

Section 1: Consortium Information

Los Angeles Regional Adult Education Consortium

Lanzi Asturias

LARAEC Project Director

213-241-3763

LLA64551@lausd.net

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The Los Angeles Regional Adult Education Consortium (LARAEC) was created in response to California Assembly Bill 86. LARAEC's purpose is to develop plans for expanding and improving adult education services by seamless transitions for adult students to the workforce and higher education.

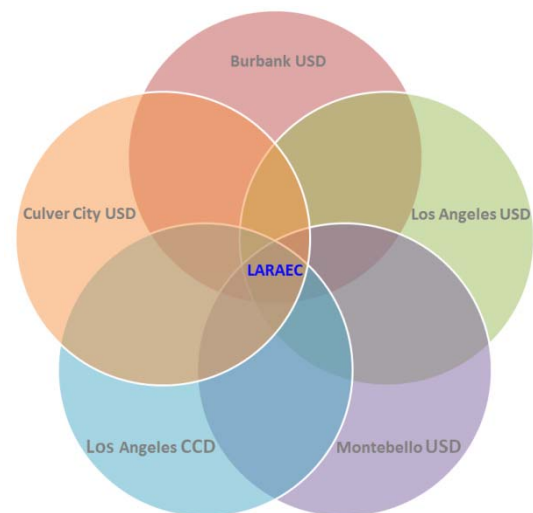
In 2014, LARAEC members were at different stages of involvement in Adult Education (AE). Some of the LACCD colleges and the AE USDs have had a long and successful history in delivering adult education programs. Some school sites had existing collaborations and working relationships with community colleges prior to establishment of the consortium. Other collaborations have been built or strengthened since 2014. All LACCD colleges now have CAE deans, programs, and offerings. LARAEC has hired four staff to support operations.

MEMBER DISTRICTS

LARAEC consists of 5 district members: 4 Unified School Districts with Adult Education (AE USDs) offerings and 1 Community College District (CCD). Together, they form the largest regional Adult Education (AE) consortium in California.

The LARAEC members are:

- Burbank Unified School District's Burbank Adult School (BUSD/BAS)
- Culver City Unified School District's Culver City Adult School (CCUSD/CCAS)
- Los Angeles Unified School District 's Division of Adult and Career Education (LAUSD/DACE)
- Montebello Unified School District's Montebello Community Adult School (MUSD/MCAS)
- Los Angeles Community College District's College Adult Education (LACCD/CAE)



Serving a diverse group of students and spanning a large geographic area that is densely populated, the LARAEC members offer classes in the following CAEP program areas:

CAEP Program Areas	BUSD/ BAS	CCUSD/ CCAS	LAUSD/ DACE	MUSD/ MCAS	LACCD/ CAE
1. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate					
▪ Adult Basic Education (ABE)	✓	✓	✓	✓	✓
▪ Adult Secondary Education (ASE)	✓	✓	✓	✓	✓
2. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation					
▪ Citizenship	✓		✓	✓	✓
▪ English-as-a-Second Language (ESL)	✓	✓	✓	✓	✓
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce					
▪ Career Technical Education (CTE)	✓		✓	✓	✓
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school					
▪ Family Success Initiatives	✓		✓		
5. Programs for Adults with Disabilities (AWDs)					
▪ AE AWD Students	✓	✓	✓	✓	✓
6. CTE programs that are short term in nature and have high employment potential					
▪ Career Technical Education (CTE)	✓		✓	✓	✓
7. Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area					
▪ Program for Pre-Apprenticeships	✓		✓		

CONSORTIUM PLANNING EFFORTS

This LARAEC Consortium Plan covers a three-year timeframe of 2019-2020, 2020-2021, and 2021-2022 fiscal years, school years, or academic years.

Building on Prior LARAEC Consortium Plan

This LARAEC Consortium Plan builds on the 2015-2018 Consortium Plan. LARAEC will continue building pathways and transitions, combined with student success support for AE students in the region. In the 2019-2022 Consortium Plan, LARAEC has added its ongoing focus on Professional Development (PD) for administrators, teachers, and staff. Data and information sharing efforts are integral to the three 2019-2022 priorities.

CAEP Strategies

2015-2018 Priorities

- A. **Bridges and Pathways**
 - a. Assessment Integration and Alignment
 - b. Curriculum Alignment
 - c. Industry/Sector Specific Pathways and Course Articulation
 - d. Strategies for Accelerated Student Progress
- B. **Comprehensive Student Supports**
 - a. Individualized Student Plans
 - b. Counseling Best Practices
 - c. Student Community Support
- C. **Common Data, Information and Accountability Systems**
 - a. Data/Accountability and Data Warehouse
 - b. LARAEC Information Systems
 - c. Technology supported instruction
 - d. LARAEC WEBSITE

Updated 2019-2022 Priorities

CONTINUED: Pathways, Bridges, & Transitions

CONTINUED: Student Success Support

NEW: Professional Development

Metrics & Accountability Integrated into the Above Priorities

Formation of Action Planning Teams (APTs)

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 then reviewed and refined the proposed Action Plans and adopted the 2019-2022 Consortium Plan (this document) for submission to the State.

OVERVIEW OF LARAEC PRIORITIES AND STRATEGIES

Below is an outline of the 2019-2022 LARAEC Strategic Priorities. Some of the strategies overlap (e.g., Adults with Disabilities, Workforce Entry/Re-entry, and the need for metrics and shared databases); all are complementary:

Priority 1: Pathways and Bridges

- Strategy 1.1. Pathway Maps
- Strategy 1.2. Shared Information and Databases
- Strategy 1.3. Dual Enrollment
- Strategy 1.4. Family Success Initiatives
- Strategy 1.5. Workforce Entry/Re-Entry

Priority 2: Student Success Support

- Strategy 2.1. Comprehensive Orientations
- Strategy 2.2. New Approaches to and Tools for Advising
- Strategy 2.3. Support for Adults with Disabilities (AWD) – see also Strategy 1.5
- Strategy 2.4. Metrics for Measuring Success

Priority 3: Professional Development (PD)

- Strategy 3.1. Professional Learning Communities (PLCs)
- Strategy 3.2. Research-based, Best Practices in PD
- Strategy 3.3. Coordinated PD
- Strategy 3.4. Online Platform for Information-Sharing
- Strategy 3.5. Administrator-Advisor-Coordinator Support Roles
- Strategy 3.6. Stakeholder Engagement with Feedback Loops

What LARAEC has learned in the last planning cycle is that some strategies work across all 5 member districts and other strategies are more applicable to the 4 AE USDs, given differences in governance structures and State requirements for the community colleges. Some pilots work best when launched by 1 or 2 LARAEC members and then refined, shared, and adopted by the other LARAEC members. Smaller AE USDs may not have the resources to participate in pilots, but can adopt lessons learned from the pilots.

2.2 Pre-Planning Assessment

BACKGROUND

During two separate meetings, the LARAEC Board, Point Persons, and staff collectively completed the Consortium Program Quality Self-Assessment Tool for 2015-2018.¹ The tool focuses on the quality of our collaboration and impact within our communities. The table assesses LARAEC'S progress made, strengths, and opportunities for improvement, which proved to be important input for developing strategies to enhance policies, procedures, and practices for the next three-year LARAEC Consortium Plan 2019-2022.

INTERPRETATION

LARAEC leadership and staff members completed the tool, using a five-point rating scale 1-5. As part of the self-assessment discussions, LARAEC leadership and staff also added anecdotal insights to elaborate further on their ratings. The table displays the number of areas that were rated at each level of effectiveness. In total, 40 areas were rated. On a macro level:

- Capacity and connection are the areas where LARAEC has made the greatest strides – an important foundation that has been built since 2014.
- At times, the LARAEC leadership and staff identified higher or lower ratings for the individual districts in comparison to the overall consortium ratings.
- Some areas had split ratings because of differences among the districts – particularly among the two large districts (LAUSD and LACCD) and the three smaller districts (Montebello USD, Culver City USD, and Burbank USD).
- Only 1 area received a rating of 1.

¹ The self-assessment tool uses and expands on concepts introduced by Completion by Design's Loss-Momentum Framework and developed under the aegis of the California Adult Education Program Consortium and Member Effectiveness Field Team.

RATING SCALE

When the LARAEC Board, Point Persons, and staff assigned two or more ratings, either the highest rating of two ratings or the median of three ratings was counted.

	Effective ness	Definition	Number	Percent
1.0- 1.5	Low	<ul style="list-style-type: none"> There is strong need for improvement and the consortium has an urgent need to address this area. 	0	0%
2.0- 2.5	Low-to- Medium	<ul style="list-style-type: none"> The consortium is making progress in this area but can improve further. This area needs targeted support in order to improve its outcomes. 	1	4%
3.0- 3.5	Medium	<ul style="list-style-type: none"> The consortium is doing well in this area, but needs additional work to be addressed. 	0	0%
4.0- 4.5	Medium- to-High	<ul style="list-style-type: none"> The consortium is doing very well in this area and needs only a few improvements to be exceptional. 	15	63%
5.0	High	<ul style="list-style-type: none"> The consortium is exceptionally proficient in this area, evident in many ways. This area can serve as an example or model for other consortia to follow. 	8	33%
	Unsure	<ul style="list-style-type: none"> The consortium is in the development stages of the Adult Education Program and more time needs to pass before gaining knowledge from this self-assessment tool. 	0	0%

QUALITY INDICATORS

LARAEC reviewed quality indicators in five areas:

1. Capacity
2. Connection
3. Entry
4. Progress
5. Completion/Transition

NOTE: Specific quality indicator statements and answers are located in Appendix A

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$131,980,183	\$131,980,183	\$131,980,183
CalWORKs	\$1,209,779	\$1,209,779	\$1,209,779
CCD Apportionment (Non-credit)	\$9,417,677	\$9,417,677	\$9,417,677
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$1,947,875	\$1,947,875	\$1,947,875
Perkins V	\$1,098,912	\$1,098,912	\$1,098,912
WIOA II	\$15,151,912	\$15,151,912	\$15,151,912
Other			
Fees	\$5,666,694	\$5,666,694	\$5,666,694
Contracted Services	\$1,174,346	\$1,174,346	\$1,174,346
Donations	\$92,700	\$92,700	\$92,700
In Kind Contributions	\$329,731	\$329,731	\$329,731
Strong Workforce (K12 and College)	\$394,000	\$394,000	\$394,000
Other Federal Grants	\$219,318	\$219,318	\$219,318
Other State Grants	\$4,957,346	\$4,957,346	\$4,957,346
Total	\$173,701,111	\$173,701,111	\$173,701,111

2.3 Community Need and Customers

This section presents background information on LARAEC, outlines the needs of our diverse communities, defines current customers, and identifies regional labor market opportunities.

LARAEC SOCIAL CHARACTERISTICS

The LARAEC region has an adult population of 3.6 million – in an area of almost 1,000 square miles. Of this adult population, 2.6 million are between the ages of 18 and 49. Of these 2.6 million adults, LARAEC’s target population consists of:

Factors	LARAEC Target AE Population of 2.6 million
Education	<ul style="list-style-type: none"> ■ 20% (.53 million) have less than a high school diploma ■ 21% (.55 million) have HSDs or HSEs ■ 24% (.62 million) have some college or no degree
Economic	<ul style="list-style-type: none"> ■ 7% (.19 million) are unemployed ■ 14% (.38million) are at or below the poverty level
English Proficiency	<ul style="list-style-type: none"> ■ 26% (.67 million) speak English less than “very well”²

Our high employment rates, combined with some undocumented residents’ concerns about using public services, have affected our AE student enrollments, especially among the AE USDs.

LARAEC MEMBER PROFILES

The two largest districts – LAUSD/DACE and LACCD/CAE – cover most of the LARAEC area. The three other USDs – Burbank, Culver City, and Montebello USDs – have more defined geographic coverage with distinct characteristics.

Burbank Unified School District’s Burbank Adult School (BUSD/BAS)

BUSD, in its 91st year (1928-2019), is a local educational agency (LEA), which delivers adult education and literacy services to the Burbank community and surrounding region.

Overview

BAS is part of BUSD. The district is governed by the five-member Board of Education. BUSD operates 10 Transitional Kindergarten (TK) classes, 11 K-5 elementary schools, 3 middle schools, 2 comprehensive high schools, 1 Independent Learning Academy (ILA) (an alternative high school), 1 community day school, 1 adult school, and 1 child development program.

² U.S. Census Bureau: American Community Survey (ACS), Five-Year Public Use Microdata Sample (PUMS), 2012-2016.

BUSD/BAS is located at 3811 West Allan Avenue, Burbank, CA 91505. The school's website is www.burbankusd.org/bas. BUSD/BAS calls its main campus the Mingay Campus. It also holds classes at Burbank High School, John Burroughs High School, and Providencia Elementary School.

Communities Served

The city of Burbank, incorporated in 1911, is located in Los Angeles County, occupies 17.3 square miles and is situated 12 miles northwest of downtown Los Angeles. The total city population is 170,700 with a median income of \$76,210.³

BUSD/BAS is located in the southwestern part of the city of Burbank⁴ and is a public school open to all AE students, including those who reside outside of Burbank. Significant percentages of AE students who attend BUSD/BAS reside in nearby communities, such as North Hollywood, Glendale, and Van Nuys, among others.

There have been notable ethnic, racial and linguistic changes in Burbank during the past 20 years. Based on 2016 data, Burbank was predominantly White (57%). The second largest ethnicity was Latino (25%), followed by 11% Asian and 2% African American. The most common foreign languages are Spanish 19%, Armenian 11%, and Tagalog 3%. In 2016, the median home price was \$611,000 (Data USA). Citywide, 41.2% of the housing units were owner-occupied and 58.8% were renter-occupied (DataUSA). Younger families are still finding it hard to afford to buy a home in Burbank.

Student Profile

The total BUSD district enrollment was 15,078 during the 2018-2019 school year. Students of White (45%) and Hispanic (38%) races comprised the majority of the district's ethnic/racial distribution. In 2016-2017, there were a total of 1,676 English Language Learners (ELLs) in the district (K-12). Of that number, 4.2% spoke Spanish and 3.8% spoke Armenian. BUSD/BAS has operated ESL classes at BUSD school sites to serve ELL parents of children who attend the schools.

BUSD/BAS serves approximately 3,800 students. The racial breakdown is: 40% White, 40% Latino, 5% Asian, 5% African American, and 10% Other. The largest program is English as a Second Language (ESL), which serves 30% of the students, followed by Career and Technical Education (CTE) (17%), Adult Secondary Education (17%), Parent Education (8%), and Adult Basic Education (7%). There are 121 staff members at BUSD/BAS and the composition is as follows: 70% White, 22% Latino, 4% Asian, and 4% African American.

Students are connected to a system of support services at the school and within the community, including:

- Classes offered at several locations in the community
- CTE classes that serve a variety of career interests and needs

³ Source: Data USA, 2017-2018 Annual Report.

⁴ BUSD/BAS borders Luther Burbank Middle School and the Burbank Independent Learning Academy.

- Saturday classes and support services
- Guidance and counseling
- Placement testing
- Student council
- Career/college fairs
- Referrals to community agencies

Access

BUSD/BAS endeavors to seek out and expand new opportunities to recruit and serve populations most in need of adult education literacy services. In terms of program access and availability:

- BUSD/BAS operates day and evening instruction programs during the week (including Saturdays).
- In addition to the main campus, BUSD/BAS operates at three sites throughout the community.
- Locally, BUSD/BAS has partnered with the City of Burbank Community Development and Housing Corporation Departments by offering ESL Classes in “focus neighborhoods,” which are areas in the city whose residents encounter increased socioeconomic challenges.

It is the intent of BUSD/BAS to expand these types of community-based classes in order to reach other underserved areas in the city and surrounding area.

Regional Economy

The City of Burbank has traditionally had a robust economy, particularly in the entertainment (i.e., motion picture and television production), services, retail, medical care, and aviation industries. While jobs are being added across industries, the highest number of overall openings will be found in those occupations that require a high school diploma or less. Approximately 30% of the new job opportunities will require workers with a high school diploma and no work experience. Although the economy in Burbank is still relatively strong, the types of jobs that pay higher salaries require skills of an increasingly advanced and sophisticated nature, such as:

- The fastest growing occupations will be in the health field. Pharmacy technicians are expected to grow by 28.8% and home health aides are expected to grow by 49.4% by 2020.
- Burbank is often referred to as “Media City” because of the many media and entertainment companies that have facilities in Burbank, including Cartoon Network, Nickelodeon, Warner Bros., and the Walt Disney Studios.
- The growth in leisure and hospitality is no surprise, since local household finances have improved and tourism activities have increased.
- According to a recent local labor market information (LMI) survey conducted by the Verdugo Workforce Investment Board (VMIB), there are currently more than 100,000 Information Technology (IT) jobs available annually in LAC in such occupations as web

developers, software developers, and computer systems analysis.

- Other sectors that are expected to grow at a solid pace are the professional and business, government, financial, and digital media fields.

Partners

BUSD/BAS participates in the Burbank Community Advisory Committee, which gives the school input from key industries and community members regarding the development, implementation, and evaluation of CTE programs. Members of the committee include the BUSD/BAS leadership team, staff, and teachers, as well as the Burbank Airport Authority, Bob Hope Airport, Glendale City College, Burbank Water and Power, Burbank Boys and Girls Club, Regional Occupational Program, Burbank Recycling Center, Los Angeles Valley College, Warner Brothers, Neighborhood Leadership, Associated Builders and Contractors, Verdugo Jobs Center (local Workforce Investment Board), and Burbank Workforce Connection.

In terms of recruitment, BUSD/BAS partners with the Verdugo Workforce Investment Board (VWIB). The VWIB services area includes the cities of Glendale, Burbank, and La Canada-Flintridge and partners with BUSD/BAS to better prepare job seekers with low literacy skills and displaced workers in need of education and training programs, namely in the areas of ABE, ASE, ESL, and CTE. This partnership between BUSD/BAS and the VWIB is specifically mentioned in the VWIB's recent Five-Year Strategic Plan, which was approved by the State. It is critical for BUSD/BAS to remain engaged in regional efforts to expand and enhance educational opportunities for the adult workforce with funding support from the Workforce Innovation and Opportunity Act (WIOA) Title II grant.

Culver City Unified School District's Culver City Adult School (CCUSD/CCAS)

Overview

CCUSD is composed of 5 elementary schools, 1 middle school, 1 high school, 1 continuation high school, 1 adult school and 1 early childhood education program. A superintendent and 5 board members govern CCUSD.

CCUSD founded CCAS in 1954, just 5 years after CCUSD was formed, which is indicative of CCUSD's long-standing commitment to the education and enrichment of its adult population. CCUSD/CCAS is located at 4909 Overland Avenue in Culver City, adjacent to the Julia Dixon Library; a short walk from the high school, middle school, continuation school, and elementary school, and in close proximity to the revitalized downtown area.

Communities Served

Culver City is a residential community about 12 miles west of downtown Los Angeles and 5 miles east of the beach at Marina Del Rey. Culver City is closely intertwined with the communities of Los Angeles, Inglewood, Marina Del Rey, and Westchester. It is accessible from the 10, 90, and 405 freeways.

Culver City has a vibrant, "walkable" downtown commerce center and a thriving arts district. It has been described as a "safe, modern, and progressive community that combines a unique shopping

environment and a rich entertainment history with a rapidly expanding multimedia hub.” Culver City is also close to Los Angeles International Airport (LAX). According to the 2010 census, Culver City has a population of 39,283. Within that population there were 16,453 households.

Student Profile

Although over 92.2% of Culver City residents have a high school diploma or higher, approximately 7.8% (n=2,500) of the adult population of Culver City do not have a high school diploma or equivalent. This statistic highlights the need for adult education in the community. CCUSD/CCAS’s ESL program meets the need of individuals in the community who are among the 39% who speak a language other than English in the home or the 26% who are foreign born. Culver City, similar to CCUSD/CCAS, also boasts significant populations of people from the following countries/regions: Latin America (Colombia, Brazil, Argentina, Chile, Venezuela, El Salvador, and Guatemala); Europe; Slavic/Russian; and Middle Eastern/Arabic.

CCUSD/CCAS’s dynamic student body ranges from 18 to 90 years of age. AE students attend CCUSD/CCAS for varied reasons:

- Learning English
- Remediating basic skills in reading and math
- Completing their high school diploma or preparing for the High School Equivalency Exam (HSEE)
- Focusing on a particular interest in their lives through community fee-based classes

Los Angeles Unified School District’s Division of Adult and Career Education (LAUSD/DACE)

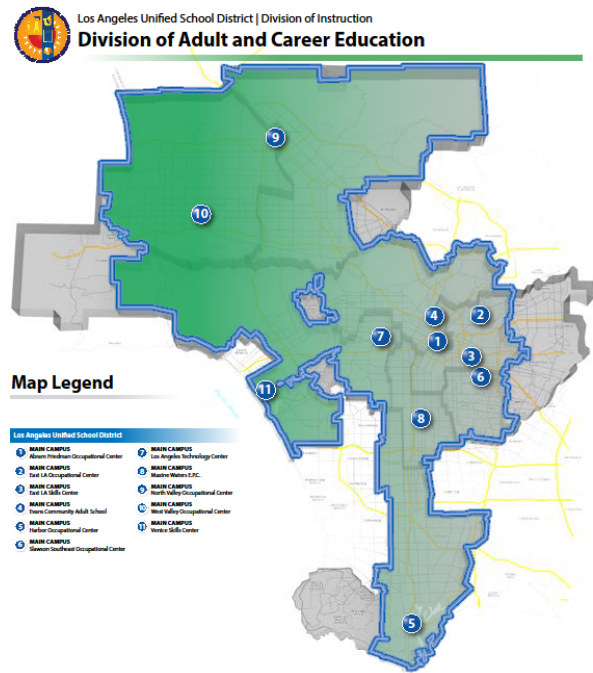
Overview

The second largest K-12 district in the nation, LAUSD enrolls more than 600,000 students in kindergarten through 12th grade, at more than 900 schools and 270 public charter schools. LAUSD/DACE is part of LAUSD’s Division of Instruction. Its mission is to empower learners as they pursue their academic, career, and civic goals.

LAUSD/DACE is one of the largest Adult Education providers in California and an integral part of the workforce development system in the Los Angeles region. LAUSD/DACE provides skill development services for adults with high barriers to employment, including individuals with low literacy, individuals with low income, veterans, dislocated workers, and formerly incarcerated individuals. Of the more than 25,000 educators LAUSD employs, 668 are AE teachers.

LAUSD reorganized and restructured its LAUSD/DACE operations in 2012-2013. It established 11 adult education schools to address the adult education needs within the LAUSD/DACE attendance area. They are:

- Abram Friedman Occupational Center (AFOC)
- East Los Angeles Skills Center (ELSC)
- East Los Angeles Occupational Center (ELASC)
- Evans Community Adult School (ECAS)
- Harbor Occupational Center (HOC)
- Slawson Southeast Occupational Center (SSOC)
- Los Angeles Technology Center (LATC)
- Maxine Waters Employment Preparation Center (MWEPC)
- North Valley Occupational Center (NVOC)
- West Valley Occupational Center (WVOC)
- Venice Skills Center (VSC)



#WEAREDACE 

Each Service Area has a main campus with multiple satellite sites attached to the main campus. Currently there are 25 stand-alone adult education sites and 85 satellite branches that are co-located at LAUSD elementary and secondary schools; churches and faith-based organizations; libraries; local businesses; and community, one-stop, work-source, family, and senior centers.

Communities Served

The LAUSD boundaries spread over 710 square miles, where approximately 4.8 million people live. During the last 15 years, LAUSD/DACE has served millions of students residing within:

- City of Los Angeles
- 18 other municipalities and communities, including several unincorporated sections of Los Angeles County: Bell, Cudahy, Florence, Gardena, Huntington Park, Lomita, Marina Del Rey, Maywood, San Fernando, South Gate, Topanga, Universal City, Vernon, View Park, Walnut Park, West Athens, Westmont and West Hollywood
- Parts of 31 smaller municipalities

Student Profile

LAUSD/DACE is both a national and state leader in adult education serving more than 70,000 students annually in programs, such as English as a Second Language, Adult Basic Language Arts and Math Education, High School Diploma, High School Equivalency Test Preparation, and CTE. LAUSD/DACE also administers the largest apprenticeship training program in the country with 61 trades and 41

individual program sponsors. During the 2017-2018 school year, the LAUSD/DACE apprenticeship program served more than 8,000 registered apprentices.

During the 2017-2018 school year, approximately 80% of LAUSD students qualified for free or reduced-price meals. The district also has more than 7,000 foster care students.

Economic and ethnic information for LAUSD as a whole provides insight into LAUSD/DACE enrollment. The ethnic composition of the student population is primarily Latino (73.4%); the remainder are African American (10.0%), White (8.8%), Asian (3.9%), Filipino (2.2%), Pacific Islander (.04%), American Indian (.04%), and two or more races, not Latino, (1%). In all, 92 languages other than English are spoken in LAUSD schools. The district has 161,484 ELL students. Their primary languages are Spanish (93.4%), followed by Korean (1.1%), Armenian (1.1%), and Tagalog, Cantonese, Arabic, Vietnamese and Russian (each account for less than 1%). Ten languages other than English are taught in LAUSD schools, according to the Multilingual and Multicultural Education Department.

Partners

LAUSD/DACE collaborates with regional partners, such as LACCD, City of Los Angeles Economic and Workforce Development Department, and local employers to ensure that all learners are equipped to succeed in a global marketplace.

Montebello Unified School District's Montebello Community Adult School (MUSD/MCAS)

Overview

MUSD serves approximately 27,000 students from Head Start to grade 12. There are 17 elementary schools, 6 intermediate schools, 4 comprehensive high schools, 1 alternative high school, 4 adult education campuses with 18 adult education satellite sites, and 1 community day school.

MUSD/MCAS operates 4 major adult school sites: Bell Gardens Community Adult School, Ford Park Community Adult School, Montebello Community Adult School, and Schurr Community Adult School. Three of the four major sites are located on high school campuses, and one school, Ford Park Community Adult School, is an all-adult facility. MUSD/MCAS also operates adult school classes at 18 locations across the district, including K-12 schools, and community centers.

Communities Served

MUSD/MCAS is located in the southeastern section of Los Angeles County, 15 minutes east of downtown Los Angeles. The students in the district reside in cities and communities that span approximately 46 miles: Bell Gardens, Commerce, Montebello, portions of Los Angeles, Monterey Park, Rosemead, South San Gabriel, and Pico Rivera.

As of 2015, according to the California Department of Education, the area served by MUSD/MCAS has a population of 193,875. The Hispanic population is predominant, higher than Los Angeles County's average, ranking 17th in California. Foreign-born residents make up 49.1% of the population. The most

common spoken language in the region, other than English, is Spanish. Other significant languages spoken are: Armenian, Russian, and various Asian languages.

Student Profile

More than 7,000 students enroll each year. MUSD/MCAS offers a sequential, transitional program where students start at the beginning ESL level with a transitional goal of earning a high school diploma, completing a CTE program, and/or entering college or the workforce.

Approximately 84.4% of the students in the district receive Free and Reduced Lunch, and 32.6% are ELL.

Los Angeles Community College District's College Adult Education (LACCD/CAE)

Overview

LACCD is the largest multi-college district in the nation. LACCD offers educational opportunities to students in more than 40 cities and communities covering an area of more than 882 square miles, serving 5.2 million residents. During the past 90 years, LACCD has served as an educational institution to more than 3 million students.

An elected seven-member Board of Trustees, serving staggered four-year terms, governs the District. One student trustee, selected by the students, serves a one-year term beginning in June of every year.

Affordable, accessible, and practical, LACCD offers opportunity to all by educating and training more than 230,000 people each year through its 9 community colleges:

- East Los Angeles College (ELAC)
- Los Angeles City College (LACC)
- Los Angeles Harbor College (LAHC)
- Los Angeles Mission College (LAMC)
- Pierce College (LAPC)
- Los Angeles Southwest College (LASC)
- Los Angeles Trade-Technical College (LATTC)
- Los Angeles Valley College (LAVC) West Los Angeles College (WLAC)

LACCD offers an array of educational services to people seeking affordable education, career-transition services, workforce development assistance, and economic development partnerships. This community college system often takes the lead in initiating region-wide workforce development strategies that focus on emerging industry trends and innovative learning models to meet the workforce development needs of business and industry.

Regional CAE Model

Given its size, LACCD/CAE has clustered into 9 colleges into 3 regions:

- Seaside region includes Harbor, West Los Angeles, and Southwest Colleges
- City region includes East Los Angeles, Trade-Technical, and City Colleges
- Valley region includes Valley, Mission, and Pierce Colleges

Student Profile

The district's doors are open to a diverse student population eager for skills, knowledge, and upward mobility. LACCD educates almost three times as many Latino students and nearly four times as many African-American students as all of the University of California campuses combined.

In Fall 2017, LACCD student demographic composition was 57.8% Latino, 9.5% African American, 7.2% Asian, and 14.5% White. Of the student population, 22.5% were non-native English speaking. In addition:

- 80% of LACCD students are from underserved populations.
- 51% of the student body falls below the poverty line.
- 18% are from homes in which parents attended only elementary education⁵

Most students or 70% are part-time; 22% are full-time (12 or more credit hours); and 8% are non-credit (CAE program). More than one-half of all LACCD students are older than 25 years of age, and more than one-quarter are 35 or older.

Regional Economy

The district also helps to strengthen the economic vitality of the Southern California region by collaborating with regional business networks and external educational agencies. These approaches help to enhance student learning experiences and create the foundation for developing a skilled workforce that can meet the current and future trends of business and industry.

⁵ Source: LACCD Fall 2014 Student Survey

2.4 Identifying Goals and Strategies

VISION AND MISSION

LARAEC’s vision and mission statements are:

<p>VISION</p> <p>LARAEC will provide seamless pathways to workforce and higher education that are efficient, comprehensive, student-centered, and regionally-relevant.</p> <p>MISSION</p> <p>LARAEC will sustain, expand, and improve adult education.</p>

To achieve our vision and mission, LARAEC will leverage community resources through a structured and collaborative interagency approach. Our programs will be student centered, data-driven, and focused on best practices. Adult Education (AE) students will:

- Gain 21st century skills
- Meet their employment, academic, and civic goals
- Contribute to the economic vitality of the Los Angeles region

STRATEGIC PRIORITY 1: PATHWAYS AND BRIDGES

For Strategic Priority 1: Pathways and Bridges, the two driving concepts are *seamlessness and collaboration*. The over-arching goal is:

<p><i>Strategic Priority 1. Goal – Pathways and Bridges</i></p> <p><i>LARAEC will create, implement, share, evaluate, and improve AE student access to pathways and bridges across all CAEP programs within member districts to accelerate student progress and achieve student outcomes.</i></p>

In keeping with LARAEC’s mission, we will sustain, expand, and improve pathways and transitions with fast tracks:

- From AE USDs and LACCD/CAE noncredit courses into LACCD credit programs
- For adult learners into short-term and advanced CTE offerings, with incorporation of Integrated Education and Training (IET) for offering instruction that simultaneously provides adult education and literacy and workforce preparation and training
- From AE USD and LACCD/CAE noncredit to LACCD credit programs, especially in transfer-level math and English
- From AE USDs and LACCD to universities

- From AE USDs and LACCD into careers, including working with employers as partners

The following codes are used to show the alignment of the strategies with LARAEC's:

- SMART Objectives (SO) – outlined in Section 2.4, Table 3 – Progress Indicators
- Action Plans (AP) – contained in Section 2.5
- Pilot (P) projects – described in Section 2.5

Strategy 1.1. Pathway Maps (SO-1, AP-1.1)

LARAEC will develop Pathways Maps,⁶ which are one-page summaries, by CTE or academic pathway that highlight:

- The bridges and pathways between the 4 AE USDs and the 9 LACCD community colleges (CAE and credit programs), as well as four-year institutions
- Transition support services and activities
- Job titles and wages that are possible at each level of the pathway
- Certificates and degrees that are feasible at each level of the pathway

Strategy 1.2. Shared Information and Databases (AP-1.2)

LARAEC can provide an important service by building *online access* to:

- AE students' pathway choices
- Program and course offerings, including fees

Strategy 1.3. Dual Enrollment (AP-1.3)

LARAEC successfully piloted dual enrollment with many positive outcomes. With dual enrollment, students from the AE USDs enrolled in credit classes taught by community college faculty. The AE courses counted both toward AE students' high school diplomas and college courses. The LARAEC Board will pursue opportunities for AE students to participate in dual enrollment classes for free (as is the case with K-12 students).

Strategy 1.4. Family Success Initiatives (SO-2, AP-1.4, P-1A)

CAEP supports "Adults Training to Support Child School Success" offerings. LARAEC's districts have already established two such initiatives that emulate cross-district collaboration. LARAEC will expand FSI to include:

- Service learning projects
- Parent Child Interactive Literacy Activities (PCILA) activities that develop multiple literacies and support parent partnerships in school

⁶ A sample Pathway Map from Contra Costa Community College District was shared as an example for LARAEC to consider.

Other LARAEC members, such as MUSD/MCAS and CCUSD/CCAS, have participated in the FSI training and have begun conversations with their districts about implementation of the program in their districts.

Strategy 1.5. Workforce Entry/Re-Entry Students (SO-3, AP-1.5, P-1B)

LARAEC plans for an increased focus on AE workforce entry/re-entry students’ unmet needs, in accordance with CAEP guidelines (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 improved pathways and transitions. LARAEC will implement at least 6 pilots, focused on this student population.

STRATEGIC PRIORITY 2: STUDENT SUCCESS SUPPORT

Our vision for student support is:

Strategic Priority 2. Goal – Student Success Support

Provide AE students with comprehensive support, including:

Opportunities, Motivation, Inspiration, Recognition

to help them move from where they are to where they want to be.

Strategy 2.1: Comprehensive Orientations (SO-3, AP-2.1, P-2C)

LARAEC will design and launch uniform orientation elements, which includes information about LARAEC offerings, pathways, and importance of ISPs for all AE students.

Strategy 2.2: New Approaches to and Tools for Advising (AP-2.2, P-2D)

Adult learners can benefit from different modes of support. AE students benefit when they can reach out to someone – an instructional faculty member, a counselor, a navigator, an administrator, or staff member – who knows their challenges. To achieve this approach, the Counselor Collaborative should develop an action plan to:

- Reinforce this student-centered, personalized approach with counselors, faculty, and staff at the sites
- Assist in the use of user-friendly tools, such as Pathway Maps (Strategy 1.1) or a LARAEC-shared crosswalk for placement for making referrals, linking students to pathways, etc., so they can support student progress and transitions
- Link counseling to enhanced career planning, including classes with internships and fieldwork opportunities so students can access employment
- Design a multi-faceted training program for staff, academic and counseling faculty, and advisors; explore AB 705 and multiple measures for placement

Strategy 2.3: Support for Adults with Disabilities (AWD) (SO-3, AP-2.3, P-2A and P-2B)

LARAEC will design and implement 3 pilots for AWDs with a variety of disabilities. These pilots may include:

- A resource guide for instructional faculty and counselors for identifying and meeting the needs of students with disabilities, including learning disabilities
- Solicitation of additional funding from existing sources to support programming and pre-vocational and vocational skill-building
- Use of alternative assessment methods with AWDs, including learning disabilities
- Faculty training in effective pedagogical approaches when working with AWD students
- Programs designed to support severely disabled students in developing workforce readiness skills
- Career assessment tools for AWD students
- Partnerships outside of campuses that include supported work opportunities for severely disabled students

Strategy 2.4: Metrics for Measuring Success (SO-4, AP-2.4)

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:

- Aligning current State metrics and definitions
- Providing staff development to member districts to ensure metric uniformity
- Improve accuracy of data collection by implementing new initiatives for compiling and integrating information across LARAEC members
- Developing a template of critical metrics for the LARAEC Board to monitor
- 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
- 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.

STRATEGIC PRIORITY 3: PROFESSIONAL DEVELOPMENT

The over-arching goal for Strategic Priority 3: Professional Development (PD) is:

Strategic Priority 3. Goal – Professional Development

LARAEC will support a culture shift to continuous improvement and collaboration among staff, administration, and teachers to foster student success.

Strategy 3.1. Professional Learning Communities (PLCs) (SO-5, AP-3.1)

LARAEC AE USD members will create and support Professional Learning Communities (PLCs) at all AE USD school sites. The PLCs will be student-centered, teacher-driven, and administrator-supported.

Strategy 3.2. Research-based, Best Practices in Professional Development (SO-5, AP-3.2, P-3A)

LARAEC will create new protocols for SME teams to shift their focus to networking and professional development, including identifying research-based best practices, using online platforms, ensuring inter-district coordination, and engaging stakeholders.

Strategy 3.3. Coordinated PD (AP-3.3)

LARAEC will use SME teams to 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.

Strategy 3.4. Online Platform for Information-Sharing (AP-3.4, P-3B)

To provide equity, access, and collaboration, SME groups will work with LARAEC staff to create an online platform for information sharing and networking.

Strategy 3.5. Administrator-Advisor-Coordinator Support Roles (AP-3.5)

Implementation of strategies gained through PD requires support from school site administration and other out-of-classroom staff. LARAEC Board members need to work with their respective administrators to encourage support of LARAEC PD, staff engagement plans, and program improvement efforts.

Strategy 3.6. Stakeholder Engagement with Feedback Loops (SO-5, AP-3.6)

The SME groups will work with the LARAEC staff to conduct annual surveys to help guide PD and recommend consortium priorities.

Table 3. Progress Indicators

SMART OBJECTIVES

LARAEC’s objectives emphasize the development of a holistic approach to providing AE services that accrue to student success by developing collaborative and mutually supportive relationships among all AE USD and LACCD/CAE providers.

Focus	Objective
Building Pathways to Better Lives	<ol style="list-style-type: none"> 1. By June 2022, streamline and simplify movement of AE students by developing at least 9 defined Pathway Maps for CTE fields and academic pursuits; specifically: <ul style="list-style-type: none"> ■ The Pathway Maps will focus on the pathways from AE USDs into community colleges and four-year institutions, as well as into careers ■ The Pathway Maps will target the highest employment potential fields, coupled with the greatest number of AE students who will pursue those career and academic opportunities 2. By June 2021, scale up the Family Success Initiative (FSI) programs to all 4 AE USDs (currently at LAUSD/DACE and BUSD/BAS)
Student Success Support	<ol style="list-style-type: none"> 3. By June 2022, strengthen system-wide support for all AE students, including: <ul style="list-style-type: none"> ■ 4 initiatives to ensure that student classroom experiences are supported by best practices, including LARAEC-focused orientations and universal individualized student plans for AE USD students⁷ ■ 6 initiatives addressing workforce entry/re-entry students ■ 3 initiatives aimed at serving AWD students ■ An enhanced orientation program that includes information about LARAEC, pathways, etc. ■ Increased training for AE USD faculty to advise or guide students ■ Improved systems for ensuring that all AE USD students complete individualized student plans
Increased Accountability through Metrics	<ol style="list-style-type: none"> 4. By June 2020, establish LARAEC evidence-based practices informed by baseline data from existing databases that support LARAEC faculty and staff in: <ul style="list-style-type: none"> ■ Accelerating student outcomes ■ Informing AE students and the community about program success ■ Monitoring progress

⁷ Includes ex-offenders, emancipated youth, homeless individuals, long-term unemployed, low-income individuals, individuals with low levels of literacy, and adults with disabilities (AWD).

Focus	Objective
Professional Development (PD)	<p>5. By June 2022, establish an online LARAEC PD master calendar, launch PLCs at all AE USD sites, and restructure SME groups that will:</p> <ul style="list-style-type: none">■ Support the Consortium Plan efforts■ Build on best practices, evidence-based research■ Promote inter-district coordination■ Engage stakeholders

2.5 Piloting and Implementation

ACTION PLANNING TEAMS (APTS)

To continue the APTs work, 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:

Proposed APTs and Workgroups for Fall 2019	Strategic Priorities		
	1: Pathways and Bridges	2. Student Success Support	3. Professional Development
1. APT-Pathways	✓		✓
2. APT- Workforce Entry/ Re-Entry Students, Focused on CTE Pathways	✓	✓	✓
3. APT-AWD Students	✓	✓	✓
4. Data & Accountability Workgroup (already formed and in progress) ⁸	✓	✓	✓
5. APT-SMEs for Professional Development (PD) (by subject area)			✓
6. Counseling Collaborative	✓	✓	✓

The Board may decide that fewer or additional APTs should be formed, based on the final adopted initiatives. Each APT should ensure representation from all 5 LARAEC members.

PILOT INITIATIVES

Each LARAEC member has its own identity and initiatives, many of which do not overlap with other LARAEC districts. Therefore, LARAEC focuses on those initiatives where collaboration with two or more LARAEC districts is beneficial – from an AE student outcome or cost perspective, namely:

- AE student benefits, particularly in expediting completion rates into meaningful career and academic pathways
- Cost benefits by eliminating unnecessary duplication (e.g., Professional Development)

In some cases, a pilot or adopted program may fit best with the 4 AE USDs. Other initiatives are specific to LACCD, but will benefit LARAEC members once completed. And yet other initiatives apply to all LARAEC members. Bottom line: Not one size fits all, all of the time.

The Action Plans are internal working documents for the LARAEC Board to use to monitor implementation. The following initiatives are to be piloted between 2019 and 2022:

⁸ Will advise APTs, Counseling Collaborative, and SMEs in metric development (see Strategy 2.4)

Strategic Priority	Proposed Implementation	Involved LARAEC Members
1A	Family Success Initiatives (FSIs). Scale up the implementation of the FSI programs and expand to the other 2 AE USDs	All 4 AE USDs
1B	Entry/Re-entry students to the work place. Collaborate on a pilot program to increase job placement rates of AE students with systemic barriers to economic success who enroll in CTE programs	LARAEC members TBD; at least 6 entry/re-entry pilots
2A	Adults with Disabilities. Collaborate on a pilot program for students with severe disabilities	LARAEC members TBD; at least 3 AWD pilots
2B	Adults with Disabilities. Create a guide to meeting the needs of AWD students, including identification and use of alternative assessment tools.	LARAEC staff working with member districts
2C	Orientation Program. Pilot at least 4 orientation programs that include information about LARAEC offerings for both AE USD and LACCD CAE and credit programs	LARAEC members
2D	Career Planning Strategy. Pilot a career planning strategy that includes industry outreach and internship/fieldwork opportunities. Design a student survey to identify student preferences and determine effectiveness of advising strategies.	At least 3 LACCD community colleges with other LARAEC members TBD
3A	SME-Group Reconfiguration. Repurpose SME groups to shift focus to networking and PD, including creation of new protocols and structure and PLC engagement	LARAEC staff and SME Groups
3B	Online PD Platform. Pilot the new online platform for PD and networking, including a Universal Calendar	LARAEC staff and LARAEC members

ACTION PLANS

The APTs have developed three-year Action Plans for the LARAEC Board’s use for monitoring progress against the strategies, SMART objectives, and pilot projects. The timeframe is the same as outlined in the LARAEC Logic Model:

- Short-Term Outcomes: By June 2020
- Intermediate Outcomes: By June 2021
- Long-Term Outcomes/Impact: By June 2022 or beyond

During the Fall 2019, the APTs will be refining their specific Action Plans further. The Board should review progress quarterly and Action Plans should be updated annually, based on progress made, lessons learned, and changes in the environment. ***Therefore, the Action Plans should be viewed as living documents, which will be updated and revised as needed.***

Action Plan – Priority 1: Pathways and Bridges

Strategy 1.1. Pathway Maps

Milestones	LARAEC Members	Timeline
a. Establish a template for defining pathways from AE USDs to the LACCD community colleges and four-year colleges and universities (e.g., Contra Costa Community College District example)	APT-Pathways	June 2020
b. Identify priority areas for defining pathways; implement a multi-year plan with specific annual benchmarks	APT-Pathways	June 2020; ongoing thereafter

Strategy 1.2. Shared Information and Databases

Milestones	LARAEC Members	Timeline
a. Expand the LARAEC website to include Pathway Maps and listings of course offerings to help students and staff to guide students to pathways. Listings should include prerequisites and fees for courses.	LARAEC staff	June 2021

Strategy 1.3. Dual Enrollment

Milestones	LARAEC Members	Timeline
a. Explore legislative and funding opportunities for dual-enrollment programs.	LARAEC Board, LARAEC staff	June 2020

Strategy 1.4. Family Success Initiatives

Milestones	LARAEC Members	Timeline
a. Building on the success of LAUSD/DACE and BUSD/BAS, expand the FSI initiative to the other LARAEC AE USDs	AE USDs	June 2020
b. Continue to enhance FSI and other similar programs by refining and exploring development of soft skills, use of computer labs to bridge the digital divide, online courses, homework help options, service learning, PCILA and sharing of successful strategies within LARAEC	All AE USDs with programs	June 2021; thereafter ongoing
c. Explore the Governor’s preschool initiative to see if there is a tie into this Strategy on “Adults Training to Support Child School Success”	LAUSD/DACE-FSI BUSD/BAS-BSI	June 2020

Strategy 1.5. Workforce Entry/Re-Entry

Milestones	LARAEC Members	Timeline
a. Survey workforce entry/re-entry students to identify their needs. Provide data regarding what support services are needed	APT- Workforce Entry/Re-Entry Students	June 2020
b. Establish partnerships in the community for working with: <ul style="list-style-type: none"> ▪ Legal aid referrals for immigrants ▪ Work permit for students with immigration issues ▪ Ex-offenders entering society ▪ Veterans ▪ AWD students (see Priority 2.3) 	LARAEC Members	In progress; ongoing
c. Offer PD for enhancing skills when working with the entry/re-entry student population	APT- Workforce Entry/Re-Entry Students; LARAEC staff	June 2021; ongoing thereafter
d. Strengthen pre-apprentice and externship opportunities: <ul style="list-style-type: none"> ▪ Focus on externships that lead to future employment (e.g., coalitions with unions or employers for specific jobs regarding hiring, skills acquisition, specific needs, etc.) ▪ Explore potential for CTE industry advisory committees that serve 2 or more LARAEC Members 	APT- Workforce Entry/Re-Entry Students	June 2022; ongoing

Action Plan – Priority 2: Student Success Support

Strategy 2.1. Comprehensive Orientations

Milestones	LARAEC Members	Timeline
a. Pilot an orientation program, describing LARAEC, pathways, student learning outcomes (e.g., ISP advantages)	LARAEC Members	June 2020
b. Assign responsibility for adapting orientations at each campus to cover necessary LARAEC information	LARAEC Members	Dec 2020
c. Develop video materials that cover elements of the orientation	LARAEC Members	June 2022

Strategy 2.2. New Approaches to and Tools for Advising

Milestones	LARAEC Members	Timeline
a. Develop an Action Plan for implementing the student-centered, personalized approach for instructional faculty, counselors, administrators, and staff to support students	Counseling Collaborative	Jan 2020
b. Develop expertise in the use of the Pathway maps and other advising tools among instructional faculty, counselors, administrators, and staff to support students	Counseling Collaborative	Jan 2021; ongoing thereafter
c. Pilot a campus career planning strategy that includes industry outreach and internship/fieldwork opportunities	LACCD	June 2021
d. Design an AE student survey to identify student preferences and determine effectiveness of advising strategies; implement survey annually	Counseling Collaborative	June 2020; ongoing thereafter

Strategy 2.3. Support for Adults with Disabilities (AWD)

Milestones	LARAEC Members	Timeline
a. Strengthen collaboration with Regional Centers, California Department of Rehabilitation, and community partners to link AWD students to extra support services	LARAEC Members	Fall 2020; ongoing thereafter
b. Prioritize needs and advocate for a program for students with disabilities	APT-AWD Students	June 2020; ongoing
c. Research, select, and implement assessment tools to identify students with disabilities, including learning disabilities	APT-AWD Students	June 2021
d. Develop classes specifically designed for students with severe cognitive disabilities designed for CTE skills and jobs	LARAEC Members	Jan 2021
e. Offer PD for enhancing faculty skills when working with the AWD population	LARAEC staff	June 2020

Strategy 2.4. Metrics for Measuring Success

Milestones	LARAEC Members	Timeline
a. Make recommendations for clear and consistent metrics and definitions with current State requirements for board review.	Data & Accountability Workgroup	June 2020
b. Identify and gather metrics associated with student success from existing systems (e.g., TOPS pro)	Data & Accountability Workgroup	In progress
c. Identify metrics for student recruitment, retention, and progress to increase student persistence and identify best practices to implement at their sites and across sites	LARAEC APTs, Counseling Collaborative, SMEs	June 2021

Action Plan – Priority 3: Professional Development (PD)

Strategy 3.1. Professional Learning Communities (PLCs)

Milestones	LARAEC Members	Timeline
a. Plan, schedule, and evaluate PLC training, sponsored by LARAEC, for all member districts	LARAEC staff, 4 AE USDs	June 2020
b. Work with Administrators to provide marketing, advocacy, and encouragement of PLC initiatives	LARAEC staff, 4 AE USDs	June 2020
c. Support implementation of PLCs at all LARAEC AE USD districts’ sites	LARAEC staff, 4 AE USDs	June 2022; ongoing thereafter
d. Provide inter- and intra-agency support networks for PLC development and maintenance; include an online community and both formal and informal discussion opportunities	LARAEC staff, 4 AE USDs	June 2021

Strategy 3.2. Research-based, Best Practices in PD

Milestones	LARAEC Members	Timeline
a. Research best practices; promote equity and availability of PD among LARAEC Members	APT-SMEs for PD, LARAEC staff	Ongoing
b. Create action plans for best practice identification and sharing, including scheduled report-outs	APT-SMEs for PD, LARAEC staff	June 2020

Strategy 3.3. Coordinated PD

Milestones	LARAEC Members	Timeline
a. Monitor mandated AE changes and monitor general trends that might require PD support	LARAEC staff	Ongoing
b. Create surveys of LARAEC stakeholders to identify best channels (in person, online, webinars), times, and locations	LARAEC staff, LARAEC Members	June 2020

Strategy 3.4. Online Platform for Information-Sharing

Milestones	LARAEC Members	Timeline
a. Collect and consolidate local PD information, including date, location, and content from LARAEC districts	LARAEC staff, LARAEC Point Persons	June 2020; ongoing thereafter
b. Share PD calendar via monthly email blast, printed copies, and LARAEC website postings	LARAEC staff	June 2020; ongoing thereafter
c. Create/define platform, including maintenance and update requirements and training on use	LARAEC staff	June 2021
d. Maintain a training video library	LARAEC staff	June 2022

Strategy 3.5. Administrator-Advisor-Coordinator Support Role

Milestones	LARAEC Members	Timeline
a. Support informal teacher-to-teacher observations to increase sharing of effective andragogical methods	4 AE USDs, LARAEC staff	June 2021; ongoing thereafter
b. Work with administrators to encourage their support of LARAEC PD, staff engagement plans, and program improvement efforts	LARAEC Board	June 2020; ongoing thereafter

Strategy 3.6. Stakeholder Engagement with Feedback Loops

Milestones	LARAEC Members	Timeline
a. Create a feedback process, including regular meetings, networking, webinars, and SME activities	LARAEC staff	June 2020; ongoing thereafter
b. Encourage informal reporting on PD by participating teachers, including email reviews and APT-SMEs for PD meeting discussions	LARAEC staff, APT-SMEs for PD	June 2020
c. Build a template for reporting back on PD events	LARAEC staff	June 2021
d. Offer non-monetary incentives and recognition for PD participation and achievement of performance goals	LARAEC staff, LARAEC Members	June 2021

Section 3: Appendix

RATING SCALE

When the LARAEC Board, Point Persons, and staff assigned two or more ratings, either the highest rating of two ratings or the median of three ratings was counted.

	Effectiveness	Definition	Number	Percent
1.0-1.5	Low	<ul style="list-style-type: none"> There is strong need for improvement and the consortium has an urgent need to address this area. 	0	0%
2.0-2.5	Low-to-Medium	<ul style="list-style-type: none"> The consortium is making progress in this area but can improve further. This area needs targeted support in order to improve its outcomes. 	1	4%
3.0-3.5	Medium	<ul style="list-style-type: none"> The consortium is doing well in this area, but needs additional work to be addressed. 	0	0%
4.0-4.5	Medium-to-High	<ul style="list-style-type: none"> The consortium is doing very well in this area and needs only a few improvements to be exceptional. 	15	63%
5.0	High	<ul style="list-style-type: none"> The consortium is exceptionally proficient in this area, evident in many ways. This area can serve as an example or model for other consortia to follow. 	8	33%
	Unsure	<ul style="list-style-type: none"> The consortium is in the development stages of the Adult Education Program and more time needs to pass before gaining knowledge from this self-assessment tool. 	0	0%

QUALITY INDICATORS

LARAEC reviewed quality indicators in five areas:

6. Capacity
7. Connection
8. Entry
9. Progress
10. Completion/Transition

NOTE: Specific quality indicator statements and answers are located in Appendix

Quality Indicator #1: Capacity

Key Concept: This section asks questions about the consortium and individual member’s ability to support each other and build capacity to deliver high quality adult education to meet community needs.

1.1. Consortium maintains effective collaborative processes for planning, implementation and accountability.					Observations
1.1.1. 1	2	3	4	5	LARAEC has hired a full-time project manager and staff. All of the districts have at least part-time dedicated staff, if not full-time staff.
No staff positions are charged with overall consortium management / coordination		Part-time staff are charged with overall consortium management / coordination		1 or more staff charged with overall consortium management / coordination	
1.1.2. 1	2	3	4	5	
Consortium seldom convenes to discuss progress toward goals		Consortium occasionally convenes to discuss progress toward goals		Consortium frequently convenes to discuss progress toward goals	LARAEC website
1.1.3. 1	2	3	4	5	Evidenced by LARAEC notes, agenda, minutes, website
Consortium has few documented processes or procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.)		Consortium has some documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.)		Consortium has significant documented processes and procedures for facilitating collaboration and coordination (i.e., shared calendars, bylaws, governance, etc.)	

1.2. Consortium agencies have the leadership, management, and accountability processes necessary to meet community need for adult education					Observations	
1.2.1.	1	2	3	4	5	Progress being made
	Few agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.		Some agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.		Mostly all agency leaders (adult school principals, community college staff with consortium leadership roles (deans, directors, etc.)) have the knowledge, skills, and abilities to meet the goals and objectives of the California Adult Education Program.	
1.2.2.	1	2	3	4	5	Progress being made
	Resource allocations (e.g., time and funding) for several agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size		Resource allocations (e.g., time and funding) for some agency leadership positions (principals, deans, etc.) are not commensurate with community need and program size		Resource allocations (e.g., time and funding) for agency leadership positions (principals, deans, etc.) are commensurate with community need and program size	

<p>1.2.3. 1</p> <p>Few agencies can be said to participate fully in consortium activities</p>	<p>2 3</p> <p>Some agencies can be said to participate fully in consortium activities</p>	<p>4 5</p> <p>Mostly all agencies can be said to participate fully in consortium activities</p>	<p>Strong district participation</p>
<p>1.3. Consortium agencies have resources that promote adult learning and provide high levels of access to communities of need</p>			<p>Observations</p>
<p>1.3.1. 1</p> <p>Few agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes</p>	<p>2 3</p> <p>Some agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes</p>	<p>4 5</p> <p>Mostly all agencies have staffing models that support agency-wide coordination and collaboration to achieve high levels of student success and AEBG outcomes</p>	<p>Progress being made. LACCD and LAUSD are rated around a “4” level, whereas the smaller school districts (Burbank USD, Culver City USD, and Montebello USD) have a harder time providing dedicated staff for consortium-coordination activities.</p>
<p>1.3.2. 1</p> <p>Few agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners</p>	<p>2 3</p> <p>Some agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners</p>	<p>4 5</p> <p>Most agencies have access to sufficient number of classrooms and other learning spaces appropriate for adult learners</p>	<p>Classroom space access has become less of an issue for LACCD and LAUSD. Montebello USD and BUR USD have some issues with classroom space access. Culver City USD continues to have classroom space challenges.</p>
<p>1.4. Professional development provides opportunities for faculty and staff to turn new knowledge into practice</p>			<p>Observations</p>

<p>1.4.1. 1 New program staff / member representatives are expected to learn about AEBG policies on their own</p>	<p>2</p>	<p>3 Some program staff / member representatives receive limited training and orientation to the consortium or AEBG policies and guidance</p>	<p>4</p>	<p>5 All new program staff attend local program orientations that includes a thorough review of AEBG policies and guidance</p>	<p>Montebello USD rated their staff/member representatives' awareness slightly lower.</p>
<p>1.4.2. 1 Existing professional development for staff has not been aligned to ensure that the skills of staff meet the consortium's mission and outcome goals.</p>	<p>2</p>	<p>3 Existing professional development for staff is somewhat aligned to ensure that the skills of staff meet the consortium's mission and outcome goals.</p>	<p>4</p>	<p>5 Existing professional development opportunities for staff are clearly aligned with the consortium's mission and outcome goals.</p>	<p>This initiative is a high priority and something we will continue to focus on. LARAEC offers an annual professional development conference and professional development workshops. In going forward, this area requires more focused sharing among subject matter experts and with other stakeholders, training opportunities, and coordination of professional development offerings aligned with our LARAEC strategies and plan. (Note: Montebello USD professional development stopped in 2018 because of internal issues.)</p>

Quality Indicator #2: Connection

Key Concept: This section asks questions about the consortium members’ ability to provide coordinated, proactive engagement to potential students on educational and training options and choices.

1.5. Consortia and members collaboratively engage prospective students from communities of high need to provide services in aligned program areas					Observations	
1.5.1.	1 Few if any programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas	2	3 Some programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas	4	5 Mostly all programs develop annual recruitment plan(s) or establish stretch goals for number of students enrolling in program areas	LARAEC has a marketing plan at the consortium level. Ratings are split. The rating of 5 reflects LACCD and the local school districts having recruitment plans, goals, WASC, KPIs, and marketing plans; the rating of 1 reflects that such plans have yet to be developed at the consortium level.
1.5.2.	1 Few programs conduct outreach or early engagement with prospective students to help them understand educational options and services available	2	3 Some programs conduct outreach or early engagement with prospective students to help them understand educational options and services available	4	5 Mostly all programs conduct outreach or early engagement with prospective students to help them understand educational options and services available	Ratings are split. The rating of 5 reflects LACCD and the local school districts having recruitment plans, goals, WASC, KPIs, and marketing plans; the rating of 1 reflects that such plans have yet to be developed at the consortium level.
1.5.3.	1 Data are not used to inform recruitment	2	3 Some census data, labor market data, and / or assessments of regional and community needs are used to inform recruitment	4	5 Recruitment is consistently informed by census data, labor market data, and / or assessments of regional and community needs	Ratings are split. The rating of 5 reflects LACCD and the local school districts having recruitment plans, goals, WASC, KPIs, and marketing plans; the rating of 1 reflects that such plans have yet to be developed at the consortium level.

1.6. Consortium agencies demonstrate a “no-wrong door” approach to regional education and training				Observations
1.6.1. 1 Few counselors and advisors are knowledgeable of programs and services offered by the consortium	2	3 Some counselors and advisors are knowledgeable of programs and services offered by the consortium	4 5 Mostly all counselors and advisors are knowledgeable of programs and services offered by the consortium	<ul style="list-style-type: none"> ■ Need to build capacity around specific knowledge of available programs and pathways ■ Build direct linkages to job placements
1.6.2. 1 Counselors / advisors are not comfortable referring students to programs or agencies outside of their home campuses	2	3 Counselors / advisors are somewhat comfortable referring students to programs or agencies outside of their home campuses	4 5 Counselors / advisors are comfortable referring students to programs or agencies outside of their home campuses	
1.6.3. 1 Few if any agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners	2	3 Some agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners	4 5 Most all agencies have program maps that clearly delineate requirements and aligned career pathway opportunities across members and partners	<ul style="list-style-type: none"> ■ Need to build capacity around specific knowledge of available programs and pathways ■ Build direct linkages to job placements

<p>1.6.4. 1 Curricula are seldom organized around common standards for program areas college and career readiness, and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce</p>	<p>2 3 Curricula are somewhat organized around common standards for program areas college and career readiness, and instructional practices incorporate the skills and knowledge learners need to transition successfully into postsecondary education, training, and the workforce</p>	<p>4 5 Curricula are mostly all organized around common standards for program areas college and career readiness, and instructional practices that incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce</p>
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Quality Indicator #3: Entry

Key Concept: This section asks questions about the consortium members’ ability to have established common intake and assessment procedures and provide career and goal exploration and planning that addresses individual student needs and interests.

1.7. Consortia and members orient adult learners in a manner that is culturally responsive and promotes self-efficacy and confidence			Observations
<p>1.7.1. 1 Few programs provide mandatory orientation for first-time students</p>	<p>2 3 Some programs provide differentiated orientation for first-time students</p>	<p>4 5 Programs provide mandatory "high-touch" orientation for first-time students designed to help students identify career options and goals aligned to student skills and interests, clarify program and administrative requirements and timelines, and assist with course selection and access to support services, including financial planning / literacy and other wrap-around services</p>	<p>LACCD is required to prepare educational plans for each of their students and serves as a role model for the USDs. The AE USDs are working toward preparing educational plans for their students, even though not mandated by the State of California.</p>
<p>1.7.2. 1 Few to no partnerships exist among community providers</p>	<p>2 3 Some partnerships exist among a few providers in the community to provide counseling, social, and academic supports</p>	<p>4 5 Programs partner with providers in the community to provide case management services to students, including counseling and social and academic supports.</p>	<p>Montebello USD and Culver City USD to a lesser extent than LACCD, LAUSD, and Burbank USD.</p>

<p>1.7.3. 1 Few students have meaningful access to high-quality counseling services</p>	2	<p>3 Some students in certain programs have access to high-quality counseling services</p>	4	<p>5 Nearly all students have access to high-quality counseling services from initial contact</p>	<p>All LARAEC members, except Culver City USD, believe their students have access to high-quality counseling services from initial contact. Culver City USD sees this as a need.</p>
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1.8. Consortia and members use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities **Observations**

<p>1.8.1. 1 There is little to no uniformity or consistency among providers regarding assessment, placement, and use of individual learning plans.</p>	2	<p>3 There is some consistency among providers regarding assessment, placement, and use of individual learning plans.</p>	4	<p>5 Providers have adopted common assessments and placement policies, which directly inform students' individual learning plans</p>	
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1.9. Students complete individualized educational plans that reflect an informed understanding of their educational and career options					Observations
<p>1.9.1. 1 Few students develop meaningful individual educational plans.</p>	2	<p>3 Some students develop individual educational plans they use to track progress through their programs.</p>	4	<p>5 Individualized educational and support service plans are developed early in the educational experience and updated regularly based on student goals, assessment, and learner outcomes</p>	<p>All agree on the importance of and need for educational plans; progress varies depending on the program:</p> <ul style="list-style-type: none"> ■ ASE/CTE = 3.5 to 4 ■ ABE = 3.0 ■ ESL = 3.0
<p>1.9.2. 1 Career planning occurs at the end of students' programs, if at all.</p>	2	<p>3 Some programs provide integrated career planning that is sometimes captured as part of students' individual educational plans.</p>	4	<p>5 Learning plans are shared across agencies and drive academic and career planning. Career planning is integrated throughout students' educational experience.</p>	<p>All agree on the importance of and need for educational plans.</p>

1.10. Consortia and members collaborate in the provision of proactive counseling and support services to promote persistence and long-term student success		Observations	
<p>1.10.1 1 Few agencies assess or promote the full range of wrap-around supports students need.</p>	<p>2</p> <p>3 Some programs informally assess student needs and make referrals to partners for services.</p>	<p>4</p> <p>5 Students are provided the full range of student services to support their ability to successfully complete programs, including financial assistance, housing, access to food / nutrition, child care, books & materials, physical and mental health services.</p>	
<p>1.10.2 1 There is almost no consistent approach to proactively identifying student needs or connecting them to supportive services.</p>	<p>2</p> <p>3 Dedicated advisors / staff / faculty tend to coordinate academic and non-academic supports to students, though procedures may not be formalized.</p>	<p>4</p> <p>5 Early alert systems are integrated into programs and prompt action by advisors / staff / faculty who coordinate to provide academic and non-academic support to students</p>	<p>Most of the LARAEC members are rated around a “3,” whereas Culver City USD is rated as a “2” because it lacks dedicated advisors. LACCD has dedicated advisors so is rated a “4.”</p>

Quality Indicator #4: Progress

Key Concept: This section asks questions about the consortium members’ ability to have shared and aligned programs which allow students to accelerate progress via courses that are geared toward academic, career, and community goals.

1.11. Consortium and members Skill Attainment in Aligned and/or Articulated Programs					Observations	
1.11.1	1	2	3	4	5	Due to LARAEC’s size, more work needs to be done
	No alignment has occurred		Some alignment has occurred, and some curricula have been updated based on current learning theory and promising practices		Curricula are aligned, up-to-date and informed by current learning theory and promising practices with well-articulated instructional goals of reasonable scope and sequence	
1.11.2	1	2	3	4	5	Started, but needs to be driven forward. All share the same common goal of college to career.
	No alignment / articulation has occurred		Some programs are monitored for successful alignment and articulation		Consortia / members actively track performance of aligned programs using established data collection procedures and agreed upon measures of skills attainment	

1.12. Integrated Education and Training (IET)					Observations	
1.12.1	1 Minimal contextualized ESL is provided at a small number of agencies	2	3 Some concurrent enrollment is available	4	5 Several concurrent enrollment opportunities across a number of disciplines are available	Many member schools have started concurrent enrollment, but not completed throughout LARAEC
1.12.2	1 Few to no concurrent enrollment opportunities are available	2	3 Some contextualized ESL or basic skills IET courses are provided	4	5 Basic skills and ESL courses are contextualized to include workforce training and workforce preparation activities	Progress being made, especially with ESL across the USDs.

1.13. Ongoing and Consistent Support					Observations	
1.13.1	1 There is little to no coordination around student support services	2	3 Some agencies have processes for tracking student supports needs and acting on data to ensure student success	4	5 Members have shared tools and procedures for collecting counseling, transition, and support services data and provide coordinated referrals to members / partners Student satisfaction surveys show high rates of satisfaction (90% or better) across all agencies	Progress being made with much work yet to be done. LAUSD is rated slightly higher at "4" level. Culver City USD needs to do more in this area.

Quality Indicator #5: Completion/Transition

Key Concept: This section asks questions about the consortium members’ ability to facilitate timely program completion and successful transition into postsecondary education, training, and / or employment.

1.14. Programs demonstrate effectiveness in transitioning students into postsecondary and / or the workforce				Observations
1.14.1 1 There is little to no coordinated case management or formal support for transition into post-secondary or the workforce	2	3 Some agencies provide case managed transition support, though processes may not be uniform or aligned across agencies	4 5 Members have shared systems and procedures to support transition process (alignment of standards, collocated transition specialists, warm hand-offs, case/referral management and tracking)	<ul style="list-style-type: none"> ■ Counseling collaborative (relationship based) ■ Need to develop wrap-around services ■ LAUSD works with its cities in terms of workforce development needs
1.14.2 1 Few programs have formal articulation / dual-enrollment policies or agreements	2	3 Some programs have formal articulation / dual-enrollment policies or agreements	4 5 Nearly all programs have formal articulation / dual-enrollment policies or agreement that enable easy transition into postsecondary training.	<ul style="list-style-type: none"> ■ One of the LACCD community colleges has formal articulation agreements between the community colleges and K-12 adult education services ■ Need dual-enrollment for legislative update ■ LACCD and AE USDs to share lessons learned
1.14.3 1 The consortium does not set performance targets and only rarely looks at student achievement in a coordinated way	2	3 Some programs may set performance targets or there are consortium plans to develop processes to do so	5 Nearly all consortium agencies actively collaborate to set and track performance targets and student achievement	<ul style="list-style-type: none"> ■ Need to define and create common descriptions

1.15. Partnerships with local workforce and community service providers are integrated into programs of study				Observations
1.15.1 1	2	3	4	5
Programs have few if any formal relationships with regional partners		There are some formal agreements with regional partners to provide support services in a select number of programs		<p>Programs actively collaborate with partners to provide service-learning, job-shadowing, mentoring, internships, apprenticeships, and / or other work-based learning opportunities and / or services to students that aid in the development of employability skills</p> <ul style="list-style-type: none"> Based on CTE and Workforce Programs and guided pathways Note: This item is not relevant to Culver City USD because it does not offer CTE programs.

1.16. Programs conduct continuous improvement planning that is in conjunction with all regional adult education stakeholders				Observations
1.16.1 1	2	3	4	5
Relatively little formal evaluation of program effectiveness is conducted		Programs regularly assess their effectiveness supporting student goal achievement using data from AEBG accountability systems and additional local measures of effectiveness (industry recognized credentials, AEBG completion measures (high school credentials)		<p>Programs regularly assess their effectiveness supporting student goal achievement using data from AEBG accountability systems and additional local measures of effectiveness (industry recognized credentials, AEBG completion measures (high school credentials)</p> <ul style="list-style-type: none"> Most of the LARAEC districts have either recently undergone accreditation or are currently undergoing accreditation, which requires extensive stakeholder engagement in adult education.

<p>1.16.2 1 Consortium does not conduct meaningful continuous improvement planning. When it does, community partners, staff, faculty, students, and other stakeholders are rarely involved.</p>	<p>2 3 Community partners, staff, faculty, students, and other stakeholders are sometimes involved in continuous improvement planning and evaluation. Opportunities to participate may be reserved for only some powerful and/or influential agencies or employees.</p>	<p>4 5 Community partners, staff, faculty, students, and other stakeholders are engaged in continuous improvement planning and are involved in evaluating program effectiveness and design</p>	<ul style="list-style-type: none"> Most of the LARAEC districts have either recently undergone accreditation or are currently undergoing accreditation, which requires extensive stakeholder engagement in adult education.
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Table 1. Regional Service Providers – Burbank Unified School District

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
American Heart Association	Health	3811 W Allan Ave,			X	X					CPR Training
Associated Builders and	Construction	12979 Arroyo St. San								X	Electrical Apprenticeship
Burbank Airport	City Services	2627 N Hollywood		X							Scholarships, & Advisory
Burbank Fire Department	City Services	311 E Orange Grove			X						Field trip tours/career fair
Burbank High School	Education	902 N 3rd St,			X						Class site
Burbank Library	City Services	300 N Buena Vista St,			X						Field trips & Advisory
Burbank Recycle	City Services	500 S Flower St,			X						Field trips & Advisory
Burbank Workforce Connection	City Services	301 E Olive Ave,	X	X	X	X			X		Job resource center, assistive
Certified Health	Health	9795 Cabrini Dr #102,				X					Medical Billing and Coding
Clinica Medica San Miguel	Health	8781 Van Nuys Blvd,				X					Medical Assistant Externship
Clover Medical Corporation	Health	12134 Victory Blvd,				X					Medical Assistant Externship
CVS Pharmacy	Health	5969 Lankershim Bl.				X					Pharmacy Tech Externships
Department of Rehabilitation	State Services	15400 Sherman Way	X	X	X		X				Employment and training for
Glendale Community College	Education	1500 N Verdugo Rd,		X							College
John Burroughs	Education	1920 W Clark Ave,				X					Class site
Los Angeles Mission college	Education	13356 Eldridge Ave,	X	X		X					Counseling services CTE
Los Angeles Valley College	Education	5800 Fulton Ave, Van	X								Counseling services CTE

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS	
Outwater Productions	Media	3811 W Allan Ave,		X		X					Graduation Photos
Providencia Elementary School	Education	1919 N Ontario St,								X	Class site BSI
Providence Saint Joseph	Health	501 S Buena Vista St,				X					CNA/Home Health Aide
Purple Communications, Inc.	Business	595 Menlo Dr.	X				X				Interpreter Services
Q Press	Business	2124 Rose Villa St,		X							Scholarships
Regional Center (FACTS)	County	3811 W Allan Ave,					X				Training
Rose Billing Service	Health Services	3008 W Burbank				X					Medical Billing and Coding
Verdugo Job Center											MOU with organization to
Warner Brothers Studios	Entertainment	461 S California St,	X	X	X		X	X			Career Fair

Table 1. Regional Service Providers – Culver City Unified School District

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AW/D	WR	PA	ACS		
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
West Los Angeles College	Education	9000 Overland										College Application
Santa Monica College	Education	1900 Pico										College Application
Julia Dixon Library	City Services	4975 Overland										Class tours
West LA AJCC	City Services	5446 Sepulveda										Job Resource Center
LAUSD HiSET	Education	1646 S. Olive St										Onsite HiSET Testing
Carecen	Immigration	2845 W. 7 th Street										Provides Free immigration Services
24 th Street Theatre	Entertainment	1117 W. 24 th St										Field trips

Table 1. Regional Service Providers – Los Angeles Community College District

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS		
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Hire LAX	Employer	1 World Way							X			
Crenshaw Imperial Library	Library	1141 Crenshaw Blvd							X			
USC Headstart	Education	741 W. 27 th Street			X							

Table 1. Regional Service Providers – Los Angeles Community College District

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Boys and Girls Club	Business	1435 Del Amo Blvd			X						
Housing Authority LA-Rancho	Business	275 W. 1 st St.	X		X						GED Courses
SBCC Thrive	Business	540 N Marine			X						
Boys and Girls Club Gardena	Business	803 W. Gardena Blvd			X						
Environmental Charter High	Business	812 W. 165th			X						
Environmental Charter Middle	Education	3600 W. Imperial			X						
St Joseph Catholic Church	Education	11901 Acacia			X						
St. Thomas Apostle Church	Education	2632 W. 15 th Street			X						
La County Office of Ed	Workforce	1500 Century Blvd		X		X					
Housing Authority City of Los	Public Housing	1515 E. 105 th			X						
JVS Los Angeles	Workforce	6505 Wilshire Blvd							X		
West Adams Work Force	Workforce	2900 Crenshaw Blvd.							X		
LAUSD Center for Advanced	Workforce	4016 Central Ave.					X	X			
USC TRIO Program	Education	3607 Trousdale			X						
USC Headstart	Education				X						
Crenshaw Imperial Libray	Library							X			

Table 1. Regional Service Providers – Los Angeles Community College District

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Animo Leadership HS	Education	11044 S. Freeman		X	X					X	
LA Technology Center	Adult School	3721 W. Washington		X		X					
Venice Skills Center	Adult School	611 5th Avenue		X		X					
Community Career	Workforce	3550 Wilshire Blvd.							X		
Build LACCD	Workforce	1055 Corporate							X		
Tierra Del Sol Foundation	Employer	9919 Sunland Blvd							X		
ResCare	WorkSource	21010 Vanowen							X		
Talent Development MTA	Workforce	One Gateway Plaza							X		
Grifols Biologicals	Employer	5555 Valley Blvd							X		
Propel LA	Workforce	444 S. Flower St.							X		
Economic & Workforce Develp	Workforce	3550 Wilshire							X		
Comm. Dev Commission	Comm Partner	700 W. Main St							X		
LA Housing and Homeless Off	Comm Partner	510 W. Temple St							X		
Small Manf. Institute	Employer	1603 Don Carlos							X		

Table 1. Regional Service Providers – Los Angeles Unified School District

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
American Academy of Protective Training	Industry	5441 E. Berverly Blvd, Los Angeles, CA 90077					X				Training provider for security guard and firearms training
Boyle Heights Young Adult Program	Business	1500 Bridge St, Los Angeles, CA 90033	X	X							Charter adult school providing college and career readiness programs for 16 to
Brotherhood Crusade	Business	200 Slauson Ave					X		X		
California Institute of EMT	Education	2669 Myrtle Ave Signal Hill, CA 90755				X					CPR Classes Adult Education
Centinela Adult School	School	4409 Redondo Beach Blvd, Lawndale, CA 90260	X	X	X	X					
Certstaffix Training	Industry	355 S. Grand Ave #2450, Los Angeles, CA 90071					X				Training service specializing in corporate software
City of Beverly Hills ESL Program	Education	255 S. Lansky Dr Beverly Hills, CA 90212			X						
Coast Career Institute	School	1340 S. Hill St.				X					Adult Education
Compton Adult School	School	1104 E. 104 th St, Compton, cA 90220	X	X	X	X					

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS	
Electrical Training Institute	Electrician	6029 S. Garfield Ave, Commerce, CA 90040				X					Training and apprenticeship
EZRA University	Business	2604 Marengo St, Los Angeles, CA 90033									Private school that offers Bachelors and Masters degrees in Theology and
Five Keys Schools and Programs	Business	2420 E 1 st St, Los Angeles, CA 90033	X	X		X					Charter school providing high school and career readiness programs
General Assembly Downtown	Educational	360 E. 2 nd Street, Los Angeles, CA 90012				CTE					Vocational & Technical School, Educational Services, Adult Education
General Assembly Santa Monica	Education	1520 2 nd St Santa Monica, CA 90401				X					Vocational & Technical School, Educational Services, Adult Education
Inglewood Adult School	School	106 E. Manchester Blvd, Inglewood, CA 90220	X	X	X	X					
Intercoast College	Accounting Admin Assistant	175 E. Olive St, Burbank, CA 91502				X					Accounting Admin Assistant
INVENT Institute of Venue and Entertainment Technology	Industry	1401 E. 3 rd St, Los Angeles, CA 90033					X				Provides technical training for video production, lighting, and event audio
L.A. Urban League	Business	4401 Crenshaw Blvd					X		X		

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS	
Language Door	Language Learners	15720 Ventura Blvd, Encino, CA			X						Learn English
LASW College	School	1600 W. Imperial Blvd, Los Angeles, CA 90047	X	X	X	X					
Levy Adult School	School	3420 W. 229 Pl, Torrance, CA 90505	X	X	X	X					
Martin Luther King Rec Center	Business	3916 Western Ave						X			Am. Sign Lang, Interpreters
Montes Healthcare College	Health Science Industry	555 W. Redondo Beach Blvd, Gardena, CA 90248				X			X		
National Career College	Healthcare	14355 Roscoe Blvd, Panorama City, CA				X					MA Certification
National Healthcare Association	Healthcare							X		X	Certification/Career Resources
New Horizons	A+ Cert, IC3	6624 Valjean Ave, Van Nuys, CA 91406				X					Courses in computer repair and computer ops
Northwest College	Healthcare	14540 Haynes Ave, Van Nuys, CA 91411				X					MA Certification
NTMA	Machinist	12131 Telegraph Rd, Santa Fe Springs, CA				X					CNC Machinist

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS	
ONLC	A+ Cert	21550 Oxnard St, Woodland Hills, CA 91367				X					Live classes w/online instructor
PACE Business Center	Business	1055 Wilshire Blvd					X			X	
Pan American Learning Center	Business	5161 Pomona Blvd, Los Angeles, CA 90022					X				Provides technical training and academic foundation and standards necessary to
Pathways College Nursing And Health Care Careers	Health Science Industry	637 E. Albertoni St, Carson, CA 90746				X			X		Agency offers CNA classes only
Pico-Union Work Source	Business	1055 Wilshire Blvd							X		Support Services
Product School	Education	929 Colorado Ave, Santa Monica, CA 90401				X					Vocational & Technical School, Educational Services, Adult Education
Puente Learning Center	Education	501 S. Boyle Avenue, Boyle Heights		X	X	X					Language Schools, Adult Education, Preschools
SMMUSD Adult Education Center AEC	Education	2510 Lincoln Blvd Room 203 Santa Monica, CA 90405	X	X	X						
South Bay Adult School	Education	3401 Inglewood Ave, Redondo Beach, Ca 90278	X	X	X	X					

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS	
Southern California Health Institute	Healthcare	5644 Vineland Ave, North Hollywood, CA				X					MA Certification
Southern California Health Institute	Healthcare	18040 Sherman Way Blvd, Reseda, CA 91335				X					MA Certification
Southern California Regional Occupational Center	Vocational Training	2300 Crenshaw Blvd, Torrance, CA 90501				X		X			
Spartan College	Aviation	8911 Aviation Blvd, Hawthorn, CA 90301				X					Aviation mech: powerplants and airplane
The Academy by Educate Simplify	Specialty School	3580 Wilshire Blvd,									Adult Education
The Computer Tutor	Education	Los Angeles, CA 90066				X					Computer Training
Training Connection	Education	915 Wilshire Blvd									Adult Education
Training Connection	Education	915 Wilshire Blvd Ste 1800, Los Angeles. CA 90017				CTE					Adult Education
Trinity School of Health and Allied Sciences	Health Science Industry	1225 W. 190 th St #375, Gardena, CA 90248				X		X			

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AW D	WR	PA	ACS		
UEI College	Quickbooks Admin Assistant, Medical Assistant	5445 Balboa Blvd, Encino, CA 91316				X						Includes externship, MA Certification
United Education Institute	Health Science and Transportation Industry	661 W. Redondo Beach Blvd, Gardena, Ca 90247				X			X			
Valley College of Medical Careers	Healthcare	8399 Topanga Blvd, Canoga Park, CA				X						MA Certification
Vera Davis McClendon/Oakwood Youth Family Center	Community/Social Services	610 California Ave, Venice, CA 90291	X	X	X							Nonprofit community-based social service organization
West Adams Work Source	Business	7900 Crenshaw Blvd							X			Support Services
WLCAC	CBO	10950 S. Central Ave, Los Angeles, CA 90059	X	X	X	X						
Work Source-Marina Del Rey/JVS	Social Services/Employment	5446 Sepulveda Blvd #240, Culver City, CA 90230						X		X		Career Resources
Hipcooks	Cooking School	642 Moulton Avenue, Los Angeles, 90031				X						
NIU College	Education	5959 Topanga Canyon Blvd,				X						
Regan Career Institute	Education	11350 Valley				X						

