

2024 Data Binder

For planning the
2025-2028 3YP



Version 01/24/25 rev. 01/28/25

LARAEC Data

For 2025-28 3YP

TABLE OF CONTENTS

Introduction	2
Aligning Plans.....	4
Group 1 Data : Labor Market Information.....	16
Group 2 Data: Regional Needs Fact Sheets & School Plan Summaries	28
Group 3: Barriers and Support Services.....	34
Group 4: Stakeholder Input.....	47
Other Data Areas	61
Appendix A: LAUSD and LACCD CTE Course Offerings	64
Appendix B: District CAEP Manager Reports	73

INTRODUCTION

The LARAEC point persons and staff created this data binder to serve as a reference guide for participants in the planning process for LARAEC 2025-2028 Three Year plan. The three-year planning process is designed to provide the consortium members an opportunity to:

- Collectively assess the impact of services provided over the previous period
- Identify educational and workforce needs among adult education beneficiaries and providers in the region
- Define strategies and activities to meet these needs over the coming three years.

As the consortium works through identifying needs and determining focus areas for our next three-year plan, planning team members will look at 4 main areas of data.

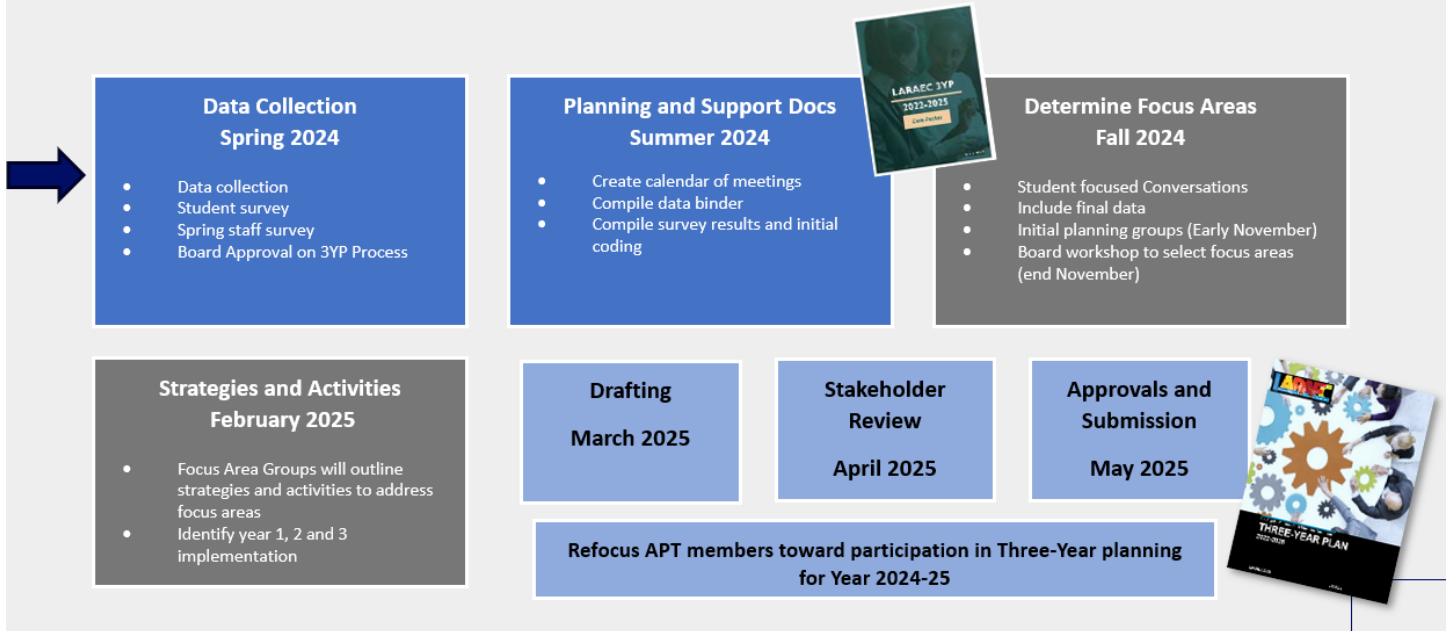
- Labor market information and regional planning summaries
- Regional Education Needs
- Student Barriers and Support Services
- Stakeholder Feedback

Other helpful resources might include:

- LARAEC 2022-2025 Three-year Plan
- LARAEC 2023-24 Annual Plan
- CAEP 2025-2028 Three-year plan guidance document

LARAEC 2025-2028 Three- year Plan Structure

6.1 Three-year Plan 2025-2028



Along with LARAEC board, point persons, and staff, there are two main planning groups that will be utilized during the three-year planning process, *Initial Planning Groups & Focus Area Teams*.

Initial Planning Groups – The intention of this group is to look at a selection of consortium data, identify key takeaways from the data, consider what this data means for the consortium, and recommend 2-3 focus areas for the next three-year plan.

These groups will each be assigned a piece of the LARAEC Data Binder to consider. They will meet once for a facilitated conversation about the key takeaways. This three-hour meeting will take place on zoom.

Focus Area Selection – After the IPG meetings, the LARAEC board will consider all recommendations and select the final priority focus area for the three-year plan.

Focus Area Teams – Each focus area selected for the three-year plan will have a team. The intention of this team is to recommend strategies and activities that address each focus area. These strategies will make up the bulk of the three-year plan for the next three years.

This team will meet 3 times for 3 hours each on zoom over three Fridays in February and March.

LAREAC Leadership – The LARAEC staff and point persons will bring all recommendations together in one draft. The draft will be available for **stakeholder review** and general comment in April through online posting and zoom lunch sessions.

ALIGNING PLANS

From CAEP guidance document:

Provide a description of the alignment of adult education and workforce services supported by CAEP with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to WIOA.

Data Included in this section:

- District Summaries of Continuous Improvement Plans (CIP), WASC Goals or strategic plans, and Perkins goals.
- Summary of goals from LAOCRC Strong Workforce Regional Plan 2021-24
- Summary Goals from WIOA Local Workforce Plan – LA Workforce Development Board 2021-2024.

BURBANK USD

Burbank Adult School is committed to continuous innovation toward the goal of offering workforce pathways in high-need, lucrative areas for its students. Its CTE pathways range from business and office occupations to health care to IT, and its basic skills and ESL programs are closely aligned with CTE, allowing students streamlined, short-term options to enter the workforce.

This year, Burbank Adult School has a team of leaders participating in statewide professional development trainings in the area of IET (Integrated Education and Training) to grow effective and sustainable programs and expand upon the programs already offered. These programs will open up pathways leading to jobs, training, and/or higher education.

Burbank Adult School is also expanding its collaboration with local workforce agencies. Collaborations include job placements, references, regular review of Labor Market Information to address community needs.

Burbank WASC Action Items 21-22:

- BAS should continue to expand, monitor, and evaluate its marketing and community outreach efforts through integration with and leveraging of resources with local and regional service providers.
- BAS should continue and further develop Professional Learning Communities (PLCs) that promote the implementation of standards-based instructional practices to accelerate learning, improve student learning outcomes, and prepare students for postsecondary education and employment.

- BAS should develop system-wide practices for collecting data and assessing program effectiveness.
- BAS should continue to integrate technology-based training and resources into the instructional programs, as outlined in the LARAEC Three Year Plan, in order to improve educational and employment opportunities for all learners.

CIP Goals, by department (ESL and Academic):

- By the end of the academic year (June 2025), we will increase ESL enrollment by 5% in comparison to the year 2023-2024.
- By the end of the academic year (June 2025), we will increase the total number of HSE completers by 10% from 2023-24.
- By the end of the academic year (June 2025), we will increase the number of students enrolled in distance learning and/or blended learning classes by 10% in order to broaden student access to BAS course offerings in comparison to year 2023-24.

CULVER CITY USD

Culver City Adult School's (CCAS) motto is "Opening Doors to Education, Enrichment, and Empowerment." The staff is committed to providing high-quality, engaging learning opportunities for students to achieve their personal, educational, and workforce goals through robust programming in Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL), Citizenship, and the piloting of a new Career Technical Education Pathway for Certified Clinical Medical Assistant (CCMA).

To provide strong visionary leadership throughout departments, the Principal, Assistant Principal, and all Coordinators will attend a 3-day conference related to Professional Learning Communities this Fall. Key outcomes will include learning new strategies for implementing a multi-tiered system of support and connecting school improvement to the mission to aid and accelerate student success. Additionally, CCAS is actively pursuing opportunities to market programs to the community and to partner with local non-profit organizations to build mutual awareness of the resources the school and community agencies offer.

Continuous Improvement Plan Goal:

Goal 1: By the end of the academic year, increase the number of ESL participants from 69.92% to 80% of total enrollees. Through the implementation of a hybrid orientation course, learners will be provided with all relevant program information and learn the necessary skills to meet course expectations.

Goal 2: By the end of the academic year, provide at least 4 professional development opportunities in the area of technology integration. Through the implementation of technology in the classroom, teachers will be able to improve instructional techniques, provide personalized learning opportunities for students, and develop student tech skills.

Goal 3: Before the end of the following program year, increase the number of promotions from ABE to ASE in the subjects of RLA and/or Math from 19.4% to 35% (+15%). By expanding and improving

student support services, instructors will be better equipped to identify and address student barriers to completion.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

VISION 2030 GOALS AND OUTCOMES

Benchmark: By 2030, improve the outcomes of underrepresented students of color, low-income students and students with disabilities to the current system average on each outcome.

Outcome 1: Completion: Increase with equity, the number of California community college students who complete a meaningful educational outcome.

Outcome 2: Baccalaureate attainment: Increase with equity, the number of California community college students attaining a baccalaureate degree.

Outcome 3: Workforce Outcome: Increase with equity the number of California community college students who earn a living wage.

Outcome 4: Student Participation: Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians

Outcome 5: Maximizing Financial Aid: Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.

Outcome 6: Reduce Units to Completion: Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

Strategic Direction 1: Equitable Baccalaureate Attainment: California community colleges are committed to the governor's ambitious higher education goal of 70% postsecondary degree and certificate attainment among working-aged Californians by 2030

Strategic Direction 2: Equitable Workforce and Economic Development: Calls on community colleges to partner with industry to invest in skilling up workers for their socio-economic mobility.

Strategic Direction 3: The Future of Learning: Increasing adaptive teaching and learning, expanding the ability to provide crucial feedback to learners, offering innovation and new capabilities to educators and learner

LACCD CIP PLAN 24-25

Goal 1 : In PY 2024-25, the LACCD ASE Program will improve high school equivalency (HSE) completion rates by 30% (from 46 students in the 2023-2024 year to 60 students). This significant improvement will be tracked and confirmed by CDE Data Match. The strategy to achieve this ambitious goal includes refining the application of diagnostic tools such as CASAS to guide

instruction, expanding the availability of support services, and conducting a thorough review of instructional tools and practices.

Goal 2: During the 2024-2025 academic year, the Los Angeles Community College District (LACCD) will develop and implement a CANVAS orientation module for all new and returning students across adult education (AE) programs delivered prior to the start of their online class. LACCD enrolls 2110 students in online classes per year. The success of the implementation will be measured by a 50% completion rate among the students. The goal focuses on creating a CANVAS orientation module to familiarize students with the CANVAS system, which is crucial for their academic success. It also helps in ensuring that all students, regardless of their program, have equal access to the necessary resources

Goal 3: For the 2024-2025 program year, LACCD will improve the Educational Functioning Levels (EFLs) completion rate of Intermediate Low (IL) and Intermediate high (IH) English Language Learners (ELLs) by 2% annually such that the completion rate for intermediate Low (IL) will reach 37% in 2024/25 (from 35% in 23/24) and the completion rate for intermediate high (IH) will reach 31% in 2024/25 (from 29% in 23/24). This improvement will be achieved by: 1. conducting 4 training sessions for faculty and staff during the year, emphasizing the effective use of CASAS learner and program reports. 2. Providing targeted professional development opportunities for faculty, focusing on aligning instruction with data trends found in the CASAS reports. 3. Developing and implementing 10 student support activities and social events throughout the year to foster a supportive learning environment.

LOS ANGELES USD

LAUSD Strategic Plan – Ready for the World

The overarching goals include boosting college and career readiness, improving literacy and numeracy, and enhancing socio-emotional learning, all developed with input from various stakeholders such as students, families, educators, and staff. This plan aims to equip students with the necessary skills for graduation and future success. It emphasizes several key areas, including academic excellence, joy and wellness, engagement and collaboration, operational effectiveness, and investing in staff:

Pillar 1: Academic Excellence. Pillar 1 has the following priorities: High-Quality Instruction, Enriching Experiences, Eliminating Opportunity Gaps, College and Career Readiness. My district's strategic

Pillar 2: Joy and Wellness. Pillar 2 has the following priorities: Welcoming Learning Environments, Whole-Student Well-Being, Strong Social-Emotional Skills, Outstanding Attendance.

Pillar 3: Engagement and Collaboration. Pillar 3 has the following priorities: Strong Relationships, Accessible Information, Leading for Impact, Honoring Perspectives.

Pillar 4: Operational Effectiveness. Pillar 4 has the following priorities: Data-Driven Decision-Making, Modernizing Infrastructure, Sustainable Budgeting, District of Choice.

Pillar 5: Investing in Staff. Pillar 5 has the following priorities: Diverse Workforce, Professional Learning, Staff Wellness, High Performance Standards.

The Los Angeles Unified School District (LAUSD) has outlined several strategies to measure the success of the initiatives in their Strategic Plan:

1. **Implementation Guide:** A forthcoming Strategic Plan Implementation Guide will detail specific actions and practices to support the achievement of goals in schools and classrooms.
2. **Ongoing Engagement:** Continuous feedback from the community is essential. Regular and robust engagement with all members of the Los Angeles Unified community will help ensure alignment with the goals and objectives of the Strategic Plan.
3. **Alignment of Systems:** The plan emphasizes the need for alignment between various district processes, including budgets, the Local Control Accountability Plan (LCAP), reporting structures, professional development, and school-level plans.
4. **Progress Monitoring:** The Strategic Plan includes specific measures and targets to assess the success of its implementation. Continuous monitoring and sharing of progress are deemed crucial for adapting strategies to improve student outcomes.

Key Goals and Commitments

The Strategic Plan aims to achieve a singular goal over the next four years:

- **Ensure All Students Graduate Ready for the World:** This overarching goal emphasizes preparing students not only academically but also socially and emotionally for future challenges.

LAUSD DACE CIP Plan

By the end of the 23-24 school year, LAUSD DACE will participate in creating and implement a student experience survey. This survey will be designed to gather and triangulate actionable data directly from the students' perspectives related to clarity of academic expectations, school/classroom community, and instructional strategies. It will capture responses of 20% (13,000) or more of the total enrolled students, 65,000. Henceforth, the survey will be an ongoing component of our data and accountability process leading to improvement and persistence.

By the end of the 23-24 school year, LAUSD DACE will improve high school diploma (HSD)/equivalency (HSE) rates for academic students from 8.10% to 15% as measured by NRS.

By the end of the 23-24 school year, LAUSD DACE will increase learning management system (LMS) adoption by 50 teachers (10%) through thoughtful and systematic communication with stakeholders; digital on-demand coaching and training opportunities; and comprehensive site based, program-specific and division-wide professional development.

MONTEBELLO USD

By the end of the program year (June 2025), the persistence rates of High School Diploma (HSD) and English as a Second Language (ESL) students will have increased by 5% from an

average of 54% to 59%. Our 21-22 Goal was unmet and as a result, Montebello Community Adult School (MCAS) is taking proactive steps to address the persistence rates of both High School Diploma (HSD) and English as a Second Language (ESL) students. By implementing strategies such as offering flexible scheduling and accommodations for CASAS testing, providing individualized success plans for HSD students and Student Support Personnel to assist ESL students during enrollment, MCAS is aiming to create a more supportive and tailored environment for student success. Administering Engagement Surveys on school culture and program effectiveness is also a valuable initiative, as it will provide insights into areas where improvements can be made to better meet the needs of students and enhance their overall experience. By focusing on these strategies, MCAS is demonstrating a commitment to understanding and addressing the challenges faced by its students, ultimately aiming to increase persistence rates and promote student success.

By the end of the program year (June 2025) the High School course completion average gains will increase by 5% from an average of 24.9% to an average of 29.9%. Students will be assessed for program suitability to ensure success. This will improve student learning outcomes, retention, and appropriate access to courses needed to earn graduation credits.

By the end of the program year (June 2025), our English as a Second Language students and teachers will increase usage of Burlington English (BE) by 5%. Monthly reports will showcase an increase in or steadiness of student attendance and will be reported to staff at monthly department meetings. By using this program students will acquire a combination of English language skills and digital literacy skills required for employability. Increased program usage will also allow teachers the opportunity to create personalized data-driven instruction and learning.

Persistence rates will be reviewed by using ASAP attendance platform, TOPSpro Enterprise (TE) persistence report, and data reports. Increased persistence rates will be verified by data from TE. The data is compared to CASAS persistence reports from previous years.

DISTRICT SURVEYS

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

The CIP Teacher Assessments 2023-24 reveal that teachers view technology as a valuable tool for enhancing teaching, collaboration, and student engagement. However, challenges remain in areas such as access to tools, technical support, and keeping up with rapid technological changes. While most teachers have received some technology training and feel prepared, a significant number express a need for additional support to align technology with their teaching methods. Time constraints and concerns over technology's reliability also impact effective integration. Schools must address these challenges by improving access to resources, providing consistent technical support, and offering ongoing, targeted professional development sessions.

CCUSD Key Takeaways from the 2023-24 Student Technology Intake Survey

1. Course Interest & Enrollment Preferences

Students showed interest in a variety of educational programs:

- 23.6% expressed interest in Basic Skills classes.
- 14.5% want to pursue a High School Diploma program.
- 19.8% are interested in High School Equivalency (GED, HiSET, TASC) programs.

These findings suggest a strong demand for foundational skills and high school completion programs.

2. Access to Technology & Devices for Learning

- The majority of students (68.1%) use a cell phone as their primary device for online learning.
- 52.1% connect to the internet through their phone, indicating that mobile accessibility is crucial.

This highlights the need for mobile-friendly learning platforms and resources that cater to students relying on smartphones for education.

3. Support Needs for Online Learning

When asked about the resources that would help them succeed:

- 25.7% stated that they do not need additional help.
- Others indicated interest in technical support, internet access improvements, and digital literacy training.

This suggests that while some students feel confident in their tech skills, others may benefit from structured digital learning support.

4. How Students Discover the School

- The school website was the most common way students learned about the institution, accounting for 36% of responses.
- Other sources included word-of-mouth, flyers, and social media.

These insights emphasize the importance of maintaining a strong digital presence to attract new students.

Conclusion

The survey results indicate that students rely heavily on mobile devices for learning and access educational opportunities through the school's website. There is a significant interest in high school completion programs, and while many students feel comfortable with technology, others still require additional digital support. Schools can use this information to enhance mobile-friendly learning solutions, digital resources, and targeted outreach efforts.

CCUSD 24-25 EL Civics Student Needs Assessment

The most commonly selected topics reflect students' needs in key life skills:

- Preparing for Citizenship & Employment (Most Chosen)
 - Many students are interested in citizenship preparation and finding and keeping a job, indicating a strong desire for career and civic readiness.
- Health & Wellness
 - Topics like talking about health and eating healthy were among the top choices, showing a need for health-related English skills.
- Housing & Community Resources
 - Many students want to learn about housing and accessing government services, suggesting they need guidance in navigating essential resources.
- Technology & Internet Use
 - Some students selected using the internet and technology for life tasks, indicating a demand for digital literacy education.

Los Angeles CCD

WIOA CIP Tech Survey 23-24, N= 2,690: Q1 Most students that participated in the survey were interested in ESL courses (73%). The next highest group was Basic Skills (39%). Q2 A majority of students use email (91%). Q3 A little over half of students have taken an online course (53%). Q4 Half students (51%) prefer in person courses. Q5 52% of students use a computer or laptop for online learning. 64% of responders use their cellphone for schoolwork and 9% stated they did not have a device for online learning. Q6 About 30% of participants share their devices with others at home. Q7 65% of students use a Wifi connection at home to connect to the internet. 48% use their cell phone. Q8 When asked about the reliability and affordability of their home internet, 42% of students

answered “Yes”. However, 11% answered that it is too expensive. Q9 Most students (77%) do have a quiet place to study. Q10 The most popular items chosen to help students study were Flexible Study Times (43%) and Devices to Help Study Online (46%). Q11 Students heard about the school through Family or Friends (61%) and the Website (18%).

OTAN Instructor Self-Survey 23-24, N= 201: Section 1 shows that most faculty feel they have had adequate time, training or opportunities for access to technology for integration into their classrooms/curriculum. Question 7a shows some variance. 34% of participants feel that they have not received many opportunities for collaboration with their colleagues. Questions 7b shows that about 26% of these respondents believe they need more opportunities for this collaboration in the future. For Section 2, the majority of teachers felt that the items were at least of medium importance and they felt that their proficiency was adequate in all of these areas. In Section 3, 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, as well as Tablets. For Section 4, Opinions and Attitudes on Technology Integration, “When using the internet...” section, over half of participants agree that students are distracted when online and on plagiarism being a problem when using the internet. More than 65% of teachers Agree or Strongly Agree that There are too many unreliable sources when using the internet. Over 70% of respondents agree that students show higher levels of learning, are more motivated, and collaborate more when using the internet. Continuing in Section 4 for the “I think...” section, 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. Teachers do not think that learners are more knowledgeable than them when it comes to technology and about 75% of participants Disagreed or Strongly Disagreed. There is a split in thought on Agreeing or Disagreeing that “They are expected to learn new technology without formal training” and that “There is too much technological change coming too fast without enough support for teachers”. These questions might be important to find gaps in training.

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 2023-24 Survey:

- Online Learning Readiness: While 90.8% of students use email, only 27.6% have taken an online class before.
- Device Access: 73.3% of students can use cell phones for online learning, but only 41.5% have access to laptops, computers, or Chromebooks. (This highlights a potential need for providing more students with computers for a better learning experience.)
- Internet Connectivity Challenges: Only 21.2% of students have reliable and affordable internet at home, which is a significant barrier to online learning. 56.5% rely on their phones for internet access.

- Learning Preferences: There's a strong preference for in-person learning (57.1%), with hybrid learning (29.5%) being the second most popular option. Only 13.4% prefer fully online learning.
- Support Needs: A significant portion of students need additional support, with 46.7% requiring devices for online study and 43.8% needing flexible study times.
- Program Interest: English as a Second Language is most popular (53.7%), followed by High School Diploma (36.4%) and High School Equivalency programs (33.7%). Basic Skills classes interest 25.8% of students, while Career Technical Education appeals to 18.7%. Citizenship Preparation attracts 8.3% of respondents.

Teacher Self-Assessment

This 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:

Teacher Proficiency

- 68.1% felt strong proficiency in using technology to manage/organize their work
- 67.7% felt strong proficiency in using technology in daily instruction
- 62.5% felt strong proficiency in acting as a guide for learners when researching on the internet

Areas Needing Support

- 82.5% need help aligning the integration of technology with the implementation of standards (e.g., college and career readiness and/or English language proficiency state standards)
- 83.3% need more access to hardware technology tools to integrate into their instruction (computers, document cameras, smart boards, etc.)
- 85.7% need more time to integrate technology into their curriculum

Teacher Attitudes

- 90.0% agree or strongly agree that technology has changed the way they teach
- 93.6% agree or strongly agree that technology is a good tool for collaboration with other teachers
- 74.5% agree or strongly agree that most technology would improve their ability to teach

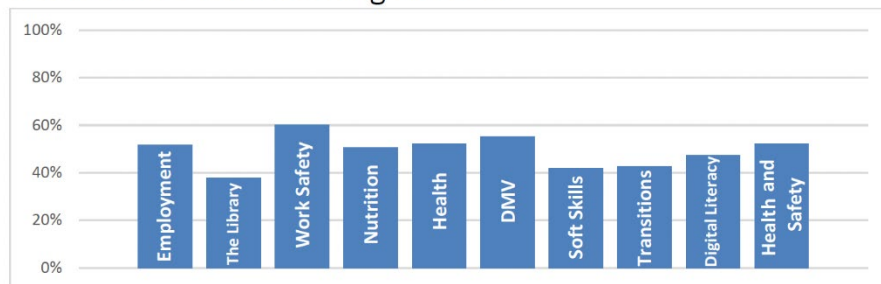
EL Civics Student Needs Assessment Survey

English Literacy and Civics (EL Civics) is funded under WIOA. The purpose of the EL Civics program is to support projects that demonstrate effective practices in providing and increasing access to English Literacy programs linked to civics education. One of the requirements of the program is to conduct an annual Student Needs Assessment Survey which indicates students' interest in the EL Civics assessments administered in the current and following school year. A sample of students in every ESL level (ESL 1-6) at every school site took the surveys digitally. The answers are reflected

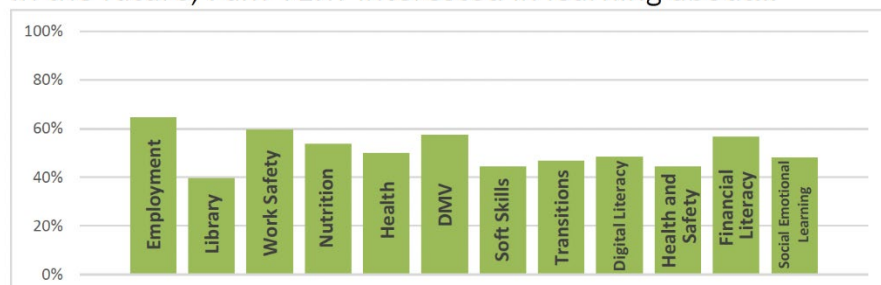
below. Additionally, the survey asked students about their interest in participating in job-training in the top in-demand industries in the Los Angeles area.

The 2023-24 COAAP school year survey, capturing responses from students across all schools, reveals key areas of interest that will guide the Division of Adult and Career Education's (DACE) COAAP selection for the upcoming year. DACE prioritizes a student-centered approach in curriculum development, implementation, and instruction. This year, 60% of DACE students expressed interest in Workplace Safety, followed by 55% in DMV-related topics, and 50% each in Employment, Health and Safety, and Digital Literacy. Additional interests included Financial Literacy, job training in high-demand areas such as Health and Financial Services, and Social-Emotional Learning. Each school will implement COAAPs tailored to its students' needs, based on individual school results, ensuring that instruction remains closely aligned with student goals and the community's evolving needs.

It was VERY useful learning about ...



In the future, I am VERY interested in learning about...



I am VERY interested in getting job-training in...



A **student technology intake survey for FY 2023-2024** showed that 61% of our students were interested in ESL. High School Diploma and Basic Skills were the second most popular interest while Citizenship, CTE and High School Equivalency were not as prominent. We found that most of our students use email, but less than half have ever take an online course. Even though technology becomes more advanced and used every day, our students still prefer to work in-person or hybrid, over online. Surprisingly, 72% use their cell phones for online learning. Most students connect to the internet via home Wi-Fi or their cell phones and 44% have reliable and affordable internet at home. We asked our students what would help them study online. In addition to help and internet services, we found that devices and flexible study times were the most needed. Mobile hotspots and basic computer skills were in the 16-17% range. Lastly, word-of-mouth continues to be the most popular way for students to find our services. 64% of our survey-takers heard about us through family and friends, 17% through our website.

The **CIP Teachers Self-Assessment 2023-2024 data** shows that most teachers are satisfied with technical needs and improvements. Further, over 50% of our teachers feel they are proficient in learning new applications, internet research, using technology in daily instruction, and using technology to manage and organize their work. The only item that fell below 50% was proficiency in troubleshooting problems that occur when using technology during and for instruction. Technology is used in the classroom daily by about 50% of our teachers, mostly internet resources, apps, management programs for student data, computers, active boards and mobile devices. Opinions and attitudes on technology integration were evenly split with 1/3 of teachers strongly agreed, 1/3 agreed, and 1/3 disagreed.

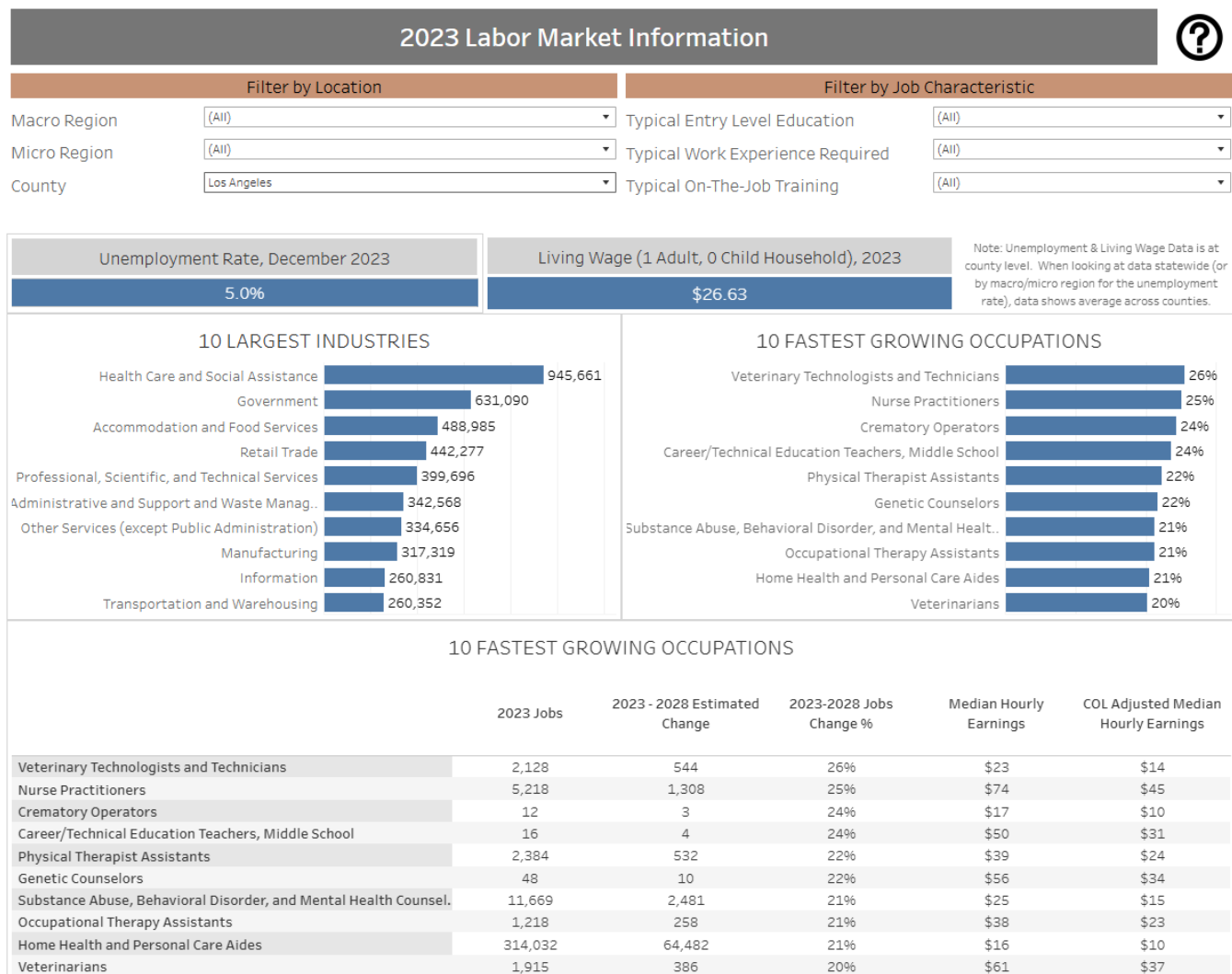
LABOR MARKET INFORMATION

Page 16

LABOR MARKET DATA

Labor market data provided comes from two sources, [CAEP Fact Sheets](#) and the EDD. The LMI data reflects certain parameter selections including location and education level. If you wish to look at additional parameters, you can use the link above.

CAEP Fact Sheet #1: The chart below reflects Los Angeles County at all education levels



Note: Data is at the county level. When viewing data across counties (e.g. at the macro or micro region level), data displayed are the sums or averages across relevant counties. Fastest growing occupations visuals show occupations with at least 10 jobs in 2023. Data Source: Bureau of Labor Statistics, Lightcast & MIT's Living Wage Calculator

CAEP Fact Sheet #2: The chart below reflects Los Angeles County and all levels of education less than a bachelor's degree.

Population Demographics | Population-Adult Education Co... | Adult Education Transitions | Labor Market Information | Student Stories | What's New in 2024

2023 Labor Market Information



Filter by Location

Macro Region

Micro Region

County

Filter by Job Characteristic

Typical Entry Level Education

Typical Work Experience Required

Typical On-The-Job Training

Unemployment Rate, December 2023

5.0%

Living Wage (1 Adult, 0 Child Household), 2023

\$26.63

Note: Unemployment & Living Wage Data is at county level. When looking at data statewide (or by macro/micro region for the unemployment rate), data shows average across counties.

10 LARGEST INDUSTRIES

Health Care and Social Assistance	945,661
Government	631,090
Accommodation and Food Services	488,985
Retail Trade	442,277
Professional, Scientific, and Technical Services	399,696
Administrative and Support and Waste Manag..	342,568
Other Services (except Public Administration)	334,656
Manufacturing	317,319
Information	260,831
Transportation and Warehousing	260,352

10 FASTEST GROWING OCCUPATIONS

Veterinary Technologists and Technicians	26%
Crematory Operators	24%
Physical Therapist Assistants	22%
Occupational Therapy Assistants	21%
Home Health and Personal Care Aides	21%
Veterinary Assistants and Laboratory Animal Caretakers	20%
Couriers and Messengers	20%
Cooks, Restaurant	18%
Food Cooking Machine Operators and Tenders	17%
Craft Artists	17%

10 FASTEST GROWING OCCUPATIONS

	2023 Jobs	2023 - 2028 Estimated Change	2023-2028 Jobs Change %	Median Hourly Earnings	COL Adjusted Median Hourly Earnings
Veterinary Technologists and Technicians	2,128	544	26%	\$23	\$14
Crematory Operators	12	3	24%	\$17	\$10
Physical Therapist Assistants	2,384	532	22%	\$39	\$24
Occupational Therapy Assistants	1,218	258	21%	\$38	\$23
Home Health and Personal Care Aides	314,032	64,482	21%	\$16	\$10
Veterinary Assistants and Laboratory Animal Caretakers	3,197	627	20%	\$18	\$11
Couriers and Messengers	7,321	1,429	20%	\$17	\$10
Cooks, Restaurant	37,859	6,995	18%	\$18	\$11
Food Cooking Machine Operators and Tenders	109	19	17%	\$17	\$11
Craft Artists	3,138	529	17%	\$10	\$6

Note: Data is at the county level. When viewing data across counties (e.g. at the macro or micro region level), data displayed are the sums or averages across relevant counties. Fastest growing occupations visuals show occupations with at least 10 jobs in 2023. Data Source: Bureau of Labor Statistics, Lightcast & MIT's Living Wage Calculator

EDD Fact Sheet #1: Los Angeles County and Any Entry Level Education

2020-2030 Local Employment Projections Highlights

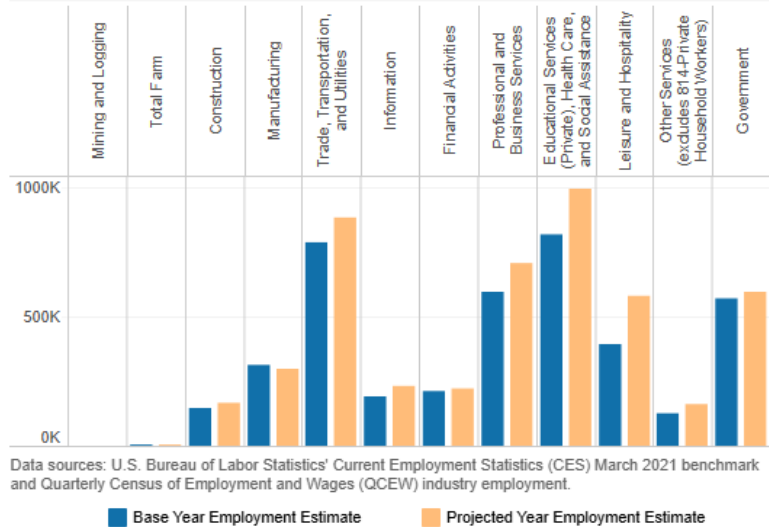
Select Area Name

Los Angeles-Long Beach-Glendale MD (Los Angeles County)

Los Angeles-Long Beach-Glendale MD (Los Angeles County)



2020-2030 Industry Sector Employment Projections



Entry Level Education

(All)

2020-2030 Occupations with the Most Job Openings

Standard Occupational Classification	Occupational Title	Total Job Openings	Median Hourly Wage	Median Annual Wage
31-1120	Home Health and Personal Care Aides	446,900	\$15.99	\$33,261
35-3023	Fast Food and Counter Workers	251,150	\$15.99	\$33,261
41-2011	Cashiers	178,890	\$15.62	\$32,499
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	150,470	\$18.19	\$37,835
41-2031	Retail Salespersons	138,160	\$15.62	\$32,499
35-3031	Waiters and Waitresses	116,640	\$15.99	\$33,261
53-7065	Stockers and Order Fillers	112,100	\$16.46	\$34,222
35-2014	Cooks, Restaurant	93,730	\$18.66	\$38,797
43-9061	Office Clerks, General	89,260	\$19.37	\$40,281
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	85,140	\$17.57	\$36,532

Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

2020-2030 Fastest Growing Occupations

Standard Occupational Classification	Occupational Title	Base Year Employment Estimate	Projected Year Employment Estimate	Percentage Change	Median Hourly Wage	Median Annual Wage
39-5092	Manicurists and Pedicurists	8,120	14,530	78.9%	\$15.99	\$33,261
35-2014	Cooks, Restaurant	33,500	59,830	78.6%	\$18.66	\$38,797
35-3011	Bartenders	8,450	14,790	75.0%	\$15.99	\$33,261
39-3091	Amusement and Recreation Attendants	5,880	10,050	70.9%	\$15.99	\$33,261
39-3031	Ushers, Lobby Attendants, and Ticket Takers	1,540	2,620	70.1%	\$15.99	\$33,261
39-9031	Fitness Trainers and Aerobics Instructors	6,840	11,570	69.2%	\$24.99	\$51,983
31-9011	Massage Therapists	2,690	4,530	68.4%	\$24.23	\$50,396
39-5011	Barbers	600	940	56.7%	\$23.29	\$48,458
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	9,020	14,060	55.9%	\$15.99	\$33,261
29-1171	Nurse Practitioners	3,870	6,030	55.8%	\$67.62	\$140,643

Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

Occupations with employment below 400 in 2020 are excluded.

EDD Fact Sheet #2: Los Angeles County and education less than a bachelor's degree

2020-2030 Local Employment Projections Highlights

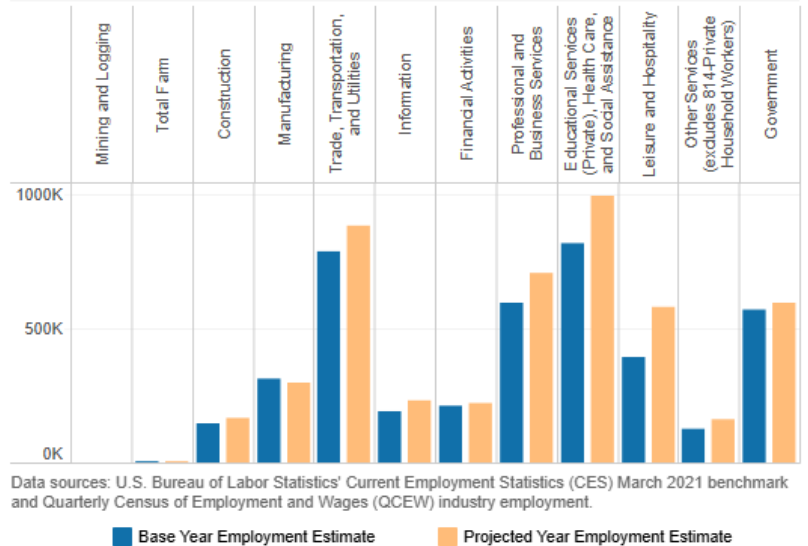
Select Area Name

Los Angeles-Long Beach-Glendale MD (Los Angeles County)

Los Angeles-Long Beach-Glendale MD (Los Angeles County)



2020-2030 Industry Sector Employment Projections



Entry Level Education

(Multiple values)

2020-2030 Occupations with the Most Job Openings

Standard Occupational Classification	Occupational Title	Total Job Openings	Median Hourly Wage	Median Annual Wage
31-1120	Home Health and Personal Care Aides	446,900	\$15.99	\$33,261
35-3023	Fast Food and Counter Workers	251,150	\$15.99	\$33,261
41-2011	Cashiers	178,890	\$15.62	\$32,499
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	150,470	\$18.19	\$37,835
41-2031	Retail Salespersons	138,160	\$15.62	\$32,499
35-3031	Waiters and Waitresses	116,640	\$15.99	\$33,261
53-7065	Stockers and Order Fillers	112,100	\$16.46	\$34,222
35-2014	Cooks, Restaurant	93,730	\$18.66	\$38,797
43-9061	Office Clerks, General	89,260	\$19.37	\$40,281
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	85,140	\$17.57	\$36,532

Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

2020-2030 Fastest Growing Occupations

Standard Occupational Classification	Occupational Title	Base Year Employment Estimate	Projected Year Employment Estimate	Percentage Change	Median Hourly Wage	Median Annual Wage
39-5092	Manicurists and Pedicurists	8,120	14,530	78.9%	\$15.99	\$33,261
35-2014	Cooks, Restaurant	33,500	59,830	78.6%	\$18.66	\$38,797
35-3011	Bartenders	8,450	14,790	75.0%	\$15.99	\$33,261
39-3091	Amusement and Recreation Attendants	5,880	10,050	70.9%	\$15.99	\$33,261
39-3031	Ushers, Lobby Attendants, and Ticket Takers	1,540	2,620	70.1%	\$15.99	\$33,261
39-9031	Fitness Trainers and Aerobics Instructors	6,840	11,570	69.2%	\$24.99	\$51,983
31-9011	Massage Therapists	2,690	4,530	68.4%	\$24.23	\$50,396
39-5011	Barbers	600	940	56.7%	\$23.29	\$48,458
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	9,020	14,060	55.9%	\$15.99	\$33,261
35-1011	Chefs and Head Cooks	4,070	6,330	55.5%	\$30.63	\$63,714

Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

Occupations with employment below 400 in 2020 are excluded.

EDD Fact Sheet #3: Los Angeles County and AA Degree, Some college, or Postsecondary

2020-2030 Local Employment Projections Highlights

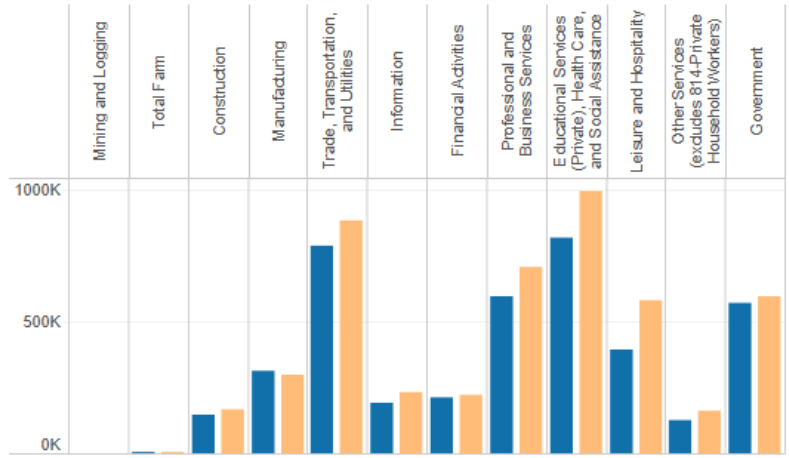
Select Area Name

Los Angeles-Long Beach-Glendale MD (Los Angeles County)

Los Angeles-Long Beach-Glendale MD (Los Angeles County)



2020-2030 Industry Sector Employment Projections



Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2021 benchmark and Quarterly Census of Employment and Wages (QCEW) industry employment.

Base Year Employment Estimate

Projected Year Employment Estimate

Entry Level Education

(Multiple values)

2020-2030 Occupations with the Most Job Openings

Standard Occupational Classification	Occupational Title	Total Job Openings	Median Hourly Wage	Median Annual Wage
53-3032	Heavy and Tractor-Trailer Truck Drivers	57,070	\$24.84	\$51,672
43-3031	Bookkeeping, Accounting, and Auditing Clerks	56,280	\$23.98	\$49,882
31-1131	Nursing Assistants	44,660	\$19.19	\$39,905
25-9045	Teaching Assistants, Except Postsecondary	35,030	\$0.00	\$38,864
31-9092	Medical Assistants	32,010	\$19.52	\$40,603
29-2061	Licensed Practical and Licensed Vocational Nurses	22,350	\$30.57	\$63,586
25-2011	Preschool Teachers, Except Special Education	18,930	\$18.37	\$38,204
39-5092	Manicurists and Pedicurists	18,160	\$15.99	\$33,261
31-9091	Dental Assistants	15,280	\$24.16	\$50,244
23-2011	Paralegals and Legal Assistants	14,980	\$31.15	\$64,800

Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

2020-2030 Fastest Growing Occupations

Standard Occupational Classification	Occupational Title	Base Year Employment Estimate	Projected Year Employment Estimate	Percentage Change	Median Hourly Wage	Median Annual Wage
39-5092	Manicurists and Pedicurists	8,120	14,530	78.9%	\$15.99	\$33,261
31-9011	Massage Therapists	2,690	4,530	68.4%	\$24.23	\$50,396
39-5011	Barbers	600	940	56.7%	\$23.29	\$48,458
39-5012	Hairdressers, Hairstylists, and Cosmetologists	6,200	9,400	51.6%	\$16.40	\$34,107
31-2021	Physical Therapist Assistants	1,460	1,990	36.3%	\$39.91	\$83,027
39-5094	Skincare Specialists	2,710	3,680	35.8%	\$19.34	\$40,224
27-4011	Audio and Video Equipment Technicians	4,350	5,620	29.2%	\$30.62	\$63,703
29-1292	Dental Hygienists	6,290	7,990	27.0%	\$49.21	\$102,362
31-9091	Dental Assistants	9,760	12,280	25.8%	\$24.16	\$50,244
29-1126	Respiratory Therapists	4,900	6,160	25.7%	\$40.41	\$84,067

Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

Occupations with employment below 400 in 2020 are excluded.

EDD Fact Sheet #4: Los Angeles County and bachelor's degree or higher

2020-2030 Local Employment Projections Highlights

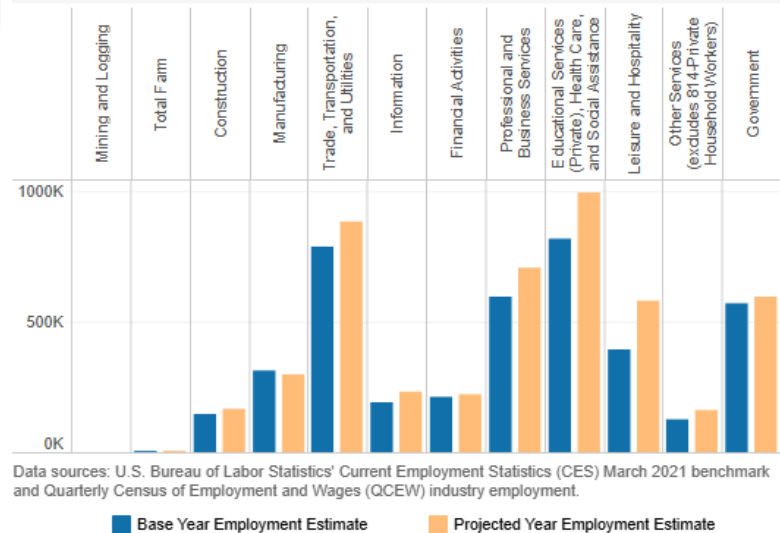
Select Area Name

Los Angeles-Long Beach-Glendale MD (Los Angeles County)

Los Angeles-Long Beach-Glendale MD (Los Angeles County)



2020-2030 Industry Sector Employment Projections



Entry Level Education

(Multiple values)

2020-2030 Occupations with the Most Job Openings

Standard Occupational Classification	Occupational Title	Total Job Openings	Median Hourly Wage	Median Annual Wage
11-1021	General and Operations Managers	77,410	\$52.63	\$109,479
29-1141	Registered Nurses	56,700	\$59.89	\$124,569
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	53,650	\$0.00	\$0
13-2011	Accountants and Auditors	48,440	\$39.17	\$81,470
27-2012	Producers and Directors	42,090	\$64.75	\$134,684
13-1161	Market Research Analysts and Marketing Specialists	41,900	\$33.83	\$70,354
25-3097	Teachers and Instructors, All Other, Except Substitute Teachers	33,690	\$0.00	\$0
25-2021	Elementary School Teachers, Except Special Education	31,900	\$0.00	\$96,703
13-1111	Management Analysts	31,680	\$48.64	\$101,174
11-3031	Financial Managers	27,950	\$75.19	\$156,396

Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

2020-2030 Fastest Growing Occupations

Standard Occupational Classification	Occupational Title	Base Year Employment Estimate	Projected Year Employment Estimate	Percentage Change	Median Hourly Wage	Median Annual Wage
29-1171	Nurse Practitioners	3,870	6,030	55.8%	\$67.62	\$140,643
15-1221	Computer and Information Research Scientists	710	1,010	42.3%	\$66.20	\$137,701
15-2041	Statisticians	740	1,050	41.9%	\$51.00	\$106,093
13-1081	Logisticians	6,370	8,760	37.5%	\$39.62	\$82,405
27-2041	Music Directors and Composers	1,480	2,020	36.5%	\$38.31	\$79,693
15-1212	Information Security Analysts	2,670	3,640	36.3%	\$59.91	\$124,625
11-9111	Medical and Health Services Managers	13,050	17,630	35.1%	\$59.29	\$123,314
13-1121	Meeting, Convention, and Event Planners	3,740	5,040	34.8%	\$29.88	\$62,159
13-1161	Market Research Analysts and Marketing Specialists	28,610	38,180	33.4%	\$33.83	\$70,354
19-3011	Economists	480	640	33.3%	\$64.95	\$135,091

Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

Occupations with employment below 400 in 2020 are excluded.

REGIONAL PLAN SUMMARIES

Part of regional planning is to take into consideration the plans and analysis of other regional agencies and consortia. To that end, LARAEC has included summaries and excerpts of local plans and research.

Los Angeles Regional Consortium: Regional Plan for 2024-2027 (LARC is a collaboration of 19 community colleges across 11 community college districts in the southern California area) [For full plan click here.](#)

Priority Sectors: eight priority sectors that are data-informed to produce high-wage, high-growth occupations over the next four years:



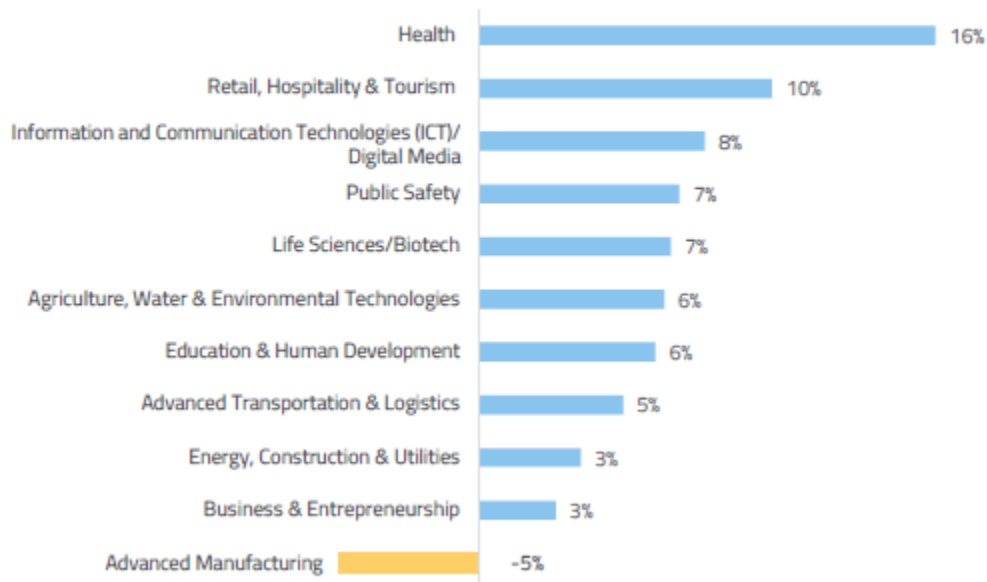
Impact of Pandemic and Recovery

Key economic characteristics of the region include:				
5,215,434 jobs in 2022	5,541,459 jobs projected for 2027	326,024 new jobs projected between 2022 and 2027	6.25% projected job growth	368,031 middle-skill job openings projected between 2022 and 2027 ^a

In fact, when looking at the 88 cities in LA County over the last two years, 82 have lost population. This loss is attributed to the high cost of housing (including rent), inflation, declining birth rates, and the COVID-19 Recession.

Exhibit 3. Top 10 Industries in Los Angeles County based on job counts, 2022

INDUSTRY	NUMBER OF JOBS
Services for the Elderly and Persons with Disabilities	256,086
Local Government, Excluding Education and Hospitals	195,055
Elementary and Secondary Schools (Local Government)	189,096
Full-Service Restaurants	163,839
Limited-Service Restaurants	146,877
Motion Picture and Video Production	140,317
General Medical and Surgical Hospitals	112,830
Private Households	110,998
Temporary Help Services	86,477
Supermarkets and Other Grocery (Except Convenience) Stores	78,291

Exhibit 4. Projected percent change in jobs for each CCCCCO sector, Los Angeles County, 2022-2027

LARC's Strategic Planning Goals for 24-27

Goals: LARC goals include supporting students in completing their academic program of choice and supporting professional development for current and returning students, faculty, and incumbent workers by providing opportunities for work-based learning, externships, apprenticeships, workforce training, and short-term, noncredit, not-for credit, and contract education offerings.

Metrics: Student success metrics were developed to evaluate progress on each of the following: (1) student completion of their intended program, (2) student employment in their intended field of study, (3) reduction of equity gaps. These metrics are used to evaluate and guide LARC's program investment strategies.

Investments: To develop more workforce opportunities and lift low-wage workers into living-wage jobs, California took a bold step in 2016 to create one million middle-skill workers. At the recommendation of the California Community Colleges Board of Governors and Legislature approved Strong Workforce Program, adding a new annual recurring investment of \$248 million to spur career technical education (CTE) in the nation's largest workforce development system of 116 colleges.

Grouped into seven areas targeting student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination, and funding, this leading-edge state economic development program is driven by "more and better" CTE. The "more" is increasing the number of students enrolled in programs leading to high-demand, high-wage jobs. The "better" is improving program quality, as evidenced by more students completing or transferring programs, getting employed, or improving their earnings.

City of Los Angeles Workforce Development Board: WIOA Local Workforce Biennial Modification

EXECUTIVE SUMMARY The City of Los Angeles (City) Workforce Development Board (WDB) is one of seven Local Boards that comprise the Los Angeles Basin Regional Planning Unit (LABRPU). The WDB is an industry-led body of executives that is charged with policy oversight of the City's Workforce Innovation & Opportunity Act (WIOA) Workforce Development System (WDS). The Economic and Workforce Development Department (EWDD) serves as the fiscal agent for the City and, in consultation with the WDB and input from the community, produces the Local Plan every three years.

The Local Plan outlines the vision of its WDS in terms of preparing and placing individuals into self-sufficient employment, focuses on career pathway employment opportunities, and emphasizes strategies for system collaboration. The Local Plan aligns with the California's Unified Strategic Workforce Development Plan (State Plan) and serves as the framework for the development public policy, fiscal investment, and operation of the WDS.

Workforce Development System Goals and Initiatives

The Year 23 WDB Annual Plan includes eleven Strategic Initiatives designed to address equity and service gaps for specific populations:

1. Reduce homelessness by increasing employment opportunities

The WDS will also expand employer-driven pathways to well-paying, stable employment by integrating public, private, educational, and non-profit systems. In **2022, homelessness increased in both the City (+1.7%) and County as a whole (+4.1%)** over the last count in 2020. In 2022, there were over 69,144 individuals experiencing homelessness County-wide of which 41,980 were in the City.

- Counts for youth (under 18 years of age) experiencing homelessness decreased to 4,259 from 4,923 (-13%) in 2022 but increased from 867 to 910 (+4.9%) for families with children.
- Those experiencing homelessness due to fleeing domestic violence or intimate partner violence decreased from 2,741 to 2,534 (-7.6%).
- **Seniors aged 62 or older experiencing homelessness increased by 5.9%** from 4,080 to 4,323.
- Approximately 878 (3%) individuals experiencing homelessness in the County were transgender or gender non-conforming.
- The City's unsheltered homeless population decreased from 28,852 to 28,458 (-1.4%).
- The homelessness rate during the pandemic for Hispanic/Latinx group rose from 13,424 (32.5%) to 17,470 (41.6%) in 2020. This was a significant change compared to all other racial/ethnic groups.

2. Increase employment opportunities for all Angelenos through partnerships with major economic drivers in the region

3. Increase access to career pathways through Industry Sector Strategies

EWDD will continue investments in key industry sectors such as Advanced/Clean Manufacturing, Construction, Financial Services, Green Technology, Healthcare, Hospitality/Entertainment, Logistics, Security, Utilities, Biotechnology/Biosciences, and Information Technology,

4. Increase services to targeted high-barrier populations (vulnerable populations) with a geographic focus

EWDD will increase enrollments and placements targeting communities with the highest concentrations of poverty and highest unemployment rates, as well as underserved target populations including, but not limited to, individuals with a history of homelessness, formerly incarcerated individuals, underrepresented ethnic groups, single-parents, older workers, disconnected youth, and transgender and other LGBTQ individuals

5. Increase Gender Equity

Task 1 – Prevent sexual harassment within the WDS.

Task 2 – Develop WDS training on gender bias

Task 3 – Develop baseline gender equity data for the

Task 4 – Prepare labor market information report on gender equity

Task 5 – Prepare an analysis of factors contributing to gender bias

Task 6 – Conduct a comprehensive assessment of how the WDS, including the LA:RISE grant, serves the female homeless population

Task 7 – Increase service to domestic violence survivors Increase employment outcomes for the reentry population

6. Increase education and/or employment outcomes for disconnected youth

- 7. Increase impact of the City's WDS through the strategic alignment of City and Regional Planning Efforts (Los Angeles Regional Plan, Local Plan, WDS Annual Plan, and LAP3 Strategic Plan)**
- 8. Los Angeles Performance Partnership Pilot (LAP3) Strategic Plan**
Contains the collective efforts of over 40 organizations to improve the education, workforce development, housing, and social well-being outcomes of the region's disconnected youth using a holistic approach to wraparound services.
- 9. Creating and expanding career ladder opportunities for L.A.'s workforce to fill the demand for early childhood education positions**
- 10. Increase employment opportunities for Older Adults - 55 years and older - by creating systems that promote training and employment**

LEVELS AND TYPES OF SERVICES CTE

Burbank USD

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.

Culver City USD

In October of 2024, the school launched its Certified Clinical Medical Assistant Program provided through a partnership with Loyola Marymount University's online course. Thirty-four (34) students participate in the pilot program. Upon successful completion of the certificate program, students have the option to take the CCMA national certification exam. A CTE Coordinator will be hired in the Spring to build the online medical billing and coding program that will be offered to students at a later date.

Los Angeles Community College District

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

Los Angeles USD

The Career Technical Education (CTE) program provides competency-based and academically-integrated career training in 18 industry sectors: Agriculture, Allied Health, Arts and Media, Building and Construction, Buildings and Grounds, Business, Child Care, Energy, Engineering, Finance, Hospitality, Information Technology, Manufacturing, Mechanics and Technicians, Personal Care and Style, Property, Security, and Transportation. See Course Listing in Appendix A.

Montebello USD

MCAS currently offers the following Career Technical Education Programs

- Adobe Creative Suite
- Certified Nursing Assistant
- Electrocardiography (EKG)
- Food Services
- Guard Card Preparation
- Intro to Computers / Basic Computer Skills
- Keyboarding
- Microsoft Office
- QuickBooks
- Upholstery

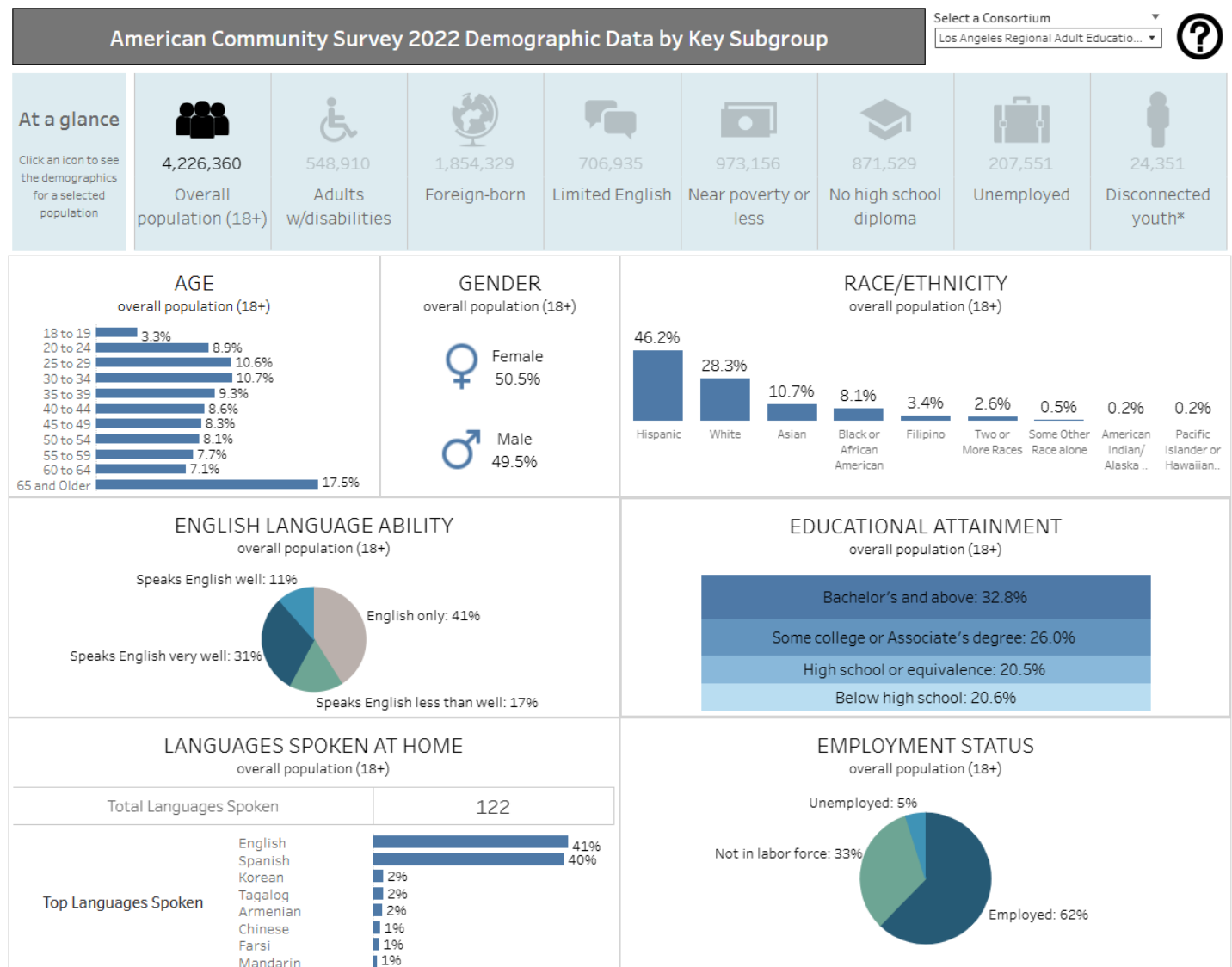
REGIONAL EDUCATION NEEDS

Page 28

REGIONAL FACT SHEETS

Regional education data and demographics comes from [CAEP Fact Sheets](#). The data reflects certain parameter selections including location and population. If you wish to look at additional parameters, you can use the link above

Regional Fact Sheet #1: Los Angeles Regional – Population ALL



*Disconnected youth include 18-24 year olds who are not attending school and are unemployed.

Data Source: U.S. Census Bureau

Regional Fact Sheet #2: Comparison of all people in region to students served in consortia

Comparisons of Total Population to the Adult Education Pipeline

Select a Consortium
Los Angeles Regional Adult Educa...

American Community Survey 2022 Demographic Data

Adult Education Pipeline 2021-22 Demographic Data

Overall Population

4,226,360

Total Individuals Served

70,191

Participants with 12+ Contact Hours

56,552

Total Population by Demographic Group

Data by Demographic Group

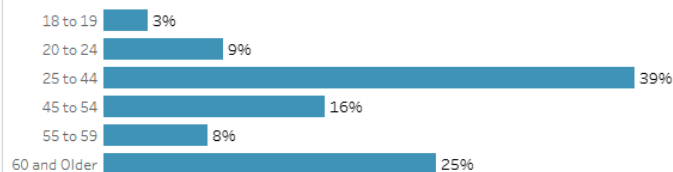
View data among:

Reportable Individuals

N = 70,191

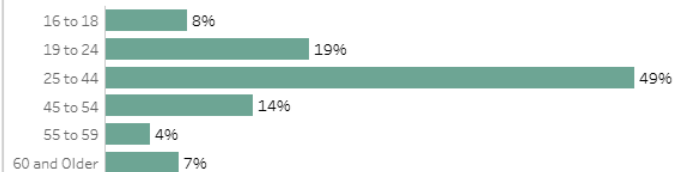
AGE

overall population (18+)



AGE

Reportable Individuals



GENDER

overall population (18+)

Female
50.5%Male
49.5%

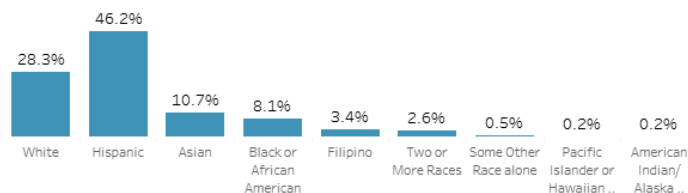
GENDER

Reportable Individuals

Female
60.5%Male
39.4%Non-Binary
0.0%

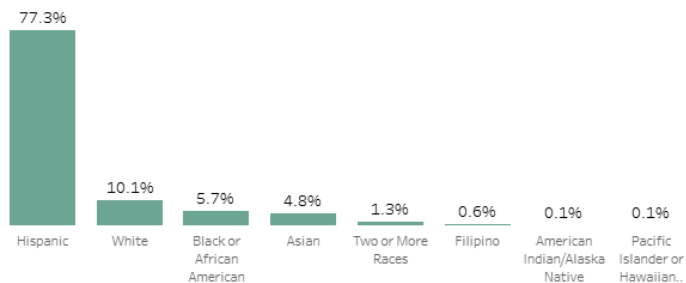
RACE/ETHNICITY

overall population (18+)



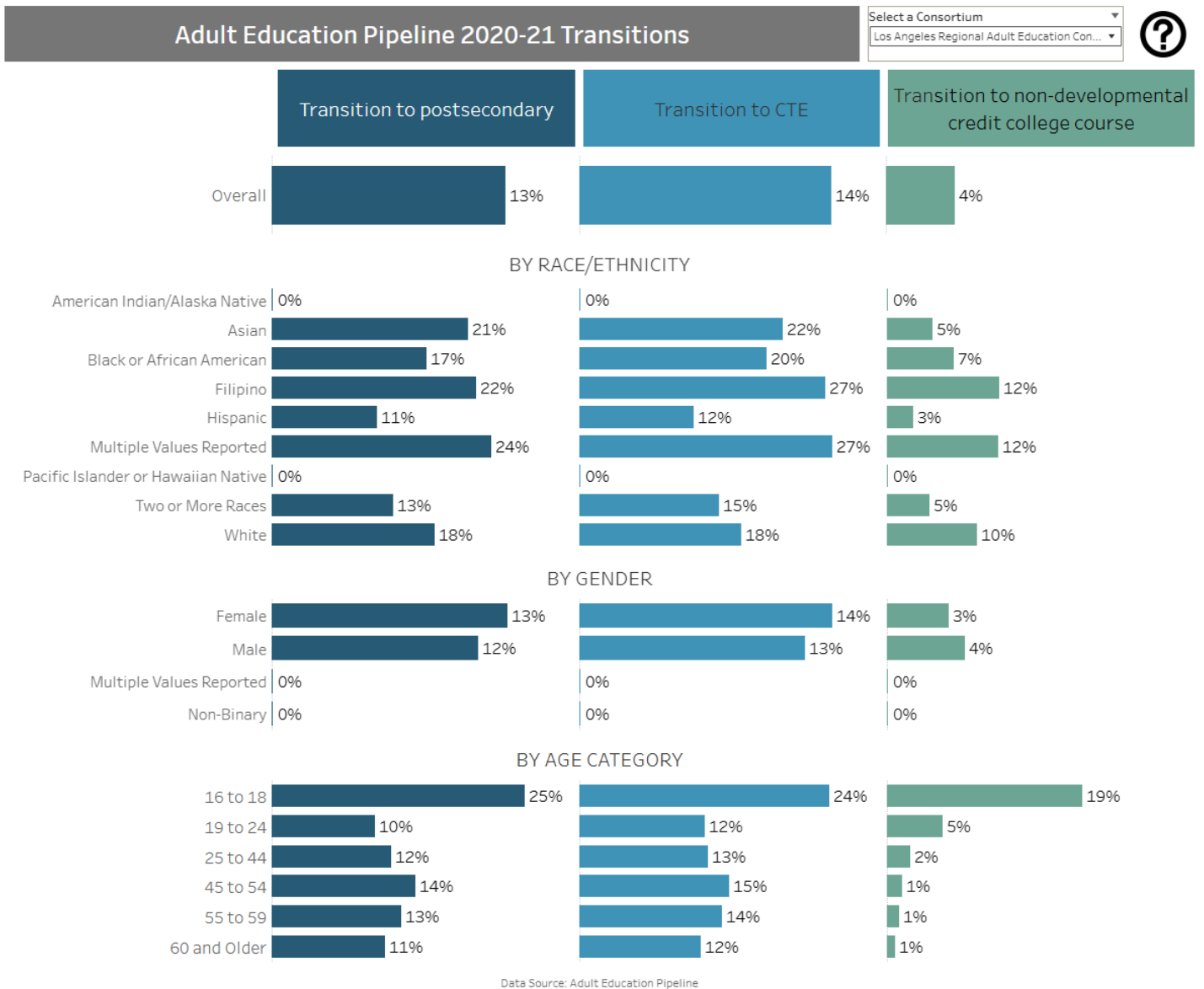
RACE/ETHNICITY

Reportable Individuals



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

Regional Fact Sheet #3: LARAEC Student transitions



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 the CASAS Reading STEPS (Student Test of English Progress and Success) assessment.

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 completed the ESL program but whose skills 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 (Greater Opportunities for Adult Learning Success) 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 The Fundamentals of Computer, Cable and Computer Networking and IT Tech Support/CompTIA A+ Certification Exam Preparation.

Burbank USD: Number of Sections in each Program Area

Program	2021-22	2022-23	2023-24
ESL	37	49	78
ABE	8	11	19
ASE	22	21	41
CTE	27	47	86

Culver City USD

A	B	C	D	E	F
Program Category	Class Offerings/Sections	Modality	21-22 Sections	22-23 Sections	23-24 Sections
English as a Second Language (ESL)	ESL Level 1	In-Person & Virtual/Asynchronous*	2	2	3
	ESL Level 2	In-Person & Virtual/Asynchronous*	2	2	3
	ESL Level 3	In-Person & Virtual/Asynchronous*	2	2	3
	ESL Level 4	In-Person & Virtual/Asynchronous*	2	2	3
	ESL Level 5	In-Person & Virtual/Asynchronous*	2	2	3
	ESL Level 6	In-Person & Virtual/Asynchronous*	2	2	3
	ESL Mini-Courses (Conversation, Pronunciation, Idioms)	In-Person	N/A	2	3
	ESL Citizenship	In-Person	1	1	1
Career & Technical Education (CTE)	Medical Assistant	In-Person	N/A	N/A	1
Adult Basic Education (ABE)	ABE English Language Arts & Math	In-Person	3	3	3
High School Completion (HSE / HSE)	High School Diploma	In-Person & Virtual/Asynchronous	3	3	4
	HiSET & GED Prep	In-Person & Virtual/Asynchronous	3	3	4
	National External Diploma Program (NEDP)	In-Person & Virtual/Asynchronous	N/A	N/A	4
		* Virtual modality introduced in 23-24			

Los Angeles Community College District

Number of sections in each program area by campus and district.

2021-2022	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District
ABE/ASE	224	72	22	109	28	15	171	1	125	767
ESL	117	172	45	73	10	75	56	104	22	674
CTE	155	109	25	8	85	107	89	53	114	745
2022-2023	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District
ABE/ASE	284	57	44	151	18	18	180	1	159	912
ESL	126	259	51	146	26	63	79	132	27	909
CTE	152	130	30	7	95	110	106	63	101	794
2023-2024	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District
ABE/ASE	268	53	38	143	21	15	155	3	109	805
ESL	128	280	53	255	52	70	86	215	59	1198
CTE	145	157	39	32	78	106	81	75	163	876

East LA College, LA City College, LA Harbor College, LA Piece College, LA Southwest College, LA Trade Tech College, LA Valley College, West LA College, and LACCD.

Los Angeles USD

	Number of Sections		
Program Areas	2021-2022	2022-2023	2023-2024
Adult Supporting K12 student success	57	40	46
Adults w/Disabilities	18	26	20
Basic Skills (ABE)	395	397	396
Career and Technical Education (CTE)	816	1019	998
Citizenship	50	33	35

ESL/ELL	1674	1628	1754
HSE	269	273	235
High School Diploma	607	523	542
Pre-Apprenticeship	11	22	20

Montebello USD

ESL. MCAS offers a course in every level of English language learning and is available in the day and evening. 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. By integrating CASAS scores, teacher observations, and student participation, the MCAS process promotes a holistic understanding of an ESL student's progress and needs. This comprehensive approach allows educators to create targeting support strategies, fostering an environment that encourages language development and academic success. Students will advance as their language and conversation skills improve and strengthen.

Adults with Disabilities. Assessments are used by the instructors to determine the individualized students' needs, interests and goals. The MCAS AWD Program is designed to meet the needs of students and offer an environment that builds self-esteem and encourages participation. MCAS students will gain an educational foundation and skills to participate in the workforce as well as daily living tasks and personal care. Our program offers not only academic tutoring in subjects such as reading, writing, math and computers, but also time management, money, sign language arts and crafts and social skills.

Citizenship. Citizenship is offered in conjunction with Multi-Level ESL. Students will learn the language and information they need to be prepared for the written and oral U.S. Citizenship Exams. They will become familiar with U.S. history, geography and government. Students will also gain an understanding of the naturalization process, civic rights and the responsibilities of U.S. citizens.

High School Diploma / Adult Secondary Education (ASE). Montebello Community Adult School administers CASAS pre-tests to students upon enrollment in the ESL, or ASE program at any of our main or satellite campuses. Once the student has gone through the enrollment process for one of our programs, the student will be tested. The pre-test is determined by the initial interview and interaction with our trained and certified CASAS team members. The High School Diploma program offers standards-based curriculum that allows students to earn a WASC accredited high school diploma. The program ensures that graduates acquire critical skills necessary to continue their education and provides the opportunity to achieve success in life and reach their utmost potential. ABE students are placed in the high school program.

STUDENT BARRIERS AND SUPPORT

Barriers and Support Data included in this section:

- Barriers and Services Data – TopsEnterprise
- Summary of Support Services by member-district
- Various local research studies on access to technology, food and housing security, homelessness, and poverty.

WIOA Data

LARAEC consortium-wide data is presented in CAEP Manager tables from TopsEnterprise. The data below represents all 5 member-districts combined. Individual district data can be found in Appendix B. All data manager tables were created on September 10, 2024. **Per CAEP guidelines, K12 Districts submit all student data through TopsEnterprise and community colleges submit all student data through MIS. TE data for community colleges only reflects WIOA supported programs.**

Barriers to Employment 21 -22

Program Year:	2021-2022	Total Students:	70,268
State:	CA - California		

CAEP Program ABE/ ASE	Cultural Barriers	Person with a disability	Displaced Homemaker	English Language Learner	Ex-offender	Foster Care Youth	Homeless	Long-term Unemployed	Low-income	Low Level of Literacy	Migrant & Seasonal Farmworker	Seasonal Farmworker	Single Parent	No TANF in 2 Years or Less	N/A	Total
ESL/ELL	10,935	371	254	38,305	46	51	81	835	4,082	38,415	120	52	975	56	148	38,680
ABE	1,631	671	91	3,082	95	71	189	871	2,943	11,707	32	13	939	62	121	11,929
ASE	2,899	755	128	4,575	139	92	248	1,090	4,090	18,414	47	16	1,424	91	1,251	20,331
CTE	1,916	950	156	2,777	266	61	267	1,049	3,669	4,363	25	15	1,200	69	8,085	16,910
Workforce Preparation	222	30	16	587	6	2	8	42	251	630	5	2	66	3	191	929
Pre-Apprenticeship	82	53	3	89	100	9	33	123	294	138	3	0	60	6	500	997
Adults supporting K12	280	20	10	756	2	0	3	31	122	768	2	1	53	4	2	834
Adults w/Disabilities	125	1,126	12	180	31	9	36	130	336	615	1	4	85	4	0	1,137
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	18,090	3,976	670	50,351	685	295	865	4,171	15,787	75,050	235	103	4,802	295	10,298	185,673
Total unduplicated	14,407	1,962	462	41,727	388	190	516	2,577	10,466	56,588	165	74	3,168	186	8,712	70,268

Employment Barrier	#	%
Students with no Employment Barrier	8,712	12.40%
Students with 1 Employment Barrier	13,706	19.51%
Students with 2 Employment Barriers	30,282	43.10%
Students with 3 Employment Barriers	13,290	18.91%
Students with 4 Employment Barriers	3,012	4.29%
Students with 5 Employment Barriers	1,055	1.50%
Students with 6 Employment Barriers	154	0.22%
Students with 7 Employment Barriers	36	0.05%
Students with 8 Employment Barriers	7	0.01%
Students with 9 Employment Barriers	1	0.00%
Students with 10 Employment Barriers	2	0.00%
Students with 11 Employment Barriers	0	0.00%
Students with 12 Employment Barriers	0	0.00%
Students with 13 Employment Barriers	2	0.00%
Students with 14 Employment Barriers	9	0.01%
Students with 2+ Employment Barriers	47,850	68.10%
Total Students	70,268	

LARAEC 3YP DATA BINDER

Barriers to Employment 22-23

Program Year: 2022-2023 **Total Students:** 88,810
State: CA - California

CAEP Program ABE/ ASE	Cultural Barriers	Person with a disability	Displaced Homemaker	English Language Learner	Ex-offender	Foster Care Youth	Homeless	Long-term Unemployed	Low-income	Low Level of Literacy	Migrant & Seasonal Farmworker	Seasonal Farmworker	Single Parent	No TANF in 2 Years or Less	N/A	Total
ESL/ELL	13,453	500	295	53,967	82	79	106	1,337	5,713	54,065	177	69	1,054	63	541	54,938
ABE	1,972	775	99	3,019	122	78	282	1,304	3,478	10,974	43	16	997	56	775	12,175
ASE	2,807	922	181	4,991	176	123	420	1,694	5,233	17,005	54	21	1,521	77	3,303	21,069
CTE	2,319	1,165	202	3,982	315	113	414	1,774	6,028	6,390	49	26	1,546	86	9,319	21,363
Workforce Preparation	220	39	11	846	8	2	9	89	355	883	4	0	72	1	809	1,807
Pre-Apprenticeship	95	60	9	145	96	11	56	180	405	227	2	0	80	2	436	1,133
Adults supporting K12	323	10	11	1,257	1	0	1	90	141	1,255	4	2	42	2	0	1,334
Adults w/Disabilities	170	1,329	16	236	41	11	48	200	410	760	1	3	105	3	0	1,345
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	21,359	4,800	824	68,443	841	417	1,336	6,668	21,763	91,559	334	137	5,417	290	15,183	239,371
Total unduplicated	16,676	2,331	559	57,034	481	261	768	3,924	14,138	70,560	228	101	3,462	194	12,051	88,810

Employment Barrier	#	%
Students with no Employment Barrier	12,051	13.57%
Students with 1 Employment Barrier	12,474	14.05%
Students with 2 Employment Barriers	43,597	49.09%
Students with 3 Employment Barriers	14,303	16.11%
Students with 4 Employment Barriers	4,420	4.98%
Students with 5 Employment Barriers	1,616	1.82%
Students with 6 Employment Barriers	249	0.28%
Students with 7 Employment Barriers	57	0.06%
Students with 8 Employment Barriers	14	0.02%
Students with 9 Employment Barriers	2	0.00%
Students with 10 Employment Barriers	2	0.00%
Students with 11 Employment Barriers	1	0.00%
Students with 12 Employment Barriers	1	0.00%
Students with 13 Employment Barriers	8	0.01%
Students with 14 Employment Barriers	15	0.02%
Students with 2+ Employment Barriers	64,285	72.38%
Total Students	88,810	

Barriers to Employment 23-24

Program Year: 2023-2024 **Total Students:** 103,986
State: CA - California

CAEP Program ABE/ ASE	Cultural Barriers	Person with a disability	Displaced Homemaker	English Language Learner	Ex-offender	Foster Care Youth	Homeless	Long-term Unemployed	Low-income	Low Level of Literacy	Migrant & Seasonal Farmworker	Seasonal Farmworker	Single Parent	No TANF in 2 Years or Less	N/A	Total
ESL/ELL	43,783	597	318	65,416	100	70	146	1,316	6,891	65,443	231	74	914	73	17	65,485
ABE	2,127	789	113	2,566	125	97	356	1,303	3,453	10,857	35	16	1,011	45	747	11,674
ASE	4,783	1,066	174	5,953	198	144	523	1,853	5,217	15,851	65	27	1,548	77	4,539	21,814
CTE	3,346	1,448	205	4,775	385	133	648	2,289	6,984	6,818	42	20	1,671	69	10,736	24,781
Workforce Preparation	617	42	17	755	11	6	6	85	339	763	6	4	58	1	706	1,593
Pre-Apprenticeship	26	22	3	30	67	8	42	115	217	90	0	0	48	2	106	434
Adults supporting K12	1,023	10	15	1,159	1	0	9	46	133	1,155	0	0	37	3	25	1,262
Adults w/Disabilities	238	1,492	12	273	47	15	90	238	486	739	5	3	88	6	0	1,492
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	55,943	5,466	857	80,927	934	473	1,820	7,245	23,720	101,716	384	144	5,375	276	16,876	302,156
Total unduplicated	47,559	2,845	590	69,572	592	309	1,155	4,621	16,621	80,610	288	107	3,605	194	14,764	103,986

Employment Barrier	#	%
Students with no Employment Barrier	14,764	14.20%
Students with 1 Employment Barrier	11,681	11.23%
Students with 2 Employment Barriers	28,023	26.95%
Students with 3 Employment Barriers	40,171	38.63%
Students with 4 Employment Barriers	7,113	6.84%
Students with 5 Employment Barriers	1,813	1.74%
Students with 6 Employment Barriers	297	0.29%
Students with 7 Employment Barriers	65	0.06%
Students with 8 Employment Barriers	17	0.02%
Students with 9 Employment Barriers	4	0.00%
Students with 10 Employment Barriers	3	0.00%
Students with 11 Employment Barriers	4	0.00%
Students with 12 Employment Barriers	0	0.00%
Students with 13 Employment Barriers	6	0.01%
Students with 14 Employment Barriers	25	0.02%
Students with 2+ Employment Barriers	77,541	74.57%
Total Students	103,986	

Services and Outcomes Program Year 2021-22

State: CA - California

Program Year: 2021-2022

Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	20,978	13,084	8,367	27,588	12,712	10,874	258	691	6,470	2,914	1,310	38,575	18,096	3,997	1,722	17,587	5,172
ABE/ASE	13,760	5,732	6,006	15,923	1,310	5,476	1,977	673	2,970	1,588	2,868	22,312	11,146	2,932	361	13,517	5,637
CTE	5,990	1,649	2,160	11,107	867	8,097	481	1,875	2,337	1,649	6,836	16,903	9,307	899	349	8,910	3,882
Workforce Preparation	463	323	225	764	266	471	14	65	181	129	259	928	524	77	60	418	192
Pre-Apprenticeship	429	29	136	791	8	661	22	197	166	147	632	997	649	11	4	586	182
Adults supporting K12	423	290	191	664	274	311	6	23	114	57	57	834	379	52	1	310	139
Adults w/Disabilities	577	227	219	900	33	492	33	122	153	102	386	1,136	663	100	12	702	202
N/A												1,023	53	34	0	23	5
Total	42,620	21,334	17,304	57,737	15,470	26,382	2,791	3,646	12,391	6,586	12,348	82,708	40,817	8,102	2,509	42,053	15,411
Students in 2 or more programs	6,389	3,341	2,882	8,012	2,170	4,623	519	781	1,749	1,089	2,931	9,829	5,101	813	321	4,532	1,301
Total unduplicated students	34,935	17,176	13,779	48,126	12,714	20,697	2,201	2,675	10,215	5,202	8,733	71,124	34,629	6,865	1,991	31,146	8,223

*All learners in multiple programs are counted in each program in which they are enrolled.

Services and Outcomes Program Year 2022-23

State: CA - California

Program Year: 2022-2023

Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	34,466	21,395	13,906	41,750	21,967	13,386	148	673	7,983	3,255	987	54,660	39,947	3,236	1,768	41,666	6,551
ABE/ASE	14,378	6,187	4,929	16,130	1,848	3,289	1,042	440	1,932	1,080	1,041	22,734	18,512	1,901	375	20,395	3,883
CTE	8,850	2,361	2,353	15,334	1,307	4,769	308	1,587	2,740	1,987	2,533	21,174	18,031	1,395	850	19,222	5,545
Workforce Preparation	660	441	331	1,355	393	535	19	36	261	150	115	1,803	754	130	98	832	55
Pre-Apprenticeship	626	43	79	985	22	313	3	81	153	137	201	1,130	1,050	99	97	1,139	266
Adults supporting K12	880	617	410	1,113	675	467	7	4	133	61	11	1,333	1,247	117	3	1,213	132
Adults w/Disabilities	739	302	238	1,144	79	348	16	77	130	84	145	1,334	1,161	128	40	1,218	282
N/A												1,650	124	11	3	116	0
Total	60,599	31,346	22,246	77,811	26,291	23,107	1,543	2,898	13,332	6,754	5,033	105,818	80,826	7,017	3,234	85,801	16,714
Students in 2 or more programs	9,084	4,769	3,545	11,404	3,443	3,817	373	578	1,961	1,192	1,143	13,263	10,658	1,241	601	10,539	1,800
Total unduplicated students	49,228	25,404	17,762	63,675	21,970	18,191	1,090	2,124	10,774	5,186	3,511	89,502	67,402	5,323	2,299	66,506	8,946

*All learners in multiple programs are counted in each program in which they are enrolled.

Services and Outcomes Program Year 23-24

State: CA - California

Program Year: 2023-2024

Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	45,035	27,398	17,848	51,469	27,491	16,576	222	805	10,625	4,746	1,230	65,289	46,397	45,234	1,341	47,890	3,310
ABE/ASE	15,327	7,142	5,340	16,778	1,888	4,360	1,459	485	2,282	1,315	1,751	22,808	19,684	19,671	563	21,135	3,825
CTE	11,558	2,921	2,692	17,272	1,552	5,401	292	1,682	2,537	1,884	3,163	24,672	22,003	21,633	455	23,085	4,656
Workforce Preparation	708	494	394	1,250	462	641	22	123	261	103	103	1,588	776	672	53	841	193
Pre-Apprenticeship	276	17	54	396	2	167	3	68	46	26	147	433	433	434	1	438	113
Adults supporting K12	858	593	411	1,078	639	446	3	8	126	77	26	1,262	1,162	1,184	22	1,167	9
Adults w/Disabilities	864	368	282	1,280	96	509	26	87	154	104	253	1,478	1,449	1,493	96	1,509	301
N/A												2,516	13	7	0	9	0
Total	74,626	38,933	27,021	89,523	32,130	28,100	2,027	3,258	16,031	8,255	6,673	120,046	91,917	90,328	2,531	96,074	12,407
Students in 2 or more programs	9,177	5,314	3,939	11,193	3,735	4,298	463	638	2,005	1,202	1,386	12,575	10,212	9,674	441	10,148	1,323
Total unduplicated students	63,650	32,400	22,106	76,391	27,500	22,730	1,477	2,436	13,476	6,765	4,965	105,454	79,911	74,480	1,879	78,973	6,741

*All learners in multiple programs are counted in each program in which they are enrolled.

Student Support Services

Burbank USD

Adults with Disabilities

- Department of Rehabilitation: We refer students who have various types of disabilities to assist them with employment and support services
 - <https://www.dor.ca.gov/>
 - Assistance with employment and vocational services
 - We refer students
- On site special education resource teacher who reviews IEP's and provides accommodations for those students.
- Foothill Area Community Transition Services (FACTS) program
 - Gives students work experience through community outings and hands-on training.
 - Provides community based special education services to students who are determined by the special education school team as having an intellectual disability or moderate to severe disability and are entitled to a free and appropriate public education until the age of 22.
 - Prepare students to perform skills needed to function successfully within a variety of community environments. These environments include, but are not limited to: the student's place of residence, employment settings, consumer/service settings and social/recreational activities. Each student has an Individualized Education Plan with goals based on specific identified transitional needs. The goal of the program is to assist students in deciding on a goal for life after high school to create a plan for achieving that goal and to provide the training/experiences necessary to accomplish those goals.

Family Centers

- Referrals: Counseling and family support services
 - College and career, youth, teens and families. And early childhood
- Home - <https://www.elnidofamilycenters.org/>
 - Empower families in low-income communities of Los Angeles County to break the cycle of poverty, child abuse, violence, academic failure, and teen pregnancy through outstanding educational, youth development, health and therapeutic services.
- Family Service Agency – Burbank: <https://familyserviceagencyofburbank.org/>
 - Provide crisis intervention, clinical counseling, transitional housing, and violence prevention services and education. Individually we listen, counsel, educate, advocate, and facilitate your desired personal transformation.
- Home Again LA - www.HomeAgainLA.org
 - Serving homeless families
 - Transitional housing
 - Homeless prevention
- Hillview Mental Health Center - <https://hillviewmhc.org/>
 - To provide comprehensive, compassionate and culturally sensitive mental health services to adults and youths in the East San Fernando Valley.
 - Individualized attention wellness-oriented therapy

- Full range of outpatient behavioral health and substance use disorder services and practical needs such as housing, employment and transportation

Dream Centers and Immigration

- Immigrants Rising - <https://immigrantsrising.org/>
 - We empower undocumented young people to achieve educational and career goals through personal, institutional and policy transformation.
 - Services: Wellness support groups, Mental Health Connector, immigration legal intake service, California In-State tuition tool.
- Dream Resource Center at LAVC - <https://www.lavc.edu/Dream-resource-center/DRCAbout.aspx>

College and Career Centers / WorkSource Navigators

- Verdugo Jobs Center - <https://www.glendaleca.gov/government/departments/community-servicesparks/verdugo-jobs-center>
 - Provide career counseling, job search assistance, professional development and training opportunities, job fairs, workshops and more.
- Glendale Youth Alliance - <https://www.glendaleca.gov/government/departments/community-servicesparks/glendale-youth-alliance>
 - Paid work experience that may lead to permanent employment for students ages 18-24
- Workforce Connection - <https://www.burbankca.gov/job-seekers>
 - Youth employment
- Workforce readiness
 - Course at BAS – teaches soft skills, resume and cover letter building, interview tips etc.
- Department of Rehabilitation

Culver City USD

Counseling services at Culver City Adult School (CCAS) operate under Student Support Services, implementing best practices to serve students across all programs. CCAS has one full-time, credentialed school counselor available five days a week, including two evenings to support students, staff, and teachers until 8:30 PM.

Student Onboarding & Support: The counselor plays a key role in onboarding, engaging with students after assessment to provide in-person orientation sessions covering:

- Academic performance strategies
- Available support services
- College and career preparation
- School engagement and post-secondary transitions

Adults with disabilities receive individualized support through counselor-teacher collaboration and Professional Learning Community (PLC) sessions. The counseling office also finalizes student enrollment.

Access to Resources & Information: Students can access updated information via:

- CCAS's new website
- Classroom presentations
- Campus bulletin boards (featuring community resources, CTE programs, and job postings)

Additionally, students review the LARAEC student resource page during quarterly group counseling sessions, and bi-annual "Counselor Chats" provide opportunities to ask questions and explore programs within CCAS and its consortium partners, including Venice Skills Center (LAUSD).

College & Career Readiness: Every fall and spring, students participate in post-secondary planning through:

- Community college visits
- High school college & career fairs
- A growing partnership with the local WorkSource Center

Comprehensive Student Support

CCAS counseling services address students' personal, social, educational, and career needs, guiding them toward their goals. Many adult learners arrive nervous or uncertain, and the counseling office provides a welcoming, supportive environment to increase their likelihood of success.

Support Across Programs: CCAS counseling tailors support based on program needs:

- ESL Students: Receive warm welcomes and discussions on dual enrollment opportunities.
- ABE Students: Focus on basic skills development and short-term milestones to encourage persistence.
- ASE Students: Get post-secondary transition assistance through individual and group counseling on graduation planning, interest inventories, high school equivalency testing, and course/credit evaluation.

Through personalized support and strong community partnerships, CCAS counseling services empower students to confidently navigate their educational and career pathways.

Los Angeles Community College District

Departments

Admissions and Records
Counseling/ Ed Plans and Goals
Bookstore
Business and Fiscal Office
Career and Employment Center
Child Care Center / Child Development Center
College Sheriff
Financial Aid Office
Food Pantry
General College Counseling Services / Academic Counseling
Health Center / Wellness Center / Mental Health

Services

Library
Online Orientation
Transfer Center
Tutoring Services / Learning Assistance Center / NetTutor
Welcome Center / Bridges to Success / OneStop Center / Help Desk / Fresh Desk Hotline
Work Source Center

Student Support Services

Asian Pacific American Student Services (APASS)

Associated Student Organization / Union Athletics
 CalWORKs
 Disabled Students Programs and Services (DSPS)
 Dream Resource Center / Undocumented Student
 Services
 EOPS or CARE Foster Youth / Guardian Scholars /
 Next Up (CAFYES)

Honors Program
 Incarcerated / Reentry International Students
 Program and Services
 LGBTQIA+ / Genderdiversity Promise / FYE
 PUENTE TRIO Umoja / Black Scholars
 Veterans Office

Los Angeles USD

LA Unified is both a national and state leader in adult education serving students 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. LA Unified also administers the largest apprenticeship training program in the country.

Disability Support Services (DSS): LA Unified has a Disability Support Services (DSS) Team who provide assistance and accommodations to our students with verifiable disabilities. The DSS Team is available to ensure students' educational needs are met by facilitating necessary documentation for registration, textbooks, supplies and reasonable accommodations per class, mandated by State and Federal Americans with Disabilities Act (ADA) laws. DSS Team can assist students with agency referrals for needed assessments to determine accommodation needs and training support. DSS Team also provides students with assistive technology, enlargements of text, sign language interpreting services, access to resource rooms, and recorded and braille course materials to ensure equal accessibility to class curriculum.

The Family Success Initiative (FSI) is a program through LA Unified's Division of Adult and Career Education that empowers families to support student success by teaching the skills to connect with, participate in, and become leaders within their school communities. FSI honors the unique strengths of bilingual families.

Integrated Education and Training (IET) is a program that supports students gain the language and career skills they need. In an IET program, students learn English and technical skills side by side, with the support of two teachers: one focused on language, and the other focused on career skills. Not only will students build their English skills, they will also work hands-on with the tools and concepts to prepare for real-world jobs and opportunities. IET is designed to give students confidence, boost skills, and open doors to new possibilities in both language and career growth.

The Career and Technical Education (CTE) equips adults, concurrently enrolled high school students, and students of all abilities with career-specific skills and knowledge essential for entry-level employment, career advancement, and industry certifications. Taught by industry professionals with years of hands-on experience, students learn vital technical skills, industry-specific vocabulary, and essential reading, writing, and math skills for the workplace. The program also prepares students for state license and certification exams while building the soft skills required to succeed in professional environments. CTE provides inclusive opportunities, welcoming individuals with disabilities and special needs to participate. Graduates of the program earn certificates, qualify for apprenticeships, and gain relevant experience to start new careers or advance within their fields.

The **Accelerated College and Career Transition Program AC2T Program** is a free blended learning program incorporating independent study, individualized instruction and technology for at-risk youth and young adults ages 16-24 who have dropped out of high school. AC2T offers educational opportunities leading to a high school diploma or equivalency certificate. Students also have enhanced options for employment, Career Technical Education training, and/or higher education. Students graduate in a realistic time frame, college-prepared and career ready. AC2T is open entry, open exit and offers flexible scheduling. AC2T provides standards-based high school diploma courses that meet the A-G requirements. Instruction is individualized and competency based.

DACE's partnership with the City of LA Workforce System enables Navigators to connect students directly to industry-aligned training programs and employers, ensuring access to career pathways. By providing targeted support and fostering strategic collaborations, DACE's Navigator programs play a vital role in creating pathways to sustainable careers for diverse populations in Los Angeles. DACE's Navigator programs play a crucial role in bridging the gap between education and employment, offering targeted support to diverse populations:

- Student Outreach Navigators assist adults 18 and over, including low-literacy, low-income individuals, veterans, and those experiencing homelessness. They connect students to education, job training, and essential services, co-locating at DACE campuses and WorkSource Centers to facilitate seamless transitions.
- YouthSource Navigators focus on opportunity youth aged 16-24 who are disconnected from education or employment, providing career training, education, and holistic support to re-engage them in the workforce. These efforts align with the Horizons 32K Strategic Plan, aiming to reduce youth disconnection by 32,000 by 2027 and ensure access to quality education and employment for both adult learners and opportunity youth.

Montebello USD

Summary of Support Services and levels of service offered in MUSD.

- HiSET preparation courses both in English and in Spanish are offered.
- Our program accepts pre-assessed government contracts to support all students. These programs include: GAIN, EDD, Food stamps, CalFresh, AltaMed Youth, SIP, and Medi-Cal. Records and progress reports are provided to the government caseworkers for verification purposes.
- Academic counseling services are provided by our credentialed counseling staff. Additional community resources are also provided as needed.
- Attendance and enrollment verification letters are provided upon request.
- MCAS offers students the option to purchase a school ID
- Students are also offered reduced cost bus passes

Course Completion Data

Burbank USD

Course Completion:

Program	2021-22	2022-23	2023-24
ESL	344	761	1141
ABE	0	2	16
ASE	226	245	248
CTE	509	498	622

ESL: A student will be counted as a course completer when he or she has been assessed in all four language skill areas and deemed by the instructor to have met selected performance objectives and mastered the exit skills of the course. Students' level placement at the end of a course is determined by their exit skill proficiency, CASAS post-test scores, and goals.

ABE: A completer is a student that has taken the CASAS test, received a score within a certain level range, and has satisfactorily mastered the 9-week course material in the class.

High School Diploma: A completer is a student that has earned credits by finishing a course in the class.

Test Prep (formerly HiSET and GED): A completer is a student that has passed a section of the HiSET or GED.

Culver City USD

Course Completion:

Program	2021-22	2022-23	2023-24
ESL	196	217	181
ABE	3	4	4
ASE	20	20	19
CTE	N/A	N/A	N/A

Completions are determined based on:

- Instructor evaluation of competencies.
- Credits earned in the program.
- Successful passing of HiSET/GED assessments.

Los Angeles Community College District

Course Completion:

2021-22	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District	District Success Rate
ABE/ASE	3,145	968	86	573	242	115	605		1,778	7,512	50%
ESL	1,571	2,345	435	370	112	952	357	1,786	345	8,273	51%
CTE	1,891	1,207	107	452	416	1,425	160	836	1,572	8,066	60%
2022-23	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District	District Success Rate
ABE/ASE	4,520	781	382	1,256	320	186	585		2,363	10,393	55%
ESL	2,002	4,157	687	1,250	390	1,269	553	3,677	392	14,377	53%
CTE	2,051	1,498	263	42	916	1,483	1,225	1,368	1,596	10,442	60%
2023-24	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District	District Success Rate
ABE/ASE	4,966	633	161	1,868	193	160	636	4	1,377	9,998	57%
ESL	2,013	4,961	793	3,294	798	1,525	835	5,395	710	20,324	56%
CTE	2,246	1,999	329	362	823	1,830	593	1,501	2,282	11,965	65%

* Tables above include Course Completion for students who received a P (Pass) grade in district SIS (PeopleSoft). This follows MIS requirements for completion.

*LACCD does not separate out ABE and ASE so they are combined in outcomes.

Los Angeles USD

Course Completion Data

	2021-2022		2022-2023		2023-2024	
	PERSISTERS	COMPLETERS	PERSISTERS	COMPLETERS	PERSISTERS	COMPLETERS
ESL	16,721	18687	24,987	29512	30,893	37934
ABE	2,141	1382	2,620	1725	3,107	1888
ASE	8,463	6748	8,659	9099	9,771	11101
CTE	8,254	10876	11,907	16393	13,743	19063

Persister: A student with attendance of 12 hours or more in a class as documented by the teacher of record in an instructional program.

Completer: A student who completes the mastery of the course competencies as decided by the teacher of record by assigning a "C" for the Course Completion Code of said course.

Montebello USD

Course Completion Data

Program	2021-22	2022-23	2023-24
ESL	2119	2261	2214
ASE/ABE	82	53	50
CTE	176	79	94

Quality of Life Index and Poverty Data

UCLA Los Angeles County Quality of Life Survey

Concerns over the high cost of living drove the UCLA Los Angeles County Quality of Life Index down two points this year, falling below the midpoint to a score of 53, due primarily to ongoing and intensifying dissatisfaction with the cost of living in L.A. County. The Quality of Life Index (QLI) is based on a survey of 1,686 Los Angeles County residents which was conducted February 22nd - March 14, 2024

Figure 2: Satisfaction Ratings with Categories of Quality of Life Index

Category	2023	2024	Difference (2024-2023)
Cost of living	41	38	-3
Relations between people of different races, ethnicities and religions	67	65	-2
Public safety	58	56	-2
Jobs and the economy	58	57	-1
Transportation and traffic	53	52	-1
Health care	66	66	0
The environment	58	58	0
Education	48	48	0
Your neighborhood	68	69	+1

COST OF LIVING CONTINUES TO DRIVE THE QUALITY-OF-LIFE INDEX

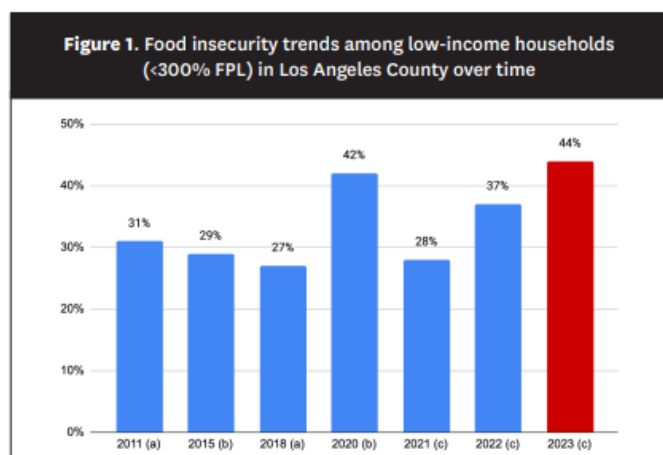
The ongoing dissatisfaction with cost of living in L.A. County continues to be the leading indicator of the Index. The second-most common impact – rising housing costs – is also related to cost of living. For this issue, 83% found it had an impact on their quality of life with nearly six-in-ten (58%) saying it had a major impact.

Food Insecurity in Los Angeles County, July 2023

This report is based on data from the Understanding America Study (UAS), administered by the USC Dornsife Center for Economic and Social Research (CESR)

Food insecurity increased in 2023, with 3 in 10 (30%) households experiencing food insecurity. This is a 6 percentage-point increase from 2022, when rates were 24%. Food insecurity has increased throughout 2022 and 2023. About 1 million L.A. County households are now food insecure 4 in 10 (41%) households experiencing food insecurity in 2023 have children

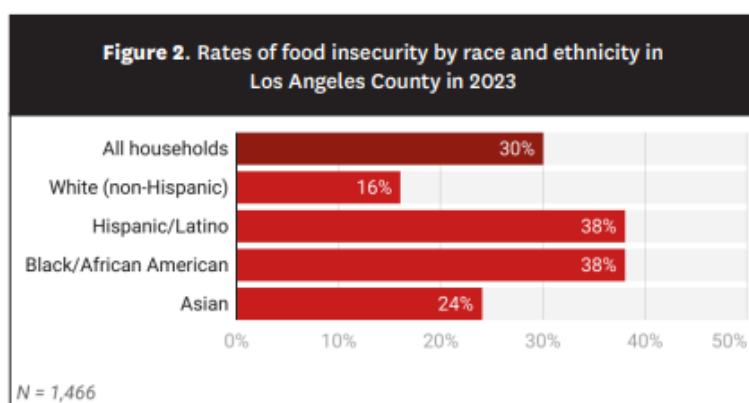
Among low-income households, food insecurity is the worst in 10 years



Food insecurity is the worst for low-income residents than during any other time in the last 10 years.

- Before the pandemic, food insecurity among low-income households was at 27% in 2018.
- When the pandemic hit, food insecurity spiked to 42% in 2020, a record for the county.

Food insecurity disproportionately impacts communities of color in L.A. County



In 2023, we found that rates of food insecurity were more than 2 times higher (**Figure 2**) among Hispanic/Latino (38%) and Black/African American (38%) residents, compared to white residents (16%).

Source of data: Understanding America Study, University of Southern California

The RAPID-California Voices Project is a multi-year, statewide survey of households with children under age 6

The majority of LA County parents with young children have difficulty meeting basic needs

- In May 2024, 71% of LA County parents reported material hardship in at least one area of basic need like food, housing, utilities, childcare, healthcare
- In May 2024, more than half (56%) reported food insecurity. RAPID survey data shows that food insecurity for LA County families increased as pandemic-era benefits, such as the expanded CalFresh food stamp program, were rolled back
- Survey data collected between November 2022 and May 2024 show that 81% of parents report financial difficulties, with 60% experiencing severe issues.
- Additionally, 71% of families struggle to afford basic needs like food, housing, and childcare. Food insecurity remains a major concern, with more than half of the parents surveyed in May 2024 reporting difficulty accessing food, particularly as pandemic-era benefits are phased out.

National School Lunch Program**National School Lunch Program
Qualify for Free and Reduced Lunch**

	K12 Enrollment		
	23-24	Qualify	Percent
BUSD	14240	4257	29.80%
CCUSD	6717	2301	34.20%
LAUSD	529902	389132	73.40%
MUSD	19967	14131	71%

Data from <https://www.cde.ca.gov/ds/ad/filesfp.asp>

STAKEHOLDER INPUT

LARAEC Faculty and Staff Surveys

The LARAEC member-districts conducted staff surveys in the spring of 2024. The LARAEC leadership team developed questions with input from action planning team members. These questions focused on areas for professional development, future program development, priority areas, and support needed.

Staff surveyed: 261 (BUSD 6%, CCUSD 3%, LACCD 8%, LAUSD 64%, MUSD 18%)

Job distribution: Classroom teacher 62%, Out of class certificated 11%, Admin 8%, Support staff 3%, other 1%

Professional Development Modalities

- 67% prefer PD in person
- 62% prefer PD online

Top 5 Areas of Professional Development

- Utilizing artificial intelligence (56%)
- Advanced technologies and applications (video editing, LMS management, Google suite) (46%)
- Differentiating teaching methods and instruction (45%)
- Incorporating expanded digital resources, new technologies, or new instructional strategies (41%)
- Accessing resources for staff and students' well-being (37%)

Top 5 Topics about which staff and faculty would like more information

- Programs and courses at member-districts (48%)
- Creating and maintaining employment partners (46%)
- Labor Market Information and living wage employment (45%)
- Understanding the process of obtaining measurable gains for adult students (42%)
- Transitions to college (application, financial aid, dual enrollment) (37%)

Top priority areas for staff and faculty that should be addressed in the three-year plan

- Student onboarding, persistence, and engagement (95%)
- Transition support for students (colleges, CTE, jobs) (91%)
- Providing counseling, ed planning, and student monitoring (91%)
- Aligning Programs with Regional Needs (employment, education, training) (91%)
- Enrollment and registration (87%)

Additional Comments about Priority Areas

- Outreach to vulnerable populations
- Better technology and faster Wi-Fi in classrooms
- DEI
- Teacher recruitment

Top areas of desired support

- Resources and strategies that we can use to guide students facing challenging circumstances (61%)
- Share strategies for reaching non-completers and non-returners (52%)
- Student resource topics where I can bring my class (mental health, immigration, etc.) (48%)
- Resources for connecting students to college and careers (48%)
- Basic computer literacy courses for students and staff (45%)

Top areas of concern around student engagement and persistence

- Students' digital literacy (70%)
- Absenteeism and catching up students who miss class (70%)
- Students leaving the program (69%)
- Working with students' mental, emotional, or financial trauma (65%)

Current technology needs for faculty and staff

- PD on educational apps (64%)
- Better access to the internet or Wi-Fi at work (62%)
- Upgraded hardware (54%)
- Hardware (computer, laptop, tablet) (46%)

Faculty and staff were asked what idea or innovation they'd put in place if funding were not an issue, and an opportunity existed. These ideas broke into several broad categories.

Methods– Teaching- PD

- IEP curriculum based on CASAS pretests
- Provide AI, technology and computers to students, teachers, and staff
- Entrepreneurship workshops
- Project based learning
- Embedding augmented reality into transportation programs
- CTE for green jobs
- Academy for new employees
- Teaching more financial literacy
- Project based curriculum for IET
- Filmmaking academy with internships and connection to studios

Student Support

- On site mental health resources and presentations

- On site tutoring centers
- Creation of work opportunity programs
- Free childcare
- College credit classes in community spaces
- Support specialists for new immigrants and transitions to college
- Citizenship center at all adult schools with visits by USCIS and immigration attorneys

Marketing

- Increase community outreach
- Promote adult ed in the community-laundromats, supermarkets, car washes, etc.
- Create and fund a marketing committee for adult education

Student Surveys

The LARAEC Member-districts conducted student surveys in the spring of 2024. The LARAEC leadership team developed questions with input from action planning team members. These questions focused on understanding the student journey into and through member-district programs, support services utilized and needed, and helping students on their journey to what's next.

Students surveyed: 1,897 (BUSD 13%, CCUSD 3%, LACCD 15%, LAUSD 64%, MUSD 5%)
Approximately 2% of student population.

Program distribution: Basic skills 5%, ESL/Citizshp. 64%, HSE/HSD 10%, CTE 10%, other 12%

Have any of the following been a problem for you in reaching your goals?

Q10 - Have any of the following been a problem for you in reaching your goals? (Mark one response for each item)

Job Obligations

20% Moderate to
Major Problem

Family Obligations

18% Moderate to
Major Problem

Financial Factors

23% Moderate to
Major Problem

	Not a Problem	Minor Problem	Moderate Problem	Major Problem	Not Applicable
Access to technology (Devices and internet)	52%	13%	9%	4%	22%
Appropriate clothing (e.g., uniform)	54%	7%	3%	1%	34%
Availability of tutoring services	51%	12%	6%	3%	28%
Cost of school supplies	47%	15%	7%	4%	27%
Family obligations	45%	17%	11%	6%	21%
Financial factors	35%	21%	13%	10%	21%
Food insecurity (not having enough money for food)	44%	17%	10%	5%	23%
Health issues	45%	18%	8%	4%	24%
Housing insecurity (not having a consistent place to sleep)	52%	10%	4%	4%	29%
Increased worry or anxiety	40%	20%	10%	5%	24%
Job obligations	39%	20%	12%	8%	21%
Lack of child care	43%	7%	3%	4%	43%
Lack of in person classes	48%	7%	4%	3%	38%
Lack of motivation	50%	16%	6%	2%	26%
Lack of technology or computer skills to take classes	53%	13%	6%	5%	24%
Study skills (e.g., note taking, test preparation)	55%	16%	7%	3%	20%
Transportation	52%	14%	7%	5%	21%
Unable to enroll into the courses I need	52%	13%	7%	4%	24%

Which activities did you take part in before enrolling in your class(es)?

35%

Attended orientation in person or online

11%

Met with counselor to discuss goals

35%

Visited office on campus for assistance

Q14 - Which of these activities did you take part in before enrolling in your class(es)? (Select all that apply)

	Count	Percent
Filled out an application	700	37%
Took an assessment or placement test	643	34%
Attended an orientation in person	439	23%
Attended an orientation online	228	12%
Met with a counselor to discuss your goals	216	11%
Received an education plan with the courses you need to take	192	10%
Visited an office on campus for assistance or support services	660	35%
Other (please specify)	55	3%
Total Responses	3,078	

What student services have you used in the past year?

15%

Academic Counseling

24%

Metro Pass

Q4 - What student support services have you used in the past year? (Select all that apply)

	Count	Percent
Academic Counseling	287	15%
Career and employment services	147	8%
Child care	40	2%
DSPS Office (Disabled Students Programs & Services)	54	3%
Employment training (e.g., Fresh Success)	49	3%
Financial Assistance (e.g., grants, loans, work study, scholarships)	63	3%
Food Support (e.g., Cal Fresh, food pantry)	138	7%
Health or Wellness Center	53	3%
Housing Support (e.g., help obtaining permanent housing, temporary shelter, help with moving costs, rental subsidies)	27	1%
Legal assistance	27	1%
Mental Health Services Counseling	37	2%
Metro pass	453	24%
Translation services	72	4%
Tutoring	74	4%
Other (please specify)	102	5%
None of the above	683	36%
Total Responses	2,306	

Q5 - How SATISFIED are you with each student support service?

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	VS + S
Academic Counseling	66%	29%	2%	4%	94%
Career and employment services	62%	33%	3%	2%	95%
Child care	78%	22%	0%	0%	100%
DSPS Office (Disabled Students Programs & Services)	82%	14%	2%	2%	96%
Employment training (e.g., Fresh Success)	59%	30%	4%	7%	89%
Financial Assistance (e.g., grants, loans, work study, scholarships)	65%	30%	5%	0%	95%
Food Support (e.g., Cal Fresh, food pantry)	71%	23%	4%	1%	94%
Health or Wellness Center	67%	31%	0%	2%	98%
Housing Support (e.g., help obtaining permanent housing, temporary shelter, help with moving costs, rental subsidies)	44%	36%	12%	8%	80%
Legal assistance	69%	19%	8%	4%	88%
Mental Health Services Counseling	66%	26%	6%	3%	91%
Metro pass	68%	28%	<1%	4%	96%
Translation services	62%	35%	0%	3%	97%
Tutoring	66%	29%	3%	3%	94%
Other: (please specify)	66%	29%	2%	2%	96%

How did you hear about this class or program?

Q12 - How did you hear about this class or program? (Select all that apply)

	Count	Percent
Billboard	76	4%
Bus/train advertisement	34	2%
Community event	59	3%
Current or former student	330	17%
Current or former teacher	90	5%
Email from the school	73	4%
Family or friends	795	42%
Phone call	51	3%
Poster or Flyer	135	7%
School website	300	16%
School information mailed to my home (e.g., flyer, course schedules, postcard mailer)	60	3%
Social media (e.g., Facebook, Instagram, X, Tiktok)	89	5%
Television or radio	26	1%
Text message	44	2%
Workplace notice, program, or employer's recommendation	40	2%
Total Responses	2,162	

What device do you primarily use for your class?



37%
Laptop or Computer



54%
Cell Phone

Family or Friends 42%

Current or Former Student 17%

School Website 16%

Billboards, Email, Mailers, and Social Media 3-5%

Television or Radio 1%

Q20 - What device do you primarily use for your classes?

	Count	Percent
Cell Phone	829	54%
Tablet	56	4%
Computer or laptop	574	37%
None (I do not have a device)	44	3%
Other (please specify)	33	2%
Total	1,536	100%

Q7 - What services would you like at your school? (Select all that apply)

	Count	Percent	Responses
College counselor	341	18%	1897
Career counselor and job search help	759	40%	1897
Someone to help me with housing necessities	250	13%	1897
Help with disabilities	87	5%	1897
Help with creating an academic plan and staying motivated	498	26%	1897
Child care	167	9%	1897
Mental Health services and personal counseling	271	14%	1897
Total Responses	2,373		

Q9 - Which of the following statements demonstrate your interactions or thoughts about school counselors at your campus? (Select all that apply)

	Count	Percent	Responses
I see my school counselor periodically	219	12%	1897
The school counselor has visited my classroom to speak with students	283	15%	1897
I have seen a school counselor in the past, but don't need to anymore	59	3%	1897
I didn't know we had school counselors available	414	22%	1897
I want to see a school counselor, but I don't know how to schedule an appointment	100	5%	1897
I am too busy to see a school counselor	65	3%	1897
School counselors are not available during the hours I am in school	49	3%	1897
I don't know what school counselors do or what they can help me with	217	11%	1897
None of the above apply	336	18%	1897
Other (please specify)	75	4%	1897
Total Responses	1,817		

Q11 - What motivates you to stay in school? (Select all that apply)			
	Count	Percent	Respondents
Working toward my career or education goal	1,150	61%	1897
My teacher and/or class is interesting and engaging	573	30%	
My counselor or teachers keep me motivated	323	17%	
Communications from my school	219	12%	
Connecting with other students in class	425	22%	
My friends and family are supportive of me taking classes	476	25%	
These classes are necessary for my job	683	36%	
Being able to provide for my family	425	22%	
Other (please specify)	91	5%	
Total Responses	4,365		

Q13 - Why did you enroll? (Select all that apply)			
I want to:			
	Count	Percent	Respondents
continue my education	791	42%	1897
learn a new skill or trade	665	35%	
complete a program and get a certificate/license	470	25%	
earn high school equivalency (e.g., HiSet, GED)	311	16%	
earn a high school diploma	241	13%	
become a US Citizen	206	11%	
improve myself	725	38%	
learn English	1,009	53%	
help my kids in school	251	13%	
meet and talk to new people	508	27%	
train or retrain for a better job	667	35%	
Other (please specify)	34	2%	
Total Responses	5,878		

Q15 - After you complete your current class(es) do you know what class(es) you are taking next?		
	Count	Percent
No	484	31%
Yes (if Yes was selected, students were asked Q15a)	1,024	65%
I'm not planning to enroll in another class	63	4%
Total	1,571	100%
Q15a - Who at your school recommended the class(es) you are taking next?		
	Count	Percent
Counselor	115	12%
Professor/Teacher	283	28%
Other school employee	21	2%
Another student	62	6%
Family or friend	137	14%
No one, I chose the class(es) by myself	375	38%
Total	993	100%

Q21 - How do you primarily connect to the internet for your classes?		
	Count	Percent
Through my phone	786	51%
Personal Hotspot	83	5%
WiFi/Internet connection in my home	524	34%
WiFi in the community (e.g., public space, friend's house)	93	6%
Other (please specify)	49	3%
Total	1,535	100%
Q22 - For your classes, which of the following choices do you prefer the most?		
	Count	Percent
A physical textbook (hardcopy you can hold)	735	50%
Online or eTextbook	135	9%
Handouts, copied materials, and packets	252	17%
Online materials	140	9%
Materials provided through an LMS (Schoology, Canvas, Google Classroom)	219	15%
Total	1,481	100%

Q23 - Are you satisfied with the current classes offered at your school? (Select all that apply)			
	Count	Percent	Respondents
Yes, they have the classes I am looking for	1,349	71%	1897
No, the classes I want are always full	36	2%	
No, the classes I want are not at the right time	49	3%	
No, the classes I want are not offered this semester	53	3%	
No, the classes I want are not at a location close to me	54	3%	
Total Responses	1,541		
Q25 - What do you plan to do after you finish your current program? (Select all that apply)			
	Count	Percent	Respondents
Register for a career training program at my school	695	37%	1897
Register for a career training program at another school	169	9%	
Register to earn a college degree	298	16%	
Stop attending school	29	2%	
Enter the workforce or look for a job	448	24%	
Look for an apprenticeship	285	15%	
Other (please specify)	144	8%	
Total Responses	2,068		

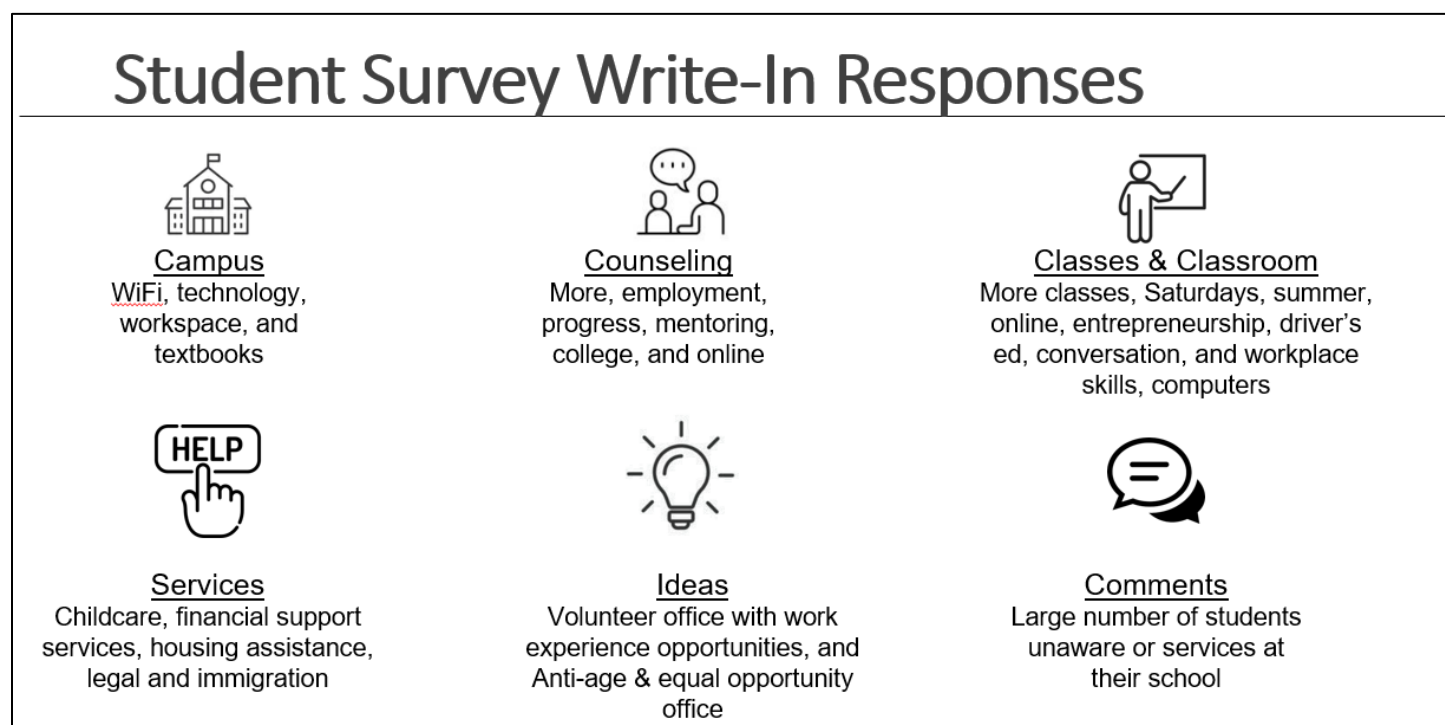
Q26 - What do you need to get started on your plans after finishing your program? (Select all that apply)			
	Count	Percent	Respondents
Register for a career training program at my school	631	33%	1897
Understanding my options for training or other school programs	401	21%	
Help with paying for college or training programs	225	12%	
Understanding what support is available to help me	366	19%	
Help with applications to college	168	9%	
Help figuring out how to manage time spent on the program along with other responsibilities	245	13%	
Other (please specify)	69	4%	
Total Responses	2,105		
Q27 - What are your thoughts about attending a credit program at a college? (Select all that apply)			
	Count	Percent	Respondents
I am ready to go once I am done with my current program	527	28%	1897
I don't need it for what I want to do next	134	7%	
I don't think I can afford college	212	11%	
I don't have the time to attend	109	6%	
I don't have the support I need at home	48	3%	
I want to go to college some day, but not now	179	9%	
I don't think I am prepared for college-level work yet	106	6%	
I don't think I know enough about college yet	173	9%	
Total Responses	1,488		skipped

Q28 - Think about your experiences at your current school. (Select all that apply)			
At your school site have you:			
	Count	Percent	Respondents
attended a college and career fair in person or online	182	10%	1897
attended a college information session in person or online	129	7%	
seen posters, banners, or flyers about college at the school or on the school website	206	11%	
talked to a teacher or counselor about going to college	190	10%	
None of the above	555	29%	
Total Responses	1,262		

Students had the option to write in responses to:

- Are there student support services that the school does not offer that would help you succeed?
- I wish they had this class_____.
- Is there anything else you would like to share about your experiences at this school?

The chart below represents the summary of answers reported by students.



Student Focus Groups

The LARAEC member-districts conducted *focused conversations* with groups of adult students in the fall of 2024. The LARAEC leadership team developed questions by examining responses to the spring student survey, considering suggestions from consortium action planning teams, and focusing on questions that told the story of the student experience in member-districts. LARAEC conducted a training session for all group facilitators covering *focused conversation* techniques, strategies for capturing data, and remaining neutral.

Group Demographics

- 20 Groups (2 BSUD, 6 LACCD, 7 LAUSD, 5 MUSD) with 8-26 students per group.
- 237 Students participated (62% ESL, 8% CTE, 25% ASE, 8%ABE, <1%AWD)
- 6 groups were morning students, 7 afternoon groups, and 7 evening groups
- 22% Online students, 86% Classroom students Note: some students were both

Responses

Since many students on the spring survey indicated that they were unaware of many of the services offered on adult school campuses, LARAEC wanted to explore how students find about services and what can be done to make students more aware. The focus was on campus services, however many students answered from the perspective of advertising classes.

Question 1: How do you find out about programs, activities, and services on this campus?

- Print Material: Mailings, catalog, flyers, direct mail to home, weekly bulletin,
- Web-based: School website, Instagram, Facebook, TikTok
- Electronic communications: Email, text messages, email to personal address
- Word of mouth: Teachers, counselors, counselor visits to classrooms, intercom, phone calls, student council. Announcements.
- Offices and Campus: Main office, counseling office, other school offices, postings, bulletin boards, make sure teachers are aware.

Question 2: What can we do that would make you more aware of the programs and services that we offer?

- All of the items above in question 1
- Campus: Marquee, creative displays in hallways, pictures for non-English speakers, flyers posted in classrooms and hallways, education fair, Canvas (LMS)
- More than English and Spanish
- Come into classrooms.
- Tech: Videos

Question 3: What has been your experience seeing a counselor or using support services?

How could we make this easier? Note: This question was intended to look at what we can do to make counseling more accessible, visible, and available. It was not intended to be evaluative of services provided.

- Mix of Great, excellent, not good
- Communication: Varied responses and misinformation depending on staff asked, go into classrooms,
- Access: Difficulty making appointments, takes too long, not convenient for working students, counselors not available for all programs, online counseling for night and online students, and impossible to get to right person to help, and counselors on Saturdays.
- Counseling Available – Many do not know what to see a counselor for and or that there is one available.
- Pathways: More information about pathways, less confusing or complicated information, information about college, jobs, volunteering, and internships.

Question 4: Describe your online learning experience...what is working? What doesn't work as well?

The intention of this question is to look at how we might strengthen online programs and address any access considerations, although many students discussed their feelings about online learning in general.

- Mix of great and no thanks. Mostly people either appreciate the option to work online or prefer in-person classes for many reasons.
- Access to Instruction: Technical issues, no computer, no computer skills,
- Support: Access to teacher, tutoring, and counselor online.
- Content: Burlington is great. Schoology has issues sometimes and is confusing. Would like more classes available online, especially CTE.

Question 5: Give the challenges many students have with outside pressure, finances, children, family, etc....what has helped you stay in school and be successful? What keeps you coming back to school? The intention of this question was to look at those areas and campus activities that support engagement and persistence, although many students responded with personal motivations.

- Mix of personal motivations – Family, friends, goals, improving English, better job
- Staff: Teachers and counselors are motivating, communications and emails from staff to keep them motivated, patient and knowledgeable teachers, welcoming environment, invested in students, good advice.
- School Structure: Flexibility of schedules, free cost, books provided, Chromebook, free transportation, escape family, they have a clean facility.
- Instruction: Exciting activities, I feel like I am making progress, advancement, enjoy intensity of class,
- Would like: Childcare, more lights, security.

Question 6: What was the tipping point in deciding to become and adult education student? What made you register at this school? The intention of this question was to look at reasons a student selected THIS school, although many students discussed personal motivations for going back to school.

- Mix of why students decided to go to school – work, family, goals, etc.
- Location, convenience, free tuition, TAP cards, flexibility of schedule, night classes
- Staff was friendly and welcoming,
- Opportunities for undocumented to earn certificates quickly and get a job

Question 7: Think about what you would like to do as your next step, after this class or after your current program, what would help you in moving on to your next step? The intention of this question was to look for ways to better support students transitions, although many students answered what they are doing next.

- Job Placement, job fairs, videos for CTE classes, resume workshops, industry day with alumni,
- College information, apply to university, apply to credit, money, college resources
- Advice on how to build education and more information on next steps
- Direct help in moving forward
- Workshops and open houses to meet counselors
- More levels of ESL to get to fluency. More practice speaking.
- Extending business knowledge, information to start my own business

Question 8: Is there anything else you would like to share that wasn't asked?

- Childcare
- 24/7 Tutoring, Tutoring for noncredit,
- Better technology
- Resource Center or library with technology
- Parking is too full and I sometimes just go home
- Keep websites up to date
- More conversation practice
- Grateful for these classes. California has the most opportunities for people like me.
- Less students in class. More teachers.
- Make registration and orientation more clear

Action Planning Team Progress and Suggestions

LARAEC Action Planning Teams (APT) are formed with members from all five districts. These teams work on projects outlined in our Three-year and annual plans. At the end of each year, the APTS reflect on their progress and provide recommendations for what their group might work on next.

Here are the recommendations from each group as presented at the APT summit, May 15, 2024

Counseling and Transitions APT



RECOMMENDATIONS

1. Develop interactive workshops or training sessions for instructors/counselors on how to address students' challenges.
2. Compile essential resources for adult students based on the themes found in our panel and disseminate the information to students via workshops/during onboarding process.
3. Create an online platform or repository for easy access to collected resources and research findings.
4. Organize a series of student-led panels focusing on specific themes or topics of interest.
5. Collaborate with other educational institutions to host joint events and share best practices.
6. Launch a podcast or webinar series featuring interviews with students, faculty, and experts discussing relevant topics.
7. Explore opportunities for community engagement projects or partnerships to address real-world challenges.
8. Establish a scholarship or grant program to fund student-led initiatives and research projects aligned with consortium goals.

Marketing Collaboration and Strategies APT



Remote Learning APT

Recommendations
Ongoing Progress for Remote Learning

- Create interactive presentations that encourage engagement with new and emerging technologies
- Develop guidance around websites with specific focus on recommendations for teachers regarding IA
- Continue professional development opportunities for teachers and learners to share ideas and best practices.

The image shows a human head profile in a blue wireframe mesh, set against a background of glowing blue lines and dots, suggesting a digital or networked environment. The background also features some faint, stylized chemical structures and code snippets.

LARAEC

Special Populations APT



Recommendation for Special Population's Future Priorities

- Develop and facilitate hands-on workshops for each individual resource provided in the presentation.
 - Justification: Each resource is specific and time consuming, so it would be more beneficial to the students if the 20-minute workshop can focus on each resource benefits and application process.
 - Invite representatives from each resource to discuss it further and connect the students to a future contact for said resource.
 - Workshops can be arranged 2 months apart throughout the school year.
- Train staff (e.g. counselors, advisors) on how to access these resources for their students at each campus.
- Encourage teachers to involve their students in these workshop events by making it a classroom assignment to prompt engagement.
- Rinse and Repeat, make it a series that happens each year for new students and to affirm knowledge.

OTHER DATA AREAS

Marketing Plans

Burbank USD

Burbank Adult School is focused on growth. For 2024-2025, BAS will continue to market using true and proven strategies that have brought community awareness of our school. This includes our fall and spring brochures that are sent out to the Burbank community and surrounding areas. We have revamped our brochure to highlight our pathways, adding pictures of our own students who have received certificates of completion, activities from the classrooms and students' successful stories. We are also incorporating QR codes and our social media into our brochures, and have added more zip codes to the distribution of our catalogs to reach out community members who are in need of educational services.

To address the additions to the brochure, BAS will launch a new website and permanently assign a staff member to monitor and make the necessary changes as they happen starting in November 2024 in hopes of increasing traffic and showcasing our programs. Furthermore, BAS will target one area that is in need of growth. To do that, the academic department will mail out a leaflet to zip codes that have been identified as communities where prospective students might need high school diplomas or high school equivalency certificates. Additionally, we will continue to partner with iHeartRadio, the local library, the local DMV office, and Verdugo Job Center as part of our marketing campaign.

BAS has continued using its social media effectively. Data has shown that social media is the most cost-effective and user-friendly strategy for marketing. BAS is invested in promoting and highlighting our programs using both Instagram and Facebook for the purpose of student engagement. For this program year, BAS plans on reaching out to the community such as health centers and pharmacies to help with job placement and/or internships. To accomplish this goal, BAS has added a staff member who will be working specifically on connecting with partners in the community to support students.

Culver City USD

Two postcard mailers are sent to Culver City zip codes and a radius of neighboring zip codes twice a year in late July/early August, and the other in late December/early January. The top three streams for new student recruitment continue to be: internet search, postcard mailer, and word of mouth (one student to another), with a quarter of recruitment coming from other streams, such as partner referrals (Culver City Public Library, the Senior Center, West Los Angeles College, and social media. Program information is available on the school's website and a Culver City Adult School app is available via the App Store and Google Play. Facebook postings are pushed out with any updates made to the Live Feed section of the school's website. The CCUSD's Superintendent's office also publishes a weekly digital newsletter entitled #culverpride, where CCAS regularly disseminates news about programs. In addition, CCAS advertises at the local DMV. A new marketing tool this year was to include Adult School program information on 2,000 reusable bags to be disseminated at the local

Culver City Mar Vista Farmer's Marketplace. Efforts continue to market programs with articles published quarterly in the Argonaut, a local newspaper.

Los Angeles CCD

Each college markets Adult Education, non-credit, and credit as needed.

Los Angeles USD

The LAUSD Division of Adult and Career Education (DACE) marketing plan embodies our unwavering commitment to educational equity and inclusive excellence, aligning with LAUSD's broader mission and strategic initiatives. Our strategic approach ensures that team members prioritize and integrate key objectives, investments and actions across the Division with a focus on serving our most vulnerable and historically underserved populations.

Through culturally responsive outreach, multilingual support services and barrier-removing initiatives combined with high-quality instruction, we aim to reach all community members – with intentional focus on those facing the greatest obstacles to educational access. Our goal is to empower every learner to achieve their workforce and educational aspirations.

DACE Marketing initiatives include:

- Implementing an equity-centered, metrics-driven marketing strategy that leverages broad-format, digital and community-based marketing focused on:
 - Clearly communicating our educational offerings and services
 - Reflecting and demonstrating our values of inclusion, accessibility, and cultural affirmation
 - Promoting clear and simple calls to action that are appropriate for all literacy levels
- Building high-level symbiotic partnerships centered around:
 - Developing cutting-edge curriculum that is relevant in today's workforce
 - Establishing student extern and internship opportunities that lead to job placement
 - Streamlining student access to supplemental community services
- Fostering a customer-service oriented atmosphere by:
 - Evaluating the various touchpoints of potential clients and current students to identify areas for improvement
 - Providing all administrators, faculty and staff with the knowledge and tools needed to successfully build meaningful client relationships

Montebello USD

MCAS will continue to build foundations and relationships with our district, community and sister communities. We will seek out partnerships with organizations to give our students ample resources, employment opportunities and additional education opportunities. We will continue to attend and participate in events and fairs that give us any opportunity to distribute and share MCAS programs. We will also focus on promotions in MUSD K-12 schools and HeadStart. All marketing material will continue to be created with the intention of branding; clean and modern designs, MCAS student and staff photos, compassion.

- Social media activity will continue
- The Marketing Team will begin communicating directly with our current students
- Distribution of informational material will continue to be sent out regularly to all MUSD schools and community contacts.
- We will begin distributing brochures in person to local business
- Our website will get a makeover

Partnering with District communications team to disseminate information to the public

APPENDIX A

Los Angeles USD CTE Course Offerings



Division of Adult and Career Education
2024-25 Career Training Programs



Training programs marked with ■ are offered at the corresponding campus.

Campus Numbers

1 2 3 4 5 6 7 8 9 10 11

Training Programs	1	2	3	4	5	6	7	8	9	10	11
For English Language Learners											
Building and Grounds (B&G) Worker							■				
Child Development							■				
Computer Essentials							■				
Culinary Arts: Baking							■				
Medical Office Administration							■				
Personal Care Aide							■				
Typist: Keyboarding							■				
Agriculture											
Landscaping											■
Allied Health											
Medical Office Administration			■	■	■	■	■		■	■	■
Dental Assisting			■	■	■	■	■		■	■	■
Pharmacy Technician			■	■	■	■	■		■	■	■
Phlebotomy							■				
Physical and Sports Therapy							■				
Personal Care Aide							■				
Nursing Assistant			■				■				
Home Health Aide							■				
Vocational Nurse							■				
Medical Assistant			■	■	■	■	■		■	■	■
X-Ray Technologist			■	■	■	■	■		■	■	■
Radiologic Technologist			■	■	■	■	■		■	■	■
Arts and Media											
Graphic Design						■			■		
Building and Construction											
Construction Essentials			■			■	■				
Construction			■			■	■				
HVAC							■				
Refrigeration							■				
Plumbing							■				
Construction MC3							■				
Building and Grounds											
Building and Grounds (B&G) Worker			■	■	■	■	■		■	■	■
Maintenance Supervisor (MS)			■	■	■	■	■		■	■	■
Computer Essentials for MS			■	■	■	■	■		■	■	■
Business											
Typist: Keyboarding			■	■	■	■	■		■	■	■
Office Technician			■	■	■	■	■		■	■	■
Computer Essentials			■	■	■	■	■		■	■	■
Microcomputer Applications			■	■	■	■	■		■	■	■
Child Care											
Child Development		■	■	■	■	■	■		■	■	■

Campus Key

- 1 Adult Education Virtual Academy LAUSDAdultEd.org/AEVA | (213) 241-3150
- 2 Abram Friedman Occupational Center
1646 S. Olive Street | Los Angeles, CA 90015-3507
(213) 765-2400
- 3 East Los Angeles Occupational Center
2100 Marengo Street | Los Angeles, CA 90033-1321
(323) 276-7000
- 4 Evans Community Adult School
717 N. Figueroa Street | Los Angeles, CA 90012-2118
(213) 613-7900
- 5 Harbor Occupational Center
740 N. Pacific Avenue | San Pedro, CA 90731-1630
(310) 241-4800
- 6 Los Angeles Technology Center
3721 W. Washington Blvd. | Los Angeles, CA 90018-1160
(323) 373-2300
- 7 Maxine Waters Employment Preparation Center
10925 S. Central Avenue | Los Angeles, CA 90059-1023
(323) 357-7700
- 8 North Valley Occupational Center
11450 N. Sharp Avenue | Mission Hills, CA 91345-1232
(818) 256-1400
- 9 Slawson Southeast Occupational Center
5500 Rickenbacker Road | Bell, CA 90201
(323) 729-6400
- 10 Venice Skills Center
611 5th Avenue | Venice, CA 90291-3512
(310) 664-5888 day & (310) 577-4230 eve
- 11 West Valley Occupational Center
6200 Winnetka Avenue | Woodland Hills, CA 91367-3826
(818) 346-3540

Please note: Offerings are subject to change without notice.

(continued on next page)

Enroll Now Visit LAUSDAdultEd.org**See You In School!**To contact **Disability Support Services**, please visit LAUSDAdultEd.org/dss.



Division of Adult and Career Education 2024-25 Career Training Programs

Training programs marked with  are offered at the corresponding campus.



Training Programs

Campus Numbers											
	1	2	3	4	5	6	7	8	9	10	11
Energy											
Electrician											
Electric Motor Controls											
Photovoltaics											
Solar Thermal											
Powerline Systems											
Engineering											
Blueprint Reading											
Finance											
Accounting											
Tax Preparation											
Hospitality											
Culinary Arts											
Culinary Arts ServSafe Mgmt.											
Information Technology											
Computer Repair											
IT Support Technician											
Networking											
Cybersecurity											
Manufacturing											
Machinist											
Welding											
Welding: Gas Tungsten Arc											
Mechanics and Technicians											
Automotive Technology											
Automotive - Smog											
Automotive - Diesel											
Automotive - Hybrid & Electric											
Aviation (Airframe/Powerplant)											
Personal Care and Style											
Manicuring											
Cosmetology											
Barbering											
Esthetician											
Property											
Real Estate											
Security											
Security Officer											
Transportation											
Commercial Driver's Prep. License											
Package Handler											
Warehouse Operator Forklift											

Campus Key

- 1** Adult Education Virtual Academy 
LAUSDAdultEd.org/AEVA | (213) 241-3150
- 2** Abram Friedman Occupational Center
1646 S. Olive Street | Los Angeles, CA 90015-3507
(213) 765-2400
- 3** East Los Angeles Occupational Center
2100 Marengo Street | Los Angeles, CA 90033-1321
(323) 276-7000
- 4** Evans Community Adult School
717 N. Figueroa Street | Los Angeles, CA 90012-2118
(213) 613-7900
- 5** Harbor Occupational Center
740 N. Pacific Avenue | San Pedro, CA 90731-1630
(310) 241-4800
- 6** Los Angeles Technology Center
3721 W. Washington Blvd. | Los Angeles, CA 90018-1160
(323) 373-2300
- 7** Maxine Waters Employment Preparation Center
10925 S. Central Avenue | Los Angeles, CA 90059-1023
(323) 357-7700
- 8** North Valley Occupational Center
11450 N. Sharp Avenue | Mission Hills, CA 91345-1232
(818) 256-1400
- 9** Slawson Southeast Occupational Center
5500 Rickenbacker Road | Bell, CA 90201
(323) 729-6400
- 10** Venice Skills Center
611 5th Avenue | Venice, CA 90291-3512
(310) 664-5888 day & (310) 577-4230 eve
- 11** West Valley Occupational Center
6200 Winnetka Avenue | Woodland Hills, CA 91367-3826
(818) 346-3540

Please note: Offerings are subject to change without notice.

Enroll Now Visit LAUSDAdultEd.org



See You In School!

To contact **Disability Support Services**, please visit LAUSDAdultEd.org/dss.

Los Angeles Community College District CTE Course Offerings

College	Program
LA CITY College	Academic Preparation Workforce Preparation
	Banquet & Restaurant Server
	Behavior Technician Preparation
	Behavior Technician: Autism
	Career Discovery Skills Workforce Preparation
	Child Development Readiness Workforce Preparation
	Customer Service Skills Short-Term Vocational
	E-Commerce
	Entrepreneurship Skills Short-Term Vocational
	Food Handler's Preparation
	Food Service Manager Skills Preparation
	Front Desk Representative & Reservationist Attendant
	Gig Economy Success Kit
	Global Business
	Guestroom Attendant
	Health Careers Readiness Workforce Preparation
	Healthcare Services
	Hospitality Short-Term Vocational
	In-Home Supportive Services Skills
	International Marketing Professional
	Interpersonal Skills for the Workplace
	Introduction to Computers
	Introduction to Patient Transporting
	Job Readiness & Workforce Preparation
	Law & Ethics in Business
	Medical Assisting: Back Office
	Medical Assisting: Front Office
	Medical Interpretation
	Medical Terminology for Career Readiness
	Optician Technician
	Phlebotomy Technician
	Professionalism & Success in Healthcare Occupations
	Retail Sales and Customer Service
	Retail Supervisory and Management
	Technical Office Occupations
	Technology for Success in the Workplace
	The Urban Ambassadors
	Warehouse Distribution: Lead

	Warehouse Distribution: Worker
	Workforce Literacy Skills Workforce Preparation
	Workplace Success I - Creativity in the Workplace
	Workplace Success II- Creative Leadership
EAST LA College	
	Automotive Fundamentals
	Administrative Medical Assistant
	Accounting Clerk/Bookkeeping
	Child Development
	Custodial Technician Training
	Early Childhood Education Career Prep
	Front Office Medical Asst
	Healthcare Professions Preparation
	Introduction to Patient Transporting
	Job Readiness and Career Exploration
	Non-Medical In-Home Health Care Aide
	Pharmacy Clerk
	Programming and Apps
	Sewing Essentials and Alterations
	Small Business Start-up and Registration
	Tailoring
	Workplace Skills
LA HARBOR College	
	Fundamentals of Warehousing and Distribution
	International Marketing
	Culinary Basics
	Bookkeeping
	QuickBooks
	Emergency Medical Technician Preparation
	Sustainable Small Business Development
LA MISSION College	
	Academic Readiness Certificate
	Academic Readiness Certificate (Bilingual)
	Digital Literacy Certificate
	Citizenship Certificate
	Job Readiness Certificate
	Sustainable Small Business Development Certificate
	Digital Media Production & Streaming
	Competitive eSports Event Producer Certificate
	Community Dental Health Coordinator
	Non-Traditional Leadership for Community Enhancement
	The Art and Practice of Conflict Resolution
	Intro to CSIT - Robotics

	Intro to CSIT - Social Media
	Intro to CSIT - Programming
	Introduction to Construction Technologies
	English for Academic Purposes Advanced 1
	English for Academic Purposes Advanced 2
	English for Academic Purposes Intermediate 1
	English for Academic Purposes Intermediate 2
	Introduction to CSIT
LA PIERCE College	
	EKG Technician
	Geriatric Caregiver
	Medical Assistant: Front & Back Ofc
	Phlebotomy Technician I
	Workplace Success
	Custodial Technician Preparation
	Custodial Scheduling Supervisor
	Community Health Worker
	Bookkeeper
	Dog Grooming
	Entering English as a Second Language Certificate of Competency
	Beginning English as a Second Language Certificate of Competency
	Developing English as a Second Language Certificate of Competency
	Expanding English as a Second Language Certificate of Competency
	ESL Fundamentals for Community Health Worker
	Financial Literacy
	Medical Front Office Assistant
	Real Estate Fundamentals
	Anger Management Skills for the Workplace
	Landscape Technician
	Career Exploration - Biotech Careers
	Tutor Training
	GED Preparation and Foundational Skills
	Citizen Preparation Certificate of Competency
	Acute Certified Nursing Assistant
LA SOUTHWEST College	
	Basic Computer Literacy for College and Career
	Building and Construction Trades
	Building and Grounds Worker
	CTE Career Exploration
	CTE Career Exploration for ESL Students
	Custodial Technician Preparation
	Customer Service
	EMT Preparation

LA TRADE-TECH College	Facilities Maintenance Attendant
	Forklift Safety
	Fundamentals of Robotics
	In Home Supportive Services
	Introduction to Apple World and Ecosystems
	Introduction to Carpentry
	Introduction to Drywall Lathing
	Introduction to Community Health Workers
	Introduction to Hospitality
	New World of Work I
	New World of Work II
	New World of Work III
	New World of Work IV
	OSHA for the Construction Industry
	OSHA for General Industry
	Phlebotomy Technician
	Photovoltaics
	Workplace Safety I
	Workplace Safety II
	Workplace Safety III
	Workplace Safety IV
	Workplace Readiness - Allied Health
	College Readiness
	Chassis Technician (ASE A4 & A5 Test Prep)
	Basic Automotive Chassis Tech
	Auto Technician (ASE A1 & A8 Test Prep)
	Advanced Master Auto Technician (ASE A1-8 & L1 Test Prep)
	Advanced Engine Performance (ASE A6, A8 & L1 Test Prep)
	AC Technician (ASE A6 & A7 Test Prep)
	Custodial Technician Training
	English as a Second Language
	English Literacy & Civics
	Entry Level Laborer for the Energy & Construction Sectors
	Lifeguard Training
	Lube Technician
	Recreation and Community Services Assistant
	Sewing Operator
	Sustainable Small Business Development
	Utilities and Construction Preparation

	Water Safety Instructor
	Workplace Readiness
LA VALLEY College	
	Workplace Success
	Microcomputer Literacy
	Gig Economy Careers in Entertainment
	Robotics and PLCs
	Insurance
	21st Century Employability Skills - Basic
	21st Century Employability Skills - Basic/Intermediate
	21st Century Employability Skills - Intermediate
	21st Century Employability Skills - Intermediate/Advanced
	21st Century Employability Skills - Advanced
	Basic Needs Navigation
	Business of Entertainment
	Jewish Non-Profit Work
	On-Set Camera and DIT Skills
	Parent and Family Development
	Community Health Worker
	DaVinci Resolve Techniques
	Working with Actors
	Digital Film Editing Techniques
	Entertainment Industry Entry Level Preparation
	Line Producing & Unit Production Management (UPM) Skills
	Motion Picture & Television Grip and Electric
	Motion Picture Sound Techniques
	Photography: Basic Techniques
	Screenwriting
	The Mass Media and the Law
	TV/Video Industry
	Radio/Audio Industry
	Cybersecurity Support Technician
West LA College	
	21st Century Employability Skills: Communication & Digital Literacy
	21st Century Employability Skills: Diversity Awareness & Collaboration
	21st Century Employability Skills: Empathy & Adaptability
	21st Century Employability Skills: Entrepreneurial & Analytical Mindset
	21st Century Employability Skills: Self Awareness & Resilience
	Academic & Workforce Success
	Administrative Assistant
	Administrative Assistant for the English Language Learner
	Adult Basic Education
	Algebra Fundamentals
	Arithmetic Fundamentals

	Autism Services Aide
	Banquet & Restaurant Server
	Business Tools
	Career Exploration: Information Communications Technology/Digital Media
	Choosing Business Careers
	College Readiness
	College Readiness for the English Language Learner
	Communicating in Business
	Computer Skills for the Workplace
	Conservation Studies
	Construction Industry exploration & preparation program
	Custodial Technician Preparation
	Dental Career Skill Enhancement
	Employment Readiness
	Entrepreneurship Skills
	ESL Fundamentals and Custodial Technicians
	Facilities Management
	Financial Literacy for College & Workforce Success
	Food Handler's Preparation
	Food Services Manager Skills Preparation
	Foundation for Academic Success I
	Foundation for Academic Success II
	Front Desk Representative & Reservationist
	GIG Economy Success Kit
	Guest & Public Spaces Attendant
	Healthcare Career Discovery
	Healthcare Careers Preparation
	Healthcare Services
0	In-Home Supportive Services (IHSS) Provider for the English Language Learner
	In-Home Supportive Services Provider
	Interpersonal Skills for the Workplace
	Introduction to Computers
	Job Readiness
	Leadership and Workplace Success in the Public Sector
	Liberal Arts Math Preparation
	Licensing/Employment Test Preparation
	Maintenance Attendant for Hospitality
	Police Orientation Preparation
	Pre-Algebra Fundamentals
	Pre-Dental Career Preparation
	Pre-Nursing Career Preparation
	Real Estate Supervisory/Trainee Appraisal Licensing
	Resilient Leadership for College Engagement
	Science Preparation

	Statistics Preparation
	STEM Math Preparation
	Technology for Success in the Workplace
	Tutor Training
	Workplace Preparation and Career Success
	Workplace Success I: Creative Leadership
	Workplace Success II: Creativity & Innovation in the Workplace

APPENDIX B

District Level CAEP Manager Reports by District Each Year

All data manager tables were created on September 10, 2024. **Per CAEP guidelines, K12 Districts submit all student data through TopsEnterprise and community colleges submit all student data through MIS. TE data for community colleges only reflects WIOA supported programs.**

Burbank 2021-22

Agency: 1110 - Burbank USD: Burbank Adult School (BAS) Program Year: 2021-2022
 Member: 273 - Burbank Unified School District Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	714	458	245	884	502	243	3	0	250	16	11	1,359	441	136	60	424	217
ABE/ASE	363	201	154	381	61	49	48	6	59	8	22	1,175	836	150	11	1,054	913
CTE	173	109	62	540	100	225	2	1	43	5	5	1,185	463	36	26	357	260
Workforce Preparation	43	34	19	133	29	53	0	0	12	2	2	188	49	13	3	33	39
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults w/Disabilities	12	9	7	13	1	2	6	0	2	1	0	39	34	23	0	25	43
N/A												0	0	0	0	0	0
Total	1,305	811	487	1,951	693	572	59	7	366	32	40	3,946	1,823	358	100	1,893	1,472
Students in 2 or more programs	227	146	86	371	120	132	10	1	54	6	7	829	441	49	13	385	176
Total unduplicated students	965	585	356	1,446	502	398	48	6	287	21	28	2,961	1,294	285	75	1,112	675

*All learners in multiple programs are counted in each program in which they are enrolled.

Burbank USD 2022-23

Agency: 1110 - Burbank USD: Burbank Adult School (BAS) Program Year: 2022-2023
 Member: 273 - Burbank Unified School District Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	1,153	737	409	1,521	824	271	4	6	337	20	7	2,142	1,663	86	76	1,719	1
ABE/ASE	632	359	225	645	244	111	64	9	159	19	19	1,213	817	100	19	842	38
CTE	218	120	70	800	90	205	13	6	84	15	6	1,591	270	41	30	276	6
Workforce Preparation	151	76	38	632	63	196	6	5	70	12	5	900	186	33	23	191	3
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults w/Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N/A												0	0	0	0	0	0
Total	2,154	1,292	742	3,598	1,221	783	87	26	650	66	37	5,846	2,936	260	148	3,028	48
Students in 2 or more programs	538	333	192	1,029	296	283	14	8	167	23	8	1,408	623	55	42	602	8
Total unduplicated students	1,394	840	487	2,295	824	428	64	15	425	35	26	4,130	2,101	169	83	2,057	35

*All learners in multiple programs are counted in each program in which they are enrolled.

LARAEC 3YP DATA BINDER

Burbank USD 2023-24

Agency: 1110 - Burbank USD: Burbank Adult School (BAS)
Member: 273 - Burbank Unified School District

Program Year: 2023-2024
Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	1,864	1,110	920	2,116	1,119	413	13	37	443	53	23	2,741	1,534	0	2	1,533	201
ABE/ASE	595	269	198	626	109	128	70	59	107	13	12	1,242	884	0	3	880	1,324
CTE	262	111	84	792	93	300	15	106	83	5	4	1,709	264	0	13	252	260
Workforce Preparation	202	85	63	684	81	282	6	97	65	3	4	990	177	0	12	166	148
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	4	2	0	25	2	3	0	1	0	0	1	38	17	14	0	3	0
Adults w/Disabilities	10	5	6	10	0	0	5	0	0	1	1	13	13	0	0	13	21
N/A												0	0	0	0	0	0
Total	2,937	1,582	1,271	4,253	1,404	1,126	109	300	698	75	45	6,733	2,889	14	30	2,847	1,954
Students in 2 or more programs	396	207	156	890	178	331	24	106	115	7	9	1,281	396	0	13	384	207
Total unduplicated students	2,263	1,256	1,024	3,041	1,119	634	73	115	492	63	31	5,097	2,274	14	14	2,245	667

*All learners in multiple programs are counted in each program in which they are enrolled.

Culver City USD 2021-22

Agency: 1827 - Culver City Unified School District (CCUSD)
Member: 268 - Culver City Unified School District

Program Year: 2021-2022
Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	389	230	144	437	212	30	3	2	121	8	2	887	28	12	9	42	7
ABE/ASE	251	137	76	258	19	67	22	4	24	0	7	591	75	48	3	45	41
CTE	32	15	10	34	7	4	0	0	6	0	0	56	5	2	1	4	2
Workforce Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults w/Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N/A												983	51	34	0	23	1
Total	672	382	230	729	238	101	25	6	151	8	9	2,517	159	96	13	114	51
Students in 2 or more programs	85	48	27	87	20	8	3	0	20	0	1	137	11	7	1	7	2
Total unduplicated students	567	324	196	620	212	91	22	6	126	8	8	2,356	148	89	12	79	42

*All learners in multiple programs are counted in each program in which they are enrolled.

Culver City USD 2022-23

Agency: 1827 - Culver City Unified School District (CCUSD)
Member: 268 - Culver City Unified School District

Program Year: 2022-2023
Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	506	327	175	561	334	118	0	3	125	27	11	863	43	7	17	65	33
ABE/ASE	149	114	53	149	19	89	19	5	34	15	4	322	70	19	18	190	46
CTE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Workforce Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults w/Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N/A												329	7	6	1	3	0
Total	655	441	228	710	353	207	19	8	159	42	15	1,514	120	32	36	258	79
Students in 2 or more programs	37	27	12	37	19	13	0	0	10	4	0	43	8	3	0	7	4
Total unduplicated students	618	414	216	673	334	194	19	8	149	38	15	1,471	112	29	35	83	75

*All learners in multiple programs are counted in each program in which they are enrolled.

LARAEC 3YP DATA BINDER

Culver City USD 2023-24

Agency:	1827 - Culver City Unified School District (CCUSD)	Program Year:	2023-2024
Member:	268 - Culver City Unified School District	Consortium:	27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	544	364	223	598	341	557	0	25	178	51	37	989	572	3	474	960	602
ABE/ASE	154	78	32	156	13	130	18	1	15	3	5	325	140	7	93	258	139
CTE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Workforce Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults w/Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N/A												249	1	0	0	4	0
Total	698	442	255	754	354	687	18	26	193	54	42	1,563	713	10	567	1,222	741
Students in 2 or more programs	38	25	15	38	13	33	0	1	4	1	2	53	36	0	21	23	36
Total unduplicated students	660	417	240	716	341	654	18	25	189	53	40	1,510	677	10	466	522	674

*All learners in multiple programs are counted in each program in which they are enrolled.

Los Angeles Community College District 2021-22

Agency:	2121 - Los Angeles Community College District (LACCD)	Program Year:	2021-2022
Member:	422 - Los Angeles Community College District	Consortium:	27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	3,491	2,201	1,198	4,941	2,311	767	15	18	165	95	14	6,780	814	41	26	703	131
ABE/ASE	1,213	630	319	1,566	410	250	46	9	23	16	45	2,328	246	22	57	169	116
CTE	294	212	109	398	193	116	1	3	14	6	3	462	63	0	3	61	2
Workforce Preparation	38	14	5	80	9	16	0	2	6	2	17	118	34	10	27	0	49
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Adults w/Disabilities	75	43	12	79	0	9	0	2	9	1	1	102	0	0	0	0	0
N/A												34	2	0	0	0	4
Total	5,112	3,100	1,643	7,065	2,923	1,158	62	34	217	120	80	9,825	1,159	73	113	933	302
Students in 2 or more programs	955	639	327	1,165	551	223	13	7	19	10	20	1,357	225	11	31	187	38
Total unduplicated students	4,032	2,373	1,273	5,768	2,311	909	48	25	189	109	59	8,325	915	62	80	719	154

*All learners in multiple programs are counted in each program in which they are enrolled.

Los Angeles Community College District 2022-23

Agency:	2121 - Los Angeles Community College District (LACCD)	Program Year:	2022-2023
Member:	422 - Los Angeles Community College District	Consortium:	27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	6,809	3,919	2,100	8,235	4,143	1,459	21	65	289	202	99	11,009	371	163	13	204	121
ABE/ASE	1,165	666	307	1,388	402	151	51	3	6	16	2	2,025	69	22	2	43	13
CTE	238	189	92	317	186	41	2	0	1	2	0	356	15	2	2	14	0
Workforce Preparation	64	23	11	184	19	0	0	0	0	0	0	319	1	0	0	0	2
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	17	14	4	17	1	9	0	0	0	0	0	32	11	11	0	0	0
Adults w/Disabilities	51	36	14	55	0	0	0	0	0	0	0	64	0	0	0	0	0
N/A												1,319	117	5	2	113	0
Total	8,344	4,847	2,528	10,196	4,751	1,660	74	68	296	220	101	15,124	584	203	19	374	136
Students in 2 or more programs	995	672	323	1,142	521	123	21	3	3	6	1	1,309	63	21	4	39	8
Total unduplicated students	7,222	4,067	2,154	8,926	4,144	1,501	51	65	292	213	100	13,686	499	170	15	324	109

*All learners in multiple programs are counted in each program in which they are enrolled.

Los Angeles Community College District 2023-24

Agency: 2121 - Los Angeles Community College District (LACCD)
 Member: 422 - Los Angeles Community College District

Program Year: 2023-2024
 Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	9,326	5,266	2,949	12,101	5,864	1,069	21	132	318	191	58	15,714	318	93	28	204	47
ABE/ASE	1,301	681	355	1,579	417	177	40	0	49	20	12	2,069	45	1	0	45	0
CTE	453	270	130	517	268	50	2	0	21	6	0	567	3	0	0	3	0
Workforce Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults w/Disabilities	3	2	1	3	2	0	0	0	0	0	0	4	0	0	0	0	0
N/A												2,267	12	7	0	5	0
Total	11,083	6,219	3,435	14,200	6,551	1,296	63	132	388	217	70	20,621	378	101	28	257	47
Students in 2 or more programs	1,106	707	368	1,246	639	90	15	0	30	13	2	1,364	9	1	0	8	0
Total unduplicated students	9,899	5,452	3,030	12,874	5,865	1,188	47	132	352	202	68	19,174	369	100	28	247	47

*All learners in multiple programs are counted in each program in which they are enrolled.

Los Angeles USD 2021-22

Agency: 1180 - Los Angeles Unified School District (LAUSD)
 Member: 259 - Los Angeles Unified School District

Program Year: 2021-2022
 Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	14,949	9,494	5,963	19,710	9,219	8,612	234	663	5,190	2,666	1,237	27,418	14,920	2,261	1,476	14,551	2,134
ABE/ASE	11,130	4,433	4,778	12,787	797	4,423	1,783	643	2,613	1,525	2,768	16,972	8,875	1,685	263	10,785	2,794
CTE	5,358	1,234	1,339	9,297	528	7,330	466	1,858	2,069	1,611	6,797	13,799	8,213	340	165	7,963	3,065
Workforce Preparation	379	275	180	497	227	363	14	63	154	125	240	560	380	36	30	379	55
Pre-Apprenticeship	428	29	56	777	8	647	22	197	165	147	632	977	629	9	4	585	162
Adults supporting K12	416	288	182	565	273	247	6	23	104	57	57	720	281	6	1	295	18
Adults w/Disabilities	481	169	137	774	31	471	27	119	137	97	384	948	618	66	10	654	136
N/A												6	0	0	0	0	0
Total	33,141	15,922	12,635	44,407	11,083	22,093	2,552	3,566	10,432	6,228	12,115	61,400	33,916	4,403	1,949	35,212	8,364
Students in 2 or more programs	4,924	2,390	2,001	6,100	1,419	4,036	484	768	1,555	1,053	2,883	7,196	4,148	526	250	3,753	830
Total unduplicated students	27,198	12,900	10,179	37,089	9,221	17,137	2,000	2,611	8,508	4,886	8,555	52,879	28,891	3,541	1,628	26,505	4,307

*All learners in multiple programs are counted in each program in which they are enrolled.

Los Angeles USD 2022-23

Agency: 1180 - Los Angeles Unified School District (LAUSD)
 Member: 259 - Los Angeles Unified School District

Program Year: 2022-2023
 Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	24,470	15,552	10,363	29,747	16,134	10,712	120	581	6,719	2,909	791	38,389	36,900	2,319	1,434	38,613	5,117
ABE/ASE	11,833	4,726	3,830	13,327	1,172	2,539	859	422	1,582	1,005	1,006	18,318	17,001	1,408	331	18,868	2,864
CTE	8,230	1,967	1,652	13,604	986	4,159	288	1,569	2,530	1,949	2,490	18,171	17,247	969	641	18,424	4,906
Workforce Preparation	445	342	268	538	311	339	13	31	191	138	110	584	567	97	75	641	50
Pre-Apprenticeship	626	43	53	985	22	313	3	81	153	137	201	1,130	1,050	99	97	1,139	266
Adults supporting K12	858	602	403	1,021	673	406	7	4	132	61	11	1,215	1,182	53	3	1,209	26
Adults w/Disabilities	681	261	190	998	78	304	14	77	127	84	145	1,170	1,110	86	36	1,201	212
N/A												2	0	0	0	0	0
Total	47,143	23,493	16,759	60,220	19,376	18,772	1,304	2,765	11,434	6,283	4,754	78,979	75,057	5,031	2,617	80,095	13,441
Students in 2 or more programs	7,314	3,625	2,685	8,946	2,551	3,239	328	559	1,688	1,145	1,112	10,185	9,747	994	525	9,701	1,570
Total unduplicated students	37,896	18,926	13,346	48,950	16,136	14,548	907	2,013	9,211	4,771	3,268	66,184	62,784	3,649	1,923	62,577	6,905

*All learners in multiple programs are counted in each program in which they are enrolled.

LARAEC 3YP DATA BINDER

Los Angeles USD 2023-24

Agency: 1180 - Los Angeles Unified School District (LAUSD) Program Year: 2023-2024
 Member: 259 - Los Angeles Unified School District Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	31,553	19,677	12,735	34,852	19,637	14,236	185	612	9,400	4,383	1,075	43,627	43,627	45,057	753	45,048	2,023
ABE/ASE	12,728	5,770	4,056	13,852	1,343	3,750	1,282	424	2,056	1,266	1,718	18,350	18,350	19,567	465	19,852	1,917
CTE	10,703	2,455	1,845	15,434	1,146	4,793	272	1,560	2,377	1,873	3,152	21,445	21,445	21,469	413	22,647	3,989
Workforce Preparation	506	409	280	567	381	359	16	26	196	100	99	599	599	672	41	675	45
Pre-Apprenticeship	276	17	35	396	2	167	3	68	46	26	147	433	433	434	1	438	113
Adults supporting K12	854	591	407	980	637	443	3	7	126	77	25	1,145	1,145	1,170	22	1,164	9
Adults w/Disabilities	848	358	240	1,152	93	464	21	87	154	103	252	1,342	1,342	1,438	41	1,467	183
N/A												0	0	0	0	0	0
Total	57,468	29,277	19,598	67,233	23,239	24,212	1,782	2,784	14,355	7,828	6,468	86,941	86,941	89,807	1,736	91,291	8,279
Students in 2 or more programs	7,471	4,263	2,988	8,845	2,854	3,772	419	531	1,826	1,178	1,371	9,692	9,692	9,628	399	9,692	1,000
Total unduplicated students	48,564	23,982	15,868	56,861	19,645	19,551	1,290	2,148	12,076	6,369	4,780	75,680	75,680	74,023	1,232	75,680	4,502

*All learners in multiple programs are counted in each program in which they are enrolled.

Montebello USD 2021-22

Agency: 1190 - Montebello Unified School District (MUSD) Program Year: 2021-2022
 Member: 256 - Montebello Unified School District Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	1,435	701	490	1,616	468	1,222	3	8	744	129	46	2,131	1,893	1,547	151	1,867	2,683
ABE/ASE	803	331	166	931	23	687	78	11	251	39	26	1,246	1,114	1,027	27	1,464	1,773
CTE	133	79	54	838	39	422	12	13	205	27	31	1,401	563	521	154	525	553
Workforce Preparation	3	0	0	54	1	39	0	0	9	0	0	62	61	18	0	6	49
Pre-Apprenticeship	1	0	0	14	0	14	0	0	1	0	0	20	20	2	0	1	20
Adults supporting K12	6	2	2	98	1	64	0	0	10	0	0	113	98	46	0	15	121
Adults w/Disabilities	9	6	1	34	1	10	0	1	5	3	1	47	11	11	2	23	23
N/A												0	0	0	0	0	0
Total	2,390	1,119	713	3,585	533	2,458	93	33	1,225	198	104	5,020	3,760	3,172	334	3,901	5,222
Students in 2 or more programs	198	118	75	289	60	224	9	5	101	20	20	310	276	220	26	200	255
Total unduplicated students	2,173	994	633	3,203	468	2,162	83	27	1,105	178	83	4,603	3,381	2,888	196	2,731	3,045

*All learners in multiple programs are counted in each program in which they are enrolled.

Montebello USD 2022-23

Agency: 1190 - Montebello Unified School District (MUSD) Program Year: 2022-2023
 Member: 256 - Montebello Unified School District Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	1,528	860	582	1,686	533	826	3	19	514	97	79	2,257	970	661	228	1,065	1,279
ABE/ASE	598	322	158	620	11	399	49	1	151	25	10	855	554	352	5	451	922
CTE	164	85	52	613	45	364	5	12	125	21	37	1,056	499	383	177	508	633
Workforce Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	5	1	1	75	1	52	0	0	1	0	0	86	54	53	0	4	106
Adults w/Disabilities	7	5	5	91	1	44	2	0	3	0	0	100	51	42	4	17	70
N/A												0	0	0	0	0	0
Total	2,302	1,273	798	3,085	591	1,685	59	32	794	143	126	4,354	2,128	1,491	414	2,045	3,010
Students in 2 or more programs	200	112	69	250	56	159	10	8	93	14	22	318	217	168	30	190	210
Total unduplicated students	2,097	1,157	726	2,829	533	1,520	49	24	698	129	102	4,030	1,905	1,306	243	1,464	1,822

*All learners in multiple programs are counted in each program in which they are enrolled.

LARAEC 3YP DATA BINDER

Montebello USD 2023-24

Agency: 1190 - Montebello Unified School District (MUSD)
Member: 256 - Montebello Unified School District

Program Year: 2023-2024
Consortium: 27 - Los Angeles Regional Adult Education Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	1,745	981	598	1,796	530	301	3	0	286	67	37	2,214	345	80	84	144	437
ABE/ASE	549	343	169	563	7	175	49	1	56	12	4	823	269	97	2	104	447
CTE	139	85	48	529	47	259	3	16	57	2	7	954	293	167	29	185	407
Workforce Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	73	0	0	0	0	0	0	0	79	0	0	0	0	0
Adults w/Disabilities	3	3	3	115	1	45	0	0	0	0	0	119	94	55	55	29	97
N/A												0	0	0	0	0	0
Total	2,436	1,412	818	3,076	585	780	55	17	399	81	48	4,189	1,001	399	170	462	1,388
Students in 2 or more programs	166	112	62	175	54	74	5	0	32	4	2	188	82	48	8	44	80
Total unduplicated students	2,262	1,292	752	2,893	530	702	49	17	367	77	46	3,993	915	334	139	283	852

*All learners in multiple programs are counted in each program in which they are enrolled.