

11 Tri City Adult Education Consortium

CONSORTIUM APPROVED

2023-24

Plans & Goals

Executive Summary

"We connect education and workforce training to create family-sustaining careers." The Tri City Adult Education Consortium (AEC) is dedicated to aligning our actions with this mission. To effectively serve our region, we are operationalizing our mission through regional collaboration and fostering partnerships with both the community and employers. We are also ensuring equitable access to services and workforce preparation for adult learners.

This program year, our goals are to address educational needs and improve student services at each Member school to include expanding Career Technical Education (CTE) offerings, growing partnerships with local businesses, and enhancing student services which we will start by conducting orientations for new and prospective students.

Building on our previous plan, we will continue to align our Curriculum & Instruction, add Career Pathways for ESL students, execute Outreach and Marketing plans to increase awareness, engagement, enrollment, facilitate transitions into Compton College from various entry points, increase in-demand, short-term training programs with immediate job placement, and improve Data Collection & Reporting measures. To achieve these goals, we will extend our contract with a Subject Matter Expert for ESL curriculum alignment and create VESL courses in allied health. We will also deploy program specialists to assist adult learners as needed, implement recommended marketing strategies, and improve data reporting in the Hallmark of Success platforms.

This program year we are also introducing new activities to support proposed outcomes, such as hiring a project manager for outreach and partnership building, offering apprenticeship opportunities that give credit prior learning, participating as training providers for High Road Training Partnership projects for WIOA eligible clients, hosting student-centered activities at Member schools, and investing in a regional customer resource management (CRM) system.

Tri City AEC's vision is to enhance the infrastructure to fully support our mission as we pivot slightly to serve students holistically, creating a data-driven ecosystem of support. Collaboration with instructors, counselors, administration, staff, and partners will ensure the ecosystem's responsiveness to student needs and employer hiring requirements.

Data reveals our region - Compton, Lynwood and Paramount comprises primarily underserved Latino and African American communities, with a significant population (35%) living below the federal poverty level. Recent student surveys reveal the depth of our students' needs and have helped us identify gaps and prioritize services. To address and overcome barriers, we aim to meet students where they are and provide clear pathways to quality education and sustainable careers.

We have already seen successes this year with the launch of new branding and a website. Our first post pandemic outreach event was a job fair that showcased 60+ employers. Paramount Adult School (PAS) recently earned WASC accreditation and is seeing programs such as phlebotomy and medical assistant programs rebounding post-pandemic, anticipating 80 completers. Students earning personal care certifications are also increasing. Short-term career preparation programs like Careers for a Cause social services training have been successful. Outcomes include ESL students earning noncredit job readiness certificates, direct job placements, an additional entry point to the college for nontraditional students; some of which completed service learning through Compton College Corps. The new Compton College Farmer's Market provides enrolled students \$20/week towards their purchases and EBT/Market Match for fresh produce. Lynwood Community Adult School (LCAS) began its first Medical Assistant IET cohort and has made progress in its Pharmacy Technician enrollments. In addition, an engineering student advanced to the state level competition in Skills USA, and all ASE and ESL students met one-on-one with staff to identify personal goals and to create an educational plan. Compton Adult School (CAS) reports increased enrollment increased student enrollment with 18-24 year-olds. They have begun VESL classes with Compton College and began its first CNA cohort. The CAS MC3 and trucking programs report high employment placement rates at 84% and 86%, respectively.

Funding allocations are consistent with our Three-Year Plan, with funds allocated from the Fiscal Agent to Members based on Board approved activities/projects. Members report progress and expenditures quarterly to the Board, invoice the Fiscal Agent for the total spending amount and the Fiscal Agent releases funds in monthly distributions that coincide with the State's monthly release of funds. Allocations and carry-over funds are used for Professional Development and curriculum alignment.

Regional Planning Overview

Our Three-Year plan will be implemented through holding regular Board meetings and study sessions, participating in a collaborative process of identifying gaps in service delivery, reviewing data sources, aligning systems, increasing marketing and outreach to improve access and remove barriers, building industry and community partnerships, expanding career pathways for ESL students, and enhancing student services. We will use a continuous improvement approach to monitor strategy effectiveness.

The primary method of identifying gaps in service delivery has been feedback from surveys. Current students complete annual customer service, satisfaction, and student information surveys, which help us pinpoint areas for improvement, address educational needs, and prioritize strategies for student success. Members prioritize the Adult Education metric of decreasing students' barriers through their focus on accelerating student completion at low literacy levels, expanding CTE offerings, introducing students to college through gatekeeper classes or co-enrollment VESL classes, and offering robust supportive services on campus or through community partners.

Members have recently completed needs assessment surveys and self-evaluations to assess effectiveness individually and collectively. We will use regional data to identify remaining gaps. We have begun facilitating work-based learning to ease the transition to the workforce, collaborating with industries for internships, and supporting entry into college-level and career-oriented coursework. These transitions fuel industry growth through inclusion and access in our underserved communities. Compton College received the California Volunteers-College Corps grant for a second cohort, that also financially benefits undocumented and AB540 students participating in the service-learning program.

Coupled with our new website, we are launching strategic outreach and marketing rebrand to engage the local communities, attract new students, and connect existing students to resources. To implement the Three-Year plan, we will deploy English and Spanish email and text campaigns, branded collateral to build awareness, connect existing students to resources that result in increased engagement at multiple touch points, enrollment, retention, and job placements. The intent was to create a website that accurately reflected our hope for raising self-sufficiency within surrounding communities and seamlessly funnel students toward the appropriate institution to meet their needs. The website continues to evolve and will serve as a multifunctional hub showcasing aligned curriculum, community assets, student and faculty highlights, referral tracking and employer resources. Consortium partners are excited about a clear web interface that communicates the intricacies of each program.

As employer and community partnerships are secured, Members will host student-centered events i.e., career fairs featuring High Road employers, offering healthcare, information technology, and advanced manufacturing apprenticeships. Utilizing a learn and earn model, we will onboard learners towards a viable future in high-demand career areas and entrepreneurial endeavors. Implementation strategies for this program year include using our asset mapping tool as a foundation for strengthening employer connections. We will create regional access to job leads through a web-based platform where employers can advertise positions and job placement data can be collected and reported for future quarters following completion. The goal is to provide learners with high-demand career opportunities. We will explore the use of customer resource management (CRM) software to track milestones, completions, and transitions regionally.

In our region, most adults are between 18 to 64 y.o. and primarily identify as Hispanic/Latino. The next significant demographic group is African American adults within the same age bracket. Notably, a substantial portion of the population served has both computer and internet access. Approximately 33.6% of the adults we assist are foreign-born. More than half of the residents in Compton, Lynwood and Paramount have completed high school and actively participate in the labor force.

To expand CTE offerings, we will conduct student interest surveys, align interests with high-demand industries, and partner with Compton College for pathways, and certificate programs in healthcare, education, and construction. Strategies to maintain local business partnerships include developing internship or apprenticeship programs and offering pre-apprenticeship programs.

The last outcome identified was the need to enhance student services which will involve goal planning, offering social-emotional (SEL) health presentations, counseling, tutoring, technology training and local agency presentations. Each school will conduct new student orientations, campus tours and communicate up to date COVID-19 protocols.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

In our region, the majority of adults we serve fall within the age range of 18 to 64 and primarily identify as Hispanic/Latino. The next significant demographic group is African American adults within the same age bracket. It is worth noting that a substantial portion of the population we serve has access to both computers and Internet services. Approximately 33.6% of the adults we assist are foreign-born. More than half of the residents in Compton, Lynwood and Paramount have completed high school and are actively participating in the labor force.

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

Based on regional alignment and workforce services, we evaluated gaps and barriers our programs might be experiencing. Data informs where we place priority on actionable areas. We employ various methods to pinpoint service gaps, including state-reported data, surveys, asset mapping tools, and transitions outcome data, particularly for pathways from adult schools to college or careers.

U.S. Census data underscores the significant presence of residents lacking high school diplomas or GEDs, immigrants seeking English language skills and citizenship, and individuals living below the poverty line within our region. Our institutional data is derived from annual surveys distributed to current students via email, available in both English and Spanish. We gain valuable insights from our students through digital customer service and student information surveys. Additionally, a third-party marketing contractor has contributed additional findings by surveying a sample of students who left the program before completion.

Asset mapping tools help us identify community resources that staff, and students perceive as valuable or utilize. Assessments conducted on campuses and placements of adults seeking education and workforce services provide additional means to identify service gaps.

Furthermore, our members engage in annual needs assessments and self-evaluations to assess their effectiveness, both individually and as part of the Consortium. This ongoing assessment process ensures that we remain responsive and adaptable to the evolving needs and challenges within our community.

The region primarily consists of underserved communities facing multiple barriers to education and employment. These challenges persist due to limited access to essential resources. The Consortium is working collaboratively to bridge these gaps. We are expanding our course and program offerings to ensure that access to supportive services directly correlates with workforce preparation, student success, and placement in rapidly growing industry sectors, enabling individuals to earn a living wage.

According to the Adult Education Pipeline - Launch Board, our Tri-City Consortium population is predominantly Hispanic, with 88% representation, a consistent figure since 2017. African Americans comprise the next largest ethnic group at 8%, reflecting a 1% increase since 2017. Asian and White populations each stand at 1%. Further, in academic year 2021-2022 we served 3,945 adults with the highest percentages being ESL at 56% (1,681 students), ABE at 29% (875 students), ASE at 26% (790 students) and CTE at 22% (658 students).

In terms of age groups, individuals aged 18 to 50 constituted 78% of our Consortium in 2019-2020, marking a 2% decrease since 2017. Those aged 50 and older accounted for 23% of the population, representing a 3% increase since 2017. The Launch Board provides valuable meta-analysis, supplementing data from the U.S. Census and municipal websites.

More than 60% of residents in Compton, Lynwood, and Paramount are active participants in the workforce and possess at least a high school certificate or a more advanced certificate/degree.

To identify service gaps, we employ various resources, including technology for survey dissemination and collection, as well as electronic logic models for asset mapping tools. Our data sources encompass the US Census, Launch Board Adult Education Pipeline, American FactFinder, Labor Market Information (LMI), Employment Development Department, CASAS, TopsPro, CAEP Fact Sheets, and institutional data concerning job placement, supportive services, and enrollment.

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

To effectively measure progress, we will employ data-driven methods, including:

1. Quarterly Surveys: Implement surveys to identify and address gaps in real-time.
2. Employment Follow-up Surveys: Distribute surveys to exiting CTE and Adult Education program students at 90-day, 180-day, and 365-day intervals.
3. Data Collection: Gather data from multiple sources and municipalities as well as feedback from students, staff, Consortium Members, comparing it to previous quarters and program years.
4. Website and Social Media Polls: Use our website and social media platforms to gauge satisfaction and opportunities for improvement.
5. Board Meetings: Discuss necessary changes, even incremental ones, during monthly Board meetings.
6. Asset Maps: Identify community resources available to overcome barriers.
7. Community-Based Organization Surveys: Survey community-based organizations for satisfaction and effectiveness.
8. Support Services: Each partner school will increase support services, including counseling, goal planning, tutoring, technology training, and agency presentations.
9. Data Sharing Agreements: Create agreements with employer and community partners for comprehensive data sharing.
10. Comprehensive Data Analysis: Analyze combined data on student success, retention, transitions, and job placements to prioritize regional goals.
11. Local Indicators: Use institutional data on enrollments, retention, job placements, transitions, learning outcomes, certifications, and degrees awarded.
12. Digital Indicators: Consider student engagement, access to services, and results from stop-out surveys and employment surveys.

In the program year students will complete one of three short-term career pathways that lead to employment or transition to Compton College: HVAC, Cosmetology, or Welding; at least 25% of students will transition to Compton College; at least 25% of students will transition to employment in a high demand industry through a short-term career pathway; 100% of faculty will attend Professional Development focused on differentiated instruction for English Language Learners and learner persistence; align ESL course outlines to ELPS standards to improve rigor in order for students to successfully access and transition into short-term career pathways.

Expected outcomes include increased communication, positive morale, connectedness, teacher and staff engagement, student goal orientation, and confidence, supported by survey results. In addition, data collected regarding success of student outcomes, increased transitions, and job placements will identify areas where we experience success in closing gaps and where they remain. We will make data informed decisions on how to proceed with prioritizing and reaching regional goals. As processes become seamless, the evidence resulting from systems alignment and integration of technology across the region will also be used to measure effectiveness.

Regional Need #2

Gaps in Service / Regional Needs

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.

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

Data was collected from various sources including the Adult Education Pipeline- Launch Board, US Census data, surveys collected from students, third party marketing contractors, the Department of Economic Opportunity, Employment Development Department data and other municipal sites. The methods used to identify gaps in service include analyzing municipal websites, 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 websites with the top three quickly growing industries being healthcare, education and construction.

Surveys, asset mapping tools and transitions outcome data for pathways that lead from adult schools to college or career were also used. The US Census data show the region's large numbers of residents without a high school diploma or GED, immigrants who may want to learn English or obtain citizenship, as well as those residents living below the poverty line. Our institutional data comes from surveys we distribute annually. Current students give us insight through completing digital customer service and student information surveys that are disseminated via email in both English and Spanish. Additional results have been obtained through a third-party marketing contractor who surveyed a sample group of students who dropped before program completion. The asset mapping tools identify community resources staff and students see as a potential asset or utilize. Campus assessments and placements of adults seeking education and workforce services give us additional methods of identifying gaps.

Members complete annual needs assessment and self-evaluation to examine effectiveness, both as a Member and as a Consortium.

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

As previously stated, 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. 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 5 years.

To address educational needs and meet the demand for more CTE course offerings, our plan involves the following strategies:

1. Student Interest Survey: Conduct a survey to understand students' interests.
2. Alignment with High-Demand Industries: Match student interests with industries in demand.
3. Partnership with Compton College: Collaborate with Compton College to offer relevant courses and certificate programs.

Activities include:

- New Student Orientations: Each Tri-City Consortium school will conduct orientations for new students.

Key Deliverables:

- Campus Maps: Provide campus maps to students.
- School Catalogs: Distribute school catalogs.
- Virtual Campus Tours: Offer virtual campus tours through videos.
- COVID Protocols: Communicate and update COVID-19 protocols.
- Video Updates: Review and update the campus tour video annually.
- Campus Visits: Visit the campus and classes before student enrollment.

Responsibilities:

- Principal and Vice Principal: Hold accountability for hiring contractors to provide catalogs and maps.
- Staff and Volunteers: Delegate staff and volunteers to distribute materials and share protocols.
- Administrators: Oversee and ensure the accuracy of updated videos.

In summary, the plan involves surveys, aligning student interests, partnering with Compton College to create pathways to high demand industries, and conducting comprehensive new student orientations with specific deliverables and responsibilities.

Regional Need #3

Gaps in Service / Regional Needs

To achieve Curriculum and Instruction Alignment for ESL programs and increase the number of immigrants served, we will continue to engage the Subject Matter Expert to lead the efforts. The expert will progress towards expanding the existing Integrated Education and Training (IET) classes that support Paramount Adult School's ESL students in IT pathways, Lynwood Adult School's medical assistant student and Compton Adult School's CNA students.

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

Various resources were used to identify these gaps, including technology for survey dissemination and collection, as well as electronic logic models for asset mapping tools. Our data sources encompass the US Census, Launch Board Adult Education Pipeline, American FactFinder, Labor Market Information (LMI), Employment Development Department, CASAS, TopsPro, CAEP Fact Sheets, and institutional data concerning professional development offerings for faculty, student job placement, supportive services, enrollment and transitions.

According to the Adult Education Pipeline Launch Board, in academic year 2021-2022 we served 3,945 adults with the highest percentages being ESL at 56% (1,681 students), ABE at 29% (875 students), ASE at 26% (790 students) and CTE at 22% (658 students).

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

We will build out industry relationships with businesses and community organizations that provide workshops on entrepreneurship and referrals to community resources. We will form a work group with faculty from all four Member schools and facilitated by the expert. Faculty stipends will continue for the next program year. We will collect WIOA Title II Implementation Survey data and EL Civics survey results to regionalize COAPPs.

Once alignment is achieved, we will shift focus to IT and VESL in Years 2 and 3. We will continue to assess the effectiveness through ongoing evaluation of our timeline and achievement benchmarks. We will introduce evaluations at the regional level to assess course effectiveness and quality. For our adult education learners with low literacy, we will assess skills gains in adult basic education, ESL, workforce preparation, and CTE programs. As we build our use of a regional CRM system, and use of career navigators, we create a more refined method of moving students through pathways, transitioning them into postsecondary education and college credit pathways. Comprehensive data on completion of diplomas, certificates, and college credit awards, as well as employment and earnings data will be accessed in 2nd and 4th quarter employment, annual earnings, and earning gains data.

Improve Effectiveness of Services

2023-24 Strategies

Strategy Name

Reduce Barriers to Education, Employment and Transitions

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

Tri City Adult Education Consortium will improve the effectiveness of services by aligning systems of referrals and data collection across the region using a CRM to track transitions to Compton College, removal of barriers through access to resources and achievement of milestones. Leveraging the new website will be used to implement strategic marketing and outreach plans with branded materials, social media campaigns, promote student centered events, access to counseling services, CBOs on campus, teach ins, job placement opportunities.

Tri City AEC Member schools will continue to conduct student interest surveys throughout the program year and align interest with high demand industries and partner with Compton College to offer courses, pathways and certificate programs in healthcare, education and construction. Strategies to enhance student services will be implemented and result in more efficient and effective service delivery.

The goals and outcomes outlined in the Three-Year plan will be implemented through the use of rubrics and benchmarks for evaluation, data collection and increased accuracy in reporting.

Strategy Name

Improve Integration of Services and Transitions

Activity that Applies to this Strategy

Institute Orientations for New Students

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Our plans are to integrate & create seamless transitions into postsecondary education or the workforce. Members of the consortium will take to improve integration of services and to improve transitions into postsecondary education and the workforce by increasing the number of partnerships with local businesses. We can strategically market these partnerships by leveraging our website for outreach, social media campaigns, announcing student centered events, industry teach ins, offering access to virtual counseling services, and job announcements.

Our strategy streamlines student transitions into postsecondary education and the workforce through stronger local business ties. We collaborate for pre-apprenticeships, granting students skills and industry exposure. Collaborating with CBOs and workforce boards expand support services access.

We are exploring the opportunity to continue to engage learners through work-based experiences using the CA Volunteers College Corps grant for living allowances and education awards, aligning students with high-demand careers.

In addition, we are seeking to place students in volunteer programs a local school districts in high turnover / high vacancy positions, therefore building pre-apprenticeship pathways for district vacancies. Member school leaders can establish and maintain local business relations, forming Advisory Boards for pre-apprenticeship pipelines that grant students industry experience.

Integrating services successfully calls for data collection, sharing and the implementation of a CRM system for regional referral and data collection, tracking transitions to Compton College.

Improve Integration of Services & Transitions

2023-24 Strategies

Strategy Name

Reducing Student Barriers

Activity that Applies to this Strategy

Institute Orientations for New Students

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Members prioritize the Adult Education metric of decreasing students' barriers through their focus on accelerating student completion at low literacy levels, expanding CTE offerings, introducing students to college through gatekeeper classes or co-enrollment VESL classes, and offering robust supportive services on campus or through community partners. To address educational needs and meet the demand for more CTE course offerings, our plan involves the following strategies:

1. Student Interest Survey: Conduct a survey to understand students' interests.
2. Alignment with High-Demand Industries: Match student interests with industries in demand.
3. Partnership with Compton College: Collaborate with Compton College to offer relevant courses and certificate programs.

Activities include:

- New Student Orientations: Each Tri-City Consortium school will conduct orientations for new students.
- Hosting student centered events to include career fairs, resource fairs and direct services from community based organizations

Key Deliverables:

- Campus Maps: Provide campus maps to students.
- School Catalogs: Distribute school catalogs.
- Virtual Campus Tours: Offer virtual campus tours through videos.
- COVID Protocols: Communicate and update COVID-19 protocols.
- Video Updates: Review and update the campus tour video annually.
- Campus Visits: Visit the campus and classes before student enrollment.

Responsibilities:

- Principal and Vice Principal: Hold accountability for hiring contractors to provide catalogs and maps.
- Staff and Volunteers: Delegate staff and volunteers to distribute materials and share protocols.
- Administrators: Oversee and ensure the accuracy of updated videos.

Address Educational Needs

2023-24 Strategies

Strategy Name

Align Curriculum For Seamless Transitions

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

Building on our previous plan, we will continue to align our Curriculum & Instruction, add Career Pathways for ESL students, execute Outreach and Marketing plans to increase awareness, engagement, enrollment, facilitate transitions into Compton College from various entry points, increase in-demand, short-term training programs with immediate job placement, and improve Data Collection & Reporting measures. To achieve these goals, we will extend our contract with a Subject Matter Expert for ESL curriculum alignment and create VESL courses in allied health. We will also deploy program specialists to assist adult learners as needed, implement recommended marketing strategies, and improve data reporting in the Hallmark of Success platforms.

Our plans are to integrate & create seamless transitions into postsecondary education or the workforce. Members of the consortium will take to improve integration of services and to improve transitions into postsecondary education and the workforce by increasing the number of partnerships with local businesses. We can strategically market these partnerships by leveraging our website for outreach, social media campaigns, announcing student centered events, industry teach ins, offering access to virtual counseling services, and job announcements.

Our strategy streamlines student transitions into postsecondary education and the workforce through stronger local business ties. We collaborate for pre-apprenticeships, granting students skills and industry exposure. Collaborating with CBOs and workforce boards expand support services access.

We are exploring the opportunity to continue to engage learners through work-based experiences using the CA Volunteers College Corps grant for living allowances and education awards, aligning students with high-demand careers.

In addition, we are seeking to place students in volunteer programs a local school districts in high turnover / high vacancy positions, therefore building pre-apprenticeship pathways for district vacancies. Member school leaders can establish and maintain local business relations, forming Advisory Boards for pre-apprenticeship pipelines that grant students industry experience.

Integrating services successfully calls for data collection, sharing and the implementation of a CRM system for regional referral and data collection, tracking transitions to Compton College.

In the program year students will complete one of three short-term career pathways that lead to employment or transition to Compton College: HVAC, Cosmetology, or Welding; at least 25% of students will transition to Compton College; at least 25% of students will transition to employment in a high demand industry through a short-term career pathway; 100% of faculty will attend Professional Development focused on differentiated instruction for English Language Learners and learner persistence; align ESL course outlines to ELPS standards to improve rigor in order for students to successfully access and transition into short-term career pathways.

Expected outcomes include increased communication, positive morale, connectedness, teacher and staff engagement, student goal orientation, and confidence, supported by survey results. In addition, data collected regarding success of student outcomes, increased transitions, and job placements will identify areas where we experience success in closing gaps and where they remain. We will make data informed decisions on how to proceed with prioritizing and reaching regional goals. As processes become seamless, the evidence resulting from systems alignment and integration of technology across the region will also be used to measure effectiveness.

Strategy Name

Address Educational Needs

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

To reach our goals of addressing educational needs and improving student services at each Member school we will include expanding Career Technical Education (CTE) offerings, growing partnerships with local businesses, and enhancing student services. We will start by conducting orientations for new and prospective students. The Consortium will improve the effectiveness of services by aligning systems of referrals and data collection across the region using a CRM to track transitions to Compton College, removal of barriers through access to resources and achievement of milestones. Leveraging the new website will be used to implement strategic marketing and outreach plans with branded materials, social media campaigns, promote student centered events, access to counseling services, CBOs on campus, teach ins, job placement opportunities.

Tri City AEC Member schools will continue to conduct student interest surveys throughout the program year and align interest with high demand industries and partner with Compton College to offer courses, pathways and certificate programs in healthcare, education and construction. Strategies to enhance student services will be implemented and result in more efficient and effective service delivery.

The goals and outcomes outlined in the Three-Year plan will be implemented through the use of rubrics and benchmarks for evaluation, data collection and increased accuracy in reporting.

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 planned funding allocations are consistent with the annual plan. 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. Building partnerships with local businesses will be supported because funding will go towards operating and maintaining various Advisory Boards, hiring for Job Coach/ Job Developer positions, Case Managers, tutors, technology training, additional counselors, additional staff and purchasing or developing materials. Stronger support services will be plausible with new leveraged funding because multiple contractors will be hired to design and provide new consumable materials such as physical course catalogs, view books, and visual production of campus maps for the virtual tour.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

The carry over expense summary is accurate as determined in the April 6, 2023 Executive Board Meeting. The remaining carry over funds will be used to pay out contracts for marketing, project manager, professional development and professional expert to lead systems alignment.

Certification

Compton CCD - Member Representative

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Approved by Lynell Wiggins

01/10/2024 12:37 PM PST

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Community
Colleges



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