AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

AB104 Adult Education Block Grant -
Annual Plan Template for 2015-16

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-27

1.2 Consortium Name:

Los Angeles Regional Adult Education Consortium

1.3 Primary Contact Name:

Donna Brashear

1.4 Primary Contact Email:

donna.brashear@lausd.net

If applicable:

1.5 Fiscal Agent Name:

N/A

1.6 Fiscal Agent Email:

N/A

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
BUSD	Emilio Urioste	818-558-4611	emiliourioste@burbankusd.org	08/20/15
CCUSD	Veronica Montes	310-842-4300	veronicamontes@ccusd.org	08/25/15
LACCD	Marvin Martinez	323-265-8662	martinmr@elac.edu	10/07/15
LAUSD	Donna Brashear	213-241-3150	donna.brashear@lausd.net	03/08/16
MUSD	Kathy Brendzal	323-887-7952	Brendzal_kathy@montebello.k12.ca.us	09/04/14

1.8 Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

Consortia Report on Governance Compliance of Rules and Procedures

Download and save this Word document, open it and fill in the various fields, print the completed form, sign, scan and email to the AB86 inbox: ab86@cccco.edu. Due by October 31, 2015 or sooner so that we can accept your 15-16 annual plan, consortium allocation schedule, budget, and 1ˢᵗ Quarter expenditure report.

Consortium Name:

Los Angeles Regional Adult Education Consortium

Planning Grant Fiscal Agent Name (for tracking purposes only):

N/A

Consortium Point Person (or person submitting this document):

Name:

Donna Brashear

Consortium Role:

Primary Contact

E-Mail:

donna.brashear@lausd.net

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

Yes, the following districts were initially invited to join the Los Angeles Consortium:
1. Beverly Hills
2. Las Virgenes
3. Palos Verdes
4. Alhambra
5. San Gabriel
6. Montebello

7. Culver City

8. Burbank

Three districts did not reply or declined the invitation to participate (Beverly Hills, Las Virgenes and Palos Verdes). Two districts (Alhambra and San Gabriel) indicated an interest in participating; however, representatives were not sent to any of the scheduled meetings nor did they make any attempt to contact the offices of ELAC or LAUSD/DACE. WestEd was charged with obtaining additional information about the non-participating districts. Their findings support LARAEC's initial conclusions. To date, in spite of additional contact, not one of the non-participating districts have expressed interest in participating in LARAEC. The remaining three districts, Burbank Unified School District (BUSD), Culver City Unified School District (CCUSD) and Montebello Unified School District (MUSD), along with LAUSD and LACCD became the five members of the Los Angeles Regional Adult Education Consortium.

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

Yes. A system of reporting funds is being established between the five member districts. The process to evaluate funds and programs is being established by the Executive Team.

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

Each member district voted on the official designated at a Board of Trustee meeting or School Board meeting. The district's board meeting minutes appointing their representative is evidence of this appointment.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

Every member of the consortium will be aware of the items on the agenda for all meetings and all members will vote on each decision in an open meeting.

5. What will be the relative voting power of each member?

    e.g. 1 member = 1 vote

    e.g. 1 institution = 1 vote (thus giving districts with multiple institutions multiple votes)

    e.g. Other (e.g., votes proportionate to adult students served)

Consensus will be the preferred decision making model, if consensus is not reached then each member will have one vote.

6. How will decisions be approved?

    e.g. by majority vote of 51%, or 50% +1 vote, or ⅔ of votes

    e.g. by consensus

Simple majority (3 of 5,)

7. How did you arrive at that decision-making model?

    This decision making process was reached at an open meeting. This decision making process was reached at an open meeting. The voting structure was reached with a unanimous vote.

8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?

LARAEC has developed, in accordance with AB 104, guidelines to create open meeting procedures using the Brown Act time frames as guide.

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

The LARAEC open meeting procedures will be followed and public comment is allowed during the meeting (Appendix 1)

10. Describe how comments submitted by members of the public will be distributed publicly.

Public comments will be recorded at the Open Meeting Minutes and Posted on LARAEC's website

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

    Electronic distribution/posting of Meeting Agendas on LARAEC's website.

    LARAEC will welcome comments at open meetings.

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

The distributions schedule will adhere to the Yearly Plan.

13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?

B) Chosen to have a funds flow directly to the member districts based upon the approved distribution schedule.

14. How will members join, leave, or be dismissed from the consortium?

Join:
   a) District's Superintendent, Chancellor, or Agency's Executive Officer submits a written request
   b) A representative is appointed by the new District's Board
   c) Once appointed, representative works with LARAEC to incorporate/align their district with LARAEC's Regional Comprehensive Plan.

Leave:
District's Superintendent, Chancellor, or Agency's Executive Officer submits a written request

Dismissal:
As per AB 104 Section 84914

15. Does the consortium have a formal document detailing its working beyond the questionnaire? (Please provide a link)

Not at this time.

Consortium Member Signature Block

Name: Burbank Unified School District

Consortia Member: Emilio Urioste

Email: emiliourioste@burbankusd.org

Date: 3-18-2016

Signature Box:

Name: Culver City Unified School District

Consortia Member: Veronica Montes

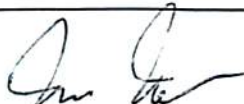Email: veronicamontes@ccusd.org

Date: 3-18-16

Signature Box:

Name: | Los Angeles Community College District

Consortia Member: | Marvin Martinez

Email: | martinmr@elac.edu

Date: | 3/18/16

Signature Box: | *[signature]*

Name: | Los Angeles Unified School District

Consortia Member: | Donna Brashear

Email: | Donna.brashear@lausd.net
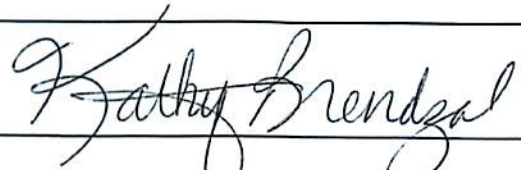
Date: | 3/18/16

Signature Box: | *[signature]*

Name: | Montebello Unified School District

Consortia Member: | Kathy Brendzal

Email: | Brendzal_kathy@montebello.k12.ca.us

Date: | 3-18-16
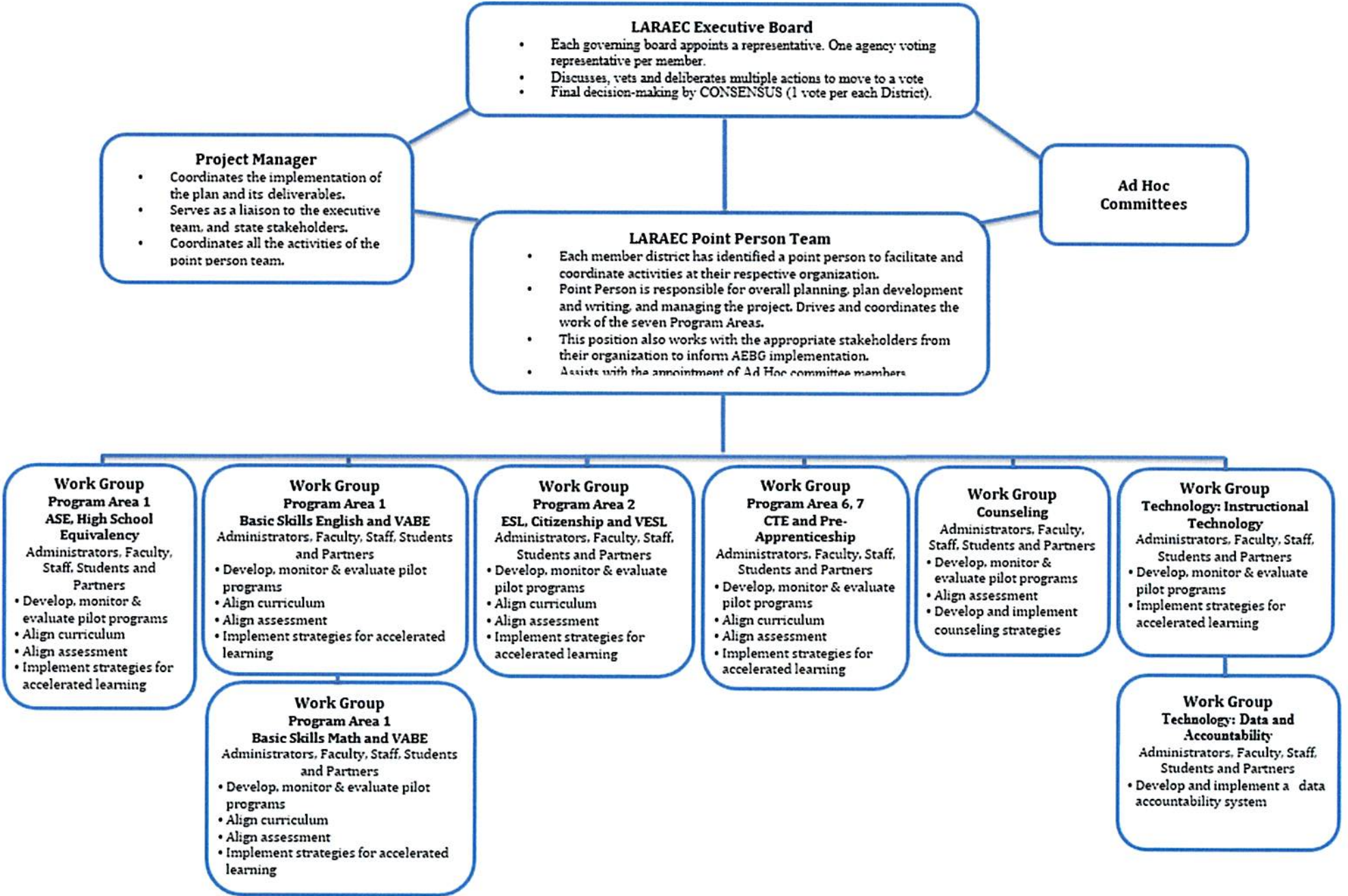
Signature Box: | *[signature]*

Appendix 1

LARAEC Open Meeting Procedures

The following Open Meeting Procedures are adopted by LARAEC as prescribed by AB104. These procedures meet or exceed the requirements listed therein.

1. Each proposed decision shall be voted on by all members of the consortium. If a voting member cannot be present at a meeting the alternate will represent the district.

2. Meetings will be announced 72 hours in advance on the LARAEC website.
   a. Agendas will be posted on LARAEC's website and at each member district to announce meetings
   b. Public comment will take place near the beginning of each meeting.
   c. Public comments will be governed by the following rules:
      i. Public Comment Forms will be available 30 minutes before the scheduled time of the meeting and will be distributed, one at a time, to speakers on a first come first served basis.
      ii. Each speaker will have up to three (3) minutes for comment.
   d. The Consortium will make the announced decision(s) after all comment has been considered. The manner of vote and the actual vote for each decision will be recorded on the meeting minutes.
   e. The meeting minutes or recordings will be posted on LARAEC's website within two week of each meeting.

3. All decisions are final.

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

LARAEC Organization Chart

LARAEC Executive Board
- Each governing board appoints a representative. One agency voting representative per member.
- Discusses, vets and deliberates multiple actions to move to a vote
- Final decision-making by CONSENSUS (1 vote per each District).

Project Manager
- Coordinates the implementation of the plan and its deliverables.
- Serves as a liaison to the executive team, and state stakeholders.
- Coordinates all the activities of the point person team.

Ad Hoc Committees

LARAEC Point Person Team
- Each member district has identified a point person to facilitate and coordinate activities at their respective organization.
- Point Person is responsible for overall planning, plan development and writing, and managing the project. Drives and coordinates the work of the seven Program Areas.
- This position also works with the appropriate stakeholders from their organization to inform AEBG implementation.
- Assists with the appointment of Ad Hoc committee members

Work Group
Program Area 1
ASE, High School Equivalency
Administrators, Faculty, Staff, Students and Partners
- Develop, monitor & evaluate pilot programs
- Align curriculum
- Align assessment
- Implement strategies for accelerated learning

Work Group
Program Area 1
Basic Skills English and VABE
Administrators, Faculty, Staff, Students and Partners
- Develop, monitor & evaluate pilot programs
- Align curriculum
- Align assessment
- Implement strategies for accelerated learning

Work Group
Program Area 1
Basic Skills Math and VABE
Administrators, Faculty, Staff, Students and Partners
- Develop, monitor & evaluate pilot programs
- Align curriculum
- Align assessment
- Implement strategies for accelerated learning

Work Group
Program Area 2
ESL, Citizenship and VESL
Administrators, Faculty, Staff, Students and Partners
- Develop, monitor & evaluate pilot programs
- Align curriculum
- Align assessment
- Implement strategies for accelerated learning

Work Group
Program Area 6, 7
CTE and Pre-Apprenticeship
Administrators, Faculty, Staff, Students and Partners
- Develop, monitor & evaluate pilot programs
- Align curriculum
- Align assessment
- Implement strategies for accelerated learning

Work Group
Counseling
Administrators, Faculty, Staff, Students and Partners
- Develop, monitor & evaluate pilot programs
- Align assessment
- Develop and implement counseling strategies

Work Group
Technology: Instructional Technology
Administrators, Faculty, Staff, Students and Partners
- Develop, monitor & evaluate pilot programs
- Implement strategies for accelerated learning

Work Group
Technology: Data and Accountability
Administrators, Faculty, Staff, Students and Partners
- Develop and implement a data accountability system

1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

It is the responsibility of each of the LARAEC districts to adhere to applicable State and Federal fiscal policies and requirements and ensure that district financial policies, operations and activities are monitored and reviewed on a periodic basis. Each district's governing board delegates this oversight responsibility to its respective chief financial officer (CFO). Each district acts as its own fiscal agent, implementing all financial policies and procedures.

The district CFO or the appointed representative is responsible for the coordination of the following: annual budget reporting/presentations, management of funds, coordinating with outside auditors, and approving revenue and expenditure objectives in accordance with the Board approved plans. Department or division budget directors are responsible for tracking, managing, and reporting of AEBG funds, ensuring the accuracy of the accounting records, internal controls, and financial objectives and policies.

On a quarterly basis, AEBG expenditures are certified by each LARAEC district CFO and approved Consortium member representative. Once each district has certified AEBG expenditures, the certified reports will be delivered to the designated consortium representative by the 15th day of the month following the end of the quarter. The reports will be consolidated and rolled up for state reporting purposes by one of the LARAEC district members as designated by the Consortium. The member will report certified Consortia year-to-date expenditures and progress through the CCCCO web-based reporting system by the 30th day of the month following the end of the quarter.

Section 2: Plan Summary for Program Year 2015-16

The AB104 effort focuses on the following purpose described in AB86: "... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**" Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium's vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium's AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? **See Guidance document for more information about this narrative.**

The Los Angeles Regional Adult Education Consortium's (LARAEC) developed a vision for its Three-year Regional Comprehensive Plan that each member will sustain, expand, and improve adult education in the region. It further pledges to innovate programs and facilitate the transition of students from adult education into college and the workforce. More importantly, LARAEC's vision states its programs will be student centered. Each member of LARAEC may have their own approach to the Consortium's vision, they all remain committed to developing adult education programs that help students meet their goals and to become strong contributors to the economic vitality of the region. LARAEC's one-year plan reflects the commitment of all its members to be the best stewards for adult education in the region.

To ensure the success of all students, 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.

With the participation of many stakeholders such as board of education members and trustees, district leadership, faculty, teachers, staff, students, local business, and community partners LARAEC developed a comprehensive plan that relied on the input of its stakeholders to propose solutions that addressed the gaps identified through the planning process. 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 plan for 2015-16 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-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.*

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.*

Section 3: Consortium Services and Funding Allocations

3.1 Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about levels of service will be gathered in Section 6. Using the Section 3 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts.** Do NOT include these amounts in your calculations of MOE and Consortium funds.

Table 2. Consortium Table by Program Type and Fund Source

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCD Apportionment	Adults in Jail*	Total
	MOE	Remaining Consortium Allocation							
Adult Education (ABE, ASE, Basic Skills)									$0
English as a second language									$0
Pre-apprenticeship training									$0
Career and Technical Education									$0
Adults training to support child school success									$0
Older Adults in the workforce									$0
Services for Adults with Disabilities									$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0

3.2 Consortium Allocations by member. The spreadsheet described above in 3.1 will also provide the figures required in the table below, on the Roll-up Summary Page of the Section 3 Workbook. Below is an overview of the information that will be shown.

Table 1: Consortium Membership and AEBG Regional Allocations

	Regional Consortium AEBG Allocation	
	MOE	Remaining Consortium Allocation
\<member name\>	$0	$0
\<mem	$0	$0
\<mem	$0	$0
\<mem	$0	$0
\<member name\>	$0	$0
\<member name\>	$0	$0
Total	$0	$0

EXAMPLE

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below. The original AB86 Objectives language has been adapted to the AB104 context.

4.1 Objective #3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities 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 activities to support 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. Describe the specific activities the Consortium will employ to create the following:

● Educational pathways

● Alignment of:

    o Placement

o Curriculum

o Assessments

o Progress indicators

o Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.

- Transition strategies among the Consortium participants' systems including:

    o Communication paths among Consortium participants and higher education institutions

    o Defined and articulated pathways to postsecondary education or the workforce

o Embedded access to student services including counseling, guidance, and follow-up

4.1a Provide a description of your **Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

LARAEC will define a comprehensive assessment system to use at each point of transition where assessment is required to place students into a class/program. Emphasis will be placed on minimizing the number of assessments students are required to take for placement. Other placements indicators will be reviewed to implement the best possible method for the program or pathway. A cross-reference (crosswalk) of assessment tools will be developed across member districts to inform placement and articulation process and policy.

The Consortium has created workgroups for ESL, ABE English, ABE Math, ASE, and CTE to align curriculum and assessments in each one of these program areas. The workgroups will address items including, but not limited to the following:

1. Develop common assessments of competencies for each program area

2. Develop a cross-reference (crosswalk) of assessment tools

3. Identify and design pilot assessment programs for implementation, including computer based assessment

4. Support, and evaluate pilot programs

5. Review and report findings from pilot programs. Develop evidence-based recommendations and best practices for incremental implementation in year two

6. Design a plan for incremental implementation.

7. Create a professional development (PD) plan that supports pilot programs as well as teaching adult learners.

These two items will be moved to the 2016-17 LARAEC Year Two Plan.

The assessment of essential competencies identified for each program area will become one of the benchmarks for the suggested assessment cut-scores. The assessment crosswalk tool will be used as a guide to help students transition from one program and school to another. The workgroups will develop a set of recommendations for assessment cut-scores by program or pathway where applicable.

The workgroups will establish academic and CTE pathways and recommend assessments to use including but not limited to the following:

ESL	to	Basic Skills, ASE, CTE and College
Basic Skills	to	ASE, CTE and College
ASC	to	CTE and College
CTE	to	Basic Skills, ASE, and College
College	to	CTE
Noncredit at College	to	Credit at College

4.1b Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

Each of the LARAEC member agencies utilizes either a commercial or locally developed student information system (SIS) software application program to track student demographics, registration, attendance, course completion and other core performance outcomes for both the school and classroom level. 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 four K-12 members will use TOPs Enterprise (TE) to track additional demographic and performance data including CASAS growth on ESL, ABE and ASE, EL Civics, HSD/HSE and employment status as reported by the student.   TE is used to track program outcomes using federal definitions of completion. Tracking is done through a scale that is used across all levels and instructional programs for ASE, ESL, ABE only. Targets are defined by percentage.

The community colleges can also track student educational gains by employing TE for the noncredit classes that are tested according the grant criterion at six of the nine colleges in the LACCD.

LARAEC will develop a set of accountability metrics to track its performance over time. In additions to the state mandated metrics, LARAEC will explore other data sets that can reliably assess its performance. The feasibility of a data warehouse will also be explored. The data warehouse will be the repository for all the data collected from

each member on each of the LARAEC accountability metrics. This data will be used to generate periodic reports that will inform LARAEC's processes and decisions moving forward.

Because each District's system is computerized, each member will capture and report on targeted program outcomes to determine effectiveness at the regional level. The Consortium's Point Persons Team will review and report student outcomes at the Consortium level.

Future performance outcomes to be captured and reported include the following

1. ESL: level completion, program completion, CASAS growth, transitioned to higher education, employment
2. ABE: level completion, program completion, CASAS growth (reading, writing, math), employment
3. ASE: course completion, HSD, HSE, CASAS growth, transitioned to higher education, employment
4. CTE: course completion, program completion, pathway completion, transitioned to higher education, employment.

The following table illustrates the programs, outcomes, systems and reports to be generated through LARAEC's data collection system.

Program	Outcome	System	Report
ESL/ABE	Level completion	District's or Data Warehouse	TBD
ESL/ABE/CTE	Program completion	District's or Data Warehouse	TBD
ESL/ABE/ASE	CASAS growth	District's or Data Warehouse	TBD
ESL/ABE/ASE/CTE	Transitioned to higher education	District's or Data Warehouse	TBD
ESL/ABE/ASE/CTE	Employment	District's or Data Warehouse	TBD
ESL/ABE/ASE/CTE	Course completion	District's or Data Warehouse	TBD
ESL/ABE/ASE/CTE	Pathway completion	District's or Data Warehouse	TBD
ASE	HSD	District's or Data Warehouse	TBD
ASE	HSE	District's or Data Warehouse	TBD

4.1c List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Curriculum Alignment	Through June 2016	All	LARAEC aligned course outlines	*
Assessment Integration and Alignment	Through June 2016	All	Common Cut-Scores, pre-requisites and promotion scores	*

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Assessment Crosswalk development	March 31, 2016	All	Uniform assessment strategies across districts	*
Industry Sector Pathways and Course Articulation	March 31, 2016 June 1, 2016	All	Improved guidance for students and Classes/programs alignment	*
Strategies for accelerated student learning Contextualized Basic Skills , Contextualized ESL and VESL Blended Learning ESL, ABE, ASE Competency Based Curriculum	Pilot programs set up and started in January 2016 Data collected and evaluated by March 31, 2016 and June 1,2016	K-12 Districts	Evaluation of the efficacy of the strategies assessed for program scaling up	*
Community Supports	Through June 2016	K-12	Stronger partnerships with support service providers in the community for referrals Colocation of support service providers in LARAEC locations	*
Counseling Best Practices	Through June 2016	All	LARAEC counselors master guide	*
Data Accountability/ System and Data Warehouse	Data Accountability: January 2016 Data Warehouse: June 2016	All	LARAEC Common accountability metrics and a system to collect and document outcomes	*

* All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been completed finalized, each workgroup associated with a given pilot, program and/or activity will propose and define the best assessment of impact available for the process being assessed.

4.2 Objective #4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs* for adult education programs within the Consortium's region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but

are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium's region who are currently underserved).

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Curriculum Alignment *Gap: Pathways to Employment and Career Advancement	Through June 2016	All	LARAEC aligned course outlines	*
Assessment Integration and Alignment *Gap: Standardized Assessments and Cut-off Scores	Through June 2016	All	Common cut-scores, pre-requisites and promotion scores	*
Assessment Crosswalk development *Gap: Standardized Assessments and Cut-off Scores	March 31, 2016	All	Uniform assessment strategies across districts	*
Industry Sector Pathways and Course Articulation *Gap: Student and Course Articulation across Programs, Areas and Districts and *Gap: Leveraging Partnerships	March 31, 2016 June 1, 2016	All	Improved guidance for students and classes and programs alignment	*
Strategies for accelerated student learning Contextualized Basic Skills Contextualized ESL and VESL Blended Learning ESL, ABE, ASE Competency Based Curriculum	Pilot programs set up and started in January 2016 Data collected and evaluated by March 31, 2016 and June 1,2016	All	Evaluation of the efficacy of the strategies assessed for program scaling up	*

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
*Gap: Student and Course Articulation across Programs, Areas and Districts *Gap: Geographical and Access Gaps				
Community Supports *Gap: Leveraging Partnerships	Through June 2016	All	Stronger partnerships with support service providers in the community for referrals Colocation of support service providers in LARAEC locations	*
Counseling Best Practices *Gap: Counseling and Student Support	Through June 2016	All	LARAEC counselors master guide	*
Data Accountability/ System and Data Warehouse *Gap: Data Accountability System	Data Accountability: December 2015 Data Warehouse: June 2016	All	LARAEC common accountability metrics and a system to collect and report them	*
~~Implement Entry or Reentry into the workforce classes for adults, including older adults~~ *Gap: Older Adults Served	~~Ongoing~~	~~All~~	~~Students acquisition of Job Readiness skills~~	*
~~Implement tutoring classes for adults, including older adults~~ *Gap: Older Adults Served	~~January 2016~~	~~All~~	~~Refocusing the emphasis of ESL instruction in K-12 locations to helping children succeed in school~~ ~~Starting Tutoring classes for non-ESL students~~	*

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Implement pre-apprenticeship training in conjunction with approved Apprenticeship Programs Gap: Apprenticeship Programs	Ongoing	All	A pathway for students to transitions into apprenticeship programs	*

* All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been completed finalized, each workgroup associated with a given pilot, program and/or activity will propose and define the best assessment of impact available for the process being assessed.

These two items will be moved to the 2016-17 Year Two Plan as: Evaluate the implementation of . . .

4.3 Objective #5: <u>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.</u> 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, faculty has developed them. AB104 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 AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently do not exist, to accelerate student's progress.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Technology Supported Instruction Blended Learning 1. Implement Edgenuity 2. Implement Aztec Implement Burlington	October 2015 Through June 2016	LAUSD	Increased and faster completions	*
Distance Learning: 1. Implement Edgenuity Implement Burlington	January 2016 and March 2016	LAUSD	Improved access to adult education services	*
Integrated Training Basic Math for Photovoltaic Training and Electricians	Ongoing	LAUSD	Increased and faster completions	*
Integrated Training VESL for Certified Nurse Assistants	Ongoing	LAUSD	Increased and faster completions	*
Competency Based Curriculum	Ongoing	LAUSD	Increased and faster completions	*

* All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been completed finalized, each workgroup associated with a given pilot, program and/or activity will propose and define the best assessment of impact available for the process being assessed.

4.4 Objective #6: <u>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.</u>
A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.
Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:
- Practices in basic and secondary skills that build the "college readiness" skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement 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.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
~~"Working Collaboratively" PD by OTAN & CalPro~~	~~January 2016 to March 2016~~	~~All~~	~~Improved collaboration and pilot programs implementation across districts~~	*
Integration of CCRS into curriculum and Instruction	Through June 2016	All	Better prepared teachers/faculty Improved student transitions Higher employment attainment and maintenance	*
SB 1486 Orientation For K-12 Districts	Through June 2016	K-12 Districts	Greater understanding between K-12 and College Systems	*
LARAEC's Website: Online training for modules such as Integrating technology	Through June 2016	K-12	Better integration of technology in instruction	*
~~LARAEC 's First Annual Conference~~	~~April – May, 2016~~	~~All~~	~~Sharing of Best Practices~~	*
LARAEC will support travel of key District employees in- and out-of-state for PD activities	As needed	Key Employees	Maintaining up to date information on workforce innovation and best practices.	*

* All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been completed finalized, each workgroup associated with a given pilot, program and/or activity will propose and define the best assessment of impact available for the process being assessed.

These items will be moved to the 2016-17 Year Two Plan. The first item will be changed to: Provide two PDs across Districts' boundaries.

4.5 Objective #7: <u>Leverage existing regional structures, including, but not limited to, with local workforce investment areas.</u> 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.

- Partners might include but are not limited to:

    o WIBs

    o Chamber of Commerce

    o County Libraries

    o County Office of Education

    o Industry Employer Groups

    o Literacy Coalitions

    o Economic Development Regions

    o County Social Services - CalWorks

    o Employment Development Department (EDD)

- Examples of activities include:

    o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need

    o Expanding utilization of existing regional resources for Adult Education students

    o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
~~Colocation of WorkSource Centers on LARAEC campuses~~	~~City and County WIBs~~	~~Planning stages and informal conversations~~	~~All USDs~~	~~Through June 30, 2016~~		~~Colocated WorkSource Centers~~
Advisory Committee	Regional Employers	LARAEC has multiple EAC's and will consolidate as appropriate	All	Through June 30, 2016		Regional EAC's
Develop a network of community resource providers to create a regional plan of services	CBO's, City, County, State and Federal Services Providers	LARAEC held two partner planning meetings in the community	All	Through June 30, 2016		Increased collaborative efforts/projects in the region
~~Establish an Education Workforce Policy and Advocacy Committee~~	~~Officials and high ranking partners~~	~~Planning stages~~	~~All~~	~~Through June 30, 2016~~		~~Adult education advocacy committee~~

These items will be moved to the 2016-17 Year Two Plan.

Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the Section 5 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts.** Do NOT include these amounts in your calculations of MOE and Consortium funds.

Table 3. Consortium Member Table by Objective and Fund Source

| | Regional Consortium AEBG Allocation | | WIOA Title II (Adult Education & Literacy) | Adult Perkins | CalWorks | LCFF* | CCD Apportionment | Adults in Jail* | Total |
	MOE	Remaining Consortium Allocation							
Obj. 3: Seamless Transition									$0
Obj. 4: Gaps in Services									$0
Obj. 5: Accelerated Learning									$0
Obj. 6: Professional Development									$0
Obj. 7: Leveraging structures									$0
Total	$0	$0	$0	$0	$0	$0	$0	$0	$0

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas are acceptable. Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. Figures should represent the Consortium as a whole.

Number of Students Served, by Program Type	Baseline for 2013-2014 From AB86 Final Plan	Target for 2015-2016	Notes
Adult Education (ABE, ASE, Basic Skills			
English as a second language			
Pre-apprenticeship training			
Careers and Technical Education			
Adults training to support child school success			
Older Adults in the workforce			
Adults with Disabilities			
Total			

6.2 Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

Performance Measures	Target for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.		
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.		
% Completion of HSD or Equivalent, for those who had this goal during the current program year.		
% Transition from K-12 adult to post-secondary.		
% Transition from non-credit to credit in post-secondary.		
% Attain Pell Grant eligibility (including Ability to Benefit eligibility)		
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.		
% Placed in jobs, for those who had this goal during the current program year.		
% With increased wages, for those who had this goal during the current program year.		

6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional)

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6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

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 such as course completion rates, teacher to student ratios, attendance rate, etc. These tools will allow the LARAEC to monitor where the consortium resources are fully utilized and if reallocation is needed.

Section 7: Consortium Member Signature Block

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Date: 3-18--16

Signature Box:

LARAEC Allocation Schedule

District	Allocation Amount
Burbank USD	$700,000
Culver City USD	$400,000
Los Angeles CCD	$7,000,000
Los Angeles USD	$17,127,759
Montebello USD	$3,150,000
Total	$28,377,759

LARAEC's allocations fully support its three-year plan as they address all of the stakeholders identified gaps. Additionally, the allocations to each member support the expansion and improved provision of adult education in the region. With its allocation each member intends to open more classes and/or innovate adult education by aligning curriculum and assessments, creating and expanding career and academic pathways, introducing and/or increasing accelerated learning programs, providing ample professional development, and leveraging structures. The activities funded with LARAEC's allocations focus on creating seamless transitions for students to college and/or the workforce.

AEBG Regional Consortium Funding Agreement Authorized Representative Signature Pages

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