ADDRESSING THE NEEDS OF ADULT LEARNERS IN LOS ANGELES: A PRELIMINARY ACTION PLAN

Fall 2012

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Together business, labor, education and government must work in partnership to achieve our mission to develop policy and strategy to ensure that the business community has access to a trained workforce and workers have access to quality jobs.

- Charles Woo, Chair, City of Los Angeles Workforce Investment Board
The Next Decade: Industries and Occupations for the Los Angeles Workforce, Final Report

Adult education programs offered by the Los Angeles Unified School District (LAUSD) and the Los Angeles Community College District (LACCD), together with the Los Angeles City and Los Angeles County Workforce Investment Board, apprenticeship and Taft-Hartley programs, other employer-based training programs and libraries, are responsible for addressing the basic literacy, English language and workforce development needs of adults in Los Angeles. LAUSD and LACCD also provide self-sufficiency programs for adults with disabilities, lifelong learning programs for older adults and parent education programs.

A well-educated population is the foundation of a strong democracy and a strong economy; an educated workforce has been identified by the Los Angeles County Economic Development Corporation (LAEDC) as one of five key components central to economic development success. Yet both education systems serving L.A. residents have faced dramatic budget cuts which threaten their ability to provide an adequate level of service, with serious repercussions for social cohesion and economic stability and growth. This preliminary action plan provides recommendations for a way forward.

A funding crisis threatens educational services for adults in Los Angeles

LAUSD projected funding for adult education programs for the 2012-13 school year is $105 million, rather than $225 million in the 2011-12 school year. This is down from an average of $260 million in state funding in the 2000-2002 school years.

Between 2007-2008 and 2011-12 enrollments of adults in LAUSD programs have decreased by 39 percent from 833,712 to 504,926 — or from 342,951 students to 209,596 (unduplicated) students. Enrollments in English as a Second Language (ESL) — the largest LAUSD adult program — have dropped by 40 percent. Vocational or Career Technical Education (CTE) program enrollments have decreased 43 percent. Adult Secondary Education (ASE) (which enables students to obtain a high school diploma or California High School Equivalency Certificate, through the General Educational Development (GED) test) — the second largest program after ESL — has seen its enrollment decrease by 17 percent, and Adult Basic Education, which serves adults who read below the eighth grade level, has decreased in enrollment by 34 percent. In addition, in apprenticeship programs administered by the LAUSD, both hours and enrollments have decreased by 47 percent.

LACCD has been hard hit by budget cuts, losing nearly $100 million in state support since 2009 and cutting 1,500 class sections. Elementary (ABE) and Secondary (ASE) Basic Skills programs have decreased in enrollment slightly from 40,692 in 2007-08 to 40,288 enrollments in 2011-12. However ESL enrollments have increased by 21 percent, from 7,396 enrollments in 2007-09 to 8,969 enrollments in 2011-12. In addition, 97,773 students were enrolled in CTE programs in 2011-12.
Yet the need is great

- Nearly a quarter of L.A. County adults over age 25 — 1.5 million people — lacks a high school diploma or a California High School Equivalency Certificate, the latter earned by successfully passing the General Educational Development (GED) test. Almost 60 percent of these adults has less than a ninth-grade education. Another 23 percent has only a high school degree.
- In the City of L.A., Workforce Investment Board (WIB) Service Delivery Area (SDA), more than 27 percent of adults over 25 have no high school diploma.
- Nationally, it is projected that by 2018, 63 percent of occupations will require some kind of postsecondary education.
- Thirty-three percent of adults in L.A. County lack basic “prose literacy” — e.g., cannot read and understand a newspaper — compared to 23 percent statewide.
- Statewide, at least 27 percent of those currently aged 18–44 — the “baby boom replacement generation” — are unprepared for postsecondary education, let alone for “middle skill” jobs which require successful completion of some postsecondary education or training.
- Unemployment in L.A. County is nearly 12 percent, compared to 11 percent statewide.
- Nearly 16 percent of Los Angeles County residents live in poverty, compared to 14 percent statewide.
- Nearly 36 percent of L.A. County residents are foreign born and 56 percent live in homes where a language other than English is spoken; 31 percent of LAUSD students are English learners and 54 percent of the Los Angeles County population speaks English less than very well, compared to 40 percent statewide.
- Approximately 24 percent of LAUSD high school students drop out between ninth and 12th grade.
- Adults with less than a high school diploma in 2008 earned only $20,000 per year, whereas those with some postsecondary education or an associate’s degree earned $37,000 — 85 percent more.
- Community colleges statewide report that they place 70 percent of their new students in remedial mathematics and 42 percent in remedial English, a heavy expense on both the system and the students; in 2011-12, 78,548 students were in either non-credit or for-credit community college basic skills classes.
- Fifty-eight percent of the people who will be in California’s workforce in the year 2020 were already working adults in 2005 and are therefore long past the traditional high school-to-college pipeline.
- There is a strong correlation between low levels of education and criminal activity, with high school dropouts five to eight times more likely to be incarcerated.
- Immigrants lacking a high school diploma or a GED are 15 percent less likely to become naturalized citizens.
## Educational Attainment of Population 25 Years and Older (2010)
Los Angeles County and City of Los Angeles WIB SDA

<table>
<thead>
<tr>
<th>Number</th>
<th>% of total</th>
<th>Number</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No High School Diploma</td>
<td>1,546,460</td>
<td>24.3%</td>
<td>756,537</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>1,431,907</td>
<td>22.5%</td>
<td>579,827</td>
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<tr>
<td>Some College, No Degree</td>
<td>1,126,433</td>
<td>17.7%</td>
<td>452,818</td>
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<tr>
<td>Associate Degree</td>
<td>432,754</td>
<td>6.8%</td>
<td>162,904</td>
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<tr>
<td>Bachelor’s Degree</td>
<td>1,196,438</td>
<td>18.8%</td>
<td>530,128</td>
</tr>
<tr>
<td>Graduate / Professional Degree</td>
<td>623,675</td>
<td>9.8%</td>
<td>281,630</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6,364,031</strong></td>
<td><strong>100%</strong></td>
<td><strong>2,761,083</strong></td>
</tr>
</tbody>
</table>

* May not sum due to rounding
Source: ESRI BAO


## Statistics Comparing Los Angeles County and California

<table>
<thead>
<tr>
<th></th>
<th>Los Angeles County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living below poverty*</td>
<td>15.7%</td>
<td>13.7%</td>
</tr>
<tr>
<td>Foreign-born persons*</td>
<td>35.6%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Language other than English spoken at home* (percent of persons age 5+, 2006-2010)</td>
<td>56.4%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Level of Adult Literacy - Adults lacking basic “prose literacy” skills ***</td>
<td>33.0%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Speaks English less than “very well” ** (Population 5 years and over)</td>
<td>53.9%</td>
<td>39.7%</td>
</tr>
<tr>
<td>Unemployment ****</td>
<td>11.9%</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

* Source: U.S. Census Bureau: State and County Quickfacts
** Source: U.S. Census Bureau, 2008-2010 American Community Survey
****Source: Labor market Information, EDD, July 2012, not seasonally adjusted
The demand for qualified workers is strong in key industries

Finally, we examine the job creation potential of industries in the exhibit below. This is a consequence of two factors: the size of the industry and its growth potential. A small industry growing quickly may add many jobs but yet may add fewer jobs than a large industry growing slowly.

The exhibit shows forecast data for 2010 and 2020. Industries are ranked by their projected employment gains during this period. Taken together, these 25 industries are expected to add more than 507,500 jobs during the period from 2010 to 2020.

<table>
<thead>
<tr>
<th>RANK</th>
<th>NAICS Industry Sector</th>
<th>NAICS</th>
<th>Employment 2010</th>
<th>Employment 2020</th>
<th>ΔJobs</th>
<th>Annual Ave % Change</th>
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<tbody>
<tr>
<td>1</td>
<td>Health Care and Social Assistance</td>
<td>62</td>
<td>411,770</td>
<td>513,370</td>
<td>101,600</td>
<td>2.2</td>
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<td>2</td>
<td>Administrative, Support, Waste Management</td>
<td>56</td>
<td>225,330</td>
<td>302,220</td>
<td>76,890</td>
<td>3.0</td>
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<td>3</td>
<td>Accommodation and Food Services</td>
<td>72</td>
<td>316,210</td>
<td>389,780</td>
<td>73,570</td>
<td>2.1</td>
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<td>4</td>
<td>Local Government</td>
<td>93</td>
<td>456,920</td>
<td>496,400</td>
<td>39,480</td>
<td>0.8</td>
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<tr>
<td>5</td>
<td>Professional, Scientific and Technical Services</td>
<td>541</td>
<td>246,610</td>
<td>284,860</td>
<td>38,240</td>
<td>1.5</td>
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<tr>
<td>6</td>
<td>Finance and Insurance</td>
<td>52</td>
<td>142,320</td>
<td>168,550</td>
<td>26,230</td>
<td>1.7</td>
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<td>7</td>
<td>Specialty Trade Contractors</td>
<td>238</td>
<td>67,860</td>
<td>86,270</td>
<td>18,410</td>
<td>2.4</td>
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<td>8</td>
<td>Educational Services</td>
<td>611</td>
<td>115,790</td>
<td>133,040</td>
<td>17,250</td>
<td>1.4</td>
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<tr>
<td>9</td>
<td>Motion Picture and Sound Recording Studios</td>
<td>512</td>
<td>134,920</td>
<td>147,190</td>
<td>12,270</td>
<td>0.9</td>
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<tr>
<td>10</td>
<td>Real Estate, Rental and Leasing</td>
<td>53</td>
<td>73,290</td>
<td>84,180</td>
<td>10,890</td>
<td>1.4</td>
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<tr>
<td>11</td>
<td>Manufacturing: Computer / Electronic Prods</td>
<td>334</td>
<td>50,890</td>
<td>61,540</td>
<td>10,650</td>
<td>1.9</td>
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<tr>
<td>12</td>
<td>Arts, Entertainment and Recreation</td>
<td>71</td>
<td>67,710</td>
<td>78,170</td>
<td>10,460</td>
<td>1.4</td>
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<tr>
<td>13</td>
<td>Wholesalers: Nondurable Goods</td>
<td>424</td>
<td>84,760</td>
<td>94,720</td>
<td>9,970</td>
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<td>14</td>
<td>Wholesale Electronic Markets</td>
<td>425</td>
<td>21,390</td>
<td>31,220</td>
<td>9,840</td>
<td>3.9</td>
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<tr>
<td>15</td>
<td>Retail: General Merchandise Stores</td>
<td>452</td>
<td>65,700</td>
<td>74,020</td>
<td>8,320</td>
<td>1.2</td>
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<tr>
<td>16</td>
<td>Religious, Civic and Professional Orgs</td>
<td>813</td>
<td>56,020</td>
<td>63,750</td>
<td>7,740</td>
<td>1.3</td>
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<tr>
<td>17</td>
<td>Manufacturing: Fabricated Metal Products</td>
<td>332</td>
<td>40,400</td>
<td>46,500</td>
<td>6,100</td>
<td>1.4</td>
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<tr>
<td>18</td>
<td>Retail: Clothing Stores</td>
<td>448</td>
<td>51,210</td>
<td>57,030</td>
<td>5,820</td>
<td>1.1</td>
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<tr>
<td>19</td>
<td>Construction of Buildings</td>
<td>236</td>
<td>24,710</td>
<td>29,270</td>
<td>4,560</td>
<td>1.7</td>
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<tr>
<td>20</td>
<td>Personal and Laundry Services</td>
<td>812</td>
<td>45,210</td>
<td>49,410</td>
<td>4,200</td>
<td>0.9</td>
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<tr>
<td>21</td>
<td>Retail: Health and Personal Care Stores</td>
<td>446</td>
<td>28,420</td>
<td>32,410</td>
<td>3,990</td>
<td>1.3</td>
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<tr>
<td>22</td>
<td>State Government</td>
<td>92</td>
<td>78,940</td>
<td>82,200</td>
<td>3,260</td>
<td>0.4</td>
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<tr>
<td>23</td>
<td>Heavy and Civil Engineering</td>
<td>237</td>
<td>10,130</td>
<td>12,910</td>
<td>2,780</td>
<td>2.5</td>
</tr>
<tr>
<td>24</td>
<td>Retail: Building Materials, Garden Equipment</td>
<td>444</td>
<td>22,630</td>
<td>25,160</td>
<td>2,530</td>
<td>1.1</td>
</tr>
<tr>
<td>25</td>
<td>Management of Companies</td>
<td>551</td>
<td>48,440</td>
<td>50,890</td>
<td>2,450</td>
<td>0.5</td>
</tr>
</tbody>
</table>

1 Employment data for 2009 included in this period are preliminary; data for 2010 are forecasts.
Sources: California Employment Development Department; Moody’s Economy.com; LAEDC
The industry with the largest expected employment gains from 2010 to 2020 is health care and social assistance, which is forecast to add more than 101,000 jobs. This is the largest private industry in L.A. County. It is also an industry with one of the highest expected growth rates, thus it is not surprising to find that its job creation potential tops the list.

The industry with the second largest job creation potential is the administrative, support and waste management industry, expected to add 76,890 jobs between 2010 and 2020, followed by accommodation and food services, which is forecast to add 73,570 jobs during the same period. Both of these are also large, high growth industries.

Fourth on the list is the professional, scientific and technical services industry, another large industry with relatively-high growth potential. Also represented in the list, however, are wholesale industries, finance and insurance, real estate, educational services, construction, and two manufacturing industries that may be smaller in scale but will experience some growth over the forecast period.

**Focused and aligned efforts can meet the demand and ensure family-sustaining employment for Los Angeles residents**

To meet the demand and ensure that adults have access to and succeed in education and training programs, researchers and policy analysts recommend elevating the importance of basic skills and explicitly making postsecondary and career access and success a top priority for adult education programs. They further recommend aligning funding, performance targets and outcome data, and professional development and technical assistance toward that end. Student outcomes should be tracked across services, over time, and into the labor market.14

**A systemic response is needed — no single agency can do it alone**

The need for a collaborative approach to addressing the educational and training needs of adults in L.A. has been reflected in numerous policy analyses and initiatives. The CLASP Center for Economic and Postsecondary Success asserts in *Helping Lower Skilled Californians Earn Postsecondary Credentials*, a briefing to the California Edge Campaign: “No one partner at the local level can pull this off alone.” All the community college programs (career technical education, developmental education, student services, and academic departments) and adult basic education need to be involved, as should employers, labor, and CBOs. Similarly, the California Budget Project (CPB) recommends requiring that the CDE Adult Education Program and the community colleges begin to integrate their programs, either through common governance or through well-coordinated local and regional networks.15

Researcher Nancy Shulock of the Institute for Higher Education Leadership and Policy at Sacramento State University highlights the importance of cross-segmental — cross-boundary — accountability to support collaboration and build “pathways to promote educational success”. In a segmented higher education system, “state-level measures of educational performance do not have any natural audience.” She explains,16

In California we approach higher education policy first and foremost from an institutional, segmental perspective. While other states more readily take a statewide look, we compartmentalize our analyses because we have compartmentalized our institutions. We ask, for example, how many community college students become prepared for transfer and how many university transfer students complete the baccalaureate. We don’t ask how many transfer-prepared students never get to the university... That’s a boundary-spanning issue that falls between the cracks.

States such as New York have implemented collaborative approaches, coupled with high specific expectations and funding that rewards high performance, with the result that N.Y. has increased the number of adult education students entering postsecondary education or training by more than 50 percent in the last five years.17
The industry with the largest expected employment gains from 2010 to 2020 is health care and social assistance, which is forecasted to add more than 101,000 jobs.
Best practices all involve collaboration and partnerships with industry

Best practices — whether large systemic initiatives, funding strategies, or innovative programs — all include collaborative efforts and partnerships working toward common goals: to ensure that learners attain sustainable livelihoods and skills needed for career advancement and civic participation; that employers have access to a skilled workforce; and that communities benefit from economic development. Metrics and shared data are key to tracking outcomes and continuously improving systems and programs.

**Sector-Based Strategies**

To address the workforce needs of employers and the training, employment, and career advancement needs of workers, a primary strategy of the City and the County of Los Angeles Workforce Investment Boards (WIB) is to develop and invest in sector-based training programs. Unlike traditional job-training initiatives, sector strategies build partnerships between employers, training providers, community organizations, and other key stakeholders around specific industries. These strategies have been demonstrated to provide pathways to employment for job seekers, as well as addressing the workforce needs of employers.

A number of programmatic elements have been identified as critical for implementing sector-based workforce development strategies, including: a strong link to local employers that results in an understanding of the target occupation and connections to jobs; recruitment, screening and intake processes that result in a good match between the applicant, the program and the target occupation; individualized services to support training completion and success on the job; strong organizational capacity within service organizations; and job readiness, basic skills and hands-on technical skills training offered through the lens of a specific occupation or sector. At present, strong training partnerships exist with community colleges, but should be expanded to include LAUSD.

The importance of systemic — and systematic — interaction with the employer community in a given sector cannot be overstated. In sector-focused education and training programs, employers drive standards and curriculum and seek to work strategically with education and training providers, irrespective of the providers’ institutions or programmatic affiliations.

Centers are expected to improve student retention and bolster academic proficiency through effective case management and supportive services.
Such an approach calls for alignment across institutions toward common sector-driven goals, including the coordination or integration of advisory boards and other functions that draw on employers’ resources.

**Career Pathways**

Career pathways are a widely used model to organize teaching and learning by industry sector or occupational area. They:

- **Combine basic skills and career-technical content**
  - including general workforce skills, pre-college academic and English language skills, and specific occupational knowledge and skills

- **Contextualize basic skills and English language content**
  - to the knowledge and skills needed in a specific occupation or group of occupations

- **Use new or modified curricula**, with identified learning targets for both academic and occupational content, articulated to next level in college and career pathway

- **Change how classes are delivered**, for example, dual enrollment in linked basic skills and occupational courses; integrated, team-taught basic skills and occupational courses; enrolling students in cohorts

- **Support student success through enhanced student services**, for example having “career coaches” help students navigate campus processes, access college and external services, connect students to other public benefits and arrange internships in field of study

- **Connect to local employer and community needs**
  - by engaging key partners, such as employers, unions, workforce development boards, community-based organizations and foundations in the design and implementation of bridge programs to link students to their next step

**Integration of Education and Workforce Development Services at WorkSource and YouthSource Centers**

Integration of education and workforce development services enables young people and adults to meet multiple goals and leverages resources across systems. With the enactment of the Workforce Investment Act communities created One Stop Career Centers for adults — called WorkSource Centers in L.A. — to provide access to education, employment and support services under one roof. Key partnerships include both public and private training providers that presently partner with community colleges, but should be expanded to include LAUSD. Many communities also have youth-focused centers, such as the OneSource Centers in Los Angeles, in addition to other youth services. In October 2012, the City of L.A. announced the opening of 13 new YouthSource Centers and a redesigned student recovery system within the City of L.A. The move marks the largest partnership ever between the City of L.A. and LAUSD. Developed and managed by the City’s Community Development Department and made possible through $13 million annually provided by the Federal Workforce Investment Act and a new $12 million grant from the Department of Labor’s Workforce Innovation Fund, the new YouthSource System features a universal access component and is focused on getting out-of-school youth back in the classroom and armed with a high school diploma. The YouthSource System is a redesign of the City’s OneSource Centers, which centered on job finding efforts for in-school youth. The Centers will be located in low-income areas throughout the city. They will re-engage out-of-school youth by reconnecting them with high schools, community day schools, LAUSD and L.A. County Office of Education continuation schools, community colleges, or GED programs. A key feature of the initiative is the placement of LAUSD Pupil Services and Attendance Counselors at each of the Centers to help guide youth back to school. Centers are expected to improve student retention and bolster academic proficiency through effective case management and supportive services.

**Employer-based Training Programs**

Employer-based training programs enable employers to develop the skills in employees that will flexibly support their companies’ current and future business needs. While most employers offer some basic orientation and training, Peter Capelli of the Wharton School argues in “Why Companies Aren’t Getting the Employees they Need” that employers can benefit from engaging more actively with educators to support current and future employees:

> Imagine a car manufacturer who decided to buy a key engine component for its cars rather than make them. We’d expect the manufacturer to keep suppliers informed about its needs, working with them as far in advance as possible to ensure that they could supply exactly what the manufacturer needed when it needed it. We should also expect employers to work with schools, to be involved in co-op programs and support students pursuing the needed courses, and to train and develop current employees for skills that are emerging. We cannot expect schools and students to guess what skills employers will need. Employers have to do more.
On-the-job training programs and other forms of workplace learning promote skill development while enabling businesses to stay responsive to rapid changes in the market. Opportunities such as internships and work experience programs support on-site learning for careers in which no apprenticeship programs exist, or enable hands-on learning and career exploration before a young person is ready to make a commitment to a formal training program. Research and policy analyses, such as described in the 2011 Harvard Graduate School of Education report, *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*, encourage these strategies, citing successful models throughout the world. The intentional integration of education and work facilitates learning by embedding academic skills in the context of complex workplace problems. The approach also facilitates transitions to adulthood and working life. According to a Mathematica Policy Research meta-analysis of work experience programs, successful programs for youth incorporate academics and vocational training, job search and placement assistance, and other supports. For adults, the strongest evidence of impact is for programs lasting up to six months or a year.

Apprenticeships and union training programs are implemented throughout the world to align training to industry needs while preparing adults for family-sustaining employment; they are the model for demand-driven industry training. They provide learn-while-you-earn opportunities that are virtually free for the workers, and provide on-the-job skills upgrade training that might not otherwise be possible. The hundreds of millions of dollars invested every year in union training come mostly from contractually negotiated trust funds costing nothing to the public, or used to leverage government funding. One pre-apprenticeship program implemented by LAUSD, WE BUILD, provides local district residents with an opportunity to participate in the construction and repair of neighborhood schools by providing pre-apprenticeship training and facilitating placement in union apprenticeship training programs which lead to construction careers.

A Taft-Hartley trust fund, authorized by the Taft-Hartley Act, also known as the Labor-Management Relations Act of 1947, is a fund that can be used to support training programs. A fund is established through one or more collective bargaining agreements, whereby employers contribute to the trust fund based on the number of hours worked by the covered employees. According to the National Labor College, there are about 2,500 multi-employer Taft-Hartley funds, about nine million participants and roughly 700,000 contributing employers.

Taft-Hartley funds benefit both the employer and the union. For example, the Los Angeles Hospitality Training Academy (HTA) is a non-profit training fund that partners with UNITE HERE Local 11, educational institutions, and community organizations to provide formal training to facilitate entry and advancement along the extensive career ladders within the hospitality and food service industries. HTA uniquely offers workers the tools to succeed in a vital, high growth industry, and provides workplace English, skill upgrades, vocational classes and “bridge training” to move participants into a job and then a career. The hospitality industry employs more than 437,000 persons in metropolitan L.A.

Supporting Apprenticeships and Union Training Programs through Taft-Hartley Funds

Supporting Training through the California Employment Training Panel (ETP)

The ETP is a business and labor supported state agency that provides funds to off-set the costs of job skills training. With documented high returns on investment, some key features of the program include:

- Funding by a tax on employers, collected alongside the Unemployment Insurance tax; ETP receives no General Fund support.
- Performance-based funding, providing funds for trainees who successfully complete training and are retained in well-paying jobs for a specific period of time.
- Employer matches to training funds awarded by ETP for training existing workers.
- Priority to small businesses and employers in high unemployment areas of the State.

The Education of Adults Generates a Large Return on Investment

Organizations such as The Roberts Enterprise Development Fund (REDF) support social enterprise as a strategy to create jobs and employment opportunities for people facing the greatest barriers to work. REDF provides equity-like grants and business assistance to a portfolio of nonprofits to start and expand social enterprises — nonprofit-operated businesses selling goods and services demanded by the marketplace while intentionally employing young people and adults who...
would otherwise face bleak prospects of ever getting a job. Employees receive employment and life-skills training and support, earn wages, pay taxes, and often reduce their reliance on public programs while the nonprofit operator earns income selling goods and services. REDF measures results carefully and seeks to expand its model.29

Contextualized Programming and curricula, such as Integrated Basic Education and Skills Training (I-BEST) in Washington State helps adult education/ESL students earn occupational credentials and college credits while improving basic and English language skills. I-BEST pairs ABE/ESL instructors with CTE instructors to team-teach basic skills and job skills, with basic skills taught in context. Extra basic skills support supplements the integrated basic skills/CTE course. I-BEST programs must document labor market demand and meet wage standards. An evaluation by the Community College Research Center at Columbia University found that I-BEST students are more likely to earn college credits and a certificate within three years.30 Other studies have also documented the effectiveness of VESL programs.31

Cohort-based Models, such as Career Advancement Academies (CAAs)

CAAs employ best practices using a cohort-based model. CAAs establish pipelines to college and high wage careers for low-income young adults who face academic and personal barriers to post-secondary education and employment. CAAs increase foundational skills in reading, writing and mathematics while enrolling students in career technical training programs that lead to careers or higher education opportunities. CAAs accelerate student progress by integrating work readiness, career guidance, support services, contextualized basic skills, language learning and career technical training. Students take classes together as a cohort, forming a peer learning community. CAAs build on integral partnerships between local community colleges, high schools, adult education/ROCPs, employers, workforce boards, labor, social service agencies and community-based organizations.32
The education of adults generates a large return on investment

Adult education is not only critical to ensuring a prepared workforce; it also yields significant returns to the state in many domains. Higher levels of educational attainment drive economic and social returns through an increased tax base and decreased reliance on state services. Education also increases civic participation, results in improved health for individuals and families, reduces recidivism rates, and improves educational outcomes for the children of adult learners.

In 2009, McKinsey & Company described critical educational achievement gaps in the U.S. educational system and estimated the associated economic impacts. The study correlated educational attainment with economic output and determined that the Gross Domestic Product (GDP) of the U.S. could have been $2.4 to $4.2 trillion dollars higher if these achievement gaps had been closed. Using the same loss percentage, California’s GDP would have been $314 to $554 billion higher, and generated more than enough tax revenue to close the budget gaps of the last few years. McKinsey also noted the “staggering economic and social cost of underutilized human potential” implied by these results.

While the study examined investments in primary and secondary education, a similar case can be made for increasing the competencies of adults.

A plan for collaborative action

In view of the funding crisis and need, the L.A. Workforce Systems Collaborative (WSC) convened an Adult Learner Ad-Hoc Committee to develop a preliminary plan for collective action, focusing on the workforce needs of Los Angeles.

The purpose of the preliminary action plan is to focus attention on the crucial role of adult education in meeting Los Angeles’ workforce and economic development needs; to establish a framework that would enable agencies to move forward collaboratively; and to recommend some long-term strategies and short-term action steps to inform ongoing discussions and future efforts.

The committee recognizes that adult education services address a range of other critical social and educational needs beyond workforce and economic development, including citizenship preparation, parenting education, services to older adults, and
services to adults with disabilities, among others. While these programs are not discussed in this preliminary action plan, given that they are outside the purview of the WSC, the committee urges examination of the full range of services in future planning efforts. A broader review would address program quality and impact as well as the allocation of resources across programs, with the aim of ensuring the highest and best use of education and training resources — benefitting adult learners, employers, and the communities that make up the City and County of L.A.

The WSC also recognizes that it may not take the lead in future efforts, but respectfully submits this preliminary plan for consideration by the relevant agencies.

**INTENT OF THE PLANNING PROCESS**

The WSC proposed the following statement of intent to focus future efforts:

*Build a collaborative approach to coordinate and integrate services across all providers and stakeholder organizations to protect the economic and social health of communities and to meet the needs of adult learners in Los Angeles.*

**PRINCIPLES TO GUIDE PLANNING AND IMPLEMENTATION**

The following core principles will guide the work:

- **Demand-Driven and Sector Strategies**
  Aligning adult education with workforce and economic development needs in specific industry sectors, whenever possible, will benefit both the economy and adult learners themselves, enabling learners to develop needed basic and technical skills and to secure employment and career advancement upon completion of their studies.

- **Alignment of Programs to Educational and Industry Standards**
  Alignment of adult education services to the quality standards set by both educators and industry will ensure that students complete programs ready to contribute productively to the Los Angeles economy.

- **Collaboration and Coordination**
  Collaboration and coordination among partners — including educational, workforce, social service, and community-based organizations and employers — facilitates student success and seamless transitions to further education and the workforce.

- **Leveraging of Resources**
  Leveraging of resources across educational institutions and among education, the workforce system, labor, and industry promotes cost savings and enhanced services.

- **Accessibility and Student Focus**
  The needs of a highly diverse student population are met with broad accessibility of services, multiple service delivery modalities, and preparation of individual action plans based on cross-disciplinary assessment and guidance. Students linked to pathways of interest and provided a range of support services experience success.

- **Use of Innovative Practices**
  Services to adult learners utilize strategies that facilitate and accelerate student learning and make the “highest and best use” of education and training resources; strategies may include contextualized instruction, work-based learning, on-the-job training, social enterprises, supported entrepreneurship, team teaching, dual enrollment, “career ladders,” and employer incentive programs — all “best practices” that effectively blend learning and working and support the attainment of adults’ multiple goals.

- **Asset-Based Planning**
  Just as region-wide strategies leverage regional assets, so sub-regional implementation leverages the assets of local educational and workforce agencies, employers and communities.

- **Shared Responsibility and Accountability**
  Sharing in the responsibility and accountability for outcomes encourages partners to work collaboratively and leverage resources.

- **Evidenced-Based Continuous Improvement**
  The collaborative system uses research, programmatic data, and assessment to strengthen service delivery and practice, setting goals and benchmarking against standards set by exemplary programs throughout the nation.

**RECOMMENDATIONS FOR IMPLEMENTING COLLABORATIVE SOLUTIONS**

As stated in the 2010-2014 L.A. County Strategic Plan for Economic Development,

> Now it’s time for all of us to come together, carry out and realize what’s contained in the “four corners” of this plan. To do so, we need champions to help implement the plan; and, there are roles for everyone in the public, private and non-profit sectors to play.

L.A., like the rest of the nation, is facing increasing pressure to stay competitive in this global economy. At the same time, too many adults lack basic academic, technical, and employability skills. The recent California budget crisis offers an unprecedented opportunity to explore innovative, collaborative solutions that address both the education and training needs of adults and the economic development needs of L.A. Recommendations presented below are both long-term and immediate.
Long-term recommendations to support the education of adults and implement a shared framework for sustainable collective change

1) As resources become available to the LAUSD, consider the restoration of funding to adult education services and establish a process for examining allocation of adult education resources to priorities identified through a needs assessment, research on best practices in the fields of adult education and workforce development, and agreed-upon criteria.

2) Create an organizational infrastructure to support collective change and facilitate development of a shared vision, goals and strategies to address the needs of adult learners aligned to the key industry clusters of L.A.

   ▶ Convene stakeholders to develop a collaborative strategy to address the needs of adult learners in L.A., including employers, educational systems, labor and workforce development organizations.
   ▶ Develop a shared understanding of needs, service delivery, and industry and labor market information.
   ▶ Establish clearly-defined shared goals, metrics, and benchmarks, and a corresponding data tracking system, to ensure quality and relevance to labor market needs and to promote continuous improvement.
   ▶ Identify a set of coordinated strategies to meet the diverse needs of adult learners based on the relative strengths of adult education providers and stakeholders, the needs of industry, and the assets and unique features of local communities.
   ▶ Establish clear roles, responsibilities and effective organizational support, including a “backbone” organization to facilitate and sustain collaborative change.

3) Establish a process for examining governance issues with respect to future implementation of educational services for adults, addressing a full range of options and considering:

   ▶ The core mission of each segment
   ▶ Successful governance models being implemented in other states
   ▶ Alignment with other educational initiatives, such as drop-out prevention and Linked Learning programs, as well as parent engagement initiatives, family literacy and support programs, and civic engagement programs
   ▶ Alignment with other workforce training initiatives, such as apprenticeships, career ladder programs, WorkSource and YouthSource programs, and employer-based training opportunities
   ▶ The strengths and assets of both LAUSD adult education programs and specific community college programs in sub-regions throughout Los Angeles
   ▶ Alternative models of governance, including joint powers agreements

4) Implement long-term operational strategies already identified as needed to enable collaboration among systems.

   ▶ Develop an integrated case management system between the LACCD and WIB programs.
   ▶ Expand the co-location of services between LAUSD Regional Occupational Programs/Skills Centers, community colleges, and WorkSource Centers.
   ▶ Build capacity and collaboration among providers (LACCD, LAUSD, WIB) through cross-training, professional development, and development of shared language.
   ▶ Strengthen the authority and effectiveness of sector-specific employer panels to drive workforce development efforts within the region; coordinate advisory council membership and activities across CTE programs in both the LAUSD and the LACCD to eliminate duplication of effort in employer engagement, relieve the burden of multiple engagements for employers, and promote common and coordinated workforce development strategies across educational segments; seek waivers and regulatory relief as needed to implement this strategy.

5) Based on the shared framework, use research, policy analysis and pilot efforts to explore, identify and strategically implement the most effective existing and new “best practice” strategies; to ensure impact, invest adequately in selected strategies. Consider the following strategies, among others:

   ▶ **Sector-based strategies and career pathways.** Sector-based strategies align workforce and economic development efforts to demand in specific industry areas, to support growth in those areas while ensuring employment opportunities for learners/trainees upon completion of their programs. Career pathways align strategies between LAUSD and LACCD and with industry and labor to organize learning according to the job needs of leading and fast-developing industry sectors. Pathway programs can include dual or concurrent enrollment between educational segments to accelerate learning. They also include a variety of support services to ensure that learners succeed. Sector-based strategies — including the creation of career pathways — rely on ongoing research and industry engagement.

   ▶ **Sector Intermediaries.** Industry sector intermediary organizations bring together employers and workers, public and private funding streams, and relevant partners to create and implement pathways to career advancement and employment. Workforce
Intermediaries integrate a wide variety of resources, build partnerships with other providers, and focus on achieving agreed upon outcomes in emerging industry sectors.

**Ongoing collaboration between education and the workforce system.** The recently created YouthSource Centers hold promise for re-engaging out-of-school youth and leading them to post-secondary education and gainful employment.

**Employer-based training, employer/education co-investment strategies, and social enterprises.** Employer-based training, whether in the form of on-the-job training, work experience programs or internships, enables employers to develop the skills of prospective and incumbent employees needed to address both current and emerging needs in the market. Co-investment strategies involve trainees and employers contributing, with public sector educational providers, to the provision of training. Co-investment strategies are also employed by philanthropic organizations working with the public sector. In social enterprises, employees receive training and support while earning wages and preparing for next steps.

**Apprenticeship, Taft Hartley training programs and pre-apprenticeship training programs, such as WE BUILD.** Apprenticeship and union training programs ensure effective learning by providing on-site training coupled with classroom-based instruction. Under the Taft-Hartley Act, funds for training are established through one or more collective bargaining agreements.

**Expanded use of the Employment Training Panel (ETP).** The ETP provides funds to offset the costs of job skills training programs.

**Contextualized learning strategies and vocational ESL (VESL).** Contextualized programming and VESL approaches are being successfully implemented in sector-based training programs, and in programs such as I-BEST in the State of Washington and the Career Advancement Academies. Contextualization and VESL may also be used in some ESL programs for LAUSD parents. Such approaches may promote the development of workplace knowledge, technical skills, and entrepreneurship, together with English language skills, citizenship preparation, or parenting skills, thereby helping to address economic issues as well as supporting other goals. Such approaches may also facilitate English language learning by making the content relevant to a broader range of learner interests.
Cohort-based strategies, such as the Career Advancement Academies (CAAs). Cohort-based approaches bring to bear a set of best practices—including integration of academics and career technical training, workplace learning, and support and transition services—with a specific group of learners. They thereby incorporate peer-to-peer support and coordinated staff support to ensure success.

Immediate actions recommended for moving toward the goal of a collaborative system

1) Convene a steering committee of key decision-makers, including senior representation from LAUSD, LACCD, Adult education administrators and faculty, and other key educational organizations, the workforce investment system, L.A. City and County, labor organizations, industry representatives, key philanthropic and community-based organizations, staffing agencies (Act 1, Manpower, e.g.) and others, to launch the collaborative change effort described in “long-term strategies.”

2) Establish the current status in programming and service delivery, and identify opportunities for improving collaborative service delivery across LAUSD, LACCD, WIB, apprenticeship and employer-based training programs; examine alignment to industry demand.

- Map existing education and training services, including educational facilities, WorkSource and YouthSource Centers, apprenticeship programs and other Taft-Hartley training programs, employer-based training programs and selected community-based programs.

- Complete an inventory of course offerings and services in both educational segments and across training providers to:
  - Identify areas of potential overlap or coordination among educational and training providers (e.g., articulation of programs and courses)
  - Identify support services that could be coordinated or leveraged
  - Identify courses and services that could be easily developed to fill any identified gaps

- Identify immediate opportunities for greater alignment to leading and emerging industry sectors.

3) Hold a formal meeting of adult education providers to compare planned program offerings for the purpose of adjusting schedules, e.g., meet in spring 2013 to review fall 2013 schedules.
4) To serve as exemplars, identify and showcase Adult Education/community college partnerships and other initiatives that have been successful in collaborating and leveraging resources to efficiently provide high quality, industry-aligned services with positive outcomes for students/job-seekers and employers. Among others, examples may include:

- The West Valley Adult School-Pierce College partnership
- The Los Angeles Workforce Funders Collaborative, which is taking a sector approach to workforce development “to make sure that our investments prepare people for employment in industries where jobs exist, are unlikely to be outsourced, and provide a family-sustaining income with opportunities for career advancement”\(^{34}\)
- The LA Reconnections Career Academy (LARCA), funded in June 2012 by the U.S. Department of Labor Workforce Innovation Fund
- The Career Advancement Academies

5) Identify promising opportunities for near-term collaboration; convene partners within two-to-three geographic sub areas that have facilities from both educational systems located in geographic proximity or have other indicators of potential successful collaboration to compare data and develop collaborative solutions and service delivery options. Potential local collaborative partnerships may include, among others:

- Los Angeles Harbor College with surrounding Adult Education programs and services
- East Los Angeles College with surrounding Adult Education programs and services
Who do adult education services serve?

The Adult Education program and community college basic skills programs — comprising Adult Basic Education, Adult Secondary Education/GED, and ESL — serve a diverse group of students, all seeking opportunities for advancement. Students include recent high school graduates with weak English or math skills, high school dropouts seeking high school diplomas or GEDs, well-educated immigrants whose only barrier is not knowing English, immigrants barely literate in their own language, young people born in the US who grew up in homes in which English is not the primary spoken language, and, in the case of the Adult Education Program, individuals incarcerated in adult prisons, county jails or youth facilities. Statewide, more than half (55.5 percent) of all basic skills students are ESL students, although only about one-quarter of community college basic skills students are ESL students. Basic skills students are predominantly Latino (60.1 percent), with Asians and whites making up similar shares — 17.0 percent and 14.2 percent, respectively.

In addition to offering basic skills courses, both segments serve entry-level job seekers and adults seeking retraining through career technical education (CTE) programs, as well as parents, adults with disabilities and older adults.

Services and service delivery

In Los Angeles, services are offered through LAUSD’s service centers and district facilities, the nine community college campuses, apprenticeship programs, and 18 WIA-funded WorkSource Centers and their partner organizations. All of these primary service providers also partner with numerous local community-based organizations, libraries, and jail programs.

Los Angeles Unified School District (LAUSD) Adult Education Programs

LAUSD services are delivered through 61 stand-alone sites and district shared facilities. Since the 2007-08 the number of unduplicated students served by the LAUSD and (duplicated) school year enrollments have both declined 39 percent. Unduplicated student counts declined from 342,951 in 2007-08 to 209,596 in 2011-12, and duplicated enrollment counts declined from 833,712 enrollments in 2007-08 to 504,926 enrollments in 2011-12.

Presently, state law authorizes adult schools to be reimbursed for use of state general apportionment funds for the following ten (10) adult program areas:
1. Parenting
2. Elementary and secondary basic skills (equivalent to the federal ABE and ASE programs, including high school diploma/GED programs)
3. English as a second language (ESL)
4. Citizenship for immigrants
5. Adults with disabilities
6. Career technical education
7. Older adults
8. Apprenticeship
9. Home economics
10. Health and safety programs

As seen in Appendix C, ESL comprises more than 50 percent of the enrollments at 255,850 in 2011-12, following by Adult Secondary Education (ASE) at 22 percent, or 113,432 enrollments in 2011-12. Adult Basic Education (ABE), for students with a reading level below grade 8, comprises another 7 percent of enrollments (37,810 in 2011-12). Together ABE and ASE enrollments totaled more than 159,000 in 2011-12.

Enrollments in English as a Second Language (ESL) have declined by 40 percent, from 429,020 in 2007-08 to 255,850 in 2011-12. Adult Secondary Education (ASE) (which enables students to obtain a high school diploma or California High School Equivalency Certificate, through the General Educational Development (GED) test) — the second largest program after ESL — has seen its enrollment decrease by 17 percent, and Adult Basic Education, which serves adults who read below the eighth grade level, has decreased in enrollment by 34 percent. In addition, in apprenticeship programs administered by the LAUSD, both hours and enrollments have decreased by 47 percent, from 6904 students in since 2007-08 to 3214 students in 2011-12.

LAUSD also administers vocational or CTE programs. Unduplicated enrollments in CTE totaled 45,602 in 2011-12, down 43 percent from 80,362 in 2007-08. As seen in Appendix C, nearly 48 percent fall within the Finance and Business industry cluster; enrollments in other industry clusters are distributes throughout the other 14 clusters, with 9 percent in energy and utilities, 8.5 percent in health sciences and medical technology and 8.2 percent in transportation.
Los Angeles Community College District (LACCD) Basic Skills and Career Technical Education

LACCD delivers its services primarily through nine college campuses. It offers non-credit basic skills, comprising ESL, Elementary and Secondary Basic Skills, and "workforce preparation." Non-credit ESL enrollment increased from 7,396 in 2007-08 to 8,969 in 2011-12. A larger program, non-credit basic skills (including both elementary and secondary basic skills), comprised 40,288 enrollments in 2011-12, down slightly from 40,692 in 2007-08; for-credit basic skills increased from 31,347 enrollments in 2007-08 to 34,208 in 2011-12. In total, 78,548 students enrolled in non-credit or for-credit basic skills in 2011-12.

LACCD offers an extensive array of CTE programs as part of its core mission. As seen in Appendix C, enrollments totaled more than 97,773 in 2011-12. Community College CTE enrollments fall primarily into the following industry sectors: public services (23 percent), finance and business (22 percent), and education, child development and family services (16 percent). Arts, media and entertainment and information technology each make up 9 percent.

Apprenticeship and Union/Employer Training Funds

The roots of all workforce development lie in organized labor’s guild-apprentice system from hundreds of years ago, and today’s unions still provide the gold standard for job-based, data-driven, career pathway training. Nationally, the labor movement trains more than 450,000 workers every year. California alone has almost 200 apprenticeship programs, and most of the 2,000 unions in the state provide some form of training. Training programs run the gamut from language classes to vocational training that is the equivalent of a master’s degree, from construction safety to RN licensure, from a few weeks to six years.

Union training programs are the model for demand-driven industry training. All provide learn-while-you-earn opportunities that are virtually free for the workers, and provide on-the-job skills upgrade training that might not otherwise be possible. The hundreds of millions of dollars invested every year in union training come mostly from contractually negotiated trust funds costing nothing to the public, or are used to leverage government funding. Such Taft-Hartley Trusts are governed by joint labor-management committees to ensure training is timely, high quality,
and relevant. Union training is always tied to a job and therefore provides direct, immediate value to both the worker and employer. These trusts and union training programs cover the high-demand sectors in Los Angeles, such as entertainment, hospitality, construction, logistics, green jobs, and health care.

Union training also yields significant public benefits. Apprenticeship programs consciously reach out to people who cannot find opportunities elsewhere such as veterans and ex-offenders, opening the door to serious jobs for many who would otherwise struggle. Union training programs frequently provide supportive services through complementary, contractually negotiated benefits that might otherwise come from the public expense. Training trusts create community college partnerships that support the publicly-funded education system. Partnerships lead to improved job satisfaction for workers, high productivity for employers and a skilled workforce that ensures the quality and innovation essential for competing in a global economy.

To provide apprenticeship training for their employees, employers partner with both the California Community Colleges and the California Department of Education (CDE). Apprentices receive on-the-job training via their employers, and in the evening or on weekends receive employer-selected “related and supplemental instruction” (RSI). All RSI apprenticeship programs must be approved by the Division of Apprenticeship Standards, within the California Department of Industrial Relations. Many of the RSI apprenticeship programs, which are typically three to five years in length, allow apprentices to earn a certificate or associate degree. Apprenticeship programs provide a high return in the state given that it costs $5.04 per hour of training and most programs average 160 hours per year, which is $806.40 per apprentice per year.

Currently, statewide, the CDE has $15,691,999 of RSI funding. The CDE RSI funding of $15.7 million is one of the four remaining programs that did not fall under flexibility to the school districts during the 2008 state budget crisis, although the governor has proposed putting it under the weighted student formula.

Within the community college system in the Los Angeles area, Los Angeles Trade Tech is a large provider of apprenticeships, together with Rio Hondo College in Whittier.
As seen in Appendix C, unduplicated number of students in apprenticeships through LAUSD decreased from a high of 6,904 in 2007 to 3,690 students in 2011-12. In 2008, the CDE RSI budget was cut 15.45 percent and in 2009 the budget was cut an additional 5.2 percent.

**The State’s Workforce Development System**

Local WIBs convene workforce, economic development, industry, labor, educational, and community partners to promote workforce development. The 49 local WIBs in California are responsible for monitoring industry trends and needs; mapping the gaps between the needs of the economy and the current delivery system; and providing information about jobs and pathways. Local WIBs also oversee local youth councils. In addition, they oversee One-Stop Career Centers in their communities. The centers provide many training and job placement resources and can thereby expand the capacity of school districts and colleges to provide career exploration and preparation opportunities for adult learners. There are seven local workforce investment areas and WIBs in the County of L.A., with the City of L.A. and the County of L.A. as the as the two highest funded WIBs in the region and state.

**The County of Los Angeles Workforce Investment System**

The County of L.A. provides employment and training services to residents of 58 of the County’s 88 cities and all 151 unincorporated areas through its delivery system of 17 One Stop Centers and three satellite centers, also branded as WorkSource Centers, including two community colleges. Last year, employment and training services were provided to more than 170,000 individuals.

The WIB has engaged in targeted efforts in partnership with stakeholders such as East L.A. College South Gate campus, county, state and other local government agencies, businesses and the Chamber of Commerce in Florence-Firestone to develop and implement special employment and training initiatives for adults and youth in this unincorporated area of the County with the highest unemployment rate and extremely low educational attainment.

The County also funds 17 community-based organizations and agencies, including the L.A. County Office of Education, to provide WIA Youth Program services to 14-21 year old youth who meet income eligibility at more than 50 sites, including in many school districts. The County’s WIA Youth Contactors primarily serve older youth, ages 17-21 but approximately 50 percent are out-of-school youth and the other half are in-school youth. The WIB and its Youth Council are exploring a new direction, policies and priorities to serve a higher percentage of older and out-of-school youth, in addition to an assessment of the opportunities and benefits of collocation of WIA Youth programs and services within the WorkSource Centers that largely offer adult and dislocated worker programs to ensure greater accessibility to WIA Adult resources and services by older youth. The County offers the same six services listed under the section on the City of L.A. OneSource Centers.

One of the County’s highest priorities is to increase employment and training support to AB12 emancipated foster youth, in addition to a commitment to promote the adoption of a common policy by all seven WIBs to countywide coordination and collaboration of employment and training services to all emancipated foster youth in the County, with a particular emphasis on placement in unsubsidized employment.

**The City of Los Angeles Workforce Investment System**

In the City of Los Angeles, 18 WIB One Stop career centers — called WorkSource Centers — provide assistance in job-seeking to 170,000 people per year. They also list employment openings for L.A.-based businesses in diverse fields, from manufacturing and industry to childcare, health care and international trade.

As part of an initiative geared toward increasing the accessibility of job-search resources in the local community, the Workforce Investment Board is working closely with the Los Angeles Public Library to help L.A. residents explore opportunities for education and training and obtain gainful employment.

The WIB also provide services to youth ages 14 to 21, who are residents of the City of L.A., and income eligible. Serving primarily in-school youth, these youth centers are also called OneSource Centers, Youth Opportunity Systems, or Youth Opportunity Movements. They provide:

- Work readiness training
- Career exploration opportunities
- Job skills training
- Tutoring and computer training
- College preparation
- Mentoring and counseling
In October 2012, the City of L.A. announced the opening of 13 new YouthSource Centers and a redesigned student recovery system within the City of L.A. The move marks the largest partnership ever between the City of L.A. and the LAUSD. Developed and managed by the City’s Community Development Department and made possible through $13 million annually provided by the Federal Workforce Investment Act and a new $12 million grant from the Department of Labor’s Workforce Innovation Fund, the new YouthSource System features a universal access component and is focused on getting out-of-school youth back in the classroom and armed with a high school diploma.

The YouthSource System is a redesign of the City’s OneSource Centers, which centered on job finding efforts for in-school youth. The YouthSource Centers will be located in low-income areas throughout the city. Participants must be 16-21 years old, reside in the City of Los Angeles, and be income eligible. They are asked to be involved with the program for at least one year during which time they will receive guidance from trained and experienced staff on a range of services including reenrolling in high school, alternative high school services, counseling and mentoring, college preparation, employment and work readiness, career exploration, and occupational skills training, tutoring and computer training.

YouthSource Centers will reconnect participants with high schools, community day schools, LAUSD and L.A. County Office of Education continuation schools, community colleges or GED programs. A key feature of the initiative is the placement of LAUSD Pupil Services and Attendance Counselors at each of the Centers to help guide students back to school. Centers are expected to improve student retention and bolster academic proficiency through effective case management and supportive services.
### Los Angeles County

<table>
<thead>
<tr>
<th>Poverty</th>
<th>% below poverty level</th>
</tr>
</thead>
<tbody>
<tr>
<td>All people</td>
<td>*</td>
</tr>
<tr>
<td>All families</td>
<td>*</td>
</tr>
<tr>
<td>With related children under 5 yrs only</td>
<td></td>
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</tbody>
</table>

* Population numbers not provided

Source: U.S. Census Bureau, 2006-2010 American Community Survey

### Education Attainment (18 years and over)

<table>
<thead>
<tr>
<th>Education Attainment (18 years and over)</th>
<th>Number</th>
<th>% of total</th>
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</thead>
<tbody>
<tr>
<td>Population 18 years and over</td>
<td>7,358,225</td>
<td></td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td>925,039</td>
<td>12.6%</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>802,988</td>
<td>10.9%</td>
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<tr>
<td>High school graduate (includes equivalency)</td>
<td>1,570,151</td>
<td>21.3%</td>
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<tr>
<td>Some college, no degree</td>
<td>1,652,708</td>
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<tr>
<td>Associate’s degree</td>
<td>476,820</td>
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<tr>
<td>Bachelor’s degree</td>
<td>1,289,070</td>
<td>17.5%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>641,449</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

| Population 18 -24 years                  | 510,506  |            |
| Less than 9th grade                      | 13,084   | 2.6%       |
| 9th to 12th grade, no diploma            | 68,464   | 13.4%      |
| High school graduate (includes equivalency) | 128,489  | 25.2%     |
| Some college, no degree                  | 217,099  | 42.5%      |
| Associate’s degree                       | 27,059   | 5.3%       |
| Bachelor’s degree                        | 52,054   | 10.2%      |
| Graduate or professional degree          | 4,257    | 0.8%       |

| Population 25 and over                   | 6,311,654|            |
| Less than 9th grade                      | 889,179  | 14.1%      |
| 9th to 12th grade, no diploma            | 634,486  | 10.1%      |
| High school graduate (includes equivalency) | 1,292,301| 20.5%     |
| Some college, no degree                  | 1,232,745| 19.5%      |
| Associate’s degree                       | 428,476  | 6.8%       |
| Bachelor’s degree                        | 1,199,761| 19.0%      |
| Graduate or professional degree          | 634,706  | 10.1%      |
## Los Angeles County

<table>
<thead>
<tr>
<th>Unemployment</th>
<th>Number Unemployed</th>
<th>% of population in labor force</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>576,200</td>
<td>11.9%</td>
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Source: Labor Market Information, EDD, July 2012 (not seasonally adjusted)

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<tr>
<th>English Proficiency</th>
<th>Number</th>
<th>% of population 5 years and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA County</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population 5 years and over</td>
<td>9,098,454</td>
<td></td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>4,907,400</td>
<td>53.9%</td>
</tr>
<tr>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population 5 years and over</td>
<td>34,092,225</td>
<td></td>
</tr>
<tr>
<td>Speak English less than “very well”</td>
<td>13,537,846</td>
<td>39.7%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2006-2010 American Community Survey

## Los Angeles Unified School District

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Total Enrollment</th>
<th>Number (%) English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD</td>
<td>670,745</td>
<td>209,493 (31.2 %)</td>
</tr>
<tr>
<td>County</td>
<td>1,574,150</td>
<td>409,761 (26.0 %)</td>
</tr>
<tr>
<td>State</td>
<td>6,190,425</td>
<td>1,468,235 (23.7%)</td>
</tr>
</tbody>
</table>

Source: DataQuest 2009-10
## APPENDIX C:
Enrollment LAUSD and LACCD
Including Career Technical Education Programs by Industry Sector

### Los Angeles Unified School District - Adult Education
Number of courses, sections and enrollments per program for 2007-08 and 2011-2012

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses</th>
<th>Course Sections</th>
<th>Enrollment*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007-08</td>
<td>2011-12 Diff</td>
<td>2007-08</td>
</tr>
<tr>
<td>ESL</td>
<td>29</td>
<td>33 -4</td>
<td>6,963</td>
</tr>
<tr>
<td>Adult Basic Education</td>
<td>13</td>
<td>16 -3</td>
<td>914</td>
</tr>
<tr>
<td>Adult Secondary Education</td>
<td>71</td>
<td>71 -0</td>
<td>2,045</td>
</tr>
<tr>
<td>Vocational**</td>
<td>327</td>
<td>262 -65</td>
<td>1,947</td>
</tr>
<tr>
<td>Programs for Older Adults</td>
<td>44</td>
<td>32 -12</td>
<td>1,371</td>
</tr>
<tr>
<td>Parenting</td>
<td>42</td>
<td>39 -3</td>
<td>2,019</td>
</tr>
<tr>
<td>Citizenship</td>
<td>1</td>
<td>2 -1</td>
<td>122</td>
</tr>
<tr>
<td>Adults with Disabilities</td>
<td>15</td>
<td>14 -1</td>
<td>296</td>
</tr>
<tr>
<td>Home Economics</td>
<td>7</td>
<td>0 -7</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>549</td>
<td>469 -80</td>
<td>15,713</td>
</tr>
</tbody>
</table>

#### Number of unduplicated students

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2011-12 Diff</th>
<th>2007-08</th>
<th>2011-12 Diff</th>
<th>% Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>342,951</td>
<td>209,596</td>
<td>-133,355</td>
<td>-39%</td>
<td></td>
</tr>
</tbody>
</table>

### Hours Used

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2011-12 Diff</th>
<th>2007-08</th>
<th>2011-12 Diff</th>
<th>% Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship ***</td>
<td>840148.40</td>
<td>448112.40</td>
<td>-392,036.00</td>
<td>6,904</td>
<td>3,690</td>
</tr>
</tbody>
</table>

* Total enrollment is duplicative; Students enrolled in multiple programs are counted more than once. (Note: The average enrollment per section can be larger because supervised tutoring, in which enrollment is limitless, is also included in the enrollments.)

** Vocational courses include ROC courses.

*** Average hours of training per apprentice is approximately 160 hours.
## Los Angeles Community College District (Noncredit and Credit Basic Skills and Career Technical Education)

**Number of courses, sections and enrollments per program for 2007-08 and 2011-2012**

<table>
<thead>
<tr>
<th>Noncredit Basic Skills Program</th>
<th>Courses</th>
<th>Course Sections</th>
<th>Enrollment*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007-08</td>
<td>2011-12</td>
<td>Diff</td>
</tr>
<tr>
<td>ESL</td>
<td>36</td>
<td>33</td>
<td>-3</td>
</tr>
<tr>
<td>Elem. &amp; Sec. Basic Skills</td>
<td>14</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>Workforce Preparation</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>198</td>
<td>-12</td>
</tr>
</tbody>
</table>

Number of unduplicated students

- ESL: 47,926
- Elem. & Sec. Basic Skills: 49,463
- Workforce Preparation: 1,537
- Total: 49,803

| Credit Basic Skills ***       | 150     | 133     | -17  | 1,202  | 932     | -270 | 31,347 | -- | 34,208 | -- | 2,861 | 9%    |

Number of unduplicated students

- Credit Basic Skills: 27,195
- Total: 29,085

| Career Technical Education (credit) | 97,773 |

* Enrollments are unduplicated per program, but total enrollment is duplicative (students enrolled in multiple programs are counted more than once.)

Note: The average enrollment per section can be large because supervised tutoring, in which enrollment is limitless, is also included in the enrollments.

** Credit basic skills includes ESL, Elementary and Secondary Basic Skills (i.e., reading, writing, math)
# APPENDIX C:  
Enrollment LAUSD and LACCD  
Including Career Technical Education Programs by Industry Sector

<table>
<thead>
<tr>
<th>Industry</th>
<th>LAUSD</th>
<th></th>
<th>LACCD</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td><strong>Percent</strong></td>
<td><strong>Number</strong></td>
<td><strong>Percent</strong></td>
<td></td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>61</td>
<td>0.1%</td>
<td>1,134</td>
<td>1.1%</td>
</tr>
<tr>
<td>Arts, Media and Entertainment</td>
<td>2,191</td>
<td>4.5%</td>
<td>9,202</td>
<td>9.1%</td>
</tr>
<tr>
<td>Building Trades and Construction</td>
<td>2,046</td>
<td>4.2%</td>
<td>1,219</td>
<td>1.2%</td>
</tr>
<tr>
<td>Consumer &amp; Family Studies</td>
<td>384</td>
<td>0.8%</td>
<td>n/a</td>
<td>0.0%</td>
</tr>
<tr>
<td>Education, Child Development and Family Services</td>
<td>973</td>
<td>2.0%</td>
<td>16,613</td>
<td>16.3%</td>
</tr>
<tr>
<td>Energy and Utilities</td>
<td>4,429</td>
<td>9.0%</td>
<td>1,986</td>
<td>2.0%</td>
</tr>
<tr>
<td>Engineering and Design</td>
<td>1,871</td>
<td>3.8%</td>
<td>4,620</td>
<td>4.5%</td>
</tr>
<tr>
<td>Fashion and Interior Design</td>
<td>n/a</td>
<td>0.0%</td>
<td>1,394</td>
<td>1.4%</td>
</tr>
<tr>
<td>Finance and Business</td>
<td>13,372</td>
<td>47.7%</td>
<td>22,562</td>
<td>22.2%</td>
</tr>
<tr>
<td>Health Science and Medical Technology</td>
<td>4,149</td>
<td>8.5%</td>
<td>4,343</td>
<td>4.3%</td>
</tr>
<tr>
<td>Hospitality, Tourism and Recreation</td>
<td>540</td>
<td>1.1%</td>
<td>3,219</td>
<td>3.2%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>197</td>
<td>0.4%</td>
<td>9,326</td>
<td>9.2%</td>
</tr>
<tr>
<td>Manufacturing &amp; Product Development</td>
<td>1,043</td>
<td>2.1%</td>
<td>**</td>
<td>0.0%</td>
</tr>
<tr>
<td>Marketing, Sales and Services</td>
<td>3,264</td>
<td>6.7%</td>
<td>475</td>
<td>0.5%</td>
</tr>
<tr>
<td>Public Services</td>
<td>459</td>
<td>0.9%</td>
<td>23,546</td>
<td>23.2%</td>
</tr>
<tr>
<td>Transportation</td>
<td>4,019</td>
<td>8.2%</td>
<td>2,000</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48,998</td>
<td>100%</td>
<td>101,639</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Number of unduplicated students</strong></td>
<td>45,602</td>
<td>--</td>
<td>97,773</td>
<td>--</td>
</tr>
</tbody>
</table>

* Enrollments are unduplicated within industry sector
** Data were not available within time allotted for this industry cluster.
City of South Gate

Why South Gate? South Gate is an area of high need as seen in table 1 below.

| Table 1. Selected characteristics of South Gate as compared to California |
|--------------------------------------------------|-----------------|-----------------|
| Hispanic *                                       | South Gate: 95% | California: 38% |
| Persons below poverty level *                    | South Gate: 19% | California: 14% |
| Language other than English spoken at home, pct age 5+ ** | South Gate: 89% | California: 43% |
| HS graduates, pct of persons age 25+ **           | South Gate: 51% | California: 81% |
| Bachelor’s degree or higher, pct of persons age 25+ ** | South Gate: 7%  | California: 30% |

* Source: 2010 U.S. Census

** Source: U.S. Census Bureau, 2006-2010 American Community Survey

<table>
<thead>
<tr>
<th>Table 2. LAUSD program offerings in South Gate (2011/12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Elementary Basic Education</td>
</tr>
<tr>
<td>Adult Secondary Education</td>
</tr>
<tr>
<td>Parenting</td>
</tr>
<tr>
<td>ESL</td>
</tr>
<tr>
<td>Vocational</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

There are three community colleges near South Gate:

- LA Southwest College (8 miles)
- LA Trade Tech (9 miles)
- East LA College (10 miles) - East LA College appears to have a local site in South Gate.
## Table 3. Noncredit basic skills program offerings at East LA, Southwest and LA Trade Tech colleges (2011-12)

<table>
<thead>
<tr>
<th>Campus/Programs</th>
<th>Courses</th>
<th>Sections</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>East LA College</strong></td>
<td>25</td>
<td>102</td>
<td>18,696</td>
</tr>
<tr>
<td>ESL</td>
<td>8</td>
<td>22</td>
<td>1,221</td>
</tr>
<tr>
<td>Elementary &amp; Secondary Basic Skills</td>
<td>17</td>
<td>80</td>
<td>17,475</td>
</tr>
<tr>
<td><strong>Southwest College</strong></td>
<td>15</td>
<td>96</td>
<td>6,475</td>
</tr>
<tr>
<td>ESL</td>
<td>8</td>
<td>44</td>
<td>2,731</td>
</tr>
<tr>
<td>Elementary &amp; Secondary Basic Skills</td>
<td>5</td>
<td>41</td>
<td>3,544</td>
</tr>
<tr>
<td>Workforce Preparation</td>
<td>2</td>
<td>11</td>
<td>200</td>
</tr>
<tr>
<td><strong>LA Trade Tech</strong></td>
<td>11</td>
<td>111</td>
<td>11,471</td>
</tr>
<tr>
<td>ESL</td>
<td>2</td>
<td>6</td>
<td>117</td>
</tr>
<tr>
<td>Elementary &amp; Secondary Basic Skills</td>
<td>7</td>
<td>100</td>
<td>11,186</td>
</tr>
<tr>
<td>Workforce Preparation</td>
<td>2</td>
<td>5</td>
<td>186</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>51</td>
<td>309</td>
<td>36,642</td>
</tr>
</tbody>
</table>

*Colleges serving the community are East Los Angeles, Southwest and L.A. Trade Tech Colleges.

## Table 4. Sample case study of noncredit course offerings of LAUSD Adult Education Program and community college basic skills program sections available to residents of Southgate (2011-12)

<table>
<thead>
<tr>
<th>Programs</th>
<th>Adult Education Program Sections</th>
<th>Community College Program*Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>224</td>
<td>72</td>
</tr>
<tr>
<td>Elementary &amp; Secondary Basic Skills</td>
<td>180</td>
<td>221</td>
</tr>
<tr>
<td>Language other than English spoken at home, pct age 5+ **</td>
<td>89%</td>
<td>43%</td>
</tr>
<tr>
<td>Vocational Education or Workforce Preparation (non-credit CTE)</td>
<td>37</td>
<td>16</td>
</tr>
</tbody>
</table>

*Colleges serving the community are East Los Angeles, Southwest and L.A. Trade Tech Colleges.
Adult Basic Education (ABE). Courses of instruction in mathematics, reading, language, and workforce readiness skills for adults functioning at an 8th-grade level or below.

Adult Secondary Education (ASE). Courses through which an adult education learner prepares to take the General Educational Development (GED®) Test or receives high school credit that leads to a high school diploma; courses are designed for learners functioning at a 9th-grade level or above.

Articulation. The practice of aligning curriculum from one educational segment to another to encourage a seamless transition between courses, grades, and/or education institutions. Most commonly, high school, regional occupational center and program (ROCP), or adult education courses articulate to community college courses: depending on how the articulation agreements are structured, students may sometimes receive college credit for completing articulated courses.

Basic skills. Basic skills can be defined in several ways. Basic Skills as a Foundation for Student Success in California Community Colleges describes basic skills as “those foundation skills in reading, writing, mathematics, and English as a second language as well as learning skills and study skills which are necessary for students to succeed in college-level work. Courses designed to develop these skills are generally classified as pre-collegiate, basic skills, or both, and may be either credit or non-credit.” Basic skills can also be defined from the workforce perspective as the academic foundation needed to ensure basic educational competency of the workforce. This includes not only the reading, writing, math, and English skills needed for success in college-level work but additional skills such as:

- Ability to solve semi-structured problems where hypotheses must be formed and tested
- Ability to work in groups with persons of various backgrounds
- Ability to communicate effectively, both orally and in writing
- Ability to use personal computers to carry out simple tasks

Career pathway. A multi-year program of academic and career technical study that aligns adult education, postsecondary education, and/or occupational training, enabling students to attain recognized credentials that will qualify them for career advancement in areas of projected employment opportunity.

Career technical education (CTE). According to the Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the California State Plan for Career Technical Education, the term “career and technical education” means organized educational activities that — “(A) offer a sequence of courses that — (i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual.”

Career technical education (CTE) course sequence. A multi-year sequence of CTE courses that emphasizes technical skills and work-based knowledge while integrating the academic skills and knowledge necessary for the industry sector. The sequence typically includes beginning, intermediate and capstone courses, as well as work-based learning (WBL) experiences, and is intended to provide students with preparation for the workplace and postsecondary education.

Categorical flexibility. The granting of expenditure flexibility to school districts in approximately 40 previously restricted state “categorical” programs, including Adult Education, through 2012–2013, as stipulated in California’s 2009 Budget Act. Such flexibility enables district superintendents to use otherwise restricted funds to support any of their programs.
College. “College,” as used in this plan, refers to a wide array of postsecondary options for students, including moderate-term and long-term on-the-job training, industry certification programs, apprenticeship, the military, two- and four-year college and university programs and high-level technical schools.

Concurrent enrollment. See “Dual enrollment.”

Curricular integration. A series of strategies used to connect the content of one or more academic and CTE courses so that what is learned in one discipline is combined with and reinforced in the other disciplines over an extended period of time. The aim of these strategies is to make learning more effective, meaningful, and engaging. Ideally, integrated curriculum includes a combination of various academic and CTE subjects and goes beyond textbook instruction by requiring students to use their skills and knowledge or acquire new learning in order to solve complex, real problems that are often industry-based.

Dual enrollment. A strategy whereby high school or adult education students enroll in college courses while still enrolled in high school or adult school. Courses may be offered either on the school or college campus. Students who are dually enrolled may earn college credit.

English as a Second Language (ESL). A program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

General Educational Development (GED). A test that may be taken by students 18 years old and older for the purpose of receiving a High School Equivalency Certificate. The examination tests knowledge in five subject areas: Language Arts, Writing; Language Arts, Reading; Mathematics; Science; Social Studies.

Integrated curriculum. See “Curricular integration.”

One-Stop career centers (“One Stops”). Centers established under the federal Workforce Investment Act, Title I, designed to provide a full range of assistance to job seekers under one roof. The One Stops are overseen by local WIB, of which there are 49 in California, each of which has a service area. There may be more than one center in a service area, depending on need, resources, and other factors. The One Stops offer in-person and online access to training referrals, career counseling, job listings and similar employment-related services.

Postsecondary articulation. See “Articulation.”

Postsecondary education. Non-remedial coursework in a variety of postsecondary settings, including moderate-term and long-term on-the-job training, apprenticeship, the military, two- and four-year college and university programs and high-level technical schools.

Related and supplemental instruction (RSI). RSI is the supplemental instruction selected by employers to support the on-the-job training they provide in apprenticeships. RSI serves as the basis for calculating funding for apprenticeships.

Supplemental instruction. Instructional strategies that provide a venue for both students who are struggling and students who are excelling so that they can either catch up or expand their knowledge. Strategies may include modified curriculum such as shortened or lengthened assignments, targeted reading assignments, after-school instruction, tutoring, mentoring, reduction of class size, extended school year, summer school, etc.

Support services. Various strategies and programs intended to assist students in reaching learning and performance goals and outcomes. With regard to academic support, these services might include tutoring, academic intervention strategies, online support programs, CAHSEE support, supplemental instruction, credit recovery programs and counseling. Career-related services include career assessments, reflection exercises and advising, and career exploration opportunities such as speakers, informational interviewing, and job shadowing. In addition, support services may include non-academic services such as health services, transportation, and child care. Finally, support services include transition services which assist students in progressing in their educational and career development — both within adult education and across segments and sectors.

Transition services. Those support services specifically designed to facilitate students’ transitions from one level of education to another, from education to the workforce, or from one level of career preparation to another, bridging across educational institutions and across education and employment sectors as necessary. Examples include access to speakers, mentors, and information about postsecondary options, college tours, assistance with applications, assistance in securing financial aid, internships linking classroom curricula to the workplace, assistance with resume-writing and job interviews and job development services.
Work-based learning (WBL) and workplace learning. An educational strategy that links school-based instruction with activity that has consequences beyond the class or value beyond success in school, and is judged by professional standards; it uses the workplace, or in-depth experience with employer or community input, to engage students and intentionally promote learning and access to future educational and career opportunities. While work-based learning may occur in a variety of settings, workplace learning occurs in a workplace.

Workforce readiness. The literacy, mathematics and technical skills, as well as cross-cutting workplace skills necessary to transition to short-term on-the-job training and employment.
The Los Angeles Workforce Systems Collaborative, formed in June 2007, convenes the region’s education, government, workforce development, labor, business and community leaders to develop a comprehensive economic and workforce development system in L.A. to meet the employment and educational needs of our region’s low income, and underserved communities. The collaborative is focused on leveraging the collective and individual assets of these systemic partners to create pathways to high demand, high growth industries, and sustainable careers to ensure the economic competitiveness of the L.A. region.

The Los Angeles Workforce Systems Collaborative seeks to:

- Support industry sector workforce training and sector intermediary initiatives to improve opportunities for low-wage workers;
- Strengthen the region’s workforce development system by expanding/enhancing relationships and sharing resources with various public, private and nonprofit entities;
- Leverage public sector hiring and contracting through City and County departments to facilitate the hiring of area residents; and
- Connect young people to employment opportunities and career possibilities, and move them into self-sufficiency.
Endnotes

1 Even before the 2009 funding crisis that placed CDE’s Adult Education programs into categorical flexibility, the Public Policy Institute of California identified a “fundamental flaw” in the funding formula for adult schools, impacting its inability to keep pace with and adapt to the changing English-language needs of communities throughout the state. Given that over half of Los Angeles County residents speak a language other than English in their homes, this flaw hits Los Angeles particularly hard.

2 Los Angeles Times August 26, 2012

3 2007-08 CTE Enrollment figures could not be obtained and analyzed in the timeframe allotted.


8 DataQuest 2009-10


14 Helping Lower Skilled Californians Earn Postsecondary Credentials, Julie Strawn, Senior Fellow, CLASP. Briefing to the California Edge Campaign, November 10, 2011


17 Helping Lower Skilled Californians Earn Postsecondary Credentials, Julie Strawn, Senior Fellow, CLASP. Briefing to the California Edge Campaign, November 10, 2011


19 According to a rigorous study conducted by Public/Private Ventures, Participants in sector-focused programs earned significantly more than control group members, with most of the earnings gains occurring in the second year; Participants in sector-focused programs were significantly more likely to work and, in the second year, worked more consistently than control group members; were significantly more likely to work in jobs with higher wages; were significantly more likely to work in jobs that offered benefits; had significant earnings gains as compared to their counterpart controls. See Sheila Maguire, Joshua Freely, Carol Clymer, Maureen Conway, Denna Schwartz. Tuning In to Local Labor Markets: Findings from the Sectoral Employment Impact Study. Public/Private Ventures, July 2010.

21 Helping Lower Skilled Californians Earn Postsecondary Credentials, Julie Strawn, Senior Fellow, CLASP. Briefing to the California Edge Campaign, Nov. 2011


26 For more information on WE BUILD, see http://www.laschools.org/documents/download/we_build%2fWe_Build_Program_Brochure.pdf?version_id=190590929

27 Information provided by Hospitality Training Academy, Oct. 2012

28 ETP Website http://www.etp.ca.gov/program.cfm

29 For more information about REDF, see http://www.redf.org/about-redf

30 Helping Lower Skilled Californians Earn Postsecondary Credentials, Julie Strawn, Senior Fellow, CLASP. Briefing to the California Edge Campaign, Nov. 2011 and Cho, S-W., Quantitative Research Associate, Community College Research Center, Columbia University. A Difference-in-Differences Approach. AIR 2011 Annual Conference, Toronto, ON, May 2011


32 See http://www.careerladdersproject.org/initiatives-programs/career-advancement-academies/


34 See http://www.laworkforcefunders.org/about/


36 Not every campus offer non-credit basic skills classes.

37 Even before the 2009 funding crisis that placed CDE’s Adult Education programs into categorical flexibility, the Public Policy Institute of California identified a “fundamental flaw” in the funding formula for adult schools, impacting the system’s inability to keep pace with and adapt to the changing English-language needs of communities throughout the state. See Gonzalez, A. (2007) California’s Commitment to Adult English Learners: Caught Between Funding and Need. Given that over half of Los Angeles County residents speak a language other than English in their homes, this flaw hit Los Angeles particularly hard.

38 http://www.wiblacity.org/services/job-seekers.html

39 http://www.wiblacity.org/services/youth.html

Education & Workforce Development
2013 Priority Legislation

Early Care & Education

- **Support AB 273 (Rendon)** to create a more effective and holistic state child development system to support California’s most vulnerable children.
  - Status: *Assembly Appropriations Committee (Two-year bill)*
- **Support SB 192 (Liu)** to establish a comprehensive learning and educational support system.
  - Status: *Assembly Education Committee (Two-year bill)*

K-12 Education

- **Support AB 484 (Bonilla)**, a Chamber-sponsored bill, to authorize the next 21st century assessment system and create a plan for an effective transition process.
  - Status: *Senate Education Committee*
- **Support SB 300 (Hancock)**, a Chamber-sponsored bill, to formally adopt the new Next Generation Science Standards.
  - Status: *Assembly Education Committee*
- **Support SB 594 (Steinberg)** to incentivize business engagement in schools with pathways focused on growing industry sectors.
  - Status: *Assembly Rules Committee*

Higher Education & Workforce Development

- **Support SB 284 & SB 285 (de León)** to create a College Access Tax Credit Fund to increase annual Cal Grant B awards.
  - Status: *Assembly Education Committee*
- **Support AB 1241 (Weber)** to expand access to CalGrant B funds for low-income youth.
  - Status: *Senate Education Committee*
- **Support AB 606 (Williams)** to encourage community colleges to develop strategies to improve financial aid participation.
  - Status: *Senate Education Committee*
- **Support SB 440 (Padilla)** to strengthen transfer reform implementation (created under SB 1440).
  - Status: *Assembly Education Committee*
- **Support SB 118 (Lieu)** to encourage the California Workforce Investment Board to adopt new principles to ensure an industry sector-based approach to workforce development planning.
  - Status: *Assembly Labor & Employment Committee*

As of June 12, 2013
Thank you for lending your voice to *UpGrade America*. The goal of this movement is to reach policymakers, the media and the general public (including your employees) with a consistent message about the need for improvements to our nation’s education system.

The materials in this toolkit are engineered for ease-of-use, customization and flexibility. How and when you choose to use them depends on your audience(s) and key dates. For instance, the weeks around graduation and back-to-school are natural fits for communicating about *UpGrade America*. There will also be numerous other events that are ideal tie-ins for a serious discussion about the economic need for education reform. The materials within this toolkit will help you conduct quick outreach and will keep your messages consistent with those of your fellow business leaders.

Use the materials that are most appropriate for your particular situation. Each piece is engineered to make your efforts easier and relevant to your audience – whether you are speaking in public, writing for a newspaper or conducting internal communications – while helping you stay on message.

This toolkit contains materials and templates to help business leaders in using the *UpGrade America* messaging. The tools, which are designed for easy customization, include:

- **UpGrade America Overview** – A one-page document that summarizes the *UpGrade America* movement and message platform.

- **New Economic Realities** – A closer look at some of the key drivers of the need for education reform.

- **Making the Case** – Important statistics and facts to support the case and recommendations made by *UpGrade America*.

- **Talking Points** – Talking points tailored to specific audiences – the media, governors, state legislators, Congress and employees.

- **Templates** – Customizable materials to include language for newsletters, CEO blog post and op-ed that can be adapted for submission to a regional or state outlet to highlight the economic imperative for education reform.

- **Social Media Guide** – Recommendations for when to share *UpGrade America* messaging through social media. Sample tweets and Facebook posts to help you craft your own.

Thank you for being a part of *UpGrade America*. If you have any questions about the resources in this toolkit, or if you should need more information about *UpGrade America*, please contact the Business Coalition for Student Achievement at bcsa@all4ed.org.
UpGrade America Overview
Summary of purpose and message platform
UpGrade America

Business leaders have long understood that the success of their companies – and America’s economic strength – is deeply connected with the education that our nation is providing those in the current and future workforce. That’s why, through the UpGrade America movement, we are calling on policymakers to join us in improving education.

Our nation’s education system is our nation’s operating system. Just like the system software on our computers, if we don’t keep our education system upgraded as the world economy demands more of our workforce, we can’t meet that demand. Today’s jobs require knowledge that – for too many – our education system isn’t providing. A welder and farmer now need postsecondary training to operate the machinery routinely used in the mines and the fields, and without higher levels of education like this, millions of jobs are going unfilled. There’s been an incredible 70 percent increase in postsecondary education requirements in jobs that never demanded it before.

The world is changing. Fast.
Four key factors are driving this change:

- **Growth in an educated global workforce means more competition for America’s workers.** Unprecedented investments in education by countries with growing youth populations around the world are creating a large, skilled global workforce – ready to compete for the high-skilled jobs of the future.
- **Our nation’s growing diversity means new challenges for how we educate our young people.** Underserved minorities in America’s education system are becoming the majority. Access to high-quality education must reach every single student.
- **For the American worker, the best jobs require higher-level skills and education.** Students entering today’s job market face a very different workplace than previous generations. What used to be elite knowledge is now entry-level knowledge.
- **The economic impact of education on America’s workforce is greater with each passing day.** Education has more impact on income, employment, financial and career stability than ever before. A person’s education must match up with the economic demands of the working world. And right now, it’s an alarming mismatch.

We can take advantage of these changes.
Education is the key to re-energizing the American dream. Upgrading the way we prepare students for work, and lifelong education throughout someone’s career, puts our workforce in a position to compete. And that education system needs to be better every day – constantly upgrading to meet the demands of the economy. Adaptive. Responsive. Dynamic.

That only happens when business, government and the education community work together. World-class standards and high expectations for all students; transparency about performance; and a focus on improving our nation’s lowest performing schools are a clear place to start. But it takes political will to make it happen.

The time is now. Let’s demand it. Let’s upgrade the American workforce. Let’s UpGrade America!
New Economic Realities
A closer look at some of the key drivers of the need for education reform
New Economic Realities

The world is changing - fast. There are four key factors driving this change, which make upgrading our education system even more urgent.

Growth in an educated global workforce means more competition for America’s workers. Around the world, there is a shift in population dynamics unique to human history: more people are growing up educated. The result is that, at every wage level, people are more skilled than ever. Unprecedented investments by countries around the world are driving this trend. They are upgrading their education systems as their youth population grows, generating a larger, younger, more skilled global workforce – ready to compete for the jobs of tomorrow. In the U.S., youth as a percentage of the population is decreasing. Our education system must meet an even higher standard, because we won’t have as many young people to educate in the first place. In fact, The U.S. ranked 22nd out of 26 industrialized nations in terms of high school graduation rates in 2010. If our country is going to provide the opportunity for a good quality of life for our citizens, we’re going to have to get serious about high-level education, for every student. We will also need to provide high quality training for those already in the workforce. In short, we must out-educate other countries to compete.

Our nation’s growing diversity means new challenges for how we educate our young people. We need every single American student educated to succeed in the modern economy. This is especially critical as America’s youth becomes an increasingly small percentage of the population. We are becoming a more diverse nation than ever before, with students of color accounting for most of the growth in the school-age population. Yet, due to failures of our educational system, nearly one-third of African-American and Latino students do not graduate high school with their peers. That cannot continue. We must have a system that offers every student an education that prepares them for work and/or college – and allows them to compete with millions of students from other countries. The fabric of the American workforce is shifting, and students of color will determine our nation’s future economic success. Meeting the needs of most of our students isn’t good enough.

For the American worker, the best jobs require higher-level skills and education. Employees entering today’s job market face a very different workplace than previous generations. What used to be elite knowledge is now entry-level knowledge. Computers do much of the repetitive work now, and low-skilled, good-paying jobs are disappearing and not coming back. What remains for the U.S. worker are jobs that require higher levels of education: more critical thinking ability, stronger science and math skills and more engineering degrees. By 2020, U.S. companies will have less than half the number of qualified applicants for the 123 million high-skill jobs they will need to fill, while there will be three workers competing for every low-skill job. We must prepare our students for this new reality.

The economic impact of education on America’s workforce is greater with each passing day. Education has an enormous economic impact on the American worker. Their income, employment, financial and career stability are all determined by one simple factor: How well their education matches up with the economic demands of the working world. Our current education system is incredibly mismatched to the needs of the business and the marketplace. According to a recent survey, 87 percent of U.S. educators believe new graduates are ready to work. Just 49 percent of employers agreed with that assessment. That disconnect has drastic implications for individual workers and for our nation as a whole. Building the skills of students and working people is not optional. It must be the top priority in America.
Making the Case
Statistics and facts to support the case and recommendations made by UpGrade America
Making the Case

1) **Growth in an educated global workforce means more competition for America’s workers.** To provide the opportunity for a good quality of life for our citizens in the future, we’re going to have to get serious about high-level education, for every student we can. And support ongoing training for those already in the workforce.

*• Compared to the United States, other countries have an increasingly high percentage of young people graduating from high school and pursuing postsecondary education.*
  - In 2009, three million Americans ages 16 to 24 were not in high school and did not have a high school diploma or its equivalent.\(^1\)
  - The U.S. ranked 22\(^{nd}\) out of 26 industrialized nations in terms of high school graduation rates in 2010.\(^2\)
  - While our overall graduation rate increased from 2000 to 2010, the graduation rates of other nations — including Spain and Portugal — increased more significantly, making the U.S. graduation rate below-average.\(^2\)
  - The average industrialized nation has increased the percentage of its college-educated population by 65 percent, while the U.S. has only increased by three percent.\(^3\)
  - The U.S. ranks fourth among 34 industrialized countries in the proportion of college educated adults age 25-64, but it is only 13\(^{th}\) at age 25-34.\(^3\)

*• Demand for well-educated workers in fields related to science, technology, engineering and math (STEM) is higher than ever. We need to appropriately educate our students and train our workforce, so we can keep these well-paying jobs in the United States.*
  - The government estimates STEM jobs will grow by 17 percent between 2008 and 2018. Unemployment for STEM workers in 2010 was 5.2 percent compared to nearly 10 percent for non-STEM workers.\(^4\)
  - According to McKinsey, 64 percent of companies have unfilled positions for workers such as scientists and engineers due to a lack of qualified applicants.\(^5\)
  - Foreign students comprise nearly half of those pursuing advanced degrees in engineering (47 percent), math/computer science (45 percent) and economics (49 percent).\(^6\)
  - The quality of our math and science education was ranked 47\(^{th}\) out of 144 countries in a recent World Economic Forums global competitiveness report.\(^7\)
  - Only a little more than eight percent of American college students major in engineering and barely more than five percent major in computer science and math,

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even though those degrees command average salaries in excess of $70,000.8

2) Our nation's growing diversity means new challenges for how we educate our young people. If we want our workforce to be ready for the challenges of the future, we must deliver a high-quality education in every corner of our country.

- The minority is now the majority.
  - In May 2012, for the first time, Whites were a minority (49.6 percent) of all U.S. births.9
  - Minorities, now 37 percent of the U.S. population, are projected to comprise 57 percent of the population in 2060, with younger ages increasingly diverse.10
  - In school year 2009–10, students of color and Native students made up the majority of the student body in a dozen states. Ten additional states are close behind, with these same students comprising between 40 and 50 percent of K–12 public school enrollment.11

- Too often these populations have been underserved by our education system and are struggling to keep up.
  - In 2011, there was a 25-point score gap between White and African American students on the fourth-grade NAEP reading exam, and a 24-point score gap between White and Hispanic students.12
  - In the past decade, there has consistently been a score gap of 25 points or more between White and African American students on the eighth-grade NAEP reading exams, and a gap of 22 points or more between White and Hispanic students.13
  - Sixty-six percent of African American and 71 percent of Hispanic students are graduating from high school, compared to 83 percent of white students and 93 percent of Asians.14
  - Just five percent of African Americans, and 13 percent of Hispanics who took the ACT met its college-ready benchmarks in 2012. This is compared to 42 percent of Asians and 32 percent of whites.15
  - Low-income students and students of color in two-year colleges are much more likely to be required to take remedial courses: 67 percent of African Americans, 58 percent of Hispanics, and 64 percent of low-income students need remediation.16

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8 Anthony Carnevale, Jeff Strohl, and Michelle Melton. Selected Findings from What’s It Worth: The Economic Value of College Majors. Georgetown University: Center on Education and the Workforce.
16 Complete College America (2012)
To be competitive, we need all young people to be educated for success in the knowledge economy—particularly as we’re working with reduced numbers.

- The U.S. is seeing the first overall decline in the number of its high school graduates in more than a decade. While there should be a few peaks over the next 10 years, projections for 2025 and beyond anticipate a more consistent decline, reflecting the drop in births that began with the 2007 recession.\(^\text{17}\)

3) For the American worker, the best jobs require higher-level skills and education. If we prepare our students for this new reality, everyone wins.

- The new workplace looks different and demands more of American workers.
  - Eighty-eight percent of employers say employees need higher levels of learning and knowledge and that the challenges they face are more complex today than in the past.\(^\text{18}\)

- Increasingly, a postsecondary education is a requirement for entry to the American middle class, even in fields that didn’t previously require postsecondary degrees.
  - Over the past 40 years, the percentage of jobs requiring postsecondary education has doubled (from 28 percent to 59 percent).\(^\text{19}\)
  - Seventy percent of the increase in jobs requiring postsecondary education occurred in occupations that previously required no education beyond high school.\(^\text{19}\)
  - By 2020, U.S. companies will need to hire 123 million high-skill workers, but there will be only 50 million workers who qualify. Meanwhile, more than 150 million Americans will be competing for an estimated 44 million low-skill jobs.\(^\text{20}\)

4) The economic impact of education on America’s workforce is greater with each passing day. Every American can have the opportunity for financial and career stability if we make sure their education matches the demands of the working world.

- There is a mismatch between the skills of the American workforce and the skills required for today’s American jobs.
  - Despite a historically high unemployment rate, there were 3.4 million unfilled jobs at the end of 2011.\(^\text{21}\)
  - A McKinsey survey of 2,000 companies found that 40 percent had jobs open for more than six months because they could not find qualified applicants.\(^\text{22}\)
  - McKinsey also found that 87 percent of U.S. educators believe new graduates

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are ready to work, just 49 percent of employers agreed.\textsuperscript{23}

- **Students with a postsecondary education earn more and keep their jobs when times get tough.**
  - Estimated lifetime earnings for a high school dropout are $1.2 million, high school graduates $1.8 million, associate’s degree $2.3 million, bachelor’s degree $3.4 million and master’s degree $3.8 million.\textsuperscript{24}
  - In 2012, the unemployment rate for high school dropouts was 12.4 percent, high school graduates 8.3 percent, associate’s degree 6.2 percent, bachelor’s degree 4.5 percent and master’s degree 3.5 percent.\textsuperscript{25}
  - The unemployed with college degrees or higher are substantially less likely to be long-term unemployed than the average unemployed person.\textsuperscript{26}

- **A better educated America would increase our GDP and improve our economy.**
  - If Americans were as educated as their counterparts in Finland and Korea, our GDP would grow between $1.3 trillion and $2.3 trillion (9 percent – 16 percent).\textsuperscript{27}
  - Adding 20 million new college graduates by 2025 would boost GDP by $500 billion, add over $100 billion in additional tax revenues and begin to reverse the growth of income inequality.\textsuperscript{28}

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\textsuperscript{24} Carnevale et.al.


\textsuperscript{27} McKinsey & Company (2007). The Economic Impact of the Achievement Gap in America’s Schools. NY

\textsuperscript{28} Carnevale, A. & Rose, S. The Uneducated American. DC: Georgetown Center on Education and the Workforce. Retrieved from \texttt{http://education.agu.org/files/2012/04/undereducated_american.pdf}
Talking Points
Talking points tailored to specific audiences – media, governors, state legislators, Congress and employees
Talking Points

In the pages that follow, you’ll find talking points tailored to specific audiences that will help make the business case for education reform in the state[s] in which you operate. We hope that, over the next few months, you’ll visit with your governor, chief state school officer and state legislators, as well as your Members of Congress, to ensure their support for critical policy solutions that will help upgrade our education system. We also hope you will speak to media and to your employees to help build a broader understanding of how education impacts our economic success.

These talking points explain some of the significant changes over the past few decades to the way we work and the competition we’re seeing from the rest of the world. They also highlight the importance of education to meeting the challenges we face. We hope you will use these talking points as a foundation and tailor them to include:

- The key education policies under discussion in your state
- Specifics in your state including growth in minority populations, unemployment rate and skills gaps
- Your personal experiences / observations with the changing demands on the workforce
- Your company’s existing programs, partnerships and initiatives on education

In difficult economic times, America turns to its business leaders to help chart the course to a successful future. Education is a vital part of that success – and if we all speak with one voice on this issue, we have the chance to make a meaningful impact.
Talking Points
Audience: Media

These recommended talking points provide an overview of the challenges facing America’s economy and how education plays a vital role in meeting those challenges. Please include specific examples from your company and for your state.

The Economic Case for Education Reform:

- The world is changing – fast. Today’s jobs require knowledge and skills that – for too many young people – our education system isn’t providing. Business leaders see these challenges first hand as we look to hire, grow and innovate.

- America’s education system is our nation’s operating system. We must continually upgrade our education system if we want to stay competitive in a world economy that demands more of our workforce.

A New Economic Reality:

- There are four key factors making an education upgrade even more urgent:

  - **Global competition**: Other countries are making unprecedented investments in education – resulting in a large, skilled global workforce that is ready to compete for the high-skilled jobs of the future.

  - **Demographic shifts**: In America, minorities are quickly becoming the majority. Yet our schools have traditionally done a poor job preparing minorities for college and careers. We need every single American student educated to succeed in the modern economy. Meeting the needs of some of our students is not good enough.

  - **Changing workplace demands**: Students entering the job market face a workplace that is very different from the one their parents worked in. What used to be elite knowledge is now entry-level knowledge.

  - **Job / skills gap**: There is an alarming mismatch between job requirements and students’ skills and knowledge – at a time when education determines a person’s income, employment, financial and career stability more than ever before.
How Education Will Upgrade America:

- Education is still the key to meeting these challenges and re-energizing the American dream. That’s why business is working with government, the education community, and each other to help upgrade America. [Insert program / partnership that you and your company are a part of.]

- We know what needs to be done. Among the most important are:
  - **College- and career-ready standards**: We need to make sure that all students are getting the knowledge and skills they need to achieve a post-secondary degree – which more and more jobs are demanding – and to succeed in a competitive world that requires workers to be nimble, to think critically and to have strong science and math skills. Forty-six states have adopted state-developed common core standards to meet this goal and in the 2014-15 school year, they will begin using new assessments aligned to these standards. These new standards require more than has previously been asked of teachers and students, and the tests will measure a higher level of knowledge and skill. With sufficient support for teachers and students, these new standards can help chart a sound course for all students.

  - **Accountability and transparency**: Despite some criticism, No Child Left Behind is widely credited with shining a light on students who had been overlooked for too long. Thirty-four states have received waivers from No Child Left Behind and it is imperative that these new state-proposed accountability systems retain a strong commitment to all students and improving the lowest-performing schools.

  - **Lifelong education**: Education is a life-long endeavor – and we must help our workers to continually retrain and refresh their skills and knowledge to keep pace with our ever-increasing expectations.
Talking Points
Audience: Governor

These recommended talking points focus on the pressing issues in your state and look at specific examples from your company’s experience and workforce demands. We encourage you to offer your support and perspective as a business leader in the implementation of education policies affecting your state.

The Economic Case for Education Reform:

- The world is changing – fast. Today’s jobs require knowledge and skills that – for too many young people – our education system isn’t providing. Business leaders see these challenges first hand as we look to hire, grow and innovate.

- Our education system is [State]’s and the nation’s operating system. We must continually upgrade our education system if we want to stay competitive in a world economy that demands more of our workforce.

- States have the difficult task of providing a first-class education to every student – and ongoing training for the current workforce – with increasing restrictions and diminishing funding. The business community is here to help – whether you need support on policies, input on skills gaps and workplace demands or involvement with educational programs. Together, we can ensure the success of the next generation of [State]’s citizens.

A New Economic Reality:

- [Company] wants to be able to keep working in [State] – but we need to know we can hire employees with the right kinds of skills. Right now, there’s an alarming mismatch of job requirements and students’ skills and knowledge. [Insert example of jobs that now require advanced skills and unfilled positions at your own company due to lack of qualified applicants.]

- America’s schools have traditionally done a poor job preparing minorities for college and careers. We are becoming a more diverse state and nation than ever before, with students of color accounting for most of the growth in the student population [use state specific stats on diverse student growth if appropriate- e.g. “In [school districts], we are already seeing minorities becoming the majority”]. We need every single American student educated to succeed in the modern economy.
How Education Will Upgrade America:

- Education is still the key to re-energizing the American dream. That’s why business is working with government, the education community and each other to help upgrade America. [Insert program / partnership that you and your company are a part of.]

- We know what needs to be done, and the business community is behind you in getting those policies implemented in [State]'s schools. Among the most important are:

  o **College- and career-ready standards:** We need to make sure that all students are getting the knowledge and skills they need to achieve a post-secondary degree – which more and more jobs are demanding – and to succeed in a competitive world that requires workers to be nimble, to think critically, and to have strong science and math skills. [Let your governor know how important these new standards are to you and the business community. Offer your support in communicating their importance to the public and to state legislators. Emphasize that new assessments measuring these richer skills may show an initial dip as students and teachers adjust to the new standards and that such a dip is not a reason to retreat from the high expectations the standards represent; rather, it is a reason to redouble effort to help students meet them.]

  o **Accountability and transparency:** Despite some criticism, No Child Left Behind is widely credited with shining a light on students who had been overlooked for too long. Thirty-four states have received waivers from No Child Left Behind and it is imperative that these new state-proposed accountability systems retain a strong commitment to all students and improving the lowest-performing schools [Find out if your state has received or applied for a waiver under NCLB. Make sure your governor knows that your business and community are counting on all students graduating from high school prepared for college and careers, and that states which realize this goal will lead the way economically in the future.]

  o [Address other key education issues facing the state / from the governor’s agenda]
Talking Points
Audience: State Legislators

These recommended talking points focus on the pressing issues in your state and look at specific examples from your company’s experience and workforce demands. It provides more of an emphasis on individuals /constituents.

The Economic Case for Education Reform:
- The world is changing – fast. Today’s jobs require knowledge and skills that – for too many young people – our education system isn’t providing. Business leaders see these challenges first hand as we look to hire, grow and innovate.
- Our education system is [State]’s and the nation’s operating system. We must continually upgrade our education system if we want to stay competitive in a world economy that demands more of our workforce.

A New Economic Reality:
- [Company] wants to be able to keep working in [State] – but we need to know we can hire employees with the right kinds of skills. Right now, there’s an alarming mismatch of job requirements and students’ skills and knowledge. [Insert example of jobs that now require advanced skills and unfilled positions at your own company due to lack of qualified applicants.]
- America’s schools have traditionally done a poor job preparing minorities for college and careers. We are becoming a more diverse state and nation than ever before, with students of color accounting for most of the growth in the student population [use state specific stats on diverse student growth if appropriate- e.g. “In [school districts], we are already seeing minorities becoming the majority”]. We need every single American student educated to succeed in the modern economy.
- Upgrading America’s education system means not only improving the lives of [State’s] citizens, but also ensuring the economic success of [State] and its economy. Better preparing America’s workforce through education will ensure that [local communities] are places where people want to live, shop and play.
Education is still the key to re-energizing the American dream. That’s why business is working with government, the education community and each other to help upgrade America. [Insert program / partnership that you and your company are a part of.]

We know what needs to be done, and the business community is behind you in getting those policies implemented in [State]’s schools:

- **College- and career-ready standards**: We need to make sure that all students are getting the knowledge and skills they need to achieve a post-secondary degree – which more and more jobs are demanding – and to succeed in a competitive world that requires workers to be nimble, to think critically and to have strong science and math skills. Forty-six states have adopted state-developed common core standards to meet this goal and in the 2014-15 school year, they will begin using new assessments aligned to these standards. These new standards require more than has previously been asked of teachers and students and the tests will measure a higher level of knowledge and skill. [Let your legislators know how important these new standards are to you and the business community. Emphasize your support for assessments to measure this higher, deeper level of knowledge and skill. And let them know that you are counting on them to support robust implementation of the standards.]

- **Accountability and transparency**: Despite some criticism, NCLB is widely credited with shining a light on students who had been overlooked for too long. Thirty-four states have received waivers from NCLB and it is imperative that these new state-proposed accountability systems retain a strong commitment to all students and improving the lowest-performing schools. [Find out if your state has received or applied for a waiver under NCLB. Encourage your legislators to pay attention to any such waiver or waiver application, ensuring that state accountability systems are tightly tied to the goal of ensuring college- and career-readiness for all students.]

- [Address other key education issues facing the state.]
Talking Points
Audience: Congress

These recommended talking points are for conversations with your state’s federal representatives and give a more national view of the problem. We still encourage including as many specifics as possible from your company, as a major American employer.

The Economic Case for Education Reform:

- The world is changing – fast. Today’s jobs require knowledge and skills that – for too many young people – our education system isn’t providing. Business leaders see these challenges first hand as we look to hire, grow and innovate.

- America’s education system is our nation’s operating system. We must continually upgrade our education system if we want to stay competitive in a world economy that demands more of our workforce.

A New Economic Reality:

- There are four key factors making an education upgrade even more urgent:
  - **Global competition**: Other countries are making unprecedented investments in education – resulting in a large, skilled global workforce that is ready to compete for the high-skilled jobs of the future.
  
  - **Demographic shifts**: In America, minorities are quickly becoming the majority. [Insert example from state.] Yet our schools have traditionally done a poor job preparing minorities for college and careers. We need every single American student educated to succeed in the modern economy.
  
  - **Changing workplace demands**: Students entering the job market face a workplace that is very different from the one their parents worked in. What used to be elite knowledge is now entry-level knowledge. [Insert examples from your company / industry about shifting demands.]
  
  - **Job / skills gap**: There is an alarming mismatch between job requirements and students’ skills and knowledge – at a time when education determines a person’s income, employment, financial and career stability more than ever before. [Insert example of jobs unfilled because of lack of qualified applicants at company / in state.]
How Education Will Upgrade America:

- Education is still the key to re-energizing the American dream. That’s why business is working with government, the education community and each other to help upgrade America. [Insert example of program / partnership.]

- We know what needs to be done. Among the most important are:
  - **College- and career-ready standards**: We need to make sure that all students are getting the knowledge and skills they need to achieve a post-secondary degree – which more and more jobs are demanding – and to succeed in a competitive world that requires workers to be nimble, to think critically, and to have strong science and math skills. Forty-six states have adopted state-developed common core standards to meet this goal and in the 2014-15 school year they will begin using new assessments aligned to these standards. These new standards require more than has previously been asked of teachers and students and the tests will measure a higher level of knowledge and skill. [Let Congress know how important these new standards are to you and the business community. Emphasize your support for assessments to measure this higher, deeper level of knowledge and skill. And let them know that you are counting on them to support robust implementation of the standards.]

  - **Accountability and transparency**: Despite some criticism, NCLB is widely credited with shining a light on students who had been overlooked for too long. Thirty-four states have received waivers from NCLB and it is imperative that these new state-proposed accountability systems retain a strong commitment to all students and improving the lowest-performing schools. [Find out if your state has received or applied for a waiver under NCLB. Encourage Congress to pay attention to any such waiver or waiver application, and to encourage state accountability systems to be tightly tied to the goal of ensuring college and career readiness for all students.]

  - **Lifelong education**: Education is a life-long endeavor – and we must help our workers to continually retrain and refresh their skills and knowledge to keep pace with our ever-increasing expectations.
Talking Points
Audience: Employees

These recommended messages give a quick overview to your employees about the importance of education and the role your company is playing in upgrading our education system. It also emphasizes the idea of life-long education and encourages them to take an active role in upgrading their own knowledge and skills.

The Economic Case for Education Reform:

- America’s education system is our nation’s operating system. We must continually upgrade our education system if we want to stay competitive in a world economy that demands more of our workforce.

A New Economic Reality:

- The world is changing – fast. There are a few key factors driving this change, some of which you will have noticed yourselves since entering the workforce or have seen in your children’s schools:
  - Changing workplace demands: Students entering the job market face a workplace that is very different from the one their parents worked in. What used to be elite knowledge is now entry-level knowledge.
  - Job / skills gap: There is an alarming mismatch between job requirements and students’ skills and knowledge – at a time when education determines a person’s income, employment, financial and career stability more than ever before.

- Demographic shifts: In America, minorities are quickly becoming the majority. Yet our schools have traditionally done a poor job preparing minorities for college and careers. We need every single American student educated to succeed in the modern economy. Meeting the needs of some of our students is not good enough.
How Education Will Upgrade America:

- Education is still the key to re-energizing the American dream. To that end, we are [insert specific programs / partnerships].

- We are supportive of changes to our schools. Students can and must be held to higher standards, such as the science, math, engineering and technology requirements that companies like [Company] require. To help make sure that all students are developing the knowledge and skills they need to be successful in college or careers, forty-six states have adopted new common core standards in English language arts and math and will begin using assessments to measure these new standards in 2014-15. These standards require more than has previously been asked of teachers and students and the tests will measure a higher level of knowledge and skill. We all need to support teachers and students in realizing this important goal.

- New skills and ever-evolving knowledge is also critical for those already in the workforce. For this reason, we are committed to providing all of our employees with high-level, relevant training to help you be lifelong learners and stay at the top of your game. [Insert company’s continuing education / workforce training programs.]
Templates
Customizable materials to include language for newsletters, CEO blog post and op-ed that highlight the economic imperative for education reform
The world is changing – fast – but our education system isn’t keeping pace. Students are facing a very different job market than the one their parents faced. 21st century workers need to master a different – often more demanding – set of knowledge and skills. [Company CEO] recently met with other business leaders and CEOs in Washington D.C. to talk about the ways in which the business community can help to upgrade America’s education system to meet the demands of the modern economy.

The forum was held at the U.S. Chamber of Commerce and included U.S. Secretary of Education Arne Duncan. It included extensive discussion about such issues as academic standards, assessments and policies to support improved instruction in our schools. [Insert line or two about what came out of the event.]

[Company] is committed to helping the students in our community to graduate ready for college and careers. To this end, [Insert specific example of company program and how it is designed to help]. In addition, new skills and ever-evolving knowledge are critical for those already in the workforce. At [Company], we are committed to providing employees with high-level, relevant training to help you be lifelong learners and stay at the top of your game. That commitment includes / is reflected in our [insert company’s continuing education / workforce training programs].

For more information about [Company’s continuing education / workforce training programs], contact / visit [email or web address].
Together, Business, States and Schools Must Upgrade Education

We all know the feeling of trying to work with outdated software. It’s slow, error prone and incompatible with newer programs and devices. It may be able to perform the tasks you originally purchased it for, but it doesn’t really connect you to the world of possibilities that have opened up since. Education today is very similar. You need to upgrade – continually – to keep pace with the modern world.

America’s education system is our country’s operating system, and just like computer software, it needs to be constantly upgraded to meet the demands of our rapidly-evolving world and ensure America’s economic success. Today’s jobs require knowledge and skills that – for too many young people – our current education system isn’t providing.

Business has long recognized the importance of preparing students for the demands of the job market, and today’s is a very different workplace than the one previous generations faced. What used to be elite knowledge is now entry-level knowledge. In a range of fields, employers are looking for people who are intellectually nimble, can think critically and have strong science and math skills. [Insert specific company example.] Right now, there is an incredible mismatch between what students are learning in school and what they will need on the job: and in the midst of historically high unemployment, there are 3.9 million jobs going unfilled, often because employers cannot find applicants with the education and skills needed to fill them.\(^{29}\) [Insert specific stats from company, if applicable.]

In today’s economy, being prepared for a career means having a post-secondary degree. In the country as a whole, there has been an incredible 70 percent increase in postsecondary education requirements in jobs that never demanded it before.\(^{30}\) In addition to securing employment, education has a greater impact on income and career stability: the latest data from the U.S. Census Bureau shows that the average American with a college degree earns nearly three times more than a high school dropout. We must be sure every one of our students is being educated to succeed in college and career.

And unfortunately, as a country, we have failed to provide high quality educational opportunities to minority students and underserved populations. With minority students rapidly becoming the leading population in public school systems, the future of every American depends on doing the right thing for all students. Students of color already make up half or nearly half of the K-12 population in 22 states, including Florida, California, Texas, Illinois and New York.\(^{31}\) [Here in my / our state, minority populations are XX of the K-12 population.] With nearly two thirds of our economy driven by consumer spending, raising individuals’ education levels will boost their purchasing power to the benefit of the entire economy.\(^{32}\)


\(^{32}\)Ibid.
Education is still the key to meeting these challenges and re-energizing the American dream, and we are seeing important changes both nationally and in the states. One of the most significant is the adoption of the Common Core State Standards. An initiative of the states – their governors, chief state school officers and state superintendents – the Common Core chart a course for students that is aligned with today’s workplace demands and ensure that all students are educated to the same high level. How we do that is up to each school. [Insert specifics about progress with implementing the Common Core.] Businesses can make a significant difference in their communities, states and regions – for example, [insert specific example of how your business is working on education].

Unlike computer software, it will take all of us working together to truly upgrade our education system. We need educators, elected officials, community leaders and business leaders with the determination and focus to make a difference. We’ve always been a nation of innovators, and I’m looking forward to what we can achieve when we have upgraded America.
Social Media Guide for #UpGradeAmerica

Recommendations for when to share UpGrade America messaging through social media. Sample tweets and Facebook posts to help you craft your own.
Opportunities for Outreach

Throughout the year, your company will have unique opportunities to remind your followers how you are working to UpGrade America. Some examples include:

- Release of research or reports (on achievement gaps, global comparisons, skills gap, education and earning potential, etc.)
- Announcements of new partnerships/initiatives (or progress reports on existing ones)
- Locally-based events (visiting conferences or expos, tech and innovation -- like the Solar Decathlon in Washington, D.C.)
- National and state legislative action or debate around key topics (e.g. Common Core, data transparency, accountability, low-performing schools, etc.)
- Career Day in local school districts, community colleges and other institutions of higher education
- Examples of your company’s involvement in schools and education (e.g. 100 employees participated in Read Across America events in their local schools)
Key Dates

There are also significant events, conferences and dates throughout the year that represent an opportunity for you to join the discussion. Below is a list of recommendations by month, through the start of the school year in September.

April
- April 15 and 16 – Upgrade America 2013
- April 25 – National Science Bowl

May
- May 6-10 – Teacher Appreciation Week
- Graduation

June
- June 7 – Education Week’s Diplomas Count report release
- June 17 – U.S. News and World Report STEM Summit
- June 19 – 22 – Council of Chief State School Officers National Conference on Student Assessment
- June 20-23 – National Parent Teacher Association Convention and Exhibition

July
- July 13-17 – NAACP Annual Convention

August
- Release of ACT and SAT national and state scores
- August 22 – Release of 45th Annual Poll of the Public’s Attitudes Toward the Public Schools
- Back to School

September
- Back to School
- September 2 – Labor Day
- September 18 – The Economist’s Human Potential Summit
Sample Tweets

Below are sample tweets that demonstrate the good use of content to share with your followers. While you’re limited to 140 characters, it’s a good idea to keep tweets to approximately 120 characters to allow others to easily “retweet” and offer their own insight or comment.

Day-of Event Tweets

- The jobs of today are different than they were in the past. The education system isn’t. Let’s #UpGradeAmerica [Link]

- Your computer lets you know it’s time to upgrade. I want to let you know it’s time to upgrade American education #UpGradeAmerica

- What do CEOs of insurance, chemical & hospitality companies have in common? We’re working to #UpGradeAmerica. [Link]

Examples of Sharing Relevant Content

- Only 1/10 job seekers can pass the math test required for these plastic manufacturing jobs. Eye opening piece from @seattletimes: http://bit.ly/11yRI3l

- Today’s unemployment numbers are one of the reasons we need to #UpGradeAmerica http://cnnmon.ie/10BmbuW

Examples of Sharing Your Company’s solutions

- Today over 1,000 @StateFarm employees participated in #ReadAcrossAmerica
  - [include photo of employees reading to students]

- We partner with @NMSI to prepare more #STEM teachers to inspire students. Here’s how: http://exxonmobil.co/aiNUoO
Sample Facebook Posts

• Last week, [Company]’s CEO [Name] met with more than [X] fellow CEOs to discuss the education challenges our nation and our economy faces. Listen in as [Name] explains why we need to upgrade America’s education system [include link to video from the event or shot elsewhere].

• Every 26 seconds a high school student drops out. But in today’s economy, more jobs than ever require a post-secondary degree. Check out one of the ways we’re helping to change the trend and UpGrade America with 26 Seconds: Be More. [http://www.26seconds.com/index.shtml](http://www.26seconds.com/index.shtml)

• [Insert specific example from your company, such as: “At General Plastics Manufacturing Company in Seattle, job seekers must first pass a basic math test before they can apply for a foam product production job. The questions are middle-school level math, yet only 1 in 10 job seekers with a high school education can pass.”] We have to UpGrade America and ensure that all students graduate with the skills they need for these jobs and thousands of others. Read more: [http://seattletimes.com/html/business/technology/2020713023_mathproblemsxml.html](http://seattletimes.com/html/business/technology/2020713023_mathproblemsxml.html)
Common Core and State Policy: It Changes Almost Everything.

Mike W. Kirst, Stanford University and President, California State Board of Education

The full policy implications of common core are just beginning to unfold across the 45 states (and DC) that are working to implement it. Common Core will change the basic structure and elements of almost all key state education policies. As we learned from the 1990-2005 era of systemic state standards based reform, when standards change so does assessment and accountability. Moreover, numerous specific policies (see Figure 1 below) must be aligned and coherent including state curriculum frameworks, instructional materials, K-12 and college assessment, K-12 finance, professional development, teacher evaluation / preparation, preschool, and several other elements. ¹

Most states pursued this strategy from 1990 to 2011 and created assessment-driven instruction policies that penetrated behind the classroom door. For example, many California teachers put the state standards to be taught that week at the front of their classrooms. Teacher content coverage changed gradually, and many teachers began meeting with their colleagues to work on attaining state standards. Now California residential real estate brokers provide the state Academic Performance Index to school parents shopping for homes.

¹ Susan Fuhrman, Designing Coherent Education Policy (New York City: John Wiley, 1993)
Figure 1 is an overview of most of the state policies that must change to be aligned and coherent with Common Core. Policymakers must eliminate conflicts between policies, look for gaps where there is no policy (e.g. instructional transition from prekindergarten to kindergarten), and ensure that newly aligned policies like professional development have sufficient breadth and depth to cover all teachers who need help. In the past, a major policy conflict occurred between standards and assessments that were overwhelmingly multiple choice with little analysis or deeper learning needed by students.

Figure 1. State Policy Alignment Strategy
Common Core is designed to transform current instruction with themes of fewer, higher, and deeper standards. ² Current state assessment and accountability systems in California, however, are not aligned with Common Core’s specific instructional approach.

Common Core Deeper learning has many elements including:

- An understanding of the meaning and relevance of ideas to concrete problems
- An ability to apply core concepts and modes of inquiry to complex real-world tasks
- A capacity to transfer knowledge and skills to new situations, to build on and use them
- Abilities to communicate ideas and to collaborate in problem solving.
- An ongoing ability to learn to learn

Common Core English Language Arts standards encompass:

- Reading increasingly complex texts closely
- Communicating effectively in multiple media and across content areas
- Using evidence; interpreting with justification
- Engaging in inquiry and research
- Engaging in mathematical practices that use mathematical reasoning in application
- Using mathematical skills across content areas and contexts

Common Core mathematics standards contain several characteristics including:

- Students should be able “understand,” “describe,” “explain,” “justify,” “prove,” “derive,” “assess,” “illustrate,” and “analyze.”
- They also need to be able to “model,” “construct,” “compare,” “investigate,” “build,” “interpret,” “estimate,” “summarize,” “represent,” “evaluate,” “extend,” and “apply” their learning to a wide range of real world problems – including uses in science, engineering, and technology problems

² National Governors Association and Council of Chief State School Officers, Common Core State Standards, (Washington DC, NGA/CSSO: 2010)
Clearly these specifics imply that teacher evaluation expand beyond the current policy debate on whether multiple-choice tests should be a crucial indicator of teacher quality.

In order to understand the complete potential impact of Common Core state policies it is useful to focus upon a specific state like California. The author makes no claim that California is ahead of other states, or an exemplar of Common Core implementation. I have not examined the approaches of other states. Indeed California with its 6 million public school students (52% Hispanic) has almost 300,000 teachers. Moreover 1.6 million California students are English learners.

**The Development of California Education Policy**

The development of California education policy is based on a complex educational governance structure that includes many organizations, schools, districts, and county, state and federal agencies, with overlapping responsibilities. This article describes key policy areas of California state policy development in progress, and outlines prospective implementation.

**Standards, Frameworks, and Instructional Materials**

The federally reauthorized Elementary and Secondary Education Act (ESEA) of 1996 required states to adopt challenging state content standards in at least reading and mathematics by the beginning of the 1997–98 school year, and performance standards showing the level students are expected to attain. In 1997, California adopted nationally recognized standards for mathematics and English
language arts, followed by the adoption of standards for science and history-social science in 1998. In addition to the adoption of standards for these core courses, the State Board adopted standards for visual and performing arts, physical education, health education, world languages, and school libraries.

In June of 2010, the National Governors Association and the Council of Chief State School Officers released the Common Core State Standards (CCSS) for mathematics and English language arts, which have been adopted by 45 states to date. The standards build upon the strengths of the initial 1997 California standards and are research-based and internationally referenced. In August 2010, the SBE adopted the CCSS for California.

The CCSS provide a consistent, clear understanding of what students are expected to learn in the areas of English language arts, literacy standards for history/social studies, science, and technical subjects, and mathematics for kindergarten through grade twelve. They are designed to be robust and relevant to the real world, reflecting the knowledge and skills needed for high school graduates to succeed in entry-level, credit-bearing academic college courses and workforce training programs.

Building upon the adoption of the CCSS for English language arts and mathematics, California is also updating, revising, and aligning its English language development standards. The California Department of Education convened a group of experts in English language instruction, curriculum, and assessment, and after receiving widespread public support, the standards were adopted by the State Board of Education (SBE) in 2012.
In addition, California is one of 26 lead state partners for developing next generation science standards led by Achieve in Washington, D.C. The release of the *Framework for K-12 Science Education* on July 19, 2011, was the first of two steps to develop new science standards. This framework identified the core ideas and practices in natural sciences and engineering with which all students should be familiar by the time they graduate from high school. As a second step, through a state-led process, new K–12 science standards are being developed that will be rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The final version of the standards will be presented to SBE in November 2013.

While standards designate what to teach at specific grade levels, curriculum frameworks provide guidelines and research-based approaches for implementing instruction to ensure optimal learning for all students. Frameworks also include guidance and criteria to publishers for developing instructional materials for kindergarten through grade eight that are aligned to the standards. A new entity, the Instructional Quality Commission (IQC) will develop curriculum frameworks and review and recommend textbooks and other instructional materials for adoption by the SBE.

Recent state law established the IQC, which is charged with recommending curriculum frameworks and instructional materials to the SBE, as well as advising and making recommendations to the SBE on the alignment of academic standards, curriculum frameworks, instructional materials, professional development.
programs, pupil assessments, and academic accountability systems. The IQC is headed by former State Superintendent Bill Honig.

The IQC will recommend a revised Mathematics Framework to the SBE in June 2014, with a 60-day public review in July and August of 2013, and a final Mathematics Framework recommendation to the SBE in November 2013. The revision of the *English Language Arts/English Language Development Framework for California Public Schools, Kindergarten through Grade Twelve* will follow a similar adoption process as mathematics.

During the interim, the Superintendent of Public Instruction (SPI) invited publishers of mathematics and English language arts instructional materials to submit supplemental instructional materials that bridge the gap between programs currently used by local educational agencies and California’s CCSS. Teachers and content experts recruited by the SPI and the SBE reviewed the supplemental materials for alignment to the CCSS and adoption by the SBE occurred in November 2012. The SBE action will result in a list of approved supplemental materials that are aligned to the CCSS and may be considered by districts for purchase to support the local implementation of the CCSS.

Local districts will then determine curricular priorities, adopt supplemental and core materials for kindergarten through grade eight, and adopt high school materials as determined by their local needs for supporting student success.
Assessment Programs

California’s assessment system currently assesses a broad range of grades and subjects. The vast majority of these assessments are included in the Standardized Testing and Reporting (STAR) program, which is scheduled to sunset in 2014.

In anticipation of the reauthorization of the assessment program, Assembly Bill 250 requires the SPI to consult with a broad constituency of stakeholders, and provide a recommendation to the Legislature by November 2012. Among many key considerations to be included in the recommendation are the following:

- The extent to which California will develop assessments for grades and subjects not required by ESEA
- The future of the high school exit examination requirement
- The relationship between secondary pupil assessments and college/career readiness
- The role of the state in developing diagnostic, interim, and/or formative assessments
- The use, if any, of matrix testing to decrease individual pupil testing time
- The use of technology to enhance assessments and provide more rapid feedback to teachers, parents, and students
- The assurance that assessments are fair, reliable, and valid for all pupils, including English learners, students with disabilities, pupils who may have limited access to technology

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3 ESEA requires states to assess all pupils each year in grades three through eight and at least once in high school in the subjects of ELA and mathematics. In addition, ESEA requires that the state assess the English language proficiency of all English learner pupils in kindergarten through grade twelve. The results of these assessments are used for state and federal accountability purposes.
In 2010, the United States Department of Education awarded grants to two assessment consortia, the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC) to develop new assessments that are aligned to the Common Core State Standards for English language arts and mathematics and provide information about college and career readiness. State participation in the two consortia is voluntary, and in June 2011, California joined SBAC as a governing state, which provides California with an active role in the development of the assessments. SBAC will provide assessments that are scheduled for full implementation in the 2014–15 school year and will meet ESEA testing requirements.

Because the extension or revision of the statewide assessment program will occur through future legislation, many details regarding the number and types of assessments have yet to be determined. Once the statewide assessments are in place and details are released regarding the use of SBAC interim and formative assessments, LEAs will determine what, if any, additional assessments to implement locally.

**Accountability Systems**

The primary statewide accountability system in California is the Academic Performance Index (API), established by the Public Schools Accountability Act of 1999 (PSAA). To date, the API has been calculated based on pupil performance on the multiple choice assessments and the California High School Exit Examination (CAHSEE); however, legislation requires that graduation and dropout rates be
included in the API. As the assessment system is reauthorized, it is likely that further legislative changes to align the API with any new or revised assessments will be required.

Senate Bill (SB) 1458 revises the API, and commencing in 2016, requires that achievement tests shall constitute no more than 60 percent of the API for high schools. SB 1458 also authorizes the SBE to incorporate into the API college and career readiness indices, middle and high school promotion rates, and middle school matriculation rates. Contingent on appropriation in the budget, the bill also authorizes the SBE to develop a system for school review featuring locally convened panels and site visits. Lastly, the bill requires the SPI to report to the SBE methods of increasing student achievement in science and history-social studies and alternatives to API decile ranking.

In addition to the API, Proposition 98, approved by California voters in 1988, added the requirement for annual School Accountability Report Cards (SARCs) to guarantee accountability for dollars spent. Since 1988, SARC requirements have been revised more than ten times, and the resulting SARC reports include a long list of detailed information related to school climate and staffing, academic achievement, and college and career preparation. The CDE and the SBE are in the process of considering how the SARC could be improved to be more accessible and useful as an accountability tool for Common Core.

The entire basic policy changes covered above is in Figure 2 below.
Other State Policies Must Be Aligned

Figure 1 on page 2 provides an overview of major state policies that must be revised to be aligned with Common Core. For example, California K-12 school finance is a complex fifty year accretion including 62 separate categorical programs. It does not adjust adequately for pupil needs. Governor Brown will propose a large scale deregulation and weighted pupil formula for low income households and English learners.

Classroom implementation will require massive professional development aligned to the new aspects of Common Core. Since California is fiscally restrained, new professional development delivery models including digital need to be devised. California teacher preparation programs and teacher professional standards need to be overhauled to accommodate Common Core. The crosswalk approach by teachers of correlating verbiage in the Common Core with current state standards risks not capturing the fundamental changes in Common Core student expectations.

Teacher and principal evaluation is largely a local option operating under a 1971 state statute. The current state test is mostly all multiple choice with few extended responses. Since California state assessment will be aligned with Common Core, teacher and principal evaluation will be revamped, but a bill to require multiple measures of student attainment for teacher evaluation did not pass in the 2012 legislature. Teachers in some other states have short deadlines to implement teacher evaluation based on the current standards and assessments that are not aligned with Common Core.
California leaders are concerned that career and technical education is not well specified in Common Core. Consequently, CTE occupation clusters are being redesigned to meet Common Core standards. The SBE will act on CTE standards and policies in 2013.

California’s K-12 data system (CALPADS) has been upgraded and is adequate for its current purpose. But common Core will require new types of data that were not anticipated when CALPADS was designed. For example, Smarter Balanced Assessments will provide much more range and depth concerning pupil attainment.

Early childhood education must be better integrated with K-12 education. California created a statewide prekindergarten program and funded it in 2012. A better instruction progression from pre-K to grade 1 could be an important boost for meeting Common Core standards in primary grades.

**Aligned Policies between K-12 and Postsecondary Institutions**

Completion rates for students at California broad access postsecondary education are shockingly low. Less than 25 percent of community college students who begin at ages 17-20 transfer or attain an associate’s degree or vocational certificate (Shulock, 2007). About half of the students in four year broad access colleges obtain a degree within 9 years (Adelman, 2006). Remediation rates for entering students are over 70 percent for California community colleges, and near 55 percent for four year programs in the California State University system.

Inadequate preparation is one major cause of dismal college completion results. Lack of money, long work hours, and social/family obligations also are
important. Neither K-12 or postsecondary education can solve the lack of student success working alone. They must work together to accomplish their mutual goals to enhance student college completion.

Many of the college preparation problems emanate from the disjuncture between K-12 and higher education for policy, finance, academic standards, and communication. None of these arenas is connected well across the K-16 spectrum. An extreme disjuncture concerning K-12 and broad access postsecondary did not always exist, but has evolved slowly. It is now a deep fissure that will be very difficult to overcome. History reveals a gradual addition of tiers below the traditional university.

Each added tier had lower admission standards and fewer dollars per pupil. Placement exams administered in these lower tiers after pupils enrolled became more important standards than admissions criteria. But the lower tier like the more selective universities moved away from linkages with K-12 schools. Many broad access four-year colleges were once normal schools, but now are four year comprehensive universities. Community colleges were once part of K-12 school districts in California, but became quite detached from K-12. Consequently, secondary school students and teachers receive fewer and weaker signals about what they must know and do through academic preparation to succeed in broad access colleges.

With the exception of the Advanced Placement program and a voluntary grade 11 assessment, there are few major efforts to provide California curricular coherence and sequencing between the senior year of secondary school and
postsecondary education. The role of the senior year in high school as a platform for postsecondary general education is rarely discussed. Nor has anyone proposed a conception of postsecondary liberal education that links tightly the academic content of the secondary schools to the first two years of college. Instead, students face an eclectic academic muddle in Grades 10–14 until they select a college major.

In sum, prior to the Common Core the high school curriculum was largely unmoored from the freshman and sophomore college curriculum, and from any continuous vision of liberal education. Policymakers for the secondary and postsecondary schools worked in separate orbits that rarely interacted. Access, rather than preparation, is the theme of many of the professionals who mediate between the high schools and the colleges: high school counselors, college recruiters, and college admissions and financial aid officers.

Common Core was designed to close the gap between K-12 and post-secondary education. For example, the assessments will be designed to send students and parents signal about college readiness in the primary grades. Grade 11 assessments will provide clear-cut points for college readiness. California K-12 and post-secondary leaders and teachers have been meeting to help make new polices to use Common Core for revamping the transition to college. California state universities and community college leaders are part of the California Smarter Balanced delegation.
Concluding Comments

It is much easier and cheaper to make state policy than to implement Common Core in classrooms. Human and organizational local capacity building is expensive and difficult to carry out. Moreover, the state needs to spend more on assessment than 10 dollars per pupil, and local districts must have the teaching capacity to meet the new state assessments. Technology and digital platforms must be designed to lower the capacity building costs in such areas as intensive professional development.

Essentially, California is trying to implement a 21st century vision of education using 20th century local school structures, resources, and culture. The integrated research and development to build more effective teaching practice, tools, and resources has just begun. In the 1990-2005 era of standards based reform California often spent less on local capacity building than was necessary to meet new accountability requirements. The SBAC assessment begins in 2014-15, so the phase in of all these new aligned policies is complex, and yet to be specified.

California tried to implement a new assessment system called the California Learning Assessment in 1993. There was inadequate public understanding of the large change, and the new system was aborted (Kirst and Adams, 1996). Common Core will require a major communications campaign to garner public understanding and support.

References;


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FOR IMMEDIATE RELEASE
June 4, 2013

Increasing Access to High-Quality Early Childhood Education in California

The President believes we need to equip every child with the skills and education they need to be on a clear path to a good job and the middle class. That education has to start in the earliest possible years to prepare our children for later success in school and in life. To ensure these opportunities are available to all, President Obama has put forward a comprehensive early learning proposal to build a strong foundation for success in the first five years of life. These investments – made in partnership with States and fully paid for in the President’s budget – will help close America’s school readiness gap and ensure that America’s children enter kindergarten ready to succeed:

• **Providing High-Quality Preschool for All.** In partnership with the States, President Obama’s Preschool for All proposal would provide every four-year-old child with access to high-quality preschool, while also incentivizing States to adopt full-day kindergarten policies. Providing a year of free, public preschool for every child is an important investment in our nation’s future, providing our children the best start in life while helping hard-working families save thousands each year in costs associated with early care and education. This proposal would invest $75 billion over 10 years without adding a dime to the deficit.

Under the President’s proposal, California is estimated to receive $334,300,000 in the first year it participates in the Preschool for All program. This funding, combined with an initial estimated state match of $33,400,000, would serve about 40,857 children from low- and moderate-income families in the first year of the program alone.*

• **Investing in High-Quality Infant and Toddler Care.** In order to increase high-quality early learning opportunities in the years before preschool, a new $1.4 billion competitive Early Head Start-Child Care Partnership grant program would support communities that expand the availability of early learning opportunities with child care providers that meet high Early Head Start quality standards, growing the supply of high-quality child care for children from birth through age 3.

About 39,400 children in California from birth to age three are currently served by the Child Care and Development Block Grant. Through Early Head Start-Child Care Partnerships, more of these children will have access to high quality early care and education.

• **Expanding Effective Parent and Family Support.** Quality education begins at home as parents support their child’s learning and development. As part of a comprehensive early learning agenda, the President proposes $15 billion over 10 years to extend and expand voluntary home visiting programs. These programs allow nurses, social workers, parent educators, and other professionals to connect families to services, supports, and tools that positively impact the health, development, and education of their children.

Under the President’s proposal, California is estimated to receive $20,900,000 in the first year it participates in the expanded Home Visiting program.** Each year, 138,337 low-income mothers in California give birth to a new baby and may benefit from these voluntary services.

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* These figures estimate the funds a State could receive in the first year if it chooses to participate in the Preschool for All program. The estimate is based on the State’s current population of four-year-olds in families at or below the 200 percent federal poverty level. Estimates will vary based on the scope of the State’s preschool expansion and the cost of providing high-quality preschool services.
This estimate assumes that States will expand to 20 percent of their eligible four-year-olds in the first year at a per child cost of $9,000 a year. The federal share of the total cost is calculated at 90 percent, which is the regular match rate the State would receive in the first year. Please note that this estimate is designed to be illustrative only and does not attempt to represent how the Department of Education would determine actual first year awards.

** This figure estimates the funds a State could receive in the first year of an expanded Home Visiting program. The estimate assumes $15 billion of total funding over 10 years and assumes the same proportion of total funding is allocated for statutory set-asides, formula and competitive grants as in FY 2012 and States received an equal amount of competitive funding. Please note that this estimate is designed to be illustrative only and does not attempt to represent actual first year awards. The methodology and criteria for funding allocations beyond FY 2014 has not yet been determined.
CALIFORNIA and the nation have embarked on an ambitious effort to revitalize education and put us on the path to instruction that stands with the very best in the world. The Common Core State Standards (CCSS), adopted by California in 2010, introduced higher expectations for student performance in mathematics and English Language Arts (ELA). Now, a 26-state consortium has developed the Next Generation Science Standards (NGSS) to similarly enrich science instruction.1

The NGSS provide a vital opportunity to ensure that students will have the world-class science education they need to succeed and to support our state’s economy at globally competitive levels. But the NGSS are only a proposal today, and a sustained effort by Californians will be needed to realize their promise for students.

The public discussion on these standards is just beginning in local school districts and among leaders across the state. Although the stakes are high, the State Board of Education is required to decide on the NGSS this year, so the time to act is short. Improving science education is important to all Californians’ interests, so it is essential that education, business, parent and community leaders become informed about the NGSS and make their desires known to policymakers.

The Critical Need for Improved Science Instruction

In today’s global economy, growth and prosperity are driven by the fields of science, technology, engineering and mathematics (referred to as STEM). Seven of the 10 fastest growing occupations are in STEM fields,2 and demand for over 1 million STEM jobs is projected in California by 2018.3 Yet, our state faces shortages of qualified workers in precisely these fields, in significant part because our education system is not preparing students with the scientific and technological understanding they need for the future. California students are falling behind their peers nationally and internationally in both science and math achievement. Our elementary and middle school students rank 44th or lower among all US states in science proficiency.4

Moreover, unconscionable gaps in outcomes exist between African-American, Latino, and low-income children—who constitute the vast majority of our students—and their white, Asian, and more affluent peers, gaps that widen as students progress.

The NGSS provide a vital opportunity to ensure that students will have the world-class science education they need to succeed and to support our state’s economy at globally competitive levels.
It has been 15 years since California last adopted new science standards. The NGSS not only reflect the major advances in science of the last two decades, they also focus strongly on teaching students the practices that scientists and engineers use to apply the knowledge of science to solving real-world problems (see Three Dimensions of NGSS on the back page). By teaching science more like it is actually practiced in the real world, the new standards make science relevant, approachable, and more engaging to every student. Other important features and benefits of NGSS are that they:

- Align with ELA and Math: NGSS standards align with CCSS standards, by grade level, to make science an integrated part of every student’s comprehensive education.
- Promote Equity: The new standards include performance expectations at every grade level and will bring consistency across our schools and communities that may increase equity and opportunity for disadvantaged children.
- Increase Active Learning: NGSS focuses more on learning through hands-on experience and real world problem-solving that applies science to life, rather than focusing on fact memorization alone.
- Integrate Engineering: Engineering design and technology applications are explicitly incorporated throughout K-12 science study.
- Provide National Comparability & Cost Efficiency: The new standards provide cross-state comparability that will expand the market of instructional materials and professional development—driving down costs—while allowing student performance comparisons that can inform instructional improvements.

We can only reverse this troubling reality if all California students, not just a privileged few, have access to high-quality STEM education from the earliest grades through high school, college and beyond. The NGSS offer an essential, promising step toward this needed change. These standards are intended to guide K-12 science instruction— instructional materials, teacher training, and assessments would be developed based on them. The resulting rigorous science education will allow every student to graduate from high school better prepared to successfully negotiate college and 21st century careers. From this more effective learning, employers, in turn, will be able to hire the qualified workers they need.

Standards for Deeper and More Active Student Learning

The NGSS are based on the latest research from the National Research Council on how students learn most effectively and have been internationally benchmarked against standards of other high-performing countries such as Singapore, Finland, and Japan. The NGSS would combine with the CCSS to bring much needed transformation to teaching and learning by focusing on deepening students’ conceptual understanding, critical thinking and communication skills.

Seven of the 10 FASTEST GROWING OCCUPATIONS are in STEM fields, and DEMAND FOR OVER 1 MILLION STEM JOBS is projected in California by 2018.

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The NGSS open an exciting path in California, but your voice is needed to realize their potential. The State Board of Education will hear recommendations on the NGSS beginning in July and will vote on adoption no later than November 2013. The development of curriculum frameworks and instructional materials will follow, as will appropriate action to incorporate NGSS into the state’s assessment and accountability systems. Further action and funding will be needed to help educators gain deeper content knowledge and new teaching strategies. This will take much work: business and community partners, policy makers, and education and parent leaders must collaborate and invest in the supports needed—such as professional development for educators, improvements in teacher preparation programs, access to laboratories and hands-on learning opportunities—to achieve the promise of the NGSS. To help ensure California moves boldly toward rigorous science education for all students, you can:

**Education Leaders:**

- Adopt plans to support educators in meeting the expectations and demands of the NGSS, including professional development that is comprehensive and ongoing.
- Build partnerships across K–12, higher education and community programs focused on preparing educators to teach STEM at all grade levels, including providing them with multiple and early opportunities for clinical practice in the classroom.

**Business Leaders:**

- Tell policymakers, fellow business leaders, and the media why adopting and implementing the NGSS will make a difference for your business and the state’s economy.
- Create STEM partnerships with local schools to contribute expertise, equipment, or hands-on learning experiences to connect students with STEM professionals—while building your future workforce.
- Encourage your employees to find out how their local schools are preparing to implement NGSS and help them carry the message about the importance of the new standards for students educational and future success.

**Parent and Community Leaders:**

- Urge local education leaders and policymakers to make NGSS adoption a high priority, and offer your support.
- Host events and use social media to inform parents and community members about the importance of the NGSS to improving educational quality and opportunity for all students in your community.
- Tell your local media how the NGSS are important to the future of your community.

... it is essential that education, business, parent and community leaders BECOME INFORMED about the NGSS and MAKE THEIR DESIRES KNOWN to policymakers.

Reach out to local business and community leaders, particularly those in the STEM fields, to develop partnerships that offer hands-on STEM learning opportunities to students.

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- Tell your local media how the NGSS are important to the future of your community.

To ensure you have the opportunity to be heard, you can receive email alerts about hearing dates, agendas, and more from the California Department of Education by sending a blank email to: join-ngss@mlist.cde.ca.gov.
### Science and Engineering Practices
NGSS integrates **eight major practices** scientists and engineers use to investigate and understand our world, and to build theories and solutions:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

### Crosscutting Concepts
NGSS identifies **seven conceptual connections across disciplines**, and uses them to deepen students’ overall scientific literacy:

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

### Disciplinary Core Ideas
NGSS emphasizes **deep understanding of the core ideas of science**, with progressive complexity across school years:

- Physical Sciences
- Life Sciences
- Earth and Space Sciences
- Engineering, Technology and Applications of Science

For further information about the development of the Next Generation Science Standards, visit the NGSS website at [www.nextgenscience.org](http://www.nextgenscience.org).

### Three Dimensions of the Next Generation Science Standards

#### Practices
- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

#### Content
- Physical Sciences
- Life Sciences
- Earth and Space Sciences
- Engineering, Technology and Applications of Science

#### Crosscutting
- Patterns
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter in Systems
- Structure and Function
- Stability and Change of Systems

### About the Organizations

**California STEM Learning Network’s (CSLNet)** mission is to prepare the nation’s most STEM-capable graduates by coordinating and activating a multi-sector statewide network representing all STEM stakeholders. Through this cross-sector collaboration, CSLNet fosters innovation and helps to scale and sustain high-quality STEM teaching and learning for all students. Learn more at our website [www.cslnet.org](http://www.cslnet.org).

**The Education Trust-West** works for the high academic achievement of all students at all levels, pre-k through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps. See our website at [www.edtrustwest.org](http://www.edtrustwest.org).

**Children Now** is the leading nonpartisan, multi-issue research, policy development, and advocacy organization dedicated to promoting children’s health and education in California and to creating national media policies that support child development. The organization also leads The Children’s Movement of California. Get involved at [www.childrennow.org](http://www.childrennow.org).

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1. The Next Generation Science Standards were developed by a consortium of 26 states including California, facilitated by Achieve in coordination with the National Academy of Sciences, the American Association for the Advancement of Science, and the National Science Teachers Association. See the NGSS at [http://www.nextgenscience.org](http://www.nextgenscience.org).
3. Carnevale, Anthony P., Nicole Smith, Michelle Meltong, STEM State Level Analysis, Georgetown University, Center for Education and the Workforce, 2011.
4. Based on 2011 National Assessment of Educational Progress fourth and eighth grade science and math scores.
Los Angeles Unified School District

Transition to the Common Core State Standards

John E. Deasy, Ph.D.
Superintendent

Jaime R. Aquino, Ph.D.
Deputy Superintendent of Instruction
TRANSITION TO THE COMMON CORE STATE STANDARDS

The Common Core State Standards (CCSS) are a critical first step to reforming our education system. It will allow parents, teachers and students to know what to expect from each academic year, while eliminating the high level of disparity in education quality between states by holding all students to a shared set of robust academic standards. It will also prepare our students to be academically competitive as they enter into a global workforce.

The Los Angeles Unified School District is not only fully committed to the complete and successful implementation of the CCSS, it is now fully engaged in that process. The District has developed a three-year transition plan with the purpose of:

1. Facilitating high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS;
2. Providing CCSS-aligned instructional resources designed to meet the diverse needs of all students; and
3. Developing and transitioning to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.

Beginning in May 2012, all schools began participating in the set of CCSS awareness modules produced by the District. Each school is expected to devote part of their Banked-Time Tuesday Professional Development to the work on understanding the CCSS and how it works in conjunction with the new evaluation systems. These modules are designed to be an introduction and overview of the Common Core State Standards for all teachers and administrators. The modules cover topics including instructional shifts, structure of the standards, and assessment. These modules are intended to be completed prior to the Implementation and Targeted Grade Level modules.

Beginning in August 2012, all schools began a series of Implementation Modules. These modules are designed to provide all teachers and administrators a starting point in understanding Reading and Writing Grounded in Evidence from Text, Focus as a design element of the Mathematics Standards, and Math Practice 3: Construct viable arguments and critique the reasoning of others.

Also in August 2012, teachers in our targeted grade levels, (K, 1st, 6th and 9th), led by their grade-level teacher leaders, began working on modules specifically designed from the content provided at the June 2012 Summer CCSS Teachers’ Institute. Each session is designed to be 45 to 60 minutes long. They may be done during Banked-Time, grade level or department meetings, or other focused staff development time.

Several of our partnerships with outside providers are focusing on the transition in content and pedagogy required of our high school instructors. One such partnership is with UCLA. We are currently implementing a grant from the National Science Foundation (NSF). MOBILIZE (Mobilizing for Innovative Computer Science Teaching and Learning) is a project that funds collaboration between LAUSD and UCLA’s Center X and UCLA’s Center for Embedded Network Sensing (CENS). Using CENS-developed participatory sensing technologies, MOBILIZE is developing and implementing challenging, engaging, hands-on projects and curricula for high school computer science courses, as well as for standards-based
mathematics and science classes, and integrating the language initiative from the District’s Master Plan. Participatory sensing allows students to collect and analyze data using mobile phones and Web technology. The MOBILIZE project integrates and connects the insights of Big Data and Computational Thinking into three high school Mathematics conceptual categories: Number and Quantities, Algebra, and Functions. In particular, the Mathematics CCSS highlight Modeling, in which computational thinking constructs will be especially relevant. Additionally, strong connections to the Standards for Mathematical Practice are made, with emphasis on Standard 3: construct viable arguments and critique the reasoning of others, which follows the LAUSD Mathematics focus.

Response to Instruction and Intervention (RtI²) is the official instructional framework of the District, and lies at the heart of the District’s plan to reduce disproportionality of special education placements across ethnic lines. In order for high-needs students to be successful with the CCSS, the effective implementation of a multi-tiered system of supports (Tier 1, Tier 2, Tier 3) will be essential. District and school leadership has received RtI² awareness training, and core literacy training and literacy interventions are already in place. This plan includes as a key action piece the development and implementation of Tier 2 literacy and mathematics interventions, including provisions for progress monitoring of student results and the tracking of intervention integrity. Specific strategies for supporting the literacy and mathematics needs of our English Learners, Standard English Learners, and Students with Special needs will be co-created with the Multilingual and Multicultural Education Department and the Division of Special Education.

Phases Of Implementation
Full implementation of CCSS systems will occur over several years and in the context of a continuous learning process.

- The Awareness Phase represents an introduction to the CCSS, and the initial planning of systems implementation and establishment of collaborations.
- The Transition Phase is the concentration on building foundational resources, implementing needs assessments and establishing new professional learning opportunities, and expanding collaborations between all stakeholders.
- The Transformational Phase expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field in order to accelerate student learning.

The following four tables provide more detailed information on each of the phases.
# Common Core State Standards

## 2011-2012 Professional Development - All Schools Awareness

### Recommended Awareness Modules

<table>
<thead>
<tr>
<th>Teacher’s Hour Kick-off</th>
<th>Module 1 Awareness</th>
<th>Module 2 Orientation</th>
<th>Module 3 Shifts</th>
<th>Module 4 Formative Assessment</th>
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<tr>
<td></td>
<td>Teacher’s Hour</td>
<td>Teacher’s Hour</td>
<td>Teacher’s Hour</td>
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| January | February | March | April | May | June |

## Common Core State Standards

### 2012-2013 K-1st-6th-9th Grade Preparation and Implementation

a. **Goal:** Reading and writing grounded in evidence from text (ELA and content)
b. **Focus Deeply on What is Emphasized in the Standards (Math)**
c. **Math Practice 3**

<table>
<thead>
<tr>
<th>Development Scope and Sequence</th>
<th>PD for K, 1st, 6th and 9th grade teachers</th>
<th>Professional Development K-1st-6th and 9th grade teachers</th>
<th>K-1st-6th and 9th Implementation</th>
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- Development and preparation Scope and Sequence for 2nd-3rd-4th-5th-7th-8th 10th grades Implementation manual
**COMMON CORE STATE STANDARDS**

**2013-2014 2nd-3rd-4th-5th-7th-8th and 10th Grade Implementation**

1. **Regular practice with complex text and academic vocabulary (ELA and Content courses)**
2. **Coherence: Think across grades, and link to major topics within grades (Math)**
3. **Math Practices-TBD**

<table>
<thead>
<tr>
<th>Development Modules</th>
<th>PD for 2nd-3rd-4th-5th-7th-8th and 10th grade teachers</th>
<th>Professional Development 2nd-3rd-4th-5th-7th-8th and 10th grade teachers</th>
<th>2nd-3rd-4th-5th-7th-8th and 10th grade Implementation</th>
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<tr>
<td>January - June</td>
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</table>

Development and preparation
Scope and Sequence for 4th-5th and 11th grades
Implementation manual

**COMMON CORE STATE STANDARDS**

**2014-2015 11th Grade Implementation**

1. **Build knowledge through content-rich nonfiction and informational texts (ELA and Content courses)**
2. **Rigor: Require fluency, application, and deep understanding (Math)**
3. **Math Practices-TBD**

<table>
<thead>
<tr>
<th>Development Modules</th>
<th>PD for 11th grade teachers</th>
<th>Professional Development 11th grade teachers</th>
<th>11th grade Implementation</th>
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<tbody>
<tr>
<td>July-August</td>
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Development and preparation of PD for
### LAUSD Common Core Standards Transition Timeline

<table>
<thead>
<tr>
<th>Phase 1 Standards</th>
<th>Phase 2 Standards</th>
<th>Phase 3 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide overview for all schools on CCSS</td>
<td>Implementation of the following two shifts in all classrooms</td>
<td>Implementation of the following two shifts in all classrooms</td>
</tr>
<tr>
<td>2. Implementation of the following two shifts in all classrooms</td>
<td>1. <strong>Regular practice with complex text and its academic vocabulary</strong> (ELA and Content courses).</td>
<td>1. <strong>Build knowledge through content-rich nonfiction and informational texts</strong> (ELA and Content courses).</td>
</tr>
<tr>
<td>a. <strong>Reading and writing grounded in evidence from text</strong> (ELA and content)</td>
<td>2. <strong>Coherence: Think across grades, and link to major topics within grades</strong> (Math).</td>
<td>2. <strong>Rigor: Require fluency, application, and deep understanding</strong> (Math).</td>
</tr>
<tr>
<td>b. <strong>Focus strongly where the Standards focus. (Math).</strong></td>
<td><strong>Assessments</strong></td>
<td><strong>Assessments</strong></td>
</tr>
<tr>
<td>3. Transition grades Kindergarten, 1st grade, 6th and 9th grade from CSS to CCSS</td>
<td>- No changes in CST</td>
<td>- Full implementation of Smarter Balanced assessments</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>- Greater changes in assessments to focus on CCSS like assessments</td>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td>- No changes in CST</td>
<td><strong>Professional Development</strong></td>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td>- Some piloting of formative assessments in targeted grades</td>
<td>- Monthly PD covering District CCSS priorities (all schools)</td>
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</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>- Targeted professional development for 2nd-5th, 8th and 10th-grade teachers</td>
<td>- Targeted professional development for high school teachers</td>
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<tr>
<td>- Monthly PD covering awareness and District CCSS priorities (all schools)</td>
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<td>- Targeted professional development for Kindergarten, 1st 6th and 9th</td>
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### Planned Communication Strategies

In an effort to communicate the implementation plan, the District launched its CCSS website (http://ccss.lausd.net). The site houses information, professional development modules, resources, and links to CCSS related topics. The District also regularly "tweets" relevant information and articles to its cohort of followers. An electronic newsletter to all District administrators, the *Instructional Communiqué*, is published bimonthly with timely information and resources for schools. The CCSS website includes a dedicated section for parents to provide them with information on the new standards. A parent outreach is planned for the coming year to ensure all parents understand how the CCSS will impact their child.

A series of four 90-minute episodes of our District’s *The Teachers’ Hour* was dedicated to introducing and describing the Common Core State Standards. These shows were originally broadcasted live in the 2011-12 school year and appear now in regular reruns on the District’s channel, KLCS.

The District has formalized a communication process to all principals through a biweekly Principals Brief. This is designed to be a one-stop online communication tool for principals allowing for streamlining and ease of communication. The brief gives schools and principals access to updates for CCSS professional development, conferences, on-line resources, webinars, and other information. The District also has a central calendar that outlines all professional development opportunities within the District.
Most importantly, at every speaking engagement opportunity, the Senior Team and I, emphasize the importance of the work the District is doing in preparing our students and teachers for the transition to the new standards and assessments.

**Common Core Technology Project**
The Common Core Technology Project will support student achievement and learning of the new Common Core State Standards and the knowledge and 21st century skills needed for students to graduate from high school college-prepared and career-ready. Through the Common Core Technology Project, LAUSD will equip classrooms with up-to-date technology and provide every student with access to a personal computing device to allow for more individualized instruction.

Our goal is to provide an individualized, interactive, and information-rich educational experience by:

- Providing educators with tools (devices) to advance student learning and create learning spaces that are designed to increase learner engagement
- Supporting the Common Core State Standards implementation by providing all students with the opportunity to engage with digital curriculum, interactive supports and adaptive assessments
- Closing the “Digital Divide” by ensuring all students have access to 21st century skills and technology

When fully implemented, LAUSD students will have access to:

- **E-instruction**: Instruction geared for the 21st century
- **E-curriculum**: Individualized learning opportunities
- **E-textbooks**: Interactive, searchable textbooks
- **E-tools**: Calculators, audio/video players, digital camera, and more
- **E-assessments**: Ongoing feedback for personalized student learning plans

**Estimated Project Timeline**
Partnerships
An important benefit of participating in the CCSS implementation is the ability to network with other districts and partner organizations around a common set of standards. Below is a sampling of the networks with which we are partnered:

1. California Office to Reform Education (CORE) — this network of 10 California school districts was formed in 2011 specifically to support the implementation of the CCSS in the member districts as well as to form a coalition in supporting the state application for Race to the Top (RTTT) funding. Projects include a Summer Design Institute focused on the creation and use of formative assessment modules for ELA (1, 4, 7 & 9) and mathematics (3, 5, & 7) and a Fall Arts Institute focused on integration of arts into the CCSS formative assessments created.

2. Council of Great City Schools (CGCS) — LAUSD has been a member of this national large district network for over 10 years. The current focus of the network is around building capacity and resources to support the member districts’ work with CCSS. Student Achievement Partners is one of the contributors to the network. Projects LAUSD is currently participating in include the development of professional learning modules in mathematics and ELA, Parent Handbooks on CCSS, and a mathematics advisory committee.

3. Urban District Leadership Networks (UDLN) — in association with the Dana Center and Aspen Institute, this network of urban districts is currently focused on building the capacity of district teams in the work of CCSS and in developing banks of national resources.

4. California Department of Education (CDE) — LAUSD currently has several district personnel on key committees, including the Instructional Quality Commission and Supplemental Materials Selection Committee.
Common Core and State Policy: It Changes Almost Everything.

Mike W. Kirst, Stanford University and President, California State Board of Education

The full policy implications of common core are just beginning to unfold across the 45 states (and DC) that are working to implement it. Common Core will change the basic structure and elements of almost all key state education policies. As we learned from the 1990-2005 era of systemic state standards based reform, when standards change so does assessment and accountability. Moreover, numerous specific policies (see Figure 1 below) must be aligned and coherent including state curriculum frameworks, instructional materials, K-12 and college assessment, K-12 finance, professional development, teacher evaluation / preparation, preschool, and several other elements. ¹

Most states pursued this strategy from 1990 to 2011 and created assessment-driven instruction policies that penetrated behind the classroom door. For example, many California teachers put the state standards to be taught that week at the front of their classrooms. Teacher content coverage changed gradually, and many teachers began meeting with their colleagues to work on attaining state standards. Now California residential real estate brokers provide the state Academic Performance Index to school parents shopping for homes.

¹ Susan Fuhrman, Designing Coherent Education Policy (New York City: John Wiley, 1993)
Figure 1 is an overview of most of the state policies that must change to be aligned and coherent with Common Core. Policymakers must eliminate conflicts between policies, look for gaps where there is no policy (e.g. instructional transition from prekindergarten to kindergarten), and ensure that newly aligned policies like professional development have sufficient breadth and depth to cover all teachers who need help. In the past, a major policy conflict occurred between standards and assessments that were overwhelmingly multiple choice with little analysis or deeper learning needed by students.

Figure 1. State Policy Alignment Strategy
Common Core is designed to transform current instruction with themes of fewer, higher, and deeper standards. 2 Current state assessment and accountability systems in California, however, are not aligned with Common Core’s specific instructional approach.

Common Core Deeper learning has many elements including:

- An understanding of the meaning and relevance of ideas to concrete problems
- An ability to apply core concepts and modes of inquiry to complex real-world tasks
- A capacity to transfer knowledge and skills to new situations, to build on and use them
- Abilities to communicate ideas and to collaborate in problem solving.
- An ongoing ability to learn to learn

Common Core English Language Arts standards encompass:

- Reading increasingly complex texts closely
- Communicating effectively in multiple media and across content areas
- Using evidence; interpreting with justification
- Engaging in inquiry and research
- Engaging in mathematical practices that use mathematical reasoning in application
- Using mathematical skills across content areas and contexts

Common Core mathematics standards contain several characteristics including:

- Students should be able “understand,” “describe,” “explain,” “justify,” “prove,” “derive,” “assess,” “illustrate,” and “analyze.”
- They also need to be able to “model,” “construct,” “compare,” “investigate,” “build,” “interpret,” “estimate,” “summarize,” “represent,” “evaluate,” “extend,” and “apply” their learning to a wide range of real world problems – including uses in science, engineering, and technology problems

Clearly these specifics imply that teacher evaluation expand beyond the current
policy debate on whether multiple-choice tests should be a crucial indicator of
teacher quality.

In order to understand the complete potential impact of Common Core state
policies it is useful to focus upon a specific state like California. The author makes no
claim that California is ahead of other states, or an exemplar of Common Core
implementation. I have not examined the approaches of other states. Indeed
California with its 6 million public school students (52% Hispanic) has almost
300,000 teachers. Moreover 1.6 million California students are English learners.

The Development of California Education Policy

The development of California education policy is based on a complex
educational governance structure that includes many organizations, schools,
districts, and county, state and federal agencies, with overlapping responsibilities.
This article describes key policy areas of California state policy development in
progress, and outlines prospective implementation.

Standards, Frameworks, and Instructional Materials

The federally reauthorized Elementary and Secondary Education Act (ESEA)
of 1996 required states to adopt challenging state content standards in at least
reading and mathematics by the beginning of the 1997–98 school year, and
performance standards showing the level students are expected to attain. In 1997,
California adopted nationally recognized standards for mathematics and English
language arts, followed by the adoption of standards for science and history-social science in 1998. In addition to the adoption of standards for these core courses, the State Board adopted standards for visual and performing arts, physical education, health education, world languages, and school libraries.

In June of 2010, the National Governors Association and the Council of Chief State School Officers released the Common Core State Standards (CCSS) for mathematics and English language arts, which have been adopted by 45 states to date. The standards build upon the strengths of the initial 1997 California standards and are research-based and internationally referenced. In August 2010, the SBE adopted the CCSS for California.

The CCSS provide a consistent, clear understanding of what students are expected to learn in the areas of English language arts, literacy standards for history/social studies, science, and technical subjects, and mathematics for kindergarten through grade twelve. They are designed to be robust and relevant to the real world, reflecting the knowledge and skills needed for high school graduates to succeed in entry-level, credit-bearing academic college courses and workforce training programs.

Building upon the adoption of the CCSS for English language arts and mathematics, California is also updating, revising, and aligning its English language development standards. The California Department of Education convened a group of experts in English language instruction, curriculum, and assessment, and after receiving widespread public support, the standards were adopted by the State Board of Education (SBE) in 2012.
In addition, California is one of 26 lead state partners for developing next generation science standards led by Achieve in Washington, D.C. The release of the *Framework for K-12 Science Education* on July 19, 2011, was the first of two steps to develop new science standards. This framework identified the core ideas and practices in natural sciences and engineering with which all students should be familiar by the time they graduate from high school. As a second step, through a state-led process, new K–12 science standards are being developed that will be rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The final version of the standards will be presented to SBE in November 2013.

While standards designate what to teach at specific grade levels, curriculum frameworks provide guidelines and research-based approaches for implementing instruction to ensure optimal learning for all students. Frameworks also include guidance and criteria to publishers for developing instructional materials for kindergarten through grade eight that are aligned to the standards. A new entity, the Instructional Quality Commission (IQC) will develop curriculum frameworks and review and recommend textbooks and other instructional materials for adoption by the SBE.

Recent state law established the IQC, which is charged with recommending curriculum frameworks and instructional materials to the SBE, as well as advising and making recommendations to the SBE on the alignment of academic standards, curriculum frameworks, instructional materials, professional development
programs, pupil assessments, and academic accountability systems. The IQC is headed by former State Superintendent Bill Honig.

The IQC will recommend a revised Mathematics Framework to the SBE in June 2014, with a 60-day public review in July and August of 2013, and a final Mathematics Framework recommendation to the SBE in November 2013. The revision of the *English Language Arts/English Language Development Framework for California Public Schools, Kindergarten through Grade Twelve* will follow a similar adoption process as mathematics.

During the interim, the Superintendent of Public Instruction (SPI) invited publishers of mathematics and English language arts instructional materials to submit supplemental instructional materials that bridge the gap between programs currently used by local educational agencies and California’s CCSS. Teachers and content experts recruited by the SPI and the SBE reviewed the supplemental materials for alignment to the CCSS and adoption by the SBE occurred in November 2012. The SBE action will result in a list of approved supplemental materials that are aligned to the CCSS and may be considered by districts for purchase to support the local implementation of the CCSS.

Local districts will then determine curricular priorities, adopt supplemental and core materials for kindergarten through grade eight, and adopt high school materials as determined by their local needs for supporting student success.
Assessment Programs

California’s assessment system currently assesses a broad range of grades and subjects. The vast majority of these assessments are included in the Standardized Testing and Reporting (STAR) program, which is scheduled to sunset in 2014.

In anticipation of the reauthorization of the assessment program, Assembly Bill 250 requires the SPI to consult with a broad constituency of stakeholders, and provide a recommendation to the Legislature by November 2012. Among many key considerations to be included in the recommendation are the following:

- The extent to which California will develop assessments for grades and subjects not required by ESEA\(^3\)
- The future of the high school exit examination requirement
- The relationship between secondary pupil assessments and college/career readiness
- The role of the state in developing diagnostic, interim, and/or formative assessments
- The use, if any, of matrix testing to decrease individual pupil testing time
- The use of technology to enhance assessments and provide more rapid feedback to teachers, parents, and students
- The assurance that assessments are fair, reliable, and valid for all pupils, including English learners, students with disabilities, pupils who may have limited access to technology

\(^3\) ESEA requires states to assess all pupils each year in grades three through eight and at least once in high school in the subjects of ELA and mathematics. In addition, ESEA requires that the state assess the English language proficiency of all English learner pupils in kindergarten through grade twelve. The results of these assessments are used for state and federal accountability purposes.
In 2010, the United States Department of Education awarded grants to two assessment consortia, the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC) to develop new assessments that are aligned to the Common Core State Standards for English language arts and mathematics and provide information about college and career readiness. State participation in the two consortia is voluntary, and in June 2011, California joined SBAC as a governing state, which provides California with an active role in the development of the assessments. SBAC will provide assessments that are scheduled for full implementation in the 2014–15 school year and will meet ESEA testing requirements.

Because the extension or revision of the statewide assessment program will occur through future legislation, many details regarding the number and types of assessments have yet to be determined. Once the statewide assessments are in place and details are released regarding the use of SBAC interim and formative assessments, LEAs will determine what, if any, additional assessments to implement locally.

**Accountability Systems**

The primary statewide accountability system in California is the Academic Performance Index (API), established by the Public Schools Accountability Act of 1999 (PSAA). To date, the API has been calculated based on pupil performance on the multiple choice assessments and the California High School Exit Examination (CAHSEE); however, legislation requires that graduation and dropout rates be
included in the API. As the assessment system is reauthorized, it is likely that further legislative changes to align the API with any new or revised assessments will be required.

Senate Bill (SB) 1458 revises the API, and commencing in 2016, requires that achievement tests shall constitute no more than 60 percent of the API for high schools. SB 1458 also authorizes the SBE to incorporate into the API college and career readiness indices, middle and high school promotion rates, and middle school matriculation rates. Contingent on appropriation in the budget, the bill also authorizes the SBE to develop a system for school review featuring locally convened panels and site visits. Lastly, the bill requires the SPI to report to the SBE methods of increasing student achievement in science and history-social studies and alternatives to API decile ranking.

In addition to the API, Proposition 98, approved by California voters in 1988, added the requirement for annual School Accountability Report Cards (SARCs) to guarantee accountability for dollars spent. Since 1988, SARC requirements have been revised more than ten times, and the resulting SARC reports include a long list of detailed information related to school climate and staffing, academic achievement, and college and career preparation. The CDE and the SBE are in the process of considering how the SARC could be improved to be more accessible and useful as an accountability tool for Common Core.

The entire basic policy changes covered above is in Figure 2 below.
California’s Assessment Programs
2012: Statewide Pupil Assessment Reauthorization Recommendations to Legislature and State Board (November)
2014-15: Implementation of Smarter Balanced Assessment System

California Standards, Frameworks and Materials
2012: Adoption of Supplemental Instructional Materials and ELD Standards (November)
2013: Adoption of modified mathematics standards (March) and Next Generation Science Standards and Mathematics Frameworks (November)
2014: Adoption of Mathematics Instructional Materials (March) and ELA Frameworks (May)
TBD: Adoption of ELA Instructional Materials

California’s Accountability System
2012: Education Code requires graduation and dropout rates to be included in Academic Performance Index (API)
Annual Review of elements and their relative weights for calculation of API

Governor
Legislature
State Board of Education
State Superintendent of Public Instruction
Common Core State Standards Implementation Team
English Language Development Standards
Next Generation Science Standards (NGSS)

Instructional Quality Commission (IQC)

Public Schools Accountability Act (PSAA) Advisory Committee

Smarter Balanced Assessment Consortium (SBAC)
Other State Policies Must Be Aligned

Figure 1 on page 2 provides an overview of major state policies that must be revised to be aligned with Common Core. For example, California K-12 school finance is a complex fifty year accretion including 62 separate categorical programs. It does not adjust adequately for pupil needs. Governor Brown will propose a large scale deregulation and weighted pupil formula for low income households and English learners.

Classroom implementation will require massive professional development aligned to the new aspects of Common Core. Since California is fiscally restrained, new professional development delivery models including digital need to be devised. California teacher preparation programs and teacher professional standards need to be overhauled to accommodate Common Core. The crosswalk approach by teachers of correlating verbiage in the Common Core with current state standards risks not capturing the fundamental changes in Common Core student expectations.

Teacher and principal evaluation is largely a local option operating under a 1971 state statute. The current state test is mostly all multiple choice with few extended responses. Since California state assessment will be aligned with Common Core, teacher and principal evaluation will be revamped, but a bill to require multiple measures of student attainment for teacher evaluation did not pass in the 2012 legislature. Teachers in some other states have short deadlines to implement teacher evaluation based on the current standards and assessments that are not aligned with Common Core.
California leaders are concerned that career and technical education is not well specified in Common Core. Consequently, CTE occupation clusters are being redesigned to meet Common Core standards. The SBE will act on CTE standards and policies in 2013.

California’s K-12 data system (CALPADS) has been upgraded and is adequate for its current purpose. But common Core will require new types of data that were not anticipated when CALPADS was designed. For example, Smarter Balanced Assessments will provide much more range and depth concerning pupil attainment.

Early childhood education must be better integrated with K-12 education. California created a statewide prekindergarten program and funded it in 2012. A better instruction progression from pre-K to grade 1 could be an important boost for meeting Common Core standards in primary grades.

**Aligned Policies between K-12 and Postsecondary Institutions**

Completion rates for students at California broad access postsecondary education are shockingly low. Less than 25 percent of community college students who begin at ages 17-20 transfer or attain an associate’s degree or vocational certificate (Shulock, 2007). About half of the students in four year broad access colleges obtain a degree within 9 years (Adelman, 2006). Remediation rates for entering students are over 70 percent for California community colleges, and near 55 percent for four year programs in the California State University system.

Inadequate preparation is one major cause of dismal college completion results. Lack of money, long work hours, and social/family obligations also are
important. Neither K-12 or postsecondary education can solve the lack of student success working alone. They must work together to accomplish their mutual goals to enhance student college completion.

Many of the college preparation problems emanate from the disjuncture between K-12 and higher education for policy, finance, academic standards, and communication. None of these arenas is connected well across the K-16 spectrum. An extreme disjuncture concerning K-12 and broad access postsecondary did not always exist, but has evolved slowly. It is now a deep fissure that will be very difficult to overcome. History reveals a gradual addition of tiers below the traditional university.

Each added tier had lower admission standards and fewer dollars per pupil. Placement exams administered in these lower tiers after pupils enrolled became more important standards than admissions criteria. But the lower tier like the more selective universities moved away from linkages with K-12 schools. Many broad access four-year colleges were once normal schools, but now are four year comprehensive universities. Community colleges were once part of K-12 school districts in California, but became quite detached from K-12. Consequently, secondary school students and teachers receive fewer and weaker signals about what they must know and do through academic preparation to succeed in broad access colleges.

With the exception of the Advanced Placement program and a voluntary grade 11 assessment, there are few major efforts to provide California curricular coherence and sequencing between the senior year of secondary school and
postsecondary education. The role of the senior year in high school as a platform for postsecondary general education is rarely discussed. Nor has anyone proposed a conception of postsecondary liberal education that links tightly the academic content of the secondary schools to the first two years of college. Instead, students face an eclectic academic muddle in Grades 10–14 until they select a college major.

In sum, prior to the Common Core the high school curriculum was largely unmoored from the freshman and sophomore college curriculum, and from any continuous vision of liberal education. Policymakers for the secondary and postsecondary schools worked in separate orbits that rarely interacted. Access, rather than preparation, is the theme of many of the professionals who mediate between the high schools and the colleges: high school counselors, college recruiters, and college admissions and financial aid officers.

Common Core was designed to close the gap between K-12 and post-secondary education. For example, the assessments will be designed to send students and parents signal about college readiness in the primary grades. Grade 11 assessments will provide clear-cut points for college readiness. California K-12 and post-secondary leaders and teachers have been meeting to help make new polices to use Common Core for revamping the transition to college. California state universities and community college leaders are part of the California Smarter Balanced delegation.
**Concluding Comments**

It is much easier and cheaper to make state policy than to implement Common Core in classrooms. Human and organizational local capacity building is expensive and difficult to carry out. Moreover, the state needs to spend more on assessment than 10 dollars per pupil, and local districts must have the teaching capacity to meet the new state assessments. Technology and digital platforms must be designed to lower the capacity building costs in such areas as intensive professional development.

Essentially, California is trying to implement a 21st century vision of education using 20th century local school structures, resources, and culture. The integrated research and development to build more effective teaching practice, tools, and resources has just begun. In the 1990-2005 era of standards based reform California often spent less on local capacity building than was necessary to meet new accountability requirements. The SBAC assessment begins in 2014-15, so the phase in of all these new aligned policies is complex, and yet to be specified.

California tried to implement a new assessment system called the California Learning Assessment in 1993. There was inadequate public understanding of the large change, and the new system was aborted (Kirst and Adams, 1996). Common Core will require a major communications campaign to garner public understanding and support.

References;


Shulock, Nancy et. al, 2007. Beyond The Open Door. Institute for Higher education And Public Policy; Sacramento, California