aligned.

ESL classes located at elementary and secondary sites will focus primarily on assisting parents, including older adults, with improving children's academic success in school. Furthermore, expanding the implementation of CBET curriculum to non-ESL students will help provide this instruction to all students who can benefit from it.

Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

LARAEC offers pre-apprenticeship courses at selected locations throughout the region. The pre-apprenticeship programs are developed in conjunction with labor partners and academic faculty who have approved apprenticeship programs by the Division of Apprenticeship Standards. The pre-apprenticeship programs help students prepare to qualify for an apprenticeship in occupations, such as laborer, carpenter, plumber, drywall installer, electrician, painter, Photovoltaics, and Heating/Ventilation/Air Conditioning (HVAC). These programs are offered at the Burbank Adult School, Los Angeles Technology Center, West Valley Occupational Center, Abram Friedman Occupational Center, East Los Angeles Occupational Center, and Slawson Southeast Occupational Center. Last year over 1,800 received instruction in these trades.

Subsequent to completion of a Pre-apprenticeship program students are ready to transition into Apprenticeship Programs that last from three to five years, at the end, students graduate as Journeyman. In the first year of apprenticeship, students earn up to 40 to 50 percent of a Journeyman's wage. LARAEC also works closely with its WorkSource Center partners to provide supportive services to students during their training period.

LAUSD is currently the largest Local Education Agency (LEA) for most of the Related Supplemental Instruction (RSI) for the apprenticeship programs in California. LAUSD and LATTC have recently partnered to provide apprenticeship students with Cooperative Learning Instruction through the college system. This partnership facilitates apprenticeship students the opportunity to earn college credit while completing their apprenticeship. Last year approximately 900 students earned college credit for their cooperative learning. Procedures are being developed to allow students in the apprenticeship program to earn college credit for RSI and Cooperative Learning. Enough of these credits coupled with some General Education Requirements will result in an AA degree.

While LARAEC currently has only a limited repertoire of pre-apprenticeship programs, it is clear that the need for additional programs that provide living wages is significant. The programs quality is adequate, but its supply or availability will continue to be reviewed in order to meet student and employer needs.

Additional courses can and will be offered to meet the needs of our students. As noted on LARAEC's Regional Comprehensive Plan (RCP), students will be surveyed periodically to ascertain

their interest in additional Job Readiness, CBET, and pre-apprenticeship preparation.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

There continues to be a need for adult education in the LARAEC service area. There is still a large portion of adults (1.5 million) who lack a high diploma or the equivalent and 60% of this group have less than a ninth grade education. LARAEC will address these under-served populations by providing pathways that lead to high school completion. Although the unemployment rate in Los Angeles County has decreased to 6.1% there are still over 300,000 unemployed workers in the area as of September 2015 (www.labormarketinfo.edd.ca.gov). The most recent job gains in California included the following trade, transportation and utilities (www.labormarketinfo.edd.ca.gov). The Los Angeles County Economic Development Corporation (LAEDC) recently reported that next year (2016) there will be an expected 100,000 jobs available. The largest growing sectors include construction, educational services, and leisure and hospitality (LAEDC, 2015 <http://laedc.org/wp-content/uploads/2015/09/LAEDC-September-2015-Forecast-Report.pdf>)

LACCD continues to review its noncredit course offerings as well as credit below transfer courses. The community colleges do not keep "wait list", however, colleges track class fill-rates prior to the start of each semester. This data assists in measuring need of classes and where additional classes are warranted. Classes in basic skills math, English, and ESL are filled at a 90% rate, including classes that have been added between Day -5 and Day 0 (which is the first day of the semester). The ability to meet the demand for adult education is limited by infrastructure. Also, the community colleges will continue to review building accelerated pathways for math and English basic skills courses across the district and measuring the effectiveness of these pathways.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

LARAEC's goal is to provide every student seeking its services with appropriate pathway placement and accelerated learning options based on students' strengths and the best data-driven instructional practices available.

In three years with the full implementation and appropriate funding of LARAEC's Regional Comprehensive Plan, students in the Los Angeles Region will transition seamlessly through the adult education options provided by the Consortium. Whether students access the consortium in person, through the internet or the phone, they will be afforded expedient, as well as detailed answers to their questions. During their first inquiry new students will be encouraged to start the intake and assessment process. Assessment will begin with an evaluation of the basic skills and aptitude needs of the student. This information will become the foundation of an individualized Student Plan (ISP). Developed with the assistance of a counselor, the ISP will provide guidance to inform the students' chooses between various academic and/or workforce pathways in a seamless process that results in the attainment of certificates, credentials or placement on a degree pathway.

The ISP will note several entry/exit points permitting students the opportunity to leave, should it be necessary, at intermediary junctions to address their employment or life needs and to come back later to continue where they left off. The plan will also highlight where to find assistance and support services that students may need to facilitate the completion of their program and the achievement of their goals.

The net effect of the assessment, the ISP, and the counseling strategies and practices implemented through LARAEC's RCP will be:

1. Students who are empowered and aware of their career pathways and choices.
2. Students with the skills to navigate obstacles
3. Hard working citizens and workers with goals leading to economic self-sufficiency for themselves, their families and their community.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more

apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

Currently, Pre-apprenticeship programs established in coordination with apprenticeship programs approved by the Division of Apprenticeship Standards are offered at three districts within LARAEC.

- Burbank works with private industry to train electricians.
- LAUSD works with the contractors building and maintaining its schools to train electricians, plumbers, drywall installers, framers, laborers, and Heating Ventilation and Air Conditioning Technicians among others under its “We Build Program.”
- Los Angeles Trade Technical College offers several pathways to apprenticeship programs.

In three years LARAEC will identify which adult school sites and college campuses will have pre-apprenticeship program. In doing so, there are three major goals to be addressed:

1. Develop pre-apprenticeship programs that include accelerated learning strategies for all 15 Employment Sectors.
2. Create Career Pathways that seamlessly transition students, regardless of the initial skill set they possess, into the workforce with advancement potential.
3. Implement, wherever feasible, Cooperative Learning in collaboration with the Community College District to allow students the opportunity to earn college credit and attain two and even four year degrees as part of their educational pathway.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

Community Based English Tutoring strategies are currently embedded with LARAEC’s K-12 ESL curriculum. LARAEC will make the academic success of elementary and secondary children in school a primary goal of ESL instruction at elementary and secondary schools site locations. Additionally, classes will be opened at other locations for non-ESL students. The curriculum will be modeled after the Community Based English Tutoring (CBET) program that has proven to be successful and is supported with data that demonstrates an increase on children’s standardized test scores in LAUSD schools whose parents attended CBET classes (LAUSD internal data analysis 2003). Also, the existing curriculum will be adapted to current student needs, such as developing a basic understanding of Common Core and electronic devices often used for instructional purposes (laptops, cell phones and tablets).

In 2017-18, adult students, including older adults, whose interest is to help their children be successful in school will have the option of taking various workshops/classes that will enable them to meet their goals. By offering CBET as part of the ESL curriculum, students who have multiple goals, like learning English for employment, will not be stymied by having to choose what is more important: helping their children or preparing for the workforce.

2.3d Collection and availability of data. (REQUIRED)

Each of the LARAEC member agencies utilize either a commercial or locally-developed student information system software application to track student demographics, registration, attendance, course completion and other core performance outcomes. The SIS systems utilized by LARAEC member agencies are:

- BUSD: Administrative Software Applications (ASA)
- CCUSD: Administrative Software Applications (ASA)
- LACCD: Locally-developed student information system
- LAUSD: Adult Information Management (AIM)
- MUSD: Locally developed, state-approved, student information system

In addition, all member agencies use the Comprehensive Adult Student Assessment System (CASAS) for assessing learning gains in Adult Basic and Secondary Education and English as a Second Language (only specific noncredit classes at the community colleges are assessed) and to collect student goals at intake and goal attainment via follow-up survey. This software is required for reporting.

LAUSD, has implemented sophisticated data analytics tools that take data from the student information and assessment systems from each school to set common key performance indicators and metrics to measure and drive program performance and to inform decision-making. This system will continue to be utilized (and possibly expanded) to measure and drive both local school performance and also to track and report regional student outcomes as defined by the comprehensive plan.

LARAEC will institute a data warehouse to place data from all of its members periodically. Reports on outcomes, performance, and efficiency will be queried from this repository. For reports where students need to be tracked across districts, LARAEC will use "Fuzzy Logic" where students are matched through name, DOB, address and other demographic data. While this is not the ideal

approach to data matching across districts, it provides a great degree of accuracy in tracking students that transition across K-12's and from K-12 to college. The possibility of a single identifier for each student will be explored to track students across member districts.

LARAEC will develop tools to measure agencies' cost effectiveness and efficiency to determine the best and highest use of its funds. These may include indicators of course completion rates, teacher to student ratios, attendance rate, etc. These tools will allow the LARAEC to monitor where the consortium resources are utilized and the reallocation if needed.

The Consortium will evaluate the implementation of a certificate/credential registry; where students' certificates and credentials are registered for employers to verify. The portal would be housed on LARAEC's website and the Registry will list the skills associated with each certificate or credential. It is expected that employers would utilize this information to affirm the validity, in real time, of the credentials presented by prospective employees and to match the skills they might need with a pool of ready applicants.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

In three years, the qualification requirements for teaching adult education for LARAEC will be reviewed across all of its districts as actionable within the context the various bargaining units contracts. This will be accomplished by creating an Ad Hoc Committee composed of members from the various labor organizations that represent faculty, administrators and teachers.

2.3f Alignment of academic content and curricula (OPTIONAL)

The K-12 members of LARAEC are currently in the process of aligning curriculum for ESL. Workgroups including Subject Matter Experts (SME's) from all districts have been assembled to carry out this task. Since LARAEC has four K-12 districts, it was determined by the Core Leadership that aligning K-12 curriculum should be the first step in the process. Curriculum alignment with the community colleges will take place as K-12 curriculum is aligned.

In three years, as per LARAEC's RCP, curriculum in ESL, ABE, ASE and CTE will be aligned. Bridge courses will have been identified and career pathways will be developed with key articulation agreements to ensure students' seamless transitions between programs and districts.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

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Section 3: Consortium Member Signature Block

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