CAEP
Consortium Roll-up

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27 Los Angeles Regional Adult Education Consortium 2026-27

Consortium Information

Consortium Name:
27 Los Angeles Regional Adult Education Consortium

Address:
LAUSD/DACE 333 S. Beaudry Ave, 18th Floor 333 S Baudry Ave. 18th Floor | Los Angeles, CA | 90017

Website:
http:\\laraec.org

Funding Channel 2026-27:
Direct Funded

CAEP Funds 2026-27:
$167,535,045

CAEP Funds 2025-26:
$162,860,974

CAEP Funds 2024-25:
$159,199,457

Consortium Contacts

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Member Agency: Burbank Unified

Member Name:
Burbank Unified

Member Type:
Unified School District

Member Address:
1900 West Olive Avenue | Burbank, CA | 91506-2438

Member Website:
http://www.burbankusd.org

Member Allocations 2026-27:
$4,757,307

Member Allocations 2025-26:
$4,624,583

Member Allocations 2024-25:
$4,520,610

Member Contacts

Responsibility	Name	Email	Title	Phone
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Member Representative	Yanira Chavez	yanirachavez@burbankusd.org	CASAS Coordinator	(818) 729-5950 ext: 33905

Objectives

Objective 1: Improve Integration of Services & Transitions

Activity: Career Awareness and Transitions Readiness

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE

- AWD
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

To strengthen service integration, career awareness and transitions readiness, Burbank Adult School (BAS) will continue providing adult learners with comprehensive counseling services. Counselors offer individualized, one-on-one guidance as well as classroom presentations to ensure every adult learners is informed about career opportunities. Students benefit from this support as they develop personalized pathways to careers in the CTE program or to higher education at a local college.

BAS welcomes community colleges to visit campus and share information about their programs and services not offered on the BAS campus. A key goal for BAS faculty and staff this year is to help adult learners move from the academic department into the CTE career pathways available on campus. This goal will be accomplished by offering presentations throughout the each semester. CTE pathways offered at BAS will help students gain job-ready skills and pursue employment while completing their education at BAS. Furthermore, BAS has expanded its offering of third party certification by being a test center. BAS students can finish their training and take the final examination at the test center on campus.

BAS also support learners who wish to continue to higher education. In alignment with the LARAEC annual plan, the school will maintain collaborative relationships with other educational entities that help students access the guidance and resources they need. BAS is committed to participating in conferences where adult educators share effective practices and strategies for supporting student success. Through counseling, collaboration, and clear educational pathways, BAS aims to help every adult learner reach their goal, whether that means entering a CTE career or continuing on to higher education.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) Host the LARAEC Edge conference. Focus on increasing participation by having at least three classrooms at each school site attend with at least 5 campus hosting the event as a campus conference-style event. LARAEC will work with point persons to increase participation at school sites.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Partnerships w/ Education, Industry, and Community

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Burbank Adult School (BAS) is committed to strengthening its community partnerships so adult learners have meaningful opportunities to advance their education and career goals. BAS staff will continue participating in conferences and seeking partnerships with educational institutions, workforce agencies, and other community organizations that can connect learners with resources and externships opportunities. For example, BAS has strong presence with pharmacies in the community to place students after they complete their pharmacy technician program.

BAS will continue working on establishing strong relationships with partners in the city of Burbank and surrounding communities, giving learners who complete their training in classes such Pharmacy Technician, Clinical Medical Assistant, and Pre-Certified Nursing Assistant the training opportunities to gain hands-on experience through externships. The school will continue supporting participants in its Integrated Education and Training (IET) program, which combines English instruction with career training to help learners accelerate their learning toward their goals more efficiently.

Medical program are among BAS's flagship offerings. For this reason, expanding partnerships in the health care field is a key priority. These collaboration can help ensure learners receive the training, practical experience, and support they need to pursue successful careers.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During 2026-27 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 continue to host collaborative sessions as appropriate 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. (5) As part of the ELL HPG Round 3 start the Consortium-wide Allied Healthcare Advisory including top healthcare employers in Los Angeles.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Transition Teams and Pipelines

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Burbank Adult School (BAS) recognizes that helping adult learners transition to higher education or pursue career pathways not offered at BAS is essential to student success. To support these transitions, BAS will continue exploring opportunities to collaborate with educational institution such Los Angeles Community College District (LACCD). In fact, BAS collaborates with Los Angeles Valley College (LAVC) regularly, but BAS faculty and staff believe that more could be done to support adult learners. BAS will work toward establishing a memorandum of understanding (MOU) to formalize these partnerships and create clear pathways for adult learners.

Providing accurate, timely information is central to this effort. BAS faculty and staff will continue building their knowledge of college programs, admissions requirements, and career opportunities so they effectively guide students as they plan their next septs in their careers. BAS has already developed a strong connection with LAVC counselors, who regularly visit campus to share information about their programs and resources. BAS counselors will play a key role in maintaining and sharing relevant information, helping adult learners make informed decisions about their education and career.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 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.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Objective 2: Address Educational Needs

Activity: Multi-faceted Support for Adult Learners

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CSS
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Burbank Adult School (BAS) remains committed to supporting student learning and helping every adult learner achieve their educational and career goal. The school provides high-quality instruction in a supportive learning environment, where counselors help students develop individualized pathways and identify opportunities to accelerate their progress.

1.- To accommodate students' varied needs, BAS offers flexible scheduling, including morning, evening, and Saturday classes, as well as online options. These options can help reduce barrier related to transportation, childcare, and other responsibilities. Further, BAS staff refer students to other adult schools when they are looking for classes that are not offered at Burbank campus.

2.- Teachers also collaborate through professional developments to ensure instruction reflects current standards and prepares learners with the skills needed to succeed in the 21st Century. Addressing students' needs is a top priority at BAS. That's why technology is integrated into classroom instruction to ensure students acquire skills to enter the job market. Adult learners with the support of BAS staff identify their own goals and create their individual learning pathway to achieve their goals.

3.- Career Technical Education (CTE) is a central component of BAS's offerings, preparing students to enter new careers or strengthen their skills for improved employment opportunities. The school is also expanding its community partnerships to provide students with access to externships and other hands-on experience that can help them prepare for the workforce.

4.- BAS is a student-centered school that provides student support to continue their learning even if they choose to do it remotely. To help students accomplish their goals, BAS facilitates loaners when the students request devices to study from home. Adult learners in the ESL, CTE and academic program can request loaners to complete work from home.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) Student support task - Create an outward facing deliverable (guide) to share Awareness Lab findings and recommendations with the wider AE community. The guide can include items such as a checklist self-assessment tool for schools along with a planning guide for school teams. The intent is to have individual schools develop plans for how to increased awareness of support services and better connect students with these services.

(2) Use the student support APT to help with development of student survey questions to deepen our understanding of student awareness and use of support services, as well as measure our progress in increasing

awareness.

(3) Begin creation of a LARAEC-wide poster campaign on increasing awareness of support services.

(3) Host at least one AHC event and include student support topics

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Outreach and Enrollment

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CSS
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Burbank Adult School (BAS) maintains an ongoing outreach campaign to increase enrollment and inform prospective students about the educational opportunities available to them. These include English as a Second Language (ESL), Career Technical Education (CTE), the High School Diploma program, and the Family Success Initiative; however, BAS staff understand there are more adult learners in the community that have questions, and want to explore more opportunities. That's why BAS staff advertise adult education program in general because even when classes are not offered at BAS, counselors refer prospective students to other adult school members of the consortium (LARAEC).

To reach adult learners throughout Burbank and neighboring communities, BAS promotes its programs through social media and media outlets. The school programs have been featured on local television such KTLA (channel 5), Armenian TV, and Telemundo 52. Adult learners have shared on television their experiences at BAS how these

programs are helping them pursue higher education and build a better future. Also, BAS has used radio advertisements and outreach through the local Department of Motor Vehicles office. These outlets have helped raise awareness and will continue to be used to connect with prospective students.

Finally, BAS has also a strong presence in the community by distributing a program catalog across 14 Zip Codes in Burbank and surrounding communities, providing information about career training and other learning opportunities. In addition, school counselors maintain a network of community contacts who connect residents with relevant services, including adult education programs. These outreach effort help BAS reach individuals seeking to develop new skills and pursue educational and career goals.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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) have established 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.

During 2026-2027 SY:

(1) Host at least two counseling collaborative events: LARAEC will use surveys and prior event feedback to select focused topics for each collaborative. LARAEC will host fall and spring events.

(2) Build basic counseling connect webpage. This webpage will host meeting schedule, notes, contact information for counseling, and shared resources. The Counseling and Transitions APT will provide a framework for webpage sections and identify initial shared resources. The CT APT will create an opportunity for sharing resources with the wider community using LWL, counseling collaborative, or other sharing model.

(3) Launch targeted marketing campaign for special populations and whatsnext.LA. LARAEC will work with a 3rd party contractor to complete the board approved scope of work

(4) Host LARAEC Ambassadors program as part of the LARAEC Experience 2026, including data for tracking campaign effectiveness

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028

Activity: Student Retention and Persistence

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CSS
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Burbank Adult School (BAS) is a student-centered institution dedicated to helping adult learners achieve their individual goals. To promote retention across all programs, BAS continually works to strengthen instruction and create engaging, supportive learning environments. Teachers, collaborate to share effective practices and explore new strategies that respond to students' needs. For example, in the ESL department, teachers have the opportunity to meet two times during each semester to learn new strategies or revisit them with the support of the ESL department chair as well as a consultant who facilitates the trainings. Further, new teachers receive mentorship to support their professional growth and help ensure consistent, high-quality instruction throughout the school.

Faculty and staff also meet regularly to discuss ways to support learners who are struggling attending classes and are facing challenges to accomplish their goals. Student persistence remains a central priority each year. To address this challenges such as changing work schedules, transportation, and childcare, BAS will continue offering classes online and hybrid which are opportunities to continue learning. Hybrid instruction has been particularly effective for ESL students. Many CTE classes also use Canvas Learning Management System, allowing students who miss class to complete required coursework independently and on a flexible schedule.

BAS further supports continuity in learning through digital platforms such as Burlington English, Ellii, Telemedcore, and Edmentum for academic students. Certificated staff reach out to student by phone and email students when they miss too many classes, offering encouragement and helping them reconnect with their studies. That personal touch means a lot to many of adult learners who are struggling. Through this coordinated effort and by continuing to explore effective teaching strategies, BAS faculty and staff work together to help every adult learner persist and achieve their goals.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

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.

During the 2026-27 SY:

(1) Host Adult Educator Connect series at least twice. LARAEC will use surveys and prior event feedback to select focuses topics for each session. LARAEC will host fall and spring events.

(2) Host Student Connect sessions at least twice a year. Focus on increasing participation by having at least one classroom at each school site attend. LARAEC will work with point persons to increase participation at school sites.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028

Objective 3: Improve Effectiveness of Services

Activity: Collaborative Professional Development

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Burbank Adult School (BAS) has made professional development a key priority in supporting program quality and helping adult learners succeed throughout their studied. Professional learning is planned intentionally at BAS to address instructors' needs across all program areas and to strengthen their effectiveness in the classrooms. Teachers are trained regularly on digital learning platforms to make sure all the needs are covered. For the ESL program, teachers complete surveys to identify the training and learning opportunities that the majority of the faculty want to address during each professional development. BAS uses this feedback to help guide professional development planning and ensure instructors receive relevant, practical support.

With the support of LARAEC office, BAS instructors can also participate in regular, no-cost professional development offered through the consortium. These opportunities allow teachers to learn from colleagues across the member districts and benefit from their subject-matter expertise. "Lunch with LARAEC" is a particularly popular, well-attended event among BAS teachers. It also gives BAS teachers a platform to present their own work and share knowledge with colleagues throughout the consortium. Further, there are more learning opportunities for teachers provide by OTAN. These trainings are offered online at convenient hours so that instructors can participate and enhance their teaching skills.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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- 1:30 PM Thursday) and recorded to provide synchronous and asynchronous engagement.

LARAEC Conferences: LARAEC conferences provide the opportunity to bring member-districts together for engaging and energizing sessions, keynote speakers, and recognition. Each conference has its own focus. The LARAEC Experience focuses on sharing best practices and instructional strategies across the range of adult education programs. 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.

During the 2026-27 SY:

(1) Post wellness and trauma-informed instruction sessions on LARAEC website (2) Host at least 10 LWL sessions (3) Host the LARAEC Experience conference in fall 2026 (4) finish 1.0 version of the onboarding website (5) Begin development of the onboarding checklist/flowchart for new hires.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Consortium Collaboration

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Burbank Adult School (BAS) will continue sharing information about campus events and activities with consortium members. By strengthening communication and collaboration, BAS aims to expand opportunities for adult learners and encourages greater participation in programs and services across the consortium. BAS staff is well-aware of other adult school in the area where students can be referred in case if they live far away from BAS. Also, adult learners are encourage to continue their learning path at other schools.

BAS will continue sharing with the consortium about its College and Career Fair, open house activities, graduations, professional learning opportunities and conferences. BAS staff is also encouraged to participate at the LARAEC events, conferences as well as "Lunch with LARAEC." BAS teachers often participate and present during this activity.

BAS staff believe that sharing knowledge and expertise across the consortium strengthens adult education outcomes. That's why they are actively participating in events sponsored by the consortium. For example, the annual Allied Health Collaborative is one event that has served as an important platform to participate and collaborate. BAS will continue collaborating and supporting LARAEC events through active participation and presentations, fostering ongoing collaboration in services to make sure students' needs are addressed.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) create structure for sharing inter-district events & have districts share at least one event (2) LARAEC office will create a student-facing newsletter distributed once a semester listing LARAEC events, high-interest articles, and shared community events. (3) work with APTs to complete deliverables. (4) Work with APTs to develop potential 3YP survey and focus group questions.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Staff Development and Recruitment

✓ We plan to address this activity

Program Area(s) of Focus

- ABE

- ASE
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Burbank Adult School (BAS) is committed to providing ongoing professional development for ESL, CTE, and academic instructors to ensure adult learners receive high-quality instruction throughout the entire length of the programs. BAS will continue encouraging and supporting teachers' participation in learning opportunities, including the CASAS summer institute, LARAEC workshops, the CAEP conference, and digital training such OTAN learning opportunities. These professional development activities help instructors stay current with effective teaching practices and strengthen their ability to meet the diverse needs of adult learners.

BAS will work closely with Burbank Unified School District (BUSD) Human Resources department to establish an effective process for recruiting and hiring highly qualified teachers. This effort will include sharing job opportunities through appropriate platforms to reach a broad pool of candidates with the skills and experience needed to serve adult learners. Once hired, new teachers will receive ongoing support and mentorship to help them succeed and ensure their instruction aligns with current teaching standards and BAS priorities.

BAS also recognizes the importance of offering competitive compensation to attract and retain skilled adult education teachers. The school will continue advocating for equitable pay within the LARAEC consortium so that compensation reflects the value and expertise these educators bring to their work.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 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.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028

Budget Breakdown

Burbank Unified	1000 - Instructional Salaries	$2,137,464

Certificated salaries for instructional, administrative, and counseling staff to ensure the ongoing delivery of high-quality instruction and comprehensive support service that promote student learning and success. This line item may increase as a result of the continued expansion of the Career Technical Education (CTE) program, which requires the recruitment and hiring of additional qualified instructors to meet increased enrollment, and expanded course offerings.

Burbank Unified	2000 - Non-Instructional Salaries	$624,299

Salaries for classified staff that supports adult learners across all programs aligned with CAEP and LARAEC goals. The amount on this line item might increase due to hiring more staff to support adult learners.

Burbank Unified	3000 - Employee Benefits	$760,911

Benefits for both certificated and classified staff. The amount on this line item might increase due to adding more personnel to BAS faculty/staff due to the expansion of the program.

Burbank Unified	4000 - Supplies and Materials	$380,000

Burbank Adult School will continue supporting instruction proving learning materials, and the latest technology support to ensure student success, aligning all goals with the LARAEC plan.

Burbank Unified	5000 - Other Operating Expenses and Services	$390,000

Burbank Adult School plans to continue supporting instruction with the latest instructional software, updating software to ensure all adult learners learn the necessary skills to enter the job market. BAS will continue upgrading its current instructional software.

Burbank Unified	6000 - Capital Outlay	$250,000

Burbank Adult School is a student-centered learning institution that will continue upgrading classrooms as needed to ensure adult learners get training to successfully complete their goals.

Burbank Unified	7000 - Other Outgo	$0

Burbank Unified	Indirect Costs	$214,633

Budget Totals

	Total Available Funds:	$4,757,307
Burbank Unified	1000 - Instructional Salaries	$2,137,464
Burbank Unified	2000 - Non-Instructional Salaries	$624,299
Burbank Unified	3000 - Employee Benefits	$760,911
Burbank Unified	4000 - Supplies and Materials	$380,000
Burbank Unified	5000 - Other Operating Expenses and Services	$390,000
Burbank Unified	6000 - Capital Outlay	$250,000
Burbank Unified	7000 - Other Outgo	$0
Burbank Unified	Indirect Costs	$214,633
	Total Budget:	$4,757,307
	Remaining Amount:	$0
	Direct Costs Total:	$4,542,674
	Indirect Costs Total:	$214,633 (4.72% of Direct Costs Total)
	Consortium Fiscal/Admin Expenses:	$0

Budget Forecast

2026-27 Amount
$4,757,307

Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	20%	40%	60%	80%
Dollars	$951,461	$1,902,923	$2,854,384	$3,805,846

Member Agency: Culver City Unified

Member Name:
Culver City Unified

Member Type:
Unified School District

Member Address:

4034 Irving Place | Culver City, CA | 90232-2810

Member Website:
http://www.ccusd.org

Member Allocations 2026-27:
$2,836,890

Member Allocations 2025-26:
$2,757,744

Member Allocations 2024-25:
$2,695,742

Member Contacts

Responsibility	Name	Email	Title	Phone
Member Representative	Dionne Garner	dionnegarner@ccusd.org	Director Teaching and Learning	(310) 842-4220 ext: 4215
Member Representative	Jeffrey Ford	jeffreyford@ccusd.org	Purchasing Supervisor	(310) 842-4220 ext: 4357
Member Representative	Paul Karaiakoubian	paulkaraiakoubian@ccusd.org	Principal	(310) 842-4300
Member Representative	Bianca Bequer	biancabequer@ccusd.org	Director of Fiscal Services	(310) 842-4220 ext: 7103

Objectives

Objective 1: Improve Integration of Services & Transitions

Activity: Career Awareness and Transitions Readiness

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CSS
- CTE
- ESL

Explain how this activity will focus on the Program Area(s) selected *

LARAEC Edge Conference for Students: The LARAEC Edge Conference will support ESL, ABE/ASE, and CTE students by increasing access to information about postsecondary education, career training, employment pathways, and student support resources.

For ESL, the conference will expose students to educational and career pathways available as they advance in English proficiency, including CTE programs, community college opportunities, workforce preparation, and resources for newly arrived professionals. This will help students connect English-language development to longer-term educational and career goals.

For ABE/ASE, the conference will provide students working toward a high school diploma or equivalency with information about community college enrollment, career training, financial and student support resources, and pathways available after program completion. This will strengthen the connection between high school completion and students' next educational or career steps.

For CTE, the conference will provide students with direct exposure to career pathways, workforce readiness information, employer expectations, additional training opportunities, and community college programs that can build upon their current career preparation. Students will also have opportunities to connect with counselors and partner agencies that can support their transition into employment or continued education.

CCAS will promote participation across these program areas and encourage teachers to integrate the conference and related transition resources into classroom instruction so students can connect their current adult education program with clear next steps toward postsecondary education, career training, and employment.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) Host the LARAEC Edge conference. Focus on increasing participation by having at least three classrooms at each school site attend with at least 5 campus hosting the event as a campus conference-style event. LARAEC will work with point persons to increase participation at school sites.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Partnerships w/ Education, Industry, and Community

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CSS
- CTE
- ESL

Explain how this activity will focus on the Program Area(s) selected *

LARAEC Events and Community/Industry Partnerships: Partnerships with community organizations, workforce agencies, employers, colleges, and government entities will support ESL, ABE/ASE, and CTE students. ESL students will benefit from connections to community resources, workforce services, and educational opportunities. ABE/ASE students will gain access to resources supporting transitions to college, career training, and employment. CTE students will benefit from industry partnerships that strengthen career-focused instruction and create connections to training, work-based learning, and employment opportunities.

Allied Health Collaborative: The Allied Health Collaborative will primarily support ESL and CTE, particularly English language learners pursuing healthcare careers. CCAS will utilize shared instructional resources, pathway models, equipment recommendations, employer connections, and best practices to strengthen healthcare CTE programming. The collaborative will also support the integration of contextualized English-language instruction into healthcare pathways and provide students with clearer pathways to employment and continued education.

CTE Articulation Collaborative and Articulation Agreements: Articulation activities will primarily support CTE by strengthening connections between CCAS career education programs and community college credit programs. CCAS will explore opportunities to align CTE curriculum with LACCD programs, potentially allowing students to transition more efficiently into advanced education and training. These efforts will also benefit ESL and ABE/ASE students by creating clearer pathways from foundational adult education programs into CTE and postsecondary education.

Allied Healthcare Advisory: The Allied Healthcare Advisory will support CTE and ESL/IET by incorporating employer input into healthcare pathway development. Employers will help identify current workforce needs, industry expectations, required competencies, and employment opportunities. For English language learners,

employer feedback can also help identify the occupational English and communication skills needed for success in healthcare settings. This will strengthen alignment among instruction, career preparation, postsecondary pathways, and employment.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During 2026-27 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 continue to host collaborative sessions as appropriate 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. (5) As part of the ELL HPG Round 3 start the Consortium-wide Allied Healthcare Advisory including top healthcare employers in Los Angeles.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Transition Teams and Pipelines

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CTE
- ESL

Explain how this activity will focus on the Program Area(s) selected *

Transitions Support:Transitions support will benefit ESL, ABE/ASE, and CTE by creating clearer pathways between adult education programs, community college, career training, apprenticeships, and employment. ESL students will receive support identifying next steps into higher-level ESL, ABE/ASE, CTE, or postsecondary education. ABE/ASE students will benefit from structured pathways from high school completion or equivalency into college, CTE, apprenticeships, and employment. CTE students will receive support transitioning into advanced training, community college programs, apprenticeships, and employment. Improved coordination with LACCD and

enhanced transition data will help CCAS better track and support students as they move between programs and institutions.

Transition and Pathway Awareness for Educators:This activity will support ESL, ABE/ASE, and CTE by providing teachers, counselors, and staff with information and resources to help students identify and successfully navigate their next educational or career step. ESL educators will be better equipped to connect students with academic and career pathways as their English proficiency increases. ABE/ASE educators will strengthen their ability to connect students completing secondary education with college and career opportunities. CTE instructors will gain information about postsecondary, training, apprenticeship, and employment pathways that can be incorporated into career-focused instruction. Increased collaboration between teachers and counselors will help make transition planning an ongoing part of the student experience.

Adult Dual Enrollment:Adult Dual Enrollment will primarily support ABE/ASE students by providing opportunities to begin community college coursework while completing their adult secondary education. This can accelerate progress toward postsecondary credentials and expose students to college-level expectations and resources. Dual enrollment opportunities may also benefit eligible ESL and CTE students by creating connections to community college programs and providing pathways into additional education and career training. CCAS will utilize LARAEC and LACCD materials, pathway folders, enrollment information, and counseling resources to increase student awareness of and access to these opportunities.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 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.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Objective 2: Address Educational Needs

Activity: Multi-faceted Support for Adult Learners

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE

- CSS
- CTE
- ESL

Explain how this activity will focus on the Program Area(s) selected *

This activity will support students across ESL, ABE/ASE, and CTE program areas by increasing awareness of and access to services that promote persistence, academic progress, and successful program completion. CCAS will strengthen communication about available counseling, academic, career, and community resources so that students are better able to access support when barriers arise.

For ESL students, this includes connecting learners with counseling, community resources, transition assistance, and other services that can help address barriers while supporting progress toward educational and career goals. ABE and ASE students will benefit from increased awareness of academic counseling, educational planning, transition to postsecondary education, and community-based supports. CTE students will be connected with career and educational counseling, financial and community resources, and services that can help them successfully enter and complete career pathways.

CCAS will also participate in LARAEC student support initiatives, including the development and dissemination of student support materials, student surveys, awareness campaigns, and the Allied Health Collaborative. These efforts will help CCAS identify gaps in student awareness, improve how support services are communicated, and more intentionally connect students in each program area with resources that support retention, completion, transition, and employment.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) Student support task - Create an outward facing deliverable (guide) to share Awareness Lab findings and recommendations with the wider AE community. The guide can include items such as a checklist self-assessment tool for schools along with a planning guide for school teams. The intent is to have individual schools develop plans for how to increased awareness of support services and better connect students with these services.

(2) Use the student support APT to help with development of student survey questions to deepen our understanding of student awareness and use of support services, as well as measure our progress in increasing awareness.

(3) Begin creation of a LARAEC-wide poster campaign on increasing awareness of support services.

(3) Host at least one AHC event and include student support topics

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Outreach and Enrollment

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CSS
- CTE
- ESL

Explain how this activity will focus on the Program Area(s) selected *

This activity will support ESL, ABE/ASE, and CTE program areas by increasing awareness of available adult education opportunities and strengthening the counseling and transition services that help students achieve their educational and career goals.

CCAS will utilize targeted marketing strategies and LARAEC-developed resources to reach prospective students, particularly populations that may be underserved or unaware of available adult education programs. Outreach will promote ESL opportunities for English language learners, ABE/ASE programs for adults seeking to strengthen basic skills or earn a high school diploma or equivalency, and CTE programs for adults seeking career training and employment opportunities. CCAS will also use digital and community-based outreach to increase program visibility and connect prospective students with appropriate pathways.

In addition, CCAS will participate in LARAEC's Counseling Collaborative and utilize Counseling Connect resources to strengthen counseling practices across program areas. Counseling services will help students identify educational and career goals, develop individualized pathways, access appropriate programs and resources, and transition to postsecondary education, advanced training, or employment.

Together, targeted outreach and strengthened counseling services will help CCAS recruit students who can benefit from adult education, connect them with the appropriate program area, and provide continued support to improve enrollment, persistence, completion, and successful transitions.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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) have established 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.

During 2026-2027 SY:

(1) Host at least two counseling collaborative events: LARAEC will use surveys and prior event feedback to select focused topics for each collaborative. LARAEC will host fall and spring events.

(2) Build basic counseling connect webpage. This webpage will host meeting schedule, notes, contact information for counseling, and shared resources. The Counseling and Transitions APT will provide a framework for webpage sections and identify initial shared resources. The CT APT will create an opportunity for sharing resources with the wider community using LWL, counseling collaborative, or other sharing model.

(3) Launch targeted marketing campaign for special populations and whatsnext.LA. LARAEC will work with a 3rd party contractor to complete the board approved scope of work

(4) Host LARAEC Ambassadors program as part of the LARAEC Experience 2026, including data for tracking campaign effectiveness

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028

Activity: Student Retention and Persistence

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CSS
- CTE
- ESL

Explain how this activity will focus on the Program Area(s) selected *

Adult EDucator Connect Series:The Adult EDucator Connect Series will support ESL, ABE/ASE, and CTE by providing teachers and staff with practical professional development strategies that can be applied within each program area. ESL teachers will benefit from strategies related to student engagement, persistence, multi-level instruction, technology integration, and supporting students with varying language proficiency levels. ABE/ASE teachers will gain strategies for re-engaging students, addressing learning gaps, supporting struggling learners,

and improving persistence toward high school completion or equivalency. CTE instructors will benefit from strategies for increasing engagement and retention, integrating technology, supporting students with different academic and language needs, and connecting instruction to student career goals. CCAS staff participation will also provide opportunities to collaborate with educators across LARAEC and bring effective practices back to their respective programs.

Student Connect Webinar Series:The Student Connect Webinar Series will directly support students in ESL, ABE/ASE, and CTE by providing access to information and resources that address barriers to educational success. ESL students will gain exposure to topics such as legal and immigration resources, financial literacy, wellness, and strategies for navigating educational and community systems. ABE/ASE students will receive information that supports persistence, motivation, financial literacy, and progress toward educational and postsecondary goals. CTE students will benefit from topics related to financial literacy, career and workforce readiness, wellness, and resources that can help them persist through training and transition to employment or further education. CCAS will encourage classroom participation across program areas so students have equitable access to these consortium-wide resources.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

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.

During the 2026-27 SY:

(1) Host Adult Educator Connect series at least twice. LARAEC will use surveys and prior event feedback to select focuses topics for each session. LARAEC will host fall and spring events.

(2) Host Student Connect sessions at least twice a year. Focus on increasing participation by having at least one classroom at each school site attend. LARAEC will work with point persons to increase participation at school sites.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028

Objective 3: Improve Effectiveness of Services

Activity: Collaborative Professional Development

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CSS
- CTE
- ESL

Explain how this activity will focus on the Program Area(s) selected *

Staff Collaboration and Professional Learning: This activity will support ESL, ABE/ASE, and CTE by providing staff with dedicated opportunities to collaborate, share lessons and effective practices, and learn research-based instructional strategies. ESL staff can focus on language acquisition, differentiation, and engagement; ABE/ASE staff on academic skill development, persistence, and completion; and CTE staff on contextualized instruction, industry alignment, and career preparation.

Teacher Onboarding Website: The website will provide new ESL, ABE/ASE, and CTE teachers with program-specific training and resources. Common training in technology integration, online instruction, LMS use, student engagement, and adult learning principles will strengthen instructional capacity across all program areas and help new teachers become effective more quickly.

Wellness and Trauma-Informed Instruction: Training will support educators across ESL, ABE/ASE, and CTE in recognizing barriers that may affect adult student attendance, engagement, persistence, and achievement. Staff will learn strategies for creating supportive learning environments, responding appropriately to student needs, and connecting students with available resources.

Lunch with LARAEC: Sessions will provide ESL, ABE/ASE, and CTE staff with practical strategies, technology tools, instructional resources, and promising practices that can be immediately applied in classrooms. Synchronous and recorded sessions will expand access to professional learning for staff across programs.

LARAEC Conferences: The LARAEC Experience and ROCS will provide ESL, ABE/ASE, and CTE educators opportunities to learn and share effective instructional, technology, and student-support practices. LARAEC Edge will directly support students by connecting them with adult education, postsecondary, career, workforce, and community resources. Collectively, these activities will strengthen instruction and support increased student engagement, retention, completion, and successful transitions.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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- 1:30 PM Thursday) and recorded to provide synchronous and asynchronous engagement.

LARAEC Conferences: LARAEC conferences provide the opportunity to bring member-districts together for engaging and energizing sessions, keynote speakers, and recognition. Each conference has its own focus. The LARAEC Experience focuses on sharing best practices and instructional strategies across the range of adult education programs. 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.

During the 2026-27 SY:

(1) Post wellness and trauma-informed instruction sessions on LARAEC website (2) Host at least 10 LWL sessions (3) Host the LARAEC Experience conference in fall 2026 (4) finish 1.0 version of the onboarding website (5) Begin development of the onboarding checklist/flowchart for new hires.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Consortium Collaboration

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CSS
- CTE
- ESL

Explain how this activity will focus on the Program Area(s) selected *

Inter-District Sharing and Leveraging Resources: This activity will support ESL, ABE/ASE, and CTE by expanding student and staff access to opportunities beyond those available within an individual district. ESL students can benefit from shared community resources, college and career events, transition activities, and support services. ABE/ASE students can access shared college information, job fairs, career exploration, and transition opportunities that support their next steps after high school completion or equivalency. CTE students can benefit from job fairs, employer events, career workshops, and workforce opportunities aligned with their training. Staff across all program areas will also benefit from access to professional development and expertise offered by other LARAEC member districts. The student-facing newsletter and other LARAEC communication platforms will help ensure these opportunities are broadly accessible.

Action Planning Teams: APTs will support ESL, ABE/ASE, and CTE by bringing staff from multiple districts together to develop resources, strategies, and systems that can be implemented across program areas. The Transitions and Counseling APT will strengthen pathways from ESL, ABE/ASE, and CTE into postsecondary education, training, and employment. The Student Supports APT will help programs better connect students with resources that improve

persistence and completion. The Teacher Onboarding APT will strengthen preparation and support for new instructors across program areas. Participation in APTs will allow CCAS to contribute to consortium-wide initiatives while bringing effective practices and resources back to its programs.

Together, these activities will leverage consortium-wide expertise and resources to improve student access, staff capacity, persistence, completion, and successful educational and career transitions across ESL, ABE/ASE, and CTE.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) create structure for sharing inter-district events & have districts share at least one event (2) LARAEC office will create a student-facing newsletter distributed once a semester listing LARAEC events, high-interest articles, and shared community events. (3) work with APTs to complete deliverables. (4) Work with APTs to develop potential 3YP survey and focus group questions.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Staff Development and Recruitment

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CTE
- ESL

Explain how this activity will focus on the Program Area(s) selected *

Adult Education Teacher Recruitment Flyer and Landing Page: This activity will support ESL, ABE/ASE, and CTE by strengthening the recruitment pipeline for qualified adult education instructors across program areas. For ESL, recruitment efforts can help identify teachers with expertise in English language development and instruction for multilingual adult learners. For ABE/ASE, outreach can attract educators with experience in academic instruction, high school diploma and equivalency preparation, and supporting adult learners with diverse academic needs. For CTE, recruitment can help attract industry professionals and qualified instructors who bring current occupational knowledge and skills into career training programs.

The flyer, landing page, and teacher testimonials will increase awareness of adult education teaching opportunities, credential requirements, and available career pathways. Strengthening the pool of qualified instructors will help CCAS and other LARAEC member districts maintain existing programs, expand offerings in response to student and workforce needs, and ensure continuity of high-quality instruction across ESL, ABE/ASE, and CTE.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 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.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028

Budget Breakdown

Culver City Unified	1000 - Instructional Salaries	$1,600,000

Teachers and Certificated Staff Salaries

Culver City Unified	2000 - Non-Instructional Salaries	$550,000
Culver City Unified	3000 - Employee Benefits	$750,000
Culver City Unified	4000 - Supplies and Materials	$636,912
Culver City Unified	5000 - Other Operating Expenses and Services	$150,000
Culver City Unified	6000 - Capital Outlay	$150,000

Budget Totals

	Total Available Funds:	$3,836,912
Culver City Unified	1000 - Instructional Salaries	$1,600,000
Culver City Unified	2000 - Non-Instructional Salaries	$550,000
Culver City Unified	3000 - Employee Benefits	$750,000
Culver City Unified	4000 - Supplies and Materials	$636,912
Culver City Unified	5000 - Other Operating Expenses and Services	$150,000
Culver City Unified	6000 - Capital Outlay	$150,000
	Total Budget:	$3,836,912
	Remaining Amount:	$0
	Direct Costs Total:	$3,836,912
	Indirect Costs Total:	$0 (0.0% of Direct Costs Total)
	Consortium Fiscal/Admin Expenses:	$0

Budget Forecast

2026-27 Amount
$3,836,912

Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	20%	40%	60%	80%
Dollars	$767,382	$1,534,765	$2,302,147	$3,069,530

Member Agency: Los Angeles CCD

Member Name:
Los Angeles CCD

Member Type:
District

Member Address:
770 Wilshire Boulevard | Los Angeles, | 90017

Member Website:
No website on file

Member Allocations 2026-27:
$10,183,134

Member Allocations 2025-26:
$9,899,034

Member Allocations 2024-25:
$9,676,477

Member Contacts

Responsibility	Name	Email	Title	Phone
Member Representative	Jim Lancaster	lancasj@laccd.edu	Vice Chancellor/Chief Academic and Student Affairs Officer	(323) 359-2116
Member Representative	Adrienne Ann Mullen	mullenaa@email.laccd.edu	Dean, Adult, Commuity & Continuing Education	(323) 953-4000 ext: 3533

Objectives

Objective 1: Improve Integration of Services & Transitions

Activity: Career Awareness and Transitions Readiness

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

LACCD plans to participate in the Action Planning Teams with other LARAEC member districts per the annual and the three-year plans.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) Host the LARAEC Edge conference. Focus on increasing participation by having at least three classrooms at each school site attend with at least 5 campus hosting the event as a campus conference-style event. LARAEC will work with point persons to increase participation at school sites.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Partnerships w/ Education, Industry, and Community

✓ We plan to address this activity

Program Area(s) of Focus

- ASE
- AWD
- Short Term CTE
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

LACCD plans to participate in the Action Planning Teams with other LARAEC member districts per the annual and the three-year plans.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During 2026-27 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 continue to host collaborative sessions as appropriate 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. (5) As part of the ELL HPG Round 3 start the Consortium-wide Allied Healthcare Advisory including top healthcare employers in Los Angeles.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Transition Teams and Pipelines

✓ We plan to address this activity

Program Area(s) of Focus

- ASE
- CTE
- ESL
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

LACCD plans to participate in the Action Planning Teams with other LARAEC member districts per the annual and the three-year plans.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 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.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Objective 2: Address Educational Needs

Activity: Multi-faceted Support for Adult Learners

✓ We plan to address this activity

Program Area(s) of Focus

- ASE
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

LACCD plans to participate in the Action Planning Teams with other LARAEC member districts per the annual and the three-year plans.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) Student support task - Create an outward facing deliverable (guide) to share Awareness Lab findings and recommendations with the wider AE community. The guide can include items such as a checklist self-assessment tool for schools along with a planning guide for school teams. The intent is to have individual schools develop plans for how to increased awareness of support services and better connect students with these services.

(2) Use the student support APT to help with development of student survey questions to deepen our understanding of student awareness and use of support services, as well as measure our progress in increasing awareness.

(3) Begin creation of a LARAEC-wide poster campaign on increasing awareness of support services.

(3) Host at least one AHC event and include student support topics

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Outreach and Enrollment

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

LACCD plans to participate in the Action Planning Teams with other LARAEC member districts per the annual and the three-year plans.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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) have established 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.

During 2026-2027 SY:

(1) Host at least two counseling collaborative events: LARAEC will use surveys and prior event feedback to select focused topics for each collaborative. LARAEC will host fall and spring events.

(2) Build basic counseling connect webpage. This webpage will host meeting schedule, notes, contact information for counseling, and shared resources. The Counseling and Transitions APT will provide a framework for webpage sections and identify initial shared resources. The CT APT will create an opportunity for sharing resources with the wider community using LWL, counseling collaborative, or other sharing model.

(3) Launch targeted marketing campaign for special populations and whatsnext.LA. LARAEC will work with a 3rd party contractor to complete the board approved scope of work

(4) Host LARAEC Ambassadors program as part of the LARAEC Experience 2026, including data for tracking campaign effectiveness

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028

Activity: Student Retention and Persistence

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

LACCD plans to participate in the Action Planning Teams with other LARAEC member districts per the annual and the three-year plans.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

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.

During the 2026-27 SY:

(1) Host Adult Educator Connect series at least twice. LARAEC will use surveys and prior event feedback to select focuses topics for each session. LARAEC will host fall and spring events.

(2) Host Student Connect sessions at least twice a year. Focus on increasing participation by having at least one classroom at each school site attend. LARAEC will work with point persons to increase participation at school sites.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028

Objective 3: Improve Effectiveness of Services

Activity: Collaborative Professional Development

✓ We plan to address this activity

Program Area(s) of Focus

- ASE
- AWD

- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

LACCD plans to participate in the Action Planning Teams with other LARAEC member districts per the annual and the three-year plans.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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- 1:30 PM Thursday) and recorded to provide synchronous and asynchronous engagement.

LARAEC Conferences: LARAEC conferences provide the opportunity to bring member-districts together for engaging and energizing sessions, keynote speakers, and recognition. Each conference has its own focus. The

LARAEC Experience focuses on sharing best practices and instructional strategies across the range of adult education programs. 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.

During the 2026-27 SY:

(1) Post wellness and trauma-informed instruction sessions on LARAEC website (2) Host at least 10 LWL sessions (3) Host the LARAEC Experience conference in fall 2026 (4) finish 1.0 version of the onboarding website (5) Begin development of the onboarding checklist/flowchart for new hires.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Consortium Collaboration

✓ We plan to address this activity

Program Area(s) of Focus

- ASE
- CTE
- ESL
- Short Term CTE
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

LACCD plans to participate in the Action Planning Teams with other LARAEC member districts per the annual and the three-year plans.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) create structure for sharing inter-district events & have districts share at least one event (2) LARAEC office will create a student-facing newsletter distributed once a semester listing LARAEC events, high-interest articles, and shared community events. (3) work with APTs to complete deliverables. (4) Work with APTs to develop potential 3YP survey and focus group questions.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Staff Development and Recruitment

✓ We plan to address this activity

Program Area(s) of Focus

- ASE
- CTE
- ESL
- Short Term CTE
- Workforce Reentry

Explain how this activity will focus on the Program Area(s) selected *

LACCD plans to participate in the Action Planning Teams with other LARAEC member districts per the annual and the three-year plans.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 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.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028

Budget Breakdown

Los Angeles CCD	1000 - Instructional Salaries	$5,860,407
Los Angeles CCD	2000 - Non-Instructional Salaries	$2,656,241
Los Angeles CCD	3000 - Employee Benefits	$3,077,734
Los Angeles CCD	4000 - Supplies and Materials	$287,603
Los Angeles CCD	5000 - Other Operating Expenses and Services	$1,533,201
Los Angeles CCD	6000 - Capital Outlay	$170,515
Los Angeles CCD	7000 - Other Outgo	$0
Los Angeles CCD	Indirect Costs	$670,328

Budget Totals

	Total Available Funds:	$14,256,029
Los Angeles CCD	1000 - Instructional Salaries	$5,860,407
Los Angeles CCD	2000 - Non-Instructional Salaries	$2,656,241
Los Angeles CCD	3000 - Employee Benefits	$3,077,734
Los Angeles CCD	4000 - Supplies and Materials	$287,603
Los Angeles CCD	5000 - Other Operating Expenses and Services	$1,533,201
Los Angeles CCD	6000 - Capital Outlay	$170,515
Los Angeles CCD	7000 - Other Outgo	$0
Los Angeles CCD	Indirect Costs	$670,328
	Total Budget:	$14,256,029
	Remaining Amount:	$0
	Direct Costs Total:	$13,585,701
	Indirect Costs Total:	$670,328 (4.93% of Direct Costs Total)
	Consortium Fiscal/Admin Expenses:	$0

Budget Forecast

2026-27 Amount
$14,256,029

Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	20%	40%	60%	80%
Dollars	$2,851,206	$5,702,412	$8,553,617	$11,404,823

Member Agency: Los Angeles Unified

Member Name:
Los Angeles Unified

Member Type:
Unified School District

Member Address:
333 South Beaudry Avenue | Los Angeles, CA | 90017-1466

Member Website:
http://www.lausd.net

Member Allocations 2026-27:
$137,342,591

Member Allocations 2025-26:
$133,510,861

Member Allocations 2024-25:
$130,509,214

Member Contacts

Responsibility	Name	Email	Title	Phone
Member Representative	Jezreel Ian Alcaraz	jezreelian.alcaraz@lausd.net	Senior Financial Analyst	(213) 241-1000 ext: 3763
Member Representative	Megan Carroll	mmc78271@lausd.net	Coordinator	(213) 241-3781
Member Representative	Matthew Oberlander	mjo4330@lausd.net	Coordinator, Adult Education Instruction	(213) 241-3813

Objectives

Objective 1: Improve Integration of Services & Transitions

Activity: Career Awareness and Transitions Readiness

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Pre-Apprenticeship
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

DACE teachers and staff will participate in the LARAEC Edge by providing content and key resources on college registration, career training, workforce readiness, and support services. The event will be held virtually in DACE schools so students of all programs will be invited to participate.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) Host the LARAEC Edge conference. Focus on increasing participation by having at least three classrooms at each school site attend with at least 5 campus hosting the event as a campus conference-style event. LARAEC will

work with point persons to increase participation at school sites.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Partnerships w/ Education, Industry, and Community

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Pre-Apprenticeship
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

DACE will continue to support partnerships with the intent to provide opportunities such as, but not limited to job support and training, clinical site for allied health programs, and student support services. DACE will participate in LARAEC events in collaboration with education, industry and community partners that support student success initiatives such as Allied Health Collaborative and CTE Articulation Collaborative. The Allied Health Collaborative is an inter-consortia event to share best practices aimed at supporting students, including English Learners, in Allied Health pathways. The CTE Articulation Collaborative brings member districts together to develop new articulation agreements

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During 2026-27 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 continue to host collaborative sessions as appropriate 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. (5) As part of the ELL HPG Round 3 start the Consortium-wide Allied Healthcare Advisory including top healthcare employers in Los Angeles.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Transition Teams and Pipelines

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Pre-Apprenticeship

Explain how this activity will focus on the Program Area(s) selected *

Students of all program areas will be considered when increasing awareness of student transitions. DACE representatives will participate in the Counseling and Transition Action Planning Team to develop strategies for enhancing transition support related to, but not limited to, dual enrollment, pathways that bridge students to community college credit programs, and instructional acceleration

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 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.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Objective 2: Address Educational Needs

Activity: Multi-faceted Support for Adult Learners

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Pre-Apprenticeship
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Students of all program areas will be considered when increasing awareness of student support resources. DACE representatives will participate in the Student Support Action Planning Team to develop strategies for improving awareness and accessibility of integral resources. DACE Allied Health teachers and staff will participate in the Allied Health Collaborative with the intent to address the barriers and provide resources for English Learners along an Allied Health training pathway

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) Student support task - Create an outward facing deliverable (guide) to share Awareness Lab findings and recommendations with the wider AE community. The guide can include items such as a checklist self-assessment tool for schools along with a planning guide for school teams. The intent is to have individual schools develop plans for how to increased awareness of support services and better connect students with these services.

(2) Use the student support APT to help with development of student survey questions to deepen our understanding of student awareness and use of support services, as well as measure our progress in increasing awareness.

(3) Begin creation of a LARAEC-wide poster campaign on increasing awareness of support services.

(3) Host at least one AHC event and include student support topics

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Outreach and Enrollment

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Pre-Apprenticeship
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Students of all program areas will be considered when addressing targeted marketing campaigns. DACE representatives will participate in promoting all programs with focused consideration of underserved populations including, but not limited to, English language learners, unemployed, adults without a high school diploma, and unhoused adults. Students of all program areas will be considered in counseling practices. DACE counseling and advising staff will participate in the Counseling Collaborative by engaging in discussion related to strategies, challenges, and best practices in adult education counseling. DACE will contribute to the LARAEC Counseling Connect website.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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) have established 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.

During 2026-2027 SY:

(1) Host at least two counseling collaborative events: LARAEC will use surveys and prior event feedback to select focused topics for each collaborative. LARAEC will host fall and spring events.

(2) Build basic counseling connect webpage. This webpage will host meeting schedule, notes, contact information for counseling, and shared resources. The Counseling and Transitions APT will provide a framework for webpage sections and identify initial shared resources. The CT APT will create an opportunity for sharing resources with the wider community using LWL, counseling collaborative, or other sharing model.

(3) Launch targeted marketing campaign for special populations and whatsnext.LA. LARAEC will work with a 3rd party contractor to complete the board approved scope of work

(4) Host LARAEC Ambassadors program as part of the LARAEC Experience 2026, including data for tracking campaign effectiveness

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028

Activity: Student Retention and Persistence

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Pre-Apprenticeship
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Teachers of all program areas will be invited to participate in the Adult EDucator Connect Series that focus on high-interest topics such as, but not limited to student persistence and engagement, using technology to increase access, wellness and trauma-informed instruction. Program Area(s) of Focus ABE ASE AWD CTE ESL Pre-Apprenticeship Students of all programs will be invited to participate in the Student Connect Webinar Series aimed at bringing high-interest, relevant information such as, but not limited to legal aid, immigration, mental health, and financial literacy. Teachers will be invited to the LARAEC Experience to participate in workshops that provide tools for student retention.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

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.

During the 2026-27 SY:

(1) Host Adult Educator Connect series at least twice. LARAEC will use surveys and prior event feedback to select focuses topics for each session. LARAEC will host fall and spring events.

(2) Host Student Connect sessions at least twice a year. Focus on increasing participation by having at least one classroom at each school site attend. LARAEC will work with point persons to increase participation at school sites.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028

Objective 3: Improve Effectiveness of Services

Activity: Collaborative Professional Development

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Pre-Apprenticeship
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Students of all program areas will be considered when collaborating on building capacity on topics such as increasing student retention, completion, and transition. DACE representatives will participate in teacher onboarding website, wellness and trauma informed instruction, Lunch with LARAEC, and LARAEC conferences

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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- 1:30 PM Thursday) and recorded to provide synchronous and asynchronous engagement.

LARAEC Conferences: LARAEC conferences provide the opportunity to bring member-districts together for engaging and energizing sessions, keynote speakers, and recognition. Each conference has its own focus. The LARAEC Experience focuses on sharing best practices and instructional strategies across the range of adult education programs. 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.

During the 2026-27 SY:

(1) Post wellness and trauma-informed instruction sessions on LARAEC website (2) Host at least 10 LWL sessions (3) Host the LARAEC Experience conference in fall 2026 (4) finish 1.0 version of the onboarding website (5) Begin development of the onboarding checklist/flowchart for new hires.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Consortium Collaboration

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Pre-Apprenticeship
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Collaboration is a major approach of our consortium with leveraging of resources and developing and planning for goals. Examples of collaboration are three-year planning, annual planning, and Action Planning Teams (APT). DACE representatives participated in the LARAEC three-year plan and will participate in upcoming annual plans. In order to advance plans and goals, DACE will engage in the following consortium workgroup: Counseling and Transition APT, Student Support APT, and Onboarding APT

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) create structure for sharing inter-district events & have districts share at least one event (2) LARAEC office will create a student-facing newsletter distributed once a semester listing LARAEC events, high-interest articles, and shared community events. (3) work with APTs to complete deliverables. (4) Work with APTs to develop potential 3YP survey and focus group questions.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Staff Development and Recruitment

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE

- ESL
- Pre-Apprenticeship
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

Potential teachers of all program areas will be considered when developing employment resources such as flyers and website landing pages to provide information that includes, but not limited to, basic credentialing and testimonials from existing teachers. DACE will participate in content for these employment resources

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 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.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028

Budget Breakdown

Los Angeles Unified	1000 - Instructional Salaries	$88,913,765

Certificated salaries for LAUSD teachers, advisors, and administrators to support programs and services provided to DACE students in alignment with CAEP program areas and LARAEC Three-Year Plan strategies

Los Angeles Unified	2000 - Non-Instructional Salaries	$33,817,782

Classified salaries to support programs and services provided to DACE students in alignment with CAEP program areas and LARAEC Three-Year Plan strategies

Los Angeles Unified	3000 - Employee Benefits	$1,824,678

Benefits for certificated and classified employees

Los Angeles Unified	4000 - Supplies and Materials	$928,206

Instructional materials, supplies, and equipment to support DACE operations and instructional programs

Los Angeles Unified	5000 - Other Operating Expenses and Services	$6,204,989

Contracts and other operating expenses such as utilities, equipment, maintenance, facility rental, DACE-SIS software, and professional services

Los Angeles Unified	7000 - Other Outgo	$6,584,473

Capitalized A&I projects approved by LARAEC board

Budget Totals

	Total Available Funds:	$138,273,893
Los Angeles Unified	1000 - Instructional Salaries	$88,913,765
Los Angeles Unified	2000 - Non-Instructional Salaries	$33,817,782
Los Angeles Unified	3000 - Employee Benefits	$1,824,678
Los Angeles Unified	4000 - Supplies and Materials	$928,206
Los Angeles Unified	5000 - Other Operating Expenses and Services	$6,204,989
Los Angeles Unified	7000 - Other Outgo	$6,584,473
	Total Budget:	$138,273,893
	Remaining Amount:	$0
	Direct Costs Total:	$138,273,893
	Indirect Costs Total:	$0 (0.0% of Direct Costs Total)
	Consortium Fiscal/Admin Expenses:	$0

Budget Forecast

2026-27 Amount
$138,273,893

Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	20%	40%	60%	80%
Dollars	$27,654,779	$55,309,557	$82,964,336	$110,619,114

Member Agency: Montebello Unified

Member Name:
Montebello Unified

Member Type:
Unified School District

Member Address:
123 South Montebello Boulevard | Montebello, CA | 90640-4729

Member Website:
http://www.montebello.k12.ca.us

Member Allocations 2026-27:
$12,415,123

Member Allocations 2025-26:
$12,068,752

Member Allocations 2024-25:
$11,797,414

Member Contacts

Responsibility	Name	Email	Title	Phone
Member Representative	Craig Lee	lee_craig@montebello.k12.ca.us	Fiscal Services Manager	(323) 887-7912
Member Representative	Deanna Plascencia	plascencia_deanna@montebello.k12.ca.us	Director of Adult Education	(323) 887-7844 ext: 5821
Member Representative	Elvis Carias	carias_elvis@montebello.k12.ca.us		

Objectives

Objective 1: Improve Integration of Services & Transitions

Activity: Career Awareness and Transitions Readiness

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

MCAS is dedicated to strengthening career awareness and transition readiness across all primary program areas, including ASE, ESL, and CTE. To foster smooth transitions into post-secondary education and sustainable employment, MCAS is actively expanding its network of strategic partnerships with local community colleges, community centers, and our local AJCC. Furthermore, MCAS works in close collaboration with our K-12 district partners to provide aligned educational pathways and wrap-around support for students and community families. To directly support these career and academic pipelines, MCAS plans to add an additional counselor who will focus specifically on CTE programs, career pathways, and guiding seamless transitions into higher education. In alignment with regional consortium goals, MCAS actively participates in initiatives such as the annual LARAEC Edge Conference, CASAS Summer Institute, the CAEP and COABE conference, GED conference and collaborates with post-secondary partners to establish adult dual enrollment opportunities and CTE articulation agreements. Through this multi-faceted strategy combining expanded counseling capacity, strong K-12 alignment, robust community workforce partnerships, and targeted career preparation. MCAS ensures adult learners are fully equipped to achieve their post-secondary and career goals.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) Host the LARAEC Edge conference. Focus on increasing participation by having at least three classrooms at each school site attend with at least 5 campus hosting the event as a campus conference-style event. LARAEC will work with point persons to increase participation at school sites.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Partnerships w/ Education, Industry, and Community

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

MCAS prides itself on being an active, deeply engaged community agency dedicated to leveraging local resources and collaborating with regional organizations to support both staff and students. Recognizing that robust external networks are vital for adult learner success, expanding partnerships across education, industry, and the community represents a primary area of growth and strategic focus for MCAS in the upcoming years. To ensure our CTE and academic programs remain closely aligned with local labor market demands and student needs, MCAS plans to establish new advisory committees and significantly broaden its roster of community partners. A central priority within this initiative is deepening our partnership with local community colleges to establish adult dual enrollment pathways and formalize course articulation agreements. These collaborative efforts will create

seamless transitions from adult education into post-secondary degree and certificate programs. Furthermore, by working closely with local municipal agencies, non-profits, and employer networks, MCAS maximizes support services for our diverse student population. Through these expanding educational, industry, and community alliances, MCAS strengthens its institutional capacity, enhances professional development for staff, and empowers adult learners to achieve long-term academic and economic mobility.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During 2026-27 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 continue to host collaborative sessions as appropriate 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. (5) As part of the ELL HPG Round 3 start the Consortium-wide Allied Healthcare Advisory including top healthcare employers in Los Angeles.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Transition Teams and Pipelines

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

MCAS is dedicated to building and sustaining effective transition teams and pipelines that guide adult learners seamlessly through academic pathways, career preparation, and post-secondary advancement. At the core of this initiative, MCAS is focused on creating a robust counseling services team capable of offering comprehensive, specialized support across all program areas, including ESL, ASE, and CTE. To strengthen student transitions into college and sustainable careers, MCAS is expanding its counseling capacity with dedicated staff who specialize in

CTE career pathways, workforce placement, and post-secondary matriculation. This robust team collaborates closely with regional partners, including local AJCC offices, community organizations, and higher education institutions such as ELAC and LACCD to establish structured transition pipelines. These pipelines are reinforced through practical tools such as ASE-to-college credit pathway guides, adult dual enrollment programs, and active involvement in regional consortium groups like the LARAEC Counseling Collaborative. Additionally, MCAS counseling staff work hand-in-hand with K-12 partners and CTE instructors to identify student goals early, provide personalized academic planning, and facilitate warm handoffs to college recruiters and employer partners. By investing in a comprehensive, highly skilled counseling team and nurturing strong institutional pipelines, MCAS ensures that adult learners are fully supported at every milestone, increasing completion rates and successfully bridging the gap between adult education, higher education, and living-wage employment.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 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.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Objective 2: Address Educational Needs

Activity: Multi-faceted Support for Adult Learners

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

MCAS will advance persistence, completion, and career transitions by combining tailored instruction, flexible scheduling, and comprehensive support services. To eliminate access barriers, MCAS offers device and Wi-Fi hotspot loaners, transportation assistance, and dedicated 1-to-1 academic tutoring. Class schedules spanning

morning, evening, and weekend hours accommodate working adults and family commitments, while state-of-the-art classroom technology supports active student engagement. Curriculum across foundational, high school diploma/GED, and Adults with Disabilities (AWD) programs emphasizes essential reading, math, digital literacy, and workplace competencies. In Career Technical Education (CTE), industry-practitioner instructors deliver hands-on, job-readiness training aligned with local workforce needs. Additionally, MCAS collaborates closely with local community partners to connect students with vital community resources and wraparound supports, while providing continuous professional development to ensure faculty utilize effective, high-impact teaching strategies.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) Student support task - Create an outward facing deliverable (guide) to share Awareness Lab findings and recommendations with the wider AE community. The guide can include items such as a checklist self-assessment tool for schools along with a planning guide for school teams. The intent is to have individual schools develop plans for how to increased awareness of support services and better connect students with these services.

(2) Use the student support APT to help with development of student survey questions to deepen our understanding of student awareness and use of support services, as well as measure our progress in increasing

awareness.

(3) Begin creation of a LARAEC-wide poster campaign on increasing awareness of support services.

(3) Host at least one AHC event and include student support topics

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Outreach and Enrollment

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

MCAS is actively expanding its outreach and enrollment activities across all primary CAEP areas, including ESL, Adult Secondary Education, and Career Technical Education. To drive robust regional awareness and increase student recruitment, MCAS relies on a dedicated media team that executes comprehensive multi-channel campaigns encompassing local events, billboards, bus signs, radio advertisements, and targeted social media outreach. To broaden our impact and connect with underserved adult learners, non-diploma holders, and prospective students, we are expanding the distribution of our course catalogs, flyers, and informational materials into extended zip codes beyond traditional district boundaries. MCAS fosters strong local participation and maintains close collaboration with the Montebello Unified School District, regularly coordinating with area K-12 schools, community organizations, and district partners to connect parents, guardians, and local residents with accessible educational pathways. Through these combined marketing initiatives, expanded geographic outreach,

and deep district collaboration, MCAS continues to increase community involvement, boost student enrollment, and support successful transitions into post-secondary education and career opportunities.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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) have established 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.

During 2026-2027 SY:

(1) Host at least two counseling collaborative events: LARAEC will use surveys and prior event feedback to select focused topics for each collaborative. LARAEC will host fall and spring events.

(2) Build basic counseling connect webpage. This webpage will host meeting schedule, notes, contact information for counseling, and shared resources. The Counseling and Transitions APT will provide a framework for webpage sections and identify initial shared resources. The CT APT will create an opportunity for sharing resources with the wider community using LWL, counseling collaborative, or other sharing model.

(3) Launch targeted marketing campaign for special populations and whatsnext.LA. LARAEC will work with a 3rd party contractor to complete the board approved scope of work

(4) Host LARAEC Ambassadors program as part of the LARAEC Experience 2026, including data for tracking campaign effectiveness

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028

Activity: Student Retention and Persistence

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- AWD
- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

MCAS maintains a primary focus on student retention and persistence across all CAEP program areas. To ensure adult learners remain actively engaged, motivated, and supported throughout their educational journey, MCAS pairs high-quality instruction with meaningful student incentives. Recognizing the diverse personal, family, and employment responsibilities of our adult student population, MCAS offers flexible course schedules utilizing modern instructional modalities, including hybrid, self-paced, distance learning and HyFlex classes that allow students to balance their studies with daily commitments. To strengthen our digital learning infrastructure and support seamless learning continuity, MCAS has incorporated online learning through the adoption of the Canvas Learning Management System. Furthermore, MCAS is moving toward adopting interactive online instructional software that provides accessible content in flexible, "just-in-time" learning windows. This enables students to access coursework, instructional materials, and academic practice whenever and wherever they need it most. Through this combination of rigorous instruction, supportive incentives, flexible delivery models, and 24/7 digital learning tools, MCAS effectively removes barriers to education, reduces student dropouts, and empowers adult learners to persistently progress toward diploma attainment, post-secondary transitions, and career goals.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

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.

During the 2026-27 SY:

(1) Host Adult Educator Connect series at least twice. LARAEC will use surveys and prior event feedback to select focuses topics for each session. LARAEC will host fall and spring events.

(2) Host Student Connect sessions at least twice a year. Focus on increasing participation by having at least one classroom at each school site attend. LARAEC will work with point persons to increase participation at school sites.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028

Objective 3: Improve Effectiveness of Services

Activity: Collaborative Professional Development

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- CTE

- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

MCAS prioritizes collaborative professional development as a core strategy to continuously improve the overall effectiveness of adult education services across all program areas. To build staff capacity, elevate instructional quality, and enhance student support systems, MCAS actively leverages its regional consortium partners within the LARAEC. Through active engagement in consortium-wide initiatives—including Subject Area Teams, professional learning sessions like "Lunch with LARAEC," and the Counseling Collaborative—MCAS staff exchange best practices, align instructional methodologies, and coordinate regional transition strategies. In addition to leveraging consortium expertise, MCAS has established meaningful collaborative partnerships with local job centers (including America's Job Center of California), community resource organizations, and our local K-12 district schools. Through these cross-agency partnerships, MCAS instructional, counseling, and administrative teams participate in joint training opportunities, resource-sharing workshops, and coordinated professional learning activities. These collaborative efforts focus on aligning career pathways, integrating wrap-around support services, sharing labor market data, and enhancing family literacy and community engagement. By continually investing in collaborative professional development that connects consortium colleagues, workforce partners, community agencies, and K-12 educators, MCAS equips its personnel with the skills and inter-agency connections necessary to drive program innovation, increase operational efficiency, and deliver high-impact educational outcomes for our adult learners.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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- 1:30 PM Thursday) and recorded to provide synchronous and asynchronous engagement.

LARAEC Conferences: LARAEC conferences provide the opportunity to bring member-districts together for engaging and energizing sessions, keynote speakers, and recognition. Each conference has its own focus. The LARAEC Experience focuses on sharing best practices and instructional strategies across the range of adult education programs. 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.

During the 2026-27 SY:

(1) Post wellness and trauma-informed instruction sessions on LARAEC website (2) Host at least 10 LWL sessions (3) Host the LARAEC Experience conference in fall 2026 (4) finish 1.0 version of the onboarding website (5) Begin development of the onboarding checklist/flowchart for new hires.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Consortium Collaboration

✓ We plan to address this activity

Program Area(s) of Focus

- ABE
- ASE
- AWD
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

MCAS is deeply committed to regional collaboration and active partnership as a core member of the LARAEC. MCAS actively collaborates with consortium partner districts to exchange best practices, share valuable instructional and operational resources, and align educational strategies across all adult education program areas. A central element of this regional engagement is MCAS's active participation in the consortium's APTs, where administrators, faculty, and staff work side-by-side with peer districts to tackle shared challenges, standardize student transition tools, and develop innovative program models. Through this continuous inter-district dialogue and resource sharing, MCAS leverages collective consortium expertise to enhance service delivery, eliminate duplicated efforts, and strengthen wrap-around support for adult learners. By maintaining strong collaborative relationships across LARAEC, sharing successful institutional strategies, and contributing actively to consortium-wide initiatives, MCAS helps drive regional efficiency and ensures seamless, high-quality educational pathways for students throughout the community.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 SY:

(1) create structure for sharing inter-district events & have districts share at least one event (2) LARAEC office will create a student-facing newsletter distributed once a semester listing LARAEC events, high-interest articles, and shared community events. (3) work with APTs to complete deliverables. (4) Work with APTs to develop potential 3YP survey and focus group questions.

Adult Education Metrics and Student Barriers

- All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028
LACCD Point Person	Los Angeles CCD	06/30/2028
BUSD Point Person	Burbank Unified	06/30/2028
CCUSD Point Person	Culver City Unified	06/30/2028
LAUSD Point Person	Los Angeles Unified	06/30/2028
MUSD Point Person	Montebello Unified	06/30/2028

Activity: Staff Development and Recruitment

✓ We plan to address this activity

Program Area(s) of Focus

- CTE
- ESL
- Short Term CTE

Explain how this activity will focus on the Program Area(s) selected *

MCAS places targeted outreach at the forefront of its overall operational strategy, recognizing that proactive recruitment of both dedicated staff and diverse adult learners is essential for sustainable institutional growth. To support our expanding course offerings and maintain high instructional standards across all CAEP program areas, MCAS is deeply focused on improving all aspects of staff development and personnel recruitment. The school has implemented a robust professional development campaign designed to elevate teaching methodologies, support teacher onboarding, integrate digital learning tools, and foster staff wellness and retention. To ensure that these professional growth initiatives remain relevant and impactful, MCAS regularly surveys students and staff alike for self-reflection, program evaluation, and continuous improvement. These comprehensive feedback mechanisms provide critical insights into classroom needs, instructional efficacy, support service gaps, and professional learning priorities. By combining active recruitment strategies with an intentional professional development campaign and ongoing stakeholder self-reflection, MCAS empowers its faculty and staff to deliver high-quality, student-centered adult education that directly supports academic persistence, credential attainment, and successful post-secondary and career transitions.

Hide activity

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

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.

During the 2026-27 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.

Adult Education Metrics and Student Barriers

- All: Participants (202AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
LARAEC Staff	Los Angeles Unified	06/30/2028

Budget Breakdown

Montebello Unified	1000 - Instructional Salaries	$4,721,369

MCAS requires additional instructional and support personnel. This staffing request is driven by the strategic expansion of high-demand Career Technical Education (CTE) pathways, the opening of an additional adult education satellite site, and the official reopening of Ford Park School as a primary learning campus. Reopening Ford Park School requires a full complement of on-site instructional faculty, academic counselors, and operational personnel to manage daily campus operations, student registration, and instruction, Additional staff will be hired for CTE programs - Child Care Occupations, HVAC/Building Contruction Technology Program, Electrician Program and Cosemetology. MCAS is expanding its physical footprint to increase regional access across district boundaries. This expansion will help to meet the needs and demands of the community, and support positive student outcomes. Furthermore, expanding satellite locations and HyFlex learning options necessitates additional personnel to facilitate remote and off-site instruction while maintaining equitable student support.

Montebello Unified	2000 - Non-Instructional Salaries	$2,219,842

Expanding non-instructional staffing is needed for comprehensive student support and transition services to support the growth of Career Technical Education (CTE) pathways, ESL, and HSD/HSE programs. Non-instructional staff provide essential support, career advisement, and barrier-reduction services that significantly improve student persistence and retention. The reopening of

Ford Park School as a primary learning campus, along with the opening of new adult education satellite sites and HyFlex course offerings, and Saturday classes requires additional non-instructional staff to manage student registration, campus administration, facility coordination, and daily operational needs. Dedicated classified personnel at these locations ensure equitable access to support services for adult learners across district boundaries.

Montebello Unified	3000 - Employee Benefits	$4,000,249

The increase in this area reflects proportional payroll growth driven by new position creation. As MCAS expands its high-demand CTE pathways and prepares to reopen Ford Park School and satellite sites, additional instructional staff, classified support personnel, counselors, and operational team members will be required, increasing overall salary expenditures. Because statutory benefits are calculated as a direct percentage of gross wages, expanding these instructional and non-instructional roles naturally increases baseline benefit obligations.

Montebello Unified	4000 - Supplies and Materials	$1,044,633

Expenditures in this area will include textbooks, software licenses, consumable classroom supplies, and non-capitalized instructional equipment required to support learning quality and program expansion across Montebello Community Adult School. These funds directly support expanded Career Technical Education programs with specialized trade tools, equipment and instructional materials. Additionally, they provide necessary classroom supplies, student technology, and operational materials to outfit the reopening of the Ford Park School main campus as well as new satellite community sites throughout district boundaries.

Montebello Unified	5000 - Other Operating Expenses and Services	$917,424

Increase for this area is due to the expansion of the CTE, ESL, and HSD/HSE programs across the MUSD community and surrounding areas.

Montebello Unified	6000 - Capital Outlay	$14,204,420

Little Diversified Architectural - Contract total $502,000.00 TYR DSA Inspector - Contract total $160,658.00 Koury Engineering - Contract Total $46,785.00 Global Modular - Contract total $6,451,000.00 Harik General Contractor - Contract total $4,437,000 Soft Costs for Ford Park - $1,000,000.00 Cosmetology Equipment - $67,847.00 Facilities Upgrades (EAI - AE site) - $39,130.00 HVAC program - Approx. $1,500,000 Electrical and Plumbing for Cosemetology $200,000.00

Montebello Unified	Indirect Costs	$573,060

Indirect cost at 4.47%

Budget Totals

	Total Available Funds:	$27,680,997
Montebello Unified	1000 - Instructional Salaries	$4,721,369
Montebello Unified	2000 - Non-Instructional Salaries	$2,219,842
Montebello Unified	3000 - Employee Benefits	$4,000,249
Montebello Unified	4000 - Supplies and Materials	$1,044,633
Montebello Unified	5000 - Other Operating Expenses and Services	$917,424
Montebello Unified	6000 - Capital Outlay	$14,204,420
Montebello Unified	Indirect Costs	$573,060
	Total Budget:	$27,680,997
	Remaining Amount:	$0
	Direct Costs Total:	$27,107,937
	Indirect Costs Total:	$573,060 (2.11% of Direct Costs Total)
	Consortium Fiscal/Admin Expenses:	$0

Budget Forecast

2026-27 Amount

$27,680,997

Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	20%	40%	60%	80%
Dollars	$5,536,199	$11,072,399	$16,608,598	$22,144,798

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