

Los Angeles College Promise

Creating a City of Graduates

Los Angeles Community College District



Need (Statement of Problem)

Description of Problem

According to the Georgetown Center on Education and the Workforce, “nearly 60% of jobs require postsecondary education and training,” and “eighty percent of the growth in inequality since 1983 is due to differences in access to and success in college” (Carnevale, 2016). The need for more students to complete post-secondary certificates and degrees is clear, but the rate of college participation and completion continues to be low. The problem for higher education professionals is two-fold: 1) Not enough high school students are going to college and 2) of those that choose community college for post-secondary education, not enough are meeting their educational goals in a timely manner. Only 20% of full-time, first-time degree-seeking students entering public two-year colleges nationally, complete a degree within three years. These numbers are particularly troubling for historically under-represented students. Only 13.1% of full-time, first time African American students reached graduation within 3 years and only 19.8% of Latinos (IPEDS Grad Rates, 2015). In addition, only 43.3% of students who attend public 2 year institutions part-time persist from their first year to their second year, compared to 60.3% of full-time students (IPEDS Institutional Characteristics, 2015).

In 2013-2014, there were 38,092 Los Angeles Unified School District (LAUSD) high school graduates. Of those graduates, 44% did not enroll into any postsecondary education after graduation and it is unclear where those students have gone. More than 78% of these LAUSD graduates come from socioeconomically disadvantaged families and less than half meet the minimum requirements for entry into the California State University (CSU) and University of California (UC) systems. Of those that did attend college, the majority (12,572) attended community college and Los Angeles Community College District (LACCD) enrolled nearly 60%; 6,226 LAUSD high school graduates entered LACCD as freshmen but of those, more than half enter as part-time students (Cornner, 2016). Providing these LAUSD students with a pathway to higher education completion is the most effective means for improving equity and assuring the social and economic well-being of Los Angeles, the surrounding region, and state.

In response to this need, LACCD has partnered with the LAUSD, the City of Los Angeles Mayor’s Office, the L.A. Chamber of Commerce and L.A. Compact to create the Los Angeles College Promise (LACP) program to reach thousands of underserved Los Angeles high school students. The LA College Promise transitions graduating LAUSD students to full-time LACCD students to increase the college attainment rate - leading to enhanced social mobility and equity for Los Angelinos and a more robust local economy. In order for the LA College Promise to efficiently and effectively scale up to guarantee a seamless transition from LAUSD, through the LACCD and into the workforce or the CSU or UC system, it needs enhanced technology and processes to coordinate the large systems involved. While the LACP provides necessary high-impact access and success interventions, the disjointed and bureaucratic nature of the large educational systems involved can create unnecessary barriers to student success. As

students attempt to navigate the transition from high school to college, they often get confused about requirements and procedures and can get mixed messages from different stakeholders, which can lead to disengagement in the process. Although students and their families may be accessing information from their high school counselors, this information is often misinterpreted or is targeted to “college ready” students (McDonough & Calderone, 2006). In a large district such as the LAUSD, the risk of not receiving college information is higher as high schools often have only one designated college counselor and a high student-to-counselor ratio. Thus, students do not have equal access to information regarding available support programs, financial aid opportunities, or the importance of attaining a post-secondary credential. Specifically, financial aid is one of the most common perceived barriers to students enrolling into higher education (Tomatzky et. al, 2002), especially for Latino students and other students of color.

For those who do enroll in the community college system, too many get stuck in remedial coursework patterns that are the result of poor placement strategies and lack of coordination and trust among English and math faculty in the different systems. Students arrive to campus without understanding the high-stakes assessment exam and placement process, which can lead students into a developmental sequence that greatly impacts their student success. Due to the overly burdensome and unclear assessment and placement process, many students decide to delay enrolling into their English and math courses, which further extends their time in community college. Unclear academic paths with often conflicting requirements can also lead to random course-taking patterns, students completing more units than required, and ultimately, a lack of timely completion.

Demographics and Enrollment Data

Grant funds would go toward an unprecedented collaboration between LACCD and LAUSD, the largest community college district in the country and the second largest school district in the country, respectively. LACCD consists of nine community colleges and covers an area of more than 882 miles (LACCD Website), while LAUSD consists of 1,087 schools spread over 720 square miles (LAUSD Website). With a combined total enrollment of over 850,000 students, LA College Promise is poised to dramatically increase the capacity of promise programs in California, and join other model programs nationwide.

District	Enrollment	Hispanic or Latino	English Learner	First Generation College	Low Income	
					Free Reduced Price Meals	Below Poverty Line
LAUSD	639,337	73.6%	25.9%	—	78.7%	—
LACCD	233,324	58.1%	19.2%	37%	--	51%

Sources: CDE DataQuest (LAUSD, 2015-16); CCCCO DataMart (LACCD, Fall 2015); LACCD Office of Institutional Effectiveness Website

Both districts are made up of a large percentage of traditionally underserved students, including a significant proportion of Latino students, first generation students, and low income students. LACCD educates almost three times as many Latino students and nearly four times as many African-American students as all of the University of California campuses combined. Eighty percent of LACCD students are from underserved populations and 18% of students come from homes in which parents received only an elementary school education (LACCD Office of Institutional Effectiveness, 2016).

Past Efforts Related to Grant Objectives

The Los Angeles Community College District has recognized the need for partnership with the local K-12 school districts, chiefly LAUSD, the benefits of evidence-based placement and assessment, comprehensive First Year Experience programs – including access to courses and priority registration, and inclusive outreach efforts with the local high schools and communities. The district’s commitment to reducing post-secondary remediation is clear. Five LACCD campuses currently participate in the Multiple Measures Assessment Project (MMAP), using evidence-based measures such as high school transcripts to improve accuracy in student placement in English and math courses. In addition, five LACCD campuses -- East Los Angeles, West Los Angeles, Valley, City and Southwest – received Basic Skills and Student Outcomes Transformation Program grants in 2016 to implement and expand innovations in assessment, student services, and instruction. These programs, in concert with other support services, reduce remediation and place students directly into gateway English and math courses that are transferrable to the UC or Cal State systems. Math, English, and non-credit departments improved success rates and shortened the path for all new students. LACCD also has the largest scaled program of Statway in the nation. Statway, a national program developed by the Carnegie Foundation for the Advancement of Teaching, offers a streamlined statistics pathway for students in liberal arts, humanities, and social science majors, and is designed to accelerate students’ progress through their developmental math sequence.

In recent years, individual colleges within the LACCD have implemented outreach and First Year Experience (FYE) programs to address many of the objectives outlined in the grant request. Examples of such programs include:

Go East LA at East LA College focuses on school readiness in preschool through sixth grade, college awareness and college outreach in middle school and high school, and college entry to either ELAC or Cal State Los Angeles through guaranteed admission. College completion is supported by specialized services and programs.

The *Summer Bridge Program at Pierce College* allows approximately 500 incoming first-time students to take six units, including a developmental English and a Counseling Student Success course, over the summer. Students have access to FYE counselors, and gain priority enrollment into their next levels of English and math courses.

Preparing All Students for Success (PASS) at Los Angeles Valley College was established in 2010 to strengthen the college’s strategies for improving student success.

Students attend a welcome fair and are registered into a math, English and student success course based on assessment results. Students are given clear pathways, where course offerings are organized around major degree and career opportunities and tutoring, with emphases on note taking, time management and study skills.

Harbor Advantage at Los Angeles Harbor College transitions first-year students into college and requires students to enroll full time in coursework, including English and math.

While individual campus programs, which utilize Student Success and Support Program (SSSP), Basic Skills Initiative (BSI) and Equity funds, have had some success in meeting many of the outcomes described in section E of the RFA, the LACCD felt there was need for a larger scale, systemic intervention that leveraged the success of existing programs, but served all incoming LAUSD students, and provided comprehensive pre and post enrollment services utilizing proven high-impact practices. The resulting effort is the Los Angeles College Promise program. The LACP is a regional partnership between LACCD, LAUSD, the City of Los Angeles, and the Los Angeles Chamber of Commerce, including the LA Compact - a collaboration of LA leaders from education, business, government, labor and nonprofits transforming education outcomes from cradle to career. L.A. Compact workgroups in the Institutions of Higher Education (IHE) Collaborative developed a coordinated plan to increase postsecondary attainment in the region. The workgroup represents 12 independent, Los Angeles area-based universities and LACCD campuses that are advancing cross-system strategies and increasing student success. The LACP will serve its first cohort of 6,000 students in summer 2017. Core components of the LACP address the objectives of outreach, college preparation, and degree completion set out in this application and include:

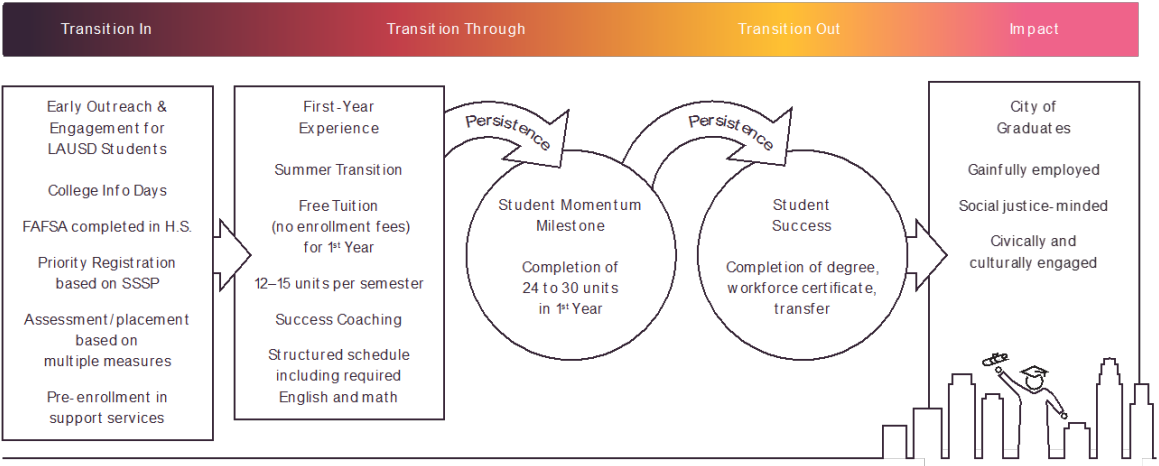
- *Early Outreach & Engagement for LAUSD Students*
 - College information days
 - FAFSA completion in high school
 - Priority registration
 - Strengths-based placement using multiple measures
 - Pre-enrollment in support services
- *First-Year Experience*
 - Summer transition experience
 - Free tuition for the first year
 - Enrollment in 12-15 units per semester
 - Enrollment in a structured schedule including required English and math
 - Ongoing success coaching, advising, and mentoring

The LACP integrates existing efforts at individual LACCD campuses, leverages existing state funding opportunities and allows for meaningful, intentional collaboration with community partners. Specifically, the LACP allows for connection between the K-12, community college, and four-year institutions.

Response to the Need

Program Plan

The LACCD’s existing LACP promises a “City of Graduates” by providing free tuition and heavy support services to LAUSD graduates. The LACP is an established collaborative effort that models the five objectives in this application, centering on fostering partnerships with K-12 districts, and on strategies to prepare students for college and ensure postsecondary success. Through the LACP, LACCD partners with LAUSD to serve graduating seniors through a comprehensive strategy designed to support students in completing a higher education degree and/or workforce certification. Students’ tuition is waived for the first year of college, and students receive priority enrollment and a dedicated support team providing a wide array of academic and student support services. Students “start right” on their way to “ending right” with a degree, university transfer or workforce certificate in a timely and efficient manner. The conceptual model of the LACP is illustrated below.



Source: *LACP Conceptual Model*, Los Angeles Community College District, Office of Student Success (<http://tinyurl.com/lacpmodel>)

Through innovation grant funds, the LACCD will build on the existing efforts of the Los Angeles College Promise to create a seamless transition from the LAUSD to the LACCD and into the California public university system by increasing coordination and collaboration across systems. It leverages existing sources of state funding to better align efforts to improve student success (Application Priority). Specifically, innovation grant funds will be focused on four (4) key strategies:

- (1) *Increasing coordination and collaboration across systems.*
 - A. Convenings that bring together staff from all nine LACCD campuses in order to coordinate timelines, marketing, and outreach; schedule “just in time” professional learning opportunities; and share best practices in dual enrollment and multi-system transfer agreements.
 - B. Regional meetings with K-12 and LA Compact university partners to coordinate data sharing; streamline student service efforts across the three systems; create a curriculum to expose elementary and middle school students to local higher

education options and engage students in early college-going behaviors; and coordinate outreach and engagement efforts.

C. Meetings among LAUSD and LACCD English, math, and counseling faculty to align curriculum to ensure students are better prepared to enter the community college classroom. We will strengthen existing efforts to create robust and strengths-based student placement systems utilizing multiple measures.

(2) Increasing outreach and engagement activities to improve college graduation rates.

A. Coordinate bi-annual high school principle breakfasts at each of the 9 LACCD campuses that will allow the systems to improve collaborative relationships between community college and their LAUSD feeder high schools. These improved collaborative relationships will allow for improved high school access for outreach and LACP staff; increased opportunities to create integrated programming between the high school and the community college; improve learning between the systems through coordinated professional learning; and increased opportunities to review college promise benchmark data and coordinate next steps.

B. Coordinate bi-annual high school counselor days at each of the 9 LACCD campuses that will provide opportunities to share benchmark data, brainstorm solutions to barriers as they emerge, and communicate to counselors the community college and transfer requirements and policies to empower improved guidance. Counselors will thus improve their ability to advise students as they transition into LACP programs.

C. Create Parent Advocacy Groups that engage the community in creating a college-going culture through community outreach events that promote the Los Angeles College Promise Program. These groups will be modelled on the Promotora cultural wealth outreach model used in the public health sector.

D. Provide each college with college success coaches to engage new students at the community college level in successful strategies that lead to college completion. A professional learning curriculum will be created to support the coaches and assist the colleges in scaling the success coach model for all LACP students.

E. Develop an annual student conference for high school students. Existing LACP students will develop and implement a one-day conference on successful student habits and core elements of the LACP to engage high school students in college-going behaviors and promote the benefits of participating in the LACP program.

(3) Enhance LACCD technology and improve data-sharing infrastructure across the systems to create more seamless student transitions between systems.

A. Improve enrollment management through technology that allows for predictive analytics to ensure that students have access to the courses they need to complete degrees and certificates in a timely manner and allows for a full year of registration.

B. Develop the template for a "College Promise Report Card" that will be disseminated annually to LAUSD. The report card will include LACP benchmark data with enhanced visualization tools.

C. Enhance existing district technology to allow for improved direct, high-touch communication with students on their progress in achieving their LACP benchmarks.

D. Investigate ways to connect LACCD institutional research staff with research staff in the other systems to improve their ability to read and interpret each other's data.

E. Establish technology systems whereby a student can be tracked holistically across all systems by strengthening the electronic transcript process and by adding to existing MOUs with LAUSD and the CSU and UC systems to allow for sharing unique student IDs.

(4) Create ongoing, intentional professional learning to build communities of practice for scaling the LACP pathway including LAUSD, LACCD, and university stakeholders.

A. Develop and engage in professional learning activities around the areas of (1) Instructional Design including guided pathways, dual enrollment, and multiple measures, (2) Instructional Support such as contextualized just-in-time remediation and successful classroom practices, and (3) Data analysis and interpretation including data inquiry groups and faculty led action research.

B. Develop training in new technologies including PeopleSoft, Open Education Resources, Common Assessment, or other technologies purchased through this grant.

The above described strategies and activities will meet the objectives of the grant as follows:

(1) Partner with one or more school districts to establish an Early Commitment to College Program

LACCD will partner with LAUSD and LA Compact university partners to develop curriculum for elementary and middle school students on “college knowledge,” coordinate bi-annual principals’ breakfasts and counselors’ days, facilitate an LA College Promise annual student conference, and convene Parent Advocacy Groups to engage the community in creating a college-going culture.

(2) Partner with one or more school districts to support and improve high school student preparation for college and reduce postsecondary remediation

LACCD will partner with LAUSD to ensure students are better prepared for the college classroom. English and math faculty from both systems will engage in dialogue around curriculum design and alignment to reduce postsecondary remediation. Stakeholders from both systems will convene regularly to share benchmark data, brainstorm solutions to barriers as they emerge, and improve communication and outreach regarding programs and services such as dual enrollment and guided pathways.

(3) Utilize evidence-based placement and student assessment indicators at the community college district that include multiple measures of student performance

All LACCD colleges will participate in the MMAP to provide robust and strengths-based student placement. LACCD faculty will participate in ongoing professional learning regarding high-impact, evidence based practices in assessment and placement.

(4) Provide students who are enrolled at the community college district with access to courses, including, but not limited to, priority registration, and allowing them to register for a full academic year of courses at once.

LACCD technology will be enhanced to improve enrollment management that allows for predictive analytics to ensure that students have access to the courses they need to complete degrees, certificates, and transfer in a timely manner and allow for a full year of registration. All LACCD colleges will receive a minimum of one success coach to engage new community college students in successful strategies that lead to college completion. Success coaches will undergo a train-the-trainer professional development series that will allow colleges to scale up the success coach model for all students. LACCD, LAUSD, and University stakeholders will engage in networked communities of practice for instructional design and support strategies including guided pathways, the development of meta-majors, dual-enrollment, and multi-system transfer agreements.

(5) Provide outreach to students who are enrolled at a community college(s) within the community college district regarding the Associate Degrees for Transfer and the California Community College Transfer Entitlement Cal Grant program.

LACCD will coordinate outreach and engage efforts with LAUSD and university partners to include information on Associate Degrees for Transfer and the California Community College Transfer Entitlement Cal Grant, including conducting an LACP student conference, providing consistent and streamlined communication, and engaging parents in the outreach efforts. In addition, LACCD technology will be enhanced to allow for improved direct, high-touch communication with students.

To create our City of Graduates, the LACCD will innovatively use culturally-competent models that are rooted in community cultural wealth. In using this theoretical model, the LACCD will recognize the cultural wealth that its students and families bring with them to the campuses. The majority of LACCD's students are Latino (58.1%), so it is imperative that the LACP embraces a culturally-competent model. The LACP will use an outreach and recruitment model that replicates the promising practice of the Promotora community health model. Within this model, community members become community health educators; they complete extensive trainings on a particular health related topic and service that is provided by the local health agencies; they in turn build relationships in their communities to share their knowledge, education, and to encourage people to seek services. This outreach model is successful because it builds upon existing networks, increases participation, and increases success for the intervention(s) (APHA, 2015).

Similarly, the LACP will provide parent trainings to the LACP Parent Advocacy Groups. These parent participants will outreach to other parents in the city to explain and discuss the LACP and encourage them to have their children enroll. Our current partners at the Los Angeles Mayor's Office have college centers/corners in multiple community centers, city housing, recreational centers, etc. These locations will serve as hubs for parent outreach partners and trainings. We are building a city of graduates through the families in our city.

Service Targets

The LACP expects to reach 21,000 students over the 26 months, serving 6,000 in the

2017 cohort, 7,000 in the 2018 cohort, and 8,000 in the 2019 cohort. This will come in part from the 20,000 LAUSD high school graduates who currently do not attend college or who attend LACCD part-time. By the end of the 26-month period, LACCD intends to bring in four additional school districts from the Los Angeles basin into the Los Angeles College Promise. Each student in every cohort will receive the core services of LACP, and benefit from system-wide coordination established through the innovation grant funds.

Evaluation

Implementation and progress of the innovation grant activities will be monitored for the activities and outcomes detailed in the workplan, with the overarching goal of increasing system wide coordination and collaboration and improving data sharing efforts and infrastructure to provide seamless transitions for students. A multi-method approach including both formative and summative components will be employed, collecting and analyzing quantitative and qualitative data to make informed decisions. Data will be collected on all LACCD Promise students through three years of attendance in LACCD colleges. Data points include: 1. First year fall to spring persistence; 2. Completion of 20 units in the first year; 3. Completion of math and English in the first year; 4. First year fall-to-second-year fall persistence; 5. Completion of 40 units by end of the second year; 6. Completion of transferable level math and English; and 7. Completion of degree, CTE certificate, or transfer preparation.

Additional data will be collected using surveys, focus groups, and interviews. This information will provide program staff with valuable information concerning which program components work well and which do not, so that modifications or improvements can be made in a timely manner. By actively engaging with key stakeholders these assessments will provide better, contextually relevant data concerning the effectiveness of various strategies, as well as elicit recommendations for refinements, assess satisfaction with programs and processes, and allow staff to make data-driven program refinements and improvements as needed.

The LACCD is partnering with MDRC to conduct a full-scale evaluation project of the LACP program and the innovative activities funded by this grant. MDRC uses the most rigorous research methods to produce scientific evidence and is committed to aggressive dissemination of key research findings to inform policy and improve practice. Specifically, MDRC will conduct implementation and process research to assess fidelity to the model across multiple schools, treatment contrast, and identify areas of improvement. This work will be conducted through analysis of collected program data and a combination of phone calls with the colleges and key stakeholders, participation in meetings with the LACP District Core Team, and site visits to each of the colleges. Following the evaluation process, MDRC will make recommendations regarding areas for strengthening the program model and implementation, future evaluation prospects, and on how data systems can be augmented or improved to better serve the needs of the program. MDRC will prepare a memo with formative feedback and evaluation recommendations, present findings to key stakeholders, and prepare an infographic about the program to be disseminated statewide and nationwide.

Sustainability

LACCD's Chancellor is committed to serving LAUSD graduates through the LACP starting with the class of 2017 and indefinitely into the future. Funding for SSSP, Student Equity, Basic Skills and the collaboration with LACP partners contribute to overall sustainability of the program. Total cost per year for tuition is anticipated to be \$3-5 million. Los Angeles Mayor Garcetti has raised \$1.5 million from the City of Los Angeles's business and philanthropic communities, and LACCD and Chamber of Commerce officials are covering the rest of the costs through philanthropic engagement with the local community as well as through federal, state, and private foundation grants. Efforts have begun to build an endowment that will fund the LACP for years to come.

The LACP is creating systemic changes in the LACCD. The California Community Colleges Chancellor's Office (CCCCO) is a committed partner to the efforts of both LACP and the California Community Colleges' Success Network (3CSN). Through the Institutional Effectiveness Partnership Initiative (IEPI) project, 3CSN, along with other CCCCCO collaborators, have created integrated planning tools that provide a framework for institutional design. 3CSN has worked with LACCD campuses in creating long term goals for LACP that integrate with the campus's current student success efforts, such as BSI, SSSP, and Equity. The tools created in the design of LACP that allow for integration into existing programs are already part of the statewide Applied Solutions Kit (ASK), which is part of the CCCCCO's Professional Learning Network. Institutional planning for scaling and sustainability will continue to be the focus of IEPI and 3CSN as it assists the LACCD to implement, sustain, and scale the LACP for more first year students.

One-time funds received from the College Innovation grant will be used to purchase lasting technology enhancements, build collaborative regional partnerships, and conduct a full-scale research project. The systematic coordination necessary to realize the outcomes listed in this application is built on the same foundation as the existing LACP: strong communities of practice that produce powerful learning and working across campuses, and lead to greater student success. Using the model of statewide scaled professional learning through the California Community Colleges' Success Network (3CSN), the LACCD will develop transformative LACP communities of practice that are linked to networking, training, and regular convenings. The District is committed to the Communities of Practice model, which it uses to establish a college-going culture in Los Angeles and norms about continued learning and the importance of obtaining relevant job skills. This model is sustainable system-wide with little additional funding, and promotes common communication strategies and core messages implemented at each of the District's campuses. Additionally, with support from its research partners, LACCD is well-positioned to generate future funding through robust data and lessons learned about the Promise's effectiveness and impact on students.

Program Management

The LACCD has a long-established record of conducting and administering state funds, including collecting and reporting financial and student performance data. The LACCD has a comprehensive, well-organized infrastructure to support all major college processes across the largest community college district in the nation. The District Office itself directs all major projects that lead to economies of scale and provide seamless coordination of activities that involve issues of legal compliance and fiscal responsibility. For this reason, the following areas are centralized in their operations at the District Office: the Personnel Commission, the Office of General Council, District-wide bond programs, Central Audit and Accounting, Attendance Accounting and Student Information Reporting, the coordination of district-wide grants, and long-term financial planning.

As Project Director for this grant, Joanna Zimring Towne will work in LACCD's Office of Student Success under the direction of its Dean, Dr. Deborah Harrington, ensuring the offices and support staff necessary for all grant objectives and outcomes to be met in compliance with all state regulations and for all appropriate support to be provided for the day-to-day operations and activities of this grant. Ms. Zimring Towne will direct the implementation of day-to-day activities, the development, allocation, and monitoring of financial and human resources, and she will have responsibility for all compliance activities related to the grant, including the quality and integrity of the data reported, required reports, budget details, and monitoring visitations from state officials.

As a fiscal entity, the LACCD will monitor the fiscal progress of the grant. The Project Director will work with a dedicated accountant to facilitate the proper oversight of the accounting records in compliance with Generally Accepted Accounting Procedures and Governmental Accounting Standards. There will also be a direct relationship between the Project Director and the Director of the District Budget Office in order to ensure that adequate cash flow is maintained and that the fiscal operation runs smoothly and efficiently. The District will provide results of annual audits, all of which are performed at the District through the Budget and Accounting Offices located in the same building with the Project Director.

LACCD's Division of Educational Programs and Institutional Effectiveness (EPIE) is responsible for collecting and reporting student performance data for all nine colleges. As members of EPIE, Dr. Harrington and Ms. Zimring Towne will seamlessly work with existing Institutional Research staff to collect and report the data outlined in the evaluation plan.

Program Administration and Support Staff

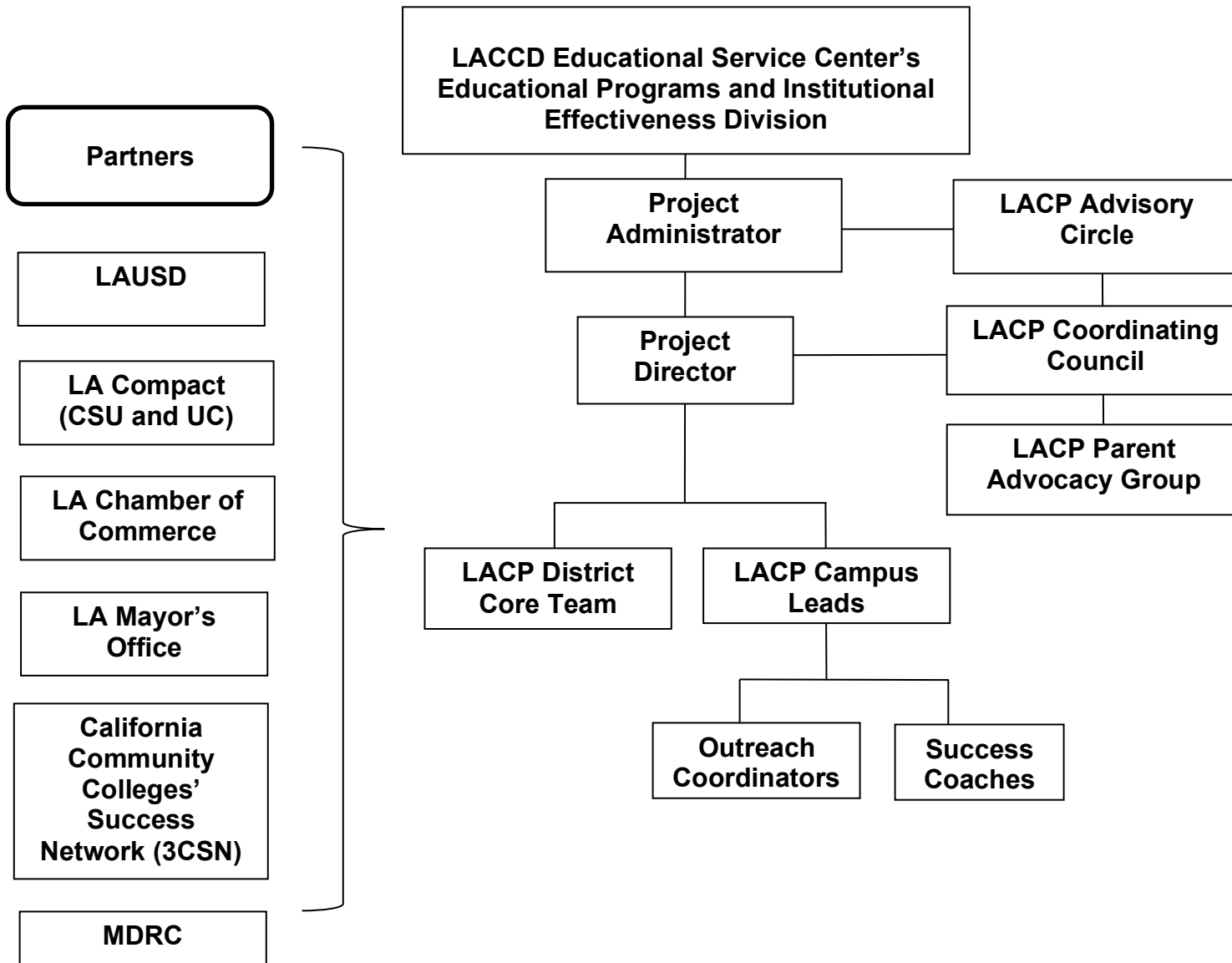
Dean of Student Success, Deborah Harrington, also serves as Executive Director for 3CSN. 3CSN's networked communities of practice are nationally recognized as research-driven initiatives resulting in significant increases in student achievement. With extensive experience teaching and administering during the past three decades, Dr. Harrington sits on several statewide committees including the Advisory Committee on

Legislation and the Basic Skills Advisory Committee. As an educational consultant, she has helped to lead national and state efforts to improve student access, success, and equity for many nationally-recognized programs including Puente, Teachers for a New Era, California's Futures Commission, and the Equity Scorecard Project. As chair of LACCD's Student Success Initiative since 2007 and as the district liaison for the national Achieving the Dream Initiative, Dr. Harrington has facilitated and supported the development and implementation of student success initiatives across a district that serves over 200,000 students. She holds a Doctorate in Education from the University of California, Los Angeles; an M.A in English from California State University, Northridge; a B.A. in English from UCLA; and an A.A. in Humanities from College of the Canyons.

Joanna Zimring Towne has served in a variety of campus and district leadership roles in the LACCD for the past eight years and has extensive experience in program development and management. She currently holds the position of Director of New Student Programs at Pierce College, and served as a campus leader for the implementation of the Student Success and Support Program at Pierce along with the creation of the office of New Student Programs. At the district-level, for five years she served as the Program Coordinator for the Project MATCH teaching internship program, the 2013 Dr. John Rice Diversity and Equity Award winner under her leadership. A key member of the LACP District Core Team, Ms. Zimring Towne has participated in all aspects of its planning, including serving as the point person for integrating LACP enrollment activities with LACCD's new Student Information System. During her career, Joanna has additionally worked for the City of Los Angeles and a variety of non-profit organizations. She is a certified professional coach for both public and private organizations in the areas of strategic planning, program implementation, and program management. In addition to her coaching credentials, she holds a Masters of Social Work (MSW) and Masters of Public Administration (MPA) from the University of Southern California.

Dr. Harrington and Ms. Zimring Towne will be supported by an LACP District Core Team, a Coordinating Council, and an Advisory Circle. Core Team members provide colleges with feedback and technical assistance to ensure consistency in the implementation of program core components for students. The Council consists of the LACP district core team, college team leads, and college outreach coordinators; the Project Director will convene regular meetings of the Council to support ongoing planning, scaling, evaluating, and continuous improvement efforts for LACP. The Advisory Circle consists of key LACCD (CIO, CEO, CSSO, Academic Senate), LAUSD, and CSU stakeholders as well as stakeholders from the LA Mayor's Office, the LA Compact, and the LACP Parent Advocacy Group. The Advisory Circle will provide input and recommendations for creating effective partnerships across the segments to support LACP's mission of creating a City of Graduates.

Los Angeles College Promise Organizational Chart



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APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 1: Partner with one or more school districts to establish an Early Commitment to College Program that is consistent with the intent of Article 6.3 (commencing with Section 54710) of Chapter 9 of Part 29 of Division 4 of Title 2 to provide K-12 students and families assistance that includes, but is not limited to, learning about college opportunities, visiting campuses, taking and completing college preparatory courses, and applying for college and financial aid.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1.1.1 Conduct regional meetings with K-12 and LA Compact university partners to develop a plan to expose elementary and middle school students to local higher education options, and coordinate outreach and engagement efforts	1.1.1. Conducted a minimum of one (1) meeting in each of the three (3) Los Angeles Community College regions per year; Regional plans created and disseminated through the central knowledge-sharing portal	1.1.1 First meeting conducted in each region by December 2017	1.1.1 Project Administrator, Project Director in collaboration with LACP Coordinating Council (LACPCC) and in consultation with LACP Advisory Circle (LACPAC)
1.1.2 Plan future activities based on the feedback	1.1.2. Created planning documents disseminated through the central knowledge-sharing portal	1.1.2 February 2018	1.1.2 Project Administrator, Project Director in collaboration with LACPCC
1.1.3 Create college-going curriculum to deploy at elementary and middle schools.	1.1.3. Curriculum created and approved by regional partners and the LACP Advisory Circle	1.1.3 May 2018	1.1.3 Project Director, LACP Outreach Coordinators, LACP Success Coaches
1.1.4 LACP team conducts "train the trainer" sessions so LAUSD and LACCD staff can deliver college-going curriculum at elementary and middle schools	1.1.4. A minimum of one (1) train-the-trainer session conducted in each of the three LACCD regions	1.1.4 First train-the-trainer session conducted by September 2018	1.1.4 Project Director, LACP Outreach Coordinators, LACP Success Coaches

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<p>1.2 Develop and conduct an annual student conference to engage high school students in college-going behaviors and promote the benefits of participating in the Los Angeles College Promise program</p>	<p>1.2 Student conference convened with a minimum of 500 students participating, facilitated with faculty and staff from all nine (9) LACCD campuses and attendance from a minimum of 75% LAUSD high schools.</p>	<p>1.2 First conference conducted by March 2018</p>	<p>1.2 Project Administrator, Project Director, LACP Success Coaches in collaboration with LACPCC</p>
<p>1.3.1 Develop and train LACP Parent Advocacy Groups to engage the community in creating a college-going culture</p> <p>1.3.2 Utilize LACP Parent Advocacy Groups to outreach to the community regarding programs and services offered though the LACP</p>	<p>1.3.1 LACP Parent Advocacy Groups developed and trained for each of the nine LACCD campuses</p> <p>1.3.2 Outreach plan created for each Parent Advocacy Group; at least 20 outreach activities are conducted</p>	<p>1.3.1 February 2018</p> <p>1.3.2 May 2019</p>	<p>1.3.1 Project Director, LACP Success Coaches in collaboration with LACPCC</p> <p>1.3.2 LACP College Team Leads in collaboration with the Parent Advocacy Groups</p>
<p>1.4 Participate in Cash for College events in partnership with the City of Los Angeles and L.A. Cash for College to expose students to higher education opportunities and to provide access and information about how to pay for college</p>	<p>1.4 Representatives from each of the nine (9) LACCD colleges participated in the 2018 and 2019 annual Cash for College conventions; LACP College teams participated in a minimum of 40 FAFSA workshops</p>	<p>1.4 March 2019</p>	<p>1.4 Project Director, LACP College Teams in collaboration with the LA Mayor's Office</p>

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<p>1.5 Work with the LACP national partner, MDRC, to design and conduct faculty/staff led action research, such as focus groups with current high school students, to inform grant-related program improvement</p>	<p>1.5 Conducted an inquiry project, and documented the process and results of that inquiry; conclusions disseminated through the central knowledge-sharing portal</p>	<p>1.5 January 2019</p>	<p>1.5 Project Director, LACP District Core Team in collaboration with MDRC</p>
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OBJECTIVE 2: Partner with one or more school districts to support and improve high school student preparation for college and reduce postsecondary remediation.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<p>2.1.1 Work with LACP state partner, the California Community College's Success Network (3CSN), to bring together LAUSD and LACCD English and math faculty to share disciplinary curriculum standards and accountability expectations</p> <p>2.1.2 Align curriculum and messaging around agreed-upon standards and accountability expectations</p>	<p>2.1.1 Facilitated eight to ten (8-10) collaborative sessions with at least 60 participants total</p> <p>2.1.2 Rubrics for aligned standards and accountability expectations are developed and disseminated through the central knowledge-sharing portal</p>	<p>2.1.1 May 2019; first session held in spring 2018</p> <p>2.1.2 June 2019</p>	<p>2.1.1 Project Administrator, LACP District Core Team, in collaboration with 3CSN</p> <p>2.1.2 Project Administrator, LACP District Core Team, in collaboration with 3CSN</p>
<p>2.2 Conduct regional meetings with K-12 and LA Compact university partners to streamline student service efforts across the three (3) education segments</p>	<p>2.2 Conducted a minimum of one (1) meeting per region; created minutes and planning documents disseminated through the central knowledge-sharing portal</p>	<p>2.2 First meeting conducted in each region by December 2017</p>	<p>2.2 Project Administrator, Project Director in collaboration with the LA Compact</p>

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<p>2.3 Coordinate bi-annual high school principals' breakfasts at each LACCD campus to increase opportunities for integrated programming among the systems</p>	<p>2.3 Conducted one (1) meeting per semester at each LACCD campus; created minutes and planning documents disseminated through the central knowledge-sharing portal</p>	<p>2.3 Ongoing through 2019; first meetings held in fall 2017</p>	<p>2.3 Project Director, LACP College Team Leads in collaboration with LAUSD.</p>
<p>2.4.1 Conduct bi-annual High School Counselor Days at each LACCD campus to empower guidance at the high schools, and to improve ability to advise students as they transition to into the LACP program</p>	<p>2.4.1. Conducted one (1) meeting per semester at each LACCD campus; created minutes and planning documents disseminated through the central knowledge-sharing portal</p>	<p>2.4.1 Ongoing through 2019; first meetings held in fall 2017</p>	<p>2.4.1 Project Director, LACP College Team Leads in collaboration with LAUSD.</p>
<p>2.4.2 Coordinate communication and outreach strategies regarding programs and services such as dual enrollment and guided pathways</p>	<p>2.4.2 Created and documented a plan for outreach and communication strategies, activities and timetables disseminated through the central knowledge-sharing portal</p>	<p>2.4.2 Ongoing through 2019</p>	<p>2.4.2 Project Director, LACP Outreach Coordinators in consultation with LAUSD</p>
<p>2.4.3 Share benchmark data for LACP student momentum points aggregated by each high school</p>	<p>2.4.3 Benchmark data for LACP student momentum points reported annually</p>	<p>2.4.3 Ongoing through 2019</p>	<p>2.4.3 Project Administrator, Project Director in collaboration with the LACCD Office of Institutional Effectiveness</p>

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<p>2.5.1 Develop a template for the College Promise Report Card to provide feedback to LAUSD on their LACP students</p>	<p>2.5.1 Report Card template created</p>	<p>2.5.1 May 2018</p>	<p>2.5.1 Project Administrator, Project Director in collaboration with the LACCD Office of Institutional Effectiveness</p>
<p>2.5.2 Disseminate LACP Report Card to LAUSD high schools on a regular and on-going schedule</p>	<p>2.5.2 Report Card disseminated to LAUSD colleges</p>	<p>2.5.2 Ongoing through 2019; first report card disseminated fall 2018</p>	<p>2.5.2 LACP District Core Team, LACP College Team Leads</p>
<p>2.5.3 Create data-informed, integrated solutions to barriers as they emerge</p>	<p>2.5.3 Process of continuous improvement developed and disseminated through the central knowledge-sharing portal</p>	<p>2.5.3 Ongoing through 2019</p>	<p>2.5.3 LACP District Core Team, LACP College Team Leads, in collaboration with the LACPCC and in consultation with LACP Advisory Circle</p>

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<p>2.6.1 Coordinate professional development calendars and professional learning efforts between the LACCD colleges and their feeder high schools</p>	<p>2.6.1 Professional learning topics prioritized by mapping to the implementation of the LACP Core Components; calendars shared; professional learning topics finalized; professional learning plans disseminated through the central knowledge-sharing portal.</p>	<p>2.6.1 Ongoing through June 2019</p>	<p>2.6.1 Project Director, LACP District Core Team, LACP College Team Leads in collaboration with LAUSD</p>
<p>2.6.2 Provide professional development to LACCD and LAUSD stakeholders for implementing and coordinating comprehensive dual enrollment policies, processes and procedures across the nine (9) LACCD colleges</p>	<p>2.6.2 Facilitated at least four (4) sessions with a total of 60 to 100 participants</p>	<p>2.6.2 May 2019</p>	<p>2.6.2 Project Administrator, Project Director, LACP District Core Team in consultation with outside experts and LAUSD</p>
<p>2.6.3 Provide professional development to LACCD and LAUSD stakeholders regarding the implementation of Open Education Resources</p>	<p>2.6.3 Facilitated at least two (2) sessions with a total of 30-50 participants</p>	<p>2.6.3 May 2019</p>	<p>2.6.3 Project Administrator, Project Director, LACP District Core Team in consultation with outside experts and LAUSD</p>

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<p>2.7.1 Establish a system to track students across education segments (LAUSD, LACCD, university) by strengthening the data infrastructure to electronically collect individual student data</p>	<p>2.7.1 Data tracking system established</p>	<p>2.7.1 December 2018</p>	<p>2.7.1 Project Administrator, Project Director in collaboration with MDRC and LACCD Office of Institutional Effectiveness</p>
<p>2.7.2 Add to existing MOU between LACCD and LAUSD allowing for sharing unique LAUSD student ID numbers</p>	<p>2.7.2 MOU between LACCD and LAUSD enhanced to include sharing of unique LAUSD student ID numbers</p>	<p>2.7.2 December 2017</p>	<p>2.7.2 Project Administrator in collaboration with LACCD Office of Institutional Effectiveness and LAUSD</p>

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OBJECTIVE 3: Utilize evidence-based placement and student assessment indicators at the community college district that include multiple measures of student performance, including grades in high school courses, overall grade point averages, results from common assessments, and input from counselors.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
3.1 All LACCD colleges participate in the MMAP to provide robust and strengths-based student placement	3.1 The five (5) LACCD colleges that are not currently using MMAP will join the four (4) LACCD colleges that are using MMAP	3.1 May 2018	3.1 LACP District Core Team, LACP College Team Leads in consultation with the LACP Advisory Circle
3.2.1 Provide ongoing professional learning for LACCD faculty in high-impact, evidence-based practices in assessment and placement, including MMAP	3.2.1 Facilitated at least four (4) sessions with a total of 60-100 participants	3.2.1 May 2018	3.2.1 Project Director, LACP District Core Team in collaboration with 3CSN and in consultation with outside experts
3.2.2 Provide ongoing professional learning for LACCD and LAUSD stakeholders regarding the common assessment initiative	3.2.2 Facilitated at least two (2) sessions with a total of 30-60 participants	3.2.2 May 2019	3.2.2 Project Director, LACP District Core Team in collaboration with 3CSN and in consultation with LAUSD and outside experts

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OBJECTIVE 4: Provide students who are enrolled at the community college district with access to courses, including, but not limited to, priority registration, and allowing them to register for a full academic year of courses at once, in order to keep them on track to graduate, transfer to a public postsecondary university, or earn a career technical education certificate in California.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<p>4.1.1 Provide each LACCD college with Success Coaches to engage LACP students in successful strategies that lead to college completion</p>	<p>4.1.1 Minimum of one (1) success coach hired per LACCD campus</p>	<p>4.1.1 September 2017</p>	<p>4.1.1 Project Administrator, Project Director LACP College Team Leads</p>
<p>4.1.2 Create and conduct a “train-the-trainer” professional development that will allow colleges to scale up the success coach model for all students</p>	<p>4.1.2 Facilitated at least four (4) train-the-trainer events for all LACP success coaches</p>	<p>4.1.2 Ongoing through May 2019</p>	<p>4.1.2 Project Director, LACP District Core Team in consultation with the LACPCC</p>
<p>4.2.1 Utilize technology to improve enrollment management that allows for predictive analytics to ensure that students have access to the courses they need to complete degrees and certificates in a timely manner</p>	<p>4.2.1 Technology system(s) identified, purchased and integrated into existing LACCD systems</p>	<p>4.2.1 December 2018</p>	<p>4.2.1 Project Administrator, Project Director in collaboration with LACCD Office of Institutional Effectiveness and in consultation with the Chief Instruction Officers (CIO) Council and Information Technology (IT) staff</p>

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<p>4.2.2 Augment current systems to allow for a full year of registration</p>	<p>4.2.2 Current systems augmented to allow for a full year of registration</p>	<p>4.2.2 May 2019</p>	<p>4.2.2 Project Administrator, Project Director in collaboration with LACCD Office of Institutional Effectiveness and in consultation with the Chief Instruction Officers (CIO) Council and Information Technology (IT) staff</p>
<p>4.3.1 Plan and organize a community of practice to conduct inquiry, share ideas, pilot change, and document and evaluate effective practices to support guided pathways, including the development of meta-majors/programs of study</p>	<p>4.3.1 Created one new Guided Pathways Leadership Community of Practice involving 15 – 20 LAUSD, LACCD, and university stakeholders</p>	<p>4.3.1 Ongoing beginning fall 2017</p>	<p>4.3.1 Project Administrator, Project Director, LACP District Core Team in collaboration with 3CSN and in consultation with the LA Compact</p>
<p>4.3.2 At least one multiple-day, face-to-face train-the-trainer event held for the Guided Pathway Leadership Community of Practice</p>	<p>4.3.2 Conducted at least one (1) multiple-day leadership community of practice session</p>	<p>4.3.2 Fall 2017</p>	<p>4.3.2 Project Administrator, Project Director, LACP District Core Team in collaboration with 3CSN</p>
<p>4.3.3 At least three (3) workshops are held at the local, regional and statewide level to share work of the Guided Pathways Community of Practice</p>	<p>4.3.3 Conducted at least three (3) workshops at the local, regional, and statewide level to share work of Guided Pathways Community of Practice with a minimum of 120 participants</p>	<p>4.3.3 Ongoing through May 2019</p>	<p>4.3.3 Project Administrator, Project Director, LACP District Core Team in collaboration with 3CSN</p>

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<p>4.3.4 Guided Pathways Community or Practice participants create a cycle of inquiry and change, become trainers for the next generation, and institutionalize the work at the local, regional, and statewide level</p> <p>4.3.5 Plan and organize a community of practice to conduct inquiry, share ideas, pilot change, and document and evaluate effective instructional support practices for Promise students, including success coaching, contextualized just-in-time remediation, and successful classroom practices (e.g. culturally-responsive teaching and learning, growth mindset, Reading Apprenticeship, Habits of Mind, etc.)</p> <p>4.3.6 At least one multiple-day, face-to-face train-the-trainer event held for the Promise Teaching and Learning Leadership Community of Practice</p>	<p>4.3.4 Activities are documented on dedicated webpages and disseminated through the central knowledge-sharing portal</p> <p>4.3.5 Created one new Promise Teaching and Learning Leadership Community of Practice involving 15 – 20 LACCD stakeholders</p> <p>4.3.6 Conducted at least one (1) multiple-day leadership community of practice session</p>	<p>4.3.4 Ongoing through June 2019</p> <p>4.3.5 Ongoing beginning fall 2017</p> <p>4.3.6 Winter 2018</p>	<p>4.3.4 Project Administrator, Project Director, LACP District Core Team in collaboration with 3CSN</p> <p>4.3.5 Project Administrator, Project Director, LACP District Core Team in collaboration with 3CSN and in consultation with LACPCC</p> <p>4.3.6 Project Administrator, Project Director, LACP District Core Team in collaboration with 3CSN</p>
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<p>4.3.7 At least three (3) workshops are held at the local, regional and statewide level to share work of the Promise Teaching and Learning Community of Practice</p>	<p>4.3.7 Conducted at least three (3) workshops at the local, regional, and statewide level to share work of Promise Teaching and Learning Community of Practice with a minimum of 120 participants</p>	<p>4.3.7 Ongoing through May 2019</p>	<p>4.3.7 Project Administrator, Project Director, LACP District Core Team in collaboration with 3CSN</p>
<p>4.3.8 Promise Teaching and Learning Community or Practice participants create a cycle of inquiry and change, become trainers for the next generation, and institutionalize the work at the local, regional, and statewide level</p>	<p>4.3.8 Activities are documented on dedicated webpages and disseminated through the central knowledge-sharing portal.</p>	<p>4.3.8 Ongoing through June 2019</p>	<p>4.3.8 Project Administrator, Project Director, LACP District Core Team in collaboration with 3CSN</p>
<p>4.4.1 Create MOUs with university partners that allow for more individualized and holistic tracking of LACP students after transfer</p>	<p>4.4.1 MOU with university partners created that allows for data sharing of individual student records</p>	<p>4.4.1 May 2019</p>	<p>4.4.1 Project Administrator, in collaboration with LACCD Office of Institutional Effectiveness and in consultation with the LA Compact</p>
<p>4.4.2 Investigate ways to connect LACCD institutional research staff with the research staff in the other systems to improve their ability to read, visualize, and interpret each other's data and disseminate to LACP stakeholders, inform their decision-making, and assist in continuous improvement of the LACP program</p>	<p>4.4.2 LACCD, LAUSD, and university partner IR staff convened annually; created and disseminated minutes</p>	<p>4.4.2 First convening conducted in spring 2018</p>	<p>4.4.2 Project Administrator, Project Director in collaboration with LACCD Office of Institutional Effectiveness and in consultation with LA Compact</p>

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OBJECTIVE 5: Provide outreach to students who are enrolled at a community college(s) within the community college district regarding the Associate Degrees for Transfer and the California Community College Transfer Entitlement Cal Grant program.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
5.1 Convene staff from all nine (9) LACCD campuses to coordinate student outreach and recruitment materials with common messaging around ADTs and the CTE CalGrant	5.1 Standing item at monthly-scheduled LACPCC meetings; created and disseminated minutes	5.1 Ongoing through May 2019	5.1 Project Director, LACP District Core Team, LACP College Team Leads
5.2 Convene Parent Advocacy Groups to gather input on efficient methods to provide outreach regarding ADTs and the CTE Cal Grant program	5.2 Facilitated bi-annual Parent Advocacy Groups at each of the nine (9) LACCD campuses; minutes and planning documents created	5.2 Ongoing through May 2019	5.2 Project Director, LACP College Team Leads
5.3 Conduct student workshops at the annual LACP Student Conference regarding ADTs and the CTE Cal Grant program	5.3 Student workshops conducted at annual LACP Student Conference with a minimum of 300 students participating	5.3 First conference held March 2018	5.3 Project Director, LACP College Team Leads in collaboration with LACPCC

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<p>5.4.1 Enhance district technology systems to allow for improved direct, high-touch communication with students</p>	<p>5.4.1 Technology system(s) identified, purchased, and integrated into existing LACCD systems for improved direct, high-touch communication with students</p>	<p>5.4.1 December 2017</p>	<p>5.4.1 Project Administrator, LACP District Core Team in consultation with LACCD IT staff and the LACPCC</p>
<p>5.4.2 Develop common protocols for messaging students at key momentum points in the LACP program</p>	<p>5.4.2 Protocols developed and disseminated; communication tracked</p>	<p>5.4.2 Spring 2018</p>	<p>5.4.2 Project Administrator, LACP District Core Team in collaboration with MDRC and in consultation with LACCD IT staff and the LACPCC</p>
<p>5.4.3 Conduct focus groups and a district student survey analyzing the impact of common messaging on LACP students</p>	<p>5.4.3 Focus groups and survey conducted; results analyzed and disseminated to LACPCC</p>	<p>5.4.3 June 2019</p>	<p>5.4.3 Project Administrator, LACP District Core Team in collaboration with MDRC and in consultation with LACCD IT staff and the LACPCC</p>