

11 Tri City Adult Education Consortium

Plans & Goals

Executive Summary

The Tri City Adult Education Consortium's mission statement is: "We connect education and workforce training to create family-sustaining careers." At the end of the 2021-2022 academic year, the membership decided it was time to enliven our mission statement with new branding and a website that accurately reflects our hope for raising self-sufficiency within the surrounding communities we represent. Standing firm on our new three-year plan, we are operationalizing our mission by ensuring regional collaboration and partnership is at the center of our efforts. An example of this partnership and prioritization occurred through Compton College suggesting ESL for Medical Terminology be offered at Lynwood Community Adult and Paramount Adult Schools. As was highlighted in the Center of Excellence healthcare labor market data presented in the three-year plan, implementing a focus on building the allied health pipeline through Vocational ESL (VESL) positions our partners to benefit through noncredit dual enrollment, a strategy we had yet to attempt within our consortia. Since Tri City Adult Education Consortium is still rebounding from the effects of the pandemic, we plan to move forward in recasting the previous year's strategies with new priorities that we expect to move the needle forward with. Post-pandemic recovery and upliftment of short-term career preparation continue to surface as core strategies within the 2022-2023 Annual Plan. The students served by the Tri City Adult Education Consortium will continue to achieve progress and transition milestones to high-demand career pathways. In today's climate, capturing the attention of overwhelmed and brain-fogged learners will require a more robust outreach and marketing plan to boost enrollment in alignment with our pandemic response strategies. Foremost in this collection of approaches is the integration of Compton College CTE and ESL coursework into the adult school environment. By introducing enrolled adult school students to the community college environment and showcasing how noncredit and VESL paths can lead to credit coursework and opportunities to qualify for need-based Financial Aid, learners' sense of their future options and earning potential widen from recognition of the clearer paths that have been designed for their benefit. This year we will continue to build upon the tech infrastructure being created within Compton, Lynwood, and Paramount with the Apple Swift Coding program and the Apple Consultant Network.

Every member of the Tri City Adult Education Consortium benefitted from the unlikely outcome of having to adjust their organization's teaching modality to an online format in response to the COVID-19 Pandemic. Considering the following programs, it is quite easy to see why enrollment was impacted so detrimentally: Compton Adult School - Compton Adult Schools offers a variety of workforce preparation programs focused on Transportation, Construction, Computer Literacy, Pest Control, Certified Nursing Assistant, and Forklift/Pallet Jack with OSHA certification. All of the CTE programs offer industry-recognized certifications. Compton College - Compton College offers career education programs in Administration of Justice, Automotive, Auto Collision Repair & Painting, AC and Refrigeration, Emergency Medical Technician, Certified Nursing Assistant, Registered Nursing, Business, Computer Information Systems, and Cosmetology workforce preparation programs. There are also Vocational ESL programs offered in Healthcare and Education (Personal Care Attendant, Healthcare I and II, and Childcare), and noncredit programs in Mobile App Development with Apple Swift (Levels I & II). Lynwood Adult School - Lynwood Adult School offers EKG, CNA, Phlebotomy, Pharmacy Technician, Licensed Vocational Nursing, and Medical Assistant programs. They also offer different business programs including Microsoft Office, Administrative Assistant, Office Occupations, and an Engineering/ Drafting program. Paramount Adult School - Paramount Adult School offers a variety of computer courses that support beginning to advanced students. They also offer Microsoft Office Clerk, Microsoft Office Proficient, Accounting/Bookkeeping, and Medical Assistant pathways. Furthermore, Paramount has IET classes that support ESL students in the IT pathways. Additionally, Paramount has a short-term CTE certificate in Phlebotomy and has a partnership with Compton College in Cosmetology which leads to college entrance. For adult schools within the consortium, many of their medical programs were temporarily halted or needed to be shifted to a distance education medium. A core strategy for our adult schools this year involves strengthening our connection to employers in the region and integrating a dual enrollment noncredit course or program that can be used to stimulate entry into an adult school CTE program or a Compton College certificate program that meets the living wage standard.

Regional Planning Overview

Collaboration and focused alignment between each organization's ESL levels have come about through ongoing professional development in the consortium. This standardization has been implemented throughout our programs and has also been identified as markers in customer satisfaction responses that exhibit the level of quality service being provided throughout the consortium. Upon this foundation, consortium members have prioritized the Adult Education metric of decreasing student barriers by focusing on accelerating student completion at Low Literacy levels. Consortium partners are excited about the notion of having a clear and coherent web interface that communicates the intricacies of each program. Through the development of a new website, we are seeking to seamlessly funnel students toward the most appropriate institution to meet their needs. This work also includes contracting with an agency to provide better print-based marketing to help display our newly aligned curriculum and programs highlighted within Tri City. Additionally, we plan to streamline the Tri City Adult Education Consortium Executive Board strategic planning process established in the crafting of the former 3-Year Regional Comprehensive Plan. The Executive Board, as well as faculty and staff from each Member site, will follow a similar model as in previous years by completing another self-evaluation to examine effectiveness as a Member and as a Consortium. Current regional data will once again be examined and compared to the actionable areas to determine where gaps still exist. However, it is imperative that we adopt a new strategy of helping learners engage in work-based learning to ease the transition into the workforce. Compton College has even been awarded the CA Volunteers College Corps grant that affords up to 25 undocumented and AB540 students the chance to receive up to \$5,500 as a living allowance and \$4,500 in an Education Award for performing service-learning. By utilizing a learn and earn model the Tri City Adult Education Consortium endeavors to onboard learners towards a viable future in high-demand career areas. We will continue to prioritize Outreach & Recruitment, Transitions, Career Pathways, Curriculum & Instruction Alignment, Professional Development, and the solidification of the Employability skillset. These approaches will be implemented in 2022-2023 with an eye toward flexible and adaptable learning that can be modularized to meet the seemingly growing health paradoxes of tomorrow.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Tri-City Consortium enrolled 4,240 participants in the 2019-2020 school year. We used a three percent increase in metrics to determine participant growth over the next three years. As a result, we anticipate our participant number increasing to 4,632 in the 2024-2025 school year. Our Low Literacy student barrier yielded 3,787 in 2019-2020. We anticipate growing that number to 4,137 in the 2024-2025 school year.

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

The data sources referenced contributed to supporting and assessing the consortium's needs in relation to regional alignment and current workforce services being offered. Tri City analyzed multiple websites, including the Adult Education Pipeline LaunchBoard, Labor Market Information (LMI), CAEP Fact Sheets, U.S. Census data, PIAAC Skills Maps, Table of Consortia Counties Living Wage data, California Workforce Development Research Analysis, the Employment Development Department and the Center of Excellence website. We also assessed our communities and used both forms of data to surface the gaps that arose.

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

Tri City will use various data to measure effectiveness in closing the identified gaps. The data includes Adult Education Pipeline LaunchBoard, TopsPro Enterprise CAEP Report, TopsPro Enterprise CAEP Outcomes, TopsPro Enterprise WIOA Pay Points Report, CTE Completer data, and CalPass Plus LaunchBoard.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Student Support

Activity that Applies to this Strategy

Increase Support Services for Students

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Currently, there is a desire to improve students' services to new and existing learners. Below are strategies that will support this goal:

Student Services*

Students will receive:

1. SEL Presentations
2. Counseling
3. Goal planning
4. Tutoring Lab (HSE level/ Math)
5. Technology training
6. Agency presentations on services available by the community

Teachers will receive:

1. Counselor presentation
2. Collaboration with others
3. Written minutes of meetings to all teachers
4. Solution-focused groups
5. Awareness of programs students are in to be able to support in the classroom

Provide orientations to new and prospective students:

1. Pass out maps of the campus
2. Provide school catalog
3. Virtual tour of the campus in conjunction with video
4. Communicate COVID protocols
5. Video should be reviewed and updated at beginning of each school year
6. Visit the campus and classes before the students enroll / Campus walkthrough

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Strengthening Partnerships

Activity that Applies to this Strategy

Increase Partnerships with Local Businesses

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Partnerships with local businesses will integrate workforce services within the community.

Below are strategies that will support the goal of partnering with local businesses. The merging of these strategies will benefit both the integration of services into the community and support transitions into postsecondary education and the workforce.

Develop an internship or apprenticeship program so students will earn hours and experience with local businesses

Advertisements in both schools and business partners so the community is aware of the partnership

Request a partnership with the school district to volunteer skills at K-12 schools for vacant positions

Pre-apprenticeship programs and pipelines for different industries to support district vacancies

Survey the community to gauge their support of the school-community partnership

Address Educational Needs**2022-23 Strategies****Strategy Name**

Increase CTE and Pathway Offerings

Activity that Applies to this Strategy

Increase Support Services for Students

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Section 2 explained the need to offer courses, programs and pathways in high-demand industries so our students are ready to excel and thrive when those positions become available. As stated earlier, many individuals in our region are currently working, however, training for high-demand industries can provide an increase in wages and a more comfortable life for our students and their families. Healthcare, Education, and Construction industries will grow exponentially in the next five years.

Consortium stakeholders expressed a need for increased CTE course offerings. The strategies to support this plan are below:

- Distribute a student interest survey to find out what students are interested in
- Partner with Compton College to offer courses, pathways and certificate programs
- Align student interests with high-demand industries

Paramount: Data from the 2020 U.S. Census illustrates that Paramount has an adult population of 54,098 with a -0.3% change from 2010. Of the 54,098 residents, 64% are between the ages of 18 and 64 while 8.6% are 65 or older. Eighty-one percent of Paramount's population is Latino/Hispanic and 9% are Black. Between 2015 and 2019, 34.79% of the population was "foreign-born." 91% of households had a computer and 76% of those households had internet service.

Compton: According to the U.S. Census and City of Compton website, The 2020 adult population totaled 96,455. 61% of the population is between the ages of 18 and 64, while 9.5% is 65 or older. The Hispanic/ Latino population is 68%, the Black population comes in at 28.9% and the White population is 1.2%. 29.3% of the population is "foreign-born" and a large majority of families do have access to computers (88%) with internet subscriptions (72%).

Lynwood: The total population of Lynwood is 69,899 with 51.4% of the population male while 48.6% is female. Sixty-two percent of adults are between the ages of 18-64 with 4% of the population 65 and older. 88.1% of the population is Hispanic/ Latino, 8.1% of the population is Black and 2.4% are White. Additionally, 36.9% of the population is "foreign-born."

Summary:

Regionally, the majority of adults we serve are between the ages of 18 and 64 and identify as Hispanic/ Latino. The next major demographic is African American adults between the ages of 18 and 64. A large percentage of the population we serve have access to computers and internet service. An average of 33.6% of adults are "foreign-born." More than half of all residents in each city are high school residents and working in the labor force.

According to Adult Education Pipeline- Launch Board, The Tri-City Consortium population is 88% Hispanic which has held steady since 2017. African Americans were the next highest enrolled ethnic group enrolled in Tri-City member schools totaling 8% in the 2019-2020 school year. This is a 1% increase since 2017. The Asian and White population is at 1% respectively. This ethnic data is reflective of the communities Tri-City Consortium serves. In addition, individuals between the ages of 18 and 50 made up 78% of the consortium in 2019-2020; a 2% decrease since 2017. Individuals 50 and older made up 23% of the population in 2019-2020. This is a 3% increase since 2017. Launch Board provides more meta-analysis than the U.S. Census and municipal websites. Over 60% of Compton, Lynwood and Paramount residents are active participants in the workforce and have earned a high school certificate or a more advanced certificate/ degree.

In order to effectively serve the adults in our region, we need to offer courses, programs and pathways in high-demand industries so our students are ready to excel and thrive when those positions become available. As stated earlier, many individuals in our region are currently working, however, training for high-demand industries can provide an increase in wages and a more comfortable life for our students and their families. Healthcare, Education and Construction industries will grow exponentially in the next five years.

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 each year. Members invoice the fiscal agent for 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 2022-23.

Increased leveraged funds will support the development of high road pathways and CTE Training. Partnerships between Adult Schools and Compton College as well as industry sector specialists will create seamless transitions to postsecondary schools

and the workforce. Increased funds will also finance resources to strengthen support services and build community partnerships

Certification

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