

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 20-21 Annual Plan is short-term career preparation to jump start people back to work. The students served by the Tri City Adult Education Consortium will continue to transition from one program to the next, onwards and upwards to college/employment in high demand career pathways, but our lens has shifted toward COVID-19 response activities that can be gateways to new employment opportunities. This includes the Consortium establishing a more robust outreach and marketing plan to boost enrollment as a response to the pandemic and high unemployment numbers. In addition, our collective strategies to offer college noncredit/credit coursework through Compton College will continue to introduce our adult school students to future opportunities that they can pursue in higher education. The latest program that will help to lift our participants out of poverty is the Compton College offering of the Apple Swift Coding program and the Apple Consultant Network. Compton College has arranged for each participating adult school to receive 20 Mac computers that will be housed in a laboratory setting at each site for the introductory through employment level scaffolding of coding and computer technology repair of Apple computers. Every member of the Tri City Adult Education Consortium has had to adjust its teaching methodology to an online structure in response to the COVID-19 Pandemic. Many of our medical programs in phlebotomy, medical assisting and billing, as well as Licensed Vocational Nursing have had to be temporarily halted or shifted to a distance education medium. A core strategy for our adult schools in this year involves laying the groundwork for dual enrollment noncredit programs, short-term CTE training in essential jobs for the economy, and digital literacy to help our constituents thrive in this forced technology landscape. The goal is to continue to build upon these successful strategies in the 2020-21 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 exist. A comprehensive list of regional priorities emerged and was narrowed down to seven regional priorities that will fill 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. However, we recognize the need to address these priorities through the lens of a changed COVID-19 work and learning environment. To this end, our collective action on these priorities involves a continued focus on whether our learning and training opportunities allow our participants to be effective in their chosen path at its conclusion. Each area of regional need is addressed through the lens of this new health crisis and our resulting collaboration must address the dynamic changes imposed on our learning environments, students, and instructors.

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 College Central Network, which will assist in career exploration and the building of a career persona for students in our ESL and career pathways. Although we took a renewed look at the Tri City AEC website, we now realize improvements need to be made in the warm hand-off of individuals interested in our programs. Students can now access regional resources to overcome barriers to employment and education via Tri City AEC website. Now it is incumbent on us to help students make the transition towards online preparation for completing high school diploma classes, entry and completion of certificates/credentials, increases in employment placement rate, and an increase in overall enrollments through heightening technological competency. 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 (all through the use of a more integrated technology infrastructure using College Central Services and LinkedIn Learning). Today's conversations around our focus on transitions to employment and ABE/ABS to HSD, must be seen through the lens of building online orientation systems that communicate the information we previously sought to share in person. By providing special attention and robust planning in each of these areas we expect to see increases in transitions from HSD, despite the current health climate. Ultimately, we will continue to emphasize program improvement across all seven CAEP areas. By focusing on these core initiatives, 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, Centers of Excellence Supply and Demand data, 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?

An under-utilized resource of many consortia are the management information systems hosted at each college. One of our primary strategies is to help adult school students complete a college application for the purpose of accessing shared resources provided by the college. Students can then be placed in a cohort based on the adult school they attend and be monitored for when they are ready to transition to Compton College. Additional services such as tutoring, student advising, and counseling can also be extended to each of the adult school campuses when a dual application is completed in this way. This will help us increase outcomes and capture progress toward our primary metrics. It will also help 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 any of our short-term career pathways that lead to employment or transition to Compton College in Computer Information Systems, Apple Consulting Network (Spring or Fall 2021), Swift Coding (Spring 2021), Health Careers (Spring 2021), Child Development, HVAC, Cosmetology, or Welding (Soon). By implementing these strategies it will help to ensure we meet our goal by 2022, where at least 25% of students will transition to Compton College; where 25% of students transition to employment in a high demand industry through a short-term career pathway by 2022; reach for 100% of faculty to 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 are influenced by 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 20-21. There is no data available for transitions in LaunchBoard Adult Education Pipeline and TopsPRO Enterprise. Successful student transitions will be achieved in the 20-21 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 connect 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 20-21 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 2020-21.

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Certification

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