

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Sep 13, 2018, 4:17 AM UTC Action Taskman

27 Los Angeles Regional Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The Los Angeles Regional Adult Education Consortium (LARAEC) identifies providing student integrated education and training (IET), implementing counseling services, offering inter-district professional development, and leveraging resources as critical components of its strategies to address existing gaps. LARAEC Regional Consortium Plan (RCP) points to these elements as key tools to assist learners in transitioning to post-secondary programs and the workforce. These components clearly align with the AEP legislative objectives and the three overarching strategies of LARAEC's RCP: 1. Defining Bridges and Pathways, 2. Developing Student Supports and, 3. Delineating Common Accountability Systems. LARAEC's key accomplishments for last year (2017-18): 1. Conduct 59 pilots, with final pilot outcomes report to be reviewed in fall of 2018, 2. Provided inter-district professional development, including Communities of Practice, Professional Learning Communities, and IET training, 3. Outlined 20 CTE career pathways, 4. Developed the Quick Reference Guide for Counseling, 5. Created a web-based community resource guide and 6. Aligned K-12 ESL course outlines. The Consortium hosted the second annual LARAEC conference. This conference had over 550 registered, offered 32 professional development workshops, 24 adult education vendors, and welcomed multiple stakeholders, partners and guests from other consortia. Next Steps for LARAEC Include: 1. Create CTE pathways that articulate adult schools and community college, 2. Create a transition plan to post-secondary to be implemented across USDs for on-boarding to community colleges or to employment, 3. Develop a LARAEC inter-district professional development plan with input from all member districts, 4. Incorporate technology-supported instruction across all districts, 5. Support at least one IET program in each district, 6. Collaborate with the Los Angeles Public Library (LAPL) to expand LAPL services to all LARAEC students, and 7. Increase targeted collaboration between WorkSource Centers and America's Job Centers of California to provide co-location, transitions, and support that lead to adult education students' employment .

Regional Planning Overview

In writing to the AB86 Grant, LARAEC ran a series of focused workshops with participants (faculty, staff, and administrators) from the four unified school districts of Burbank, Culver City, Los Angeles, and Montebello as well as the Los Angeles Community College District. The workshops were facilitated by a team that addressed the objectives outlined in the planning grant. The workshop series was the first time that planning had been implemented on such a scale as to address the needs of adults in the entire LA Region. The organization of the workshop format allowed stakeholders to understand how the various program areas and objectives were addressed across districts. This understanding allowed greater collaboration and development of a plan that truly addressed the gaps in services and needs of students. A similar development process for the next three-year plan will start in the fall of 2018. The structure of LARAEC consists of a point-person (PP) representative and an executive team member from each member district. The PP representatives meet weekly to facilitate the work that is to be completed across each district regarding the annual and regional plans. The PP representatives report to the LARAEC Executive Team (ET), which consists of each district's voting member. Because of the success of the AB86 writing format, the PPs plan to make a recommendation that a similar process be implemented with writing the new three-year plan. A facilitator will be recommended to move the planning process forward. Data from across the LARAEC member districts will be used to inform the participants of the focused workshops and continue the data-driven process.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The SY 2016-17 Fact Sheet for LARAEC published by the AEP state office indicates that the percent of needs met in the Los Angeles Region range from 1% for Programs for Adults with Disabilities to 8% for both English as a Second Language and Career Technical Education. The data clearly indicates that there are not enough resources in the area to meet the overall need for adult education programs and services. Even though this is the case, due to budget constraints, LARAEC continues to provide services at approximately the same level as the previous year. Moreover, LARAEC continues to work to be as efficient as possible in order to maximize resources, increase the number of students served, and provide a variety of essential services to our existing students.

How do you know? What resources did you use to identify these gaps?

AEP state office published the Regional Fact Sheet for LARAEC. Additionally, staff conducted a service-gaps survey of adult education and colleges. The LARAEC subject-matter expert groups were trained and conducted approximately 50 student focus groups at school sites across all member districts and in all major program areas. School sites included both day and evening students in the focus groups. The focus group data was consolidated and common student needs were identified by program area. The following are some of the students' needs and requests identified in the focus group meetings: 1. ESL – Economic needs require students to learn English as quickly as possible and enter the workplace. Students have varying proficiencies in the four language skills (speaking, listening, reading, and writing). Students have varying reasons for learning English (work, college, children, or life). Students would like modular classes that allow for short skill remediation, increased entry points, and emphasis on listening/speaking or reading/writing. Students would like ESL for Success classes in order to communicate better with school-aged children and their schools, 2. ABE – There is a need for beginning reading classes. Students would like more teacher-directed classes or group work for both ELA and math (e.g. fewer independent study classes). Students indicated a need for child care while attending adult programs, 3. ASE - Students would like clearer communication of pathways, including dual-credit options. Students would like greater flexibility, including online options, Saturday classes, open enrollment, and independent study. Students would like access to books and materials at home. Some local populations requested childcare, parking, computers, more counselors, and more teachers, 4. Counseling – Students requested more counseling in college planning, job training, career planning, technology skills, study skills, career exploration, and goal-setting.

How will you measure effectiveness / progress towards meeting this need?

LARAEC has implemented the metrics identified in the Measuring our Success Report. LARAEC collects and reports its data through the TOPSpro Enterprise System. Additionally, more focused evaluation of data is conducted within each member district. LARAEC recommends continuing the practice of organizing focus groups annually to further evaluate and develop student-centered programs. The LARAEC Executive Team has recommended the establishment of a consortia-wide committee to address data and accountability to begin in the fall of 2018.

Gaps In Service

New Strategies

Strategy #1

Create CTE pathways that articulate from adult schools to community colleges. Develop strategies for better communicating these pathways to students. Support IET programs in each district to expedite transitions of ESL students to employment.

Strategy #2

Create a common transition plan to post-secondary to be implemented across USDs for on-boarding to community colleges or to employment. Develop strategies for better communication of transition services to students.

Strategy #3

Develop a LARAEC inter-district professional development (PD) plan with input from all member districts. The PPT representatives will identify at least three strategies that will be addressed consortium wide, like articulating pathways from adult schools to community colleges, transitioning students, and reviewing regional gaps and needs. Additionally, member

districts will address PD that can include the expansion of LARAEC pilot programs, creating modularized curriculum, and meeting the needs of diverse students in single classrooms.

Strategy #4

Collaborate with the Los Angeles Public Library (LAPL) to expand LAPL services to all LARAEC students, providing greater access to educational materials at home, as well as programs that support parent interaction with school-age children.

Strategy #5

Increase targeted collaboration between WorkSource Centers and America's Job Centers of California to provide co-location, transitions, and supports that lead to adult education students' employment.

Strategy #6

Provide technology-supported instruction across all districts to support greater flexibility and increased access to adult school courses.

Seamless Transitions

New Strategies

Strategy #1

Articulation between K-12 Adult and Community College Programs: LARAEC will align adult education programs to postsecondary career pathways. There are approximately 30 career technical education (CTE) pathways that have been identified for possible articulation between K-12 adult and community college (CC) programs. The goal of the CTE articulation project is to complete at least one articulation agreement per K-12 adult school location.

Strategy #2

Implementation of Student Transition Educational Plan (STEP): LARAEC will pilot a new Student Transition Educational Plan (STEP) in the fall of 2018 between three member districts. The STEP tool is an electronic system used to document education plan transitions. Through the use of the STEP tool, counselors will assist students in setting goals and creating a road map to seamlessly transition between the educational system and the workforce.

Strategy #3

Integrated and Educational Technology Plan (IET): The IET program offers ESL students an opportunity to concurrently take ESL and vocational courses to acquire language and employment skills in a contextualized environment. This provides a possibility to earn stackable certificates for a seamless transition into employment and/or a workplace promotion.

Strategy #4

Co-location: LARAEC plans to continue co-location of consortium personnel at work source centers and work source center personnel at LARAEC sites to increase support that leads to employment. Collaborating with work source centers is vital to providing equity and access to underserved populations in LARAEC's catchment zone. WorkSource centers address gaps in services including financial support, soft skills training, paid internships, and job search expertise.

Strategy #5

College Preparation Courses and Dual Credit Courses: LARAEC plans to expand the implementation of dual credit and co-enrollment in college preparation courses to facilitate transitions between existing programs and increase student success in post-secondary. Co-enrollment assists students in navigating enrollment and registration processes at the community college with guidance from the K-12 adult education teacher. This also prepares students for the rigor of college-level coursework.

Student Acceleration

New Strategies

Strategy #1

Competency-based Curriculum: All USDs offer competency-based curriculum and placement into a pathway based on individual student skills at the time of enrollment. This practice allows students to move quickly and efficiently through the program by targeting needs and filling gaps. Districts will continue to identify and remove systemic barriers or processes within school sites and between each program area. This may provide additional opportunities for accelerating student progress.

Strategy #2

IET Program: Each district will support at least one IET program, which can allow ESL and ABE students to gain early access to CTE courses through basic skills support

Strategy #3

Co-Enrollment: Through partnerships with community colleges and K-12 adult schools, students have the opportunity to accelerate timelines by working on high school requirements and college credits concurrently

Strategy #4

High School Equivalency Preparation and Testing: All LARAEC member districts offer high school equivalency preparation and testing. This provides accelerated completion of a high school credential.

Strategy #5

Pilot Programs: LARAEC K-12 adult schools will expand the implementation of pilot programs designed to accelerate high school equivalency preparation, including use of cohorts, teacher-directed classes, and blended learning.

Strategy #6

Industry Partners: LARAEC will continue to expand connections with industry partners in the local community to develop short-term CTE courses that have immediate labor market currency.

Strategy #7

Developing Student Supports: Create a transition plan for students to community colleges or employment with necessary student supports. LARAEC will continue to maximize collaboration with community partners to fill in the gaps of student support services.

Strategy #8

Technology Based Instruction: Member districts offer technology-supported instruction utilizing programs such as: Apex, Aztec, Burlington, Edgenuity, GradPoint, New Horizons, and Rosetta Stone in blended and distance-learning formats. These programs provide opportunities for increased access to instruction, independent study, and a self-paced environment.

Professional Development

New Strategies

Strategy #1

The PPT representatives will identify at least three strategies that will be addressed consortium wide, like articulating pathways from adult schools to community colleges, transitioning students, and reviewing regional gaps and needs. A professional development calendar will be established and distributed to all member districts.

Strategy #2

A Counselors' Collaborative will be introduced in 2018-19. This collaborative will include specific training geared towards counselors who work on the frontline with students. This training will address the need for a seamless educational plan, educational goals, and transition services between the unified school districts and the community college district systems.

Strategy #3

LARAEC will continue to hold the annual LARAEC Adult Education Conference each spring.

Strategy #4

The LARAEC website will serve as the central clearinghouse for all PD offered within the consortium as well as providing links to state-wide PD opportunities and other adult education provider websites. The capacity of the LARAEC website to be a repository for recordings of previous PD will be developed as well.

Leveraging Resources

New Strategies

Strategy #1

Industry Sector Participation and Workforce Investment Board (WIB): The K-12 adult schools and the community colleges have established meetings that include industry-sector representatives. The meetings provide feedback, industry updates, and partnerships to help build programs that will prepare our students for the workforce. Partnerships with the local Workforce Investment Boards (WIBs) will continue to be enhanced. Additionally, schools and colleges attend WIBs' partnership meetings to address strategies that will help our learners.

Strategy #2

Public Library Collaborative Efforts: Each district collaborates with the local libraries, i.e., ESL and ABE classes conduct field trips to the local libraries where students are exposed to language learning and reading resources. Library representatives attend LAREAC meetings regularly to introduce new and innovative programs to help our learners.

Strategy #3

Articulation Between Community Colleges and K-12 Adult Schools: The CC has begun aligning and developing pathways with the local adult schools to create seamless transitions for students seeking higher education or entering the workforce. For 2018-19, the plan is to create articulation agreements for all the CCs with their local K-12 adult schools. Participants in the articulation agreement meetings include administrators, faculty members, and other key stakeholders from all parties involved.

Strategy #4

WorkSource Center Partnerships: Partnerships with the WorkSource centers continue to grow as more K-12 adult schools and CCs are working on co-locating Work Source Centers on their respective campuses. Several K-12 adult schools and CCs have working partnerships to help students receive training in existing educational programs. LARAEC districts will continue to work with other city, state, and federally funded workforce programs in their local areas.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

The Los Angeles Regional Adult Education Consortium (LARAEC) identifies providing student integrated education and training (IET), implementing counseling services, offering inter-district professional development, and leveraging resources as critical

components of its strategies to address existing gaps. The LARAEC Regional Consortium Plan (RCP) points to these elements as key tools to assist learners in transitioning to post-secondary programs and the workforce. These components clearly align with the AEP legislation objectives and the three overarching strategies in LARAEC's RCP. The expenses each district has incurred fully support the strategies outlined in LARAEC's RCP. As a result of the MUSD audit released on November 2, 2017, carryover and ongoing funding allocations in the amount of \$8,180,843 to Montebello were redistributed to the remaining LARAEC member districts. The resulting new allocations for each district support the Regional Comprehensive Plan strategies as outlined in LARAEC's 2017-18 yearly plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

BUSD: For the 2018-19 academic year BAS will be incorporating the carry-over funds from prior years in a number of capacities which will be outlined. The first is that of providing professional development for ESL teachers to continue to infuse technology into their classroom instruction. Teachers will be provided the materials and the hands-on experience to improve the quality of ESL instruction which will ultimately give students opportunities to utilize technology and thereby improve their employment skills. Furthermore, the funds will be used for staff development, and instructional materials and supplies to support students in a new class, ESL Intro to ABE, which was formerly known as ESL Level 6. The funds will also be used for salaries, as well as to provide professional development for those teachers involved in the new IET programs (ESL Health Occupations and ESL Information Technology), and to provide the necessary instructional materials and supplies. The carry-over funds will also be utilized for certificated salaries and for instructional materials and supplies for the new CTE programs set to launch in the fall and spring semesters. **CCUSD:** Culver City Unified School District has a carry-over for the first time since the outset of the consortium. The carry-over is a result of redistribution funds from a member district. Culver City will use the remaining carryover funds from 2017-18 for certificated salaries and benefits, professional development, supplies and materials, and support services. All purposes listed are aligned to the LARAEC RCP and Annual plan. In addition to sustaining existing ESL, ABE and ASE programs for students, we offered a short-term ESL program for the first time in over 6 years. Funds will also be used to open several CTE programs on Saturdays for the fall and spring semesters. **LACCD:** For the 2018-19 academic year, Los Angeles City College District will be use the carry-over funds to address several initiatives across the community college district. The first will be to increase the staffing with strategic hires at each campus in AE to address student on-boarding, student transitions from adult schools to community college and from community college to workforce or postsecondary. The district has established a process to host cross-college professional development opportunities to align programs, courses (curriculum), and policy. Faculty members will receive stipends for their involvement and/or deliverables. **LAUSD:** Carry-over funds from 2017-18 will be used for certificated salaries, professional development and support services. The certificated salaries will be maintained to ensure that the programs are fully funded, so that classes will remain open for students to take advantage of the various course offerings to help them meet their educational goals. The professional development opportunities will provide teachers the many exciting and innovative strategies to enhance their students' learning experiences. The CTE and IET projects are two of the many projects that LAUSD will be working on this year to ensure that students will easily transition to postsecondary education and to assist them on accelerating their educational pathways. **MUSD:** Montebello Unified School District will utilize funds to help guide adult education teachers by incorporating hands-on activities and project-based learning within the classroom environment. Our articulation with East Los Angeles College has offered us the opportunity to work with all adult learners which includes our adults with disabilities. The carry-over funds will be utilized for student materials for all of our CTE courses that have been newly implemented in specific classes (Pharmacy Technician & Certified Nursing Assistant Program). In addition, funds will assist our Adult Ed instructors to become certified and abreast of particular certifications needed to expand the programs. The LARAEC office plans to use the carry-over in the following items and services: Existing contracts that rolled over from FY 2017-18 a) Inter-district professional development and b) Office supplies Additionally, the cost will be applied to new or increased expenditures such as a) The LARAEC website, b) Audit contracts, c) The LARAEC conference d) Temporary personnel costs (regular meeting minute taker), and e) Office supplies

Certification

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2018-09-13

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2018-08-30



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