

2. REGIONAL EDUCATION NEEDS

From CAEP Guidance Document:

Describe and evaluate the educational needs of adults in the region. To describe the educational needs, conduct a review of data on the region's adult population. (Guiding questions and resources are provided below to assist with this review; they need not be responded to specifically in your response.) To evaluate the educational needs, critically review this data to determine its significance for the consortium's adult education services. The description and evaluation should include:

- *Summary of key data points identified by the consortium to be indicators of educational needs*
- *Implications of these key data points and educational needs for the consortium's prioritization of adult education services and dedication of resources.*

Describe and evaluate existing education ...services for adults among consortium members. To describe the levels and types of services, conduct a review of data on the consortium's education ...services. To evaluate the levels and types of service, critically review this data to determine whether it is sufficient to address the educational needs in the region, or where there are gaps in current services. Your evaluation should take into consideration recent events that may have affected the consortium's ability to address educational needs or otherwise widened these gaps. (For example, the COVID-19 pandemic resulted in lay-offs in the retail and hospitality sectors that may have increased the needs for adult education.)

Education, transitions, and outcomes data included in this section:

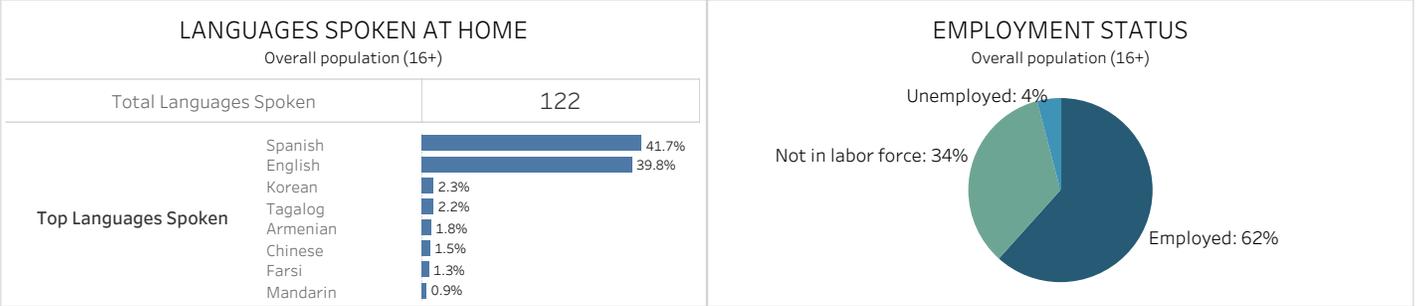
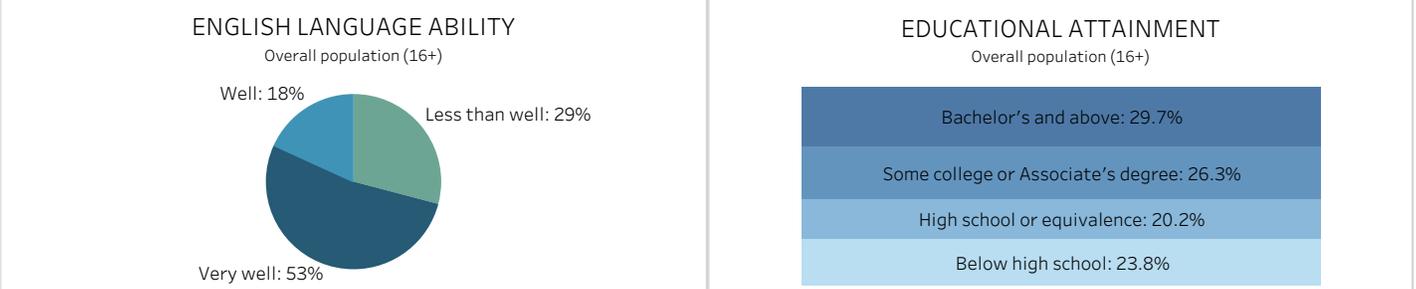
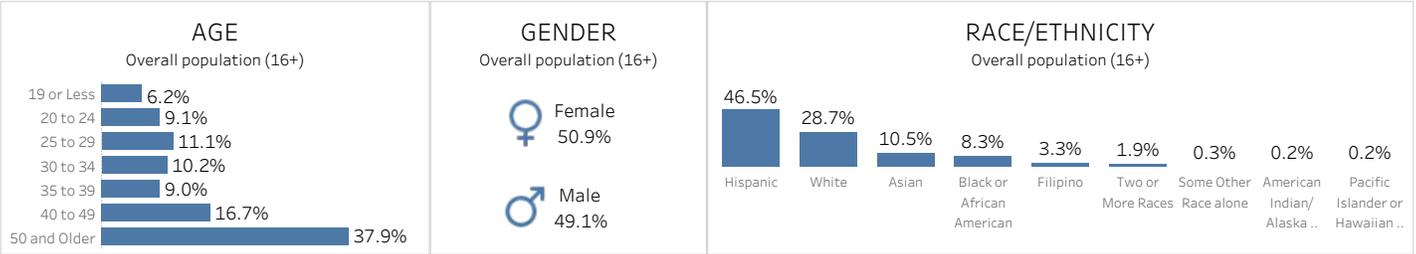
- Educational Needs: region and state fact sheets (provided by CAEP/WestEd)
- Summary of each LARAEC member-districts' levels and types of educational programs
- Regional and state fact sheets on transitions and outcomes (education and career).

Discussion Guidance:

- **Independent work**
 - Take 5 minutes to review the data individually
 - Make a note of two or three key points that stand out to you
- **Facilitator guided discussion**
 - What two or three key points stand out to the group?
 - What is this information telling us?
 - What are our recommended focus areas based on this data?



At a glance Click an icon to see the demographics for a selected population								
	4,393,809 Overall population (16+)	527,925 Adults w/disabilities	1,943,673 Foreign-born	770,104 Limited English	1,104,789 Near poverty or less	1,046,504 No high school diploma	178,568 Unemployed	22,147 Disconnected youth*



*Note: Disconnected youth include 16-24 year olds who are not attending school and are unemployed. Data Source: U.S. Census Bureau

Note: Data filtered for LARAEC region - estimates of regional general population

Comparisons of Total Population to the Adult Education Pipeline

Select a Consortium
Los Angeles Regional Adult Educati...



American Community Survey 2015-2019 Demographic Estimates

Adult Education Pipeline 2020 Demographic Data

Overall population (16+)

4,393,809

Total Individuals Served

98,835

Participants with 12+ Contact Hours

78,321

Total Population by Demographic Group

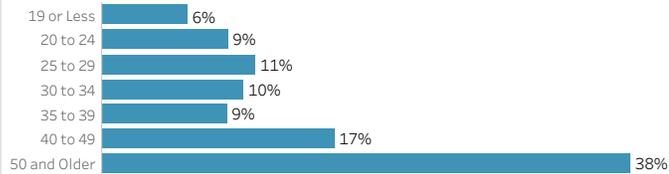
Data by Demographic Group

View data among:

Total Individuals Served

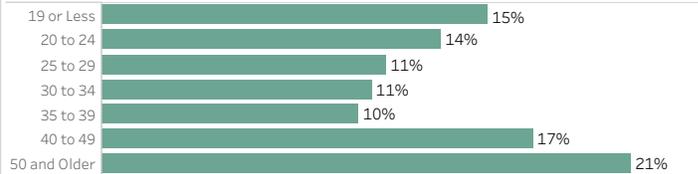
AGE

Overall population (16+)



AGE

Total Individuals Served



GENDER

Overall population (16+)



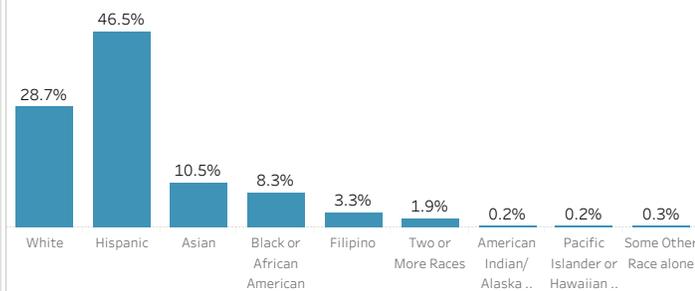
GENDER

Total Individuals Served



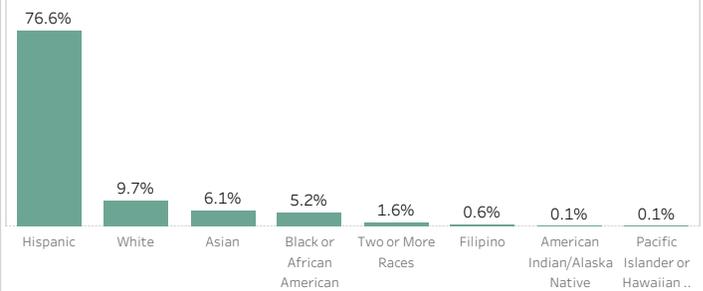
RACE/ETHNICITY

Overall population (16+)



RACE/ETHNICITY

Total Individuals Served



Data Source: U.S. Census Bureau & Adult Education Pipeline

Note: Data reflects general population (left) compared to student enrollment (right)



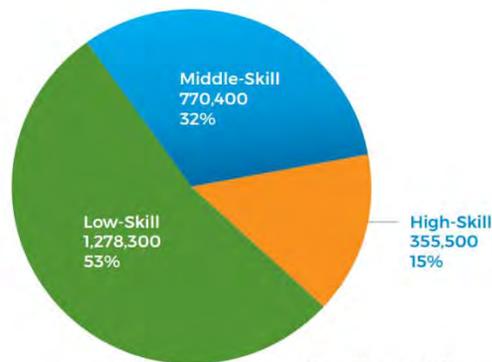
The Los Angeles Economic Development Corporation (**LAEDC**) and the Center for Competitive Workforce (**CCW**) forecast over 200,000 middle-skill job openings in Los Angeles Basin over the next five years.

New Target Occupations

The target middle-skill occupations identified in this report are found across myriad industries including health care, government, education, construction and the information sector. All have wages that exceed the estimated living wage of \$14.36 and \$15.85 in Los Angeles County and Orange County, respectively. Together, these 15 target middle-skill occupations account for approximately 150,000 of all projected middle-skill openings (19.4 percent) in the Los Angeles Basin from 2017 through 2022.

- **Registered Nurses** (23,670 openings)
- **Teacher Assistants** (19,800 openings)
- **Carpenters** (14,330 openings)
- **Electricians** (9,240 openings)
- **Licensed Practical and Licensed Vocational Nurses** (9,070 openings)
- **Production, Planning, and Expediting Clerks** (8,420 openings)
- **Automotive Service Technicians and Mechanics** (8,250 openings)
- **Social and Human Service Assistants** (7,720 openings)
- **Dental Assistants** (7,700 openings)
- **Police and Sheriff's Patrol Officers** (7,100 openings)
- **Computer User Support Specialists** (13,770 openings)
- **Plumbers, Pipefitters, and Steamfitters** (6,830 openings)
- **Paralegals and Legal Assistants** (5,410 openings)
- **Pharmacy Technicians** (4,250 openings)
- **Web Developers** (3,210 openings)

**EXHIBIT ES-1: SKILLS DISTRIBUTION
FOR 2017-2022 JOB OPENINGS**



Source: Estimates by LAEDC

Between 2017 and 2022, about 224,400 new jobs are forecast to be added across all industries in the Los Angeles Basin, a growth rate of 3.7 percent. When consideration is given to replacement jobs, approximately 2.4 million total openings (net new and replacement) are projected in the Basin over the period; **close to one-third (32 percent) of these openings are expected to be in middle-skill occupations.**

- Construction
- Transportation, warehousing and utilities
- Hospitality
- Social Assistance
- Retail Trade (including eCommerce)

Together, these five industries account for approximately 23.2 percent of total employment and 33.2 percent of all middle-skill jobs in the L.A. Basin; **over 158,000 total middle-skill openings (net new and replacement) are projected from 2017 to 2022 in the region in these industries.**

Levels and Types of Educational Programs

Burbank USD

BAS' ESL instructional program is specifically designed to promote the acquisition of critical English language communication skills through participatory and interactive instructional methodologies. ESL National Reporting System (NRS), the accountability system for federally funded adult education programs. All ESL students are assessed with CASAS Life Skills reading test.

BAS' Citizenship Preparation classes are considered part of the ESL program and incorporate English language skills with subject matter designed to help students pass the U.S. Citizenship Exam.

BAS' ABE program provides instruction in English Language Arts and math skills for students whose skills fall within the Grade Level Equivalent (GLE) range of 1-7. The ABE program serves as an important transition "bridge" program for English language learners who have been completed the ESL program but whose skill are not yet at the ASE level and native English speakers whose basic skills need improvement before they can successfully complete ASE coursework. All ABE students are assessed with CASAS reading and math GOALS series.

BAS' Adult Secondary Education (ASE) instructional program provides classes for students to complete high school graduation requirements. General Education Development (GED) test preparation courses are included within the HSE program. All HSD and HSE students are assessed with CASAS reading and math GOALS series. During the past two years, the ASE program has consistently been successful in the numbers of high school diploma and GED completers. Our hope is that number will increase with the addition of the HiSET equivalency test preparation classes. The HiSET is a test developed by ETS that will give our students another option as they pursue their high school diploma or high school equivalency certificates.

BAS offers a number of CTE programs and pathways including health careers, IT, business/office, and web design. A sampling of these programs are open to English learners, providing them the opportunity to participate in Integrated Education and Training courses in business/office, IT, and health careers.

Health Careers classes offered include Certified Medical Assistant, Certified Nursing Assistant, Sports Physical Therapy Aide, Physical Therapy Aide, Pharmacy Technician, Medical Terminology, and Medical Coding and Billing.

Business/Office careers offered include Beginner, Intermediate, and Advanced Computer Applications, Quickbooks for Business and Payroll, Excel, and Workforce Readiness.

Web Design courses include Web Design, Photoshop, and Adobe Creative Suite.

Information Technology courses include Cable and Computer Networking and IT Tech Support/CompTIA A+ Certification Exam Preparation.

Number of Sections in each Program Area

Program	2018-2019	2019-2020	2020-2021
ESL	55	46	44
ABE	8	8	8
ASE	26	22	22
AWD	12	12	12
CTE	68	57	48

Culver City USD

The below listing represents existing programs as of the 18-19 school year, with programs developed since 19-20 in **bold**.

21-22

ESL 1 ~ 5

ABE ELA, Math & **Basic Computer Skills**

Citizenship

High School Diploma

HiSET Prep/ **GED Prep**

*FSI second pilot and Medical Terminology CTE pathway in discussion/development

ESL & Academic programs have AM (8:30-11:30) and PM (5:30-8:30) sections; all other programs have one section at the current time. All programs, at present, are taught synchronistically, via what has come to be referred to as the “HyFlex” method. All programs also utilize digital platforms, on which students can work asynchronously and receive distance learning attendance.

20-21

ESL 1 ~ **4/5**, AM & PM - virtual

ABE ELA & Math, AM only - virtual

Basic Computer Skills pilot, in person

Citizenship pilot, virtual

High School Diploma AM/PM - virtual

HiSET Prep AM/PM - virtual
 Conversation - virtual, Friday mornings, intermediate
FSI first pilot, virtual

19-20 (all in person until March 2020)

ESL 1 ~ 4 AM/PM/AFT
 ABE ELA & Math AM/PM
 HSD & HiSET Prep - AM/PM
ESL 5 pilot - afternoon
 ESL Conversation - Friday Mornings (Beg/Int/Adv)
 Distance Learning with weekly paper packets.

18-19 (all in person)

ESL 1 ~ 4 AM/PM
 ABE ELA & Math AM/PM
 HSD & HiSET Prep - AM/PM
 ESL Conversation
 Distance Learning with weekly paper packets

Los Angeles Community College District

2018-2019	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District
ABE/ASE	147	74	48	56	1	20	317	-	318	981
ESL	197	260	52	71	3	94	113	87	10	887
CTE	157	166	11	5	96	28	120	33	186	802
<u>Table 2</u>										
2019-2020	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District
ABE/ASE	99	84	68	93	10	23	217	-	189	783

ESL	167	277	86	87	-	97	108	87	12	921
CTE	175	160	78	19	124	54	95	52	185	942
Table 3										
2020-2021	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District
ABE/ASE	47	69	32	71	14	17	187	1	87	525
ESL	132	149	36	41	-	76	90	86	18	628
CTE	141	106	47	3	71	69	102	66	153	758

See list of CTE programs (certificates) by school site – See Appendix A

Los Angeles USD

PROGRAM AREAS	Number of Sections		
	2018-2019	2019-2020	2020-2021
Adults supporting K12 student success	X	35	27
Adults w/Disabilities	15	18	15
Basic Skills (ABE)	329	338	329
Career and Technical Education (CTE)	1052	939	1052
Citizenship	9	5	9
ESL/ELL	1985	1844	1985
HSE	256	236	256
High School Diploma	585	537	585
Pre-Apprenticeship	5	X	5
Workforce Preparation	1	1	1

The Career Technical Education (CTE) program provides competency-based and academically-integrated career training in 15 industry sectors.

See Course Listing in Appendix A

Montebello USD

- High School Diploma Program
 - Teacher-directed and independent studies program
 - Ensures that graduates acquire the critical and academic skills necessary to continue their education and provides students with many more opportunities to achieve success.
 - Students have their official high school transcripts evaluated by our credentialed counseling staff and the counselor reviews credits needed with the student.
 - Students are enrolled in courses needed by our credentialed counseling staff..
 - Students who do not have high school transcripts can complete the required 180 credits for the program.
- Career Technical Education
 - Adobe Creative Suite
 - Certified Nursing Assistant
 - Commercial Drivers License and ForkLift
 - Electrocardiography (EKG)
 - Food Services
 - Intro to Computers / Basic Computer Skills
 - Keyboarding
 - Medical Occupations
 - Microsoft Office Certification
 - Music Appreciation
 - Personal Care Aide
 - Preparation for Instructional Aide
 - Protective Services
 - QuickBooks
 - Upholstery
- ESL
 - Offer every level of English language learning.
 - Each student is evaluated via CASAS pre/post test for their current English speaking level and are then placed in the appropriate ESL levels 1- 6 courses.
 - Students will advance as their language and conversation skills improve and strengthen.

- Child Development and Parenting
 - Primarily designed for parents and their child(ren).
 - Adult students without school aged children may also participate and learn the skills to become a paraeducator.
 - Parents spend quality time learning games and creative activities.
 - Parents learn how to navigate through their child's educational pathway with hands-on activities to help with their child's growth and development preparing them for student academic success.

Adults with Disabilities

- Students are invited to participate in our Farmer Jones Transitional Educational program.
- Classes are offered to assist students in reaching their full potential.
- Assessments are used by the instructors to determine the individualized students' needs, interests, and goals.
- Students in the program will enhance their social, independent living and adaptive skills.
- Students receive academic tutoring, to support those students working towards earning their high school diploma.

Family Success Program for Parents

- Designed for adults to develop knowledge and skills to assist elementary and secondary school children in order to achieve academic success in school.

Summaries of existing surveys conducted in the last year:

Burbank USD

Burbank Adult School values the collection of data, both qualitative and quantitative. In addition to the required surveys as part of WIOA and WASC, BAS collects, or plans to collect, data relating to student goals, teacher reviews, and student follow-ups. Our focus is on program improvement through meaningful data collection for self-evaluation.

In reviewing the various student surveys, BAS students have a high technology awareness. Most students have Internet access at home, in addition to having their own devices. This allows us to communicate with the students via email for class-related information. Although BAS requires students to attend in-person per district policy, the majority of students are willing

and able to learn online. However, there is a significant number of students that do not have the means to afford their own devices conducive to learning at home. In addition to a percentage of students lacking devices for online learning, the EL Civics needs assessment revealed that class scheduling is a barrier for students. This is critical since students cannot consistently attend class(es) due to outside responsibilities such as child care and work schedules especially during the pandemic. Our student population attends school for personal improvement and to obtain job training. As part of our footprint in our community, BAS students learn about the adult school through word-of-mouth and our website. BAS will continue to collect survey data throughout the school year.

Equity Needs Index - Students are surveyed during the intake process to determine their barriers and needs. This information is stored in our SIS and is part of our data collection for WIOA and for CAEP. Students taking classes that require a computer are also surveyed for their technology needs, and laptops or Chromebooks are provided when possible.

Culver City USD

OTAN Instructor Self-Assessment WIOA & CIP Technology Survey

The OTAN Instructor SelfAssessment survey was done on 2/12/21 during a staff meeting, with an 83% response rate. In general, responses were honest, and showed the extent to which instructional staff are still unfamiliar with many aspects of technology. Further, when asking proficiency levels, many seem hesitant to describe their skills as strong. Responses showed - even midway through the pandemic during a school year that began and ended 100% virtually - teachers stating that they *did not* rely on daily use of: internet for developing lesson plans, test prep and assessment or management of student data. Further, on the OTAN site, the results of the Student Technology Intake Survey are attached. It was interesting to find that as many as 98 students responded to this survey; although a comparatively small number, this represents a relatively high response rate, given CCAS' size. In reviewing the results (for all agencies), it was interesting to see that the majority of the responses indicated little need for technological assistance.

Culver City Adult School's Google Form-based registration process enables us to survey all students as they enroll in our programs. Significant trends in responses, both for fall and currently for spring enrollment indicate that the majority (about 70%) of our students prefer to attend classes at least once a week in person, that the majority of our students (about 70%) are not seeking employment, and under 20% of our students would be interested in afternoon programs. Anticipating lower enrollment through the COVID period, CCAS suspended afternoon classes in 20-21 (all remote) and again in 21-22 (in person). Afternoon classes tended to be lower enrolled, but accommodated teachers' desires not to work split shifts (morning, then evening)

EL CIVICS Needs Assessment survey

There is evidence that these surveys were done, but we no longer have access to actual responses. Having said this, for the 21-22 school year, CCAS has been approved for the following COAPPs: Health, Community Resources, Employment, Work Safety and Soft Skills. Although CCAS' goal is to do two COAPPs per semester, various staffing and work environment/modality considerations will likely result in one COAPP per semester this year. Currently CCAS is implementing the Health COAPP.

Los Angeles Community College District

WIOA CIP Tech Survey: Most students that participated in the survey were interested in ESL courses (62%). The next highest group was Basic Skills (35%). Q1 Students feel they can continue to learn online (96%). Q5 77% of students use a computer or laptop for online learning. About half of responders use their cellphone for schoolwork and only .6% stated they did not have a device for online learning. Q6 About half of participants share their devices with others at home. Q7 The majority (84%) of students use a Wifi connection at home to connect to the internet. Q8 There are mixed results when asking students if they have any data limitations. 24% do not know while 26% said they do have limits. Q9 Most students (81%) do have a quiet place to study. Q10 The most popular items chosen to help students study were Flexible Study Times and Devices to Help Study Online. However, only about 35% of students chose these options and other choices ranked even lower. Q11 Students heard about the school through Family or Friends (65%) and the Website (30%). Q12

OTAN Instructor Self-Survey

A large number of participants (78%) chose troubleshooting tech problems as having High importance but also stated feeling their proficiency is Weak. This percentage (8%) is larger than all of the other questions in Section 1. Q1.3 In Section 2, the items highlighted in green are being used daily and weekly at high rates. Section 2 questions highlighted in red have the most common choice of Never in terms of usage. Some of these include Assistive Technology tools and hardware, Active Board, and Management Programs for student data. Participants are split on whether students are distracted when online and on plagiarism being a problem when using the internet. Q3.3 & Q3.5 65% of teachers Agree or Strongly Agree that There are too many unreliable sources when using the internet. Q3.6 The majority of participants have positive feelings about technology when it comes to affecting their teaching methods, teaching abilities, and collaboration. They also believe technology is reliable. Q3.8, Q3.9, Q3.13, Q3.14 Teachers do not think that learners are more knowledgeable than them when it comes to technology. About 71% of participants Disagreed or Strongly Disagreed. Q3.10 There is a

slight lean (52%) towards Agreeing or Strongly Agreeing that They are expected to learn new technology without formal training. This question might be important to find gaps in training. Q3.11 For Section 4, questions that had a Yes rate below 70% were highlighted blue to call attention to potential areas of improvement. Q9a was highlighted in red because it had the lowest Yes rate (51%) in the section.

EL CIVICS Needs survey – No summary provided. See appendix for raw data.

Los Angeles USD

LA Unified Student Technology Intake Survey

The Student Technology Intake Survey is presented annually to adult learners to determine their access to technology and how they use it for their learning in an effort to assist us in gathering data related to student access and distance learning barriers. The data helps us better respond to students' needs and identify gaps. The survey is typically completed by at least 25% of the WIOA eligible student population during the months of March and April.

According to the survey:

- When asked which classes or programs students would like to take, 69% indicated an interest in English as a Second Language, 29% Adult Secondary Education, and 19% Career Technical Education.
- When queried about online learning, 75% indicated they used email at home, 74% used their laptop or computer, 64% used their cellphones, 84% used their home wi-fi/internet, and 95% indicated they would like to continue to learn online.

Teacher Self-Assessment

The Teacher Self-Assessment of the survey measures teacher confidence and competency in the classroom. This allows us to understand teacher strengths and identify additional supports might be needed. The Teacher Self-Assessment is typically completed by a minimum of 25% of the WIOA teachers during the months of March and April.

The survey showed:

- 58% felt strong proficiency in integrating technology in daily instruction
- 55% felt strong proficiency in guiding learners when researching on the internet

- 52% felt strong proficiency in using technology to manage/organize their work.

Additionally, according to the survey:

- 45% need help aligning the integration of technology with the implementation of standards (I.E. College and Career Readiness and / or English Language Proficiency State Standards)
- 43% needs sufficient access to hardware technology tools to integrate into their instruction (computers, document cameras, smart boards, etc.)
- 40% needs more time to integrate technology into their curriculum.

EL Civics Needs Assessment Survey

A yearly Student Needs Assessment Survey is required for EL Civics implementation. In this needs assessment, adult school agencies assess the civic participation and workforce needs of the school community. Adult School Agencies can, in consultation with their teachers, consider known local community needs. Therefore, LA Unified Adult had asked teachers for feedback in choosing EL Civics topics for the 2021- 2022 school year.

The results from the 2020-21 school year survey indicated approximately 85% of respondents found the Employment and Health and Safety COAPs very relevant, while 80% found the Digital Literacy very relevant. There were 50% of respondents who found the Census 2020 very relevant.

In addition, the results from the 2021-22 school year survey found that 90% of teachers think that their students would be interested in learning about Employment, while 60% would be interested in Soft Skills and Digital Literacy, 40% would be interest in Transition, and 35% would be interested in Workplace Safety.

Teachers indicated that the other areas of interest that they would consider their students would like to study were employment skills, economic education, how to become a citizen, finances, jobs, citizenship, banking, updated digital literacy, and K-12 resources so parents can help their children.

Montebello USD

- MCAS will review student data regarding graduation rate, credits attempted, and credits completed. Technology survey results have identified the need of access to technology and broadband internet for online high school courses. MCAS has made it a priority to provide students the ability to checkout google chromebooks and wifi hotspots to increase course access and student support.
- By surveying the High School Program graduation rate on a monthly basis, and reviewing challenges, successes, and next steps, MCAS has been able to identify and provided staff with insight on how to engage and increase student persistence and support.