L.A.COMPACT

transforming education | cradle to career

October 2021

L.A. Compact Highlights

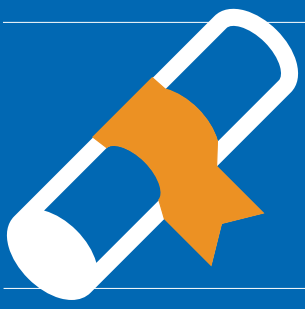
Here is a snapshot of what L.A. Compact partners have been able to accomplish together over the past decade:

30
LAUSD schools

30 L.A. Unified schools have been selected to participate in the district's Community Schools Initiative, a transformational education model that integrates student supports, expands learning time, promotes collaborative leadership, and practices strong family and community engagement. This initiative launched in 2019 and is co-convened by L.A. Unified, United Teachers Los Angeles, and UNITE-LA.

Since the program started in 2017, **more than 20,000 students** have enrolled in the L.A. College Promise, an initiative that provides two years of free tuition and other comprehensive supports to all first-time, full-time students. This initiative is led by the Los Angeles Community College District, L.A. Unified, and the Office of Mayor Eric Garcetti in partnership with the Compact.

20,000+
students



The Student Success Workgroup collaborated with **16 community colleges and four local CSUs** to study the effectiveness of the Associate Degree for Transfer in the Los Angeles region, and has recently launched a Community of Practice to develop campus-based strategies to improve transfer pathways based on findings from the study.

Data sharing agreements brokered by the L.A. Educator Pathways Partnership between L.A. Unified and six of the region's main teacher preparation programs has led to **stronger teacher preparation practices**, especially for special education teachers, and **a better understanding of retention and turnover patterns** of teachers who graduated from these programs and were hired by the district.

At the height of the pandemic, the L.A. County Board of Supervisors unanimously voted to maintain an investment of **$20.7 million**, and the L.A. City Council invested **$10 million** more in youth work experience programs thanks to advocacy from the L.A. Workforce Systems Collaborative and the L.A. Opportunity Youth Collaborative Young Leaders, convened by UNITE-LA and Alliance for Children's Rights respectively.

From 2014 to 2016, we saw **a 10-fold increase** in the number of foster youth participating in subsidized work experiences thanks to efforts of the Opportunity Youth Collaborative Foster Youth at Work campaign, convened by the Alliance for Children's Rights and UNITE-LA.

10x

Dear Partners,

For more than a decade, the L.A. Compact has acted as a bridge builder - convening and mobilizing leaders from education, business, government, and civic organizations who believe talent is equally distributed, but opportunity is not. Our collective actions transform systems and ensure every child and youth in L.A. County has equal access to both the tools and opportunities to be lifelong learners.

This agreement represents the third iteration to a historic agreement first launched in 2008 by 19 signatories representing K-12, postsecondary, government, labor, and industry leaders and convened by UNITE-LA. While initially focused on outcomes for L.A. Unified students, over the past decade, the L.A. Compact has broadened its scope and partnerships to advance student success across L.A. County and the cradle-to-career continuum. With this expansion, we have welcomed the adoption of a co-convening model, wherein multiple partners with different expertise have stepped up to lead cross-sector collaboratives or workgroups – providing a vision and operational support to develop and implement comprehensive solutions to close the education and workforce gaps in the region.

With the successes highlighted on page 2, our partnership has evolved, and the partners have agreed to a new set of goals, priorities, and metrics to track our collective progress. For the first time, L.A. Compact partners have also established a set of collective beliefs and corresponding actions and behaviors, which describe how the partners commit to working together. Priority among these is a deeper and more explicit commitment to equity, ensuring that students of all backgrounds – especially students of color experiencing systemic barriers to education and career success – are supported in reaching their full potential.

The work of the L.A. Compact has been made even more urgent as we grapple with the racial, economic, and social inequities exacerbated by the COVID-19 public health crisis. We cannot go back to how things were pre-COVID. As we move towards racial healing and economic recovery, UNITE-LA and partnering institutions have a critical role to play in rebuilding a more just and inclusive economy for the L.A. region through our Compact efforts.

It has been my professional honor to take this journey with you, a journey started 14 years ago. I look forward to this next phase of the L.A. Compact, with explicit commitment to equity for historically marginalized communities and populations. The need has never been greater to move this important work forward for Los Angeles and beyond. A key tenet of the L.A. Compact has been to provide space for partners to work out differences and find opportunities to work together. And together, through multiple joint campaigns, initiatives and institutional commitments, we have and will continue to make significant, collective impact in the lives of L.A. students and youth.

In partnership,

David Rattray
President & CEO
UNITE-LA

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About the Compact

The L.A. Compact is a bold commitment to close the education and workforce gaps caused by systemic inequities and racism. Recognizing that no single institution alone can solve our most pressing, complex education and workforce challenges, the L.A. Compact brings together the region's most prominent leaders to collectively lead transformative change.

A Commitment to Systems Change

Compact signatories understand that as leaders and public stewards, it is our responsibility to create the enabling conditions that will allow all children and youth to reach our collective goals.

We recognize our collective responsibility and commit to transforming the region's institutions and systems to remedy inequitable distributions of resources and opportunities, and to support the success of the region's students, especially students experiencing systemic barriers to education and career success, and whose talent and potential have gone unrecognized.

We seek to strengthen our cradle-to-career system to equip our young people with the skills and attitudes they need to succeed as well as promote their social and emotional development, social connectedness, and civic engagement.

We recognize that only through effective collaboration, reflection, and partnership can we create the systems-change necessary to develop a robust home-grown workforce, create a culture and set of practices where diversity and inclusion are valued and uplifted, and support an inclusive and adaptable economy that leads to growth and prosperity for all.

We embrace our responsibility to create meaningful and systemic change to improve the systems and institutions that serve our children and youth; and in doing so we seek to create a just, inclusive, and equitable future in which the region's young people thrive.

Five Goals

The signers of the L.A. Compact commit their institutions to collaboratively implement targeted and transformative strategies along the cradle-to-career continuum to accomplish the following goals:

Goal One

All children are healthy and ready to succeed in school

Goal Two

All students graduate from high school

Goal Three

All students complete postsecondary education

Goal Four

Students of all ages acquire skills and knowledge to achieve career success

Goal Five

All children and young adults thrive socially and emotionally and contribute positively to the community

Five Beliefs

The signers of the L.A. Compact agree that they are collectively responsible for identifying the institutional and systems change necessary to advance equity and eliminate racial disparities for our area's children and youth. Embraced by the Compact partners, the following five beliefs will guide our collaborative approach to systems change.

The Compact partners have identified a series of actions and behaviors that explain ***how*** we will collectively work together to uphold these beliefs. A full list is available at the end of this agreement (see appendix).

1 Advancing Equity

Structural and institutional racism and classism must be dismantled, starting with an inward look at our institutions, to ensure every child and youth – from across all racial, gender, socio-economic, and immigration backgrounds, and abilities – receives what they need to develop to their full academic and social potential.

2 Results through Collaboration

Collaboration across institutions and systems is necessary to solve the complex, large-scale education and workforce challenges facing our region.

3 Building Trust

Collaboration moves at the speed of trust and therefore a culture of mutual respect is vital to creating real change for our children and youth and their families.

4 Community-Informed Solutions

Solutions should be informed by the lived experiences of individuals most impacted by policies, programs, and systems.

5 Using Data for Continuous Improvement

Relevant data must be identified, shared, and used regularly to promote learning and continuous improvement, and used to measure progress toward our shared goals.

L.A. Compact Signers

As servants to the children, youth and young adults in the L.A. region, we build upon the work of those champions and leaders who came before us and we seek to elevate, engage and support those who follow. We acknowledge and remember the past mayors, superintendents and other leaders who created a foundation for our collaboration, and on whose shoulders we now stand.

Signers

Eric Garcetti
Mayor
City of Los Angeles

Debra Duardo
Superintendent
Los Angeles County Office of Education

Bill Allen
CEO
Los Angeles County Economic Development Corporation

Kelly Gonez
Board President
Los Angeles Unified School District

Kim Belshé
Executive Director
First 5 LA

Nery X. Paiz
President
Associated Administrators of Los Angeles

Elise Buik
President & CEO
United Way of Greater Los Angeles

Kathryn Barger
Janice Hahn
Sheila Kuehl
Holly J. Mitchell
Hilda L. Solis, Board Chair

Board of Supervisors
County of Los Angeles

Megan Reilly
Interim Superintendent
Los Angeles Unified School District

Institutions of Higher Education

Devorah Lieberman
President
University of La Verne

William A. Covino
President
California State University, Los Angeles

Soraya M. Coley
President
California State Polytechnic University, Pomona

Carol Folt
President
University of Southern California

Ann McElaney-Johnson
President
Mount Saint Mary's University

Erika D. Beck
President
California State University, Northridge

Thomas A. Parham
President
California State University, Dominguez Hills

Gene D. Block
Chancellor
University of California, Los Angeles

Timothy Law Snyder
President
Loyola Marymount University

Francisco C. Rodriguez
Chancellor
Los Angeles Community College District

Goals & Metrics

Central to our vision is the use of data to better understand where the opportunities and gaps currently exist in our education and workforce development systems. Each of the L.A. Compact goals includes a set of metrics carefully selected by the L.A. Compact Data Work Group to track progress towards our common agenda. A detailed overview of each of the metrics is also available on our new online data dashboard, **Charting Progress Toward L.A. Compact Goals**.

Goal One

All children are healthy and ready to succeed in school

Metrics

Preparedness

- ✓ *Early care and education enrollment rate*
- ✓ *Kindergarteners designated as English Learners*
- ✓ *Third grade reading proficiency*

Health

- ✓ *Low birth weight*

The path to high school graduation, postsecondary attainment, career success and productive citizenship begins long before a child sets foot in a kindergarten classroom. With 90 percent of a child's brain developing before the age of five, this time is critical for developing a solid foundation for future learning that will affect the trajectory and likelihood of their successful progression through the education continuum.[1] When investing early, we can reap much larger returns than by investing the same amount later in a child's educational journey.

Every interaction in a young child's life – whether with a parent, in child care, or with a health provider – helps to build and develop foundational knowledge and skills, ultimately impacting the child's ability to enter school ready to learn and succeed. Early childhood experiences have long-term physical, social, and behavioral impacts, affecting children's future education and economic well-being. Caregivers, schools, and communities must be ready to meet the developmental needs of young children. This includes building upon positive early learning interactions, cultivating children's assets, and addressing adverse early childhood experiences. Ensuring that the approximately 650,000 children under the age of five in Los Angeles County get the best possible start in life will maximize the benefits of downstream investments in later stages of the cradle-to-career continuum.

Municipalities, systems, and those caring for young children need to work together to ensure that families with young children have access to the necessary supports to raise healthy, school-ready children. These supports range from family friendly work policies; home visiting programs; anti-poverty measures; increased access to health care, developmental screenings, and trauma informed care; and a mixed delivery system of high quality, developmentally appropriate early learning programs with well-prepared early educators and caregivers. Additionally, employing a countywide population measure of kindergarten readiness can help monitor success overtime, identify specific community needs, and drive equitable investments and resource allocations in early childhood systems and supports.

Every interaction in a young child's life – whether with a parent, in child care, or with a health provider – helps to build and develop foundational knowledge and skills ...

We must make a shared commitment to change systems and institutions that have inequitably arranged access to opportunity for certain neighborhoods and populations. The L.A. Compact is committed to equitably laying an educational foundation for all students by supporting early childhood strategies that strengthen families, develop safe and nurturing communities, foster a child's healthy development, and expand access to high-quality, affordable early care and education settings across the birth to age eight developmental continuum.

[1]*Brown, T. T., & Jernigan, T. L. (2012). Brain development during the preschool years. Neuropsychology review, 22(4), 313-333.*

Goal Two

All students graduate from school

Metrics

On Track for Completion

- ✓ *Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and Mathematics – 3rd, 8th, 11th grades*
- ✓ *English Learner's progress toward proficiency*
- ✓ *Percent on track to complete A-G requirements with a "C" or better*
- ✓ *Percent of high school graduates with UC/CSU eligibility*
- ✓ *Percent of high school seniors who submit FAFSA/CADAA*
- ✓ *Four-year cohort graduation rate*
- ✓ *Four-year cohort dropout rate*

Positioned on a strong foundation of early learning experiences, Los Angeles' children should continue their learning trajectory in an education system that inspires meaningful learning, responds to student needs, and upholds high expectations while supporting students to reach this goal.

High school completion is a critical education milestone that unlocks higher education and career opportunities. Compact partners seek to support every young person in his or her journey to high school graduation by building a strong foundation of learning-readiness in early childhood, cultivating students' life-long commitment to learning; personalizing instruction; offering rigorous and meaningful learning experiences that build upon student interests, strengths, and talents; and affording multiple pathways to graduation.

To achieve a future where all young people in the L.A. region earn a high school diploma, every young person must be guaranteed the opportunity to learn and the ability to access the conditions that support high school graduation. This means students and teachers must have access to the different "ingredients" that make up quality, such as certified teachers, clean and safe facilities, quality learning materials, and rigorous and aligned curriculum.[2]

We must also learn to recognize and appreciate the assets that families and communities bring as full educational partners in order to see and advance the brilliance and potential of our region's youth. We must open institutions to support and encourage family involvement in students' learning at school and at home in new and creative ways so that all families – including single-parent families, families in poverty, families of color, and immigrant families – can support their children's academic achievement, help their children engage in healthy behaviors, and actively engage in their children's education.

Through effective collaboration, the L.A. Compact garners resources and builds supports necessary for all students to graduate from high school or earn high school equivalency. We do this with an eye towards the needs of those student populations that have experienced oppression and structural racism, persistent disinvestment and opportunity gaps, implicit bias, and the ramifications of inequitable resource distribution. We seek to remedy these historical and ongoing injustices by examining our institutional structures and practices for how they may be reproducing these inequities. We will evaluate our decisions for their impact in either perpetuating or interrupting inequitable patterns and redirect our resources to remove barriers and close the distance between populations in need and the opportunities that will enable successful educational attainment.

We must also foster student engagement and motivation by connecting students' learning to both their interests and strengths, and to real world applications and careers. The world is changing at a more rapid pace and the learning experiences our children access must change with it to ensure that children are resilient and motivated about their education and gain the skills they need to realize their passions. Students need opportunities to think critically, act creatively, and innovate effectively. Helping students connect their education to real-world applications and career opportunities motivates and engages them as champions of their own learning. Equipping them with a high school diploma opens the door to the post-secondary opportunities they will need to drive their own success.

[2] *UCLA Institute for Democracy, Education, and Access. (2003). Opportunity to Learn (OTL): Does California's School System Measure Up? http://justschools.gseis.ucla.edu/solution/pdfs/OTL.pdf*

Goal Three

All students complete postsecondary education

Metrics

Persistence and Completion

- ✓ *New student persistence first to second year (community college)*
- ✓ *New student persistence first to second year and second to third year (CSU4)*
- ✓ *Community College (LACCD) Student Success Rates:*
  - *Certificate completion rate (within three years)*
  - *Associate Degree completion/graduation rate (within three years)*
  - *Transfer rate (within three years)*
- ✓ *University Student Success Rates (CSU4):*
  - *First-time freshman graduation rate (within four, five and six years)*
  - *Transfer student graduation rate (within two and three years)*

College Access and Readiness

- ✓ *Percent enrolling in first year of college after high school*

As students move along a well-supported cradle-to-career continuum, strong early social, emotional, and academic foundations empower them to be curious, seize opportunity, and continue their educational journey. In today's increasingly competitive economy, a postsecondary education is critical to achieving upward socioeconomic mobility and realizing the American dream. By 2027, about 70 percent of jobs in the U.S. will require a college credential.[3] Higher levels of postsecondary education are correlated with greater levels of civic participation and volunteerism, healthier lifestyles, and greater inter-generational success.[4]

Los Angeles County has struggled to make postsecondary education a reality for all members of our community. While students of color – including Latino/a, African American, and immigrant students – constitute the largest and fastest-growing segments of our population, our institutions and systems have failed to remove barriers to postsecondary education and create just and inclusive pathways to postsecondary degree attainment for these populations.[5] Over the past decade, we have seen improvements in the number of students of color enrolling in our postsecondary institutions, yet these gains have not yet been matched with similar gains in college completion rates.[6] Cross-sector collaboration, student-centered supports, and an emphasis on institutional changes to prioritize just and fair outcomes in postsecondary attainment are necessary to begin to close the stark and widening inequities along racial and ethnic lines.

Growing and sustaining an inclusive economy requires we work proactively to ensure all L.A.'s youth have access to the supports and resources to complete college regardless of race or ethnicity, immigration status, family background, or income level. The L.A. Compact partners are committed to working collaboratively to ensure all students can complete a postsecondary education, whether a vocational certificate, apprenticeship, associate degree, bachelor's degree, or higher.

Achieving this goal will require postsecondary institutions to work hand in hand with our K-12 and workforce development systems. It will require co-designing admissions standards, developing student-centered supports, and distributing resources to address historic and intersectional injustices. Together, we can eliminate institutional and structural barriers that impede access to postsecondary attainment and develop proactive strategies to support students through graduation.

[3] *Carnevale, A. (2020, February 13). Ignore the Hype. College is Worth It. Inside Higher ED, https://www.insidehighered.com/views/2020/02/13/why-one-should-ignore-reports-and-commentary-question-value-college-degree-opinion*

[4] *Baum, S., Ma, J., & Payea, K. (2013). Education pays 2013. The College Board.*

[5] *In 2017 in Los Angeles County, 32.3 percent of the total population over 25 years of age or older had a bachelor's degree or higher. This compares to only 12.7 percent of individuals over 25 of Hispanic/Latino origin and 26.8 percent of Black individuals. These statistics do not include black individuals who self-identify as two or more races. U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates, Table S1501.*

[6] *California Competes. (2018). Opportunity Imbalance: Race, Gender, and California's Education-to-Employment Pipeline. California Competes: Higher Education for a Stronger Economy.*

Goal Four

Students of all ages acquire skills and knowledge to achieve career success

Metrics

- ✓ *Employment by age group (including 16-24 years old), L.A. County*
- ✓ *Unemployment by age group (including 16-24 years old), L.A. County*
- ✓ *Number of youths enrolled in Hire-LA (pending availability)*
- ✓ *Number of youths enrolled in Youth@Work (pending availability)*
- ✓ *Median earnings at quarter 2 post-WIOA (pending availability)*
- ✓ *Youth Disconnection:*
  - *Disconnected youth: 16-24 years old not working or in school, L.A. County*
  - *Number of youths enrolled in WIOA (pending availability)*
  - *Number of youths placed in WIOA (pending availability)*

Community Degree Attainment

- ✓ *Educational attainment of population 25 years or older*

A young person's educational experiences must be complemented with introductions to real-world applications and opportunities. To achieve career success in an economy driven by knowledge, innovation, technology and digital expansion, students – including incumbent workers who are looking to upgrade their skills – must have exposure to different occupations and career options. Today's economy is rapidly transitioning from one where labor has been the dominant factor of production to one where knowledge, innovation, and technology are the primary factors. To sustain and grow economic prosperity through both known and future industries in an innovation-intense economy, our cradle-to-career approach needs to support inclusive economic growth for all L.A. County residents by ensuring that the region has a diverse, qualified, and home-grown workforce.

Equipping today's students with the necessary competencies and the ability to adapt will prepare them to become tomorrow's successful workforce. These efforts must be grounded in the stark reality that education and workforce development systems have a long history of leaving behind women, people of color, and communities with multiple barriers to living wage careers. Still today, intersectional racial, ethnic and gender discrimination pervades job access, hiring and promotion practices, and other aspects of the economy at the national, regional and local levels. A thriving economy is one where diverse people and communities have equal and fair access to resources and opportunities and are positioned to influence systems and policies that impact their individual lives and communities.[7] We must work together to develop articulated workforce and career success strategies to meet the unique educational and training needs in our region. We must build upon the assets of Los Angeles' diverse workforce – including immigrants, individuals who speak languages other than English, those with previous justice system involvement, and those returning to education later in life – to support their success in California's economy.

Preparation for and completion of post-secondary education and training is particularly important to accessing and succeeding in living wage careers. To leverage opportunities to support both economic inclusion and growth, we must improve workforce readiness through education and training and provide access to sustainable career pathways for life-long learners. Furthermore, education systems, especially postsecondary institutions, must be able to evolve rapidly so they can adjust pathways and preparation as career opportunities change in the region. Likewise, industry leaders need to think more holistically about diversity and inclusion. It is not just about hiring underrepresented populations, but about creating a culture and set of practices where diversity and inclusion are valued and uplifted. This will demand cross-sector partnerships that result in meaningful collaboration and coordination across California's education and workforce development systems and employers.

[7] *Truth, Racial Healing and Transformation: Design Team Recommendations (2016). W.K. Kellogg Foundation.*

Equipping today's students with the necessary competencies and the ability to adapt will prepare them to become tomorrow's successful workforce.

Goal Five

All children and young adults thrive socially and emotionally and contribute positively to the community

Metrics

Individual-level

- ✓ *I feel safe in this school (pending availability)*
- ✓ *I feel I am part of my school (pending availability)*
- ✓ *I get along well with students who are different from me (pending availability)*
- ✓ *I carefully listened to other people's point of view (pending availability)*

School-level/School Climate

- ✓ *Student attendance – 96 percent or higher*
- ✓ *Staff attendance – 96 percent or higher*
- ✓ *In-school and out-of-school suspension rate*
- ✓ *Instructional days lost to suspension*

The future civic and economic success of the L.A. region relies on the success of our young people. Today's global economy necessitates an educational system that addresses the holistic needs of individuals across the cradle-to-career continuum, building skills such as self-advocacy, adaptability, critical thinking, effective communication, civic engagement, and open-mindedness and ethics. This system should go beyond academic and career preparation and support and grow the social and emotional skills that allow young people to thrive.

Whether in an academic or professional setting, individuals need to be able to successfully navigate relationships, regulate emotions, persist through struggles, make constructive choices, have dreams, and believe in their ability to accomplish their goals. They must also be able to think critically, ask questions, and advocate for themselves and their community.

Development of strong social and emotional competence starts in early childhood and needs to be perpetually cultivated and developed throughout one's life. This is best understood through the words of students themselves. Members of the National Commission's Youth Commission in their Youth Call to Action wrote, "we learn best when adults know us, make us feel safe, hold us responsible for our learning, and help us work constructively and productively together. In too many of our schools, key pieces of this equation are missing. This affects our learning and our performance, and we risk not learning key skills that will set us up for success both now and in the future." This sentiment is also reflected at the other end of the education and workforce development pipeline, with 80 percent of employers reporting social and emotional skills are the most important to success while also being the hardest skills to find in employees.

Social connectedness is the foundation for civic contribution and establishing a vibrant democracy and a robust, inclusive economy. When young people leverage strong social and emotional capabilities, society as a whole benefits. When school environments, institutional settings, and workplaces seek to become inclusive environments in which diverse populations thrive and feel like they belong, we open the possibility that young people and their families can heal from the negative effects of oppression and experience greater well-being. And when diverse groups of people feel connected to each other, their local community, and our broader global society, they are able to act productively to advance personal ethics and beliefs, be critical consumers of information, and collaborate to achieve shared goals. As these young people enter and continue through adulthood, our region, state, and nation will benefit further from their social and emotional wellbeing as they become the leaders, innovators, policymakers, parents, and teachers of the future.[8]

Recognizing the important role that social and emotional wellbeing plays in student and community success, L.A. Compact signers commit to advancing developmentally appropriate social and emotional learning from cradle-to-career. The Compact signers also commit to the notion that children born into different circumstances will require different types of support to develop to their full potential. We must eliminate barriers to social and emotional wellbeing by supporting children and young adults who have experienced adverse childhood experiences, and at the same time foster opportunities for healing that will contribute to enhanced well-being and a sense of possibility for these children and young adults. We must focus on the young people that our systems and institutions have historically underserved, systematically ensure equity of opportunity, and recognize and address various forms of trauma that our young people experience. To do this, we rely on the assets and resilience of families and community structures, and respectfully turn to families and communities for solutions and partnership.

[8] *Cunningham, W. & Villasenor, P. Employer voices, employer demands, and implications for public skills development policy connecting the labor and education sectors. (2016). World Bank Policy Research Working Paper No. 7582.*

Priorities & Workgroups

Compact partners collaboratively advance a set of short-term priorities to achieve the L.A. Compact's goals. These priorities are assessed regularly, and Compact members maintain a flexible approach to ensure that high-priority, high-impact collaborative strategies are advanced by Compact workgroups as opportunities arise.

How the Compact Works

We strengthen connections among education, workforce and other social systems by:

CONNECTING a diverse network of education and workforce change makers in over a dozen cross-sector workgroups. Workgroups are convened by multiple partners and help incubate and scale local education and workforce solutions.

TRANSLATING our collective experience and research into a common language to build public and political will for innovative policy and systems change solutions.

LEVERAGING our collective resources to ensure our cradle-to-career systems are ready for all students as students transition from early education to K-12, from K-12 to higher education, and from higher education into a career.

BROKERING services, resources, and supports to ensure every child and youth – from across all racial, gender, socio-economic, and immigration backgrounds, and abilities – receive what they need to thrive in school and succeed in work and in life.

Conveners

UNITE-LA, as the primary convener of the L.A. Compact, provides the vision, leadership, and operational support to organize and implement a common agenda. Additionally, each of the L.A. Compact workgroups has a lead convener, which could be an L.A. Compact partner, or UNITE-LA staff member(s). The role of the lead convener is to guide the group's strategy as well as coordinate with other conveners to promote alignment.

The Compact's emphasis on trust-building has been essential to collaboration, especially as it relates to Compact partners' ability to work across multiple systems and siloes within the large, dynamic Los Angeles region.

Workgroups & Partner Initiatives

L.A. Compact workgroups and partner initiatives develop specific goals and collaborative strategies to drive student outcomes along the cradle-to-career continuum. The groups are not permanent in nature. New groups form as new opportunities emerge while existing groups may dissolve when there is no longer a need to convene. Following is the current catalog of L.A. Compact workgroups and partner initiatives.

Stewardship Group

Senior staff and deputies representing the L.A. Compact signers provide guidance to the L.A. Compact. Members serve as stewards of the larger community interest and serve the L.A. Compact's broader collective vision.

Convened by UNITE-LA

L.A. Compact Data Workgroup

Works to identify optimal progress and outcome measures that span early education through college and career for L.A. youth, with the goal of promoting accountability and continuous improvement.

Convened by UNITE-LA

L.A. Workforce Systems Collaborative

Committed to developing a robust economic and workforce development system to meet the employment and educational needs of our region's low-income and underserved communities by creating pathways to living-wage jobs to improve the economic and social mobility of Los Angeles' workers.

Convened by UNITE-LA

L.A. Opportunity Youth Collaborative (OYC)

Builds multi-sector partnerships to improve education and employment outcomes for transition-age foster youth to thrive.

Convened by Alliance for Children's Rights

- **OYC Stewardship Group**

  Leaders of cross-sector agencies guide the strategic vision and priorities of the OYC.

  Convened by Alliance for Children's Rights

- **OYC Young Leaders**

  Current and former foster youth develop their leadership skills while advising the OYC's strategies and advocating for policy/system changes.

  Convened by Alliance for Children's Rights

- **Foster Youth at Work**

  Engages public workforce and child welfare agencies in L.A. County in devising collaborative, systemic solutions to improve foster youth connection to work-readiness training, early work experiences and pathways to sustainable careers.

  Convened by UNITE-LA and the Alliance for Children's Rights

- **Foster Youth College Advancement Project**

  Seeks to increase postsecondary attainment for youth in the foster care system, whether it be career technical education or a two-year or four-year degree.

  Convened by John Burton Advocates for Youth

  - **Foster Youth College Promise**: Scales the existing Los Angeles College Promise program to serve more transition age foster youth and better address their unique needs with the goal of increasing college access, persistence, and completion of foster youth in Los Angeles County.

    Convened by UNITE-LA, the Alliance for Children's Rights and John Burton Advocates for Youth

L.A. Unified Community Schools Initiative

Implements a comprehensive community school model across L.A. Unified schools, centered around four pillars: Integrated student supports, expanded and enriched learning time, family and community engagement, and collaborative leadership and practice.

Convened by LAUSD, UTLA and UNITE-LA

Kindergarten Readiness Assessment

Advances the adoption of a common Kindergarten Readiness Assessment tool in L.A. County to inform early interventions that promote equity in children and families' access to early childhood resources that will provide a solid foundation for future learning and student success.

Convened by First 5 LA

Institutions of Higher Education (IHE) Collaborative

Consortium of 11 colleges and universities that advances cross-system strategies to increase student success from cradle to career.

Convened by UNITE-LA

- **L.A. College Promise**

  Provides two years of free tuition, technology and wraparound supports at any of the nine L.A. Community College District institutions to any high school graduate in the region who enrolls as a first-time, full-time student and applies to financial aid.

  Convened by Office of Mayor Garcetti

- **L.A. Educator Pathways Partnership (LAEPP)**

  A unique collaboration between the L.A. Compact IHE Collaborative and LAUSD to drive continuous improvement in teacher prep programs to enhance teacher quality and student learning.

  Convened by UNITE-LA and LAUSD

  - **LAEPP Policy Advisory Group:** Develops policy recommendations around teacher and teacher candidate recruitment, preparation and certification requirements in California, especially in light of the COVID-19 pandemic, persistent, systemic racism and inequity, and other evolving conditions.

    Convened by UNITE-LA

- **Student Success Workgroup**

  Collaborative of higher education administrators cooperating to coordinate efforts that promote college student success; identify policies and practices that limit student success and impede students' inter-institutional transitions; and increase college completion.

  Convened by UNITE-LA

  - **CSUN Connections**: A reverse transfer initiative with CSU Northridge and three San Fernando Valley community colleges to award adults with "some college, no degree" a first-time associate degree.

    Convened by CSUN

  - **Associate Degrees for Transfer**: Brings together regional community colleges and CSUs to examine and propose solutions to improve ADT pathways based on a UNITE-LA assessment of ADT outcomes in the L.A. region completed in 2020.

  - **Postsecondary Transitions**: Bridges the gap between K-12 and postsecondary education by enabling these systems, as well as community-based organizations, to work collaboratively to support students in their postsecondary planning, so they can graduate high school and enroll in a program that will best serve them.

L.A. Performance Partnership Pilot (P3)

Coordinates and integrates the delivery of education, workforce development, and social services to out-of-school and unemployed youth ages 16 to 24, including foster, homeless and justice-involved youth.

Convened by L.A. City Economic & Workforce Development Department and L.A. County Workforce Development, Aging & Community Services

- **ReLAY Institute (Reconnecting LA's Youth)**

  ReLAY provides an innovative platform to transform service delivery systems in order to improve outcomes for the region's opportunity youth — young adults ages 16-24 who are out of school and out of work, involved in the foster or probation system, parenting, and/or have experienced homelessness.

  Convened by CSU5

Los Angeles Digital Equity Action League (LA DEAL)

An inclusive and collaborative regional broadband consortium employing a community-driven process to assess and address the broadband infrastructure, affordability and adoption gaps that exist in communities across the L.A. region.

Convened by UNITE-LA and L.A. County Economic Development Corporation

Priorities

1

Advance a birth to eight agenda to improve school readiness and early school success.

2

Improve educator preparation and ongoing professional development to benefit student learning from early childhood development through college.

3

Improve quality STEAM education across the region and expand access to STEAM programming for underrepresented youth.

4

Increase student persistence and completion in post-secondary education.

5

Improve education and employment outcomes for disconnected and transition-age foster youth.

6

Promote alignment across workforce and training systems to increase economic well-being in the L.A. region.

7

Develop and advocate for policies and new revenue solutions to meet student needs from cradle through college and career.

8

Collectively share and use data regularly to promote learning, continuous improvement and shared responsibility for the success of our children and youth.

9

Expand a comprehensive model for pre-K-12 community schools and the coordination of wrap-around support services for students from early childhood through college countywide.

10

Build the capacity of the L.A. Compact to effectively staff collaborative working groups and communicate our vision and results.

Appendix

Signatory Commitment: Compact Beliefs and Actions

Signatories to the L.A. Compact agree to the following actions and behaviors in alignment with our five shared beliefs.

1 Advancing Equity

Structural and institutional racism and classism must be dismantled, starting with an inward look at our own institutions, to ensure every child and youth – from across all racial, gender, socio-economic, and immigration backgrounds, and abilities – receives what they need to thrive in school and succeed in work and in life.

- ☑ Foster a culture where all children and youth are motivated and have the necessary supports to be lifelong learners.
- ☑ Work across institutions and systems to ensure cradle-to-career education systems are ready for all students, and that opportunities and supports are accessible based on students' distinct needs.
- ☑ Engage in continuous reflection and action in order to transform our own individual organizations into entities that not only strive to be anti-racist, but that also see racial and cultural differences as assets.
- ☑ Achieve funding and resource equity to ensure every child and young adult receives what they need to develop to their full potential, including additional investments in students that have experienced historic and current systemic barriers to success.
- ☑ Collect and review data to consistently measure and report progress on advancing equity for all students and youth.
- ☑ Build a collective understanding in the L.A. region that sustained economic growth depends on our ability to ensure equitable access to opportunity and outcomes for all the region's children and youth.
- ☑ Promote both the value of a public education, from cradle-to-career, and the continuous improvement of the institutions and systems serving students of all different backgrounds and needs.

2 Results through Collaboration

Collaboration across institutions and systems is necessary to solve the complex, large-scale education and workforce development challenges facing our region.

- ☑ Coordinate action and leverage resources across institutions and systems to implement, high-impact strategies that build upon the strengths, expertise, and resources (financial, human capital, etc.) of partners to advance our common goals.
- ☑ Commit to the principles of servant leadership and act as servant leaders through the L.A. Compact Stewardship Group.
- ☑ Proactively seek collaboration before taking individual action.
- ☑ Develop common messages and pursue joint funding opportunities, including from private philanthropic organizations and public agencies.

3 Building Trust

L.A. Compact members understand that the area's major institutions "are all in this together" and need a "safe space" to work on creating real change for our children and youth and their families. A culture of mutual respect is vital to this effort, understanding that "collaboration moves at the speed of trust."

- ☑ Engage in dynamic and continuous communication to encourage collaboration with partners.
- ☑ Work to find common ground across the priorities and services of partner organizations and focus on them over differences.
- ☑ Seek to understand how political contexts and organizational constraints affect partners' ability to collaborate at different times.
- ☑ Give each other the benefit of the doubt that we come to the table with best intentions to put the interests of students first.
- ☑ Provide an opportunity for partner institutions to review and provide feedback on related reports or press statements before release.
- ☑ Provide constructive feedback to partners directly and in the spirit of helping each other grow and learn; welcome feedback with an open mind; respect the privacy of information that is shared in confidence.

4 Community-Informed Solutions

Solutions should be informed by the lived experiences of individuals most impacted by policies, programs, and systems; their leadership and perspective are integral to the implementation of identified solutions.

- ☑ Engage diverse community perspectives before advancing systemic solutions to ensure strategies are aligned with community priorities and implementation effectively advances community goals.
- ☑ Facilitate and create processes that promote bottom-up and top-down learning, communication, and collaboration with systems and community members.

5 Using Data for Continuous Improvement

Data must be shared and used regularly to promote learning and continuous improvement, and measure progress towards our goals.

- ☑ Co-design data collection and sharing methods and systems whenever possible.
- ☑ Seek opportunities to share and utilize data across institutions as a tool for continuous improvement within and across systems.
- ☑ Leverage cross-sector data to promote informed decision-making and define the challenges we want to collectively solve, while also understanding gaps in data to improve collection processes.
- ☑ Proactively collect and disaggregate data to better understand what opportunity and attainment gaps currently exist for children and youth in our education and workforce development systems.
- ☑ Share information across the cradle-to-career system to ensure that every part of the system has the capacity, tools, and resources necessary to become learning organizations and deliver results for children and youth.

L.A.COMPACT

transforming education | cradle to career