

27 Los Angeles Regional Adult Education Consortium

Plans & Goals

Executive Summary

The Los Angeles Regional Adult Education Consortium (LARAEC) will begin its work to support the new 2022-2025 Three Year plan (3YP). The LARAEC Board selected three priority areas for the plan, along with three overarching themes that stem across all areas. Priority areas included **marketing and intentional outreach, engagement and persistence, and consortium collaboration**. The board felt that all of these priority areas need to address three overarching themes. First, the plan should incorporate intentional outreach and engagement activities designed to connect with specific populations of underserved communities. There was a desire to move beyond traditional marketing models that may not be as effective with communities of high need. Second, the pandemic has changed the way the consortium delivers instruction and interacts with students. LARAEC will provide support and resources for member-districts to develop curriculum, enrollment protocols, and engagement activities that incorporate emerging remote pedagogies and technologies. Lastly, the new 3YP reflects the current moment. There have been large scale shifts in the last two years. This plan is not a plan for any year and will provide resources and support for member-districts to meet current and emerging challenges.

In implementing the previous 3YP, LARAEC established six *Action Planning Teams* which fostered collaboration between districts and focused activities on strengthening transitions, improving student support services, aligning data efforts, and creating a coordinated PD approach. Although adjustments were needed due to COVID-19 and the transition to online learning, LARAEC made significant progress in support of its priorities. The previous plan saw a) engagement of action planning teams, b) implementation of online PD, c) transition and expansion of LARAEC conferences to a 100% online format, d) creation of an online student-facing event focused on transitions to CTE and college, and e) significant upgrading and expansion of the LARAEC website to house new resources. The action planning teams started several significant projects, including an online program search tool & resources for staff, online enrollment best practices, and priority professional development. LARAEC member-districts strengthened and expanded their ability to address gaps in service through a) ongoing and expanded training for staff, b) support for students participating in online learning, c) expanded distribution of devices to students d) broadened efforts to provide support services to students and their families, and e) expanded and strengthened counseling and onboarding services. Despite significant obstacles, LARAEC was able to work collaboratively, quickly pivot to a remote environment, and continue the work of the 2019-2022 plan. The new 3YP builds on these structures and successes in providing expanded opportunities for outreach, engagement, and collaboration.

The current three-year planning process has allowed a time to reflect on new priorities and create a plan to both recover from COVID-19 challenges and create a future for adult education in the Los Angeles Region. LARAEC will focus its efforts on outreach, supporting students and faculty, using research and best practices to enhance existing programs, and build new models for meeting the needs of students. LARAEC will continue to use the action planning team structure as a vehicle for collaborative work. These teams will continue to build on prior work in creating shared resources and hosting relevant PD. LARAEC will use existing structures to engage the wider body of member-district staff through Lunch with LARAEC, conferences, professional development, web resources, and e-communications. The consortium will continue and expand student-facing activities through the LARAEC Edge Conference and new community information sessions.

LARAEC allocations will be used to support activities outlined in consortium plans, as well as district and school site operations. The majority of program funds are allocated to districts for instructional and non-instructional salaries. LARAEC consortium funds along with member-district allocations will be used for activities outlined in this 2022- 2023 Annual Plan and aligned to the consortium 2022-2025 Three-Year Plan, including quality collaboration between-member districts, strengthening transitions and pathways, strengthening student support services, aligning data and accountability efforts, and creating a coordinated PD approach. Member-district funds will also be used to address specific priorities and supports which may include, expanded CTE, professional development, equipment and materials, upgraded technology, transitions to workforce

and institutions of higher learning, increased enrollment, and further developing online and hybrid opportunities for students. All of these activities are aligned with the consortium three-year and annual plans.

Regional Planning Overview

LARAEC continues to rely on the organizational infrastructure created by its consortium bylaws to ensure compliance and continuity as it relates to fulfilling the vision of the Consortium Three Year and annual plans. In accordance with its bylaws, LARAEC has established Action Planning Teams (APTs) to fulfill the specific strategies outlined in the Consortium Three Year Plan. These action planning teams will include: Data Collaboration and Best Practices, Counseling & Transitions, Marketing, Remote Learning, and Support for Special Populations. Each of these groups are given a scope of work, a schedule of meetings, and timeline for completion of work. Team members meet during consortium-wide workdays and may host individual group meetups throughout the year. LARAEC will incorporate a mix of in-person and online meetings to maximize participation. LARAEC staff will continue to coordinate the work of the APTs through regular communication with each group's co-chairs and planning APT workdays. Each district also has an appointed point person that meets with LARAEC staff twice monthly to provide input, local district perspective, and coordination for the implementation of the consortium three-year plan activities. LARAEC point persons and staff participate in an annual retreat specifically designed to provide additional guidance to APTs and schedule the year's activities in alignment with the consortium's three-year and annual plans. LARAEC staff will continue to provide three-year and annual plan updates to the LARAEC Executive Board at regular meetings.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The Los Angeles basin is an area of high need. A review of the region and state fact sheets provided by CAEP and WestEd indicates that among adults in the Los Angeles regions: almost 24% have less than a high school diploma; over one million people have limited English skills; over one million live near the poverty line; and the region has a significant number of disconnected youth (171,000) and unemployed (over one million). In addition, 42% of regional adults report Spanish as their primary language and 77% of adult education students are Hispanic. High-need communities represent a significant number of potential students, but only a small percentage are being served. Of the nearly three million people who are 18 years or older in the Los Angeles basin (2019-2020), the consortium served about 2% of those with no high school diploma, 7% of those with limited English, and only 2.5% of those who are low income. In addition, COVID has created additional barriers to engagement for many of these communities. This reality is reflected in a decline in overall numbers of students served in the consortium (an overall 38% decline in students served from 2018-19 to 2020-21).

The opportunity in the workplace is here. The Los Angeles Economic Development Corporation (LAEDC) and the Center for Competitive Workforce (CCW) forecast over 200,000 middle-skill job openings (those jobs requiring more than a high school diploma and less than a BA) in the Los Angeles Basin over the next five years. However, engagement of students who can fill these openings has lagged. Initial planning group members, utilizing the data packet, identified multiple issues for students, including limited access to the appropriate technology, need for support services, the need for alignment of programs with high-priority middle-skill occupations, and a lack of awareness among potential students about resources and programs available through adult education. This lack of awareness was further validated by student surveys which indicated almost half of all students learned about adult education programs only from family and friends and 20% from a school website. A tiny minority, 2%, found adult education through traditional advertising such as billboards, TV, or radio.

The implications for the consortium and its focus groups were clear. Traditional marketing strategies used by many institutions may not be as effective in connecting our programs and services to potential students and in particular communities of need. Therefore, it is essential to explore and prioritize new marketing strategies that would focus on targeted outreach in non-traditional ways. There is also a need to develop curriculum and support services specific to many of these high-need populations (foster youth, returning citizens, older adults, low literacy, and low skill), including the need to better align community-based employment opportunities with corresponding career training and then market this information to these at-risk communities. Along with this, school website efficacy, organization, and ease of use must be included in the

conversation. Students need to be able to find program information and connect with adult education staff. Layered onto this is the board's expressed priority of making this a plan that will meet the needs of this moment. Re-examining marketing strategies to more precisely outreach to special populations and communities of need reflects this concern.

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

LARAEC member-districts selected personnel to participate in the consortium's Initial Planning Groups (IPG). These groups consisted of staff, teachers, and administrators, from all member districts. These groups examined data as they looked to identify needs and gaps, and pinpoint critical focus areas. LARAEC staff and member-district point persons collaborated to create a data packet for this group, which included, among other things, Tops Enterprise data, adult education LaunchBoard data, CAEP regional fact sheets, and information from member-districts' WIOA Continuous Improvement Plans, WASC plans, and Perkins goals. The packet also included information and data from the City of Los Angeles' Workforce Development Board Local Plan and the LAOCRC Strong Workforce Plan for the Los Angeles region. Each district also provided narrative data on student support services, marketing, and course offerings. Subsequent to this, the LARAEC Executive Board met in a special session, open for public comment, to review the work of this group, provide input, and gain consensus on regional needs and focus areas. LARAEC student and staff surveys were utilized to validate findings and extend understanding of student needs.

During the creation of the 3YP, LARAEC included opportunities for continued stakeholder engagement. In addition to IPGs, point persons, and staff, inter-district groups of subject-matter experts were formed for each consortium priority area. These groups participated in three days of facilitated discussions designed to identify strategies and activities that address regional and students' needs. Student and staff survey data from all districts was provided to the planning groups and incorporated into the recommended activities. Individual districts solicited input from their regional partners and local community-based organizations to add to the plan. LARAEC provided opportunities for the public and stakeholders to provide comments on drafts of the plan through board meetings and remote formats. LARAEC is confident that the 3YP final document reflects a collaborative effort between all districts and stakeholders in identifying regional needs.

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

As part of the three-year planning process, LARAEC member-districts selected both consortium-level and district metrics. The consortium selected 5% growth each year in overall enrollment and 5% growth each year in English language learners as measures of effectiveness. The primary need and focus area in the region is marketing and targeted outreach to communities of need. These measures will show progress toward this focus area. Member-districts also selected a 5% increase each year in adults who become participants (12+ hours). This measure addresses the second focus area of increased engagement and persistence. The last focus area, consortium collaboration, will be measured by participation statistics reported by LARAEC staff. As the first year of this 3YP cycle, LARAEC staff will collect baseline data for participation in professional development, conference attendees, and website analytics. These data collection elements are included in the consortium three-year plan. Annual plan progress is a standing item on the LARAEC board agenda and progress is discussed at twice monthly point person and staff meetings. Progress is also reported to member-districts quarterly through the LARAEC Effectiveness Report.

Address Educational Needs

2022-23 Strategies

Strategy Name

Materials for Special Populations and One-pagers

Activity that Applies to this Strategy

Implement Targeted Marketing

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

One-Pagers. LARAEC staff and point persons will work with the newly formed Marketing APT (see next section for details) to design engaging one-pagers highlighting adult education as a program along with directions for more information. These one-pagers can be utilized by all districts and easily customized. This collateral material will allow for consistent and distinct branding consortium wide; provide useful material to distribute to community partners; create consistent messaging around consortium programs and offerings; and provide a resource to facilitate access to websites, phone numbers and registration information. Since word of mouth is one of our most used marketing tactics, these one-pagers can also be used by existing students as they share about programs. This gives potential students an informational item and call to action.

Materials for Special Populations. LARAEC staff and point persons will work with the Marketing APT to create alternate versions of one-pagers that market to specific populations. A focus in this new three-year plan is to intentionally outreach to underserved populations and communities of need. Marketing materials can be created that specifically target Spanish speakers, unemployed job seekers, and those without high school diplomas. Materials may also be created to address unique needs of returning citizens (formerly incarcerated), unhoused individuals, disconnected youth, and 50+ students. Unique marketing materials can highlight specific programs and support services that are attractive to these population segments and make continuing education more accessible.

Outcomes.

- By June 2023, a highly engaging one-pager will be created along with matching digital marketing campaign materials.
- By June 2023, At least one collateral item for Spanish speakers, job seekers, and HSD will be created.

Strategy Name

Marketing Action Planning Team (APT)

Activity that Applies to this Strategy

Explore Non-Traditional Marketing Strategies

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

Marketing APT - A marketing action planning team will be created to support targeted marketing and outreach to special populations. This APT will consist of administrators, faculty and staff and will be tasked with identifying target populations, creating strategies for intentional outreach, working with LARAEC staff to develop marketing materials, and providing information/training sessions to member-districts and field personnel.

Marketing Consultant - The LARAEC office will explore bringing in the expertise of marketing consultants to help with development of strategies to reach target populations. The LARAEC staff survey indicated that 86% of respondents were moderately or extremely concerned about low enrollment and 56% of staff surveyed would like marketing and outreach support. Members of the marketing focus area group indicated that they are not marketing experts and would like the assistance of a specialist in creating a plan. Marketing consultants can work with APT members to discuss non-traditional marketing approaches, host information sessions on digital marketing and website development, provide guidance on developing collateral materials, and strategies for using marketing resources. Consultant services may be retained for different areas of expertise and include those that have had success working with education and adult education institutions.

Websites and Social Media - Based on the student survey, the top two ways that students find out about member-district programs are family or friends (51%) and school websites (20%). Focus area group members commented that many schools need to enhance their websites to make them more user friendly and have direct connections to services and registration. LARAEC staff and point persons will work with a Marketing APT and consultants to offer information sessions on strategies for making more engaging websites that promote connections with the school, registrations, and calls to action. Although some sites have skilled staff that support web development and robust social media presence, there is a marked unevenness from site to site. Focus at the LARAEC level may provide more equitable support.

Partner Agencies and Community Survey - LARAEC point persons and district staff will utilize a new community survey to outreach and build partnerships with external community-based organizations and workforce agencies. The community survey is designed to be a starting point for deeper conversations around how to best share the programs and services offered at adult schools, provide services to agency employees and clients, how to connect member-district students with agency resources and services, and how to best partner in serving adults in the LA region.

Outcomes.

- By June 2023, a Marketing APT will be created.
- LARAEC Board members, staff, and point person will discuss how to best incorporate marketing expertise in the development of marketing collateral and PD.
- Member-district point persons will have identified at least 1 outside agency/group for each district along with a new strategy for partnering (e.g. parent centers).

Strategy Name

LARAEC Website Development

Activity that Applies to this Strategy

The LARAEC Program Finder

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

LARAEC Program Finder - LARAEC staff will work with district point persons and the web developer to complete and launch the program finder on the LARAEC website. This program finder will function in two formats. First, it will include a google mapping program that will also allow students and staff to search for nearby schools by program area. Results will show pinpoint on the map as well as direct contact information for program area leads. The second tool will provide more detailed career technical education program information. This tool will allow staff or students to ask a question like, "What school offers welding?" This tool will show where a specific program is offered or what CTE programs are offered at a specific location. Connecting students to programs and handing them off to specific staff members aligns all aspects of the 3YP. In the future, LARAEC may consider creating opportunities to track connections between web visitors and school referrals.

Web Analytics - To track the impact of marketing campaigns and effectiveness of the consortium website, Google analytics will be used. LARAEC staff will work with the web developer to track web traffic, identify most used resources, monitor repeat visitors, and track conversions of visitors to requests for information and school referrals. Year one will look at establishing baseline data to student, staff, and consortium portions of the site. Future years will look at increases in traffic and the effectiveness of specific campaigns.

Outcomes.

- By June 2023, complete public launch of program finder.
- LARAEC staff will work with web developer to collect baseline analytics for web traffic to student pages.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

LARAEC Hosted Events

Activity that Applies to this Strategy

Collaborative Professional Development

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Lunch with LARAEC (LWL) - LARAEC staff will work with APTs, point persons, and feedback from staff surveys to plan a calendar for Lunch with LARAEC sessions. These sessions are designed to provide relevant professional development, program spotlights, information, or best practices that focus on the skills and topics from the 3YP. The intent is to provide strategies, tools, or resources that can be used by participants right away. These sessions are offered on-line during lunchtime (12:30- 1:30 PM Thursday) and recorded to provide synchronous and asynchronous engagement.

LARAEC Conferences - LARAEC conferences provide the opportunity to bring member-districts together for engaging and energizing sessions, keynote speakers, and recognition. Each conference has its own focus. *The LARAEC Experience* focuses on sharing best practices and instructional strategies across the range of adult education programs. *The LARAEC Edge* brings together member districts, college outreach, and community-based agencies to provide information about student transitions to AE, post-secondary, and work. LARAEC will add a new LARAEC Speaker Event in the fall of 2022. This in-person speaker event will provide a platform for kicking off the new 3YP along with research-based & motivational speakers aligned with 3YP focus areas. This conference will include *LARAEC innovation Awards* and *LARAEC Collaboration Awards*, both of which are designed to acknowledge good works from the field and highlight programs that are producing results.

Outcomes

- LARAEC staff and point persons will create measures for staff participation in consortium activities and collect baseline data for post-pandemic online and in-person events.
- At least 300 LARAEC member-district staff will participate in a new in-person LARAEC Speaker event in fall of 2022 to kick off the 2022-2025 3YP and new focus areas.
- LARAEC point persons and staff will make a plan for the LARAEC Edge conference in 2023.

Strategy Name

Web-based Toolkit

Activity that Applies to this Strategy

Shared Resources, Strategies, and Tools

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Web-based Resource Toolkit - LARAEC consortium staff will work with APTs to identify shared resources to support students and staff in areas such as: support services (community-based and campus programs), transitions to post-secondary, adults with disabilities, curriculum and engagement, and career preparation. These activities were started during the 2020-2022 school years. The basic toolkit will be beta tested in the fall of 2022. After full release, APT members and LARAEC staff will conduct focus groups or survey research to identify items for the next cycle of development.

Information and Spotlight Sessions - LARAEC staff will work with member-districts and APTs to identify best practices for integrating resources into practice and sharing resources with students. LARAEC staff will coordinate with appropriate parties to secure created or researched content. LARAEC can host information sessions as part of the Lunch with LARAEC series or have pre-recorded content included as part of the resource toolkit. These information sessions will provide faculty and staff with opportunities to share tools and strategies that have worked in member-districts or outside consortia.

Action Planning Teams - LARAEC staff will work with district point persons to identify action planning teams that will be hosted during the 2022-2025 3YP. The APT model provides an opportunity for inter-district teams to work together to complete 3YP and annual plan activities and support implementation in their respective districts. These APTs meet in consortium-wide meeting four-five times during the year and coordinate completion of tasks with their co-chairs. Proposed APTs for next year may include: Support for Special Populations, Data Collaboration and Best Practices, Data for Strategic Planning, Counseling and Transitions, Marketing and Outreach, and Remote Learning and Engagement.

Outcomes

- By June 2023, LARAEC.org will host a basic resource toolkit, including program search, transition and counseling resources, and PD and teacher resources.
- Baseline usage data will be collected through Google analytics for each semester of the 2022-2023 school year.
- LARAEC staff will work with APTs to add created and new content to the toolkit.

Strategy Name

Identify Content

Activity that Applies to this Strategy

Shared Knowledge Base

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

Knowledge Base - As documents and resources are created by action planning teams, previous subject-matter expert groups, staff, or member-districts, LARAEC will create an area of the website for easy access. Items for this shared knowledge base may include items such as: counseling guide, transition and admissions processes, CAEP data reminders, curriculum, calendars, and three-year and annual plans, and consortium data.

FAQs- LARAEC staff will work with district point persons and APT members to create a list of Frequently Asked Questions related to the consortium and the California Adult Education Program. FAQ topics may include: funding, consortium model, consortium and district leadership, contacts, program areas, and where to find more information.

Data Definitions - As with any educational entity, there are many descriptors that are used for program elements, students, and outcome measures. LARAEC will create a glossary of major definitions that are used in LARAEC and adult education programs. These definitions may help with having a common understanding when using the same or similar terms across

institutions. Although some definitions have distinct and different understandings that are institutionalized in specific districts, LARAEC will provide a glossary of terms for consortium and field staff to have a better understanding about the use of these terms in each context. Some of these terms include: completers, persisters, participants, students, virtual, hybrid, and hy-flex.

Outcomes:

- LARAEC staff will work with the Data APT and point persons to determine needed definitions. By June 2023, a definitions guide will be created that documents the term, definition(s), and districts that utilize the definition.
- By June 2023, LARAEC will have created a knowledge area of the website to host common plans, guides, curriculum, information, data, and FAQs with starting answers.
- By June 2023, LARAEC will have baseline data on traffic to the knowledge base pages of the website.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Remote Learning APT

Activity that Applies to this Strategy

Scaffolded Professional Development

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Remote Learning APT - LARAEC will create an Action Planning Team to strengthen remote learning in all program areas. On the staff survey, the top 5 areas of requested professional development were all technology related. Staff requested PD in incorporating digital resources, using advanced technologies (video editing, LMS management, and Google suite), strategies for blended and remote learning, using cloud-based technologies, and basic computer skills. APT members will outline and create opportunities for school-level staff to build their knowledge and expertise with technology tools, online resources, and remote teaching practices. APT members will work with LARAEC staff to organize and promote events, lunchtime sessions, and PD.

Methods, Pedagogy/Andragogy, and PD - LARAEC will support member-district remote, hybrid, and in-person learning by organizing a variety of relevant professional development and events. These staff learning opportunities will include research-based teaching methods, program-specific pedagogies, and adult learning practices. Professional development may also include remote teaching models, like TPACK and SAMR, as well as engagement and equitable instruction models, like UDL and culturally relevant education.

Best Practices - LARAEC will create opportunities for member-district or outside consortia personnel to share proven practices that address persistence and completion. The staff survey showed that more than 50% of respondents wanted more support in shared practices for engaging and communicating with students and shared practices for reaching out to non-completers and non-returns. LARAEC staff will work with the district point people to identify personnel that have high conversion rates for participants, high persistence rates, or high completion rates. High performers will be invited to share strategies with other educators.

Outcomes

- By June 2023, LARAEC will establish a Remote Learning APT to identify needed support and professional development, and work with LARAEC staff and point persons to coordinate training or best practice sharing sessions.
- By June 2023, LARAEC will host at least two best practice or sharing sessions specifically designed to address engagement and persistence.

Strategy Name

OnBoarding Best Practices

Activity that Applies to this Strategy

Strategic Student Engagement

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Onboarding Best Practices - The staff survey showed that 72% of respondents indicated that they are moderately or extremely concerned about the student onboarding process, with 86% concerned about students' digital literacy skills. In some cases, students are unprepared for the digital literacy skills needed to register, communicate with staff, utilize software, access support, or engage in remote instruction. Based on the LARAEC student survey, 16% of respondents indicated they saw a counselor during the registration process and only 14% said they had an education plan for their coursework. LARAEC will continue work with the Counseling and Transitions APT in sharing best practices for registration, enrollment, orientation, and goal planning for students. LARAEC staff will archive recordings, handouts, and websites so that all member-district schools can access resources.

Customer Service Training - Provide customer service training for member-districts. This training will focus on the school experience from the student perspective. This training will support clerical/classified staff, counseling and administrative personnel, and faculty and encourage school sites to look at removing institutional barriers that may impact student journeys from first engagement to completion.

Outcomes:

- LARAEC staff will continue to work with the Counseling and Transitions APT to create opportunities for sharing best practices related to registration, enrollment, orientation, and goal planning. By June 2023, LARAEC will host at least one event specifically addressing onboarding.
- LARAEC staff will work with point people to organize customer service training for staff in all member-districts. By June 2023, LARAEC will host at least one inter-district customer service training series.

Strategy Name

Addressing Special Populations

Activity that Applies to this Strategy

Equitable Curricular Instruction

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

Promote and Build IET - Provide support for developing more Integrated Education and Training classes throughout member-districts with the focus on creating more access for limited English speakers to CTE classes. This support will include information sessions, implementation steps, and best practices around building and sustaining IET programs. In the LARAEC Student Survey, almost a quarter of all respondents indicated that they had enrolled to either gain a skill or wanted training for a better job. Providing information and support for the implementation of more IET classes will boost the ability of more students to meet their goals.

Equity Topics: LARAEC staff will work with point persons and APTs to host sessions or professional development on relevant equity-related topics such as equitable instructional models and engagement strategies outlined in previous sections. These topics can include district personnel, action planning team members, subject matter experts, and guest speakers to address equity in instruction, access to programs, elevating curriculum, and working with diverse populations.

Student Community Topics - LARAEC staff will work with action planning team members and point persons to develop presentations of high interest to students. These sessions will offer students an opportunity to interact with experts and receive information about a variety of relevant topics including legal aid, immigration, mental health, and financial literacy.

District Recommendations - In looking at the recommendations and discussion notes from the IPGs and focus area groups, there were many strategies suggested that focused on district or school-level practices and protocols. LARAEC staff will work with point persons to discuss how to best disseminate this information to local administrators and the field. These recommendations included scheduling classes to provide more options including weekends and remote classes, embed digital literacy skills in all courses, develop and offer more CTE, re-engineer online classes to incorporate remote pedagogies, increase campus use of social media, create local marketing plans, enhance school websites, and create more opportunities for staff to collaborate and observe each other. All of these items speak to increasing effectiveness of adult programs in meeting the needs of learners and creating inclusive campuses.

Outcomes:

- LARAEC staff will work with the Supporting Special Populations APT to identify student topics of interest. By June 2023, LARAEC will host at least 1 student-focused community topic.
- LARAEC staff will work with point persons to identify topics of interest for information sessions including IET and equity topics. By June 2023, LARAEC will host at least 2 information sessions.
- By January 2023, LARAEC Office will provide a district recommendations report based on information provided through 3YP planning groups and surveys.

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 allocations are made to the five member districts and the LARAEC office. The majority of CAEP 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 2022-2025 Consortium Three Year Plan and the 2022-23 Annual Plan. The LARAEC office receives an allocation to fund consortium activities and LARAEC staff which conduct conferences and events, facilitate the action planning teams, coordinate the LARAEC board and point persons meetings, maintain consortium website, manage consortium deliverables and reports, and monitor the progress of three-year and annual plan activities. In order to enhance oversight of member districts, in March of 2021, the LARAEC Board approved a written policies and procedures manual for the administration of CAEP funds as well as use of an effectiveness report to be issued quarterly. These policies and procedures began implementation on July 1, 2021.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

For 2022-2025, **Burbank Adult School (BAS)** will use carry-over and leveraged funds in a number of capacities as outlined. BAS has opened new IET pathways: Pre-Certified Nursing Assistant and Business Office. BUSD is providing further PD for ESL teachers to incorporate CASAS results into their planning and will have a summer workgroup to create new EL Civics curriculum. The approval for and staffing of an LVN program will be pursued this year and leveraged funds will be used for the purchase of equipment and materials. The BAS also plans to expand its site technology, adding a computer lab and replacing/refurbishing existing machines.

Culver City Unified School District (CCUSD) will use carry-over and leveraged funds for certificated salaries and benefits, including establishing the position of Adult School Principal. Funds will also be spent on professional development, supplies and materials, and support services. Expenditures will be aligned to the LARAEC annual and 3YP. In addition to sustaining existing programs, CCUSD will also use funds to build a Family Success Initiative (FSI) program, and develop CTE pathways in collaboration with LARAEC partners.

Los Angeles Community College District (LACCD): For 2022-25, LACCD will use carry-over and leveraged funds to address several initiatives. LACCD will leverage CAEP funds along with local, state and federal funds to support adult student equity, completion and transfer. LACCD commits to address onboarding students, transitions from adult schools to community colleges, or from community college to workforce or transfer to a four-year institution.

Los Angeles Unified School District (LAUSD) will use carry-over and leveraged funds for certificated salaries, employee benefits, professional development, supplies/materials, and support services. Funds will be allocated to support the achievement of DACE's post-pandemic goals: increased enrollment, improved student persistence, and learning options for students, including in-person, online, and hybrid courses. LAUSD will invest in expanding high-demand CTE courses, and will implement marketing and student reengagement campaigns. All of these are aligned with the LARAEC 3YP.

Montebello Unified School District (MUSD) will utilize carry-over and leveraged funds to provide support systems for students and personnel. The areas of support include funding and resources for Covid-19 mitigation, classroom resources, and the completion of capital outlay projects which will bring our Ford Park Adult Campus and our Montebello Adult Career Technical Institute campus to "building standards" and optimize the student instructional environment. The investment of funds will enhance PD opportunities related to LARAEC priorities, district, and Montebello Adult School goals to increase student engagement, recruitment, and retention. MUSD will continue to create online, in-person, and hybrid learning opportunities for students.

Certification

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08/17/2022 03:27 PM PDT

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