

# 11 Tri City Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

The Tri City Adult Education Consortium mission statement is: "We connect education and workforce training to create family sustaining careers." However, it is more than a mission statement, it is a goal in itself. It guides the priorities and strategies implemented within the region. The overall goal of the 19-20 Annual Plan plan is transition. The students served by the Tri City Adult Education Consortium will successfully transition from one program to the next, transition to college, and transition to employment through innovative instructional and support service strategies in high demand career pathways in the region. Over the last four years, successful strategies have been implemented that achieved greater student success. Compton College successfully offers Cosmetology classes at Paramount Adult School, Compton Adult School proudly boasts an 86% placement in employment rate in its Truck Driving program, and Lynwood Community Adult School offers a Phlebotomy Technician course three times per year as a new short term career option. In addition, Paramount Adult School also offers a Phlebotomy Technician program twice per year, while Compton Adult School enjoyed a 100% employment placement in 18-19 for their Medical Assistant and Medical Billing program. The goal is to continue to build upon these successful strategies in the 19-20 Annual Plan.

### Regional Planning Overview

The Tri City Adult Education Consortium Executive Board embarked on a two-tiered strategic planning process for the 3-Year Regional Comprehensive Plan. The Executive Board, as well as faculty and staff from each Member, completed a self-evaluation to examine effectiveness as a Member and as a Consortium. The Executive Board also participated in an inventory-exercise that examined the actionable areas of the plan submitted in 2015, and evaluated how well those strategies were executed. Current regional data were then examined and compared to the actionable areas to determine where gaps still exist. A comprehensive list of regional priorities emerged and was narrowed down to seven regional priorities that will fill in the gaps. The regional priorities for the 2019-2022 Regional Comprehensive Plan are Transitions, Career Pathways, Curriculum, and Instruction Alignment, Entrepreneurship, Outreach & Recruitment, Professional Development, and Hallmarks of Success.

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## 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. At our 2018-2019 Board Retreat, we engaged in a deeper dive regarding our surrounding populations. 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. A major focus for us is ensuring access to our programs through a shared application process that is vetted by all pertinent parties. We are also engaging in the use of a new unified pathways system called Stargate, which will assist in the collection of data and on-boarding of students into a number of our ESL and career pathways. By taking a renewed look at the Tri City AEC website, we realized there was a need to activate our page for the purposes of increasing enrollment. Students can now access regional resources to overcome barriers to employment and education via Tri City AEC website. Our primary focus will be on producing increases in high school diplomas, increases in certificates/credentials earned, increases in employment placement rate, and an increase in overall enrollments. In like manner, we hope to show a decrease in our regional unemployment rate, present an increase in enrollments within our HSD programs, show increases in enrollments in ESL programs, continue increasing enrollments in CTE programs, as well as, focusing on the ever-important component of increased transitions to Compton College or the workforce. Through our conversations, we have continued to focus on transitions to employment and ABE/ABS to HSD. By providing specific attention to each of these areas, we also expect to see increases in transitions from HSD

to CTE, increases in transitions from ESL to HSD, a primary focus on transitions from ESL to CTE in HSD programs, and an overall emphasis on program improvement across all seven CAEP areas. By focusing on these core areas, we will dramatically impact gaps in service and meet our regional need

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

Tri City used the American FactFinder American Community Survey, the CTE Launchboard, and self-reported data from each of the adult schools and the community college to identify gaps.

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

Through consulting with professionals in the data mining and pathway building area, we have committed to the use of the Stargate tool to help us achieve our outcomes and capture progress toward our primary metrics. This will allow 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. Ultimately, we will be able to measure overall effectiveness and progress toward meeting our overall regional need by having students complete one of three short-term career pathways that lead to employment or transition to Compton College in HVAC, Cosmetology, or Welding by 2022; ensure that by 2022, at least 25% of students will transition to Compton College; focus on seeing that at least 25% of students transition to employment in a high demand industry through a short-term career pathway by 2022; require that 100% of faculty will attend Professional Development focused on differentiated instruction for English Language Learners and learner persistence by 2022; as well as engage in the alignment of ESL course outlines to ELPS standards to improve rigor in order for students to successfully access and transition into short-term career pathways by 2022.

## Gaps In Service

### New Strategies

#### Strategy #1

Because the region's geographic location is near the border of two counties, the economy and labor market is influenced by both Los Angeles County and Orange County. This unique situation provides adults in the region with a variety of career opportunities across both counties. Despite the career opportunities that exist, the data reveals a continued need for adult education in the region. The number of adults being served by the Tri City Adult Education Consortium represents a small percentage of the overall adult population of the region. This is an opportunity to reach more adults and provide them with the education, training, experience, and skills to help them transition into the wide variety of career opportunities afforded by the region's unique geographic location. According to the CAEP Fact Sheets, there were 77,929 adults in the region who have limited English skills, 78,714 adults without a high school diploma, and 13,948 adults who were unemployed. In 2017-18, the Tri City Adult Education Consortium served 5,250 students according to the LaunchBoard Adult Education Pipeline. Of those students, 103 earned a high school diploma. Of the number of students who had 12+ contact hours (3,579), 25% (909) were enrolled in Career and Technical Education (CTE). This demonstrates an unmet need in the region as the population continues to grow.

## Seamless Transitions

### New Strategies

#### Strategy #1

In order to ensure seamless transitions, the Tri City Adult Education Consortium will establish baseline data for transitions in 19-20. There is no data available for transitions in LaunchBoard Adult Education Pipeline and TopsPRO Enterprise. Successful student transitions will be achieved in the 19-20 plan by meeting the following goals from the 3-Year Regional Comprehensive Plan: SMART Goal 1: By 2022, students will complete one of three short-term career pathways that lead to employment or

transition to Compton College: HVAC, Cosmetology, or Welding. SMART Goal 5: By 2022, align ESL course outlines to ELPS standards to improve rigor in order for students to successfully access and transition into short-term career pathways.

## Student Acceleration

### New Strategies

#### Strategy #1

The students of the Tri City Adult Education Consortium face multiple barriers to education and employment. In order to ensure that students are able to successfully make transitions, they will be referred to additional resources that will provide them with additional support to overcome identified barriers. The Asset Inventory Mapping completed in the 3-Year Regional Comprehensive Plan planning process will be developed into an interactive Google Map that students and staff can access in order to find available regional resources. Compton College will be hiring an Adult Education Counselor that will visit all three Adult Schools in order to provide additional support to students and connecting them to one of the three Career Pathways in SMART Goal 1.

## Professional Development

### New Strategies

#### Strategy #1

Because the majority of students served by the Tri City Adult Education Consortium are ESL students and the goal is to help these students persist, complete, and transition, the need emerged for high quality, evidence-based Professional Development focused on this population. The focus for Professional Development will achieve the following goal from the 3-Year Regional Comprehensive Plan: SMART Goal 4: By 2022, 100% of faculty will attend Professional Development focused on differentiated instruction for English Language Learners and learner persistence. Some potential Professional Development activities in 19-20 may include but are not limited to TAP Webinars CalPRO Conference OTAN Conference CATESOL CAEP Summit

## Leveraging Resources

### New Strategies

#### Strategy #1

In addition to the annual allocations, the Members of the Tri City Adult Education Consortium receive funding from the Workforce Innovation Opportunity Act (WIOA) Title II Adult Education Family Literacy Act (AEFLA), and the Carl D. Perkins Act (Perkins IV). Compton College also receives local and regional Strong Workforce Program Funding. All funding streams will be leveraged and braided between all Members toward the implementation of this plan.

## Fiscal Management

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

The Consortium allocates funds to each member according to the activities and projects approved by the executive board that each member will be conducting during the year. Each member invoices the fiscal agent the total amount to be spent and the fiscal agent releases funds to that member in a monthly distribution that coincides with the state's monthly release of funds to the fiscal agent. Members report to the executive board regarding progress and expenditures quarterly and provide expenditure information to the fiscal agent so reports can be completed and submitted to the State. The allocations and any carry-over funds from prior years will be used to pay for Professional Development and the alignment of curriculum and instruction as outlined in the 3-Year Plan.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.**

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## Certification

### Compton CCD - Member Representative

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2019-08-15

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2019-08-16

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2019-08-16

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