

27 Los Angeles Regional Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

LARAEC continues to work in alignment with the plan objectives outlined in its original Regional Comprehensive Plan (RCP). The overarching implementation strategies included: Bridges and pathways, comprehensive student support, and common data and accountability systems. In the 2019-2022 Consortium Plan (CP), LARAEC has added a new focus on Professional Development (PD) for administrators, teachers, and staff. The annual plan for 2019-2020 initiates those strategic priorities laid out in the current 3-year plan and supports the plan objectives in the RCP and CP. Key accomplishments from 2018-2019 include: a. Collaboration among LARAEC member districts for professional development and the implementation of Training to Support Child School Success, called the Family Success Initiative (FSI) in which Two AE USDs established FSI programs, b. Added 4 consortium-based staff members, c. Completed placement of AE (Adult Education) Deans at all LACCD locations and have AE programs and offerings at all locations, d. Completed evaluation of consortium activities in advance of the 3-year planning process, e. Formulated a LARAEC marketing plan, f. Completed and presented funding formula research, g. Completed and presented consortia governance research, h. Developed APTs (Action Planning Teams) in advance of the 3-year planning process, i. Sponsored a LARAEC-wide conference to provide a platform to share classroom –based best practices, acknowledge faculty and staff innovations, and offer opportunities for networking among professionals from all LARAEC member districts, j. Completed a LARAEC-wide PD survey as a first step in collecting needs information from member-district faculty, k. Sponsored and delivered PLC training to consortium member districts, For 2019-2020, LARAEC will focus on the quality of collaboration between-member districts and impact within its communities, including building better transitions and pathways, strengthening student support services, aligning data and accountability efforts, and creating a coordinated PD approach. Action planning teams will be established in each focus area to create and execute initiatives, such as: the Family Success Initiative, pathway mapping, PLC implementation, dual-enrollment, comprehensive orientations, supports for Adults with Disabilities, and strategies for meeting the needs of Workforce entry-re-entry students. The data and accountability workgroup will continue to focus on aligning data collection, as well as work with APTs to support data-driven decision making. LARAEC staff will focus on providing enhanced opportunities for faculty and staff engagement and collaboration among member-districts.

Regional Planning Overview

LARAEC formed Action Planning Teams (APTs), one APT for each priority, for its 2019-2022 planning effort. Each APT had a good cross section of the LARAEC members and subject-matter experts (SMEs). The APTs ranged in size from 15 to 30 participants who attended four half-day working sessions, including a kick-off, planning sessions, and a summit. At the summit the APTs presented their proposed initiatives and draft action plans to the LARAEC Board. The LARAEC Board reviewed and refined the proposed action plans and adopted the 2019-2022 Consortium Plan for submission to the State. Action items and priorities for 2019-20 were compiled into this annual plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The SY 2019 fact sheet for LARAEC published by the California Adult Education Program (CAEP) state office indicates that the percent of needs met in the Los Angeles Region range from less than 1% for Programs for Adults with Disabilities to 2.5% for Adult Secondary Education, 4% for English as a Second Language and 11% for 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?

The LARAEC Executive Board, LARAEC Point-Persons Team, LARAEC staff, and some school site faculty participated in a Consortium Program Quality Self-Assessment developed as part of the 2019-2022 planning tools provided by the California Adult Education Program (CAEP) office. This tool focuses on the quality of the consortium's collaboration and impact within its communities. Through this assessment, completed collectively during two separate meetings, participants were able to identify opportunities for improvement (gaps in service) and outline some strategies for enhancing policies, procedures, and practices for the next three-year Consortium Plan. The participants ultimately identified 3 focus areas (referenced below) to be developed further with consortium-wide Action Planning Teams (APTs). The APT groups addressed the need to streamline student pathways and transitions, provide more comprehensive support services, and strengthen consortium collaboration and professional growth. Students are not always aware of the programs available at each adult education site, nor how they fit together along a pathway from adult education to college and careers. There is a need to more fully develop pathways, provide comprehensive orientations, and incorporate more personalized counseling services. In addition, faculty and staff need opportunities to develop and refine skills in meeting the needs of all adult learners, and a forum for networking, reviewing research, and sharing curriculum. The LARAEC APTs and consortium leadership have identified the need to enhance collaboration and data sharing in all areas of the three-year plan.

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

During 2018, LARAEC established a Data & Accountability Workgroup to align the data-related efforts of all member-districts. This Workgroup will continue to work on: A. Aligning current State metrics and definitions, B. Providing staff development to member districts to ensure metric uniformity, C. Improve accuracy of data collection by implementing new initiatives for compiling and integrating information across LARAEC members, D. Developing a template of critical metrics for the LARAEC Board to monitor, E. Creating a dialogue among LARAEC Members about how to best use data to demonstrate AE programmatic effectiveness in meeting the needs of AE students in the region, F. Advising the various LARAEC groups (e.g., APTs, Counseling Collaborative, and SMEs) in developing metrics for pilots and program areas, The LARAEC APTs, Counseling Collaborative, SMEs, and others will identify metrics for student recruitment, retention, and progress to increase student persistence and identify best practices to implement at their sites and across sites. APT/SME Pilots and initiatives will each include specific measurable indicators for success. LARAEC staff will compile PD and staff engagement statistics and surveys. The LARAEC Board plans to continue the Action Planning Teams (APTs) in the Fall 2019 to delve deeper and develop solutions in specific areas, including: Strategic Priorities 1: Pathways and Bridges 2. Student Success Support 3. Professional Development. Proposed APTs and Workgroups for Fall 2019: A. APT-Pathways (Aligned with Strategic Priorities 1 & 3), B. APT- Workforce Entry/ Re-Entry Students, Focused on CTE Pathways (Aligned with Strategic Priorities 1, 2 & 3), C. APT-AWD Students (Aligned with Strategic Priorities 1, 2 & 3), D. Data & Accountability Workgroup (already formed and in progress) (Aligned with Strategic Priorities 1, 2 & 3), E. APT-SMEs for Professional Development (PD) (by subject area) (Aligned with Strategic Priority 3), F. Counseling Collaborative (Aligned with Strategic Priorities 1, 2 & 3),

Gaps In Service**New Strategies****Strategy #1**

An APT will be formed to address the needs of Adults with Disabilities within the adult education program. This group will design and implement initiatives supporting AWD students which may include resources and PD for teachers, assessment tools for counseling staff, and programs for severely disabled. [2019-2022 Consortium Plan – Strategy 2.3, SMART Objective-3, Action Plan- 2.3, Pilot-2A, and Pilot-2B]

Strategy #2

An APT will be formed to address the unmet needs of AE Workforce entry/re-entry students (e.g., immigrants, re-entry students, and individuals with low literacy rates). The LARAEC goal is to provide these AE students with equitable access to meaningful educational services through, eliminating barriers to enrollment and improved pathways and transitions. LARAEC will begin design and implementation of at least 6 pilots, focused on this student population. [2019-2022 Consortium Plan – Strategy 1.5, SMART Objective-3, Action Plan-1.5, Pilot-1B]

Strategy #3

LARAEC will scale up the Family Success Initiative (FSI), addressing the needs of Adult Training to Support Child School Success, by expanding to two other AE USD programs, as well as begin designing implementing program enhancements through service learning projects and Parent-Child Interactive Learning Activities (PCILA). [2019-2022 Consortium Plan- Strategy 1.4, SMART Objective-2, Action Plan-1.4, Pilot-1A]

Strategy #4

The Data and Accountability Workgroup will create and implement new initiatives that will ensure data collection alignment and uniformity among LARAEC member-districts, provide staff development for school-based staff, and provide recommendations to the LARAEC board on how to best use data to demonstrate AE programmatic effectiveness in meeting the needs of AE students in the region. [2019-20 Consortium Plan – Strategy 2.5, SMART Objective-4, Action Plan-2.4]

Seamless Transitions**New Strategies****Strategy #1**

The LARAEC Pathway APT will create a template and define pathways, identify priority areas for defining pathways, work with other APT/SME groups as needed, and implement a multi-year plan for completing pathway maps. [2019-2022 Consortium Plan – Strategy 1.1, SMART Objective-1, Action Plan-1.1]

Strategy #2

LARAEC will design and launch uniform orientation elements, which include information about LARAEC offerings, pathways, and importance of ISPs for all AE students. [2019-2022 Consortium Plan- strategy 2.1, SMART Objective-3, Action Plan-2.1, Pilot-2C]

Student Acceleration**New Strategies****Strategy #1**

The LARAEC Counseling Collaborative will develop an action plan which includes: PD on the student-centered counseling approach, pathway maps and transition tools, enhanced career planning, and, training on AB 705 and multiple measures for placement. [2019-2022 Consortium Plan – Strategy 2.2, Action Plan-2.2, Pilot-2D]

Strategy #2

The LARAEC Counseling Collaborative will design an AE student survey to identify student preferences and determine effectiveness of advising strategies. Survey will be implemented annually. [2019-2022 Consortium Plan- Action Plan-2.2.d]

Strategy #3

The LARAEC Pathways APT, in conjunction with the LARAEC Board, LARAEC Office, and Counseling Collaborative will explore legislative and funding options for dual-enrollment. [2019-2022 Consortium Plan- Strategy 1.3, Action Plan-1.3]

Strategy #4

The LARAEC Subject Matter Expert groups will identify research-based best practices for respective content areas and provide PD and networking opportunities for classroom teachers. These opportunities may include classroom-based practices for accelerating student progress, increasing student achievement, and incorporating technology supported instruction. [2019-2022 Consortium Plan- Strategy 3.2, SMART Objective-5, Action Plan-3.2, Pilot-3A]

Professional Development

New Strategies

Strategy #1

LARAEC AE USD members will create and support Professional Learning Communities (PLCs) and begin to establish PLCs at all AE USD school sites. The PLCs will be student-centered, teacher-driven, and administrator-supported. [2019-2022 Consortium Plan-Strategy 3.1, Action Plan-3.1]

Strategy #2

To provide equity, access, and collaboration, SME groups will work with LARAEC staff to begin creation of an online forum for information sharing, networking, hosting a master PD calendar, and archiving a PD library. [2019-2022 Consortium Plan-Strategy 3.4, Action Plan-3.4, Pilot-3B]

Strategy #3

SME groups will create coordinated staff development plans for each subject area and general teacher training. SMEs can work together to review LARAEC goals, evaluate feedback from stakeholders, research and recommend training, select trainers or training providers, and work with LARAEC staff to coordinate and promote PD opportunities. [2019-2022 Consortium Plan-Strategy 3.3, Action Plan-3.3 , Action Plan-3.2, Action Plan-3.6]

Leveraging Resources

New Strategies

Strategy #1

SME groups will work with LARAEC staff to conduct annual surveys to help guide PD and recommend consortium priorities. Through SME groups LARAEC can leverage resources from all districts to benefit all consortium members. LARAEC staff will coordinate and promote the work of SMEs, PD opportunities, and LARAEC activities through the LARAEC website and eNewsletter. The work of the SME groups will be made available to all LARAEC faculty and staff. [2019-2022 Consortia Plan-Strategy 3.6, Strategy 3.3, SMART Objective-5, Action Plan-3.3b and Action Plan-3.2]

Strategy #2

To better meet the needs of Workforce entry/re-entry students, LARAEC will establish partnerships in the community for working with: legal aid referrals, work permits for students with immigration issues, ex-offenders entering society, veterans, and AWD students. The Workforce Re-entry APT group will strengthen pre-apprenticeship and externship opportunities. [2019-2022 Consortium Plan- Strategy 1.5, SMART Objective-3, Pilot-1B, Action Plan-1.5]

Strategy #3

The Adults with Disabilities APT group will strengthen collaboration with regional centers, California Department of Rehabilitation, and community partners to link AWD students to extra support services. [2019-2022 Consortium Plan- Action Plan-2.3.a]

Fiscal Management

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

LARAEC identifies focus on quality collaboration between-member districts, including building better transitions and pathways, strengthening student support services, aligning data and accountability efforts, and creating a coordinated PD approach as

critical. The majority of program funds are allocated to instructional and non-instructional salaries to support programs and services provided to consortium students according to the strategies outlined in LARAEC's Regional Comprehensive Plan, 2019-2022 Consortium Plan, and the 2019 Annual Plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

Burbank Unified School District: For the 2019-20 academic year Burbank Adult School will be incorporating the carry-over funds from prior years in a number of capacities which will be outlined. The first is that of utilizing the carry over to provide curriculum development for the new IET class which will launch in the fall of 2019. The IET Cabling Technician course will provide 18 weeks of instruction and also a lab component on Fridays to reinforce the course material for English Learners who are enrolled. This year we will be 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. The funds will also be used for curriculum development as we hope to launch an IET CMA program. The funds will also be used for new ESL classes which we are starting in satellite locations in the community. Lastly, we are expecting to be approved this next year for an LVN program and the carryover funds would be used to purchase the required equipment, materials and supplies for the program.

Culver City Unified School District: Culver City Adult School had allocated funds from 2018-19 to add an assistant principal and campus security. Both of these positions were created in response to implementing identified regional plan strategies and stakeholder recommendations. The process for hiring and board approval has delayed the start date until the 2019-20 school year. Culver City Unified School district will use the remaining carryover 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, CCUSD will use some funds to explore the establishment of CTE options on Saturdays.

Los Angeles Community College District: For the 2019-20 academic year, the Los Angeles Community College District will use carry-over funds to address several initiatives across the District's nine colleges. The District will leverage CAEP funds along with District local, state and federal funds to support adult student equity, completion and transfer. In doing so, the District commits to increasing Adult Education staffing to address on-boarding, transitions from adult schools to community colleges and from community colleges to workforce or transfer to a four-year institution. The District has established a process to host cross-college professional development opportunities to align programs, courses (curriculum), and policy. This effort will continue in 2019-20.

Los Angeles Unified School District: The carry-over funds from the 2018-19 will be used to maintain certificated salaries, employee benefits, professional development, supplies/materials, and support services. This will ensure that the class offerings are diverse and relevant to accelerate students' progress and to help them achieve their educational goals. Additionally, funds will be used to offer summer IET classes, allocate instructional materials and maintain the new DACESIS system. These activities fully align with the LARAEC 3-Year and the annual plans.

Montebello Community Adult School (MCAS) - Montebello Unified School District will utilize funds to provide our faculty and paraprofessionals 21st century professional learning opportunities. We continue to increase project-based learning projects within more of our classroom settings and continue to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs. The carry-over funds will be utilized for student materials for all of our CTE courses (Protective Services, Certified Nursing Assistant, Recreational Activities and Personal Care Aide classes). We will continue to enhance our certification programs by utilizing our funds to purchase software and online curriculum to help certify our staff and our students in a shorter period of time. This would help us align ourselves with both of our K-12 and Post-Secondary partners.

Certification

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