

27 Los Angeles | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

LARAEC had a productive year successfully implementing a number of strategies identified in the Regional Comprehensive Plan (RCP). In addition, LARAEC revised its mission and vision statements to focus on a more student-centered directive. The 2017-18 plan is based on a review of the 2016-17 plan, both of which are fully aligned with the strategies identified in the RCP. Results of recent staff and student surveys as well as focus groups continue to support findings and strategies included in the RCP.

Major accomplishments for SY 2016-17 include the following:

1. Piloted 70 promising practices.
2. Collaborated across districts to create seamless transitions by implementing accelerated learning strategies, aligning curriculum, creating a template for an electronic Individualized Student Plan (eISP), and developing a Regional Community Resource Directory.
3. Developed a fuller awareness of programs and services offered across member districts leading to increased referrals and student transitions.
4. Implemented bridge classes, dual credit courses, and resource sharing (i.e., curricula, policies, facilities, personnel).
5. Established partnerships with other workforce development agencies that include braided funding and colocation of personnel across the region.
6. LACCD completed an Adult Education Strategic Plan to guide activities across the colleges and hired deans to implement and support AEBG campus activities.
7. LAUSD completed an adult education strategic plan aligned to WIOA, AEBG, and LARAEC requirements and tied to student-centered key performance indicators (KPIs) that measure return on investment.

The AEBG state office provided TE as a tool for the consortia to report student demographics and outcomes. However, the SY 2016-17 AEBG CASAS report does not adequately reflect the total numbers of adult students served across districts, specifically the community college district where all AEBG course sections at the colleges are not tested. The difference in numbers served and the numbers reported is great. The total enrollment reported for 2015-16 was 151,064 served across all program areas, with 92,282 participants with 12+ hours of contact time. The LACCD AEBG CASAS report's unduplicated count for SY 2016-17 is 14,932. This shortfall will be addressed with a focus on professional development training and

additional support in the upcoming year to capture the AEBG population being served. Primary goals for the upcoming year include:

1. Development and implementation the eISP and the Comprehensive Guidance Master Plan.
2. Expansion of bridge classes/dual credit courses and implementation of articulation agreements.
3. Expanded implementation of strategies for accelerated student learning including Integrated Education and Training (IET), blended/distance learning, and contextualized instruction.
4. Implementation of career and academic pathways.
5. Continued inter-district professional development and regional collaborative efforts.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Counseling and student support: counseling best practices; community support	<ul style="list-style-type: none"> • Student focus groups and surveys • Staff focus groups and surveys • Community feedback 	<ul style="list-style-type: none"> • Monitor and track student progress within the implemented pilot programs for support services • Evaluate use of eISP through student and staff feedback • Evaluate completion of consortium-wide PD and use/availability of Comprehensive Guidance Master Plan at each member district • Track new community supports and students served • Monitor and track colocation, referrals, and partnerships
Student and course articulation across programs, areas, districts: strategies for accelerated student learning; contextualized basic skills/ESL/VESEL; blended learning ESL/ABE/ASE; competency-based curriculum	<ul style="list-style-type: none"> • AEBG objectives • Student focus groups and surveys • Staff focus groups and surveys • Community feedback 	<ul style="list-style-type: none"> • Evaluate student success rates • Evaluate implemented programs (including bridge programs) to determine efficiency • Collect student and staff feedback • Monitor and track dual credit courses and courses designed to accelerate student learning
Pathways to employment/career advancement: curriculum alignment and articulation agreements	<ul style="list-style-type: none"> • Local industry reports • AEBG objectives • Student focus groups and surveys • Staff focus groups and surveys • Community feedback 	<ul style="list-style-type: none"> • Evaluate student completion, transition, and employment rates • Identify newly-created, high employment potential industry/sector-specific pathways and course articulations • Collect student and staff feedback

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. 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.

Create PD plan that incorporates training needs identified to promote the successful implementation of the programs and additional PD needs moving forward.

Develop a collaboration between K12 districts and community colleges to create at least one bridge, pathway, or dual credit program with each of the nine community colleges to seamlessly transition students from one program to the next.

Create additional CTE pathways that incorporate K12 and community college CTE articulation agreements and complement existing CTE pathways with articulation agreements.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Curriculum alignment	3 - Somewhat implemented	Regional approach to curriculum alignment is incompatible with community college's shared governance model (i.e., Academic Senate, site-based curriculum development process)	Review regional approach, move toward sub-regional approach, and align curriculum at local level	<ul style="list-style-type: none"> * Provide successful models for sub-regional/localized curriculum alignment * Provide system-specific guidance/PD on course development, revision, and alignment * Relax CDE and CCCC requirements for course development/approval
Industry pathways and course articulation	3 - Somewhat implemented	Regional approach to industry pathway development is incompatible with community college's shared governance model (i.e., Academic Senate, site-based curriculum development process)	Review regional approach, move toward sub-regional approach, and develop industry pathways at local level	<ul style="list-style-type: none"> * Provide successful models of sub-regional/localized industry pathways * Provide system-specific guidance/PD on development of industry pathways * Provide strategies for leveraging resources with other state-wide initiatives (e.g., Strong Workforce Program)
Strategies for accelerated student learning: contextualized ESL/VESL; blended learning ESL/ABE/ASE; competency-based curriculum	4 - Mostly implemented	Piloted several strategies in each category, but finalized pilot data has not been reviewed to determine expansion/implementation plans	Review pilot data, identify promising practices based on standardized criteria for success, and develop expansion/implementation plans	<ul style="list-style-type: none"> * Provide successful models of accelerated student learning * Provide PD on strategies for accelerating student learning * Provide strategies for leveraging resources with other state-wide initiatives (e.g., Basic Skills Initiative)

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

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.

LARAEC will shift its curriculum alignment efforts from its current regional (nine college) approach to a sub-regional approach to honor the unique curriculum development and shared governance processes of the community college system. Workgroups will be reorganized and work processes will be redesigned to ensure that meaningful local articulation agreements are developed to support successful transitions between schools and across systems.

LARAEC will shift its industry pathway development efforts from its current regional (nine college) approach to a sub-regional approach. Workgroups will be reorganized and work processes will be redesigned to ensure that pathways are aligned with local employer needs, local K-12 adult education/community college CTE offerings, and continue to be aligned with local Workforce Development Board sector strategies.

LARAEC will review pilot data related to integrating existing programs and creating pathways across systems (e.g., dual credit courses, college preparation courses, online pathway navigation tools, etc.). Expansion plans will be developed for pilot programs that have demonstrated success implementing promising practices to improve student transitions.

Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Integrated training basic math (photovoltaic)	5 - Fully implemented	<ul style="list-style-type: none"> * Scheduling PD and co-planning sessions disrupted class time. * Teachers were not familiar with online collaborative tools. 	<ul style="list-style-type: none"> *Monitor students' progress from the beginning of pilots. *Define appropriate placement procedures to promote student success. *Concurrently enroll students scoring high on the TABE in an Algebra course 	Provide IET PD using a web-based platform.
Integrated training VESL for Certified Nurse Assistants	5 - Fully implemented	<ul style="list-style-type: none"> * Inconsistent approaches to data collection * Barriers to attendance and limited opportunities to make up missed content 	Provide PD to teachers regarding pilot expectations, data reports, and follow-up as needed.	Provide IET PD using a web-based platform.
Technology-supported instruction: blended learning (Apex, Aztec, Burlington, GradPoint)	5 - Fully implemented	<ul style="list-style-type: none"> * Implementation of pilots took place later in the semester. * Technology was a barrier for some teachers and some adult students. 	Offer various PD opportunities to show teachers step by step instruction on implementing blended learning instruction.	Provide blended learning PD using a web-based platform.

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

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 don't exist, to accelerate student's progress. 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).

LARAEC will provide PD for teachers on technological resources and opportunities, learning/test taking barriers, as well as solutions to eliminate them.

LARAEC will develop additional inter-district PD among ESL, ABE and CTE programs to refine IET implementation.

LARAEC will evaluate IET student transitions.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
LARAEC's first annual conference	5 - Fully implemented	N/A	The second annual conference for Spring 2018	Assist with providing connection to statewide speaker to present state-level information and perspective at the annual conference.
Provide 2 PDs across district boundaries	5 - Fully implemented	N/A	<ul style="list-style-type: none"> * A series of COABE webinars are planned for fall 2017 * Three face-to-face PDs sessions are scheduled with A.I.R. for 2017-18 * Provide strategy-specific PD (including counseling-focused PD) 	N/A

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

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.

LARAEC has scheduled a webinar series with COABE to be presented in the fall. Viewing sessions are planned for participants to learn together in a group environment.

The LARAEC Annual Conference will be held in the spring of 2018.

Three face-to-face PD sessions are contracted with American Institutes of Research (A.I.R.) on professional learning communities. The sessions are scheduled for October, November and January.

Three face-to-face PD sessions are contracted with American Institutes of Research (A.I.R.) on professional learning communities. The sessions are scheduled for October, November and January.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Collaboration with city and county WDBs	4 - Mostly implemented	<ul style="list-style-type: none"> * Some progress is contingent on the WDBs' MOUs and timelines to complete said agreements. * Not all regions have local AJCCs that are easily accessible to students. 	<ul style="list-style-type: none"> * Expand existing partnerships and collaborations. * Continue advocacy of regional needs. 	N/A
Develop network of community resource providers to create a regional approach to services	4 - Mostly implemented	<ul style="list-style-type: none"> * Vetting entries in the online Community Resource Directory * Wide distribution of the Community Resource Directory 	<ul style="list-style-type: none"> * Make directory user-friendly by integrating "searchable" feature * Develop a wide distribution and communication plan 	Complement Community Resource Directory with additional regional and state information.
LARAEC-wide advisory committees	3 - Somewhat implemented	<ul style="list-style-type: none"> Industry representatives are often under-represented in advisory boards. 	<ul style="list-style-type: none"> * Develop new strategies to increase industry participation. * Coordinate with local Chamber of Commerce and WDBs. 	Facilitate collaborations between employers and LARAEC to form advisory boards

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including 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.

LARAEC will expand current collaborations with local WDBs to continue colocations and to provide training and workplace resources to students.

LARAEC will improve on collaborations with industry sectors to include more of their input on employment needs, skills, demands, and consolidating work opportunities for students.

LARAEC will improve on collaborations with industry sectors to include more of their input on employment needs, skills, demands, and consolidating work opportunities for students.

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$121,002,090	\$0	\$121,002,090
2016-17	\$121,872,945	\$0	\$121,872,945
Total	\$242,875,035	\$0	\$242,875,035

Please identify challenges faced related to spending or encumbering AEBG funding.

A significant challenge encountered by K-12 districts was recruiting new teachers. Given that credentialing and teaching requirements at K-12 districts and community colleges are different, prospective K-12 employees find the additional requirements onerous. This has resulted in hundreds of teaching positions going unfilled.

Due to a late agreement (mid-February 2016) on funding distribution, most of the LARAEC consortium funding for SY 2015-16 was carried over to SY 2016-17. Maximizing LARAEC's budget in SY 2016-17 would have resulted in funding shortfalls and possible personnel layoffs in SY 2017-18.

Leadership transitions for one of LARAEC's member districts resulted in disruptions to planned expenditures.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

All carryover funds (SY 2015-16), as of the date of this plan, have been spent by K-12 districts of LARAEC. The LACCD carried over 29% of its SY 2015-16 funding to SY 17-18. These funds, however, will be fully spent by December 31, 2017. Some SY 2016-17 funds were carried over by LARAEC (18%) to SY 2017-18. These funds are intended primarily to maintain an increase in positions added during SY 2016-17 (due to the carryover funding). This ensures staff will remain constant from one year to the next without the need for layoffs, and reductions in workforce will be done primarily through attrition (retirement, transfers to other districts, etc.).

Section 3: Certification and Submission

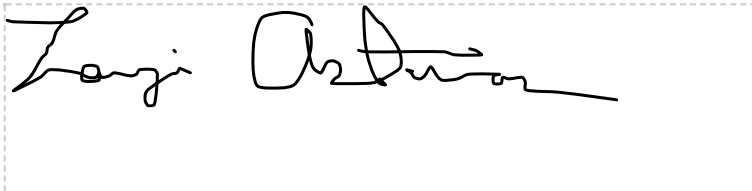
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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 2017-18 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 (Required)



- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan