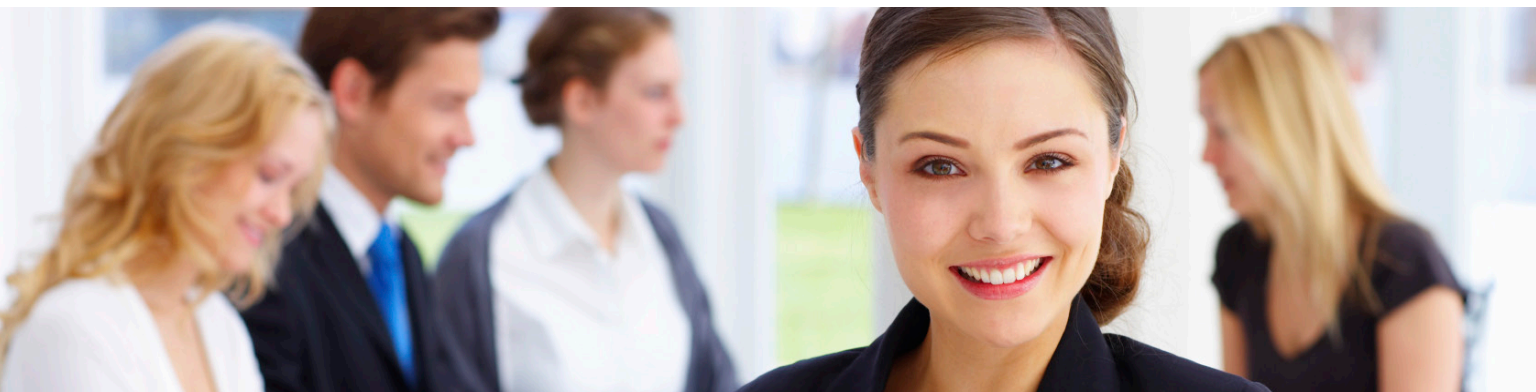




**L.A. COMPACT**  
transforming education | cradle to career







***Collective input, collective action, collective impact.*** The L.A. Compact convenes cross-sector stakeholders, leverages resources and pursues collaborative strategies to improve our education system from cradle to career.

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The creation of the L.A. Compact in 2008 stemmed from a shared belief that no single program or institution can singlehandedly solve the complex, large-scale, education and workforce readiness challenges facing our region. Improving student outcomes at scale requires collective impact – the commitment to solve complex social problems by a group of actors from different sectors.

The L.A. Compact is a bold commitment by Los Angeles leaders from the education, business, government, labor and nonprofit sectors to transform education outcomes from cradle to career, ensuring that today's youth have the skills necessary to compete and succeed in a 21st century global workforce, and contribute to and positively shape a global society. The L.A. Compact

promotes the continuous improvement of an education system that maximizes the potential of all L.A. children and young adults and thereby strengthens our region's and society's civic health.

The L.A. Compact signatories commit to regularly measuring their progress in pursuit of three systemic goals:

- 1) All students graduate from high school.
- 2) All students have access to and are prepared for success in college .
- 3) All students have access to pathways to sustainable jobs and careers.

Achieving these ambitious goals requires innovative and sustained collaboration that cuts across typical bureaucratic silos.

It requires starting in early childhood when 90 percent of a young child's brain first develops. It requires sustaining this learning through elementary, middle and high school to ensure that all students graduate college-and-career ready. It requires supporting students while they pursue the job skills and postsecondary credentials necessary for the careers that drive our regional economic growth.

Finally, effective cross-sector collaboration requires sustainable coordination. UNITE-LA, a nonprofit affiliate of the Los Angeles Area Chamber of Commerce, serves as the convener of the L.A. Compact to help partner agencies leverage resources, align services, improve policies and build bridges between siloed systems.

# L.A. Compact Signers

## The Signers



**Eric Garcetti**  
Mayor  
City of Los Angeles



**Michelle King**  
Superintendent  
Los Angeles Unified School District



**Alex Caputo-Pearl**  
President  
United Teachers Los Angeles



**Gary Toebben**  
President & CEO  
Los Angeles Area Chamber of Commerce



**Herb J. Wesson, Jr.**  
City Council President  
City of Los Angeles



**Ref Rodriguez**  
Board President  
Los Angeles Unified School District



**Juan A. Flecha**  
President  
Associated Administrators of Los Angeles



**Elise Buik**  
President & CEO  
United Way of Greater Los Angeles



**Board of Supervisors**  
County of Los Angeles



**Debra Duardo**  
Superintendent  
Los Angeles County Office of Education



**Rusty Hicks**  
Executive Secretary-Treasurer  
Los Angeles County Federation of Labor, AFL-CIO



**Kim Belshé**  
Executive Director  
First 5 LA

## Institutions of Higher Education



**Chris Kimball**  
President  
California Lutheran University



**William A. Covino**  
President  
California State University, Los Angeles



**Timothy Law Snyder**  
President  
Loyola Marymount University



**Gene D. Block**  
Chancellor  
University of California, Los Angeles



**Soraya M. Coley**  
President  
California State Polytechnic University, Pomona



**Dianne F. Harrison**  
President  
California State University, Northridge



**Ann McElaney-Johnson**  
President  
Mount St. Mary's College



**C.L. Max Nikias**  
President  
University of Southern California



**Willie J. Hagan**  
President  
California State University, Dominguez Hills



**Francisco C. Rodriguez**  
Chancellor  
Los Angeles Community College District



**Andrew K. Benton**  
President  
Pepperdine University



**Luis Ma. R. Calingo**  
President  
Woodbury University

# We agree to work collectively to accomplish the following goals:



## GOAL ONE

All students graduate from high school.

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## GOAL TWO

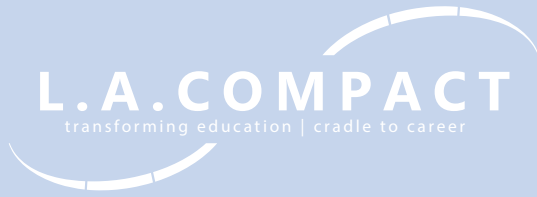
All students have access to and are prepared for success in college.

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## GOAL THREE

All students have access to pathways to sustainable jobs and careers.

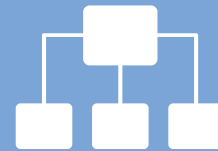


Meaningful and systemic transformation requires aligning efforts across systems, continuums and institutions while convening around a common goal; this collective action improves system performance and amplifies the work of individual stakeholders.



## STAKEHOLDERS

- Education Institutions
- Business
- Government
- Philanthropy
- Parents & Families
- Community Based Organizations
- Workforce Development
- Labor



## SYSTEMS

- Early Childhood
- K-12
- Adult Education
- Higher Education
- Workforce



Leveraging and improving systems, programs, and policies among key stakeholders allows for a cradle-to-career approach to solving the large-scale education and workforce readiness problems facing our region.



## STRATEGIES

Achieve High-Quality Teaching and Learning in Classrooms

Build Collaborative Leadership Capacity

Increase School Site Decision-Making and Control Over Resources

Expand Innovative Practices that are Working

Improve Accountability and Continuous Improvement Systems

Coordinate Advocacy on Priority Educational Policy and Funding Issues

Provide Students Multiple Pathways for Workforce and Career Preparation

Ensure Support Services for All Students and Families

A collective impact initiative brings together cross-sector stakeholders, builds bridges across siloed systems, implements collaborative strategies in the pursuit of common goals and defines clear ways to measure progress.



## OUTCOMES

School Readiness

High School Graduation

Postsecondary Credentials

Productive Workforce





# GOALS AND MEASUREMENTS

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GOAL ONE

All students  
graduate from  
high school



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**L**earning begins long before a child even sets foot in a kindergarten classroom. With 90 percent of a child's brain developing before the age of five, a solid foundation for future learning affects the trajectory and likelihood of their successful progression through the education continuum.

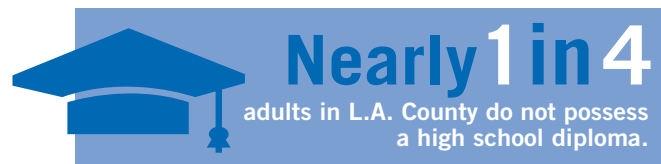
High school completion is a critical education milestone – one that unlocks higher education and career opportunities – yet nearly 7,000 students nationally drop out every single school day.

Dropouts represent a tremendous loss of productivity and reduce the nation's ability to compete in an increasingly global economy.

If this trend progresses, nearly 12 million students will drop out over the next decade resulting in a \$1.5 trillion loss to the economy; a loss this nation simply cannot afford.

A low graduation rate is unacceptable given the clear ramifications to the individual student, the community and the economy at large.

The L.A. Compact partners recognize the crucial role a high school diploma plays in college and career preparation; through effective collaboration, the L.A. Compact strives to provide the resources and support necessary for all students to achieve this important benchmark along the cradle-to-career continuum.



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## Measurements of success in pursuit of Goal One.\*

- Four-year graduation rates
- Four-year dropout rates
- Students on track for meeting A-G requirements
- Students at grade level (proficient or above) in math and English language arts
- Proficiency in algebra
- Third grade proficiency in English language arts
- School readiness at kindergarten entry\*\*
- English learners making progress in learning English
- English learners who have not reclassified in five years
- Number of instructional days lost to suspension
- Students with 96 percent or higher attendance
- Staff with 96 percent or higher attendance

\*Measurements may be refined or new ones added as deemed appropriate. To the extent possible, measurements will be disaggregated by groups, with benchmarks and comparisons established for each. We will issue reports annually, or as data becomes available, on progress made on baselines established in 2010.

\*\* Pending measures for which data is not currently available. The L.A. Compact partners continue to pursue and advocate for objective methods to measure these important indicators of success.



## GOAL TWO

All students have  
access to and  
are prepared  
for success in  
college



In today's increasingly competitive economy, postsecondary education is critical to obtaining a sustainable career.

Whether it's the growth of an educated global workforce, technological advances, or access to innovative information, new economic realities have emerged, making a postsecondary education necessary to attaining the American dream.

There are currently nearly 4 million jobs left unfilled due to an unskilled workforce in the United States, and it is predicted this gap will widen. The U.S. Bureau of Labor Statistics predicts

that by 2018, more than two-thirds of the 47 million projected job openings nationally will require postsecondary education. On average, Californians who earn a college degree earn \$1.34 million more over their lifetime than those with only a high school diploma.

With significant improvements in high school and postsecondary completion rates, our students will potentially earn more over their lifetime, experience less unemployment and participate more fully in civic life, thereby contributing to the prosperity and wellbeing of the city, state and nation.

College access, enrollment, retention and completion are essential to making a successful transition from student to member of the 21st century global workforce. The L.A. Compact's cradle-to-career approach strives to open the door to high-quality higher education opportunities and to promising careers that promote economic growth.



# 2.3 Million

more graduates with postsecondary credentials need to be produced by 2025 to fill California's workforce demands.

## Measurements of success in pursuit of Goal Two.\*

- Percentage of students either concurrently enrolled in high school and post-secondary education or taking at least one college transfer course before leaving school\*\*
- 11th grade students who are ready for college coursework as indicated by the Early Assessment Program.
- Graduates completing all required A-G courses with a grade of "C" or better
- Post-secondary enrollment rates of all L.A. public high school graduates\*\*
- Degree completion for all L.A. public high school students in post-secondary education\*\*

\*Measurements may be refined or new ones added as deemed appropriate. To the extent possible, measurements will be disaggregated by groups, with benchmarks and comparisons established for each. We will issue reports annually, or as data becomes available, on progress made on baselines established in 2010.

\*\* Pending measures for which data is not currently available. The L.A. Compact partners continue to pursue and advocate for objective methods to measure these important indicators of success.



GOAL THREE

**All students  
have pathways to  
sustainable jobs  
and careers**



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**T**o create and sustain a growing and thriving economy, we need today's students to become tomorrow's successful workforce.

California's employers need a better-educated workforce to meet current and future demands; yet too few students are graduating high school, and those that do often lack the skills and knowledge to succeed in college and in the workforce.

By integrating rigorous academics with work-based learning and real world

workplace experience, education can be transformed into a personally relevant, engaging experience for any student, exposing them to previously unimagined college and career opportunities.

Job shadowing, apprenticeships, internships and professional skill-building can improve the disconnect between education systems and career preparation.

Improving educational achievement and sustainable career pathways for

all students will require help from the entire community – including business, workforce, and civic leaders, parents, community organizations, and K-12 and higher education partners.



**23% vs. 10%**

the unemployment rate for 16-24 year olds compared to adults in the L.A. region

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## Measurements of success in pursuit of Goal Three.\*

- Number of students who graduate from L.A. public high schools with at least one part-time, work-based employment opportunity\*\*
- Number of students who graduate from L.A. public high schools with at least one quality, career-focused employment opportunity\*\*
- Number of “disconnected” youth and young adults (those 16-24 years neither in school nor in the workforce ) in L.A.
- High school students enrolled in thematic, personalized learning environments in the Los Angeles Unified School District (LAUSD)
- Percentage of individual graduation plans completed by LAUSD students by the end of their junior year\*\*

\*Measurements may be refined or new ones added as deemed appropriate. To the extent possible, measurements will be disaggregated by groups, with benchmarks and comparisons established for each. We will issue reports annually, or as data becomes available, on progress made on baselines established in 2010.

\*\* Pending measures for which data is not currently available. The L.A. Compact partners continue to pursue and advocate for objective methods to measure these important indicators of success.





# COLLABORATIVE STRATEGIES

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1

# ACHIEVE HIGH-QUALITY TEACHING AND LEARNING IN CLASSROOMS

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Our number one priority must be to ensure that high-quality instruction and learning are taking place in all L.A. classrooms, from early education to college. Using data, we must develop a multi-tiered system of instruction and support during the regular school day for all students, ranging from those at-risk for failure to those needing extended learning opportunities.

**A.** Provide resources and the option for schools to develop their own professional development at school sites.

- Based on data, establish collaborative, teacher-organized professional development workshops between schools by subject, grade, etc.
- Foster a culture of self-improvement among teachers and administrators by encouraging classroom visits by peers, parents and other colleagues.
- Continue to collect case studies of best practices and facilitate sharing with schools pre-K through university.
- Support the collaborative use of a research-based rubric on high-quality teaching elements to help inform the teaching practice and the ongoing process of continuous improvement with all stakeholders.
- Improve the quality of Early Childhood Education programs through the establishment of quality standards and by bolstering, incentivizing and leveraging investments in professional development and education of the early care and education workforce.

**B.** Work in collaboration to continuously improve a professional growth process and a standardized, objective and viable performance evaluation model by which all L.A. public school district leadership, administrators, teachers and other district employees are evaluated.

This effort would also include redesigning or expanding the Peer Assistance and Review program to help new and struggling teachers and administrators.

**C.** Provide resources, training, time and flexibility to teachers and administrators so they can collectively plan, implement and evaluate standards-based curriculum that is culturally-relevant, engaging and emphasizes critical thinking and problem solving skills.

- Ensure that all students graduate prepared for college, career, and civic life, eligible to enroll directly into a four-year university.
- Leverage local, state, national and international organizations and efforts to build capacity for 21st century learning in L.A. public schools

**D.** Support the collaborative implementation of the California Standards and Assessment systems.

**E.** Upgrade all classrooms with the tools, technology and equipment needed to develop and enhance subject-specific instruction; work to increase state per-pupil funding; and work with outside funders to supplement effort.

- Support teachers in the use of assessments, including the new 21st

century assessments from California, in a context that values instructional time and supports the gathering of data to inform instructional decision-making to improve student achievement.

**F.** Implement the English Learner and Standard English Learner Master Plan to ensure students have equity and access to a high-quality education.

**G.** Support student access to a well-rounded education, including social studies, arts, science, foreign languages, ethnic studies and physical education.

**Nearly 650,000 children under the age of five reside in L.A. County along with another 640,000 students enrolled in LAUSD schools annually.**



2

## BUILD COLLABORATIVE LEADERSHIP CAPACITY

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Strong leadership among all school stakeholders – administrators, teachers, students, classified staff and parents – is essential for effectively managing schools.

- A.** Using existing data and information, identify leadership needs and existing programs and practices, and, to the extent possible, how these needs and programs currently align for each stakeholder group.
- B.** Based on the needs assessment, collaboratively develop and implement a plan for formalized leadership development pathways for all L.A. school stakeholders.
- Include new approaches and/or build on existing leadership initiatives for each stakeholder group.
- Involve visionary L.A. education leaders at all levels, community organizations, unions, student groups, philanthropy and business



in identifying the best current leadership programs and reviewing potential new innovative models.

- Involve teachers, administrators and other stakeholders in planning and program development.
- Include formal mechanisms for leveraging and sharing best practices and ideas among all school settings.
- Utilize existing and seek additional funding to underwrite the implementation and sustainability of plans, whether they involve existing or new leadership initiatives, and

secure new investments.

- Work with policy makers and stakeholders to develop standards, policies and capacity to support early childhood leadership programs and initiatives.

**C.** Significantly increase support and accountability for school site councils.

- Include training in collaboration and consensus building, planning, stakeholder involvement, school budgets, etc.
- Establish oversight mechanism of School Site Councils and School Leadership Councils with participation of stakeholder representatives.

**D.** Build the leadership capacity of providers, advocates, parents and community leaders to advocate for early education.

**“Students benefit when school leaders are supported to deepen their learning in a focused, collaborative approach fostered by internal capacity building. School communities with a focused direction and a collaborative culture are necessary to empower school leaders to achieve academic success for every student.”**

- Juan A. Flecha, President, Associated Administrators of Los Angeles

A photograph of three children sitting in a row against a white brick wall. On the left is a young girl with dark hair, wearing a pink sweater, smiling with her hands under her chin. In the middle is a young boy with dark hair, wearing a red and white striped shirt, looking upwards and smiling with his hands under his chin. On the right is a young girl with blonde hair, wearing a yellow top, partially visible, also smiling with her hands under her chin.

### 3

## **INCREASE SCHOOL SITE DECISION- MAKING AND CONTROL OVER RESOURCES**

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Individual schools and the greater school community – administrators, teachers, parents, school staff, community members and students – should have increased authority to make decisions about what is best for students. Greater school site flexibility and control over resources, with accountability for results, will improve performance. Likewise, personalized learning environments facilitate better decision-making and learning.



**A.** Continue to implement more equitable and transparent strategies for allocating and distributing resources to schools. Ensure 95 percent of resources remain at school sites. This will provide for greater flexibility, more capacity building at school sites and better

tracking of costs.

- Develop the capacity of school communities to make budgeting decisions based on data and instructional outcomes.

**B.** Support the district and UTLA in enabling and implementing

autonomous school models and personalized learning environments.

**C.** Integrate the various early care and education funding streams to leverage resources and improve performance.

**“It is imperative that we continue to build the capacity of teachers, administrators, school staff, and parents to make budget and program decisions informed by data and student needs. I firmly believe that those closest to school communities are best equipped to lead our students along the path to 100% graduation.”**

- Michelle King, Superintendent, Los Angeles Unified School District

A photograph of two young boys with dark hair, smiling warmly. They are looking towards the camera, with one boy slightly behind the other. They appear to be in a classroom or office setting, with a laptop screen visible in the foreground. The boy on the left is wearing a white shirt, and the boy on the right is wearing a red vest over a white shirt.

# 4

## **EXPAND INNOVATIVE PRACTICES THAT ARE WORKING**

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L.A. is currently home to many outstanding schools and programs that are setting a gold standard for excellence. These innovative and evidence-based practices should be understood and replicated to allow more students and families to benefit and improve outcomes across the cradle to career continuum.





- A.** Embrace and replicate models of high-quality, collaborative, inclusive and innovative schools, and extend their best practices to all LAUSD schools.
- B.** Support innovative or evidence-based strategies that bolster quality early education programs.

- C.** Support community organizations and LAUSD in their efforts to inform and empower the greater school community.
- D.** Provide continuing input regarding the Local School Stabilization and Empowerment Initiative of 2011 between United Teachers

Los Angeles (UTLA) and LAUSD. Work collaboratively with the Local Options Oversight Committee to provide schools with holistic and quality support.

**“The research is clear: quality preschool is critical to early learning for our children and can level the playing field when children enter kindergarten. The business community increasingly understands that investment in quality early learning programs is an investment in our future workforce and economic development and vitality.”**

— Kim Belshé, Executive Director  
First 5 LA



5

## **IMPROVE ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT SYSTEMS**

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All L.A. public schools, early childhood programs, community colleges, universities, workforce preparation providers and L.A. Compact public leaders must be held to new and more transparent levels of responsibility for student success, from school readiness to college completion and employment. All partners must develop ways to learn from previous experiences in order to accelerate student success.

- A.** Align cradle-to-career data and accountability and continuous improvement systems from the pupils to schools to the district.
- Continue to develop the capacity of educators and parents to use data to continuously improve school performance.
  - Review qualitative measures that reflect holistic school performance.
  - Work with partners to use data to better allocate school site resources, staffing, budgets and other needs, and define the supports for continuous improvement.
- B.** Work collaboratively with school communities and stakeholders to determine appropriate continuous improvement support strategies for schools needing improvement and ensure these schools have new strategies, resources and supports in place to accelerate achievement.
- C.** Advocate regionally and statewide for the establishment of a comprehensive cradle-to-career enrollment, completion and employment success database to be used for joint decision making and continuous improvement.
- D.** Support the efforts of the institutions of higher education to improve post secondary success.
- Support the development of college and university reporting systems that present key student success metrics in a clear and concise manner.
- E.** In order to improve early learning, support the implementation of a statewide quality rating system to guide standards and supports for early learning childhood education settings. Align curriculum, assessment and teacher development initiatives to support its implementation.

**“Mutual accountability for student success is the driving force behind the L.A. Compact. We all have a role in helping students gain the skills and credentials they need to have successful careers, not only for their own livelihoods, but also for L.A’s regional economy.”**

— Dianne F. Harrison, President  
California State University, Northridge

# 6

## COORDINATE ADVOCACY ON PRIORITY EDUCATIONAL POLICY AND FUNDING ISSUES

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L.A. would benefit from having “one voice” when advocating at the state and federal level on issues impacting young people from cradle to career in our region.

- A. Build on the successes of the L.A. Compact Joint Advocacy Workgroup, established in spring 2009, to continue advocating on issues of mutual concern, such as:
  - Equitable and expanded funding through revenue-generating measures with commensurate accountability for all L.A. public schools, early childhood education and higher education.
  - Relief from state and federal mandates and regulations that require specific uses of funds.
  - Policies that mitigate barriers to collaboration between and among L.A. Compact partners.



- Policies that support streamlined linkages between early childhood, K-12 and higher education, and that support high-quality early childhood education environments.
- Effective policy that advances education and workforce development both statewide and nationally on a spectrum that includes early education, K-12, higher education and workforce.

**“As the convener of the L.A. Compact, UNITE-LA plays a critical role in bringing together cross-sector stakeholders and building bridges between traditionally siloed systems. When L.A.’s education and workforce development leaders come together, agree on a common policy agenda, and leverage our collective voice, lawmakers listen. The L.A. Compact can effectively advocate for innovative system-wide reforms and the resources Los Angeles needs to develop a world class cradle-to-career education pipeline.”**

— David Rattray, President  
UNITE-LA



7

## **PROVIDE STUDENTS MULTIPLE PATHWAYS FOR WORKFORCE AND CAREER PREPARATION**

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Leaders in business, workforce development, early childhood, K-12, adult and higher education must work together to improve postsecondary success and to better prepare students, graduates and disconnected youth for relevant careers in the 21st century workforce.

- A.** Support and drive approaches that integrate challenging academic content with real-world career applications and preparation, such as Linked Learning.
- B.** Continue to leverage implementation of personalized learning environments to ensure that all secondary students have access to quality, rigorous and engaging career pathways.
- C.** Build employer partnerships with L.A. public schools to provide career-relevant curricula, internships, apprenticeships and job shadowing opportunities.
  - Raise funds for a scholarship and internship program for students who graduate and are prepared for college.
- D.** Advocate for the incorporation of 21st Century Skills into California state content standards for all high school students.
- E.** Continue to implement collaborative strategies between K-12 and post-secondary institutions that help high school students focus on college and career planning before graduation, such as promoting college classroom experience, dual enrollment and development of individual student graduation plans.
- F.** Provide high school students with

an opportunity to begin their college education during the summer immediately following their high school graduation.

- G.** Support early childhood career development at post-secondary institutions.
  - Support the coordination of early childhood course work and credits between higher education institutions to facilitate the continual progress of students pursuing early childhood education careers.
- H.** Support workforce collaboratives with multiple, cross-sector partners in efforts to:
  - Expand co-location of career development/workforce centers on LAUSD and community college campuses to help students better plan for careers.
  - Provide both subsidized and non-subsidized employment opportunities to students, especially work-based learning experiences connected to education.
  - Expand joint initiatives targeting “disconnected”/ “opportunity” youth and young adults (16–24 year-olds neither in school nor the workforce) to bridge them back into education, training and/or work and careers.

- I.** Support workforce collaborative recommendations to provide a clear pathway to college and careers for all adult education and career/technical students by:
  - Aligning all educational programs offered by LAUSD Adult Education Division, Regional Occupational Centers and Programs (ROCP), and local area community colleges.
  - Supporting increased, shared professional development activities for faculty and administrators in the LAUSD Adult Education Division, ROCP, local area community colleges and other institutions of higher education.

**“A highly skilled and educated workforce is essential to the growth of our regional Los Angeles economy. More and more, students will not only need some post-secondary education and training to obtain sustainable jobs, but also the skills to apply their knowledge and propel new and innovative career pathways.”**

— Gary Toebben, President & CEO  
Los Angeles Area Chamber  
of Commerce



# 8

## ENSURE SUPPORT SERVICES FOR ALL STUDENTS AND FAMILIES

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To be successful, families and communities must be an integral part of a student's education. Students must feel safe, secure and supported in order to learn and succeed.

- A.** Around high-need schools, identify gaps and align community collaboratives to support students and families.
  - Strategically link City and County departments to provide coordinated services to schools, including after-school, extracurricular activities, financial literacy, library usage/sharing, traffic safety, bus stops and other services.
  - Increase the investment by other civic and community resources in the identified high-need communities.
- B.** Partner with local community-based organizations to launch a parent engagement campaign that will help increase the capacity of parents to support their children's educational achievements.





**C.** Develop a plan to track safety data at targeted campuses in a timely manner to ensure that schools provide a safe and secure learning environment.

- Support schools in developing and implementing a student discipline policy that is aligned to the Discipline Foundation Policy and Positive Behavior Intervention Support practices, and includes alternatives to suspension.

**D.** Invest in programs that provide youth with positive alternatives to gangs, street and police violence, juvenile camps and jail. Continuing goals include:

- Supporting the funding of community youth centers to provide educational enrichment, arts, recreation and health programming.
- Facilitating with LAUSD, other

government agencies and community-based organizations, the placement of co-located services on school sites to provide youth with health/mental health, enrichment, recreation, arts, legal, case management, and other services.

- Ensuring that every school has a safety collaborative involving all stakeholders.
- Promoting a training institute with institutions of higher education to establish certificate, undergraduate and graduate programs in intervention, transformative justice, youth development, and community organizing.
- Encouraging the development of green spaces on school campuses, and joint-use agreements with school districts and city/county parks to provide enhanced community green spaces for youth, especially after school hours.

**E.** Provide comprehensive support for the development of the whole child, utilizing strategies like health access, home visitation, and other collaborative initiatives.

**“A child’s learning and experiences outside the classroom, in their homes and in the community, are just as important as the quality of teaching in the classroom. Along with great teaching in the classroom, students learn better when they are in healthy, safe, and secure communities.”**

— Elise Buik, President & CEO  
United Way of Greater  
Los Angeles



# PARTNER COMMITMENTS

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# CITY OF LOS ANGELES

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- Champion the L.A. Compact as a vital strategy to support the Office of Mayor Eric Garcetti and the City of Los Angeles (City) in ensuring an educated citizenry crucial for L.A.'s long-term economic success.
- Support the L.A. Compact's workgroups and collaborate on collective decision-making to: advocate for policies that drive positive education and workforce outcomes for a strong economy; utilize optimal and reliable data and analysis; foster continuous strategy improvements toward student success for all schools; pursue a fair share of funding from the state and federal governments; and remove barriers to local revenue-raising efforts.
- Increase the number of L.A. youth and adult residents who receive high school diplomas, high school equivalency degrees, and industry certificates.
- Cooperatively lead the Los Angeles College Promise to increase the number of community college graduates, university transfers, and workforce-certificated students.
- Increase the number of summer and year-round jobs—both subsidized and non-subsidized—provided to youth, ages 16-24, through HIRE LA's Youth. Mobilize city departments, the corporate community, and others to exceed annual youth hiring goal of 15,000 placements. Offer paid internships with dual credit awarded by LAUSD and LACCD.
- Commit 75 percent of Workforce Innovation and Opportunity Act (WIOA) youth services funds toward educational and work-related training programs for out-of-school youth.
- Lead the Los Angeles Partnership for Disconnected Youth Performance Partnership Pilot (P3) to integrate the delivery of education, workforce, and social services for disconnected youth, ages 16-24, including homeless youth as well as youth involved with the foster care and/or juvenile systems.
- Lead the implementation and evaluation of the L.A. Reconnections Career Academy (LARCA), providing educational and support services as well as skill development and occupational training to 1,200 youth who are out of school and out of work.
- Support existing Gang Reduction & Youth Development (GRYD) efforts to reduce levels of gang membership among youth, ages 10-15, reduce risk factors for gang joining and behaviors associated with those risk factors, and increase youth and family resilience to the influence of gangs; support GRYD efforts to provide support to families directly impacted by gang violence and reduce levels of retaliatory gang violence inside the GRYD zones; and support GRYD efforts to train and employ over 350 youth, ages 17-24, each year for the City's Summer Night Lights program.
- Increase workforce and education initiatives as well as co-location and joint-use projects between the City, LAUSD Division of Adult and Career Education, LAUSD, and LACCD.
- Dedicate City resources to expand regional sector partnerships to meet high-priority workforce needs by investing in job skills training in key growth sectors, such as utilities, health, logistics, construction, hospitality, tourism, financial services, and advanced manufacturing.
- Lead efforts to coordinate a variety of stakeholders to provide support for veterans in L.A. and to mitigate their potential long-term unemployment, instability, and homelessness.
- Partner with local higher education institutions to implement strategies that increase post-secondary credential attainment, thereby improving employment options and the earning power of L.A. residents.
- Support collective change and facilitate development of a shared vision, goals and strategies to address the needs of adult learners in L.A.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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- Ensure effective implementation of the California State Standards in all schools in LAUSD.
  - Support the integration of technology to engage in 21st century learning.
- Work towards improving outcomes for the District's English Learners through the implementation of the Master Plan and focused monitoring of student progress toward reclassification.
- Continue to prepare all students to graduate college and career ready and increase pathways for students to pass the A-G course sequence with a "C" or better.
- Reform and strengthen parent and family outreach opportunities to:
  - Better engage parents in understanding the investment being made in the classroom.
  - Provide opportunities for parents to be a part of their child's learning experience.
  - Learn about the school choice options available to their families locally and system wide.
- Work with Compact partners to support parent registration and familiarity with the Parent Access Support System Portal (PASSPORT).
- Provide training and support to schools on the use of strategies such as Linked Learning and Project-Based Learning.
- Use a transparent budgeting process to give priority funding to those programs that personalize support for high-need students.
- Collaborate to reinforce and enhance the supports offered by the Beyond the Bell to promote strong academic, civic, and social-emotional skills.
- Work with United Teachers Los Angeles (UTLA) and Associated Administrators of Los Angeles (AALA) to improve classroom instruction and accountability by agreeing to explore evidence-based methodologies that create collaborative learning environments for students, parents and adults.
- Work with Compact partners to establish regional centers and networks to build capacity and expertise for project-based learning and integrated instruction.
- Work with Compact partners to support the implementation of the autonomies available to schools (e.g. Pilot, Local Initiative Schools, Expanded School Based Management Model) through the Local Schools Stabilization and Empowerment Initiative of 2011.
- Work with Compact partners to continue to implement the plan to support leadership skills, growth and development for all employees.
- Continue to work with L.A. Compact partners and L.A. area, state and federal delegations to draft and support a legislative agenda that supports the strategic priorities of the Compact.
- In collaboration with AALA, reach out and support UTLA in its efforts to ensure that UTLA chapter chairs and school-site administrators co-create school site vision and school improvement plans that:
  - are data-based and align available funding and resources with student needs
  - are based on input from school-site stakeholders: parents, students (when appropriate), teachers, administrators and staff
  - involve more teachers in school site leadership activities
- Work with UTLA and AALA to promote meaningful changes in current teacher professional development approaches that allow teachers to take leadership roles in professional development at the school site level.
- Work with all collective bargaining units to develop supports and working conditions that will retain and attract employees to high-need/high-priority schools to provide equity, access, and acceleration for our most vulnerable students and support all students in attaining 21st century skills to be competitive in a global economy.



# LOS ANGELES AREA CHAMBER OF COMMERCE

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- Continue to act as the convener of the L.A. Compact partners as they work toward achieving the goals of this agreement.
- Through advocacy and special support to public schools with First 5 LA and other Compact partners, continue to build awareness of and increase investment in early education and pre-K.
- Advance the importance of third grade reading proficiency and build capacity to address issues that impact third grade reading, such as attendance, summer learning loss and school readiness.
- Champion a cradle-to-career initiative to ensure all students prepare to enter the workforce with the skills, knowledge and expertise needed to succeed in the 21st century, including proficiency in core subjects, interdisciplinary skills, innovation and creative thinking, media and technology, life and career planning, etc.
  - Infuse 21st century skills as California rewrites standards, assessments, instructional materials and accountability systems.
  - Work with Compact partners to advocate and collaborate with LAUSD to implement multiple measures and authentic assessments to better assess 21st century skills and applied academic knowledge.
  - Work with First 5 LA to develop an objective measure for kindergarten readiness.
- Convene the L.A. Compact Data Workgroup, a collaborative of Compact partners across the cradle-to-career spectrum, to develop and vet improved indicators of progress and success in reaching the L.A. Compact's goals.
  - Publicly support and promote data and accountability tools to track cradle to career indicators of progress and success in reaching the L.A. Compact's goals. Publish periodic print and digital reports tracking Compact progress, and facilitate Compact partner feedback sessions to continuously improve measures.
  - In collaboration with UTLA, LAUSD, and statewide partners, work to reduce standardized testing and protect instructional time and educator-developed assessments.
  - Support and promote the implementation of LCFF and the new California Standards, engaging educators, parents, students and community members in collaborative decision-making to ensure that all students have the learning supports they need.
  - In partnership with the California STEM Learning Network, develop and convene the Los Angeles Regional STEM Hub to bring additional STEM learning opportunities to K-16 education and increase students' interest, expertise and eligibility for employment in STEM fields.
  - Advance efforts to improve education and career pathways for transition-age foster and probation youth, including strategies to dismantle the school-to- prison pipeline.
  - Work with the City of Los Angeles Mayor's Office, the Los Angeles Community College District (LACCD), and LAUSD to support the implementation of the Los Angeles College Promise to provide LAUSD graduating high school seniors with one year of free community college tuition and support services to ensure their successful enrollment and completion.
- Assure every L.A. area student has an opportunity to go to college by:
  - advocating for increased state and federal financial aid
  - assisting all L.A. students in applying for and receiving financial aid
  - building the Los Angeles Area Chamber of Commerce Foundation "Cash for College" scholarship fund
  - expanding the use of Foundation scholarships as an incentive for students to apply for other available government college financing, loans and grants
  - advocating for the passage of the Federal Dream Act and supporting the implementation of the California Dream Act
- Work with the Institutions of Higher Education (IHE) Collaborative and other local and national partners to identify and leverage strategies to increase post-secondary completion.
- Convene the Student Success Workgroup to support local postsecondary institutions in developing collaborative strategies that increase degree attainment in the region.
- Collaborate with LACCD, LAUSD, UTLA, and other partners to coordinate programs and expand funding and access in Adult Education and Occupational Education.
- Be open to supporting a federal, state, or local revenue increase for public education.
- Improve the work-readiness of young adults by:
  - Increasing the number of students who

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participate in job skills workshops and who earn work readiness certification through LA Youth at Work.

- Mobilizing the private sector to expand the capacity of work- based learning, employment opportunities, internships, and summer jobs.
- Convene the Los Angeles Educator Pathways Partnership to strengthen K-12 teacher preparation programs, increase teacher retention, and promote high-quality classroom teaching.
- Support the City of Los Angeles in the ongoing systems change effort of the L. A. Performance Partnership Pilot (P3), which integrates delivery of education, workforce, and social services for disconnected foster, probation, and homeless youth, ages 16-24, across government, nonprofit, and business partners.
- Lead the Health Sector Collaborative, which guides the development of South L.A. Scholars, a partnership with the Mayor, the City, L.A. Trade Tech, and private health care partners to provide paid work experience in health care internships for underrepresented South L.A. students.
- Convene and coordinate a workforce collaborative: a partnership of education, government, workforce development, labor, business and community leaders to support a comprehensive economic and workforce development system in the L.A. region to meet the employment and educational needs of our region's low-income and underserved communities.
- Lead the Joint Advocacy Workgroup, an education advocacy coalition of L.A. leaders, to push for targeted state and federal funding for education, funding flexibility and for other policies and programs that facilitate improved student outcomes. Develop a shared agenda and facilitate collective action. Support an increase in per-pupil funding from the State of California.
- Play a central role in driving the educational agenda of the Regional Economic Association of Leaders (R.E.A.L.) Coalition, a network of statewide businesses and business organizations, to assure L.A.'s educational concerns are considered and addressed and to influence statewide policy for the benefit of all children and youth.
- Continue to develop our partnership leveraging the powerful network of the

Association of Chamber of Commerce Executive's membership with the L.A. Area Chamber's expertise in strengthening education systems, policy and programs. The partnership will increase awareness and build tailored supports to help chambers nationwide engage in a more effective and sustained manner in education issues at the local, state and national levels to improve cradle- to-career education and workforce development outcomes.

- Partner with United Way of Greater Los Angeles to cultivate business and civic leaders as champions of public education aligned to key strategies.
- Partner with United Way of Greater Los Angeles to build funding and resources to support targeted Compact initiatives.
- Build support from elected officials for the L.A. Compact and its work in improving cradle-to-career outcomes for L.A. children and youth.
- Serve as an effective intermediary with the business community on issues of immigrant integration and naturalization efforts in L.A. and expand our understanding and capacity to assist immigrant integration and citizenship campaign efforts in L.A.





# UNITED WAY OF GREATER LOS ANGELES

- Co-lead an education advocacy coalition with the L.A. Area Chamber to push for targeted state and federal funding for education, funding flexibility, and for other programs proven through research to improve student outcomes; work with the Chamber to raise funding to support shared advocacy agenda activities.
- Regularly convene relevant stakeholder groups to drive input on various aspects of changes to the School Report Card to assure its long-term success and credibility (e.g., researchers to verify methodologies and measurements, parents to review best methods of distribution and communicators to assure ease-of-use.)
- In partnership with local community-based organizations, engage parents to increase their capacity to support their children's educational achievements and to become advocates for their child's school and district-wide improvements.
- Leverage United Way of Greater Los Angeles resources and raise funds from foundations and the private sector to further develop parent engagement and training programs.
- With the Chamber, cultivate business and civic leaders to become champions of public education aligned to key L.A. Compact strategies.
- Coordinate and leverage key United Way of Greater Los Angeles grantees to explore and develop more structured relationships with high priority schools in low-income communities in order to facilitate delivery of needed "wrap around" services for parents and students, such as job training, health care, after school programs and financial education.







# INSTITUTIONS OF HIGHER EDUCATION

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- Prepare high-quality teachers for LAUSD classrooms.
- Support current LAUSD classroom teachers in further developing their pedagogical knowledge and skills.
- Prepare high-quality administrators for LAUSD classrooms and support LAUSD administrators in further developing their knowledge and skills.
- Offer opportunities for LAUSD teachers and administrators to enrich and update their subject matter knowledge through interaction with college and university faculty experts. Support continuing education and lifelong learning for teachers and administrators.
- Share and make meaningful the higher education research relevant to K-12 education (e.g., instructional practices, leadership and curriculum).
- Offer opportunities to LAUSD to engage LAUSD staff with higher education experts in the design, adoption, implementation and/or use of formative and summative assessments and accountability systems.
- Offer opportunities for undergraduate and graduate students, faculty, staff and alumni to serve as volunteers, mentors and role models in LAUSD schools.
- Offer enrichment opportunities to LAUSD students (e.g., performing arts events).
- Offer LAUSD students educational experiences and other opportunities that will instill confidence in students that they are able to succeed with college-level work, and that college campuses are welcoming to students like themselves.
- Offer LAUSD students and families timely, comprehensive information about the costs, financing and benefits of completing two- and four-year college degrees and/or vocational certificates, and about the career paths open to those who do so.
- Increase the concordance and articulation of academic standards, expectations and curricular pathways across segments and types of institutions in each segment, thereby reducing the challenges faced by students and their families as they move from one segment to another.
- Ensure that LAUSD students are aware of the opportunities to matriculate into postsecondary academic programs in two- and four-year institutions of higher education, according to each institution's standards.
- Provide LAUSD graduates enrolled in two- and four-year institutions of higher education early and continuing support for success, persistence and timely graduation.
- Partner with LAUSD in the operation, support and/or governance of one or more LAUSD public schools or families of schools.
- Develop and improve data sharing agreements between LAUSD and institutions of higher education in order to better inform program design, better prepare high-quality teachers and administrators, and ultimately improve student achievement.
- Collect and analyze best practices and opportunities to increase post-secondary completion rates and articulation.
- Plan and launch a robust initiative to measure, target and significantly improve student success rates.



# ASSOCIATED ADMINISTRATORS OF LOS ANGELES

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- Develop a learning culture at each school site that promotes improved student academic performance through staff collaboration, high expectations, personalization, engagement, family involvement and community partnerships.
- Collaborate with LAUSD and UTLA to ensure that schools:
  - Better align available funding to meet student needs.
  - Seek and use input from school stakeholders, including administrators, staff, teachers, parents and community members.
  - Provide teachers with educational leadership opportunities.
- Provide opportunities for teachers to participate in teacher- designed and led professional development, based on student needs, to support teachers' professional growth.
- Work with LAUSD and UTLA to support school improvement through LASDI and other efforts.
- Increase parent engagement and learning opportunities at school sites.
- Work with LAUSD and UTLA to help lead the Local Options Oversight Committee (LOOC) to provide appropriate support and resources to local initiative schools, Public School Choice schools and schools following local governance models, including pilot and expanded school-based management model (ESBMM, LIS, and Pilot) schools.
- Continue participating in the Pilot School Steering Committee along with representatives from LAUSD, UTLA and local nonprofit organizations.
- Work with affiliate labor unions, including UTLA and the L.A. Compact partners to facilitate and maximize collaboration on key educational issues.





# LOS ANGELES COUNTY FEDERATION OF LABOR, AFL-CIO

- Convene labor leaders of all LAUSD bargaining units to partner with the L.A. Compact Joint Advocacy Workgroup on campaigns that increase state and/or local resources for public education.
- Advocate for policies and reforms that promote the stability of LAUSD's educational workforce and ensure the District's long-term sustainability, which include, but are not limited to: protecting the rights of educators and other school employees to build and sustain strong unions at their workplace, whether district or charter, and examining the possible impacts charter school authorizations, procurement practices, draconian immigration laws, the lack of affordable housing and other relevant issues have on the budget and overall performance of the District.
- Work with the LA Compact to advocate for policies and procedures that promote and expand the civil rights, humane treatment and democratic involvement of educators, staff, students and parents at all publicly-funded schools, whether district or charter.
- Participate on committees, work groups and other bodies within the LA Compact in order to mobilize public and private sector support in expanding access to quality, living-wage careers, especially for students of color from low-income communities. This includes, but is not limited to: working with the LA Compact as part of the Labor and Education Collaborative, serving on the Los Angeles workforce collaborative, and collaborating on efforts to increase support, awareness and promotion of current and new joint apprenticeship programs.



- First 5 LA, in partnership with others, strengthens families, communities, and systems of services and supports so all children in L.A. County enter kindergarten ready to succeed in school and life.
- Participate in the L.A. Compact's Joint Advocacy Workgroup to improve the quality, reach and financing of early childhood education.
- Work with other compact partners to improve access to, quality of, and coordination of services for parents and young students, such as health care, home visitation, and other early childhood programs.
- Partner with the L.A. Area Chamber and other compact partners on a Cradle-to-Career initiative to ensure all students are prepared to enter the workforce with the skills, knowledge and expertise to succeed in the 21st century.
- Strengthen countywide information and referral services to support families with children, prenatal through five.
- Collaborate with partners to engage parents and increase their capacity to support their children's educational achievements and to become advocates for their children's school and district-wide improvements.
- Improve the quality and usefulness of data collected about children and families in L.A. County and the programs, projects and services that support them. Participate with the L.A. Area Chamber to continuously improve measures, such as the School Report Card and the Performance Meter.
- Join LAUSD, the L.A. Area Chamber and other L.A. Compact partners in monitoring, measuring, reporting and addressing the importance of third grade reading proficiency.
- Join L.A. Compact partners in policy and systems change efforts that strengthen the preparation and professional development of the early care and education workforce.
- Partner with the L.A. Area Chamber and other L.A. Compact stakeholders to support school districts to identify and implement a Kindergarten Readiness Assessment (KRA) in L.A. County that can be used as a platform to advocate for policy, fiscal, and systems change.
- Utilize media, targeted outreach, and other social marketing tactics to engage decision makers and other stakeholders to elevate awareness and create urgency around the importance of early childhood.





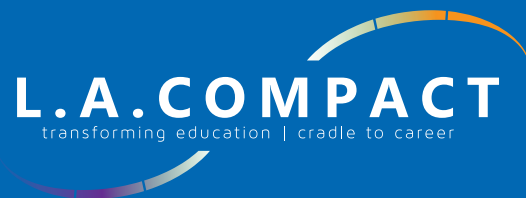
# UNITED TEACHERS LOS ANGELES

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- Continue to partner with LAUSD and AALA to develop a career-long professional growth model of Educator Development and Support.
- Work with First 5 and other partners to expand early education funding, access and opportunities.
- Collaborate with the Community College District, the L.A. Area Chamber of Commerce and other partners to coordinate programs and expand funding and access in Adult Education and Occupational Education, in order to contribute to broader economic justice efforts in the region.
- Continue participation on the Joint Advocacy Work Group with L.A. Compact partners to advocate for a legislative agenda that supports Compact priorities.
- Continue to team with the L.A. Compact partners on the L.A. Compact Data Workgroup to generate analysis and research that informs moving forward on Compact priorities.
- Continue to work with L.A. Compact partners to increase per-pupil funding in the state of California.
- Make progress towards creating a vision for a sustainable community schools model, a gathering of best practices from community schools across the country and a plan to systematically invest in community schools.
- Work to reduce standardized testing in order to fully value the importance of instructional time, equitable access to instructional time across different communities, and educator-developed assessments.
- Advocate for civil rights standards and public school accountability standards to be adhered to by all publicly-funded schools, district and charter – for example, standards of access for all students, student equity, due process regarding student suspensions and expulsions, budget transparency, parent involvement, and transparency and inclusion in school governance.
- Work to create measures that ensure that Los Angeles has a sustainable public education system based on mutual collaboration and transparent and equitable levels of responsibility for student success, including regular examination and public discussion of the fiscal impact of charter schools on LAUSD, required educational and community impact reports in the charter authorization process, and advocacy at the State level for regulations that support intentional planning and long-term sustainability.
- Advocate for policies that ensure educators' and other school workers' rights to organize and unionize, both of which are central to amplifying educator, parent and student voice, as well as to building a sustainable, empowered educational workforce with collaborative leadership capacity. Work to create model labor neutrality and organizing rights agreements in the non-union charter sector.
- Collaborate with LAUSD to target necessary resources and supports to those schools and students who have the greatest needs and who have faced the greatest racial and socioeconomic-based inequities.







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