

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 9:48 PM UTC Action Taskman

11 Tri City Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The Tri City Adult Education Consortium continues to work toward creating seamless pathways that help learners secure heightened levels of language preparation and short-term career entry. Since the 2015-2016 year, tremendous progress has been made in establishing the core criteria of our consortium through building a common mission and purpose. Fast-forward to the 2017-2018 year and it is immediately apparent that progress has been made in the areas of creating seamless pathways, curriculum alignment in ESL, establishing a shared sense of professional development for faculty and the Board, as well as creating opportunities to accelerate students to the community college through our upcoming Cosmetology dual enrollment course offering at Paramount Adult School. The current planned allocations for the 2018-2019 program year are an outgrowth of our collective work stemming from the prior three-year adult education plan and we are committed to establishing converging programs of study that create increasing opportunities for development and advancement in the adult school population. Tri City Consortium connects education and workforce training to create family sustaining careers. With this mission in mind, we work collectively to carry out our core vision of being data driven, operating as a benefit to the entire consortium, ensuring that we leverage our resources, identify core gaps that need to be filled, a reliance on the plans approved by the Board, a commitment to work through activities toward outcomes, ensuring that opportunities can be taken to scale, and finally, ensuring that our institutions are using resources to create supplemental opportunities and not supplanting. To this end, the 2017-2018 year included a number of firsts for our consortium, including hosting the CCCC Sponsored Increasing Rigor Across Adult Education training at Compton College, offering our first Curriculum Alignment PD for ESL faculty that will result in articulation agreement development, continued focus on the medical pathway in phlebotomy and the senior care industry, a new focus on Cosmetology being offered at Paramount Adult School, computer technology courses that will blend into the college Business Information Worker pathway, and a new training area of focus in non-destructive testing, which leads to living wage employment. A renewed focus will be placed on soft-skills through the New World of Work and outreach workshops will be offered at each site.

Regional Planning Overview

Since none of the current Board representatives were part of the past 3-year plan development, we plan to hold a Board retreat in order to address the components of the 3-year plan. Now that consortium members have a year under their belt the foundation has been laid to focus on a shared activity in each of the seven areas represented by the California Adult Education program (HSD completion, job placement, improved literacy, increased wages, transition from noncredit to credit and Adult School to Post-Secondary, and increase Post-Secondary Certifications-Degrees-Training). The Board has brainstormed programmatic and curricular activities under each of these categories and will consider for prioritizing for potential implementation.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Improved literacy and high school diploma completion can dramatically enhance the living wage attainment of individuals in our region. This exercise validates the need for programs that lead to jobs and a system to help track student enrollment, completion, and progression across our adult school, community college, and workforce systems.

How do you know? What resources did you use to identify these gaps?

At our 2017-2018 Board Retreat the group engaged in poverty case studies using the MIT Living Wage Tracker. We also used resources from the American HD Index, which measures how people are doing, offering a more accurate perspective on opportunity and well-being.

How will you measure effectiveness / progress towards meeting this need?

We are seeking to establish a more tangible tool that allows us to measure the percentage change in the following areas from year to year: HSD Completion, Placement into Jobs, Improved Literacy, Improved Wages, Transition from Noncredit to Credit and Adult School to Post-Secondary, and Increase Post-Secondary Certifications-Degrees-Training

Gaps In Service

New Strategies

Strategy #1

Compton College is growing in its noncredit course offering with the development of ESL for Health Careers and ESL for Child Development to assist in the transition of the ELL population to more advanced occupational opportunities. This also includes allowing Paramount Adult School offering a GED Prep course on the Compton College campus, which allows students to earn financial aid upon earning the high school diploma.

Strategy #2

Create better marketing tools that explain the progression from an adult school program to a potential pathway at Compton College in Machine Tool Technology, LVN to RN, Computer Technology to Business Information Worker, and other high interest pathways.

Seamless Transitions

New Strategies

Strategy #1

Through the use of Sage Publishing, the Consortium will further its work in curricular alignment from ESL courses to short term career training that can transition to pathways at Compton College. Each adult school will offer a particular pathway program in conjunction with the college that fits their students needs. A transition symposium will be held that covers the hand-off points within our educational system to critical points of exit.

Strategy #2

A College Success Navigator will make frequent presentations at the adult schools highlighting career education opportunities that lead to increased earnings after college. Students will be taught how to benefit from Xello, our career development platform shared among consortium members.

Strategy #3

Compton College will sponsor a once a month Adult School Familiarity Tour at the college to help make adult school students feel more comfortable with the idea of transitioning to the college. The tours will be led by ESL students taking noncredit courses at Compton College who are interested in building their communication skills.

Student Acceleration

New Strategies

Strategy #1

Efforts at Compton College have been made to offer VESL courses to enhance language development through the use of CTE courses in Health Careers and Child Development. Plans to offer a pilot will include gathering and analyzing data, and communicating findings to the rest of the consortium to consider opportunities to take program to scale. College development of Vocational ESL courses in Health Careers and Child Development will improve implementation timeline.

Professional Development

New Strategies

Strategy #1

One of the strategies adopted by the Tri City Board at their last planning retreat was to have a consortium wide focus on technology enhancement for our staff, students, and even administrators. In building on programs such as the Amazon Web Services training program, we want to help clarify potential paths that some of our students may not have considered because of limited technological experience. A symposium on how to build technology muscles will be offered as a Common Day of Learning.

Leveraging Resources

New Strategies

Strategy #1

The America's Job Center of California at Rancho Dominguez is very interested in partnering with the adult schools of the Tri City Consortium. Our first shared event will be an end of September 2018 job fair designed to interest those looking for holiday employment.

Strategy #2

Compton College is establishing a home health training program that it hopes to offer in conjunction with each of the adult schools interested in offering the training at their facility. Community Career Development, Inc. will be involved in sponsoring this training opportunity and many of the adult school participants may qualify to receive services through their retrained worker program.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

The planned allocations are in alignment with the previous AEBG 3-year plan and validated through stakeholder communication and vetting at the 2018 Tri City Board Member Retreat. Our current plan submission is in alignment with our initial plan and exhibits growth over the past three years of implementation. Efforts have been made to not cannibalize one

another's program and each member is able to freely communicate their frustrations or challenges regarding programmatic offerings. As each of our institutions has on-boarded new administrative support to fulfill the implementation of our plan, it is expected that our planned allocations will more accurately reflect the type of robust programmatic offering necessary to produce significant outcomes for our population. Each of our programs seeks to produce measurable skills gains that result in positive outcomes for the citizenry of our districts. Compton College has agreed to offer tutoring at each of the adult schools to support the academic development of students at the adult schools. Efforts are also underway to identify a robust tool that will provide students with access to a pathway between their adult schools and the community college. These efforts will provide more real-time data to help offer integrated support services to students while defining their exit plan. Ultimately, the four entities that make up the Tri City Consortium will continue to align critical course content and create clearer pathways that will facilitate transition to the workforce or Compton College.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Carry-over funds for each of our consortium participants have been identified for instructional and programmatic use in the coming year. They will be utilized to offer increased training in areas that promote job entry and preparation for more advanced paths. Use of the quarterly expenditure projections serve as a great guide in allocating funding for initiatives that create a direct impact on WIOA metrics and State of California outcomes.

Certification

Compton CCD, Member Representative

Lynell Wiggins

Approved

2018-08-15

Compton Unified School District, Member Representative

Christopher Calvin
Doi Johnson

Approved

2018-08-15

Lynwood Unified School District, Member Representative

Bambi Smith

Approved

2018-08-15

Paramount Unified School District, Member Representative

Yvonne Rodriguez

Approved

2018-08-15



2018 © California Community Colleges
NOVA Site Version: [4.0.1](#)