



Los Angeles Regional Adult Education Consortium

# THREE-YEAR PLAN

## 2022-2025

LARAEC.ORG

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

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

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# FROM THE LARAEC OFFICE

I am delighted to share the 2022-2025 LARAEC Three Year Plan. It has been an honor and a great experience working with our Executive Board, point persons, stakeholders, students, and staff to focus our vision for the coming three years. Everyone's input, experience, and foresight were invaluable to capture the priorities that will guide our activities in the coming years to ensure the success of the consortium's students. The plan builds on previous successes and focuses on more recent concerns. I am pleased that our process was based on the identified needs for adult education in the region as elucidated by multiple sources of data that were reviewed and vetted by all stakeholders. The success of the plan is woven into the activities for action planning teams, staff, and students at each member district charged with its implementation. It is important to note that the plan is a living document and while it reflects current and foreseen elements, its implementation structure allows for course modifications to incorporate evolving trends within the adult education world.

This is a very exciting time in LARAEC. While the consortium's accomplishments are too numerous for all to be mentioned, some deserve to be highlighted. Over the course of the last three years, LARAEC

- Developed and adopted a consortium funding formula
- Formulated and adopted bylaws to guide consortium operations and processes
- Published governance research
- Rolled out a virtual LARAEC conference
- Implemented a series of moderated online sessions to address problems of practice
- Partnered with the American Institutes for Research to provide equity training for member districts including a training of trainers' components to help each member district develop capacity
- Developed monitoring written policies and procedures for the administration and oversight of CAEP funding

All of this work has been the result of a tremendous collaborative spirit among the consortium's leadership. We faced many challenges, often seemingly unsurmountable, but with the combined and unwavering efforts of the Executive Board, point persons, and the LARAEC office team, a strong foundation has been established to ensure a bright future for adult education and its students in the Los Angeles Region.

There is much work yet to be completed, but we are confident about the future. We look forward to maximizing the benefits that adult education provides its students and growing the programs and services offered by the consortium. We expect our plan will yield increased program outcomes, continued efficiency and transparency, and students who succeed as educational and workforce needs are met. The road ahead requires purpose and single-mindedness, but our collective vision, our plan, and our stakeholders' resilience will pave the way to new heights.

Lanzi Asturias  
Project Director  
Los Angeles Regional Adult Education Consortium



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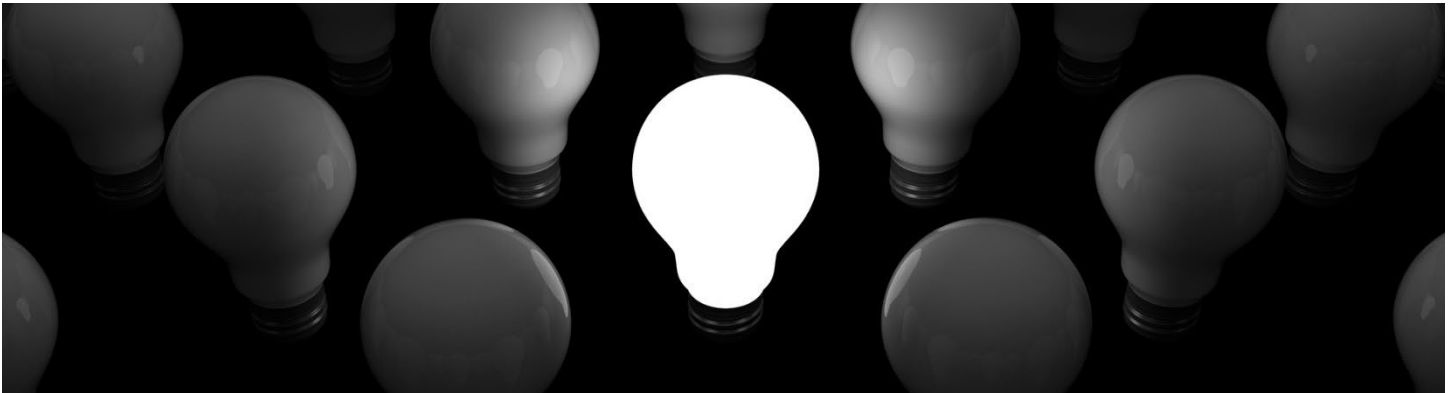
# THREE YEAR PLANNING

## Overview of Three-year Planning

California Adult Education Program Three-Year Plan 2022-2025 Guidance states:

*The California Adult Education Program (CAEP) three-year planning process is designed to provide consortia and consortium members a chance to (1) collectively assess the impact of services provided over the previous period, (2) identify educational and workforce needs among adult education beneficiaries and providers in the region, and (3) define strategies and activities to meet these needs over the coming three years. The planning process presents an opportunity to evaluate the current status of adult education and workforce services, which can promote stronger collaboration among agencies and deeper connections to students and communities.*

*The CAEP three-year planning process is meant to be inclusive and collaborative among entities that provide education and workforce services for adults in a region. Definitions are provided in California Education Code of an adult education region (§84903) and an adult education consortium, its members, and other entities that provide education and workforce services for adults (§84905). To develop the three-year plan, adult education consortium members will contribute data, consider input from other entities, determine the implications of this data and input for future adult education programs and services, and chart a path forward. The plan will then serve as a guide for the consortium and its members over the three-year period. In fact, although the plan is a requirement of all recipients of CAEP funding, the primary intended audience of the plan is the consortium members themselves.*



## Resources

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

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

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

# EXECUTIVE SUMMARY

The Los Angeles Regional Adult Education Consortium (LARAEC) consists of five districts: Burbank Unified School District's Burbank Adult School (BUSD/BAS), Culver City Unified School District's Culver City Adult School (CCUSD/CCAS), Los Angeles Unified School District's Division of Adult and Career Education (LAUSD/DACE), Montebello Unified School District's Montebello Community Adult School (MUSD/MCAS), and Los Angeles Community College District's College Adult Education (LACCD/CAE). As designed, the three year planning process offered opportunities for engagement and participation in multiple ways and included students, staff, instructors and administrators from all member districts as well as community organizations, the public, the LARAEC Board, point persons, and staff. LARAEC initial planning teams used a data source document to identify gaps in service and focus areas for a number of high need populations including those with limited English skills, low literacy skills, low income, housing and food insecurity, unemployed, and those lacking a high school diploma in the Los Angeles region. Planning teams also noted the disproportionate impact by COVID on these groups. These focus areas were further refined and articulated by focus areas groups and stakeholder participation in plan development and open meetings.

LARAEC, along with its member districts, will track the number of adults served, English Language Learners, adults who became participants, and percent of funds spent. Member districts are committed to targets of 3-5% annual growth for number of adults served, English Language Learners, and adults who became participants. Further, they are committed to spending at least 60% of available funds each year during this three-year cycle in meeting the educational needs of adults in the region.

## OVERARCHING OBJECTIVES

- MARKETING AND TARGETED OUTREACH
- ENGAGEMENT AND PERSISTENCE
- CONSORTIUM COLLABORATION

Through this process, the consortium stakeholders identified three priority areas: marketing and targeted outreach, engagement and persistence, and consortium collaboration. LARAEC will address these focus areas with the following activities. 1.) **Marketing and Targeted Outreach:** implement new and non-traditional methods for outreach and marketing and utilize the new LARAEC Program Finder (described in sections 4 & 5) with the expected outcomes of increased engagement and enrollment of underserved populations 2.) **Engagement and Persistence:** implement strategic student engagement, equitable curricular instruction, and scaffolded professional development with the expected outcomes of an increase in participation,

completions, sharing of curricula, and curating of resources 3.) **Consortium Collaboration:** put in place shared resources, strategies, and tools; collaborative professional development; and a shared knowledge base with the expected outcomes of increased participation by staff and an increase in student persistence, completions, and transitions.

Over the next three years, LARAEC member districts will utilize funds to provide staff with targeted professional development, students with support services and schools with adequate supplies as they emerge into a post-COVID world. In addition, districts anticipate utilizing funds to develop Child School Success programs (like FSI), create additional high-demand CTE courses, and build enrollment and persistence. While member districts will sustain existing ESL and academic programs, they will develop additional learning options for students, including in-person, online, and hybrid courses. Member districts will also leverage CAEP funds along with local, state and federal funds to support adult student equity, completion, and transfer. See Section 6 for information on how each district will leverage available funds.

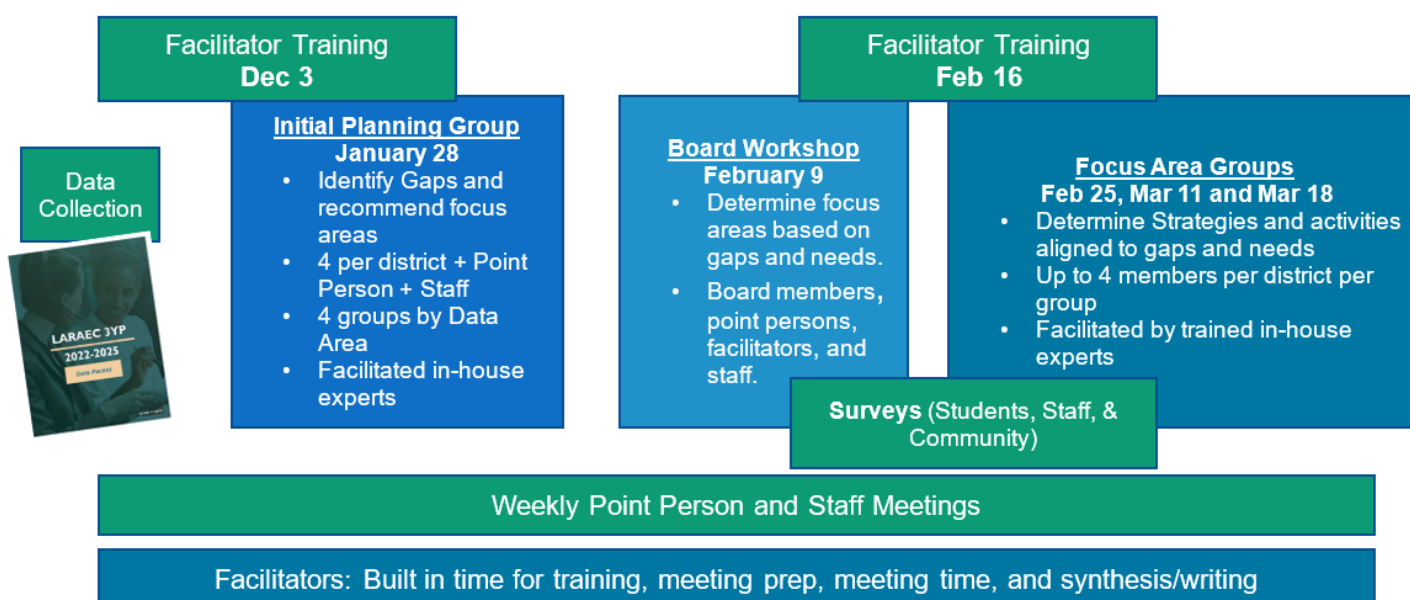
# ASSESSMENT

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

## Overview and Preparation

In preparation for writing the 2022-2025 Three-Year Plan (3YP), the LARAEC Board, districts point persons, and consortium staff created strategies for collecting relevant data, determining community needs, identifying priorities and activities that reflect those needs, and incorporating stakeholders. The LARAEC Board opted to implement a hybrid model for three-year plan development utilizing outside lead facilitators, in-house supporting facilitators, and an external writing coordinator, along with consortium staff and point persons. With this model, all staff, point persons, and supporting facilitators participated in training sessions on facilitation strategies and the 3YP process. Facilitators and staff participated in a series of coordinating meetings to ensure all parties were clear about meeting each meeting's goals, engagement strategies, and deliverables. A priority of the 3YP process was to ensure inclusion of all stakeholders. To that end, major planning elements were discussed and decided during public open meetings, all districts identified representative staff to participate in inter-district facilitated meetings, surveys were used to allow input from students, staff, and community partners, 3YP progress reports were provided during public LARAEC Board meetings, and all meetings allowed for remote participation. Meetings were spaced so that participants had the opportunity to discuss ideas and content with their respective district leadership and local stakeholders. The design of the 3YP process (See figure 1) allowed for equitable representation by all member districts.

Figure 1: LARAEC's 3YP Planning Process



Point persons and consortium staff created a data source document that was used throughout the planning process. This source document included four main data areas of 1) **labor market information**, 2) **regional educational needs**, 3) **student barriers and support services**, and 4) **engagement and persistence data**. Sources of data included: EDD and CAEP fact sheets; local district programs and services; CAEP demographic, enrollment, and outcome data; and poverty and quality of life survey conducted by local universities and research agencies (see figure 2). The final data source document was presented to the board and made available to all staff during planning meetings. Based on this document, LARAEC formed four inter-district Initial Planning Groups (IPGs) that aligned with the four main data areas. The intent of these groups was to assess the needs of students and potential students in the region, identify gaps in service, and recommend priority areas for the 2022-2025 3YP. These four IPGs looked at their data area and participated in a facilitated discussion on three questions.

- What two or three key points stand out to you?
- What is this information telling us?
- What are recommended focus areas based on this data?

These recommended focus areas were presented to the LARAEC Board during a public board workshop. The lead facilitators led the board members, point persons, staff, and public through a consensus activity to determine the priorities for the next three-year plan.

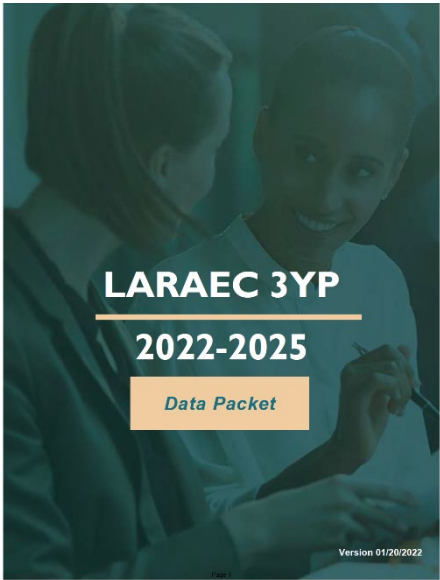


Figure 2: Data Sources for Three-Year Planning

<b>Labor Market Information (LMI):</b> <ul style="list-style-type: none"><li>• Regional Labor Market Data (CAEP and EDD)</li><li>• CTE Programs and career sectors offered in member districts</li></ul>
<b>Regional Education Needs:</b> <ul style="list-style-type: none"><li>• CAEP/WestEd Fact Sheets – Local Region and Compared to state</li><li>• Levels and Types of educational programs</li><li>• Counseling, transitions, and outcomes (education and career)</li></ul>
<b>Barriers and Support Services:</b> <ul style="list-style-type: none"><li>• TE Data- Barriers</li><li>• TE - Services</li><li>• Support Services by district</li><li>• NSLP and Poverty Stats</li><li>• USC Quality of Life survey and UCLA impact of COVID</li></ul>
<b>Engagement and Persistence:</b> <ul style="list-style-type: none"><li>• TE- Enrollment, persistence, and completers,</li><li>• Marketing Summary</li></ul>
<b>Other Data Included:</b> <ul style="list-style-type: none"><li>• District Summaries of Continuous Improvement Plans (CIP), WASC Goals or Strategic Plans, and Perkins Goals</li><li>• Summary goals from LAOCRC Strong Workforce Regional Plan 2021-24</li><li>• Summary goals from WIOA Local Workforce Plan – LA Workforce Development Board 2021-24</li></ul>


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



The LARAEC Board selected three priority areas for the plan, along with three overarching themes that stem across all areas. Priority areas included *marketing and intentional outreach*, *engagement and persistence*, and *consortium collaboration*. The board felt that all of these priority areas need to address three overarching areas. First, the plan should incorporate intentional outreach and engagement activities designed to connect with specific populations of underserved communities. There was a desire to move beyond traditional marketing models that may not be as effective with communities of high need. Second, the pandemic has changed the way the consortium delivers instruction and interacts with students. LARAEC needs to develop curriculum, enrollment protocols, and engagement activities that incorporate emerging remote pedagogies and technologies. Lastly, the new 3YP should reflect the current moment. There have been large scale shifts in the last two years. The new plan should not be a plan for any year. It needs to answer how LARAEC moves to meet the moment. These priority areas and overarching themes were a constant part of 3YP discussions.


 <p><b>Marketing and Outreach to Communities of Need</b></p> <p>Move beyond traditional marketing to connect with specific populations in underserved communities</p>	 <p><b>Incorporating Emerging Technologies</b></p> <p>Continue to develop new ways to deliver instruction and engage with students</p>	 <p><b>Meeting the Moment</b></p> <p>Continue to be flexible in adjusting and responding to large scale shifts in education and workforce.</p>
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During the creation of the 3YP, LARAEC included opportunities for continued stakeholder engagement. Inter-district groups of subject-matter experts were formed for each consortium priority area. These groups participated in three days of facilitated discussions designed to identify strategies and activities that address regional and students’ needs. Student and staff survey data from all districts was provided to the planning groups and incorporated into the recommended activities. With the guidance of the external writing coordinator, the point persons and consortium staff further refined and synthesized the recommended strategies and activities to fit the CAEP 3YP template. Individual districts solicited input from their regional partners and local community-based organizations to add to the plan. LARAEC provided opportunities for the public and stakeholders to provide comments on drafts of the plan through board meetings and remote formats. LARAEC is confident that the 3YP final document reflects a collaborative effort between all districts and stakeholders.



**Stakeholder Feedback**

THE FEEDBACK WINDOW IS NOW CLOSED! Input submitted after May 13th may not be considered for the final draft.



**LARAEC Administrator, Faculty, and Staff Survey**

In order to support LARAEC's three year planning process, surveys will be used to understand who you (as faculty, staff, and administrators) are, your needs, and how the consortium can support your work. The survey also helps inform regional planning, allows us to reflect on the work we are doing, and helps us improve the support and resources we provide to staff.

Please help our consortium better meet our students' needs by telling us about your experiences in the field. The survey is anonymous. Responses will be aggregated by district and consortium. The results will be used for improving our member districts' services and programs. The survey takes about 10-15 minutes to complete.

## Regional Alignment and Priorities

LARAEC member districts selected personnel to participate in the consortium's Initial Planning Groups (IPG). These groups examined data as they looked to identify needs and gaps, and pinpoint critical focus areas. LARAEC staff and member-district point persons collaborated to create a data packet for this group, which included, among other things, information from member-districts' WIOA Continuous Improvement Plans, WASC plans, and Perkins goals. The packet also included information and data from the City of Los Angeles' Workforce Development Board Local Plan and the LAOCRC Strong Workforce Plan for the Los Angeles region.



These plans include a focus on improving access to education and training programs, and connecting adults to higher-wage careers. Workforce priorities include developing pathways in high-need career sectors, establishing collaborations between agencies to elevate job placements, incorporating student supports, and utilizing digital technologies. The workforce service priorities also focus on education and training by emphasizing credentials and attainment of HSDs and HSEs. All of these plans are aimed at building stronger partnerships among agencies to increase workforce outcomes for job seekers in general and at-risk populations. Focus is also given to distance learning, hybrid and equity-driven contextualized programs, in addition to improved onboarding and counseling processes for schools. Exploring and implementing effective strategies for serving students in a COVID-19 environment are also included.

The intersection of adult education and workforce services supported by CAEP and regional plans occur in a broad way. Member districts prioritize increasing high school diploma and high school equivalency rates for academic students, increasing persistence among English as a Second Language students, streamlining short-term options for CTE students seeking to enter the workforce, and increasing use and implementation of Integrated Education and Training (IET) programs to provide workforce prep activities and workforce training.











The IPGs pinpointed a number of emerging focus areas and gaps of alignment based on examination of the regional plans and data included in the data packet. Among them is the need to develop curriculum and support services specific to many of our high-need populations (foster youth, returning citizens, older adults, low literacy, and low skill), including the need to better align community-based employment opportunities with corresponding career training and then market this information to these at-risk communities. Other items included the need to address persistence and

engagement through a focus on instruction, responsive customer service, targeted marketing, and professional development.

LARAEC member districts are working towards creating regional partnerships that result in offerings of targeted workforce pathways in high-need areas and the creation of streamlined, short-term options for quick entry into the workforce including the increased use of Integrated Education and Training classes. Collaboration with workforce agencies to support job placement and build soft skills also bolsters this work.

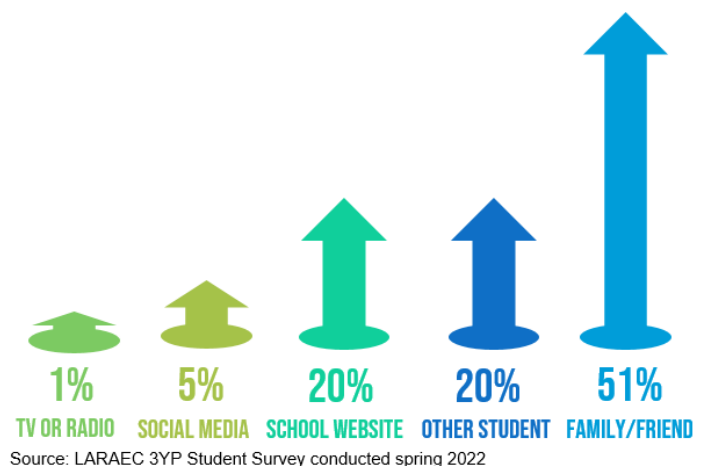
## Evaluate the Educational Needs of the Adults in the Region

The Los Angeles basin is an area of high need. A review of the region and state fact sheets provided by CAEP and WestEd indicates that among adults in the Los Angeles regions: almost 24% have less than a high school diploma; over one million people have limited English skills; over one million live near the poverty line; and the region has a significant number of disconnected youth (171,000) and unemployed (over one million). In addition, 42% of regional adults report Spanish as their primary language and 77% of adult education students are Hispanic. High-need communities represent a significant number of potential students, but only a small percentage are being served. Of the nearly three million people who are 18 years or older in the Los Angeles basin(2019-2020), the consortium served about 2% of those with no high school diploma, 7% of those with limited English, and only 2.5% of those who are low income. In addition, COVID has created additional barriers to engagement for many of these communities. This reality is reflected in a decline in overall numbers of students served in the consortium (an overall 38% decline in students served from 2018-19 to 2020-21).

American Community Survey Demographic Estimates by Key Subgroups							
							
4,393,809	527,925	1,943,673	770,104	1,104,789	1,046,504	178,568	22,147
Overall population	Adults w/disabilities	Foreign-born	Limited English	Near poverty or less	No high school diploma	Unemployed	Disconnected youth

Note: Numbers represent the LARAEC region as provided on the CAEP Fact Sheets. <https://caladulthood.org/2021FactSheets>

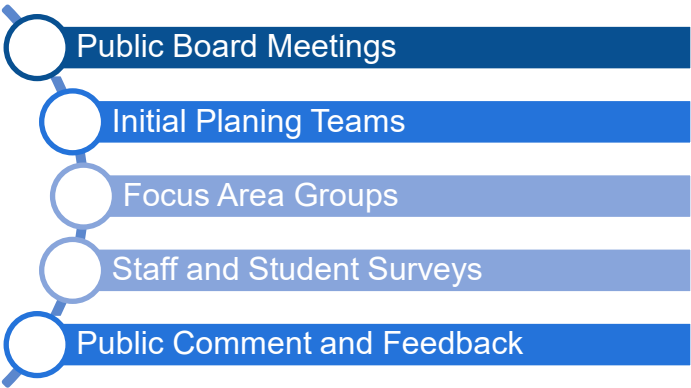
The opportunity in the workplace is here. The Los Angeles Economic Development Corporation (LAEDC) and the Center for Competitive Workforce (CCW) forecast over 200,000 middle-skill job openings (those jobs requiring more than a high school diploma and less than a BA) in the Los Angeles Basin over the next five years. However, engagement of students who can fill these openings has lagged. Initial planning group members, utilizing the data packet, identified multiple issues for students, including limited access to the appropriate technology, need for support services, the need for alignment of programs with high-priority middle-skill occupations, and a lack of awareness among potential students about resources and programs available through adult education. This lack of awareness was further validated by student surveys which indicated almost half of all students learned about adult education programs only from family and friends and 20% from a school website. A small minority, 2%, found adult education through traditional advertising such as billboards, TV, or radio.



The implications for the consortium and its focus groups were clear. Traditional marketing strategies used by many institutions may not be as effective in connecting our programs and services to potential students and in particular communities of need. Therefore, it is essential to explore and prioritize new marketing strategies that would focus on targeted outreach in non-traditional ways. Along with this, school website efficacy, organization, and ease of use must be included in the conversation. Layered onto this is the board’s expressed priority of making this a plan that will meet the needs of this moment. Re-examining marketing strategies to more precisely outreach to special populations and communities of need reflects this concern.

*It is essential to explore and prioritize new marketing strategies that focus on targeted outreach in non-traditional ways.*

### Contributions by Entities



All five member-districts participated in the development of the consortium three-year plan. Stakeholder engagement and input were incorporated in a number of ways throughout the three-year planning process. Initial discussions of the plan elements and the planning process occurred at open public meetings of the LARAEC Executive board and included opportunities for public comment and remote participation. Member-districts collaborated to identify and provide data to support this work and furnished salient parts of their WIOA Continuous

Improvement Plans, WASC plans, and Perkins goals. Inter-district initial planning groups were established to examine data and identify emerging focus areas. These groups consisted of staff, teachers, and administrators, from all member districts. Bargaining unit members were included as selected by each district’s leadership. Subsequent to this, the LARAEC Executive Board met in a special session, open for public comment, to review the work of this group, provide input, and gain consensus on focus areas. The consortium then formed focus area groups, made up of similar stakeholders, and moved to identify goals, activities, and strategies. Contemporaneously, student and staff surveys were developed with the assistance of research analysts from the Los Angeles Community College District and included input from member district subject-matter experts and consortium action planning teams. Surveys were distributed through point persons to all member districts. The staff survey solicited input from member district teachers, administrators and staff. The



LARAEC Focus Area Group Members



student survey was to be completed by students at all member-districts. Both surveys were used to develop and validate plan priorities and focus areas. A rough draft was developed and presented at an open meeting of the LARAEC Executive Board for review and input. The plan was also posted on the LARAEC website for public review and comment. LARAEC staff hosted a lunchtime online session to present the draft to the field and share the final feedback process. The final was adopted by all Board members at an open public meeting.

## Regional Service Providers

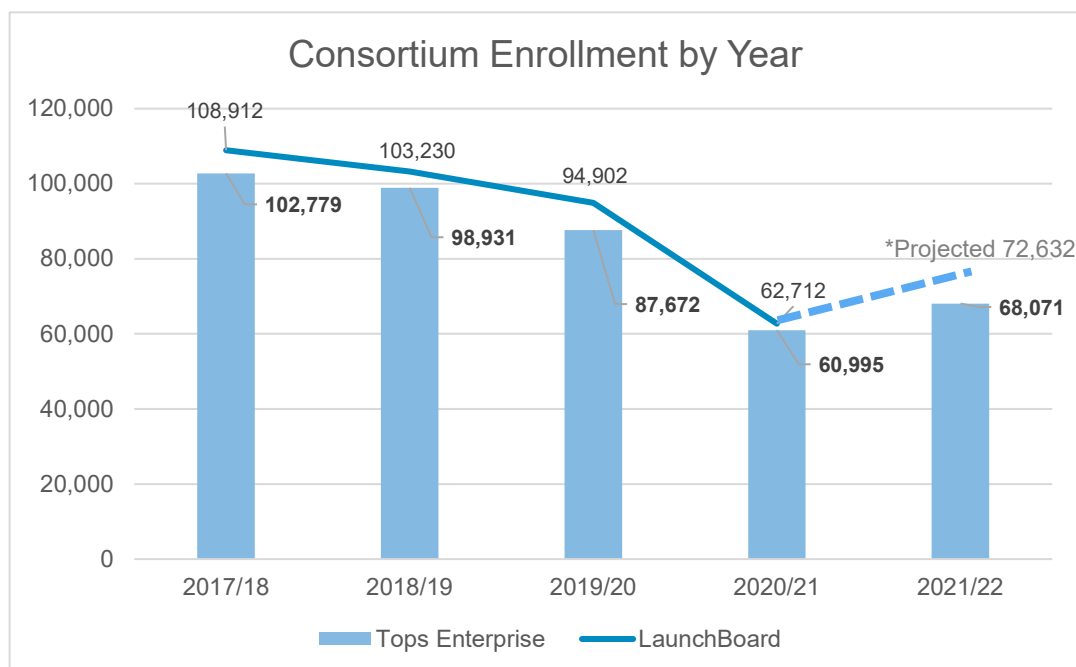
### *Required Data table for Three-Year Plan*

Provider Name	Provider Type	Number of Participants in Program Area							
		ABE	ASE	ESL	CTE	AWD	WR	PA	ACS
BUSD	Member	338	385	1,036	199	20	205	-	-
CCUSD	Member	147	276	615	-	-	-	-	-
LACCD	Member	5,029	5,162	16,554	3,350	1,846	5,201	20	605
LAUSD	Member	10,274	16,213	27,989	6,200	808	5,905	1,286	826
MUSD	Member	46	758	2,011	902	42	-	-	289
Total Participants		15,834	22,794	48,205	10,651	2,716	11,351	1,306	1,720

Note: This data was selected by the state CAEP office. It reflects 2019-20 data as imported from the Adult Education Pipeline.

<https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>

### *Other Consortium Enrollment Data*



<https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx> Tops

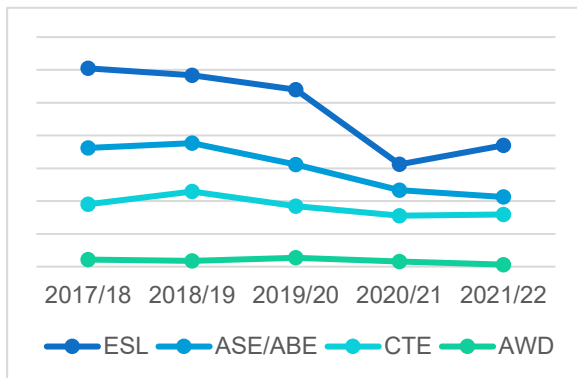
Enterprise Data obtained from CAEP manager summary May 2022

\*Projected total based on average percentage increase from TE to LaunchBoard



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

### Consortium Enrollment by Program Area

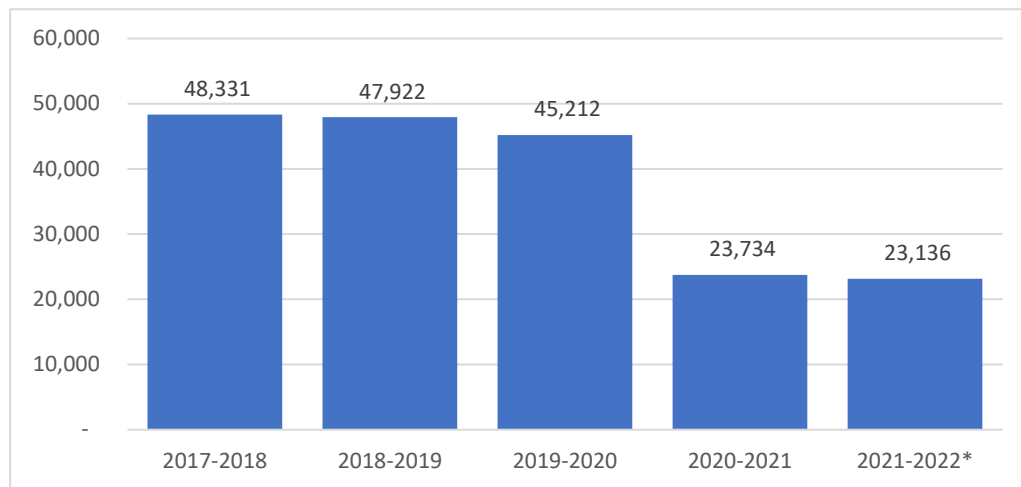


	2017-2018 SY	2018-2019 SY	2019-2020 SY	2020-2021 SY	2021-2022 *
ESL	60,471	58,350	53,994	31,196	36,974
ASE/ABE	36,237	37,664	31,174	23,356	21,240
CTE	19,045	22,906	18,400	15,545	15,906
AWD	2,160	1,736	2,695	1,603	626

Data Retrieved from Tops Enterprise as of 05/23/22

\*Note: 2021-22 data is in progress as of 05/23/22

### Consortium ESL Persisters



Data Retrieved from Tops Enterprise as of 04/30/22

\*2021 -2022 data is in progress as of 04/30/22

### Percentage Persisters of ESL Enrollment

2017-18	2018-19	2019-20	2020-21	2021-22
80%	82%	84%	76%	63%

## Evaluate the Current Levels of Education and Workforce Services

As part of LARAEC's regional assessment for three-year planning, each district submitted a current snapshot of instructional programs and student services. All districts offer a variety of English as a Second Language (ESL) programs as well as citizenship preparation programs. All districts offer basic skills training in reading, writing, and mathematics. All districts offer high school diploma or high school equivalency preparation and testing. Career technical education (CTE) programs are offered by four of the five LARAEC member-districts (at the time of this evaluation). CTE courses are offered in 15 industry sectors with many classes falling into computer and information technologies, allied health, protective services, office and business occupations, design, and trades. Some individual sites offer courses for specific local industries including transportation, entertainment, green energy, cosmetology, childcare, automotive, and logistics.



### California 15 CTE Industry Sectors

- Agriculture and Natural Resources
- Arts, Media, & Entertainment
- Building & Construction Trades
- Business & Finance
- Education, Child Development, & Family Services
- Energy, Environment, & Utilities
- Engineering & Architecture
- Fashion & Interior Design
- Health Science & Medical Terminology
- Hospitality, Tourism, & Recreation
- Information & Communication Technologies
- Manufacturing & Product Design
- Marketing, Sales, & Services
- Public Services
- Transportation

<https://www.cde.ca.gov/ci/ct/gi/>

CCUSD, as the smallest district, is currently exploring adding some regionally relevant options however currently they partner with local adult schools and colleges that offer CTE. In comparing current instructional programs to regional labor market information (provided in the LARAEC 3YP 2022-2025 Data Packet) for Los Angeles County, course offerings are in alignment with 10 largest industries, 10 fastest growing occupations, and top 10 occupations with job openings. Member-districts, local AE school administrators, and individual community colleges work with local industry partners to develop CTE programs that are regionally relevant, meet industry demand and standards, and connect students with employment opportunities. Because of the diverse and shared management structures of each district and school site, workforce partnerships and CTE program development are a local function. However, member-districts do share course

content, strategies for implementing programs, and resources as appropriate. Current programs cover a wide range of the career and educational needs in their areas, and districts are always in the process of adding to these offerings.

Member-districts and planning groups also evaluated current support services for students. All districts offer counseling services covering intake, education plans, progress monitoring, connections with support services, and transitions. Some districts have specialized staff for supporting adults with disabilities (serving as a liaison with the department of rehabilitation and transitional services), returning citizens (re-entry and previously incarcerated), veterans, and under-employed/unemployed (entering through EDD, AJCCs, and WorkSource Centers). LACCD campuses also offer specialized staff to support families (food and housing resources), immigrants (Dream Resource Centers and

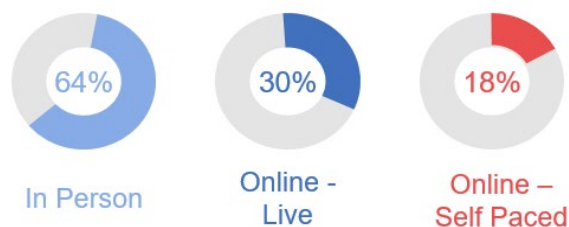
undocumented services), and job seekers (Career and Employment centers). The initial planning group (IPG) evaluating these resources indicated a need for identifying community-based organizations that provide resources and creating a platform for sharing these resources across member-districts. IPG members also saw that mental health may be a gap in services and that more can be done to incorporate mental health and well-being resources and activities into classrooms and school activities.

*IPG evaluation indicated a need to embed digital literacy into all classes, provide a basic technology skills component as part of the orientation process, and ensure a technology enabled faculty and staff.*

Member-districts offer a variety of in-person, online, and hybrid options for students in accessing classes and services. The return to in-person schooling is an on-going process for districts, with each district aligning and working with their governing boards, policies, and labor partners. Many of the registration and orientation processes that were converted to online systems during the pandemic remain in use and will provide an expanded option moving forward. In a recent survey, 64% students indicated that they prefer to take in-person classes and 29% prefer online synchronous classes. As schools continue

to re-open with in-person options, there is still a large portion of students who would like to attend online. Moving forward, planning groups have noted a need to continue with both modalities and hybrid solutions. Gaps that emerged during the COVID-19 pandemic are technology access and tech literacy. Students and staff need access to hardware, internet, online content, and web-based resources. They also need to have basic tech skills and knowledge in order to access programs, curriculum, registration, counseling, and services that are offered online. IPG evaluation indicated a need to embed digital literacy into all classes, provide a basic technology skills component as part of the orientation process, and ensure a technology enabled faculty and staff. Moving forward, LARAEC consortium activities will focus on incorporating effective practices learned from the last two years, returning to pre-COVID levels of service, and integrating new and emerging practices that allow us to best meet the needs of adults in the region.

### Types of Classes Students Prefer



Based on 2022-2025 LARAEC Student Survey

## METRICS

The California Adult Education Program (CAEP) requires that each consortium set targets for key measures. Consortium measures include number of adults served and one barrier population. LARAEC selected English Language Learners as the barrier population and set a target increase in enrollment of 5% each year. Outreach to underserved communities, including English language learners, is a priority area for this 3YP. Each consortium member district is also required to set individual targets for number of participants (students with 12 hours + of attendance) and percentage of annual funds spent. LARAEC districts agreed to a minimum 3% - 5% yearly increase in the number of participants, focusing on activities that promote engagement and persistence. All districts agreed to spend at least 60% of available funds each year.



## Consortium Metrics

Consortium	2019-2020 CAEP uses LaunchBoard	2020-2021 LaunchBoard	2022-2023	2023-2024	2024-2025
Number of adults served	98,835	62,712	5% = 65,848	5%= 69,140	5%= 72,597
Pick <b>one</b> Student Barrier: ELL	56,096	34,750	5%= 36,488	5%= 38,319	5%=40,227

## District Metrics

	District Measure	2019-2020 CAEP uses LaunchBoard	2020-2021 LaunchBoard	2022-2023	2023-2024	2024-2025
Burbank	Adults who became participants	1,695	1,119	5%=1,175	5%=1,234	5%=1,295
	Percent of Funds Spent	100%	86%	60%	60%	60%

CCUSD	Adults who became participants	820	546	5%=573	5%=602	5%=632
	Percent of Funds Spent	100%	40%	60%	60%	60%

LACCD	Adults who became participants	24,971	14,416	3%=14,848	3%=15,294	3%=15,753
	Percent of funds spent	100%	48%	60%	60%	60%

LAUSD	Adults who became participants	48,441	34,445	5%=36,167	5%=37,976	5%=39,874
	Percent of funds spent	100%	77%	60%	60%	60%

MUSD	Adults who became participants	3,652	2,846	5%=2,988	5%=3,138	5%=3,295
	Percent of funds spent	100%	19%	60%	60%	60%

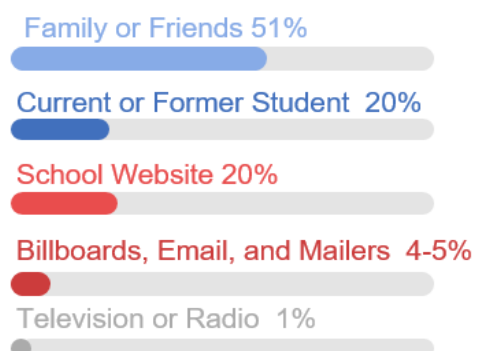
# OBJECTIVES, ACTIVITIES, AND OUTCOMES

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



## I. Address Educational Needs

The LARAEC initial planning groups (IPGs) examined data to identify priority areas. **Marketing** was selected as one of the priorities to address educational needs. IPGs found that the consortium is only serving a small percentage of the need in the community. While already showing signs of rebounding, enrollment in all adult education programs is down significantly from pre-COVID enrollment. Regional survey data from local research institutions shows a greater need than ever for helping underserved communities get back into the workforce. The LARAEC Executive Board agreed that the focus for the next three-year plan needs to include a focus intentional outreach to communities of need and underserved populations. In the Los Angeles region, 41% of adults have a home language of Spanish and 15% of all adults are low literacy. Los Angeles County has an unemployment rate higher than the California and national averages, with 24% of regional adults living at or below the poverty line. The marketing focus area group identified some specific populations for **targeted outreach**, including job seekers, English language learners, and adults without high school diplomas. Other targeted groups include adults with disabilities, 50+, returning citizens, and those that need short-term CTE programs. Targeted marketing may include unique collateral materials for each population that address their individual motivations, needs, and support services, as well as avenues for distributing materials to these communities. As mentioned previously, the LARAEC 3YP student survey showed that 48% of respondents learned about AE from family or friends, 20% from school websites, and only 5% through social media and direct mail. Less than 2% of respondents found



Based on 2022 LARAEC Student Survey



AE through traditional advertising such as TV and Radio. The LARAEC Executive board indicated that the consortium needs to explore *new and non-traditional methods for outreach and marketing*. The ultimate goal is to provide equitable access to education and workforce services for underserved populations.

The IPG also identified the need to utilize new and emerging technologies to support its outreach efforts to these special populations. To this end, a *LARAEC Program Finder* (LPF) will be created and utilized. The LPF will serve as a student portal on the LARAEC website that will serve as a central clearinghouse for access to information around programs and locations. It will allow potential students access to information about programs and schools as well as giving school site personnel the ability to help connect students to appropriate programs. Future development may create the opportunity for the consortium to track connections between web visitors and school referrals.

### A. Implement Targeted Marketing

Based on the staff survey, marketing and outreach is one of the top two areas that staff would like more information and support. Although marketing activities have been typically left to each member-district, the marketing focus area group explored areas where consortium collaboration can support site-based efforts.

**One-pagers.** LARAEC staff and point persons will work with the newly formed Marketing APT (see next section for details) to design engaging one-pagers highlighting adult education as a program along with directions for more information. These one-pagers can be utilized by all districts and easily customized. This collateral material will allow for consistent and distinct branding consortium wide; provide useful material to distribute to community partners; create consistent messaging around consortium programs and offerings; and provide a resource to facilitate access to websites, phone numbers and registration information. Since word of mouth is one of our most used marketing tactics, these one-pagers can also be used by existing students as they share about programs. This gives potential students an informational item and call to action.






**Materials for Special Populations.** LARAEC staff and point persons will work with the Marketing APT to create alternate versions of one-pagers that market to specific populations. A focus in this new three-year plan is to intentionally outreach to underserved populations and communities of need. Marketing materials can be created that specifically target Spanish speakers, unemployed job seekers, and those without high school diplomas. Materials may also be created to address unique needs of returning citizens (formerly incarcerated), unhoused individuals, disconnected youth, and 50+ students. Unique marketing materials can highlight specific programs and support services that are attractive to these population segments and make continuing education more accessible.



**Digital Marketing Campaign.** LARAEC staff will work with a graphic designer and web developer to create digital marketing campaign graphics and logos. These digital elements can be used by all sites as highly visible social media content. All of these marketing elements will be accessible to schools on the LARAEC website. Universal messaging will also allow target 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. LARAEC office use of these materials will direct traffic to the LARAEC program finder discussed as a separate strategy.

		
<p><b>Short Term (12 months)</b></p> <p>By June 2023, a highly engaging one-pager will be created along with matching digital marketing campaign materials.</p> <p>By June 2023, At least one collateral item for Spanish speakers, job seekers, and HSD will be created.</p>	<p><b>Intermediate (1-3 years)</b></p> <p>LARAEC will have created a media and marketing hub on the LARAEC website. Established a social media posting schedule for LARAEC targeting staff support, resources, and PD.</p> <p>LARAEC will work with the Marketing APT and have created collateral materials designed for additional target audiences (unemployed, 50+, AWD, HS seniors or other)</p>	<p><b>Long Term (3+ years)</b></p> <p>LARAEC staff and point persons will have evaluated media campaign supports in terms of consortium enrollment and regional education data</p>

## *B. Explore Non-traditional and New Marketing Strategies*

In one of LARAEC’s early planning meetings, the LARAEC Executive Board discussed the need for looking at non-traditional marketing strategies as a way to reach communities of need and underserved target populations. Although school sites need to develop ways to connect with their local communities, the marketing focus area group identified several ways that collaborative LARAEC activities could support outreach efforts.

**Marketing APT.** A marketing action planning team will be created to support targeted marketing and outreach to special populations. This APT will consist of administrators, faculty and staff and will be tasked with identifying target populations, creating strategies for intentional outreach, working with LARAEC staff to develop marketing materials, and providing information/training sessions to member-districts and field personnel.

**Marketing Consultant.** The LARAEC office will explore bringing in the expertise of marketing consultants to help with development of strategies to reach target populations. The LARAEC staff survey indicated that 86% of respondents were moderately or extremely concerned about low enrollment and 56% of staff surveyed would like marketing and outreach support. Members of the marketing focus area group indicated that they are not marketing experts and would like the assistance of a specialist in creating a plan. Marketing consultants can work with APT members to discuss non-traditional marketing approaches, host information sessions on digital marketing and website development, provide guidance on developing collateral materials, and strategies for using marketing resources. Consultant services may be retained for different areas of expertise and include those that have had success working with education and adult education institutions.








**Partner Agencies and Community Survey.** LARAEC point persons and district staff will utilize a new community survey to outreach and build partnerships with external community-based organizations and workforce agencies. The community survey is designed to be a starting point for deeper conversations around how to best share the programs and services offered at adult schools, provide services to agency employees and clients, how to connect member-district students with agency resources and services, and how to best partner in serving adults in the LA region. LARAEC staff surveys indicated that the top information (52%) staff needs is how to connect

students with community-based support services, especially those resources that guide students facing challenging circumstances. Although community colleges offer a robust array of support services (see list Appendix B), many of the adult schools need to connect students with outside agencies. Partner agencies may include local libraries, WorkSource centers, non-profit organizations, city services, K12 schools and parent centers, businesses, and employers. Understanding our partners and their events, needs, employees, clients, campaigns, and activities can create a mutually beneficial relationship

**Websites and Social Media.** Based on the student survey, the top two ways that students find out about member-district programs are family or friends (51%) and school websites (20%). Focus area group members commented that many schools need to enhance their websites to make them more user friendly and have direct connections to services and registration. LARAEC staff and point persons will work with a Marketing APT and consultants to offer information sessions on strategies for making more engaging websites that promote connections with the school, registrations, and calls to action. Although some sites have skilled staff that support web development and robust social media presence, there is a marked unevenness from site to site. Focus at the LARAEC level may provide more equitable support.



		
<p><b>Short Term (12 months)</b></p> <p>By June 2023, a Marketing APT will be created.</p> <p>LARAEC Board members, staff, and point person will discuss how to best incorporate marketing expertise in the development of marketing collateral and PD.</p> <p>Member-district point persons will have Identified at least 1 outside agency/group for each district along with a new strategy for partnering... e.g. parent centers.</p>	<p><b>Intermediate (1-3 years)</b></p> <p>Member-districts and point persons will continue to develop partnerships with outside agencies/groups and share strategies with other districts.</p> <p>LARAEC will utilize input from marketing experts to enhance websites, identify outreach opportunities, and increase enrollment of students in communities of need.</p>	<p><b>Long Term (3+ years)</b></p> <p>Marketing APT members will have evaluated effectiveness of marketing materials in supporting outreach strategies and make recommendations for further development.</p>

### C. The LARAEC Program Finder

Over the last year, new emphasis has been placed on creating and providing web-based resources to students and staff members. During COVID-19 closures, schools became more reliant on digital platforms for engaging with students, engaging with other staff members, and participating in consortium activities. Discussions with action planning teams lead to the development of a web-based LARAEC program finder. Member-district staff wanted a single place to find consortium-wide information that would be helpful when matching students with programs and courses. Staff also wanted to have access to program contact information to help support student transitions. Past action planning teams began work on curating district information and resources to build out the tool.






**LARAEC Program Finder.** LARAEC staff will work with district point persons and the web developer to complete and launch the program finder on the LARAEC website. This program finder will function in two formats. First, it will include a google mapping program that will also allow students and staff to search for nearby schools by program area. Results will show pinpoint on the map as well as direct contact information for program area leads. The second tool will provide more detailed career technical education program information. This tool will allow staff or

students to ask a question like, “What school offers welding?” This tool will show where a specific program is offered or what CTE programs are offered at a specific location. Connecting students to programs and handing them off to specific staff members aligns all aspects of the 3YP. In the future, LARAEC may consider creating opportunities to track connections between web visitors and school referrals.



**Web Analytics.** To track the impact of marketing campaigns and effectiveness of the consortium website, Google analytics will be used. LARAEC staff will work with the web developer to track web traffic, identify most used resources, monitor repeat visitors, and track conversions of visitors to requests for information and school referrals. Year one will look at establishing baseline data to student, staff, and consortium portions of the site. Future years will look at increases in traffic and the effectiveness of specific campaigns.

		
<p><b>Short Term (12 months)</b></p> <p>By June 2023, complete public launch of program finder.</p> <p>LARAEC staff will work with web developer to collect baseline analytics for web traffic to student pages.</p>	<p><b>Intermediate (1-3 years)</b></p> <p>LARAEC will show a growth in traffic to the program finder and other student-focused webpages.</p> <p>LARAEC staff will work with web developer to collect baseline data of conversions from web visitor to school referrals.</p> <p>LARAEC staff will work with APTs to incorporate student media - testimonials, student-centered information, and student resources on the website.</p>	<p><b>Long Term (3+ years)</b></p> <p>LARAEC will show growth in traffic and conversions to school referrals</p> <p>LARAEC will look for ways to track student conversions to enrollment.</p>



## II. Improve Integration of Services & Transitions

In preparing for 3YP, LARAEC initial planning groups (IPGs) examined data to identify priority areas. To improve integration of services and transitions, *consortium collaboration* was selected as one of the priorities. LARAEC also conducted staff and student surveys and hosted focus area groups in the spring of 2022 to help guide the process of refining priorities. Consortium-wide student data, reported through TE, shows that 60% of LARAEC students have at least 2 barriers to employment. District-reported data shows many student support services offered through school sites and on college campuses. IPG discussions noted that many students are not aware of or do not use these services. According to the LARAEC student survey, 42% reported no services used in the last year. Of those that used services, 28% were COVID testing and vaccinations, 14% Academic counseling, 7% food support, 7% career support, and the remaining support services less than 6% each. Staff surveys showed that 68% of respondents would like more resources and information about helping students facing challenging circumstances, with 81% indicating that connecting students to resources was moderate to high priority. LARAEC focus area members recommended sharing strategies for identifying community resources, sharing resources with staff, and connecting students with resources. In the next 3YP, LARAEC will support the activity of *Shared Resources, Strategies, and Tools* by using the Action Planning Team (APT) model to create an online resource toolkit and host informational sessions.

Two other activities of high priority identified by the focus areas groups are *Collaborative Professional Development* and *Shared Knowledge Base*. On the survey, 70% of staff indicated that consortium collaboration is a moderate or high priority, although only 36% of staff indicated that they have regular time available for collaborating with colleagues. Staff said that they would like more time to learn from others, plan and share lessons with colleagues, observe veteran and innovative teachers, and hear about new and evolving pedagogies and research. To that end, LARAEC staff will work with district point persons to continue to host topic specific APTs, LARAEC conferences and events (LARAEC ROCS, LARAEC Edge, LARAEC Experience), and create new opportunities for collaboration by establishing communities of practice for areas such as remote learning and transitions to post-secondary. LARAEC will also continue to host lunchtime sessions (Lunch with LARAEC) and create more activities to support group engagement, problem solving, and sharing. The consortium collaboration focus area group also recommended conducting activities that provide for more formal shared understanding, practices, and data definitions. LARAEC will create an online resource area for staff that will include FAQs, common definitions, guides, and consortium-member resources.

The ultimate goal of increased consortium collaboration and staff engagement is to increase student retention, completion, and transitions.





## A. Collaborative Professional Development




Respondents on the staff survey said that they would like more dedicated time to learn from others, plan and share lessons with colleagues, observe veteran and innovative teachers, and hear about new and evolving pedagogies and research. To that end, LARAEC staff will work with district point persons to continue to host topic specific APTs, LARAEC conferences and events (such as LARAEC ROCS, LARAEC Edge, LARAEC Experience), and create new opportunities for collaboration by establishing communities of practice for areas such as remote learning and transitions to post-secondary. 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.

**Lunch with LARAEC (LWL).** LARAEC staff will 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. *LARAEC Edge* brings together member districts, college outreach, and community-based agencies to provide information about student transitions to AE, post-secondary, and work. LARAEC will add a new LARAEC Speaker Event in the Fall of 2022. This in-person speaker event will provide a platform for kicking off the new 3YP along with research-based & motivational speakers aligned with 3YP focus areas. All 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.

**Topic Focused Interactive Sessions and Communities of Practice.** Focus area groups and staff surveys indicated a need to have more opportunities for interaction, sharing, and problem solving. LARAEC staff will work with point persons, APTs, and survey data to identify focus areas for more collaborative sessions. These sessions may follow a more problem solving approach that incorporates interaction between participants. Topic areas may result in a single hosted meeting or a series of meetings as a *community of practice*. Topics suggested by focus groups and survey results include transitions to post-secondary, remote learning and re-engineering curriculum, IET strategies, establishing and building industry partnerships, pedagogy and methods, and student engagement. While APTs are 3YP focused and have limited membership, and LWL is speaker focused, these sessions will allow for wider participation and sharing. The focus area group members indicated that the consortium needs to engage more people and move beyond APTs in order to make collaborative work more meaningful and impactful.

		
<p><b>Short Term (12 months)</b></p> <p>LARAEC staff and point persons will create measures for staff participation in consortium activities and collect baseline data for post-pandemic online and in-person events.</p> <p>At least 300 LARAEC member-district staff will participate in a new in-person LARAEC Speaker event in fall of 2022 to kick off the 2022-2025 3YP and new focus areas.</p>	<p><b>Intermediate (1-3 Years)</b></p> <p>LARAEC participation measures will show annual increases in staff engagement. Participants will report that these sessions provide support to staff in engaging and retaining students and helping them on their pathways.</p> <p>At least 500 participants will attend an online LARAEC Edge event in Spring 2023.</p>	<p><b>Long Term (3+ years)</b></p> <p>LARAEC will have created a process and protocol for sharing curriculum and course shells through LMSs.</p> <p>LARAEC will have created resource modules for onboarding teachers to remote learning.</p> <p>LARAEC will develop strategies and protocols for tracking students through pathways and transitions to post-secondary.</p>

## B. Shared Resources Strategies and Tools

Over the next three years, LARAEC will support the activity of *Shared Resources, Strategies, and Tools* by using the Action Planning Team (APT) model to create an online resource toolkit and host informational sessions. LARAEC focus area group members recommended sharing strategies for identifying community resources, sharing resources with staff, and connecting students with resources.






**Web-based Resource Toolkit.** LARAEC consortium staff will work with APTs to identify shared resources to support students and staff in areas such as: support services (community-based and campus programs), transitions to post-secondary, adults with disabilities, curriculum and engagement, and career preparation. These activities were started during the 2020-2022 school years. The basic toolkit will be beta tested in the fall of 2022. After full release, APT members and LARAEC staff will conduct focus groups or survey research to identify items for the next cycle of development.

**Information and Spotlight Sessions.** LARAEC staff will work with member-districts and APTs to identify best practices for integrating resources into practice and sharing resources with students. LARAEC staff will coordinate with appropriate parties to secure created or researched content. LARAEC can host information sessions as part of the Lunch with LARAEC series or have pre-recorded content included as part of the resource toolkit. These information sessions will provide faculty and staff with opportunities to share tools and strategies that have worked in member-districts or outside consortia.

**Action Planning Teams.** LARAEC staff will work with district point persons to identify action planning teams that will be hosted during the 2022-2025 3YP. The APT model provides an opportunity for inter-district teams to work together to complete 3YP and annual plan activities and support implementation in their respective districts. These APTs meet in consortium-wide meeting four-five times during the year and coordinate completion of tasks with their co-chairs. Proposed APTs for next year may include: Support



for Special Populations, AWD, Data and Accountability, Data for Strategic Planning, Counseling and Transitions, Marketing and Outreach, and Remote Learning and Engagement.

		
<p><b>Short Term (12 months)</b></p> <p>By June 2023, LARAEC.org will host a basic resource toolkit, including program search, transition and counseling resources, and PD and teacher resources. Baseline usage data will be collected through Google analytics for each semester of the 2022-2023 school year.</p>	<p><b>Intermediate (1-3 years)</b></p> <p>LARAEC will show increased participation on faculty and student resource pages (using Google analytics).</p> <p>The LARAEC resource page will include expanded resources for adults with disabilities. The LARAEC resource page will include expanded resources and activities for staff and students related to mental health and wellbeing.</p> <p>LARAEC will create opportunities for faculty and staff to share resources, have discussions, and form new innovations in collaborative online communities.</p>	<p><b>Long Term (3+ years)</b></p> <p>Focus group research will show use of the LARAEC website as a regular resource for staff.</p> <p>LARAEC will have curated a large collection of resources for faculty and staff as well as host an engaging online forum. Surveys will show that the resource areas of the LARAEC are useful and support the work of consortium field staff.</p>

### C. Shared Knowledge Base




The consortium collaboration focus area group also recommended conducting activities that provide for more formal shared understanding, practices, and data definitions. LARAEC will create an online resource area for staff that will include FAQs, common definitions, guides, and consortium-member resources.

**Knowledge Base.** As documents and resources are created by action planning teams, previous subject-matter expert groups, staff, or member-districts, LARAEC will create an area of the website for easy access. Items for this shared knowledge base may include items such as: counseling guide, transition and admissions processes, CAEP data reminders, curriculum, calendars, and three-year and annual plans, and consortium data.

**FAQs.** LARAEC staff will work with district point persons and APT members to create a list of Frequently Asked Questions related to the consortium and the California Adult Education Program. FAQ topics may include: funding, consortium model, consortium and district leadership, contacts, program areas, and where to find more information.

**Data Definitions.** As with any educational entity, there are many descriptors that are used for program elements, students, and outcome measures. LARAEC will create a glossary of major definitions that are used in LARAEC and adult education programs. These definitions may help with having a common understanding when using the same or similar terms across institutions. Although some definitions have distinct and different understandings that are institutionalized in specific districts, LARAEC will provide a glossary of terms for consortium and field staff to have a better understanding about the use of these terms in each context. Some of these terms include: completer, persister, participant, student, virtual, hybrid, and hy-flex.



		
<b>Short Term (12 months)</b>	<b>Intermediate (1-3 years)</b>	<b>Long Term (3+ years)</b>
<p>LARAEC staff will work with the Data APT and point persons to determine needed definitions. By June 2023, a definitions guide will be created that documents the term, definition(s), and districts that utilize the definition.</p> <p>By June 2023, LARAEC will have created a knowledge area of the website to host common plans, guides, curriculum, information, data, and FAQs with starting answers.</p> <p>By June 2023, LARAEC will have baseline data on traffic to the knowledge base pages of the website.</p>	<p>LARAEC will continue to build on the knowledge base area of the consortium website.</p> <p>Google analytics will show increased traffic to the knowledge base area.</p> <p>LARAEC will build a protocol for staff and APT members to recommend additions to the website or FAQs.</p>	<p>LARAEC will continue to build on the knowledge base area of the consortium website.</p> <p>Google analytics will show increased traffic to the knowledge base area.</p> <p>LARAEC will utilize the protocol for staff and APT members to recommend additions to the website or FAQs.</p>

### III. Effectiveness of Services

In examining the area of effectiveness of services, the initial planning groups and the LARAEC Board selected *Engagement and Persistence* as a primary focus area. The consortium needs to find ways to convert potential students brought in by marketing efforts into fully engaged participants and convert those participants into persisters and completers. Enrollment data for the consortium shows that the number of students dropped by 38% from 2018/19 to 2020/21. There was only a slight drop in the percentage of students who became participants (attended 12 or more hours) moving from 75% in 2018/19 to 73% in 20/21. The Persistence rate (as defined by CASAS, the percentage of qualified



enrollees who had a pre and posttest pair) showed a large drop from 41% in 2018/19 to only 16% in 20/21. Some of the drop in persistence can be explained by the challenges with conducting pre and post testing in remote environments. Looking at CAEP outcomes, in 2018/19 the consortium had 127 outcomes per 100 students compared to 2020/21 which reported 43 outcomes per 100 students. This represents a loss of nearly 100,000 outcomes. This data speaks to a need to focus on activities and strategies that support students in maintaining enrollment and moving to completion.

The engagement and persistence focus area group identified three priority activities: *strategic student engagement*, *equitable curricular instruction*, and *scaffolded professional development*. The focus group indicated a need

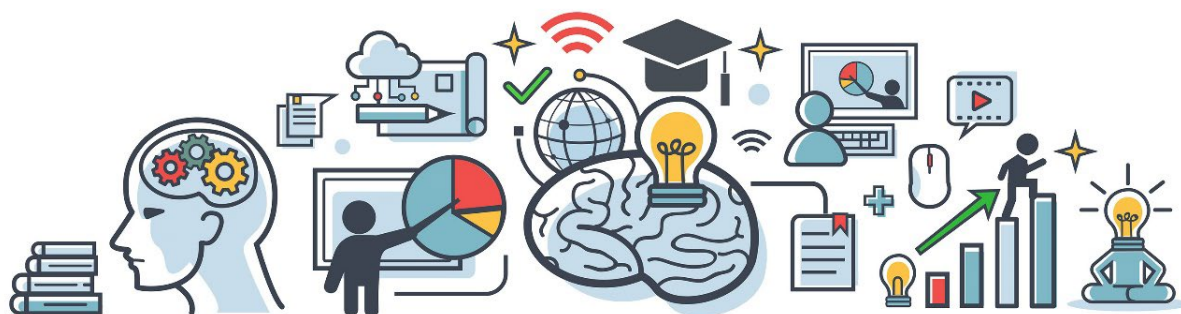


to examine the students' experience from first contact through completion to look for opportunities to have students fully engaged in the school, their plan, and their classes. Member-districts also need to look at strategies for making instruction and classes fully accessible to a wide range of students and their needs. Focus area group members recommended a wide variety of professional development options to increase technology integration and build remote and in-person engagement skills for classrooms and offices.

### **A. Scaffolded Professional Development**

The persistence and engagement focus area group recommended a wide variety of professional development options to increase technology integration and build remote and in-person engagement skills for classrooms and offices.

**Remote Learning APT.** LARAEC will create an Action Planning Team to strengthen remote learning in all program areas. On the staff survey, the top 5 areas of requested professional development were all technology related. Staff requested PD in incorporating digital resources, using advanced technologies (video editing, LMS management, and Google suite), strategies for blended and remote learning, using cloud-based technologies, and basic computer skills. APT members will outline and create opportunities for school-level staff to build their knowledge and expertise with technology tools, online resources, and remote teaching practices. APT members will work with LARAEC staff to organize and promote events, lunchtime sessions, and PD.






**Methods, Pedagogy/Andragogy, and PD.** LARAEC will support member-district remote, hybrid, and in-person learning by organizing a variety of relevant professional development and events. These staff learning opportunities will include research-based teaching methods, program-specific pedagogies, and adult learning practices. Professional development may also include remote teaching models, like *TPACK* and *SAMR*, as well as engagement and equitable instruction models, like *UDL* and *culturally relevant education*.

**Best Practices.** LARAEC will create opportunities for member-district or outside consortia personnel to share proven practices that address persistence and completion. The staff survey showed that more than 50% of respondents wanted more support in shared practices for engaging and communicating with students and shared practices for reaching out to non-completers and non-returns. LARAEC staff will work with the district point people to identify personnel that have high conversion rates for participants, high persistence rates, or high completion rates. High performers will be invited to share strategies with other educators.

**Resource Library.** As LARAEC hosts professional development, training, or lunchtime sessions, recordings and handouts will be archived for future reference. This will provide a great asynchronous resource for teachers.



		
<b>Short Term (12 months)</b>  By June 2023, LARAEC will establish a Remote learning APT to identify needed support and professional development, and work with LARAEC staff and point persons to coordinate training or best practice sharing sessions.	<b>Intermediate (1-3 years)</b>  The Remote Learning APT will continue to create resources and identify relevant professional development and work with LARAEC staff and point persons to coordinate training or best practice sharing sessions.	<b>Long Term (3+ years)</b>  LARAEC will have a bank of resources related to remote learning to be used for onboarding and refreshing staff. These resources may be combined into a remote learning asynchronous course shell.

## B. Strategic Student Engagement




The Engagement and Persistence focus area group indicated a need to examine the students' experience from first contact through completion to look for opportunities to have students fully engaged in the school, their plan, and their classes.

**Onboarding Best Practices.** The staff survey showed that 72% of respondents indicated that they are moderately or extremely concerned about the student onboarding process, with 86% concerned about students' digital literacy skills. In some cases, students are unprepared for the digital literacy skills needed to register, communicate with staff, utilize software, access support, or engage in remote instruction. Based on the LARAEC student survey, 16% of respondents indicated they saw a counselor during the registration process and only 14% said they had an education plan for their coursework. LARAEC will continue work with the Counseling and Transitions APT in sharing best practices for registration, enrollment, orientation, and goal planning for students. LARAEC staff will archive recordings, handouts, and websites so that all member-district schools can access resources.

**Customer Service Training.** Provide customer service training for member-districts. This training will focus on the school experience from the student perspective. This training will support clerical/classified staff, counseling and administrative personnel, and faculty and encourage school sites to look at removing institutional barriers that may impact student journeys from first engagement to completion.



**Building Community.** LARAEC staff will work with district point persons to provide professional development, events, training opportunities, or sharing about adult student retention and engagement models. Many research studies support community building and focus on campus-culture as methods for increasing student retention and persistence. However, in the faculty survey, 59% of respondents indicated that they only sometimes, rarely or never incorporate activities that build community or campus culture.

		
<p><b>Short Term (12 months)</b></p> <p>LARAEC staff will continue to work with the Counseling and Transitions APT to create opportunities for sharing best practices related to registration, enrollment, orientation, and goal planning.</p> <p>LARAEC staff will work with point people to organize customer service training for staff in all member-districts.</p>	<p><b>Intermediate (1-3 years)</b></p> <p>LARAEC staff will work with point people to provide professional development, events, or sharing related to adult student retention, engagement models, and community building.</p>	<p><b>Long Term (3+ years)</b></p> <p>Customer service training may be incorporated into an LMS for sharing curriculum across member-districts.</p>

### C. Equitable Curricular Instruction

The persistence and engagement focus area group indicated the need to look at equity in program access and instruction, examine strategies for making instruction and classes fully accessible to a wide range of students, and access student input on high priority topics and programming choices.

**Promote and Build IET.** Provide support for developing more Integrated Education and Training classes throughout member-districts with the focus on creating more access for limited English speakers to CTE classes. This support will include information sessions, implementation steps, and best practices around building and sustaining IET programs. In the LARAEC Student Survey, almost a quarter of all respondents indicated that they had enrolled to either gain a skill or wanted training for a better job. Providing information and support for the implementation of more IET classes will boost the ability of more students to meet their goals.

**Equity Topics.** LARAEC staff will work with point persons and APTs to host sessions or professional development on relevant equity-related topics such as equitable instructional models and engagement strategies outlined in previous sections. These topics can include district personnel, action planning team members, subject matter experts, and guest speakers to address equity in instruction, access to programs, elevating curriculum, and working with diverse populations.



**Student Community Topics.** LARAEC staff will work with action planning team members and point persons to develop presentations of high interest to students. These sessions will offer students an opportunity to interact with experts and receive information about a variety of relevant topics including legal aid, immigration, mental health, and financial literacy.




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**Student Focus Groups.** In the LARAEC staff survey, over 66% of respondents indicated that they would like support around resources and services for students facing challenging circumstances. Having student voices weigh in on this topic would help districts prioritize these items. In the LARAEC Student Survey, almost a third of all respondents indicated that they had accessed no support services offered by schools in the previous year. Student focus groups would allow districts to ascertain if this indicates a need to adjust or enhance types of support services, or if the availability of these services is not being communicated to students effectively. To that end, LARAEC staff will work with district point persons to build and host student focus groups. These groups will be designed to allow student voices to be heard on issues surrounding a variety of topics including programming, scheduling, and prioritization of resources as it relates to students.



**District Recommendations.** In looking at the recommendations and discussion notes from the IPGs and focus area groups, there were many strategies suggested that focused on district or school-level practices and protocols. LARAEC staff will work with point persons to discuss how to best disseminate this information to local administrators and the field. These recommendations included scheduling classes to provide more options including weekends and remote classes, embed digital literacy skills in all courses, develop and offer more CTE, re-engineer online classes to incorporate remote pedagogies, increase campus use of social media, create local marketing plans, enhance school websites, and create more opportunities for staff to collaborate and observe each other. All of these items speak to increasing effectiveness of adult programs in meeting the needs of learners and creating inclusive campuses.



		
<p><b>Short Term (12 months)</b></p> <p>LARAEC staff will work with the Supporting Special Populations APT to identify student topics of interest. By June 2023, LARAEC will host at least 1 student-focused community topic.</p> <p>LARAEC staff will work with point persons to identify topics of interest for information sessions including IET and equity topics.</p>	<p><b>Intermediate (1-3 years)</b></p> <p>In future years, LARAEC will host at least 1 community topic per semester.</p> <p>LARAEC staff will work with point persons to conduct student focus groups to inform further program development. These focus groups may be conducted in individual districts with a combined report.</p>	<p><b>Long Term (3+ years)</b></p> <p>LARAEC will have integrated regular community support sessions through annual immigration events, the LARAEC Edge conference, and quarterly high-interest topics.</p>





# FUNDS EVALUATION



**Burbank Unified School District (BUSD)** will be using leveraged funds in a number of capacities as outlined. Burbank Adult School (BAS) has opened new IET pathways: Pre-Certified Nursing Assistant and Business Office. BAS is providing further PD for ESL teachers to incorporate CASAS results into their planning and will have a summer workgroup to create new EL Civics curriculum. The approval for and staffing of an LVN program will be pursued this year and leveraged funds will be used for the purchase of equipment and materials. The BAS also plans to expand its site technology, adding a computer lab and replacing/refurbishing existing machines.



**Culver City Unified School District (CCUSD)** will use leveraged funds for certificated salaries and benefits, including establishing the position of Adult School Principal. Funds will also be spent on professional development, supplies and materials, and support services. Expenditures will be aligned to the LARAEC annual and 3YP. In addition to sustaining existing programs, CCUSD will also use funds to build an FSI program, and develop CTE pathways in collaboration with LARAEC partners.



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




**Los Angeles Unified School District (LAUSD)** will use leveraged funds for certificated salaries, employee benefits, professional development, supplies/materials, and support services. Funds will be allocated to support the achievement of DACE's post-pandemic goals: increased enrollment, improved student persistence, and learning options for students, including in-person, online, and hybrid courses. LAUSD will invest in expanding high-demand CTE courses, and will implement marketing and student reengagement campaigns. All of these are aligned with the LARAEC 3YP.



**Montebello Unified School District (MUSD)** will utilize funds to provide support systems for students and personnel. The areas of support include funding and resources for Covid-19 mitigation, classroom resources, completion of capital outlay projects, and PD opportunities related to LARAEC priorities and district goals to increase student engagement, recruitment, and retention. MUSD will continue to create online, in-person, and hybrid learning opportunities for students.





For questions or information, please contact the LARAEC Office at <http://laraec.org/consortium/>  
Or (213) 241-3150