Los Angeles Regional Adult Education Consortium

THREE-YEAR PLAN

2025-2028

Building and Expanding Collaborative Pathways for Adult Learning Success

LARAEC.ORG

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Thank you to everyone who participated in the LARAEC planning groups!

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And thank you to all the staff and students who completed surveys and submitted feedback!

FROM THE CONSORTIUM STAFF

We are proud to introduce the 2025–2028 LARAEC Three-Year Plan. Crafting this plan has been a meaningful and inspiring collaboration with our Executive Board, point persons, stakeholders, students, and staff—all of whom played a vital role in shaping a clear and ambitious vision for the years ahead. Collective insights, expertise, and forward-looking perspectives helped define priorities that will drive impactful work and meaningful outcomes for the consortium's students. This plan builds on the momentum of past successes while directly addressing the emerging challenges facing adult education today. We're especially proud that this process was rooted in the real and evolving needs of our region's adult learners, guided by diverse data sources reviewed and utilized by our initial planning and leadership teams. Its success now rests with our action planning teams, staff, administrators, and students at each member district who will turn this vision into reality. Above all, this plan remains a living document—designed to evolve and respond to new developments and opportunities as the field of adult education continues to grow and change.

Over the last three years, the consortium has accomplished much. Some of the most impactful include:

- Creating and launching the student-facing Whatsnext.LA website
- Launching the program finder tool to support students and staff looking for programs and classes across the consortium
- Launching the award-winning Student Connect Webinar series
- Creating and launching the super-regional Allied Health Collaborative
- Developing and implementing updated monitoring policies and procedures for the administration and oversight of CAEP funding
- Creating and implementing the student-facing LARAEC Edge virtual student career training and college resource fair
- Partnering with the Los Angeles Community College District to launch the Counseling Collaborative to create stronger connectivity and sharing of counseling best practices across the consortium
- Launching a targeted marketing campaign to outreach to communities of need
- Implementing the ELL Healthcare Pathways Grant to support English Language Learner success in allied health pathways

All of this progress has been made possible through the remarkable collaborative spirit of the consortium's leadership. While we faced significant challenges at times, the steadfast commitment of the Executive Board, point persons, and the LARAEC office laid a strong foundation for a bright future for adult education throughout the Los Angeles region.

There is still important work ahead, but we move forward with confidence and optimism. Our team is committed to expanding the life-changing opportunities adult education offers and strengthening the programs, services, and support available through the consortium. With this plan as our guide, we anticipate stronger program outcomes, greater efficiency and transparency, and, most importantly, student success as their educational and workforce goals are realized. The road ahead will demand focus and determination, but with our shared vision, thoughtful planning, and the resilience of our stakeholders, we are well-positioned to achieve new milestones and attain even greater success.

Los Angeles Regional Adult Education Consortium

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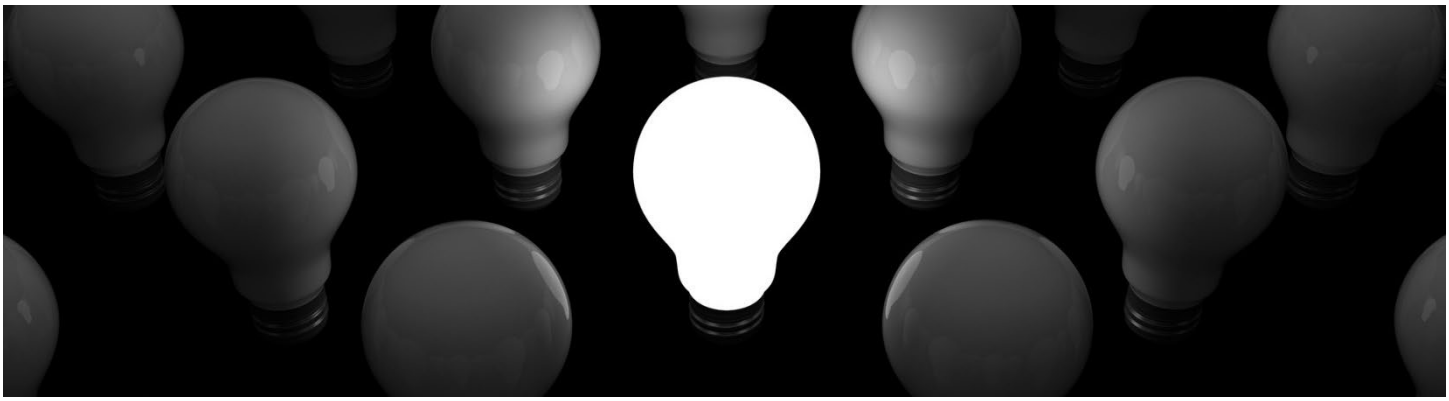
THREE YEAR PLANNING

Overview of Three-year Planning

California Adult Education Program Three-Year Plan 2025-2028 Guidance states:

> *The California Adult Education Program (CAEP) three-year planning process is designed to provide consortia and consortium members a chance to (1) collectively assess the impact of services provided over the previous period, (2) identify educational and workforce needs among adult education beneficiaries and providers in the region, and (3) define strategies and activities to meet these needs over the coming three years. The planning process presents an opportunity to evaluate the current status of adult education and workforce services, which can promote stronger collaboration among agencies and deeper connections to students and communities.*
>
> *The CAEP three-year planning process is meant to be inclusive and collaborative among entities that provide education and workforce services for adults in a region. Definitions are provided in California Education Code of an adult education region (§84903) and an adult education consortium, its members, and other entities that provide education and workforce services for adults (§84905). To develop the three-year plan, adult education consortium members will contribute data, consider input from other entities, determine the implications of this data and input for future adult education programs and services, and chart a path forward. The plan will then serve as a guide for the consortium and its members over the three-year period. In fact, although the plan is a requirement of all recipients of CAEP funding, the primary intended audience of the plan is the consortium members themselves.*



Resources

If you would like to learn more about LARAEC and the three-year planning process, follow the links below.

LARAEC 3YP Resources: http://laraec.org/3yp/

CAEP Office 3YP Resources: https://caladulted.org/Administrators/43

EXECUTIVE SUMMARY

The Los Angeles Regional Adult Education Consortium (LARAEC) consists of adult education programs and schools in five districts: Burbank Unified School District (BUSD), Culver City Unified School District (CCUSD),Los Angeles Unified School District (LAUSD), Montebello Unified School District (MUSD), and Los Angeles Community College District (LACCD/CAE). As designed, the three-year planning process offered opportunities for engagement and participation in multiple ways and included students, staff, instructors and administrators from all member districts as well as community organizations, the public, the LARAEC Board, point persons, and staff. LARAEC initial planning teams used a data source document to identify gaps in service and develop focus areas for a number of high need populations including those with limited English skills, low literacy skills, low income, unemployed, underemployed, those lacking a high school diploma in the Los Angeles region as well as individuals disproportionately affected by the high cost of living in the Los Angeles region. These focus areas were further refined and articulated by focus areas groups who also recommended strategies and activities to support focus areas. The LARAEC Leadership team further contributed to the development of the plan as well as the LARAEC Executive Board during open, public meetings.

LARAEC, along with its member districts, will track the number of adults served, English Language Learners, adults who became participants, and percent of funds spent. Member districts are committed to targets of 5% annual growth for the number of adults served, English Language Learners, and adults who became participants. Further, they are committed to spending at least 80% of available funds each year during this three-year cycle in meeting the educational needs of adults in the region.

Through this process, the consortium stakeholders identified three priority areas. These focus areas will utilize and build upon infrastructure and activities implemented and sustained during the last three-year plan. The focus areas are: 1.) **Support for Adult Learner Success** with a focus on multifaceted support for adult learners; student retention and persistence; and outreach and enrollment with the expected outcomes of increased student persistence, completions, utilization of counseling and support services, and engagement and enrollment of underserved populations. 2.) **Transitions and Pathways**: focus on partnerships with education, industry, employers, and community; implement transition teams and pipelines; explore creation of articulation agreements and data-sharing MOUs; enhance career and job awareness and transitions readiness with the expected outcomes of increased transitions to post-secondary and the workplace and increased civic engagement 3.) **Consortium Collaboration, Staff Development, and Recruitment**: focus on developing enhanced technology skills, effective recruitment practices, and new instructor training and support with the expected outcomes of increased utilization of instructional technology, recruitment of new instructors, persistence and engagement, completions, and transitions The board felt that all of these priority areas also need to address an overarching area of **working together as a consortium.**

PRIORITY OBJECTIVES

- SUPPORT FOR ADULT LEARNERS
- TRANSITIONS AND PATHWAYS
- CONSORTIUM COLLABORATION, STAFF DEEVELOPMENT, AND RECRUITMENT
- WORKING TOGETHER AS A CONSORTIUM

Over the next three years, LARAEC districts will utilize funds to carry-out the priorities set forth in the LARAEC Three-year plan and as updated through the Annual Plan. Part of the budget will be used for inter-district collaborative activities including coordination of the LARAEC board and point persons, management or consortium action planning teams, producing LARAEC professional development for staff, hosting the LARAEC Experience and LARAEC Edge conferences and Student Connect for students, Hosting the Allied Health Collaborative to support the development of healthcare pathways and English language learners in health careers, support transitions to post secondary, continued development of LARAEC.org and whatsnext.LA websites, among other activities. The majority of the total budget will be spent on instructional and non-instructional salaries and benefits to support the programs and services provided to adult education students and the remaining balance will be used for supplies, equipment, contracts, and other operating expenses, facilities, capital outlay, and indirect cost necessary to operate and support the adult education programs and services, including supportive services, offered at each member district.

All consortium members have agreed to the CAEP assurances including membership and decision making, public meetings, reporting requirements, and participation in three-year planning, annual planning, and consortium activities. These elements are in the current consortium bylaws and a part of the CFAD.

ASSESSMENT

The consortium was tasked with gathering needed data to describe existing adult education services, barriers, and needs, as well as evaluate the current levels and types of education and workforce services in the region. The intent of the assessment process was to identify gaps in current services and provide data needed to support the development of key strategies and activities.

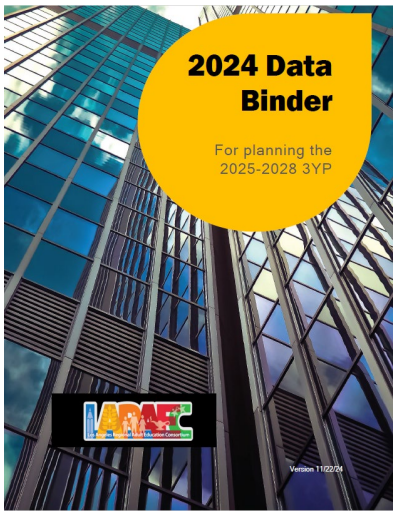
Overview and Preparation

In preparation for writing the 2025-2028 Three-Year Plan (3YP), the LARAEC Board, districts point persons, and consortium staff created strategies for collecting relevant data, determining community needs, identifying priorities and activities that reflect those needs, and incorporating stakeholders. The LARAEC Board opted to continue utilizing professional facilitators to support the process and consortium staff and point persons collaborated to develop a structure for the Three-year Plan. Facilitators and staff participated in a series of coordinating meetings to ensure all parties were clear about meeting each meeting's goals, engagement strategies, and deliverables. A priority of the 3YP process was to ensure inclusion of all stakeholders. To that end, major planning elements were discussed and decided during open, public meetings, all districts identified representative staff to participate in inter-district facilitated meetings, and surveys were distributed to all member districts to allow input from students and staff.

Staff and student surveys were developed utilizing input from a survey committee, staff, action planning team members and the LARAEC leadership team. Survey questions were previewed at LARAEC board meetings where board members had an opportunity to comment and provide feedback. Student surveys were available in multiple languages to enhance student understanding and participation in the survey.

For the 25-28 3YP planning process, students were invited to participate in focused conversations in all districts. These student focused conversations were designed to provide a more complete and nuanced understanding of responses in the student survey and help inform choices around three-year planning. To support this effort, LARAEC staff, action planning team members, and LARAEC leadership collaborated to create targeted follow up questions. The consortium then engaged a professional facilitator to train member district staff on how to conduct structured listening sessions and participating member districts rolled out the sessions across program areas and class times-ensuring a diverse range of voices were represented. This information was included in the LARAEC Data Binder and made available to Initial Planning Group and Focus Area Team members as a part of the planning process.

To enhance transparency and participation, 3YP progress reports were provided during public LARAEC Board meetings, and all meetings allowed for remote participation by members of the public. Meetings were spaced so that participants had the opportunity to discuss ideas and content with their respective district leadership and local stakeholders. The design of the 3YPprocess allowed for equal representation by all member districts.



Point persons and consortium staff created a data source document that was used throughout the planning process. Based on this document, LARAEC formed four inter-district Initial Planning Groups (IPGs) that aligned with the four main data areas. The intent of these groups was to assess the needs of students and potential students in the region, identify gaps in service, and recommend priority areas for the 2025-2028 3YP. These four IPGs looked at their data area and participated in a facilitated discussion on three questions.

- What key points stood out to you?
- What is this data telling us and where are the gaps?
- What recommended focus areas does this data point toward?

These recommended focus areas were presented to the LARAEC Board during a public board meeting with an opportunity for public comment. The lead facilitators led the board members through a consensus activity to determine the priorities for the next three-year plan and also allowed board members to weigh in on overarching priorities to be included in the plan.

Figure 1: *LARAEC's 3YP Planning Process*

Figure 2: *Data Sources for Three-Year Planning*

Labor Market Information (LMI):
- Regional Labor Market Data (CAEP and EDD)
- CTE Programs and career sectors offered in member districts
- LA Regional Consortium: Regional Plan 2024-27
- Summary goals from WIOA Local Workforce Plan – LA Workforce Development Board 2023 and biennial update

Regional Education Needs:
- CAEP/WestEd Fact Sheets – Local Region and Compared to state
- Levels and Types of educational programs from member-districts

Barriers and Support Services:
- TE Data- Barriers, services, & outcomes
- Support Services by district
- NSLP and Poverty Stats
- USC Quality of Life survey for LA county

Stakeholder Input:
- Staff and student surveys
- Student focused conversation data
- Action Planning Team progress and suggestions

Other Date Included:
- District marketing plans
- CTE Course offerings by school site
- TE data by member-district
- District Summaries of Continuous Improvement Plans (CIP) & WASC Goals
- Student Technology surveys, Teacher tech self-assessments, & EL Civics needs assessment
- Strategic Plans & California Community College Vision 2030
- Summary goals from LAOCRC Strong Workforce Regional Plan 2021-24

Note: The data binder can be found at http://laraec.org/3yp/

The LARAEC Board selected the three priority areas for the plan, along with the overarching theme that stems across all areas. inter-district Focus Area Teams (FATs) for each priority were formed to determine strategies and activities that will be implemented over the next three years. These teams utilized a facilitated collaborative brainstorming and writing based on several key questions. What are the clearest ideas you have to address the priority area? Which activities will have the greatest impact on the region? What is our history? How can LARAEC increase engagement? How do these support student goals and transitions? Finally, this plan should be a plan to address this moment in time and current challenges. LARAEC needs to continue to incorporate new and emerging technologies, strengthen connections between member districts, align programs with labor market partners, and support workforce priorities.

Plan question: What type of representatives make up your assessment planning members?

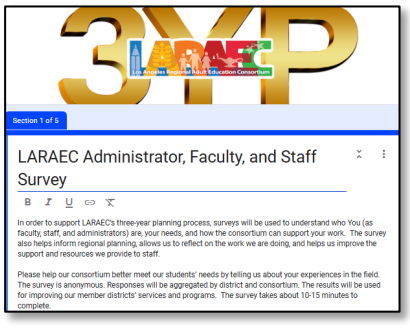
- ✓ Community college representatives
- ✓ K12 School district representatives
- ✓ Community partner organizations
- ✓ LARAEC consortium staff
- ✓ Teachers, administrators, deans, and adult program staff
- ✓ Adult program students

Data Collection Process

Plan question: What data sources contributed to the consortium's understanding of needs, gaps, and current levels and types of services? (check all that apply)	
✓ Student Data (TopsEnterprise, MIS) ✓ CAEP Consortium Fact sheets ✓ DataVista ✓ Population Demographics ✓ Labor Market Data (U.S. Bureau of Labor Statistics & EDD) ✓ Partner meetings, regional plans, and stakeholder input ✓ Data gathering and student needs assessment ✓ Employer input ✓ External consultant	

The consortium's data collection process began with the creation of a detailed data source document referenced above. This data document was collaboratively developed by point persons and consortium staff. This document guided LARAEC's entire planning process and was presented to the board and made available to all staff during planning meetings. and was divided into four main data areas:

- Labor Market Information (LMI): Labor market data was sourced primarily from the Employment Development, Employment Development Department (EDD) and California Adult Education Program (CAEP) Fact Sheets, which provide insights into regional employment trends and demands.
- Regional Needs and Educational Programs: Information was gathered from regional needs fact sheets and various educational program levels, ensuring that our planning aligns with regional educational requirements and job market needs.
- Student Barriers and Support Services: This area was particularly focused on identifying challenges faced by consortium students, including access to technology, food and housing security, and other socio-economic barriers. Data was collected through TopsPro Enterprise reports, summaries of support services by member-districts, and local research studies.
- Stakeholder Input: Input was gathered through various channels including staff and student surveys conducted in the spring of 2024 and student-focused conversations. These surveys were designed with input from the LARAEC leadership and action planning team members, focusing on professional development needs, program development priorities, and the student journey through our educational system. LARAEC staff conducted a public Lunch with LARAEC session to preview the 3YP including the opportunity for public comment. The draft 3YP was posted on the LARAEC website for the month of April along with a stakeholder comment form. Further input as to needs and gaps was received through the Allied Health Advisory Committee, Student Connect event, and the LARAEC Experience conference.



Additional data sources included: Summaries of Continuous Improvement Plans (CIP) from districts; Goals from WASC Reports; Los Angeles Regional Consortium: Regional Plan for 2024-2027; the Workforce Innovation and Opportunity Act (WIOA) Local Workforce Plan by the LA Workforce Development Board; detailed demographic, enrollment, and outcome data from CAEP; and quality of life surveys conducted by local universities and research agencies. Additional community and employer input was included through planning group members who participate in local, regional, and state advisories.

The final data source document was presented to the board, made available to all staff during planning meetings, and posted on the LARAEC website. Based on this document, LARAEC formed four inter-district Initial Planning Groups (IPGs) that aligned with the four main data areas. The intent of these groups was to assess the needs of students and potential students in the region, identify gaps in service, and recommend priority areas for the 2025-2028 3YP. These four IPGs looked at their data area and participated in a facilitated discussion on three questions. What key points stood out to you? What is this data telling us and where are the gaps? What recommended focus areas does this data point toward? These recommended focus areas were presented to the LARAEC Board during a public board meeting with an opportunity for public comment. The lead facilitators led the board members through a consensus activity to determine the priorities for the next three-year plan and also allowed board members to weigh in on overarching priorities to be included in the plan.

As mentioned, one specific success was the implementation of targeted discussions with students to enhance understanding of student survey results. This strategic enhancement significantly improved the completeness of the information gathered and the effectiveness of our analysis of student survey data, which directly influenced our planning framework for the upcoming years.

Regional Alignment and Priorities

Plan question: What relevant education and workforce plans that guide the region were used to develop this Three-year plan?

- ✓ WIOA Title II Continuous Improvement Plan (CIP)
- ✓ California Strong Workforce Plans
- ✓ Accreditation Institutional Self- Studies (WASC, COE)

Plans and Summary Services

Burbank Adult School (BAS) WASC Action Items and CIP Goals: These plans focus on expanding CTE pathways and integrating technology-based training to enhance educational and employment opportunities. It also includes expanding basic skills programs, emphasizing professional development in IET, and collaborating with local workforce agencies.

Culver City USD (CCAS) Continuous Improvement Plan (CIP) Goals: The plan emphasizes providing Adult Basic Education(ABE), Adult Secondary Education (ASE), and CTE pathways, particularly the newly piloted Certified Clinical Medical Assistant(CCMA) program. This plan offers a broad range of adult education programs with a strong focus on community and workforce partnerships.

Los Angeles Community College District (LACCD) Vision 2030 and CIP Goals: These plans aim to increase educational outcomes with equity across a range of measures from completion rates to workforce outcomes. This plan provides extensive goals for improving education outcomes and aligning with workforce needs through baccalaureate attainment and equitable workforce development.

Los Angeles USD (LAUSD) Strategic Plan and DACE CIP Plan: Focuses on college and career readiness, integrating technology, and improving socio-emotional learning. These plans also focus on integrating technology and boosting college and career readiness.

Montebello USD (MCAS) Goals: Focuses on increasing persistence rates for High School Diploma (HSD) and English as a Second Language (ESL) students, and enhancing technology integration. This plan also aims to improve persistence rates and educational outcomes through flexible scheduling, individualized support plans, and increased technology usage.

City of Los Angeles Workforce Development Board (WDB) and Economic and Workforce Development Department (EWDD): The Local Plan and Strategic Initiatives by the WDB focus on reducing homelessness, increasing employment through sector-specific pathways, and addressing the needs of high-barrier populations. It underscores commitments to gender equity and enhancing services for the homeless and domestic violence survivors, aligning closely with the regional focus on inclusive economic growth and support for vulnerable populations.

Los Angeles Regional Consortium (LARC) Regional Plan for 2024-2027: LARC emphasizes eight priority sectors poised for high-wage, high-growth opportunities. The consortium's strategic goals support students in completing academic programs and engaging in work-based learning opportunities, directly complementing CAEP's focus on workforce readiness and educational attainment.

Alignment of Services

Plan question: What are the top priorities in relation to regional alignment? (check all that apply)

- ✓ Developing and enhancing career pathways that support identified industry needs
- ✓ Identifying emerging industries for development of CTE programs
- ✓ Increasing access to awareness of support services
- ✓ Pooling resources to streamline service provision across providers
- ✓ Providing hiring and training services and initiatives
- ✓ Supporting changing industry needs that require re-training and upskilling of workers to prepare for high-demand careers
- ✓ Articulation, connecting bridge courses, and dual enrollment to support transitions.

Many of these plans share common themes. These strategic plans prioritize efforts to align Career and Technical Education (CTE) and basic skills education with regional workforce demands and reflect a broader emphasis on educational and training program integration. LARAEC institutions also demonstrate a strong commitment to professional development and technology integration, enhancing their capabilities in Integrated Education and Training (IET) and the use of educational technologies—initiatives that align closely with CAEP's focus on professional growth. Additionally, plans underscore the importance of equity and access, reinforcing CAEP's mission to ensure inclusive and equitable educational opportunities for all learners.

Identified Gaps in Alignment

Specialized Training and Support Services: There is a need for more targeted curriculum and support services for high-need populations across the CAEP network, including services for foster youth, returning citizens, and older adults.

Marketing and Community Outreach: Effective strategies to market and communicate the available education and workforce services to at-risk communities are lacking. This gap was highlighted in the need for more robust marketing plans across the districts.

Evaluate the Educational Needs of the Adults in the Region

The Los Angeles basin is an area of high need. A review of the region and state fact sheets provided by CAEP and WestEd indicates that among adults in the Los Angeles regions: almost 21% have less than a high school diploma; over seven hundred and fifty thousand people have limited English skills; almost one million live near the poverty line; and the region has a significant number of disconnected youth (24,000) and almost a quarter of a million unemployed. In addition, 40% of regional adults report Spanish as their primary language and 77% of adult education students are Hispanic. High-need communities represent a significant number of potential students, but only a small percentage are being served. Of the over four million people who are 18 years or older in the Los Angeles basin (2022), the consortium served about 2% of those with no high school diploma, 8% of those with limited English, and only 3.5% of those who are low income. LARAEC has continued to recover from the decreased enrollment associated with the COVID pandemic. The consortium has shown an increase of over 9% in students served in 2023-2024 compared to 2018-2019.

American Community Survey Demographic Estimates by Key Subgroups							
4,226,360	548,910	1,854,329	706,935	973,156	871,529	207,551	24,351
Overall population	Adults w/disabilities	Foreign-born	Limited English	Near poverty or less	No high school diploma	Unemployed	Disconnected youth

The Los Angeles Regional Consortium projects that over 300,000 middle skill jobs (jobs requiring more than a high school diploma but less than a B.A.) will have been created between 2022 and 2027 in the Los Angeles basin. However, Initial Planning Group members noted that students face a number of challenges in meeting this opportunity. During examination of the LARAEC data packet, group members noted that students often lack access to hardware technology and a lack of awareness of transition support services and support services in general. Group members also noted the need to align programs with current employer needs and create a framework of support to assist transitions including the need for transition specialists. Potential students also lack awareness of programs and classes. Student surveys show that almost 60% of all students learned about adult education programs only through family, friends, and current or former students, 16% from a school website, and only a tiny number (7%) learned about programs through traditional advertising methods like TV, radio, billboards, or advertisements.

The ramifications of this data, as noted by planning groups, point to the need for continued targeted marketing to prospective students and underserved communities in order to share program information and promote offerings—especially since traditional marketing strategies don't seem to have shown a clear return on investment. Additionally, student survey results reveal a need to raise awareness of available support services through the development of a

comprehensive, intentional framework to support student transitions to community college and the workforce. This would involve transition specialists and highlighting key LARAEC resources, such as the student-focused website Whatsnext.LA and through the counseling collaborative and counseling connect website. This additionally reinforces the need to ensure that staff are equipped with the skills required to meet the diverse educational and personal needs of consortium students.

Plan prompt: Please identify the categories of needs in your region (check all that apply)

- ✓ Access for underserved populations
- ✓ Access to technology
- ✓ Address broad needs of diverse populations
- ✓ Alignment of education and workforce needs
- ✓ Basic skill attainment
- ✓ English language needs
- ✓ Improving accessibility of programming
- ✓ Improving digital literacy
- ✓ Increasing awareness of services
- ✓ Labor shortages
- ✓ Lack of transportation
- ✓ Lack of childcare
- ✓ Living wage job attainment
- ✓ Low literacy
- ✓ Rebuilding programs to pre-pandemic levels
- ✓ Short-term CTE training
- ✓ Strengthening partnerships

To better understand the unique needs of adult learners in LARAEC member districts, the consortium conducted a series of structured, student-centered focus groups in Fall 2024. These conversations were designed to build upon themes identified in the Spring 2024 student survey, with an emphasis on gaining a more nuanced understanding of survey results. Results included:

- Awareness and Communication: Students frequently reported limited awareness of available programs and services. While schools use multiple communication channels—print, digital, and verbal—students emphasized that word-of-mouth through instructors and counselors remains most effective. Many requested more in-class outreach, multilingual materials, and clearer, more consistent messaging.
- Counseling and Navigation: Experiences with counseling varied significantly. Some students praised the support, while others reported barriers such as long wait times, unclear access points, and limited availability for evening or online learners. Many were unsure what services were offered or how to use them. Students expressed a strong need for more visible, accessible counseling and clear guidance on educational and career pathways.
- Online Learning Access: Student responses to online learning were mixed. Some appreciated the flexibility, while others cited challenges including limited digital literacy, lack of equipment, and confusion with platforms. Many called for more online course options—especially in CTE—and improved access to online support services.
- Motivation and Persistence: Students identified flexible scheduling, free tuition, transportation support, and teacher encouragement as key to their success. Personal motivations—such as family, career goals, and language development—were also strong factors in persistence. The role of instructors and counselors in creating a welcoming, supportive environment was repeatedly highlighted.
- Transitions and Next Steps: Students requested more support transitioning into jobs, college, and advanced training. Suggestions included job fairs, resume workshops, alumni panels, and expanded ESL levels. Many desired clearer pathways and more help navigating next steps in their education or career journey.
- Structural Barriers: Additional concerns included the need for childcare, improved parking and campus safety, better technology access, and clearer registration and orientation processes. These structural issues significantly impact access and retention, particularly for working adults and caregivers.

Plan Question: What challenges does your region face that impact the program you have previously or are currently offering? (Check all that apply)

- ✓ Lack of physical/facility access
- ✓ High cost of living/housing/healthcare
- ✓ Areas of economic inequity
- ✓ Labor market issues (teacher shortages, etc.)
- ✓ Internet access challenges
- ✓ Staff turnover and burnout
- ✓ Diverse regional needs
- ✓ Regional infrastructure needs
- ✓ LACK of CTE credentials to expand programming
- ✓ Waiting list for students/ not enough program capacity for number of qualified applicants

Contributions by Entities

Position	Role in 3YP	Contribution
Consortium Staff	Project director, advisors, fiscal analysts, and secretary	Manage process, organize groups, work with facilitators, collaborate with leadership, and draft plan
District Point Persons	Representative from each district	Coordinated district participation, provided strategic direction, participated in planning teams
LARAEC Board Members	Representative from each district	Provided overall direction through LARAEC Executive Board meetings
Teachers/Faculty	Initial Planning Teams: District representatives, bargaining units, colleges, and adult schools	Looked at a variety of data sources to determine regional needs, gaps in service, and focus areas
Teachers/faculty, administrators/deans, counselors, and staff	Focus Area Team: District representatives, bargaining units, colleges, and adult schools	Attended planning meetings and suggested strategies and activities to address each focus area
External Facilitators	Contracted facilitators	Worked with leadership to design sessions, facilitated initial planning groups and focus area teams
Adult Students	Students	Participated in student focused conversation groups and surveys
Student Focused conversation facilitators	Certificated adult school staff and college faculty	Attended training, conducted student focused conversations, and submitted data
Adult Education Staff	Adult education staff at adult schools and noncredit staff at community colleges	Completed staff surveys

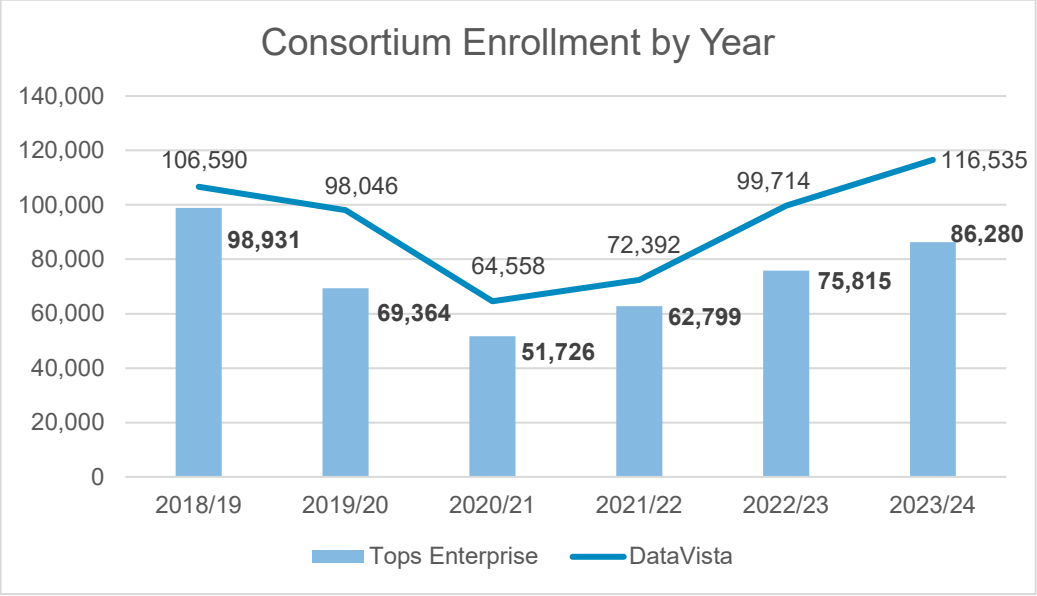
Regional Service Providers

Required Data table for Three-Year Plan

District Name	Participants in each program area									Totals
	ABE	ASE	AWD	Child Sch Success	CTE	ESL	Pre-Appr	Short CTE	Work Reentry	
BUSD	91	666	13	26	825	2176	0	117	692	**4,606**
CCUSD	106	159	0	0	0	640	0	0	0	**905**
LACCD	3,470	9,299	842	68	14,664	32,056	0	4,872	4,093	**69,364**
LAUSD	9,799	14,084	1,190	1,014	15,873	36,398	399	14,821	587	**94,165**
MUSD	37	633	119	75	545	1874	0	545	0	**3828**
TOTAL	13,503	24,841	2,164	1,183	31,907	73,144	399	20,355	5,372	**172,869**

Note: This data was selected by the state CAEP office. It reflects 2023-24 data as available through DataVista. https://datavista.cccco.edu/

Other Consortium Enrollment Data



Three data systems are used for the California Adult Education Program. For 3YP and annual planning purposes, CAEP utilizes data from DataVista, which can be found at https://datavista.cccco.edu/ DataVista brings together data from Tops Enterprise and the California Community Colleges system *MIS*. DataVista provides a more complete number of students served in all adult education programs in all member districts. MIS is the official reporting software for the community colleges participating in CAEP. Tops Enterprise data is the official reporting software for K12 districts participating in CAEP. Because DataVista utilizes data from TE and MIS, and matches data with *EDD*, *National Student Clearinghouse*, and *CSU/UC Match,* it often takes 8-10 months for new data to be finalized and uploaded. LARAEC utilizes TE to provide more up-to-date data for planning and evaluation.

Evaluate the Current Levels of Education and Workforce Services

As part of LARAEC's current three-year planning cycle, each member district submitted updated data on the education and workforce services provided to adult learners across the region. All five member districts continue to offer comprehensive instructional programs in the core areas of adult education. These include English as a Second Language (ESL), Adult Basic Education (ABE), Adult Secondary Education (ASE), and Citizenship Preparation. Additionally, Career Technical Education (CTE) remains a key program area, with services expanding across multiple sites. All LARAEC districts provide significant hours of instruction across day, evening, and weekend classes, as well as through flexible online and hybrid delivery models. Courses are offered year-round, with program lengths varying by subject area and learner goals. Most CTE programs are structured as competency-based modules to allow students to enter and exit based on skill acquisition, with some offering stackable certificates aligned to industry credentials.

The consortium currently offers services aligned to all seven state-defined program areas and include:

1) ESL, EL Civics, and Citizenship: All districts offer multilevel ESL and EL Civics courses, with additional supports for citizenship preparation and integrated digital literacy instruction
2) Adult Basic Education (ABE): Reading, writing, and math foundational skills are taught across sites, in tandem with workforce readiness content is also available
3) Adult Secondary Education (ASE): High School Diploma and High School Equivalency (GED/HiSET) preparation programs are available in all districts
4) Short-Term Career Technical Education (CTE): Four of five LARAEC member-districts (BUSD, LAUSD, MUSD, LACCD) offer a wide range of CTE courses. CTE instruction covers over 18 industry sectors including allied health, business and IT, trades, hospitality, education, and media arts. Many programs are aligned with industry certifications (e.g., CompTIA, CCMA, CNA).CCUSD launched a Certified Clinical Medical Assistant program in 2024 in partnership with Loyola Marymount University and is planning to expand with new online CTE programs
5) Workforce Reentry and Pre-Apprenticeship: Several districts support returning citizens and unemployed adults through transition support, contextualized instruction, and workforce partnerships.
6) Programs for Adults with Disabilities (AWD): districts provide dedicated staff and partnerships with local disability services and the Department of Rehabilitation.
7) Child School Success: Child School Success is offered through the Family Success Initiative at several member districts. These programs aim to empower families by equipping parents and guardians with the skills and knowledge to actively participate in their children's education and become involved in their school community.

CAEP Question: What industries do you currently serve/plan to serve in the future?

- Agriculture and Natural Resources
- Building & Construction Trades
- Business & Finance
- Education, Child Development, & Family Services
- Education
- Financial Management
- Healthcare
- Hospitality/ Food Services
- Logistics
- Manufacturing & Product Design
- Retail
- Technology

Program offerings across LARAEC remain strongly aligned with Los Angeles County labor market trends. Current instruction supports entry into the ten largest industries and the fastest-growing job sectors, particularly in health care, IT, logistics, business, and the trades. Member districts collaborate with local industry partners and advisory boards to ensure programs meet regional workforce needs and lead

to employment or postsecondary transition. Smaller districts such as Culver City USD are still in early stages of CTE development and rely on partnerships with larger institutions. Additionally, while ESL and basic skills programming are robust, expanding access to more advanced ESL levels and contextualized instruction is an ongoing need. Students also report a need for clearer information about pathway options, improved access to counseling and career navigation services, and more evening/online class availability. Technology access and digital literacy remain key equity issues. While many services remain available online post-pandemic, disparities in digital fluency and device/internet access persist. Member-districts are working to embed digital literacy instruction into all program areas and strengthen orientation processes to support tech readiness.

METRICS

The California Adult Education Program (CAEP) requires that each consortium set targets for key measures. Consortium measures include number of adults served and one barrier population. LARAEC selected English Language Learners as the barrier population and set a target increase in enrollment of 5% each year. Outreach to underserved communities, including English language learners, is a priority area for this 3YP. Each consortium member district is also required to set individual targets for number of participants (students with 12 hours + of attendance) and percentage of annual funds spent. LARAEC districts agreed to a minimum 5% yearly increase in the number of participants, focusing on activities that promote engagement and persistence. All districts agreed to spend at least 80% of available funds each year.

Consortium Metrics

Consortium	2022-2023 CAEP uses DataVista	2023-2024 DataVista	2025-2026 Target	2026-2027 Target	2027-2028 Target
Number of adults served	99,714	116,535	5% = 128,480	5%= 134,904	5%= 141,649
Pick **one** Student Barrier: ELL	65,782	78,343	5%= 86,373	5%= 90,692	5%=95,227

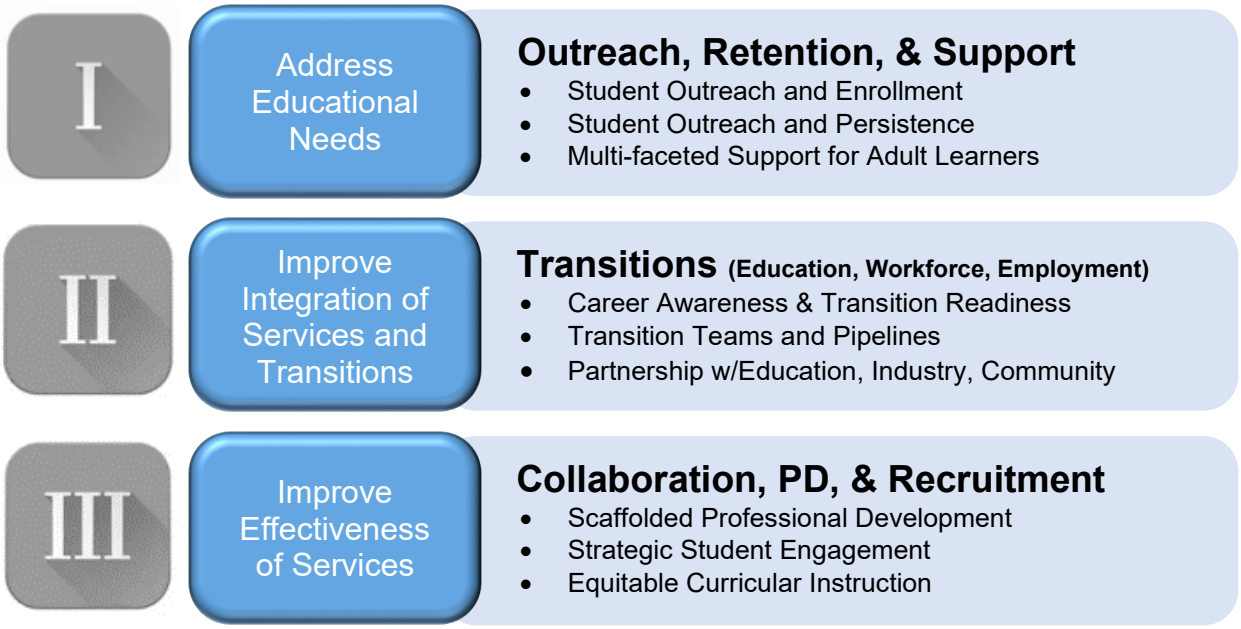
District Metrics and Member Spending Targets

	District Measure	2022-2023 CAEP uses DataVista	2023-2024 DataVista	2025-2026 Target	2026-2027 Target	2027-2028 Target
Burbank	Adults who became participants	2,363	3,107	5%=3,425	5%=3,596	5%=3,776
	Percent of Funds Spent	100%	100%	80%	80%	80%
CCUSD	Adults who became participants	740	753	5%=831	5%=873	5%=917
	Percent of Funds Spent	100%	41%	80%	80%	80%
LACCD	Adults who became participants	23,459	28,873	5%= 31,833	5%= 33,425	5%= 35,096
	Percent of funds spent	100%	92%	80%	80%	80%
LAUSD	Adults who became participants	50,636	58,569	5%= 64,572	5%= 67,801	5%= 71,191
	Percent of funds spent	100%	100%	80%	80%	80%
MUSD	Adults who became participants	3,001	2,998	5%= 3,305	5%= 3,470	5%= 3,644
	Percent of funds spent	100%	20%	80%	80%	80%

OBJECTIVES, ACTIVITIES, AND OUTCOMES

CAEP asked each consortium to outline strategies and activities that will be used to (1) address educational needs, (2) improve integration of services and transitions, and (3) improve effectiveness of services.

Overview of 2025-2028 Three-year plan Objectives and Strategies



I. Address Educational Needs

LARAEC plans to implement a comprehensive strategy to **enhance outreach, student retention, and support services**. In the spring staff survey, 90% of respondents indicated that marketing and outreach is still a moderate to high priority area. The **Targeted Marketing Campaign**, developed with the Marketing APT in 2022-25, created customizable promotional materials to engage underserved populations and drive traffic to the LARAEC program finder. In 2025-28, LARAEC will focus on using these materials as well as high quality videos and social media content to reach potential new students. LARAEC will continue to use the Adult Education Ambassadors program and further expand outreach through community-based distribution. The spring staff survey showed many counseling areas as a moderate to high priority, including enrollment and registration (89%), student onboarding, engagement, persistence, and completion (95%), and counseling, monitoring, and student education planning (95%). To improve student transition and counseling support, LARAEC is partnering with LACCD to continue the **Counseling Collaborative** and create a **Counseling Connect website** for counselors across districts to share resources and strategies. In terms of retention, LARAEC is launching the ***Adult EDucator Connect*** **Series** for educators to share best practices and strategies, and will continue its ***Student Connect Webinar Series*** to provide students with valuable, live expert presentations on high-interest topics. LARAEC is also addressing the need for better student support awareness by creating a **Student Support Action Planning Team** and launching a poster campaign to highlight available services. More than 91% of staff surveyed indicated that connecting students to support services was a moderate to high priority area. On the student survey, only 12% of students surveyed indicated that they see their school counselor periodically and 22% were unaware that counselors were available.

Students also shared their interest in services such as college counseling (18%), career and job counseling (40%), and help creating a plan and staying motivated (26%). This student support APT will look for creative ways to increase awareness and connect students to appropriate services. Additionally, the ***Allied Health Collaborative*** will continue supporting allied health educators and expanding opportunities for English language learners in healthcare careers, offering resources and collaborative projects to improve student support and success in these programs. Allied Health Collaborative participants were surveyed after each event last year with 100% of respondents wanting to continue attending the collaborative, and respondents noting priorities for meeting students' needs instructionally (70%) and financially (62%).

Please note. Member-districts will continue to work on various activities related to addressing educational needs including instruction, professional development, and counseling over the next three years as part of local planning. This section highlights only the collaborative activities being undertaken at the consortium level. Although there are many areas that can be addressed, these areas were selected by the planning teams as priorities that would most contribute to the success of this area.

A. Targeted Marketing Campaign

Targeted Marketing Campaign. As part of the 2022-2025 3YP, LARAEC staff, in collaboration with the newly formed Marketing APT, developed engaging one-pagers to promote adult education programs, ensuring consistent branding and messaging across all districts. These materials were designed to be customizable, support community outreach, and serve as informational tools for students to share with potential enrollees. Additionally, specialized versions were created to target underserved populations, including Spanish speakers, unemployed individuals, adults without a high school diploma, and unhoused adults, highlighting relevant programs and contact information. All materials are accessible on the LARAEC website, with efforts directed toward driving traffic to the consortium's program finder. To further strengthen outreach, LARAEC launched an Adult Education Ambassadors program, enlisting volunteer staff from member districts to distribute marketing materials at school sites and community locations. Ambassadors received branded swag items funded by conference exhibitors helping to amplify word-of-mouth advertising and directing potential students to LARAEC marketing landing pages and local school contacts.

In 2025-28, LARAEC will continue to distribute media through the website and ambassadors program. LARAEC will also develop a digital marketing campaign, testimonials, and high-quality videos. These digital elements can be used by all sites and the consortium as highly visible social media content. Universal messaging will also target special populations to identify program and school opportunities over a wide geographic area. Although each district may conduct their own marketing campaigns, these materials will make it easy for schools to share uniform messaging about adult education while retaining the ability to customize traffic to their local websites. The LARAEC office use of these materials will direct traffic to the LARAEC program finder and Whatsnext.LA student-facing website.

Counseling Collaborative and Counseling Connect Website. LARAEC and the Los Angeles Community College District (LACCD) are establishing a Counseling Collaborative to unite counseling and advising staff from all member districts to share strategies, challenges, goals, and solutions on key student support topics. This collaborative will provide a platform for counselors to exchange materials and protocols designed to increase student engagement with counseling services, enhance connections with classrooms and teachers, and improve student support systems. Discussion topics may include

developing graduation plans, goal-setting strategies, activities to boost student motivation, implementing adult dual enrollment, and emerging best practices in adult education counseling. To further support this initiative, LARAEC will create a dedicated *Counseling Connect* website to serve as a central hub for resources, facilitating collaboration and knowledge-sharing across districts to strengthen student success.

Short Term (12 months)	**Intermediate (1-3 years)**	**Long Term (3+ years)**
During the 2025-26 SY: (1) Host at least two counseling collaborative events (2) build basic counseling connect website (3) Launch targeted marketing campaign for special populations and whatsnext.LA	During 2026-27 SY: (1) Host counseling collaborative as planned (2) Build out counseling resources for website (3) Create a media hub on the LARAEC website for member-districts use (3) Create social media posting schedule for student target audience (4) evaluate media campaign and make plans for continued or renewed efforts (5) reengage ambassador program and tracking data as part of the LARAEC Experience conference.	During 2027-28 SY: (1) Produce report on media campaign and evaluate effectiveness (2) expand participation in the counseling collaborative to include representatives from all schools (3) show an increase in followers on consortium social media accounts (4) show an increase in traffic to whatsnext.LA (5) show an increase in conversion/pass throughs from targeted media campaign.

B. Student Retention and Persistence

Adult EDucator Connect: LARAEC will launch a new Adult EDucator Connect Series to provide adult education teachers, administrators, and counselors with quarterly sessions focused on high-interest topics. Each session will feature short, practical presentations followed by opportunities for discussion, networking, and collaboration. Topics may include student persistence and engagement, integrating technology into instruction, retention and intervention strategies, wellness, strategies for catching up students who miss class, managing multi-level classrooms, and supporting struggling classrooms. While LARAEC currently hosts a weekly PD series, Lunch with LARAEC, to share strategies, the new Adult EDucator Connect will allow for more cross talk and interaction with participants. Survey results indicate that adult education staff desire more time to share best practices and collaborate both within their districts and across the consortium. This series will foster a stronger professional learning community, equipping educators with innovative strategies to enhance student success.

Student Connect Webinar Series: LARAEC will continue its award-winning Student Connect Webinar Series, a California Model Program that brings engaging, high-interest presentations directly to adult students. This innovative series functions like a live guest speaker event, reaching hundreds of classrooms simultaneously through Zoom. Students have the opportunity to interact with experts and gain valuable information on topics such as legal aid, immigration, mental health, persistence tools, and financial literacy. By providing equitable access to critical resources across the consortium, Student Connect supports student success and well-being. Moving forward, LARAEC will expand the series to feature quarterly presentations in the 2025-26 school year, ensuring that students continue to receive relevant and impactful information that enhances their educational journey.

Short Term (12 months)	**Intermediate (1-3 years)**	**Long Term (3+ years)**
During the 25-26 SY: (1) Host Adult EDucator connect series at least twice (2) Host Student Connect at least once a quarter and increase scope by having at least one classroom from each school site attend.	During 2026-27 SY: (1) Host Adult EDucator connect series at least twice (2) Host Student Connect at least once a quarter andhave at least 2classrooms at each school participate.	During 2027-28 SY: (1) Evaluate progress and structure of the Adult EDucator connect series (2) Continue to host Student Connect Webinars quarterly (3) Increase scope of Student Connect to 3000participants (5) Receive 85% favorable rating on usefulness of content for student connect surveys.

C. Multi-faceted Support for Adult Learners

Increasing Student Support Awareness. Increasing adult student awareness of campus support services is essential for improving student persistence and success. The LARAEC spring student surveys revealed that a significant number of students were unaware of the support services available at their schools, highlighting the need for better communication and outreach. Support services play a crucial role in helping students overcome personal and educational barriers that may hinder their ability to stay in school. To address this gap, LARAEC will establish a new **Student Support Action Planning Team** (APT) for 2025-28 to **develop strategies for increasing awareness and accessibility of these vital resources.** Additionally, a **poster campaign** will be launched across campuses and classrooms to ensure students have clear, visible information about available services. This poster campaign may focus on services, who to contact, top 10 reasons to see a counselor, or other high interest topics. Support services awareness may include counseling, food and housing resources, mental health services, legal and immigration assistance, government resources, disability support, dealing with current and emerging challenges, and guidance

on transitioning to higher education, all of which are critical in fostering student retention and success. The Student Support APT may use posters, Student Connect Webinars, a student-facing newsletter, or other media to connect with students.

Allied Health Collaborative – In 2024-25, LARAEC envisioned and hosted the Los Angeles Allied Health Collaborative (AHC). This event was designed to support allied healthcare teachers, faculty, administrators, deans, and directors in adult education and noncredit programs throughout the Los Angeles region. As recipients of the ELL Healthcare Pathways Grant and to address the need for healthcare professionals in the state, LARAEC member-districts are working on expanding access to allied health programs and supporting English language learners interested in health careers. LARAEC will continue to host the inter-consortium AHC over the next three years through twice annual events, web resources, and collaborative projects. The AHC allows educators to strategize on both **academic and financial supports for students, helping them succeed in their health educational journey.** The collaborative fosters the sharing of **scaffolded curriculum, instructional resources, technology, and student support services**. Additionally, AHC promotes best practices for easing financial burdens through **innovative partnerships, assisting students with costs** related to program supplies, uniforms, CPR certifications, testing fees, immunizations, and other essential non-instructional expenses. Supporting student success is a critical part of each AHC agenda.

Short Term (12 months)	**Intermediate (1-3 years)**	**Long Term (3+ years)**
During 2025-26 SY: (1) Create Student Support APT and host at least one best practices session for increasing awareness of support services directed toward adult education teacher, administrators, and counselors. (2) Host at least one AHC event and include student support topics.	During 2026-27 SY: (1) create school/classroom poster campaign on increasing awareness of support services (2) create at least one session or outreach campaign (newsletter or other) to connect students with support services (3) continue to host AHC events and include student support topics as appropriate (4) Conduct 3YP student and staff surveys to assess students' needs and use of services.	During 2027-28 SY: (1) LARAEC staff and project leads will manage implementation of poster campaign (2) continue to host AHC events and include student support topics as appropriate (3) Conduct 3YP student focused conversations to gain insights into to students needs and use of services.

II. Improve Integration of Services & Transitions

In preparing for the three-year plan, LARAEC initial planning groups (IPGs) examined data to identify priority areas. To improve integration of services, **transitions and pathways to education, workforce, and employment** was selected as one of the priorities. More than 94% of staff surveyed indicated that transition support to college, CTE, and jobs was a moderate to high priority. On the student survey, top answers for what students need to get started on their plans after finishing their current program were register for CTE classes (33%), understanding options for training and school programs (21%), and understanding what support is available to help them (19%). LARAEC is committed to enhancing **career awareness and transition readiness** for adult learners through a variety of initiatives. **The LARAEC Edge Conference** serves as a key platform, offering students resources on college registration, career training, workforce

readiness, and support services while fostering connections with counselors and community colleges. This virtual conference aims to increase student engagement, with plans to expand participation each year. LARAEC is also focused on **improving transitions for adult learners** by collaborating with the **Counseling and Transitions Action Planning Team** (APT) to explore adult dual enrollment programs and build pathways from adult education programs to community colleges, career technical training, and apprenticeships. To further support transitions, LARAEC will create opportunities for faculty and staff to discuss the importance of seamless pathways and collaborate with counselors to build stronger networks across campuses. The consortium will work with LACCD to explore the addition of transition specialists and development and implementation of data sharing MOUs with interested school districts to **better capture transition and dual enrollment data across institutions**. Additionally, LARAEC aims to **create clear pathways for adult dual enrollment** in each of the three LACCD regions, providing informational sessions, enrollment support, and resources to help adult students accelerate their educational and career goals.

LARAEC member-districts span a wide geographic area across Los Angeles and serve a diverse range of adult education programs and student populations. These districts actively **collaborate with industry partners, government agencies, and community organizations** to enhance educational programs, offer training and apprenticeships, and provide comprehensive support services. On the staff survey, 46% of respondents indicated they want information on creating and maintaining employment partners and 48% would like resources for connecting students to college and careers. To strengthen and expand these partnerships, the consortium will continue to host **LARAEC events** such as conferences, student-facing events, and professional development that engage local and regional stakeholders. The consortium also leads targeted initiatives like the **Allied Health Collaborative**, which fosters inter-consortia collaboration to support English language learners and streamline pathways into allied health careers. Feedback from participants indicates a need for continuing to create partnerships that support securing clinical sites and potential employment for students. Also, collaborative meetings with adult school programs and community colleges will support **development of articulation agreements** to create seamless transitions for adult learners pursuing higher education.

Please note. Member-districts will continue to work on various activities related to improved integration of services and transitions over the next three years as part of local planning. This section highlights only the collaborative activities being undertaken at the consortium level. Although there are many areas that can be addressed, these areas were selected by the planning teams as priorities that would most contribute to the success of this area.

A. Career Awareness and Transitions Readiness

LARAEC Edge Conference for Students: The LARAEC Edge, a California Model Program Award recipient, was developed to improve access to transition information, provide an opportunity to look at local career and training options & pathways, and strengthen connections between adult education and community college programs. This virtual student-facing conference provides key resources on college registration, career training, workforce readiness, and support services, allowing students and faculty to engage in statewide and local presentations while connecting directly with counselors for guidance. The online conference allows for classrooms to attend together, individual student participants, and can be hosted as a campus wide conference style event. It is also open to the general community and other consortia. As a lasting innovation, this program has expanded equity in access to transition resources, through a consortium-wide event that may not have been possible for smaller institutions. Moving forward, LARAEC will continue to host the LARAEC Edge conference in the spring as its premiere student-facing event. To facilitate student job readiness, LARAEC may include speakers and

partner agencies that can best address top skills that employers seek, student testimonials on training and pathways to work, and options & resources for newly arrived professionals in navigating career options. LARAEC will continue to work with advisors and teachers to help integrate this event and transition resources into their classrooms, ensuring broader participation and impact.

Short Term (12 months)	Intermediate (1-3 Years)	Long Term (3+ years)
During 2025-26 SY: (1) LARAEC will host the LARAEC edge conference and increase participation to include at least 1 classroom on each campus and at least 5 campuses host the event as a conference style event	During 2026-27 SY: (1) LARAEC will host the LARAEC Edge conference and increase participation over prior year and increase number of sites that participate in a conference style model.	For 2027-28 SY: LARAEC Edge will have a bye year due to Three-Year planning. It will resume in future years.

B. Shared Resources Strategies and Tools

Transitions Support: LARAEC will continue to build on its Equitable Student Transitions Plan by collaborating with the Counseling and Transitions Action Planning Team (APT) to enhance transition support for adult learners. According to the staff survey, 87% of staff identified transitions support as a top priority area. The consortium will work with LACCD to explore the addition of transition specialists who will work closely with LARAEC staff and member-districts to implement adult dual enrollment programs, create pathways that bridge adult program students to community college credit programs, and identify strategies for instructional acceleration. LARAEC will continue development and implementation of data sharing MOUs with interested school districts to better capture transition and dual enrollment data across institutions. In addition to focusing on pathways to college, LARAEC will also prioritize the development of structures that better support student transitions into career technical training, pre-apprenticeships, and apprenticeships, ensuring that adult learners have diverse and equitable opportunities to pursue both education and career goals.

Transition and Pathway Awareness for Educators: Creating opportunities for adult education faculty and staff to engage in discussions about transitions and pathways can be crucial for fostering student persistence and motivation. On the LARAEC staff survey, 86% of respondents indicated that students leaving the program was a moderate to extreme concern. Additionally, according to staff, persistence (90%) and transition support (87%) were among the top 5 biggest priority areas. When faculty and staff have more information about the significant role that seamless transitions between educational levels ,programs, and support services play in a student's journey, they may feel better equipped to support learners in navigating these stages and implement strategies to reduce barriers and increase engagement. Such conversations can also provide faculty and staff with the tools and knowledge needed to motivate and empower students and help students maintain their commitment to long-term educational and career goals. Through collaborative

conversations, with counselors and classroom teachers working together, LARAEC hopes to build stronger support networks across campuses, ensuring students receive the guidance and encouragement needed to stay motivated and persist in their educational journey. LARAEC plans to use a variety of communication and collaboration structures to facilitate these conversations including Adult Educator Connect, the LARAEC Insider eNewsletter, Lunch with LARAEC, the LARAEC Teacher resources webpages, and Whatsnext.LA student website.

Adult Dual Enrollment - LARAEC plans to work with LACCD to create clear pathways for students to participate in adult dual enrollment (ADE) in each of the three LACCD regions (City, Seaside, and valley). This may include informational sessions for staff and students, handouts and pathway folders, college specific enrollment information, application and registration support, newsletter postings, and website information. ADE provides a valuable avenue for adult students to accelerate completion of high school credentials, transition to higher education, and improve persistence and engagement.

Short Term (12 months)	**Intermediate (1-3 years)**	**Long Term (3+ years)**
During the 2025-26 SY: (1) Engage the counseling and transitions APT and create a clear statement of work with deliverables, including the focus on structures that better support student transition options. (2) Create and update the equitable student transitions plan document (3) Create a board presentation and case for dedicated transition specialists along with job descriptions (4) Schedule at least one transition related session for counselors and teachers (5) Work with LACCD to develop ADE materials for adult school staff(6) Complete data sharing MOU with interested districts to better track transitions and dual enrollment across institutions (7) complete special project team work on pathway folders for Adult Secondary Education (ASE)to college credit students	During the 2026-27 SY: (1) Work with the CT - APT to complete deliverables (2) As determined, work with LACCD to create the structures and participation data formats for transitions specialists (3) Continue to support transitions content through LARAEC PD and communication structures (4) host ADE refreshers for staff and provide support in implementing ADE in all interested districts (5) Launch 1.0version of special project pathway folders for ASE to college credit students.	During the 2027-28 SY: (1) Increase ADE in each of the three CCD regions (Seaside, city, and valley) (2) Complete refinement of pathway folders for ASE to college credit students (3) As determined, continue development of transition specialists and transitions and dual enrollment data collection.

C. Partnerships w/Education, Industry, and Community

LARAEC Member-districts and school sites cover a large geographic area of Los Angeles and support a large array of diverse programs and populations. District and school administrators work with local and regional industry partners, government entities, and community organizations to support adult education and adult students, enhance curriculum, provide training opportunities and apprenticeships, serve as clinical sites for allied health programs, provide support services, and a host of other activities. Member-districts will continue to foster existing partnerships and build new partnerships.

The consortium will support partnerships through the following activities:

LARAEC Events: LARAEC will continue to work with adult education partners through conferences, student-facing events, and professional development. LARAEC activities have included workforce agencies, local and state government and municipal departments, neighboring colleges, community services, and community-based organizations. LARAEC will continue to connect staff and students to agencies that support student success initiatives.

Allied Health Collaborative: The Allied Health Collaborative is an inter-consortia initiative that brings together allied health faculty, administrators, and IET ESL support personnel to share best practices aimed at increasing student participation in allied health career pathways. The project specifically focuses on sharing strategies for providing English Language Learners with clear pathway options, accelerating the progress and program completion of all allied health students, and ensuring they have access to high-quality clinical placements. Additionally, the collaborative fosters connections with potential employers, enhancing students' opportunities for employment and success in the allied health field. In 2025-28, LARAEC will continue to build this program and participation through twice-annual events. LARAEC will also create a support website with resources and contact information for adult education allied health practitioners. LARAEC will curate support materials, including equipment lists, to support program development.

Articulation Agreements, CTE Articulation Collaborative, and Activities: Strengthening partnerships between adult programs and credit college programs through articulation agreements is invaluable for supporting adult students and providing a well-defined route to continue their education. Also, articulation agreements might allow adult learners to receive credit for prior learning, recognizing the knowledge and skills they have already gained, which might accelerate their progress and provide the needed support to take the next step toward their career goals. LARAEC and LACCD will host a CTE Articulation Collaborative at least twice annually with sessions that include opportunities to introduce interested member-district staff to the process of creating articulation agreements, discussions about areas for possible articulation, and opportunities to share strategies, goals, challenges, and solutions related to articulations. Interested LARAEC member-districts will work with LACCD to determine and submit some potential program areas for articulation. LACCD will facilitate the connection to potential colleges. Representative instructional faculty from interested member-districts and LACCD colleges can schedule a series of collaborative meetings for each program area to potentially develop new articulation agreements. The LARAEC Leadership Team will conduct additional collaborative meetings as needed and determined.

Short Term (12 months)	Intermediate (1-3 years)	Long Term (3+ years)
During 2025-26 SY: (1) Host the AHC including topics that support high quality clinical placements & pathways to employment (2) Complete AHC equipment lists for at least two courses (3) creation of the AHC website (4) LARAEC & LACCD will host a collaborative session on creating articulation agreements and discussions about possible articulation areas. Interested LARAEC adult programs will provide a list of program areas for potential articulation agreements. LACCD & LARAEC leadership will connect interested adult programs with interested community college credit faculty to begin discussions & evaluation of curriculum, assessments, & alignment, and work to complete at least one articulation agreement. For each program, a series of collaborative meetings will be held with appropriate faculty from each participating school.	During the 2026-27 SY: (1) Host the AHC including topics that support high quality clinical placements and pathways to employment (2) Expand resources available on the AHC website including equipment lists. (3) Continue to support connections with colleges for possible articulation. LACCD & LARAEC leadership will connect interested adult programs with interested community college credit faculty to begin new discussions and evaluation of curriculum, assessment, & alignment, and work to complete at least two additional articulation agreements. For articulation development, a series of collaborative meetings will be scheduled with appropriate representatives from each participating institution.	During the 2027-28 SY: (1) Host the AHC including topics that support high quality clinical placements and pathways to employment (2) Interested adult school programs and community college credit faculty will continue to work toward creating articulation agreements. (3) host a session for counselors, administrators, and transition specialists on approved articulation agreements, strategies for sharing with students, counseling protocols related to articulation agreements, and the process for future articulation agreement development.

III. Effectiveness of Services

In examining the area of effectiveness of services, the initial planning groups and the LARAEC Board selected consortium collaboration, staff development and teacher recruitment as a primary focus areas. LARAEC planning teams suggest leveraging resources through more consortium collaboration. LARAEC is focused on enhancing recruitment, professional development, and support for adult education teachers. The recruitment effort includes creating a one-page flyer and partner landing page to promote teaching opportunities, with clear information on credentialing, qualifications, and job openings, aiming to attract a diverse pool of highly qualified teachers. To support professional growth, LARAEC will host topic-specific online sessions, conferences, and events, alongside Lunch with LARAEC sessions to encourage collaboration and knowledge-sharing. A new teacher onboarding website will provide on-demand, self-paced training modules for each program area, including a focus on integrating technology into instruction and upskilling teachers. The staff survey showed that the top 4 professional development topics requested were related to differentiating instruction and integrating technology, including use of artificial intelligence. Wellness and trauma-informed instruction training will equip teachers to create supportive environments,

addressing student trauma and enhancing engagement. On the spring staff survey, respondents indicated that they would like information about resources and services that will help guide students facing challenging circumstances (61%) and resources for staff and student well being (37%). Additionally, LARAEC promotes **inter-district collaboration and leveraging resources** by encouraging the sharing of events and resources through digital platforms, improving student access to educational and career opportunities. Finally, the establishment of **Action Planning Teams** (APTs) during the 2025–2028 planning cycle will support the coordinated implementation of consortium-wide goals, focusing on key areas such as transitions, student supports, and teacher onboarding. On the staff survey only 31% of respondents indicated they had sufficient collaboration time with colleagues and 83% said consortium collaboration was a moderate to high priority area. Creating continued and new opportunities for sharing across districts were common themes in all of the three-year planning teams. These APTs are a key part of LARAEC's collaboration structure. Additionally, **LARAEC conferences**, such as LARAEC Experience, ROCS, and Edge, offer opportunities for networking, professional development, and sharing best practices across the consortium.

Please note. Member-districts will continue to work on various activities related to the effectiveness of services over the next three years as part of local planning. This section highlights only the collaborative activities being undertaken at the consortium level. Although there are many areas that can be addressed, these areas were selected by the planning teams as priorities that would most contribute to the success of this area.

A. Staff Development and Recruitment

Adult Education Teacher Recruitment Flyer and Landing Page: LARAEC will work with the leadership team to develop a one-page flyer and partner landing page that talks about the opportunity of adult education teaching. It will include basic credentialing and qualification information for our two systems, types of programs, clear expectations, and where to look for job openings. It might include testimonials from existing adult education teachers. LARAEC has an aging workforce; 48% of staff surveyed have been working in adult education for 20 or more years. As we look to expand programs, it is imperative that we recruit additional highly qualified teachers. LARAEC will work with the leadership team and individual districts to determine the most appropriate avenues for advertising and outreach to ensure that the consortium reaches diverse communities.

Short Term (12 months)	**Intermediate (1-3 years)**	**Long Term (3+ years)**
During 2025-26 SY: (1) LARAEC Leadership team will identify messaging and content for the flyer and landing page (2) identify questions and teachers to interview for high-quality video clips and testimonials	During 2026-27 SY: (1) Finalize flyer and landing page (2) discuss distribution strategies with LARAEC leadership Team (3) Launch materials integrated with google analytics tags on landing pages.	During 2027-28 SY: (1) monitor analytics (2) work with web developer to create media posts

B. Collaborative Professional Development

Staff survey and planning teams show a desire for more dedicated time to learn from others, plan and share lessons with colleagues, and hear about new and evolving pedagogies and research. To that end, LARAEC staff will work with the leadership team to continue to host topic specific APTs, LARAEC conferences and events, and create new opportunities for collaboration. LARAEC will also continue to host lunchtime sessions (Lunch with LARAEC) and create more activities to support group engagement, problem solving, and sharing. The ultimate goal of increased consortium collaboration and staff engagement is to increase student retention, completion, and transitions.

Teacher onboarding website: Developing an adult education teacher onboarding website will provide new teachers with comprehensive, on-demand, self-paced training modules tailored to specific program areas. These modules will be created by in-house experts and proven trainers from around the state, ensuring that teachers receive the most relevant and up-to-date training. The onboarding process will also include training on integrating technology into instruction, conducting effective online classes, using a Learning Management System (LMS) for classroom management, and upskilling teachers' technology proficiency. To guide this initiative, LARAEC will establish a new **Onboarding Action Planning Team (APT)** to outline key training areas and develop a proposed onboarding and support checklist/flowchart for new hires. This will streamline the onboarding process, ensuring that new teachers are well-prepared and supported in their roles from day one.

Wellness and Trauma Informed Instruction: Wellness and trauma-informed instruction training is crucial for adult education teachers as it equips them with the skills to create supportive, empathetic learning environments. On the staff survey, 79% of respondents indicated that working with students who have mental, emotional, or financial trauma is a moderate or extreme concern and 67% would like resources to guide students facing challenges. Many adult learners may face challenges related to trauma, stress, or mental health, which can impact their ability to engage in the classroom. By understanding the principles of trauma-informed care, teachers can foster a safe, inclusive atmosphere that promotes healing, resilience, and academic success. This training also helps educators recognize signs of trauma, respond appropriately, and incorporate strategies that prioritize students' well-being, ultimately enhancing their ability to learn and persist in their educational journey. To meet this need, LARAEC will host staff development related to trauma-informed instructional practices and wellness activities for both students and staff.

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

LARAEC Conferences: LARAEC conferences provide the opportunity to bring member-districts together for engaging and energizing sessions, keynote speakers, and recognition. Each conference has its own focus. The LARAEC Experience focuses on sharing best practices and instructional strategies across the range of adult education programs. LARAEC ROCS provides an opportunity to share about remote and online learning practices, tools, and pedagogy. The student-facing LARAEC Edge brings together member districts, college outreach, and community-based agencies to provide information about student transitions to AE, post-secondary, and work. These in-person and online events provide platforms for sharing and meeting 3YP goals, along with research-based & motivational speakers, featured speakers for key educational topics, and breakout sessions led by local instructional leaders. These conferences often include LARAEC innovation Awards and LARAEC Collaboration Awards, both of which are designed to acknowledge good works from the field and highlight programs that are producing results. LARAEC will continue to host these events as scheduled.

Short Term (12 months)	**Intermediate (1-3 years)**	**Long Term (3+ years)**
During 2025-26 SY: (1) Host at least 10Lunch with LARAEC sessions (2) Host 2wellness sessions (one for teachers and one for students (3) Host trauma-informed instruction series (4) with Onboarding APT, map out the onboarding website	During 2026-27 SY: (1) post wellness and trauma-informed instruction sessions on LARAEC website (2) Host at least 10LWLsessions (3) Host the LARAEC Experience conference in fall 2026(4) finish 1.0version of the onboarding website (5) Begin development of the onboarding checklist/flowchart for new hires.	During 2027-28 SY: (1) Host at least 10 sessions of LWL (2) complete and distribute the new hire flowchart. Note: no APT this year due to three-year planning

C. Consortium Collaboration

Inter-district sharing and leveraging resources: Three-year planning teams suggested that adult education programs share community events, college and career activities, job fairs, professional development, and other relevant activities with each other to build on the power of inter-district collaboration. By exchanging public and student event information, LARAEC programs can better serve their communities, ensuring that students across different districts have access to valuable opportunities that enhance their educational and career prospects. Member-districts may also share professional development opportunities allowing increased exposure to district experts and external topic-specific specialists. This collaborative approach not only fosters stronger connections between districts but also allows for the leveraging of resources, ensuring that students and staff benefit from a broader range of events, expertise, and support systems. LARAEC can facilitate this sharing by utilizing platforms such as the whatsnext.LA website, social media posts, staff newsletters, and even creating a student-facing newsletter, ensuring that both educators and learners stay informed and connected to the opportunities that can help them succeed.

Action Planning Teams. LARAEC staff will work with district point persons to identify action planning teams that will be hosted during the 2025-2028 3YP. The APT model provides an opportunity for inter-district teams to work together to complete 3YP and AP activities and support implementation in their respective districts. These APTs meet in consortium-wide meetings three -four times during the year and coordinate completion of tasks with their co-chairs. Proposed APTs for next year may include: Transitions and Counseling, Student Supports, Teacher Onboarding.

Short Term (12 months)	**Intermediate (1-3 years)**	**Long Term (3+ years)**
During 2025-26 SY: (1) create structure for sharing inter-district events & have districts share at least one event (2) Establish new APTs and create clear guidance and deliverables.	During 2026-27 SY: (1) LARAEC office will create a student-facing newsletter distributed once a semester listing LARAEC events, high-interest articles, and shared community events. (2) work with APTs to complete deliverables. (3) Work with APTs to develop potential 3YP survey and focus group questions.	During 2027-28 SY: (1) work with APTs to complete deliverables. (2) Evaluate effectiveness of the newsletters, determine strategies for increasing participation in shared events, and continue the practice of sharing activities as appropriate.

FUNDS EVALUATION

Burbank Unified School District will continue to strategically allocate funds to support staff salaries, benefits, and professional development initiatives. These efforts will include collaboration with other districts to share best teaching practices and enhance instruction quality. Additionally, funds will be invested in the acquisition of two portable classroom bungalows, along with essential equipment and materials, to accommodate growing enrollment and expand learning opportunities for adult learners.

Culver City Unified School District (CCUSD) will use leveraged funds for certificated salaries and benefits, as well as expand graduation pathways, course offerings, and instructional modalities (virtual and HyFlex). Funds will also be spent on professional development, supplies and materials, and support services (test vouchers, bus passes, laptop and hotspot loaning program). Expenditures will be aligned to the LARAEC annual and 3YP. In addition to sustaining existing programs, CCUSD will also use funds to expand a CTE healthcare pathway led by the newly hired CTE coordinator.

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

Los Angeles Unified School District (LAUSD) will use leveraged funds for salaries, benefits, professional development, supplies/materials, support services, and capital outlay that support the CAEP seven program areas and the LARAEC 3YP. Funds will advance LAUSD DACE's goals: increased student enrollment, persistence, and learning options for all. LAUSD will provide CTE courses in high-demand industry sectors. LAUSD will implement marketing and student reengagement campaigns.

Montebello Unified School District (MUSD) will utilize funds to provide support for learning, including classroom resources, completion of capital outlay projects, and professional development opportunities related to LARAEC priorities and district goals to increase student, recruitment, engagement, and retention. MUSD will also utilize funds to expand its health career pathways and strategic marketing efforts. MUSD will continue to create relevant learning opportunities for adults.

For questions or information, please contact the LARAEC Consortium Staff at http://laraec.org/consortium/

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