

# Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** ( ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

**Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

## Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-23	27 Los Angeles

### Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Stark, Joseph	Executive Director / Division of Adult & Career Education	(213) 241-3150	joseph.stark@lausd.net

### Funding Channel

The consortium has chosen direct funding

### Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Asturias, Lanzi	Project Manager	(213) 241-3763	11a64551@lausd.net

### Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Brendzal, Kathy	Montebello Unified School District	(323) 887-7952	brendzal.kathy@montebello.k12.ca.us	09/04/2015
Stark, Joseph	Los Angeles Unified School District	(213) 241-3150	joseph.stark@lausd.net	07/01/2016
Miller, Robert	Los Angeles Community College District	(213) 891-2152	millerb@email.laccd.edu	08/10/2016
Montes, Veronica	Culver City Unified School District	(310) 842-4300	veronicamontes@ccusd.org	08/25/2015
Urioste, Emilio	Burbank Unified School District	(818) 558-4611	emiliourioste@burbankusd.org	08/20/2015

### Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- Yes  
 No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

## Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes  
 No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

## Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

The consortium has developed a set of procedures to roll up reports and to certify the state report. The following is a summary of the procedure: Each member will develop their own reports as outlined by AEBG. The reports then will be district certified by their own CBO. Certified reports will be submitted to the Project Manager. The project Manager will roll up all reports into one LARAEC report and LAUSD's CFO will certify LARAEC's report.




Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- Yes  
 No

None

## Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
 Montebello Unified School District	\$15,588,254
 Los Angeles Unified School District	\$95,187,273
 Culver City Unified School District	\$1,462,397
 Burbank Unified School District	\$2,404,739
 Los Angeles Community College District	\$7,185,004
<b>Total</b>	<b>\$121,827,667</b>

## Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the 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. The Annual Plans focus on what will be done to make progress toward that vision each year.

## Executive Summary

*Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.*

The Los Angeles Regional Adult Education Consortium (LARAEC) developed and implemented a vision for its Three-year Regional Comprehensive Plan, which can be summarized as follows: Each member-district will sustain, expand, and improve adult education in the region. Additionally, through its vision statement LARAEC pledges to innovate programs and facilitate the transition of students from adult education into college and the workforce. It also promises to do so while holding its students' and the region's needs as the driving concern that propels activities. Each member of LARAEC may have its own approach to the Consortium's vision; nevertheless, they all remain committed to developing adult education programs that help students meet their goals and become strong contributors to the economic vitality of the region. LARAEC's 2016-17 Yearly Plan reflects the commitment and actions taken by all its members to be the best stewards for adult education in the region.

During 2015-16, LARAEC gathered input from multiple stakeholders such as district leadership, faculty, teachers, staff, students, local businesses, and community partners (in fact, LARAEC surveyed thousands of its students and hundreds of its faculty) to develop a Yearly Plan that incorporates the many voices of the Consortium.

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 continuum of educational services that connects adult learners to high-wage and high-skill employment. To this end, LARAEC members have closely collaborated with the City of Los Angeles Workforce Development Board (WDB) to implement the use of WIOA Navigators at six of the City of Los Angeles WorkSource Centers. The WIOA Navigators, funded jointly by LAUSD and the City of Los Angeles WDB, are Adult Education Advisors who will be instrumental in assisting City and LARAEC clients in achieving their academic and training objectives. Other collaborative efforts by LARAEC members are also underway; for example, there are more than 20 pilot programs either ongoing or soon to be deployed to evaluate the feasibility and scalability of "promising practices" and collaborative efforts adopted to address student needs and/or gaps in services.

While protracted negotiations over Consortia Funding levels slowed LARAEC's progress in implementing RCP strategies, the Consortium was ultimately able to continue its work and to meet many of its objectives.

The following highlights LARAEC's accomplishments for 2015-16.

Three workgroups either continued or began (in March 2016) activities designed to implement the strategies identified in LARAEC's Comprehensive and Yearly Plans.

1. The ESL and Citizenship workgroup continued activities, which resulted in:
  - i. K-12 Aligned Curriculum for ESL Levels one through six
  - ii. Aligned and integrated ESL assessments (in progress)
  - iii. Developed a "Crosswalk" of assessment for the region (in progress)
2. The Career Technical Education workgroup begun the creation of Career Pathways for students to seamlessly transition from Adult Education to the Workforce or to Community College. These Pathways will also include articulation agreements with community colleges. Six Pathways, with multiple entry/exit points and stackable certificates, were completed. These pathways are:
  - i. Computer Applications
  - ii. Health Information Technology: Insurance and Billing
  - iii. Pharmacy Technician
  - iv. Security Officer Trainee
  - v. Technology Integration
  - vi. Radiologic Technician/Radiologic Technology
3. The Counseling workgroup started the task of developing a Counseling Best Practices Guide, an individualized student plan, and a directory of student and community supports, which resulted in the completion of the following:
  - i. LARAEC Individualized Student Plan
  - ii. LARAEC Resources Directory

LARAEC is looking forward to a promising year and to continuing the good work already in progress that addresses the needs of our students and the gaps in services identified through the planning process. LARAEC is optimistic about the future and its ability to sustain, expand, and improve Adult education to the extent that current funding levels permit. The only significant concern that remains unaddressed is limited funding. Current adult education funding levels do not adequately meet the level of need for adult education in the Los Angeles Region.

## Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
1736 Family Crisis Center	1736 Family Crisis Center	Career Fair employer/presenter
24th St. EEC	24th St. EEC	Fieldwork site for Child Development class
51st District Community Job Fair	51st District Community Job Fair	Local job fair
99 Cents Only Stores	99 Cents Only Stores	Employer
A New Way of Life - Reentry Program	A New Way of Life - Reentry Program	Provides students referrals and assistance to help gain employment and expungement
A Sharper Home	A Sharper Home	Employer
Adolescent Care & Transition Clinic	Adolescent Care & Transition Clinic	Medical Assistant externship sites
Advance German Auto	Advance German Auto	Auto Trade Advisory Committee member
AIDS Healthcare Foundation Pharmacy	AIDS Healthcare Foundation Pharmacy	Pharmacy Externships
Albertsons/Sav-on	Albertsons/Sav-on	Employability skills
Alhambra Unified School District	Alhambra Unified School District	Partnership to recruit Pharmacy Technician Students
Allure Pharmacy	Allure Pharmacy	Pharmacy Externships
AltaMed	AltaMed	Through an (ESA) Educational Services Agreement, students and employees are sponsored for training and clinical rotations.
Altamed	Altamed	Employer
AltaMed Clinic	AltaMed Clinic	Pharmacy Tech externship sites
Amanda Senior Care	Amanda Senior Care	Career Fair employer/presenter
American Guard Services	American Guard Services	Employer
American Heart Association	American Heart Association	CPR Training
American Red Cross	American Red Cross	Blood drives, disaster and shelter management, CPR & First Aid Certification
American Red Cross	American Red Cross	Blood Drives
American Welding Society	American Welding Society	Student certificate agency
Americas Job Center of California	Americas Job Center of California	Work with Employment Specialist to obtain job leads and interviews/Employer
Andrews International	Andrews International	Employer
Angeles Comprehensive Community Clinic	Angeles Comprehensive Community Clinic	Medical Assistant externship sites
Arcadia Center Pharmacy	Arcadia Center Pharmacy	Externship sites and employer
Archdiocesan Youth Employment	Archdiocesan Youth Employment	Student Referrals and scholarship funds
Army National Guard	Army National Guard	Resource presentation
Associated Builders and Contractors, Inc.	Associated Builders and Contractors, Inc.	Electrical Apprenticeship
Audrey Stephens, Edu/Careers	Audrey Stephens, Edu/Careers	Bone marrow drive
Automotive Service Excellence	Automotive Service Excellence	Professional certification agency for teachers & students
AX Minster Medical Group	AX Minster Medical Group	X-Ray externship sites
AYE Youth Center	AYE Youth Center	Job placement, assistive access to computers, job search
Barrister Student Services	Barrister Student Services	Donations of goods/tools to Cosmetology Program Students
Bayside Medical Center	Bayside Medical Center	X-Ray externship sites
Be The Match	Be The Match	National Bone Marrow Donor Program
Beacon House Association of San Pedro	Beacon House Association of San Pedro	Career Fair staffing sponsor
Behavioral Systems Southwest	Behavioral Systems Southwest	Student referrals and job training
Bell Gardens Chamber of Commerce	Bell Gardens Chamber of Commerce	Connects business and resources
Bell Resident's Club	Bell Resident's Club	Staff Recognition Partner
Bicycle Casino	Bicycle Casino	Employer
Bill Cruz EEC	Bill Cruz EEC	Fieldwork site for Child Development class
Blue Collar Elite LLC	Blue Collar Elite LLC	Career Fair sponsor
Botica del Sol Pharmacy	Botica del Sol Pharmacy	Pharmacy Tech externship sites
Boyle Heights Technology Center	Boyle Heights Technology Center	Students referred for Job Training Courses
Bravo Pharmacy	Bravo Pharmacy	Pharmacy Tech externship sites
Burbank Adult School	Burbank Adult School	Culinary Arts Classes

Partner Name	Partner Type	Core Services
Burbank Airport	Burbank Airport	Scholarships
Burbank Fire Department	Burbank Fire Department	Field trip tours /career fair /presenter
Burbank High School	Burbank High School	Class site
Burbank Library	Burbank Library	Field trip tours and programs
Burbank Recycle	Burbank Recycle	Field trip tours
Burbank Workforce Connection	Burbank Workforce Connection	Job resource center, assistive access to computers, and linkage to supportive services.
California Assembly Member Patrick O'Donnell	California Assembly Member Patrick O'Donnell	Career Fair sponsor
California Credit Union	California Credit Union	Career Fair employer/presenter
California Department of Rehabilitation	California Department of Rehabilitation	Career Fair employer/presenter
California Institute of Advanced Management	California Institute of Advanced Management	Connects business and resources
California State Dept. of Voc. Rehab.	California State Dept. of Voc. Rehab.	Student cost assistance and referrals
California State Senator, Isadore Hall III	California State Senator, Isadore Hall III	Career Fair sponsor
California State University Dominguez Hills	California State University Dominguez Hills	HOC provides on-campus tours to international visitors
Cameron Pharmacy	Cameron Pharmacy	Pharmacy Tech externship sites
Carl Moy, M.D.	Carl Moy, M.D.	Medical Assistant externship sites
Carson Work Source	Carson Work Source	ITRAIN/TAA student referrals
Cathay Medical Pharmacy	Cathay Medical Pharmacy	Employer
CCLA High School	CCLA High School	ESL Classes
Center for Living and Learning	Center for Living and Learning	Covered California Registration
Centro Latino for Literacy	Centro Latino for Literacy	Student Referrals from ESL Literacy
Century Clinica de la Mujer	Century Clinica de la Mujer	Medical Assistant externship sites
Century Woman Medical Group	Century Woman Medical Group	Medical Assistant externship sites
Certified Health	Certified Health	Medical Billing and Coding externships
Child Care Careers	Child Care Careers	Career Fair employer/presenter
Children's Bureau (Magnolia Place Family Center)	Children's Bureau (Magnolia Place Family Center)	Childcare and other types of assistance children
City of Angeles	City of Angeles	Students referred to HS diploma program
City of Commerce Industrial Chamber	City of Commerce Industrial Chamber	Connection to Industry
City of Compton	City of Compton	Municipal Partnership
City of Culver City(Human Resources)	City of Culver City(Human Resources)	Provide class in basic writing to prepare employees for promotional exam
City of Gardena	City of Gardena	Career Fair employer/presenter
City of La Mirada	City of La Mirada	Security certification, Employer
City of Los Angeles Fire Department	City of Los Angeles Fire Department	Career Fair employer/presenter
City of Los Angeles, Councilmember Joe Buscaino	City of Los Angeles, Councilmember Joe Buscaino	Career Fair supporter
City of Los Angeles, Mayor Eric Garcetti	City of Los Angeles, Mayor Eric Garcetti	Career Fair supporter
City of Maywood	City of Maywood	Municipal Partnership
Clay Lacy Enterprises	Clay Lacy Enterprises	Has donated aircraft, equipment and scholarships to our students. Also hosted a job shadow event in February of 2016.
Clinica Familiar Santo Nino	Clinica Familiar Santo Nino	Medical Assistant externship sites
Clinica Juan Pablo	Clinica Juan Pablo	Medical Assistant externship sites
Clinica Medica Fatima	Clinica Medica Fatima	Medical Assistant externship sites
Clinica Medica San Miguel	Clinica Medica San Miguel	Medical Assistant externship sites
Clinica Medica San Miguel	Clinica Medica San Miguel	Medical Assistant externship site
Clover Medical Corporation	Clover Medical Corporation	Medical Assistant externship site
Cold Box Co.	Cold Box Co.	Refrigerated container donation & student job placement
Commerce Medical Center	Commerce Medical Center	Medical Assistant externship sites
Commerce Medical Clinic	Commerce Medical Clinic	Medical Assistant externship sites
Comprehensive Cardiovascular Specialists	Comprehensive Cardiovascular Specialists	Medical Assistant externship sites
Compton Work Source	Compton Work Source	ITRAIN/TAA student referrals
Concentra	Concentra	X-Ray externship sites
Continuation Schools: Angels Gate, Avalon	Continuation Schools: Angels Gate, Avalon	Student Referrals
CPR Fun	CPR Fun	CPR Training
Create Ion	Create Ion	Donations of goods/tools to Cosmetology Program Students

Partner Name	Partner Type	Core Services
Crenshaw EDD	Crenshaw EDD	CBO refers students to school
Crescent Heights EEC	Crescent Heights EEC	Fieldwork site for Child Development class
Crystal Stairs	Crystal Stairs	Single displaced home

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

LARAEC is in the process of creating an Advisory Board of high ranking City, County, Chamber of Commerce, industry, and WIB officials, among other stakeholders to develop approaches and suggestions on policy, Workforce trends, and best practices.

Montebello USD CAS is collaboratively working with its partner agencies in the creation of a Community Career and Resource Center located at Ford Park Adult School. The Career Center is available for career exploration, training and job consultation.

LAUSD is working with its City WorkSource partners to collocate Adult Education/CTE Counselors - Career Navigators - at WorkSource Center locations to work with clients interested in training and educational goals.

LACCD - The colleges across the district are reaching out to their partnering adult schools, WIBs, and CBOs. A promising practice with one CBO is collaboration in creating a new type of class, where the college provides the teacher and the CBO provides the necessary child care, textbooks, and transportation assistance.

## Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

New offerings in SY 2016-2017:

1. BUSD will incorporate a new counseling position, add three new VESL classes, and improve technology in classrooms.
2. CCUSD has added online high school diploma courses as well as expanded ESL Distance Learning for students during the summer
3. LACCD: A dean position description to coordinate the efforts of adult education at the campus level was proposed and it was approved. LACC and LASW are offering newly approved GED/HiSET preparation courses. College campus programs are also aligning their noncredit to credit programs to ensure a seamless pathway once students are on-boarded at the institution. LAHC developed an Industry Sector Alignment Chart with CBOs to improve alignment within the adult education system and partnering organizations.
4. LAUSD will Implement 202 new Teaching and Counseling positions.
5. MUSD has expanded online high school diploma and ESL instruction.

To meet the need for adult education programs as identified by the gaps in services reported in the Los Angeles Regional Comprehensive Plan, LARAEC planned on expanding its program offerings, provided additional funding became available during year one. However, delays in distribution of Consortium funds prevented additional programs/classes from being opened. Instead, LARAEC focused on maintaining existing programs at existing levels and postponed expansion activities until year two.

## Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

New offerings in SY 2016-2017:

1. BUSD will incorporate a new counseling position, add three new VESL classes, and improve technology in classrooms.
2. CCUSD has added online high school diploma courses as well as expanded ESL Distance Learning for students during the summer
3. LACCD: The community college district will establish a district-wide adult education committee to address the strategies and objectives of the AE program across the nine colleges.
4. LAUSD will Implement 202 new Teaching and Counselling positions.
5. MUSD implemented programs supporting transition from ASE to college and CTE pathways.

To meet the need for adult education programs as identified by the gaps in services reported in the Los Angeles Regional Comprehensive Plan, LARAEC planned on expanding its program offerings, provided additional funding became available during year one. However, delays in distribution of Consortium funds prevented additional programs/classes from being opened. Instead, LARAEC focused on maintaining existing programs at existing levels. Nevertheless, given previous cuts in adult education programs and funding levels, the new offerings represent only a

fraction of the services offered prior to flexibility (2008-2009) and do not adequately meet the needs of local community members (as documented by ABE, ASE, ESL, and CTE wait lists containing the names of more than 9,300 prospective adult education students in one unified school district).

## Section 3: Consortium Expenditures by Program Area and Objective

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

Program Areas	2015 - 16 Expenditures							+/-	2016 - 17 Planned Expenditures							
	Budgeted			Spent					AEBG	WIOA	Adult Perkins	CaWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total										
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CaWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total	
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-									
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-									
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-									
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-									
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-									
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-									
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-									
7000 Other Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-									
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-									
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>									

Key  
 ▼ = Under  
 ▲ = Over

Expenditures data must be submitted for each participating Member agency as a single comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[laraeconsortiumexpe.xlsxm](#)

## Section 4: Consortium Action Plan Review and Update

### Regional Assessment Plan Updates

Provide a description of your AEBG 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.

During year one, LARAEC made progress in developing a comprehensive assessment system for student placement, progress monitoring, and transition. The following are key activities accomplished this year related to the development of the assessment system:

1. Developed recommendations for common assessments elements and started development of a crosswalk of assessment tools for ESL - The ESL Workgroup made recommendations for a regional ESL assessment system and created a preliminary Assessment Crosswalk. Recommendations and crosswalk include CASAS (CASAS), EL Civics (CASAS), TABE CLAS-E (DRC|CTB), and

Consortium-generated instruments.

2. Identified, designed, and implemented several assessment-related pilot projects - Member districts piloted computer-based assessments in multiple program areas (CASAS, TABE, HiSET, TASC) and innovative promotional assessments in ESL (hybrid CASAS/EL Civics).
3. Initiated CTE and Counseling Workgroups both reviewed assessments used by districts and moved towards standardized processes that move the student seamlessly between educational systems. The CTE workgroup started to design industry-specific pathways that include standardized assessment procedures (testing instruments, cut scores, placement procedures). The Counseling workgroup started to create a standardized Individualized Student Plan template that will "travel" between districts (increase data flow) and include a comprehensive assessment history.

Direct input from community partners, teachers, students, administrators, labor partners, state-approved vendors and subject matter experts informed all activities above to assist with the evaluation of Consortium assessment administration and data collection practices. Challenges encountered this year include achieving alignment between assessments, cut-scores and placement, balancing assessment and instruction, and sharing assessment data across districts.

During year two, LARAEC will continue the partially completed activities noted above (1-3) and learn from its challenges to achieve the following:

1. Continue to develop recommendations for common assessments of competencies and develop a crosswalk of assessment tools for ESL
2. Continue to identify, design, and implement assessment-related pilot projects
3. Continue to utilize the Pilot Report Template to support and evaluate assessment-related pilot programs
4. Continue CTE Workgroup and Counseling Workgroup evaluation of assessment tools and program requirements-
5. Establish ABE English, ABE Math, and ASE workgroups to evaluate current assessment practices, provide both a crosswalk, and a set of assessment recommendations
6. Review pilot results and recommendations from all program area workgroups to determine best next steps
7. Create a professional development (PD) plan for faculty and staff that explains the assessment, counseling and placement process and that supports rollout of the new process by consortium and member district

**What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.**

Name	Vendor	Core Services
N/A		

### Student Data Tracking

*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?*

During year one, each member district continued to utilize a commercially or locally developed student information system (SIS) to track demographics, registration, attendance, course completion and other core performance outcomes. The systems utilized by LARAEC member agencies are as follows:

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 used TOPSpro Enterprise (TE) to track additional demographic and performance data, including CASAS learning gains, EL Civics, HSD/HSE, and self-reported student employment status. LACCD also used TE at six of the nine colleges, in accordance with workforce grant requirements, to track student educational gains in noncredit classes.

LARAEC members used the systems above to generate demographic and performance reports at the district level. These were then aggregated to produce regional data used to inform the consortium planning and decision making process and to complete state-mandated reports.

The LARAEC Data and Accountability Workgroup met to determine common accountability metrics and to discuss data sharing and reporting solutions, including the development of a data warehouse. Although various options were discussed, workgroup members ultimately decided to wait for further guidance and support from the state before establishing new shared accountability metrics and creating a shared data system. Challenges in terms of data and accountability include the diversity of SIS platforms within the Consortium and the lack of clear accountability metrics at the state levels.

During year two, the LARAEC Data and Accountability Workgroup will meet regularly, review data-related guidance from the state, and determine the type of shared data system and data warehouse that needs to be designed and piloted.



List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Administrative Software Applications	AIM	Student Information System
Administrative Software Applications	ASAP	Student Information System
Administrative Software Applications	ASAP	Student Information System
Locally developed, state-approved, student information system	N/A	Student Information System
Locally developed, student information system	N/A	Student Information System

## 2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

### Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

1. Curriculum Alignment - LARAEC K-12 subject matter experts (SMES) representing all ESL levels formed a workgroup and formally evaluated course outlines and programs to address the changing needs of students and the workforce. The SMEs were charged with modifying and aligning courses outlines to better target student success and to help students transition to postsecondary education or the workplace faster. To date, the ESL Workgroup has completed alignment of course outlines for all six ESL levels. To ensure their efforts were as inclusive as possible, teachers, administrators, program coordinators, and advisors were given the opportunity to provide input on the realigned curriculum. Community colleges were unable to participate in alignment activities during year one but will review the K-12 aligned course outlines during year two and align them with community college curricula. Once course outlines are aligned with the community colleges, ESL teachers will receive professional development to become familiar with the newly aligned curriculum and related instructional strategies. Professional development will address the concepts, principles, and processes identified in the newly-defined standards and assessments. Curricular alignment in other program areas will occur during year two.

LACCD: LAMC Noncredit Program is in the process of developing job readiness training curriculum that focuses on training adults who have been dislocated, men and women who are at risk or formerly incarcerated, and individuals with disabilities. LAMC will work with community partners who will help these students gain employment.

2. Assessment Integration and Alignment - In an effort to create an integrated ESL system in which students seamlessly transition through each ESL level, LARAEC ESL Workgroup members reviewed ESL assessment policies and procedures in all K-12 member districts and prepared recommendations for common assessments. Their work focused on the following tasks:

- Define a comprehensive assessment system across member districts.
- Streamline placement testing at all points of transition requiring assessment for ESL.
- Develop common assessments competencies.
- Develop a cross-reference (crosswalk) of assessment tools

As a part of this process, the ESL Workgroup met with commercial assessment vendors (i.e., TABE CLAS-E, CASAS) to evaluate and discuss their assessment instruments. LAUSD also piloted a new ESL promotional test that utilizes elements of CASAS and EL Civics. Preliminary consensus on recommendations for ESL placement and promotional testing will likely be reached soon. Aligning assessment with course curricula and balancing assessment and instruction were two challenges faced by the ESL workgroup. The Counseling Workgroup designed a preliminary Individualized Student Plan (ISP) form that will travel between districts and will include common assessment information. Assessment alignment in other program areas will occur during year two.

3. Assessment Crosswalk Development - LARAEC ESL Workgroup members compared assessment instruments and cut scores for all member districts and started to create a regional assessment crosswalk. The variety of assessment instruments, procedures, and philosophies in the region complicated the task. Assessment crosswalk development in other program areas will occur during year two.

4. Industry Sector Pathways and Course Articulation - LARAEC CTE Workgroup members reviewed CTE programs offerings

at all districts, selected common industry sectors by region, and started to develop the following articulated and aligned pathways by sub-region (tentative):

LARAEC Region 1 - Burbank & LACCD

Networking	(Information Technology)
Computer Applications	(Business and Finance)

LARAEC Region 2 - Montebello & LACCD

Pharmacy Technician	(Health Sciences and Medical Terminology)
Security Training	(Public Service)

LARAEC Region 3 - LAUSD & LACCD

Medical Billing	(Health Sciences and Medical Terminology)
Electrician	(Energy, Environment and Utilities)

Newly defined pathways will be implemented during year two.

**Objective 3 Activities**

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

**Response:** (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Curriculum Alignment	LARAEC aligned course outlines	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Assessment Integration and Alignment	Common Cut-Scores, pre-requisites and promotion scores	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Assessment Crosswalk development	Uniform assessment strategies across districts	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Industry Sector Pathways and Course Articulation	Improved guidance for students and Classes/programs alignment	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Strategies for accelerated student learning: a) Contextualized Basic Skills, b)Contextualized ESL and VESL c)Blended Learning ESL, ABE, ASE d)Competency Based Curriculum	Evaluation of the efficacy of the strategies assessed for program scaling up	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Community Supports	Stronger partnerships with support service providers in the community for referrals and Colocation of support service providers in LARAEC locations	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Counseling Best Practices	LARAEC counselors master guide	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Data Accountability/ System and Data Warehouse	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 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

**Objective 4: Gaps in Services**

*Activities and plans to address gaps in programs and services within your region.*

1. Strategies for accelerated student learning - LARAEC member districts began piloting multiple programs designed to accelerate student learning, including the following: contextualized learning (VABE, VESL), blended learning, online distance learning, and competency-based curriculum. The challenge of managing and monitoring multiple pilots led to the development of a common pilot reporting template for the region. (See attached list of Pilot Programs in Progress.)
2. Community Supports - LARAEC members started to create an online directory of local community resources. During year two, other member districts will add resources to the directory and it will be made available to the public through an online platform.
3. Counseling Best Practices - LARAEC Counseling Workgroup members met to discuss counseling-related best practices

and to outline a regional counseling Master Guide. Best practices will emphasize strategies for identifying barriers to student success and providing effective supports. One counseling best practice currently being evaluated by LARAEC is holding community college outreach and orientation meetings at K-12 adult schools. At these meetings, community college representatives provide K-12 adult school students with information about their courses, programs, and services. The goal of the practice is to strengthen relationships between K-12 adult schools and community colleges and to develop seamless transitions into higher education and workforce training. Other counseling-related best practices being piloted and evaluated include the following: targeted college and career pathway guidance, personal development and transition classes (e.g., Policy to Performance [P2P] Program), college placement test (e.g., ACCUPLACER) preparation classes, online career planning tools (e.g., Career Cruising), and onsite career centers. The challenge of cataloging and organizing diverse counseling practices into a single document will extend this project into year two. Additionally, the Counseling Workgroup began work on a LARAEC Individualized Student plan (ISP) that will be aligned with community college requirements and will facilitate students' seamless transitions between adult schools and community colleges. The ISP, a web-based document, will be portable and easily accessible to students and counselors. In addition, it will contain real-time information about each student's pathway and available supports.

4. Implement pre-apprenticeship training in conjunction with approved Apprenticeship Programs - LAREAC member districts established new pre-apprenticeship training partnerships with the following trades. (See attached list of LARAEC Pre-Apprenticeship Labor Partners.) Building on these successes, LARAEC will continue to expand its agreements with approved Apprenticeship Programs during year two.

**Objective 4 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Curriculum Alignment => Gap: Pathways to Employment and Career Advancement	LARAEC aligned course outlines	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Assessment Integration and Alignment => Gap: Standardized Assessments and Cut-off Scores	Common cut-scores, pre-requisites and promotion scores	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Assessment Crosswalk development => Gap: Standardized Assessments and Cut-off Scores	Uniform assessment strategies across districts	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Industry Sector Pathways and Course Articulation => Gap: Student and Course Articulation across Programs, Areas and Districts Gap: Leveraging Partnerships	Improved guidance for students and classes and programs alignment	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Strategies for accelerated student learning: a)Contextualized Basic Skills b)Contextualized ESL and VESL c)Blended Learning ESL, ABE, ASE d) Competency Based Curriculum => Gap: Student and Course Articulation across Programs, Areas and Districts Gap: Geographical and Access Gaps	Evaluation of the efficacy of the strategies assessed for program scaling up	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Community Supports => Gap: Leveraging Partnerships	a) Stronger partnerships with support service providers in the community for referrals b) Colocation of support service providers in LARAEC locations	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Counseling Best Practices => Gap: Counseling and Student Support	LARAEC counselors master guide	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Implement pre-apprenticeship training in conjunction with approved Apprenticeship Programs => Gap: Apprenticeship Programs	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 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
Data Accountability/ System and Data Warehouse => Gap: Data Accountability System	LARAEC common accountability metrics and a system to collect and report them	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Evaluate the implementation of Entry or Reentry into the workforce classes for adults, including older adults *Gap: Older Adults Served	Students acquisition of Job Readiness skills	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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

Activity	Outcomes Expected	Method of Assessing Impact
Evaluate the implementation of Tutoring classes for adults, including older adults => Gap: Older Adults Served	a)Refocusing the emphasis of ESL instruction in K-12 locations to helping children succeed in school b)Starting Tutoring classes for non-ESL students	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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

### Objective 5: Acceleration

*Activities and plans to accelerate student progress toward academic and/or career goals.*

During year one, LARAEC started the implementation of the following pilots aimed at accelerating student progress:

#### Technology Supported Instruction (Blended Learning)

1. BUSD Revolution K-12 Test Preparation (Online)
2. CCUSD Aztec High School Equivalency Preparation (Online)
3. CCUSD APEX High School Instruction (Online)
4. LAUSD Aztec High School Equivalency Preparation (Online)
5. LAUSD Burlington ESL Instruction (Online)
6. LAUSD Edgenuity High School Instruction (Online)
7. MUSD GradPoint High School Instruction (Online)
8. MUSD Rosetta Stone ESL Instruction (Online)
9. MUSD Shmoop ABE Instruction (Online)

#### Distance Learning

1. BUSD APEX High School Instruction (Online)
2. CCUSD Aztec High School Equivalency Preparation (Online)
3. CCUSD APEX High School Instruction (Online)
4. LAUSD Aztec High School Equivalency Preparation (Online)
5. LAUSD Burlington ESL Instruction (Online)
6. LAUSD Edgenuity High School Instruction (Online)
7. MUSD Shmoop ABE Instruction (Online)

#### Integrated Training (VABE)

1. BUSD VABE for Medical Careers
2. LAUSD I-BEST Math for Photovoltaic

#### Integrated Training (VESL)

1. BUSD VESL Medical Terminology
2. LAUSD VESL for Medical Careers (CNA)

#### Competency Based Curriculum

1. LAUSD Basic Math Programs

Pilot results will be reported and analyzed by October, 2016. (See attached list of Pilot Programs.)

**Objective 5 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Technology Supported Instruction => Blended Learning: 1. Implement Edgenuity 2. Implement Aztec 3. Implement Burlington	Increased and faster completions	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Distance Learning: 1. Implement Edgenuity 2. Implement Burlington	Improved access to adult education services	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Integrated Training => Basic Math for Photovoltaic Training and Electricians	Increased and faster completions	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Integrated Training => VESL for Certified Nurse Assistants	Increased and faster completions	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
Competency Based Curriculum	Increased and faster completions	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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

**Objective 6: Shared Professional Development**

*Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.*

1. Integration of CCRS into curriculum and Instruction - LAUSD invited the American Institute for Research (AIR) to deliver a series of ESL/CCRS trainings to teachers and administrators. During this series, LAUSD site-based leadership teams explored the CCRS and developed plans for integrating standards into curriculum and instruction using a Professional Learning Community (PLC) model. LAUSD will build on this foundation and continue CCRS integration during year two.
2. SB 1486 Orientation for K-12 Districts - Community college counselors delivered a presentation on community college policies and procedures, including those related to SB 1456 to K-12 members. The initial presentation occurred at the end of year one and follow-up training will occur during year two. Additionally, colleges across LACCD are hosting campus workshops that will train faculty on developing curriculum specifically designed for adult learners.
3. LARAEC's Website (Online training for modules) - The LARAEC web developer started development of a LARAEC intranet that will include access to online training modules that focus on technology integration in the classroom. Technology advisors also started researching module providers, online collaboration tools, and a learning management system (LMS) for regional PD. LARAEC will integrate these tools into the LARAEC intranet platform and launch the site during year two.
4. LARAEC will support travel of key District employees in- and out-of-state for PD activities - LARAEC has funded travel for key members to conferences that focus on essential LARAEC plan elements, including the following: pathways, transitions, student support, CCRS, assessment, WIOA, online learning, distance learning, contextualized instruction, accelerated instruction, I-BEST, and AEBG. LARAEC will continue to support collaboration and professional growth during year two.

**Objective 6 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Integration of CCRS into curriculum and Instruction	a)Better prepared teachers/faculty b)Improved student transitions c)Higher employment attainment and maintenance	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
SB 1456 Orientation for K-12 Districts	Greater understanding between K-12 and College Systems	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
LARAEC's Website: Online training for modules such as Integrating technology	Better integration of technology in instruction	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
LARAEC will support travel of key District employees in- and out-of-state for PD activities	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 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
Provide two PD's across district boundaries.	Improved collaboration and pilot programs implementation across districts	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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
LARAEC 's First Annual Conference	Sharing of Best Practices	All programs, pilots and activities will incorporate an impact evaluation component. Since not all pilots have been 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

**Objective 7: Leveraging Resources**

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

1. Advisory Committee - Advisory committees held meetings throughout the year to discuss LARAEC-related topics, including industry pathways, program articulations, and employer partnerships. Meetings will continue during year two. (See attached list of LARAEC Advisory Committee Meetings by District.)
2. Develop a network of community resource providers to create a regional plan of services - LARAEC members started to create an online directory of local community resources. During year two, other member districts will add resources to the directory and make it available to the public



**Objective 7 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Collaboration with City and County WIBs	City and County WIBs	MOU's, Resource Sharing, Colocation of Services, Referrals	Colocation of WorkSource Centers on LARAEC campuses	Colocated WorkSource Centers
Advisory Committee	Regional Employers	Time, Expertise, Equipment, Resources	Improved/up to date and relevant Courses	Regional EAC's
Develop a network of community resource providers to create a regional approach to services	CBO's, City, County, State and Federal Services Providers	Information, Referrals	Shared information and resources needed by students	Increased collaborative efforts/ projects in the region
Establish an Education Workforce Policy and Advocacy Committee	Officials and high ranking partners	MOU's, Resource Sharing, Expertise, Referrals	Shared vision across city state, federal and industry agencies/ organizations	Adult education advocacy committee

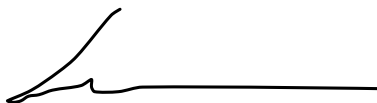
## Section 5: Annual Plan Submission —

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

**Certification (Required)**

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

**Signature**



- [Click here to confirm that you are ready to submit your Annual Plan.](#)