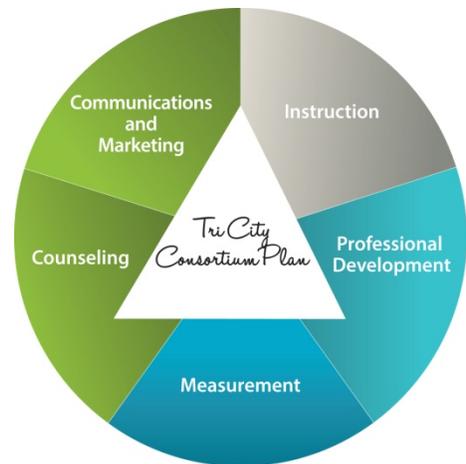




Tri City Adult Education Consortium

AB 86 Reporting Requirement

Regional Comprehensive Plan (Final)



3/1/2015

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EXECUTIVE SUMMARY



Tri City Adult Education Consortium

Members

Compton Community College District

Compton Unified School District

El Camino College Compton Center

Lynwood Unified School District

Paramount Unified School District

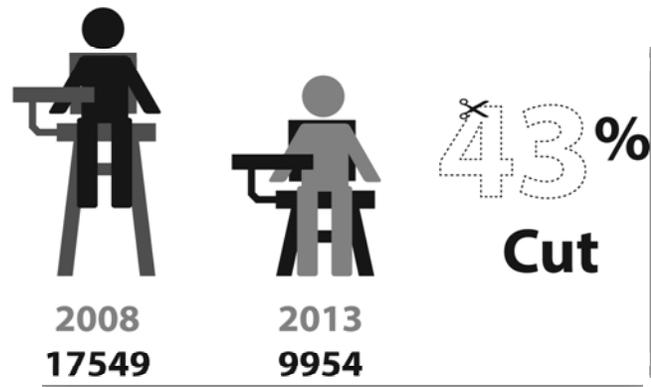
The Tri City Adult Education Consortium includes the Compton, Lynwood and Paramount Unified School Districts, Compton Community College District, and the El Camino College Compton Center. The Cities of Compton, Lynwood and Paramount, as municipalities may not be official partners, but they have been engaged and committed to the AB 86 planning process from the beginning. The mayors of the three cities personally participated in the original planning meeting; all three communities, their three school districts and the community college district pledged to be fully engaged and committed to the AB 86 planning process. Compton, Lynwood and Paramount historically have had a strong commitment to adult education – this is a logical continuum on an educational pathway begun long ago to meet the needs of these communities.

AB 86 breathes new life into the education of adults across the state of California. It presents a unique opportunity for K-12 adult education and community

college programs to revitalize and invigorate existing systems and reinvent adult education to develop new approaches, new pathways, and new partnerships responsive to the needs of all Californians. It also provides a framework to begin rectifying the unintended devastation brought upon Tri City education by the severe cuts and program eliminations under categorical

program flexibility during the state's recent recession.

17,549 adults in the Tri City Adult Education Consortium service area were receiving instruction prior to the 2009 state budget cuts. Only



9,954 adults were served in 2013, representing a 43 percent reduction in adults served – at the very moment in time when adult education should have been addressing the needs of the *un* and *underemployed*.

Put another way, 7,595 adults in the region have been on hold for years. They have had no classes to help improve their lives or the lives of their families. Meanwhile during these cuts, the area's unemployment soared in the region and adults were not afforded the opportunity to help themselves, their families and their communities thrive through education and training for high demand jobs. Our regions, already challenged socio-economically, took an inordinately hard hit in being able to provide educational opportunities for adults.

The Tri City Consortium's work over the past year has been dedicated to changing this. Its leadership has met in planning sessions as an executive committee,

in strategic planning meetings, and a regional planning summit hosted by the three mayors of our cities. Its leadership also facilitated participation in faculty and student surveys (highlights of survey results can be found in the appendix).

Commitments by the leadership of Tri City have resulted in the formulation of a regional plan with unique goals, objectives, and guiding principles based on a shared vision, a collective mission and common goals. District representatives in this consortium have worked collaboratively and diligently to address the needs of its unique population and communities – and the challenges and opportunities. This mission, vision and these goals – like AB 86 – are dedicated to one idea: improving and expanding educational opportunities to all adults.

The AB 86 planning process empowered consortium members to look at themselves anew and to re-imagine adult education in its communities. While consortium work built upon what has been done before, it also presented an opportunity to return to the drawing board with a blank page.

Tri City Consortium leadership needs to be recognized for instituting a number of organizational practices that are enhancing the work it is performing. These included use of a management information system, Basecamp, which keeps all participants updated up-to-the-moment on information, assignments and activities. Each member district also prepared report cards to provide information on programs in their respective districts. For conducting its meetings and activities, its leadership adopted a set of principles for mutual respect and behavior, timeliness, and performance on completing assigned tasks. This was accomplished with full cooperation and selflessness. Negativity has not had any role in the work of this consortium.

For Tri City, the process asks, and this plan begins to answer the question:
“What if together we were to....?”

Consortium members embrace the opportunity granted to its communities in working together in the AB 86 planning process – *but they really look forward to doing the work and delivering the program.*

Compton, Lynwood and Paramount are three strong-but-small urban school districts with historically robust adult education programs and commitments to career technical education. Tri City was challenged by the economy in its three cities, but coming out of the recession together can leverage its advantages, assets, resources, experience, *and most of all its human capital*. Together with El Camino College Compton Center, these districts can offer a combined program that complements and builds upon the work that has gone before – stretching adult education into higher education – expanding opportunities for all students, community members, employers, and partners in the consortium.

We cannot miss the Return on Investment (RIO) made in adult education/CTE that gives back to our communities. It may cost up to \$12,000 to train a student nurse ...but if a nurse works thirty years at \$50,000 a year, he earns and circulates \$1.5 million through the economy; in a 20 percent tax bracket he generates \$300,000 in taxes – plus all the intangible advantages the community and individual families receive from his service in his profession and being a productive community member. Not bad for an investment of \$12,000.

Similar numbers can be applied to students entering anticipated driver's education programs for the new undocumented driver's licenses. Being able to drive

legally will open new employment possibilities for undocumented workers, bringing them into the workforce as true community members. More legal and insured drivers also offer relief to law enforcement. The cost of training a legal driver will be lower than a nurse or an electrician – and the demonstrable ROI may not be as great – but the student becomes a candidate for adult education ESL, citizenship, advanced career technical education and community college programs across the consortium. For many, the career pathway begins with that license and training.

The core concepts of the Tri City Adult Education Consortium Plan are direct responses to all Seven Objectives and contain specific responses to the Seven Objectives in the Five Program Areas addressed in the AB 86 Certificate of Eligibility.

The vision of the Tri City Adult Education Consortium is first, foremost, and always focused on the individual student ...on the student *now*, on the student *moving forward*, and on the student secure in the community in *the future*.

As you read the plan you will see that it is divided into sections. The division is artificial; the categories arbitrary. In reality there is the unity of a shared vision and a seamless whole.

There is enormous overlap that more-than-occasionally appears to be redundancy. It is impossible to separate the actionable component, the Objectives, and the Program Areas. Communications *is* professional development *is* measurement and accountability and all the other dynamic moving parts. They all blend together with instruction and student services/counseling.

Tri City is evaluating the familiar and comfortable silos of traditional K-12 adult education, workforce development, for-credit and not-for-credit in the community college system, and all the rest; they are exploring new pathways to replace those silos.

It is this overlap and unity of purpose that strengthens this plan and completes and complements our consortium's role as the unifier of all the separate parts and components of the Regional Adult Education Plan – and the consortium members and partner districts in its communities.

In its consortium planning and internal dialog, confirmed in conversations coming out of the AB 86 Adult Education Regional Planning Summit on October 6th and 7th with Assembly Education chair Joan Buchannan, it becomes obvious that the AB 86 planning process is proving to be an excellent beginning.

But as the work continues into implementation in FY 2015 and beyond, there is more work to be done.

To be successful, Tri City and our sister/brother Adult Education Regional Consortia up and down the state need to look beyond FY 2015 at least five years into the future. We need to look beyond the horizon to the future of adult education in California.

The major issues ignored in the AB 86 planning process to date are funding and consortia continuation. *There needs to be a new funding formula and a new consortia paradigm.*

Remaining unresolved and unaddressed are critical issues in traditional K-12 adult education program areas that will not go away: parent education, programs for

older adults, post-incarceration programs, and federal immigration reform and accompanying citizenship education.

The need for better-informed parents to support their children in school and life is evident. Current trends forecast increased release from the corrections system, and changes to immigration and naturalization law and/or regulations are coming ...all of these things sooner than we expect.

The AB 86 planning process is just the beginning. It prepares consortium members, students, faculties, and our communities for the expected and the unexpected...for success.

Adult education is going to be a bigger deal than ever, and soon. The leadership of the Tri City Consortium is planning now and expects to be ready.

BACKGROUND ON ASSEMBLY BILL 86

Enacted in June 2013, Assembly Bill 86 is serving as the basis for California adult education and community college non-credit programs to jointly conduct an examination of their programs. The intent of this effort is to identify ways to improve and expand education opportunities for adult learners statewide. The base numbers the state's AB 86 group used to distribute planning grants to 70 consortia statewide exemplify the daunting challenge the state faces in addressing education and employment training for its adult population:

<u>Total State Population:</u>	<u>37,812,798</u>
• Poverty:	9,514,603
• Lacking high school diploma:	7,322,792
• Unemployed:	3,566,976

- English language learners: 15,728,547
- Adults with disabilities: 3,827,476
- Seeking citizenship: 5,402,035
- Lacking literacy skills: 5,999,994

To support the work of the 70 consortia statewide, the state legislature and governor in 2013 appropriated \$25 million along with the enactment of AB 86. The planning pursuant to this funding expires June 30, 2015, at which time a new adult education program is scheduled to be initiated based on the collective work and recommendations of the consortia.

To set forth the planning, AB 86 calls for K-12 school districts to join with the region's community college district to form a local adult education consortium. The provisions of AB 86 ask each consortium to focus on the following objectives:

- Evaluate the current levels and types of adult education within a community college region.
- Evaluate the current need for adult education within the region.
- Develop plans for parties to integrate their existing programs and create seamless transitions.
- Develop plans to address the gaps.
- Develop plans to accelerate a student's progress.
- Develop plans to collaborate in providing professional development.

With a focus on workforce training, AB 86 specifies five program areas to be included in the consortium planning:

- Elementary and secondary basic skills, including classes leading to a high school diploma and high school equivalency certificate
- Classes for immigrants in citizenship and English as a second language, and workforce preparation classes in basic skills
- Education programs for adults with disabilities
- Short-term career technical education programs with a high employment potential
- Programs for apprentices

In the fall of 2013, the state's Community College Chancellor and the State Superintendent of Public Instruction initiated the work of AB 86 by convening a working group composed of staffs from the two agencies and representatives of local school and community college districts. In December 2013, directions for conducting the work of each consortium were published in what is now known as the Certificate of Eligibility (COE). This COE outlined the planning work to be done and set due dates for elements of consortia plans.

In January 2014, the initial AB 86 work required the identification of member districts within each consortium.

In February 2014, each consortium was required to identify its fiscal agent to manage the local AB 86 grant that was distributed to consortia through the \$25 million appropriation.

On July 31, 2014, reports were due to identify the current existence of adult education programs within a consortium and the gaps in programs that need to be addressed. These requirements were addressed in Objectives 1, 2, and 4 of the COE.

On October 31, 2014, elements of the entire plan-to-date were due with a focus on implementation and identification of priorities for each consortium. Priorities and strategies for implementation are identified in Objectives 3, 5, 6, and 7 of the COE.

On December 31, 2014, completed plans are due, inclusive of refinements to the October 31 draft. Refinements may reflect, but not necessarily be limited to, relevant data, supportive research, updated partnership information, graphics, policy, and legislative recommendations.

By March 1, 2014 or before, the State Chancellor and the State Superintendent are to submit recommendations on adult education and community non-credit programs to the state legislature and the governor. These recommendations should contribute to the formulation of new education code sections governing the programmatic and fiscal provisions of adult education and community college non-credit programs that would become effective on July 1, 2015. Also on March 1, 2014, final consortium plans are due.

On July 1, 2015, a revised adult education program is scheduled to start with new statutory and funding provisions.

OVERVIEW OF CONSORTIUM

Organizational Structure

Members:

The members of the Tri City consortium are as follows:

- Compton Community College District
- Compton Unified School District
- El Camino College Compton Center

- Lynwood Unified School District
- Paramount Unified School District

It should be noted that this consortium planning involves the community college Compton Community College District now known as El Camino College Compton Center and K-12 adult education programs within its region. At this time, the Compton campus operates under the auspices of El Camino College, located in Torrance, California as set forth by state officials.

Project Management Plan:

The Tri City consortium will formalize project management during the Implementation Plan in 2015. In the meantime, the fiscal agent (PUSD) has acted as manager of the Plan. Decisions are reached by consensus or formal vote of the steering committee. Subcommittees are formed as needed.

Shared Leadership Strategies:

Early in January 2014, member districts established a Leadership Team to complete the various steps of the Certificate of Eligibility (COE). These initial steps included submission of the application for the AB 86 grant, determination of a fiscal agent, and identification of consortium members pursuant to the COE. Leadership decisions are accomplished primarily through consensus on action items, but if need be member districts can call for a vote on an action item.

A valuable tool used by this consortium was the establishment of meeting norms that were created by the Leadership Team. These meeting norms set expectations for attendance, decorum in recognizing each member's input, mutual respect, and commitment to performing the work delegated during consortium meetings.

Description of Planning Process:

The Leadership Team has met weekly from January 2014 to the present. It is at these meetings that plans have been developed to meet the steps and deadlines outlined in the COE. In May 2014, the Leadership Team set forth a bid process to contract with a firm to assist with consortium. After interviewing a number of firms, the Team selected Adult Education Solutions (AES). As of June 5, 2014, AES has attended and participated in the weekly Leadership Team meetings.

The planning has been enhanced through the staging of four forums with potential partners, teachers, school staffs, and students. These forums served to present information and receive input from participants.

Description of Teacher, Staff, and Student Involvement:

Consortium Activities:

The following Activities Report is a summary of the various activities that the consortium members scheduled, participated in, and coordinated in order to inform and prepare the AB 86 Regional Consortium Plan due for submission on December 31, 2014.

CONSORTIUM ACTIVITIES REPORT

Tri City Consortium

December 12, 2014

CONSORTIUM MEMBERS:

Tri City Adult Education Consortium (Compton)

- Compton Community College District
- Compton Unified School District
- El Camino College Compton Center
- Lynwood Unified School District
- Paramount Unified School District

LEADERSHIP TEAM

- The Team has met weekly, from January 2014 to the present.
- Weekly meetings begin with a reading of the Meeting “Norms” that were created by the Leadership Team in a collaborative forum.
- It is composed of at least one Representative from each Consortium Member District.
- It is responsible for submission of AB 86 Consortium Application to the State.
- The Team created the MOU that will be in effect throughout the period of the Planning Grant – (MOU to define responsibilities, shared leadership strategies and governance structure).
- It was agreed that Paramount Unified School District would serve as the fiscal agent of this grant.
- Responsible for the collection and consolidation of information from consortium meetings, the analysis of relevant district and student data, and the submission of reports as set forth by the AB 86 legislation.
- Responsible for the review and approval of the contract with Adult Education Solutions (AES).
- The consortium will collaborate with Adult Education Solutions, a consultant group, who joined the Leadership Team weekly Meetings (beginning June 5, 2014) to collaborate in the preparation of the Regional Comprehensive Plan: Due dates: July 31, 2014, October 31, 2014, December 31, 2014 and March 1, 2015.

CONSORTIUM LOGO/BRANDING:

- The Committee identified key descriptors that characterized the Consortium Region.
- Several Logos were designed to represent the Consortium Region.
- AES presented the designs to the Team.
- The Leadership Team made a final selection of the logo design.

COMMUNITY PARTNER BREAKFAST MEETING:

- The meeting was held on Wednesday, July 16, 2014 at El Camino College Compton Center from 8:30 a.m. to 10:30 a.m.
- The purpose of the meeting was to leverage the resources of the Partners in the region.
- Invited participants were city officials, board members, non-profit organizations, community centers, and work centers etc.
- The mayors of Paramount, Lynwood and Compton spoke at the meeting.
- The Leadership Team members also spoke and presented information related to AB 86.
- Some proposed next steps include, sending a letter to partners, a list and/or database, partners’ steering committee, and maintaining communications.

STRATEGIC PLANNING MEETING:

- The meeting was scheduled on Tuesday, August 19, 2014 at El Camino Compton College Center, Vocational Atrium 8:00 a.m. to 12:30 p.m.
- Invited participants were the administrators, teachers, classified staff, and students.
- The Leadership Team members presented information related to AB 86.
- The participants met in two Break-out Sessions to discuss the role of the consortium and the AB 86 Objectives 3, 5, 6, and 7.
- Discussion information from the breakout sessions was charted and scripted; it was then collected and typed to share with consortium member districts and their stakeholders.
- Discussion information was reviewed and incorporated in their plan.

LEADERSHIP TEAM RETREAT:

- Scheduled on Friday, September 5, 2014 at the New Otani Hotel and Gardens 8:30 a.m. to 2:30 p.m.
- Participants included the members of the Leadership Team and the Adult Education Solution (AES) team, a consultant team that assisted to facilitate the Retreat.
- Team members spent the morning sharing programs and highlights in member districts, and AES facilitated a discussion regarding visions, principles, roles, and responsibilities.
- The afternoon was dedicated to partners working to complete the Tables in Objectives 3, 5, 6 and 7, then with a share out.

ADULT EDUCATION REGIONAL PLANNING SUMMIT:

- Scheduled October 6 – 7, 2014 in Sacramento, CA.
- Representatives were from all 70 Adult Education Regions as well as the State Work Group and Cabinet.
- The Tri City Reps for the El Camino Community College Compton Center were: Rodney Murray, PhD., Dean of Student Learning, and Dale Ueda, HVAC Teacher.
- The K-12 reps were Christopher Calvin, principal, Compton Adult School and Estella Banks, Instructional Lead, Lynwood Community Adult School.
- The welcome was given by the Chief Deputy Superintendent, CA Department of Education and the Chancellor of CA Community Colleges; additionally, there was a Legislative Panel.
- Consortium reps engaged with other consortia reps, shared what they have learned during the planning process, shared promising practices, and heard from the legislators.
- Summit information was shared with Consortium Work Group and with Task Force Groups.

CONSORTIUM FACULTY/STAFF SURVEY:

- Co-developed by Adult Education Solutions and West Ed for certificated and classified staff.
- The focus of the survey was issues that were pertinent to the development of the regional consortium plan (Certificate of Eligibility Objectives 3, 5, 6, and 7).
- Surveys were administered and compiled electronically during the month of October 2014.
- A total of 78 surveys (27 from the Community College & 51 from the adult schools) were completed during the administration period.
- West Ed compiled the Surveys and sent the consortium preliminary highlights of the survey results.
- The Consortium preliminary highlights resulting from the administration of the survey were reviewed at the October 28, 2014 Leadership Team meeting.
- A narrative regarding the survey highlights was written by AES to be included in the Dec. 31 plan.
- The survey highlights and findings will inform the consortium plan of Dec. 31, 2014.
- The narrative was included in the body of the plan and the highlights were placed in the appendix.
- The consortium will continue to secure input and feedback from its faculty and staff.

CONSORTIUM STUDENT SURVEY:

- Co-developed by Adult Education Solutions and West Ed for adult students enrolled in AB 86 Program Areas.
- The focus of the survey was issues that were pertinent to the development of the regional consortium plan (Certificate of Eligibility Objectives 3, 5, 6, and 7)
- Surveys that are in English and Spanish will be implemented in classrooms using paper survey forms and pencils
- Surveys were administered in early November 2014 by each district.
- A total of 235 surveys from adult education students were completed during the administration period.
- West Ed compiled the surveys and sent the consortium preliminary highlights of the survey results.
- A narrative regarding the survey highlights and findings was written by AES to be included in the Dec. 31 plan.
- The survey highlights and findings will inform the consortium plan of Dec. 31, 2014.
- The narrative was included in the body of the plan and the highlights were placed in the appendix.
- The consortium will continue to secure input and feedback from its students.

CONSORTIUM STAKEHOLDERS' FOLLOW-UP MEETING:

- The consortium held a Stakeholders' Follow-Up Meeting on Wednesday, December 3, 2014 from 8:30 a.m. – 10:45 a.m. at Progress Park in Paramount, CA.
- The stakeholders that were invited included administrators, teachers, and students.
- There were approximately 40 – 45 stakeholders who attended the meeting.
- Most of the attendees had attended the first Strategic Planning Meeting on Tuesday, August 19, 2014.
- The participants therefore, have a good understanding and a positive attitude toward the goals of the AB 86 and the consortium work.
- Members of the Leadership Team and AES presented to the group.
- The agenda included the following topics: budget process, an AB 86 update, an overview & highlights of the Oct. 31 plan.
- The key principles and pedagogy of the plan are as follows:
All students will have a educational and career plan, the consortium will engage a developer, pedagogy will be contextualized, assessments will be broadened beyond English and Math, and outcomes will be tracked and measured.
- The presentations were followed by a break-out session for participants to discuss and respond to four questions that focus on the students and how we can improve intake assessments and a discussion about the message they would like to send to Sacramento.
- The break-out sessions were facilitated by members of the Leadership Team.
- Following the breakout sessions each group shared-out and submitted their notes.
- The break-out group notes were typed and shared with the consortium Leadership Team.

CONSORTIUM BREAKFAST ROUND TABLE DISCUSSION:

- The consortium held a Partners Breakfast Roundtable Discussion on Friday, December 5, 2014 from 8:00 a.m. – 10:00 a.m. at The Clearwater Building in Paramount, CA.
- The regional partners and stakeholders that were invited included: regional legislators, the mayor of Paramount, the superintendents and administrators from the K-12 districts, members of the Chamber of Commerce, Kaiser Permanente, Employment Development Department, LA County Office of Education, Community Career Development, Inc., Ralph's Grocery Co., LA/OC Building & Construction Trades Council, Paramount Petroleum, Department of Veterans Affairs, Youth Build, Paramount SASSFA, LA County Workforce Development Board, etc.
- There were approximately 30 -35 regional partners and stakeholders who attended the meeting.
- The agenda included the following discussion topics: projected economic growth, workforce projections and needs, relationship between workforce & education, Assembly Bill 86 – regional adult education consortium, Senate Bill 173 measuring & tracking workforce, and the California education & workforce budget.
- The mayor of Paramount, Diane Martinez, welcomed the guests, and Jesse Martinez, an adult school student, shared how adult education prepared him for the workforce.
- The keynote speaker was the Assemblyman from District 63, State of California, Dr. Anthony Rendon.
- The principal from Compton Unified School District, Chris Calvin, shared an overview of the Tri City AB 86 Consortium Plan and there was a Legislative/ Budget Overview by Adult Education Solutions.
- The attendees were able to ask questions and network.
- The Meeting closed with the theme of the meeting – Education and Workforce and Return on Investment and with a commitment to the coordination of efforts to align adult education with the needs of the market.
- A contact list was generated that will be sent to all who attended the meeting.
- The Leadership Team wrote thank cards to each of the attendees to thank them for their participation and for their anticipated support and future work to leverage resources.
- A proposed next step may be the formation of a Steering Committee.

STUDENT SERVICES SUPPORT TOOL PRESENTATION: CAREER CRUISING

- One of the key AB 86 identified needs of the consortium is that of providing the resources to support academic and career pathways for all students.
- Alan Helfman from Adult Education Solutions suggested the program for the Leadership Team's consideration and review.
- At the October 28, 2014 Leadership Team Meeting, members viewed a presentation and demonstration of Career Cruising a career learning program.
- The mission of the program is "to inform one's career dreams to help bring them to life by developing the world's most engaging and inspiring career exploration software – full of useful real-world career information, to have a real chance to fulfill their potential."
- The program contains an interactive living portfolio, a career matchmaker interest inventory, multimedia occupational profiles, and detailed career information.
- The program may be used by the consortium to support and enhance the student academic and career pathways goal in 2015-16.
- The Leadership Team will continue their discussions regarding the possible use of the program.

PROGRAM DATA MANAGEMENT & INDICATOR SYSTEM PRESENTATION: THE DASHBOARD

- Senate Bill 173 establishes processes and new authorities to align student assessment policy, performance data, and accountability systems for the California Community Colleges and K-12 districts.
- AES consultant group suggested that the Leadership Team invite John Davey, president of mc2 Technologies. Inc. to present the Dashboard, a performance dashboard for adult and career educators.
- The dashboard has the capacity to capture ones adult school or regional occupational program key performance indicators and operating metrics from all data sources and present them in real-time.
- At the November 4, 2014 Leadership Team Meeting, John Davey presented a demonstration of the Dashboard.
- The consortium identifies the metrics that are critical to their program and sets key performance targets and the SchoolGauge performance dashboard measures and displays them via gauges, bar charts, line charts, bubble charts, heat maps, and scorecards.
- A sample of the metrics tracked by the SchoolGauge dashboard is student outcomes, WIA benchmarks, CAHSEE test results, Student retention, Students advancement, Teacher performance, and in depth ADA analysis.
- The program may be used by the consortium to support and inform the student academic and career pathway progress in 2015-16.
- The Leadership Team will continue their discussions regarding the possible use of the program.

Since our consortium's inception in January 2014, teachers and staff members, other than directors, have been represented on Tri City's decision-making Leadership Team. The input of these individuals has been valuable as proposals have been discussed involving the timing and content of planned activities, whether they were surveys or forums.

All four major forums held by our consortium have included teachers, staff members, and students. The Leadership Team has been, and continues to be, committed to obtaining student input, especially as a measure of gauging the practicality and efficacy of plans to improve and expand educational opportunities.

Surveys also were administered to students, teachers, and other staff members. These surveys accommodated input from a broader range of individuals and were instrumental in receiving input to compare with suggestions emanating from the forums and Leadership Team discussions. For students, these surveys were conducted in English and Spanish, and translated by teachers for other language groups.

Highlights of Faculty and Staff Survey:

To improve or expand services, adult school and community college respondents identified the need for better communication, funding, technology, training collaboration, and more time. ESL, High School Diploma (GED), and Adult Basic Education programs were rated by the greatest number of respondents as being above average or very high in terms of quality/effectiveness. Conversely, identified as needing improvement were programs and services preparing students to transition into postsecondary education.

Adult school respondents viewed ESL and high school diploma programs as being very or extremely adequate. This same group identified the need for support

services and transition support for entering the work force, and an expansion of CTE and workforce readiness programs. Adult school respondents also identified childcare and career counseling as additional services that need to be expanded.

Community college respondents cited short-term CTE programs as being very or extremely adequate. These respondents identified college basic skills as being the courses that need to be expanded.

Both groups identified the same areas that need to be emphasized in professional development: building of career pathways and use of technology. Insufficient time and lack of incentives were identified by adult school and community college respondents as the largest barriers to collaboration with outside entities, including other K-12 districts and community colleges.

Highlights from Student Survey:

A survey of adult school students should assist in further developing and refining the Tri City consortium plan to reflect their primary interests and preferences. The potential is also presented to seek more in-depth information by conducting additional surveys to further refine this survey's data. An example of refinement would be to probe on the specific time of early classes as mentioned in the results, or to identify the more precise timing of classes on weekends, as also mentioned below.

Respondents in this survey were primarily from adult schools, 71 percent females, and predominantly Hispanic/Latino. The majority of respondents, at 51 percent, heard about their school from family and friends. Walking by or driving by was the second popular way that students became aware of their adult school. Accessibility

and reputation were the two predominant reasons identified by respondents for enrolling at their school.

Sixty percent of students responded that their enrollment in adult school has been for less than one year. Learning to speak English and improving English skills were cited as the two main reasons for enrolling in an adult school. At 80 percent, the responding group stated that they were not enrolled in career technical courses.

Students identified education, child development, and family resources as the top career choices. The fields of health science/medical technology and hospitality, tourism, and recreation followed these three areas.

The majority of respondents do not have a driver license, but an overwhelming percentage, 92 percent would like to have one.

In regards to technology, 93 percent have a cell phone, and one-half have an iPad or tablet. With this group, 68 percent responded that they could take on a computer by themselves. An even higher percentage, 91 percent, said they could take a class on a computer with the help of a teacher.

With scheduling of classes, 54 percent stated that they would attend classes if offered early in the morning, for example at five a.m. An even higher percentage, 69 percent, answered in the affirmative to attending classes on Saturdays and Sundays.

Communication Plan:

The Tri City consortium is unique in using the Basecamp system to communicate within the Leadership Team. It is a program that allows for messaging and sharing of documents within a selected group of individuals. This approach greatly reduces the need for paper and provides a level of security in transmissions by team members.

For the broader consortium, this plan includes a section titled “Communications (Marketing)” that more fully describes the need to address internal and external communication needs. The section identifies the steps necessary to implement a communications and marketing plan that will serve consortium needs.

Demographic Profile of the Region:

The ethnic populations of this consortium are primarily Latino and African-American, and like other regions of Los Angeles County the Latino percentage is the one that continues to show growth. The region contains the full range age populations from young to older people.

Used as basis to distribute the AB 86 grants, the following provide sobering statistics on the education and employment needs of the region:

TOTAL REGION POPULATION	268,723
Poverty	95,665
No high school diploma	112,595
Unemployment	34,128
ESL	111,778
Adults/disabilities	27,201
Citizenship	38,391
Literacy	42,640

Economic Profile of the Region:

In regards to the economics of the resident populations of this consortium, another set of statistics helps to describe their conditions. As background, in 2013, the state developed and implemented a K-12 per pupil funding formula known as the Local

Control Funding Formula (LCFF). This formula is unique in providing supplemental support to K-12 districts on a needs basis as determined by the number of pupils identifiable as low income, English learner, or foster youth. The three participating K-12 districts have student populations that meet the LCFF criteria in percentages ranging from 91 to 100 percent.

As noted in Objective 2 of the July 31, 2014 submission of the plan, the economy and job market of this region needs to be viewed within the context of the greater Los Angeles County and Orange County combined areas. These are counties with a broad range of opportunities in nearly all employment areas, with the possible exception of agriculture. As examples, to the south of this region are the Los Angeles and Long Beach ports, two major hubs that are the shipping centers between the western United States and Asian nations. To the west is Los Angeles International Airport with its related service industries and those focused on transportation and hospitality. To the north is the center of Los Angeles County with its myriad of commercial, hospitality, and manufacturing sectors. To the east are manufacturing and transportation hubs that are a part of the movement of goods. The Tri City region is fortunate to be situated next to the major transportation arteries of the 710, 91, 105, and 605 freeways that allow access to nearby areas.

It can now be predicted that residents of this consortium will share in the growth that California and local economies are experiencing. Consortium education and employment training are a major factor in preparing individuals to compete for the new jobs that becoming available with the improvement of the economy.

SEVEN OBJECTIVES

In keeping with the spirit and letter of Assembly Bill 86 and the prescriptive activities outlined in the Certificate of Eligibility, following are narratives for Objectives 1 – 7. Work plans that informed the following narratives are outlined as exhibits in the appendix.

The narratives for these Seven Objectives are part of the “process undertaken to address the requirements of AB 86.”

Objective 1 – Current Programs and Services

Describe, in a narrative format, the services and programs the consortium members and partners are currently providing, and provide a narrative evaluation of adequacy and quality.

This Tri City region has a rich history of responding to the ever-changing educational needs of adults, whether in adult education or community college settings. Member districts offer programs in the five program areas specified in AB 86: English as a Second Language, Citizenship, Basic skills, Secondary Skills, and Career Technical Education.

Within the secondary skills area, significant numbers of high school students, primarily seniors, participate in skills and/or credit deficiency programs – both of which have allowed thousands of high school students to complete their high school diplomas and participate in graduation ceremonies within the four-year window. Additionally, the consortium features programs for at-risk students that provide the counseling and content needed to achieve a California High School Diploma. Secondary Skills features a GED preparation and testing program that reflects the newly developed GED exams, as managed by the Pearson Publishing Group. This program’s adequacy remains to be

seen as cohorts prepare to be tested and test results are measured and compared with previous results as well as expectations of employers and post-secondary programs.

Each of the adult schools has limited but effective Career Technical Education (CTE) programs, many of which focus on medical careers, with a particular emphasis on medical assistant training and certification. Additionally, El Camino College Compton Center offers extensive CTE programs that feature academics, hard and soft job skills, counseling, and certifications. As the consortium evolves, there will be opportunities to leverage services so that zones of choice can be developed to provide better options and opportunities for students and economies of scale for member districts. It's important to note that the El Camino College Compton Center is gradually improving its services and outcomes, and it appears that soon it will return to autonomous control of its programs and standards. As the college evolves so will the adequacy and quality of its career programs and their potential within the Tri City Consortium.

Although not addressed in AB 86, it is important to note that the majority of adult students are parents of K-12 students or will soon become parents of K-12 students. That this parent cohort is not addressed in the bill does not reflect the reality of parent programs that are currently offered and/or could be offered in the future.

Regarding adequacy and quality, neither could be considered optimal simply because of significant cuts in funding that have both limited the quantity (adequacy) of services and programs to the Tri City community as well as the quality of programs that were forced to reduce professional development, formative evaluations, counseling, measurement, and access to certifications.

Objective 2 – Current Needs

Describe and assess current needs for each of the adult education program areas (1-5) as informed by regional data. Provide an overview of the consortium’s region including analysis/description of the local regional economy.

The Tri City Consortium is located within Los Angeles County, which has a total population of over 10 million, making it the largest urban center in the nation. This consortium is located in the geographic center of major education and employment assets as well as challenges driven by poverty. Beyond education and employment, this area is also accessible to the numerous recreational and entertainment centers. Granted, in order to reach these assets, transportation – whether public or automotive – is necessary.

As a region, it is also a well-established area that has witnessed much change since the early 1900s. Once primarily dedicated to farming and groves, it now represents a mix of housing and commerce. In comparison to other Los Angeles area communities, its housing is describable as middle to low income, with a mix of single-family homes and apartment units. For transportation, it is bordered by the major freeways of the 91, 105, 710, and 605, with the 110 also being nearby. In Los Angeles County, freeway access and public transportation are important means of accessing employment and education opportunities.

The job market for the Tri City Consortium needs to be viewed within the context of the greater Los Angeles and Orange County combined areas. It is an area with a broad range of opportunities in nearly all employment areas, with the potential exception of agriculture. As examples, to the south are the Long Beach and Los Angeles ports, two major enterprises that are the shipping centers between the western United States

and Asian nations. To the west, is Los Angeles International Airport with all of its related services and industries. To the north is the center of Los Angeles County with its many service and manufacturing industries. To the east are manufacturing and transportation hubs that are a part of systems involved in the movement of goods. Based on 2012 statistics, private non-farm employment in Los Angeles County numbered 3,661,816. This figure compares with 12,952,818 for the state.

An unfortunate reality of this consortium is the negative perception attached to the term “Compton.” This negativity may or may not have a basis, but the news media continues to report on problems in this area while negating the positives.

The development of this consortium plan presents an opportunity to begin to change how the area is viewed, and to do it in a method that will receive local and state-level attention. The work of this consortium also is critical to the ongoing statewide effort to secure proper funding for adult education, especially based on local needs. Its demographics and reputation have the potential to present the ideal model for bringing change and delivering adult education to a community that stands to benefit and would like to show the state and others that it can be done.

In determining need in this consortium it is important to review two sets of figures used by state officials to determine the amount for the AB 86 grant and LCFF support to K-12 districts. The Compton Community College region received an AB 86 planning grant based on the following statistics:

Total region population	268,723
Poverty	95,665
No high school diploma	112,595

Unemployment	34,128
ESL	111,778
Adults with disabilities	27,201
Citizenship	38,391
Literacy	42,640

This region's statistics demonstrate the need for adult education, especially when one concludes that nearly one-half of the residents lack a high school diploma or English skills. Nearly one-third of residents are identifiable as living in poverty. Another set of figures worth considering in determining whether need is being met are those used to distribute LCFF supplemental funding to K-12 school districts. The percentages cited for the three K-12 school districts in the Tri City Consortium represent K-12 students who meet the criteria of English learner, low income, and foster youth:

<u>District</u>	<u>K-12 Enrollment</u>	<u>Percent</u>
Compton	23,880	99%
Lynwood	15,132	100%
Paramount	15,203	51%

These data from the K-12 student population are important to observe because they demonstrate the severe need to address education inequities. At best, with the Paramount School Unified District, one-half of its students still meet the criteria for supplemental funding. It is also most important to observe that these are the same student populations that will seek enrollment at El Camino College Compton Center, which then assumes the responsibility to address the same education challenges.

The data used to distribute AB 86 grants, the statistics utilized for distributing supplemental funding to the state's K-12 districts, and the cuts in funding to adult

education and community colleges all point towards a necessity to dedicate resources to adult education in each of the five content areas – and more.

Objective 3 - Seamless Transitions

Plans for consortium members, and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

A student must understand what he/she brings to the table in terms of experience, skills, knowledge, interests, and passions. Once these assessments are identified and supported by the student with comfort and confidence, a career pathway will be developed that will describe the career goal and the courses, skills and experiences that are required in order to meet that goal. Additionally, the career pathway should include a roadmap that identifies advisors, resources, training, timelines, and career certifications. All of the above identify the elements of a career pathway. The career pathway could be considered the most important intake element of the adult education counseling/student service process.

In order to develop a realistic and achievable career pathway, it's critical to develop assessment strategies that identify experiences, skills, interests, resources, and determination. Additionally, pathway guiding principles should consider *appropriate placement* and the *ability to benefit* as critical elements in developing realistic and achievable pathways.

Traditionally, these assessments have been developed through limited proficiency testing and subjective interviews. And historically, many of these assessments were accurate or worked in spite of limited understanding on the part of the intake counselor. Needless to say that many students, without the benefit of

contemporary tools, found their way into nursing, construction, culinary, or cosmetology careers.

This consortium recognizes current and past successes but encourages the use of tools that could complement traditional practices with more thorough assessments that go beyond language and math and thus include other skills, experiences, interests and passions.

Some of these tools are interactive electronic software programs that provide comprehensive assessments, career explorations, interest inventories, and tailored career pathways. These pathways recognize differences in geographic opportunities and compensation. They also allow for counselor access, tracking, interventions, adjustments, and language needs. Finally, since these tools are electronic, they remain dynamic and vital and thus can operate through seamless transitions from adult school to community college, apprenticeships, trade schools, or the military.

This consortium assumes that improving and standardizing intake with more comprehensive and tailored tools will expand and improve student outcomes.

Pathways should be developed at any point of entry into consortium programs and should identify the alignments and transitions that are required elements of the student plan. Creating alignments that inform articulation agreements and creating transitions that approach seamlessness is the challenge for the consortium members. Developing Consortium Joint Curriculum and Instruction Committees will improve alignments, expand articulation agreements and ease student transitions. Understanding the values of leveraging delivery through “zones of choice” and combining “zone” options with “passports” that ease transitions is the implementation challenge that this curriculum and instruction committee should resolve.

Most adult education/community college academic and vocational curricula are currently fixed and standardized through state guidelines, academic senates, and/or industry/government.

Curriculum content could be improved and/or modified through joint examination and modernizing of existing academic curricula. Career Technical Education is updated more regularly by industry/government needs and regularly evolving technology.

However, beyond content, outcomes can be improved and expanded through examination of best practices of blended virtual delivery systems, use of technology, and on-the-job training (internships).

Also beyond content, adopting contextualized learning as a principle of progress allows students to begin career training concurrent with academic programs, including ESL and Adult Basic Education.

Student assessments will be identified as a pathway opportunity for students, instructors, and counselors. Assessments will be formative and regular and will be scheduled so that students and support staff are constantly in-tune with progress, barriers, and interventions. Current competency-based approaches will guide further improvement and development of formative techniques. Ultimate progress indicators will be driven by summative assessments that are easily defined through diplomas, industry and/or government certifications, employment, and promotion.

Consortium plan management and assessment will be managed by a uniform data system that provides information in real time and identifies key progress indicators of success (per SB 173).

Members and partners of the consortium as well as field staff and stakeholders must understand the pathway process with options and opportunities available through

consortium schools and programs – within the school, within the district, and within the consortium.

This communications challenge is better discussed in the section on Communications of this consortium plan. The Curriculum and Instruction Committee will be able to identify the information and operation insights that will provide content for the communications plan.

Objective 4 – Address Gaps

Plans to address the gaps identified pursuant to paragraphs (1) and (2):

The Tri City Consortium members are dedicated to working together to address the educational needs of their communities. This is an area that is ideal for a comprehensive and accountable approach to addressing and improving its educational opportunities for its adult populations. This consortium represents a set of communities that recognize that a sound education, coupled with career training, is the avenue to an individual's success, along with the commensurate improvement of family conditions.

Methodology and Data Highlights

Contact was made with each K-12 school district and community college member organization. Partners were not contacted at this stage of data collection as the consortium was working on identifying partners. After points of contact were identified, they were asked to submit Unduplicated Enrollment for FY 08-09, 12-13* and 13-14*; ADA or FTES for FY 12-13 and 13-14*; Program Operational Cost by budget code categories for FY 12-13 and 13-14*; and dollar amount by funding source for AB86 programs, FY 12-13 and 13-14. *College districts were asked to list information

separately for credit basic skills, including credit ESL, enhanced noncredit, and/or regular noncredit, as applicable. Students under 18, contract education, or programs that are 100% fee-based are not included.

Each member of the consortium submitted data to date to fill the data tables related to AB86 planning Objectives 1 & 2 for five program areas documenting (a) current services based on unduplicated enrollment and attendance, and direct cost of instruction and (b) past, current and projected enrollment¹. The areas are: Elementary and Secondary Basic Skills, including classes for high school diploma or high school equivalency certificate; Classes and Courses for Immigrants (Citizenship, ESL and Workforce Preparation in Basic Skills); Short term Career Technical Education Programs with High Employment Potential; Programs for Adults w/Disabilities; and Apprenticeship Programs.

Data Highlights

Below are highlights of the data collected to date from three of the five Tri City member institutions. Compton, Lynwood, and Paramount Adult Schools provided enrollment and Average Daily Attendance (ADA) for 2008-09 through 2013-14 for each of the five program areas. Data for El Camino College Compton Center / Compton Community College District are listed in the Appendix. All five consortium members have discussed at length the importance of ongoing data collection and analysis throughout the planning process and thereafter. Partner data will also be included in the ongoing efforts of the consortium. The following tables show unduplicated enrollment and ADA per program and percentage change between 08-09 and 12-13.

¹ For more information regarding the required data tables (Tables 1.1A, 1.1B, 1.2, and 2) see pages 21-28 of *AB86 Adult Education Consortium Planning Grant Certification of Eligibility*.

Please note that, at this time, 2012-13 is used in calculating percentage change from 2008-09. It is the most recent complete year, since 2013-14 enrollment and ADA is to-date and incomplete at the time of this report.

Across programs, there was a 34% decrease in enrollment (a loss of 7,264 students) between 08-09 and 12-13. The largest change is seen in program 2 (Classes for Immigrants) which suffered a 58% (4,950 students) decrease. Lynwood and Paramount do not offer any programs for adults with disabilities (Program 3) or apprentices (Program 4). El Camino College Compton Center does not offer any programs for adults with disabilities (Program 3).

Program 1: Elementary & Secondary Basic Skills

Lynwood and Paramount show increases in enrollment and ADA since 08-09, but Compton lost nearly 1000 students. Overall, there has been a 18% and 21% decrease in enrollment and ADA, respectively.

Table 1. Elementary & Secondary Basic Skills

Enrollment (Enrl) and Average Daily Attendance (ADA)	FY 08-09		FY12-13		FY13-14		% Change 08-09/12-13	
	Enrl	ADA	Enrl	ADA	Enrl	ADA	Enrl	ADA
Compton Adult School	1415	217.1	468	43.5	619	53.9	-67%	-80%
Lynwood Adult School	711	172.3	859	202.3	821	185.7	21%	17%
Paramount Adult School	1890	188.0	1979	210.5	1858	197.9	5%	12%
Total	4016	577.4	3306	456.3	3298	437.5	-18%	-21%

Program 2: Classes for Immigrants

Overall enrollments decreased by over 4,600 students, nearly 60% the number of students served in 08-09. Corresponding ADA dropped by 731, a 40% decrease.

Table 2. Classes for Immigrants (ESL, Citizenship, Workforce Prep)

Enrollment (Enrl) and Average Daily Attendance (ADA)	FY 08-09		FY12-13		FY13-14		% Change 08-09/12-13	
	Enrl	ADA	Enrl	ADA	Enrl	ADA	Enrl	ADA
Compton Adult School	1948	407.3	243	63.8	237	49.7	-88%	-85%
Lynwood Adult School	1970	530.4	980	245.8	996	250.9	-50%	-54%
Paramount Adult School	4121	884.0	2158	781.0	2005	687.8	-48%	-12%
Total	8039	1821.6	3381	1090.6	3238	988.4	-58%	-40%

Program 4: Short-Term CTE

The data show a significant decrease in enrollments between 08-09 and 12-13 (-61%; nearly 1,300 students). ADA fell by nearly as much, -56%.

Table 3. Short-Term CTE

Enrollment (Enrl) and Average Daily Attendance (ADA)	FY 08-09		FY12-13		FY13-14		% Change 08-09/12-13	
	Enrl	ADA	Enrl	ADA	Enrl	ADA	Enrl	ADA
Compton Adult School	1398	265.2	166	33.6	237	66.3	-69%	-87%
Lynwood Adult School	228	110.1	209	94.6	175	88.6	-8%	-14%
Paramount Adult School	507	108.3	468	86.3	425	85.4	-8%	-20%
Total	2133	483.6	843	214.5	837	240.3	-61%	-56%

Objective 5 - Student Acceleration

Plans to employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

As stated in the Objective 3 narrative, “a student must understand what he/she brings to the table in terms of experience, skills, knowledge, interests and passions.” Clearly identified tailored career plans and roadmaps to accomplish those pathways are the integral elements of developing efficient plans that address acceleration: through flexible scheduling, financial counseling, articulation management, case management, on-line course content, supervised individualized instruction (II Labs), contextualized programs, short-term courses, progress monitoring and formative/ summative metrics,

technology (see Objective 3), and professional development are integral elements of any and all accelerating strategies.

Flexible scheduling should consider the needs of individual and/or cohorts of students whose work or family schedules are not compatible with traditional adult education/community college schedules. Weekends and/or early morning/late evening classes will be considered as scheduling options as individual or cohort needs are identified through surveys and interviews.

Distance learning/On-line options and Individualized Instruction Labs will be developed and/or expanded to introduce flexible access to some or all course content required for the student pathway.

Contextualized programs (as identified in Objective 3) will be developed with guiding principles, appropriate placement, and the ability to benefit. This consortium has overwhelmingly supported the contextualized approach as early as possible in a student's pathway. Concurrent approaches to both academics and career technical education will accelerate as well as motivate progress.

Short-Term courses that are part of larger core pathways allow students to accomplish goals incrementally. Further, should barriers interfere with total pathway completion, theoretically, short term certifications, such as Certified Nursing Assistant, could allow for immediate employment in the chosen sector.

Monitoring and measuring (as identified in Objective 3) are embedded in the formative tracking of electronic career portfolios. Summative measurements and tracking (as identified in Objective 3) are identified through certifications, diplomas, post-secondary, employment, and/or promotions. Both differentiated intake and differentiated instructional plans are key principles of the students' plans.

Objective 6 - Professional Development

Plans to collaborate in the provision of ongoing professional development [PD] opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Because of draconian cuts to adult education, professional development strategies and programs have been significantly impacted to the extent that in many cases they have been reduced or eliminated.

However, professional development (PD) as an integral part of quality instruction and management remains a critical element of district and consortium plans. To that end, there is a need to develop professional development plans that include areas of need, content, leveraging schemes, budgets, timelines, monitoring, and measuring.

Professional Development content should focus on smart goals, project-based learning, and data reflection. Content should address Common Core Standards, Career and College Readiness Standards (CCRS), and STEM options and opportunities. Additionally, best practices should be explored and implemented to more effectively expand and improve programs and outcomes. PD delivery models will include use of technology that supports instruction, traditional delivery, virtual (distance learning), workshops, on-line, mentoring, use of experts, site visits, shadowing, observation, and professional learning communities.

As the consortium moves forward in 2015/16, focused subcommittees should be developed to research and implement consortium plans. One such subcommittee should be a professional development committee that will be assigned resources and will be charged with developing consortium professional development programs that reflect and prioritize the actions outlined in this consortium plan.

Consortium PD should address all program areas that could benefit from leveraging expertise and other resources so that all consortium members could benefit from consortium PD. For example, if the consortium has a particularly effective ESL program, all consortium ESL programs could benefit from the expertise of the best practice program. Thus, in this case, the consortium will leverage resources and provide collective PD to all ESL teachers and staff within the consortium. In order to develop ESL professional development programs, interdepartmental meetings within the consortium will drive content and delivery decisions. Additionally, all areas could benefit from collective grant writing expertise that will be developed by the consortium and implemented to benefit both individual districts as well as the collective consortium. Best practices should be memorialized in databases by the consortium to benefit individual district programs and outcomes.

At the top of the PD list is customer service. Discussions about improving and expanding programs becomes moot if students don't enroll and/or stay, and customer service satisfaction surveys and tracking are key to both finding and keeping students in the program/s.

With regard to college readiness and the challenging level of community college academic remediation, through a joint PD committee, specific skills/indicators will be identified and appropriate PD will be developed to leverage PD resources and thus improve college readiness and reduce the need for academic skills remediation.

Collaborative problem solving will be the guiding principle for any or all professional development strategies and programs. These programs will focus on problem solving through team building, critical thinking, tracking and measurement.

Other consortium PD areas of opportunity to leverage will include study skills, soft skills, assessments, and technology.

Another opportunity to leverage professional development through the consortium involves intercultural information and sensitivities as significant consideration for all aspects of instruction. Intercultural PD will be developed for faculty, support staff, students, and administrators.

Tailored PD will be developed for district managers and leveraged through the consortium. These programs will focus on operations, finance, accountability and performance indicators.

Objective 7 - Leverage Resources

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Adult Education, ROPs and Community Colleges have traditionally partnered in varying degrees with agencies serving similar clients.

Typically, for past and current partnering relationships, agencies such as the California Employment Development Department, Workforce Investment Boards, and the Veterans Administration have referred clients to public schools that provide education and/or career training. Many other public or non-profit agencies have developed similar partnerships with adult schools and community colleges.

Also, typically for past and current partnership relationships, Career Technical Education (CTE) educational programs and CTE school construction programs have required industry/government trade advisory councils whose input informs both the content and standards of CTE courses and pathways.

Measurement of the quality of these partnerships has in most cases been anecdotal; outcomes and benefits have rarely been measured and/or redesigned based on assessment of programs and outcomes.

That these existing partnerships could be both expanded and improved is the challenge prescribed by Assembly Bill 86, and it is the intent of this consortium do both expand and improve existing partnerships – and where appropriate bring in new partnerships that reflect evolving immigration and/or workforce needs.

Existing partnership relationships have been somewhat collaborative, but agencies operate as silos with students/clients moving back and forth from one agency to the other.

AB 86 charged all consortia to develop partnership plans that not only improve leveraging respective resources but also introduce the concept of seamless transitions (articulations) between the agencies and between the menu of educational and training programs for adults. The stronger the partnership, the better the customer satisfaction, the clearer the benefits to clients, the more power for the consortium brand, both equity and dimensions. And with a stronger more credible brand, the probability for foundation support expands and improves as well. All aspects of the consortium improve with improved and expanded partnerships.

Thus one of our guiding principles for improving partnership relationships is to develop programs that will allow all consortium students/clients to seamlessly move through the zones of choice (expertise) so that the students/clients can benefit from the best and fastest pathway to their career/immigration goals.

And in keeping with the spirit of the objectives of AB 86, these updated and repurposed partnership relationships will be measured and tracked like all other

consortium plans. Measurements will range from customer/member service satisfaction to student job placement and promotions. Some high priority existing partners are:

Partner Organizations List

- Workforce Investment Boards
- Employment Development Department
- Immigration and Customs Enforcement
- Parent Teachers Association
- Centro Latino for Literacy
- Veterans Administration
- Public Libraries
- Department of Rehabilitation
- Corrections – Sherriff, COE, City/County/State District Attorneys, Prop 47
- Citizens Bond Oversight Committees
- County Federation of Labor
- Turnkey Career Training Partnerships (American Truck Driving School, Pearson, Integrated Health and Wellness College)

As the consortium plan continues to evolve for March 1 presentation, key partners will be interviewed and other partners will be surveyed.

Following is the proposed discussion guide for key partnership interviews:

Partner Interview Questions

- Name of Agency
- Title of Person being interviewed
- Responsibilities

1. Operations
2. Communications
3. HR
4. CEO

- What does your agency do? [probe]
- Who does it serve? [probe]
- How is it funded?
- Approximate size of budget [probe]
- How is its success measured – benchmarks? [probe]
- Is Education and/or Training a service you provide?
- Is Education and/or Training a service that you refer?
- Does your agency have dedicated funds to improve your clients' probability of being hired/promoted? [probe]
- Does your agency provide "case management" services?
- Does your agency have funds for job development/placement?
- Does your agency have funds for research/pilots?
- Would your agency be interested in partnering on research/pilot projects?
- Does your agency assess clients on intake?
- What is that assessment?
- Does your agency have satellite services?
- Does your agency have on-line/cloud access for its clients?
- Could your agency provide full-time/part-time service at school site locations?

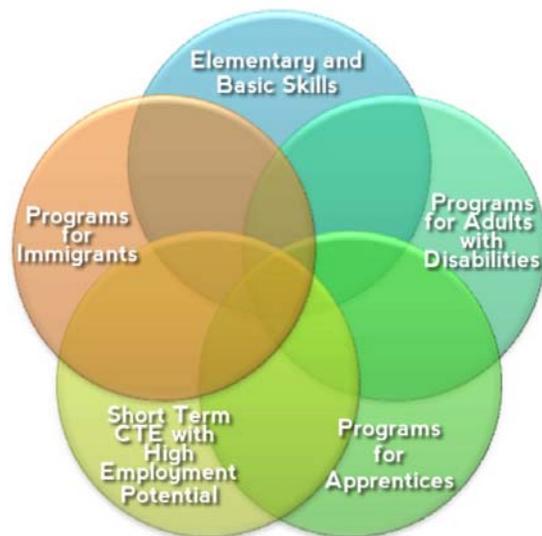
- Are there relationships with schools/districts that could be developed that might improve your outcomes? [probe]
- Would you be interested in pursuing some of these topics in more detail?
- What topics specifically show potential – if any?

AB 86 PROGRAM AREAS

While AB 86 identifies the five following unique and individual program areas, the spirit and letter of the planning process emphasizes the need to contextualize learning programs as well as develop leveraged and linked pathways that bridge all or some of the following program areas. This plan assumes that consortium programs will provide seamless pathways that could range from ESL through career certification and/or post-secondary programs.

Following are the Program Areas that are described in Assembly Bill 86. Additionally, elements that will impact individual or linked program areas are outlined. More complete discussions of these elements appear in the Actionable Components of this plan.

- Elementary and Secondary Basic Skills include Adult Basic Education (Basic Skills) and high school diploma or high school equivalency/GED programs.
- Courses and Classes for Immigrants have been defined



as English as a second language, citizenship and workforce preparation classes in basic skills. Adult schools and/or community colleges offer citizenship classes as directed instruction and/or distance learning programs.

[The following 9 elements refer both to Elementary and Secondary Basic Skills as well as Courses for Immigrants]

1. Contextualized Education
 2. Redefine Intake
 3. Create Career Pathways
 4. Expand Delivery Options
 5. Professional Development
 6. Expand/Improve Scheduling
 7. Track and Measure Outcomes
 8. Develop career readiness skills
 9. Capacity and Immigration reform
- Short Term Career Technical Education programs describe training programs that lead to career certifications not including college degrees.
 1. Expand OJT – internships/apprenticeships
 2. Develop Soft Skills programs/certificates
 3. Develop Distance, Virtual, Blended-Virtual
 4. Standardize pathways, intake, and assessments
 5. Develop electronic portfolios
 6. Introduce entrepreneurial options/opportunities

- Adults with Disabilities describes programs providing service for three cohorts: Developmentally Disabled (DD), Physically Disabled and Emotionally/Psychologically Disabled.
 1. Case Management
 2. Life Skills Training
 3. Categorical funding
 4. Link with Secondary Transition programs
 5. Subsidized Employment Programs and Training
 6. Survey of Resources and Best Practices
 7. Consortium “disabilities” steering committee

- Apprenticeships describe programs that are focused on successful preparation for placement into assorted “trades.” Apprenticeship education and training is developed and managed primarily by the union and/or trade association with oversight and partnering arrangements mandated by the state and provided through Local Educational Agencies (LEAs). Apprenticeships traditionally refer to on-the-job paid training and assessment.
 1. Communications – Awareness
 2. Skills Preparation for Apprenticeship Qualifying Exams
 3. Project Stabilization Agreements
 4. Middle School Outreach
 5. High School Counselor Apprenticeship Awareness
 6. Pre-Apprenticeships
 7. Best Global Practices
 8. Supporting “Earn While You Learn”

UNADDRESSED PROGRAM AREAS

Adult Education Parenting Programs

AB 86 does not include adult education parenting programs for study or recommendation. This silence has led to speculation that it is the state's intent to cease its inclusion within adult education. It needs to be noted that parenting programs directly support the academic aims of K-12 districts by providing support and invaluable instruction on pupil success in K-12 schooling. The continuation of parenting programs needs to be studied within the larger context of community needs, parents' literacy skills, and potential for leveraging with federal ESEA Title 1 and state Local Control Funding Formula provisions requiring parent involvement and education.

Older Adult Programs

In spite of the growth of this population, older adults is another program area that has been identified by some as not fitting within the mission of adult education. Yet this is a program that meets community health care and wellness needs, and in some cases employment training and computer literacy. Its continuation needs to be studied within the context of leveraging resources with local municipalities and counties offering similar services.

Corrections and Post-Incarceration

Adult education and community college non-credit programs have the potential to address the major state challenge of recidivism in the criminal justice system. While the in-corrections offering of education is one that is structured within the confines of prisons and jails, opportunities need to be examined to ascertain what can be provided

while the individual is incarcerated, inclusive of on-line instruction to earn high school diplomas, pass high school equivalency examinations, and gain job skills.

A better area for exploration within the AB 86 work is the potential to do more for adults released from prisons and jails. As reported in the Alameda County report, "Road to Re-entry," workforce training is a critical component to avoiding recidivism. With this group, closer linkages are needed with parole and probation departments and any other public agencies that are focusing on this population.

One approach could be to be more definitive in what those individuals are required to attain upon release, such as diplomas or job skills certification. In leveraging resources, this represents an opportune area for exploration on what are the state and local entities dedicating to released prisoners, at what cost, and the potential to link those resources with adult education employment training funds. This leveraging may now be more feasible since the state has realigned incarceration, leading to prisoners being moved from state prisons to county jails.

This is an area that needs addressing, especially since individuals in this population may already be enrolled in adult education programs and community college non-credit programs without any leveraging of the resources of education and penal systems. Another factor to be added to this examination is that there will be concentrations of released prisoners in some communities since poverty is a factor in incarceration. The Alameda County report states, "High concentrations of formerly incarcerated people tend to live in poor urban communities of color and are not evenly distributed across California communities."

ACTIONABLE COMPONENTS

The following Actionable Components are derived from specific elements of the required Program Areas and Objectives and the work of the Consortium. Action items are gathered into broad areas (Instruction, Student Guidance and Support Services, Professional Development, Measurement, and Communications). The reader will note a great deal of overlap and repetitiveness among the segments. This is a reflection of the inter-relationship and inter-dependence among the segments across the entire plan. Redundancy, in this instance, is a strength and helps to tie the parts into a cohesive whole.

In examining leadership and field discussions and comparing highlights of those discussions to highlights of the recent staff survey, it appears that two paradigm shifts serve to drive all other factors of this plan.

Clearly the Tri City Consortium overwhelmingly embraces the need to develop clear and achievable pathways for all consortia students, and clearly and overwhelmingly Tri City embraces the andragogical shift to contextualized approaches that allow students to pursue language, math and diploma programs while concurrently pursuing career technical programs. If these two concepts – pathways and contextualized learning – were fully developed they would drive all the actionable components: instruction, counseling, professional development, measurement, and communications.

To further support an effective rollout of Career Pathways for all and contextualized approaches for all, leadership and field discussions, reinforced by the recent staff survey, indicated a pro-active approach to new technologies and new delivery systems.

Understanding that the Tri City Consortium – leadership and field – are open to significant paradigm shifts delivered through cutting edge (best practices) technology and software sets the stage for plans that will expand and improve student outcomes, particularly related to entering the workforce at levels above minimum wage.

(See staff survey highlights in appendix.)

Instruction

Within Tri City and throughout the state, current content for the five program areas is predictably fixed by code, standards, and district oversight. In spite of content prescriptions, basic education courses could be somewhat fine-tuned to match particular needs that have been defined by Tri City; that is, more with basic education than with general education or high school diploma/GED requirements.

With Career Technical Education (CTE), the content is fixed at this time. These courses should be more responsive to industry and society's constantly changing needs, trends, and technology. Additional CTE courses require industry advisory councils that advise on curriculum, standards, technology, and building programs. CTE although currently fixed, should be considered dynamic with regard to content. Industry advisory input is based on current and projected needs and trends.

Understanding the challenges and opportunities associated with changing curriculum content, delivery, and focus, Tri City vision discussions focused on students getting jobs or better jobs, and the consortium, students, and staff clearly saw opportunities to modify curriculum to accomplish this overriding vision through early development of Career Pathways for all students.

Consortium-wide protocols will shift to accommodate early development of pathways for all students, beginning with ESL students. This contextualized approach

has been supported by all Tri City member districts and will be further developed and standardized through scalable pilots.

As part of the Pathway discussion, Tri City will develop joint committees to focus on performance outcomes for post-secondary (El Camino College Compton Center) placement exams. Discussions focused on Adult Basic Education and Community College non-credit programs. By refocusing Adult Basic Education programs to include college placement exam standards, more students will enter El Camino College Compton Center without need for college remediation.

From these discussions, seamless transitional relationships can be developed with an emphasis on improving the content focus and goals of Adult Basic Education such as English and math skills focused on improving placement outcomes.

From the Tri City field discussions, it was suggested that all curriculum content should be adjusted to embrace both Common Core and STEM standards.

Tracking studies indicate that El Camino College Compton Center students who enter as fully matriculated credit students (no remediation) tend to complete at higher rates than those who enter exclusively as “remediation” non-credit students.

This paradigm shift will then expand and improve Tri City college/adult school pathway completion outcomes.

Tri City leadership and field input on contextualized learning for ESL students overwhelmingly supported introducing career pathways ASAP, either through direct concurrent enrollment in career skills classes or concurrent enrollment in Vocational ESL (VESL) classes. VESL classes will include language content needed for particular industry sectors as well as language and knowledge needed for generic soft skills that apply to any or all workplace standards.

Tri City serves significant numbers of high school students who are missing credits required for the California High School Diploma. These classes have consistently increased regional high school graduation rates and should be maintained and/or expanded – either through direct teaching or on-line programs.

Tri City leadership and field discussions overwhelmingly embraced delivery systems that improved scheduling/access and accelerated progress. In the recent staff survey, Tri City participants overwhelmingly supported the need to expand and improve the use of technology in the classroom and on-line services that could be used for distance learning, virtual, and/or blended virtual programs.

Combining expanded access with distance learning would allow more Tri City students to participate in Pathway programs. Further, with this improvement, students could accelerate their progress.

Measurement and tracking will be more fully discussed in the section on measurement. Regarding evaluation of instruction, the Tri City evaluation discussion focused on guiding principles that considered formative growth and gains as well as summative outcomes in the form of diplomas, degrees, and/or industry/government certifications.

Competency-based evaluations will be another guiding principle, and although it is one of the main characteristics of current adult education, this principle will be expanded and improved to meet evolving needs. Throughout this overall discussion, the spirit and letter of the community college Student Success Act helps guide discussions on student-sensitive initial and formative assessments as well as communications strategies that provide information and updates of options and opportunities within the Tri City Consortium.

Needless to say, *evaluation* has been given a new prominence and priority as a mandated accountability activity required by Senate Bill 173.

Counseling

As a working definition, counseling is described as the process through which students are assessed for skills, interests, and goals so that achievable career pathways along with realistic roadmaps can be developed, reinforced, tracked, updated, adjusted, and measured.

Intake, Pathway, and Roadmap: Currently in California and the Tri City Consortium districts, counseling intake assessments have focused on English and Math. Community Colleges have typically used the Accuplacer tool and Adult Schools have used CASAS and TABE tools. In CTE courses and pathways, assessments also focus on math and English with criteria cutoffs dependent on rigor of a particular CTE program or pathway.

Tri City discussions have focused on differentiated and broadened intake assessments to include student experiences, expertise, interests, and passions as well as the academic skills required for the particular student pathway. Some of the tools and/or techniques that could provide these broadened insights include electronic portfolios (such as Kuder and Career Cruising), practical demonstration of skills, and interviews combined with traditional English/Math assessments.

This same differentiated approach will be a principle of learning and formative tracking. Students and field staff embraced formative feedback loops and suggested this kind of tracking should be regular and often. Feedback loops should include students, teachers, and counselors.

Another prioritized need that was identified by the field student and staff strategic meeting is the development of plans for immigrant students who “need help navigating the educational system.” This likely should be the responsibility of counselors, but solutions will involve all consortium participants, with a particular focus on communications tools to improve this effort.

Post-completion: Currently the Tri City districts, including college and adult schools, focus on completion as the ultimate endgame of education and training programs. Tri City began discussions that embraced the idea of lifelong learning that would develop post-completion programs that encouraged completers to continue their relationship with either the college or adult school.

Professional Development

As a working definition, professional development is building capacity for ongoing and incoming staff through developing knowledge and skills required to achieve and measure consortium goals.

Content and Delivery: When focused on student success, there was consensus that beyond getting the students into educational and training programs, retaining students was the key performance factor for creating completers.

Further to this discussion, Tri City strongly understood the need to improve customer service, and that such improvement would include professional development and tracking.

Finally, in this student-focused approach, communications and marketing strategies would be supported by professional development of staff (managers and teachers) who would be assigned roles and responsibilities for these communications strategies.

Generally, professional development content involves programs that improve delivery of course content, use of data, use of new technologies, broadening visions of staff to include bigger picture outcomes, cultural and social sensitivities, and management efficiencies.

Delivery options include training of trainers, on-line interactive, distance learning, learning communities, traditional lecture, pilots, mentoring, and shadowing.

Tri City has embraced Professional Learning Communities as a primary tool for professional development. In order to participate effectively through information and feedback loops, Professional Learning Communities take an in-depth look at inquiry to analyze statistical, instructional, organizational, and curriculum concepts. This data reflection model will function only when participants have high-level insights into how this works, as well as how an individual participant fits into the model. This is accomplished through professional development programs designed to create cycles of inquiry.

[It should be noted that in the Objective 6 narrative, Professional Development is discussed with some detail and supported by Worksheets 6.1 and 6.2 in the appendix.]

Measurement

As a working definition, measurement should be summative, formative, and driven by key performance indicators (KPIs). Formative measures should be in real time or close to real time.

For the Tri City Consortium, any and all aspects of this regional plan will be measured and/or tracked and evaluated. Additionally, the Tri City Consortium discussed developing similar measurement tools for outcomes projected beyond completion of consortium programs.

Tools and Content: The Tri City Consortium group felt that traditional measurements of student growth and gains should not be abandoned in the interest of more summative measurements such as diplomas, degrees, and career certifications. Both will be improved and expanded as part of the Tri City measurement strategies.

Measurement tools involve dashboards, observation, formative and summative testing, competencies progress, demonstration of skills, and Learning Management Systems (LMS).

Potential dashboard tools such as Tracking of Programs and Students (TOPSpro) linked to Kuder, Career Cruising, or Lynwood's tool should be examined along with other best practices. Management/Measurement systems should be adapted sooner rather than later.

Communications (Marketing)

As a working definition, communication action plans will address internal and external messaging needs for designated segments.

Internal needs include a hallway, school, district, and/or consortium. **External needs** include members of the community, local, district, county, and state elected officials, staff, partners, and/or employers.

During the recent Tri City retreat, it was clear that the consortium understood the need to develop operating norms but also to develop strategies that are designed to insure that members are aware of what other members do. This particular strategy could be applied to both internal and external stakeholders.

Communication action plans develop strategies that develop messages that are tailored to specific segments. Messages are developed into talking and/or copy points, and once the Consortium is clear about what we want to say, we then decide to whom

we want to say it; how we want to say it; what do we want our audience/s to think, feel, and do as a result of receiving the message; and finally, we have to decide how we're going to evaluate the effectiveness of the message and the delivery strategy.

Messages are delivered often and in different forms, but effective communications/messaging involves reach (how many people do you reach and influence) and frequency (how often are you able to send the message so that its effectiveness continues to improve).

Marketing and/or communications plans are delivered through public relations – events and editorial. [Tri City has already made a significant impact with events strategies.] Further elements include advertising – collateral and purchased media, sales – designed to close the effort rather than influence the effort. Additionally, before, during, and after a messaging campaign, marketing research informs, tracks, and measures outcomes and effectiveness. Tracking studies usually address attitude, awareness, and usage (AAU).

For Tri City, marketing and communications have begun and continue to develop effectively but not yet through an organized plan. We have an identity that has been developed through discussions, events, and retreats; we have a logo and brand. But we need a plan. Marketing and communications have been included in Tri City discussions but have never been the exclusive focus of a consortium discussion; that discussion should be imminent. Once this plan is completed and ready to be submitted to Sacramento, the Tri City Marketing/Communications plan should focus on a strategic rollout for the plan, and that rollout should be a significant focus of the marketing plan.

Once this regional plan is developed, it's important to both test its potential with a variety of segments that include students, staff, and stakeholders and then develop the "rollout" strategy that will deliver the main the messages of the Tri City Plan.



A note on the five key points: Instruction, Counseling, Professional Development, Communications and Measurement. While each value is critical, they all overlap – none stands alone.

LOOKING TO THE FUTURE

Immigration Reform: The Presidential Executive Order & State Driver License Eligibility

Because of its rich history in providing citizenship instruction and ESL, adult education programs may be asked, or directed, to be an integral part of the state's response to the recently announced President's Executive Order on immigration reform. The order establishes eligibility for approximately five million undocumented individuals in the nation to apply to defer deportation. Of the five million it is estimated that 3 million are in California. The deferral would allow individuals to be considered as legal residents when applying for employment.

This order provides relief to the parents of children and young people who are citizens and legal residents of the United States. To qualify, these parents must have been in the country for at least five years.

Furthermore, the new executive order also expands the deferred action for individuals who entered the country before they were 16 years old and before January 1, 2010. Presently, eligibility is limited to only immigrants who were 31 years old or

younger before June 15, 2012. Individuals subject to the new executive order would not be facing an upper age cap of 31 years old.

With applications expected to be available in spring 2015, it is likely that adult education programs may have a role to play in assisting individuals to qualify pursuant to the executive order. The nature of the actual support will need to be further clarified, but it is evident that applicants will need to know about the steps to apply, inclusive of the determination of eligibility, acquisition, and completion of required documents, and knowledge of the application process. Also, proof of length of residence is a requirement, and school attendance, whether K-12 or adult schools, may serve as one of the necessary forms of proof.

Additionally, pursuant to state legislation enacted in 2014, starting in January 2015, California is scheduled to initiate the granting of driver licenses to undocumented residents of the state. Similar to the federal process, applicants will be required to proceed through a multi-step process that includes a number of verifications and passage of a driver license test. The Los Angeles Times on December 11, 2014 reported that 1.4 million undocumented residents are eligible to apply for the driver license.

Both of these forthcoming demands to assist undocumented residents have a potential to be opportunities for each AB 86 consortium. Organizing a response, whether through state support or fees, has a potential for enhancing state support of adult education programs.

2015-16 District Adult Education and Consortium Funding

The following is provided to give state level planners and legislators and their staffs with funding requests that respond to the question, "What will it take to restore

adult education to 2007-08 levels?” when the statewide total for K-12 adult education was approximately \$750 million. After 2007-08, cuts were imposed statewide, and local districts exercised new authority allowing the transfer of funding from adult education to other purposes.

A consortium-funding request is also included for consideration to do the work planned by these districts. The funding request assumes that statewide consortium funding should be doubled from \$25 million to \$50 million to implement the actionable projects that have been identified collectively by participating K-12 districts and community colleges.

It is predictable that community college funding will be addressed through the state budgetary process that provides support for the system, inclusive of credit and non-credit programs. K-12 adult education funding is presented because the state legislature and governor will need to develop funding proposals for 2015-16 starting with a blank slate.

\$10,596,101 / Proposed 2015-16 K-12 Adult Education Funding for the school districts in the Tri City Adult Education Consortium:

To restore our consortium’s K-12 adult education school districts funding to 2007-08 levels, the total needed is \$10,596,101. This amount is based on the following calculations:

- Identify 2011-12 statewide apportionment levels as reported by state for each district receiving adult education. These amounts are the funding levels after the 2008-09 reductions.
- Add 25 percent to the 2011-12 amount to restore the statewide cuts imposed in the 2008-09 fiscal year.

In fiscal year 2011-12, school districts in this consortium received the following K-12 adult education apportionments:

Compton	\$3,777,532
Lynwood	\$2,234,115
Paramount	\$2,465,234
Total	\$8,476,881
<hr/>	
Add 25%	\$2,119,220
<hr/>	
Proposed for 2015-16 funding	\$10,596,101

\$477,904 / Proposed 2015-16 Consortium Funding for the Tri City Consortium Activities:

This calculation is based on the assumption that consortia funding is funded at \$50 million, twice the present level of \$25 million. To begin to implement the consortium plans that have been developed, Tri City would expect to receive its proportional share based on its present AB 86 distribution of grants:

Present AB 86 grant:	\$238,952
Proposed 2015-16 funding:	\$477,904

It is also proposed that the potential \$477,904 could be used to support Tri City projects that have been identified and discussed to date:

Professional Development:	25 percent
Communication:	10 percent
Data systems on student information, and programs, and accountability:	45 percent
Other (management and other needs to be addressed)	20 percent

Corrections Programs

According to the California Department of Corrections and Rehabilitation, it appears that incarcerated and parole populations are declining and are projected to continue to decline. In spite of the declining census numbers, California prisons currently house 137,523 inmates – 131,379 male and 6,144 female. Current parole numbers indicate 44,499 in 2014 and 38,590 projected for 2016.

As a result of Federal Court oversight, the California Department of Corrections and Rehabilitation, Office of Research, recently produced a corrections master plan entitled, “The Future of California Corrections”. This corrections master plan will focus on improving and expanding academic and career technical education programs and outcomes.

Highlights of the plan focus on significant program shifts such as the Creation of Reentry Hubs that will address substance-abuse treatment, employment services or education. These hubs will serve 70% of the adult parole population. Reentry Hubs overall mission is to develop Pre-Employment Transition programs that will leverage with one-stop career centers.

The Tri City Consortium is planning to explore the possibilities of leveraging its existing and evolving programs directly with Corrections and/or Parole services or indirectly with one-stop career centers that have contracted with Corrections and/or Parole services.

Programs for Veterans

According to the California Research Bureau 2013 report to the California Assembly, *“California is home to nearly 1.9 million veterans, by far the largest veteran population in the country. We have both numerically more veterans than any other*

state and a disproportionate share of veterans. The population is diverse, growing and their needs are changing.”

Adult Education programs have traditionally served veterans well, and considering the disproportionate existing California veteran numbers along with the projected Iraq/Afghanistan returning veterans numbers, there should be a re-commitment to provide service both as it has been delivered as well as an updated version that addresses new needs, new demographics, new challenges, and new opportunities.

The Tri City Consortium is planning to leverage its existing and potential resources to improve the transitions, housing, and employment needs of current and returning veterans. Tri City plans to leverage consortium resources with the Veterans Administration, Employment Development, Southern California Building Trades Council, and Department of Social Services.

APPENDIX

Tri City Consortium AB 86 Certification of Eligibility COE - Objective 1, Page 1

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Complete this worksheet by first selecting the name of your region from the drop down menu in B5. Then, beginning in A10, list the data for each consortia member with a separate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit and Enhanced Non-credit for community colleges. Cells F7-W7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Directions:

Region (select your region from drop down):

				FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	
Total for Consortium Members:				14,314	3,593.99	7,123,525	3,998,222	1,295,487	1,306,903	152,044	163,492	130,000	77,376	
Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	For Community College Response Only: Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (CDE Adult Ed)/ FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's
Lynwood Adult School	Compton	1 - Elementary and Basic Skills	CDE Adult Education		859	202.84	895,085	485,836	165,424	192,013	22,296	29,516	0	0
Lynwood Adult School	Compton	2 - Classes and Courses for Immigran	CDE Adult Education		980	245.76	795,632	431,854	147,044	170,678	19,819	26,237	0	0
Lynwood Adult School	Compton	4 - Short Term CTE	CDE Adult Education		209	94.64	279,359	161,945	55,142	45,002	7,432	9,838	0	0
Paramount Adult School	Compton	1 - Elementary and Basic Skills	CDE Adult Education		1,979	210.54	763,966	298,508	232,290	153,217	2,632	43,945	0	33,374
Paramount Adult School	Compton	2 - Classes and Courses for Immigran	CDE Adult Education		2,158	781.01	1,319,532	823,720	223,339	188,926	21,967	25,890	0	35,689
Paramount Adult School	Compton	4 - Short Term CTE	CDE Adult Education		468	86.25	283,979	135,291	55,725	45,777	32,027	6,845	0	8,313
Compton Adult School	Compton	1 - Elementary and Basic Skills	CDE Adult Education		446	43.50	696,940	312,844	184,153	186,754	2,520	10,668	0	0
Compton Adult School	Compton	2 - Classes and Courses for Immigran	CDE Adult Education		243	63.83	122,306	47,830	41,103	26,264	6,557	553	0	0
Compton Adult School	Compton	3 - Adults with Disabilities	CDE Adult Education		74	68.18	0	0	0	0	0	0	0	0
Compton Adult School	Compton	4 - Short Term CTE	CDE Adult Education		166	33.59	31,175	19,458	0	2,823	8,894	0	0	0
El Camino College Compton Center	Compton	1 - Elementary and Basic Skills	Community College	Credit Basic Skills	2,459	582.72	1,337,210	962,300	154,786	220,124	0	0	0	0
El Camino College Compton Center	Compton	2 - Classes and Courses for Immigran	Community College	Non-Credit	200	32.88	158,357	133,798	0	24,559	0	0	0	0
El Camino College Compton Center	Compton	4 - Short Term CTE	Community College	Credit Basic Skills	4,073	1,148.25	439,984	184,838	36,480	50,766	27,900	10,000	130,000	0

Tri City Consortium AB 86 Certification of Eligibility COE - Objective 1, Page 2

FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
14,088	3,379.15	8,250,691	4,759,096	1,419,591	1,524,193	256,189	185,371	106,123	128

FY 13-14 Unduplicated Enrollment	FY 13-14 ADA (CDE Adult Ed)/ FTES (Community Colleges)	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
821	185.69	1,115,775	603,317	180,330	208,257	53,361	39,667	30,843	0
996	250.85	989,947	536,281	160,293	185,118	46,328	34,927	27,000	0
175	88.58	369,024	201,105	60,110	69,419	16,887	11,223	10,280	0
1,858	197.90	855,878	396,532	226,206	162,245	27,004	43,891	0	0
2,005	687.83	1,052,622	569,735	206,959	207,583	39,471	28,874	0	0
425	85.38	217,915	103,320	44,533	38,487	23,404	8,172	0	0
619	53.93	1,287,048	797,992	218,412	242,638	19,389	8,617	0	0
237	49.68	52,097	36,988	3,009	6,800	5,300	0	0	0
70	53.23	0	0	0	0	0	0	0	0
237	66.32	2,693	0	0	0	2,565	0	0	128
2,446	562.22	1,722,467	1,135,786	282,936	303,745	0	0	0	0
144	6.45	193,350	162,157	0	31,193	0	0	0	0
4,055	1,091.09	391,875	215,883	36,803	68,709	22,480	10,000	38,000	

Tri City Consortium AB 86 Certification of Eligibility COE - Objective 2, Table 2

Table 2: Evaluation of Existing Adult Education Enrollment

Directions Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium member and partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Compton

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Total for Members and Partners:	21,578	14,314	14,088	0

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Lynwood Adult School	Compton	1 - Elementary and Basic Skills	711	859	821	
Lynwood Adult School	Compton	2 - Classes and Courses for Immigra	1,970	980	996	
Lynwood Adult School	Compton	4 - Short Term CTE	228	209	175	
Paramount Adult School	Compton	1 - Elementary and Basic Skills	1,890	1,979	1,858	
Paramount Adult School	Compton	2 - Classes and Courses for Immigra	4,121	2,158	2,005	
Paramount Adult School	Compton	4 - Short Term CTE	507	468	425	
Compton Adult School	Compton	1 - Elementary and Basic Skills	1,415	446	619	
Compton Adult School	Compton	2 - Classes and Courses for Immigra	1,948	243	237	
Compton Adult School	Compton	3 - Adults with Disabilities	347	74	70	
Compton Adult School	Compton	4 - Short Term CTE	1,398	166	237	
El Camino College Compton Center	Compton	1 - Elementary and Basic Skills	2,522	2,459	2,446	
El Camino College Compton Center	Compton	2 - Classes and Courses for Immigra	492	200	144	
El Camino College Compton Center	Compton	4 - Short Term CTE	4,029	4,073	4,055	

Tri City Consortium AB 86 Certification of Eligibility COE - Objective 3

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
Alignment: Placement (D C)	Intake – * Same message all sites * Great customer service	Shared planning	Included in \$238K planning funds	TBD		Present through end of grant period
		Shared PD	PD twice annually: 25 staff x 3 hrs. x 2 yrly. x \$20/hr. = \$3K yrly.	TBD	Prospect & Student Surveys	Year 1: Planning & Ramp-Up Year 2: Launch, measure & retool loop
		Shared tools	< \$1K	TBD	* Semi-annual PD * Monthly site-based staff mtgs * Student	“ “

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
					Survey	
		Shared database	\$10K initial per site \$3K annual per site	TBD	“ “	“ “
	Counseling – * Determine pathway * Navigate the facilities	Shared planning	Included in \$238K planning funds	TBD		Present through end of grant period
		Shared matrices * Roving counselor	CC counselor salary	TBD	Student feedback * Informal * Survey	* Pilot near end of planning grant period * Year 1: Ramp up and Launch * Thereafter: follow-up loop

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
		PD related to revised pathways				
	Orientation – * Site-based, but * Same message all sites * Online component	[see Intake]	[included in Intake]	TBD	[see Intake]	[see Intake]
	Communication – * Interwoven throughout	[see Intake]	[included in Intake]	TBD	[see Intake]	[see Intake]
	P. D. – * Interwoven throughout	[see Intake]	[included in Intake]	TBD	[see Intake]	[see Intake]
	Marketing – * Maximize client and community impact	Shared planning	Included in \$238K planning funds	TBD		Present through end of grant period
		Linked websites			Online surveys	[see Intake]

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
		Articulated e-presence			Hit analysis	[see Intake]
		References in districts' promotional materials			Bi-annual student surveys	[see Intake]
		Professional guidance Analyst			Attendance and achievement data	[see Intake]
Alignment: Curriculum (D C)	Program Analysis – * Current offerings * Determine gaps * Determine overlaps					
	Address Gaps –					
	Curriculum – * Write / Select					
	Facilities – * Secure * Prepare					

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
	Staffing – * Hire * Train (PD)					
	Publicize –					
	Launch –					
	Follow-up – * Ongoing review & improvement loop					

Tri City Consortium AB 86 Certification of Eligibility COE- Objective 5

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school district(s) or college(s))	Methods of Assessment	Timeline
Distance Learning (Blended Learning)	Orientations (1/2 hour to one hour) Workshops(one to two hours)-can be via webinar or on-campus Research of CMS Research on which areas to pilot such as ESL, GED, CTE	<ol style="list-style-type: none"> 1. Faculty/Counselors/S taff 2. Facilities/Equipment 3. Instructional Materials 4. Course software 5. Training Workshops for Faculty 6. Orientations for Students 	3-5 Courses: 50x48=\$2400 per instructor, per course CMS Cost: pending on research Staff-pending	D/C	<ol style="list-style-type: none"> 1. Completion of Courses 2. Surveys: Instructor and Students 3. Research: Success & Retention 	6-8 week courses

Description of the Approach	Tasks/Activities Needed to implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school district(s) or college(s))	Methods of Assessment	Timeline
Contextualized Learning	<p>Develop small learning communities that encompass MTT, ARC, Math workshops, HDEV classes, soft skills workshops, workplace readiness workshops, industry tours, job opportunity and math and English courses.</p> <p>This is put together within the first and second semester.</p> <p>Take an Assessment Exam Student Orientation Registration</p>	<ol style="list-style-type: none"> 1. Testing Software 2. Faculty/Counselors/Staff 3. Facilities/Equipment 4. Instructional Materials 5. Course software 6. Industry/Jobs 7. Internships 8. Entrepreneurship Workshops 	<p>Instructor: 50x48=\$2400 per instructor, per course.</p> <p>Counselor: 5-10 per week =\$9600 per semester</p> <p>Textbooks: \$100-200 per book.</p> <p>Course Equipment: \$100-\$200 per course. Staff: \$200-\$300 per workshop</p> <p>Transportation: 2x per semester=\$1000 per semester.</p>	D	<p>College Level:</p> <ol style="list-style-type: none"> 1. Graduation Completion Rates 2. Faculty/Student Survey 3. Database to keep track of students 4. Job placements after completing the program 	1-2 semesters

Description of the Approach	Tasks/Activities Needed to implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school district(s) or college(s))	Methods of Assessment	Timeline
Assessment	<p>New Students:</p> <ol style="list-style-type: none"> 1. Handout of sample questions. 2. Internet tutorials. 3. Software in labs for reviewing. <p>Student that is selected for a cohort of courses will attend a Boot camp</p> <p>On-going Student</p> <ol style="list-style-type: none"> 1. Tutoring 2. Mentoring 3. Case Management Support 	<ol style="list-style-type: none"> 1. Room 2. Software 3. Handouts 4. Tutorial Staff 5. Boot Camp: Math and English Instructors 		D/C	<ol style="list-style-type: none"> 1. Graduation Completion Rates 2. Faculty/Student Surveys 3. Database to keep track of students 4. Job placements after completing the program 5. Exit Exam 	1-2 semesters

Description of the Approach	Tasks/Activities Needed to implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school district(s) or college(s))	Methods of Assessment	Timeline
Articulation	<p>Develop a process based on Articulation procedures already in place.</p> <p>Review of courses to see which can be articulated.</p> <p>Review of courses that already have been articulated that are equal to courses at the high school.</p> <p>Workshops Meeting</p> <p>To be review every two-four years</p>	<p>Articulation Officer: to work with adult school instructional personnel and college personnel</p> <p>Adult School personnel (one-two from each site)</p> <p>College personnel (one administrator and one instructor from each area)</p>		D/C	<ol style="list-style-type: none"> 1. Surveys 2. Course Evaluations 3. Final Approval 4. Implementation of the process 	One to Two Years

Description of the Approach	Tasks/Activities Needed to implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school district(s) or college(s))	Methods of Assessment	Timeline
Financial Aid Information	<p>Orientations: To be two to three times a year on-site.</p> <ul style="list-style-type: none"> • Presentations • Handouts • College Contact Info. <p>Workshops: On-site workshops to be held</p> <ul style="list-style-type: none"> • Apply for FAFSA online • One-on One Assistance 	<ol style="list-style-type: none"> 1. Room 2. Computers 3. Software 4. Internet Access 5. Staff 		D/C	<ol style="list-style-type: none"> 1. Reception of Award 2. Students that Registered to the college 	Two to Three times a year.

Tri City Consortium AB 86 Certification of Eligibility COE- Objective 6

Table 6.1 Current Professional Development:

In the table below, identify current professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
Students' SMART Goals	Certificated staff receives professional development to build confidence in students to achieve personal and career goals. Face to Face Hybrid	Adult Basic Education Adult Secondary Education Career Technical Education English as Second Language	150 certificated staff @ \$50.00 per hr. x 10 hrs. = \$75,000.00 50 support staff @ \$20.00 x 10 hrs. = \$10,000.00
Project Based Learning	In-depth models for teachers to understand the role technology impacts both common core learning and the assessment of that learning. Face to Face Asynchronous and Synchronous	ABE ASE CTE ESL	150 certificated staff @ \$50.00hrs. X 10 hrs. = \$75,000.00
Cycle of Inquiry (LUSD's Data Reflection model)	Professional Learning Communities take an in-depth look at inquiry to analyze statistical, instructional, organizational, and curriculum concepts.	ABE ASE CTE ESL	120 certificated staff @ \$50.00 per hour for 3hrs per month x 10 months = \$180,000.00
Student Management System	In-depth training of central staff to ensure access to SMS and maintenance of accurate student data.	All programs	150 certificated staff @ \$50.00 hr. x 20 hrs. = \$150,000.00 50 classified staff @ \$20.00 per hour x 20 hrs. = \$20,000.00 Total = \$170,000.00

Table 6.2 Collaborative Professional Development Plan:

In the table below, address topics the consortium considers priorities for *collaborative* professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategies (Activities, Participants, Delivery Mode, Frequency)	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
1. Integrating Common Core	Train the Trainer Model provides Central teaching staff knowledge and experience to mentor and train other staff. Two teachers from each Consortium member	Basic Skills (ABE; ASE)	8 trainers @50.00 per hr. x 24 hrs. = \$9,600.00 Training cost-plus 4 days = \$38,400.00
2. Student Management System	Institute a SMS that can (a) track students from program to program; (b) record completions, and (c) track students after exiting the program. In-depth training of goals, objectives and articulation of consortium-wide assessment programs and provide database evaluations of each program.	ABE ASE CTE ESL	150 certificated staff @\$50.00 hr. X 20 hrs. = \$150,000.00 50 classified staff @ \$20.00 per hour x 20 hrs. = \$20,000.00 Total = \$170,000.00
3. Career / Academic Pathways	Intake personnel need to be knowledgeable about common assessments that will help navigate a participant to a selected Career / Academic pathway.	ABE ASE CTE ESL	150 certificated staff @\$50.00 hr. X 20 hrs. = \$150,000.00 50 classified staff @ \$20.00 per hour x 20 hrs. = \$20,000.00 Total = \$170,000.00
4. Student Goals	Establish Consortium-wide protocols for intake, common assessments, career resources, and articulation agreements among members. Face to Face Asynchronous	ABE ASE CTE ESL	150 certificated staff @\$50.00 hr. X 20 hrs. = \$150,000.00
5. Technology that Supports Instruction (i.e. Microsoft, Camtasia, Infographics)	Professional development to integrate and embed technology in curricula and instructional practices Face to Face Synchronous	All programs	120 certificated staff @ \$50.00 x 5 hrs. = \$30,000.00

Tri City Consortium AB 86 Certification of Eligibility COE- Objective 7

Table 7.1: Leverage of Existing Regional Structures from Partners
(expand table as necessary)

Partner Institution Supporting Regional Consortium	Program Area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
Integrated Health & Wellness College	MA, Medical Billing/Coding, CAN, LVN, RN	<ul style="list-style-type: none"> • MOU with District • Provide Office & Classroom space. • Administrative Support • Student Assessment • Certificates of Completion 	CAS/IHWC	<ul style="list-style-type: none"> • Instructors • Staff • Equipment • Program Development • Develop I-Train App. • Recruitment • Clinical Site Placement • Instructors 	1Year
America Truck Driving School	Pass Test with DMV to receive License to Drive	<ul style="list-style-type: none"> • Facilities, Parking & training location • Admin. Support • Student Assessment • Certificates of Completion • MOU • Marketing 	CAS, ATS	SAME as Above	4 weeks/ 1 Year

Table 7.1: Leverage of Existing Regional Structures from Partners

(expand table as necessary)

Partner Institution Supporting Regional Consortium	Program Area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
Cement Masons Apprenticeship	Training for Cement Masonry	SAME as Above	CAL Apprenticeships	SAME as Above	3 years 4,200 on job hrs./ 432 training hrs.
Department of Rehab.	Individual Supported Employment Program	<ul style="list-style-type: none"> • MOU • Admin. Support • Training • Student Assessment • Classroom/Office Space 	CAS/CCD	<ul style="list-style-type: none"> • Funding for Training • Trainers/Teachers • Program Development • Recruitment of Sites for students to work. 	1 Year
CCD	Training/ Financial Resources	<ul style="list-style-type: none"> • MOU • Admin Support • Training • Marketing • Student Assessment • Classroom/Office Space 	CAS/CCD	<ul style="list-style-type: none"> • Funding for training • Trainers/Teachers • Recruitment of Students 	1 Year

Table 7.1: Leverage of Existing Regional Structures from Partners

(expand table as necessary)

Partner Institution Supporting Regional Consortium	Program Area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
EDD	Providing Students/ Financial Resources	<ul style="list-style-type: none"> • MOU • Admin. Support • Training • Marketing • Student Assessment • Classroom/Office Space 	CAS/EDD	<ul style="list-style-type: none"> • Funding for training • Trainers/Teachers • Recruitment of Students 	1 Year



Report Cards
Compton Adult School
REPORT CARD
2013 – 2014

Christopher Calvin, Administrator

***The mission of the Compton Adult School
 is to provide quality education and service to our diverse community, and assist all students in
 becoming lifelong learners and productive members of our global society.***

PROGRAM	Enrollment	Sections	Times / Days	Outcomes
ESL /Citizenship	197 40	6 2	8:00 a.m. – 12:00 p.m. Monday-Thursday 5:30 p.m.– 8:30 p.m. Monday-Thursday	107_ CASAS PayPoints (PP) 29 PP
ABE	10	2	8:00 a.m.- 12:00 p.m. Monday-Thursday	51 PP
GED	155	2	8:00 a.m -12:00 p.m. Monday-Thursday 5:30 p.m. – 8:30 p.m. Monday-Wednesday	23 GED Certificates
HSD – Adult / Concurrent (CC)	592 80	4	8:00 a.m. – 12:00 p.m. Monday –Thursday 5:30 p.m. – 8:30 p.m. Monday-Thursday	52 PP 56 CC earned 5 or more credits 17 diplomas (adult)
CTE – Computer Applications/ CNA	73 62	9/1	8:00 a.m. – 12:00 p.m. Monday-Thursday 5:30 p.m.– 8:30 p.m. Monday-Thursday 3:00 p.m.– 8:30 p.m. Monday - Friday	58 CNA completers
Adults with Disabilites/ Older Adults	70 107	3/7	8:00 a.m.– 3:30 p.m. Monday- Thursday	0 completers
TOTAL	1386	34		

FUNDING	Allocation
Local Apportionment*	\$800,000
WIA – Title II	\$52,097
Carl D. Perkins	\$2693
TOTAL	\$854,790

PERSONNEL	Employees
Certificated – F/T	12
– P/T	5
Classified	9

OUTREACH	Description
Flyers	Onsite/ in the community
Board Presentations	Annually
Radio/Newspaper	4 times yearly

Compton Adult School
REPORT CARD
2013 - 2014

STRENGTHS	Description
Assessments	Variety of assessments used: CASAS intake assessments for placement, exit assessments based on exit criteria, CAHSEE, CASAS assessment for learning gains, skill assessments in computer classes, performance assessments in CNA classes
Staff	Strong involvement by key CAS staff and faculty on Leadership Team .
Schoolwide Learner Outcomes (SLOs)	Schoolwide Learner Outcomes are sufficiently broad to apply to meet the needs of wide Compton community.

GROWTH AREAS	Description
Data	A more structured protocol to collect and analyze data is needed.to make better curricular and instructional decisions. to. Although we currently use several sets of data, a deeper and more proactive effort in analysis will provide us with a clearer basis for programmatic and instructional decisions.
Marketing	We need an ongoing, targeted, and funded effort guided by District Public Information professionals to reach a greater population base in our local area.
Web Page/Social Media	Develop social media and web presence to meet the demands of today's global society.

FACILITIES	Description
Main Campus	15 classrooms, etc.
Our Lady of Victory Church	1 Catholic Church, Compton
CNA	Various clinical sites

PARTNERS	Description
Social Services	Student referral



El Camino College Compton Center



El Camino College
Compton Center

REPORT CARD 2013 – 2014

Mission Statement

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

Vision Statement

El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.

COURSES	Enrollment FA/SP	Sections FA/SP	Times / Days	Outcomes
ESL (non-credit) ESL (credit)	258/293 0/0	10/12	Day/Evening	Prerequisite to high level English courses
Basic Skills: Math	427-372/342-327	16-23/15-12	Day/Evening	Prerequisite for AA/AS and Transfer courses
English	1331/1163		Day/Evening	
CTE:				
Administration of Justice	267/240	8/9	Day/Evening, DE	AS-T; CERTIFICATE
Automotive	100/112	5/5	Day/Evening	AS; CERTIFICATE
Auto Collision	51/106	3/4	Day/Evening	AS; CERTIFICATE
Air Conditioning & Refrigeration	170/178	6/6	Day/Evening	AS; CERTIFICATE
Child Development	342/760	20/30	Day/Evening/DE	AS-T; CERTIFICATE
Business	419/420	20/21	Day/Evening/DE	AS; CERTIFICATE
Commercial Music	115/104	6/6	Day/Evening	AA; CERTIFICATE
Computer Information Systems	247/191	13/12	Day/Evening/DE	AS; CERTIFICATE
Fashion	20/25	1/2	Day/Evening	AS; CERTIFICATE
Fire & EMT	48/48	3/2	Day/Evening	AS; CERTIFICATE
Machine Tool Technology	66/73	3/4	Day/Evening	AS; CERTIFICATE
Manufacturing Technology	0/0	0/0	Day/Evening	AS; CERTIFICATE
Nursing	485/536	39/43	Day/Evening	AS; CERTIFICATE
Real Estate	48/38	2/2	Day/Evening	AS; CERTIFICATE
Sign Language/Interpreter Training	80/37	4/4	Day/Evening	AA; CERTIFICATE
Welding	62/91	3/5	Day/Evening	AS; CERTIFICATE

Programs	Description
Foster & Kinship Care Education	The Foster and Kinship Care Education Program provides quality education and support opportunities for care givers of children and youth in out-of-home care so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth.
Career Advancement Academy	The Career Advancement Academy is a one-year training program in high demand industries. The CAA combines technical skills, workplace readiness workshops, and academic skills. Students can earn up to seven certificates and attend a job fair with our partner employers. The Career Advancement Academy is actively recruiting students: <ul style="list-style-type: none"> • between 18 to 30 years old • who have little or no prior college experience • have a desire to improve reading, writing and mathematical skills • are eligible to work in the United States
First Year Experience	The First Year Experience program is designed to prepare you for academic success and to help you in selecting the career path that's right for you. Whether you are transitioning from high school or just beginning your college education, the rigors of college life can present even the best students with challenges that require major adjustments. Sometimes getting started may seem overwhelming, as there are many decisions to make. That's why we have created a supportive environment here at El Camino College Compton Center where there are people and programs to assist you with your college career.
CTE Career Exploration	pending
Project Lead the Way (Engineering Tech.)	The PLTW Engineering program has been adopted by the El Camino College Engineering Technology department. Exciting courses such as Principles of Engineering, Introduction to Engineering Design and Computer Integrated Manufacturing, provide relevant hands-on activities to stimulate interest and provide meaningful relevance and improve success in higher level Math and Science courses.
CNC Machining/Aerospace Fastener	The machine tool technology program prepares students for employment in machine shops, tool rooms, and instrument and experimental laboratories, and provide upgrade opportunities for employed industrial personnel. Students will gain proficiency in the setup and operation of drilling machines, lathes, mills, grinders, electrical discharge machines, Computer Numerical Control (CNC) lathes, CNC milling machines, and computer-aided manufacturing systems.
Distance Education	Distance Education at El Camino College Compton Center offers students a convenient way to take classes. A variety of online courses are available. Our online courses are fully accredited and offer the same high quality of instruction and rigor as traditional classes. The registration process, course content, course credit, and cost per unit are the same as equivalent courses held on campus. Anyone eligible to take courses on campus may enroll in Distance Education courses.

STUDENT SERVICES	Description
CalWORK's	CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act, which is a welfare reform program established by Assembly Bill (AB) 1542. The program at El Camino College Compton Center operates as a partnership with the County of Los Angeles, local business and government agencies. Assistance is provided to eligible students so they can obtain their educational degrees and certificates while gaining work experience that leads to sustainable employment.
Child Development Center	The Abel B. Sykes Jr., Child Development Center accepts applications for enrollment of infants, toddlers, preschool and school-age children. If you are a student and/or working parent you may be eligible for FREE or low-cost child care. Children learn and grow while parents work or study. The education extends to college students studying early childhood education, as they apply classroom lessons to a preschool setting. Free or low-cost enrollment fees are available to those who qualify.
Counseling	Counseling is provided for all students. Counselors review assessment data and other information about student abilities, interests and needs; help students plan for their education; help students select classes; follow a student's academic progress; answer questions about students' needs; assist students in career planning; help students plan for graduation; and make appropriate referrals. Counseling services are available in the Administration Building by appointment or to ask a quick question a student may have a walk-in appointment - except during registration. As an integral part of the matriculation program, counseling services are particularly intended to assist students in clarifying career and life goals and in developing an appropriate course of study based on a student's goals, aptitudes and interests.
EOPS/CARE	Extended Opportunity Program & Services (EOP&S) is a program that is designed to assist low-income and educationally-disadvantaged students to achieve their educational goals at the Compton Center. The program encourages the enrollment, retention, and transfer of students who are challenged by language, social, economic, and educational disadvantages. The goal of EOP&S is to facilitate the successful completion of goals and objectives at the Compton Center by providing services which are over, above, and in addition to those provided to the general college population.
Financial Aid	Completing the Free Application for Federal Student Aid (FAFSA) is the first step toward applying and getting federal and state financial aid for college, career school, or graduate school. The Compton Center Financial Aid Office will use your FAFSA data to determine your eligibility for state and school aid. All students are encouraged to complete and submit a FAFSA by March 2nd of each year.
Special Resources Center	The purpose of the SRC is to facilitate academic success for students with disabilities by providing equal access to educational opportunities in an integrated campus setting and to appreciate that each student brings a unique set of experiences to the college community. Services are provided to students with disabilities who self-identify. Disabilities can include impairments in mobility, vision, hearing

	and speech, learning disabilities, psychological disorders and developmental disabilities. Students who experience other functional limitations as a result of acquired brain injury or health problems such as arthritis, diabetes, seizure disorders, HIV related impairments or others qualify for services.
Student Success Center	The Student Success Center is located on the second floor of the Library-Student Success Center Building. Students have access to four drop-in tutorial centers, including: <ul style="list-style-type: none"> • Academic Tutoring • Math & Science Center • Writing Center • Reading Success Center The Student Success Center also offers a Supplemental Instruction (SI) program, Directed Learning Activities (DLA), academic skills workshops, a Computer Lab, Faculty Innovation Center, and academic tutoring. All services are FREE to registered El Camino College Compton Center students.
Supplemental Instruction	Supplemental Instruction (SI) is a series of weekly review sessions for students enrolled in selected courses. At colleges and universities throughout the country, the SI method has been proven to help increase student understanding of course material and raise grades.
Transfer/Career Center	The mission of the Transfer/Career Center is to provide advising and activities for students to strengthen their transfer and career opportunities at the Compton Center and beyond. The Transfer Center's goal is to increase student awareness of transfer opportunities so that more students are encouraged, motivated and prepared to transfer to four year colleges and universities. The Career Center's goal is to teach students effective career decision-making skills to prepare students to succeed in a variety of career and professional endeavors as they pursue their college education.
Upward Bound Math/Science	The Upward Bound Math & Science Program is a motivational, challenging, and enriching federally funded TRIO program for high school students. The program specifically targets high school students who are interested in pursuing careers in Science, Technology, Engineering, and Math (STEM). The mission of the program is to help low income and/or first-generation college bound students achieve success at the post-secondary level by facilitating high school completion and entry, retention, and completion of post-secondary education. The program provides academic instruction through a six-week residential program, year-round support in preparing students for college admission, and opportunities for exposure to new technology and developments in the world of science.
Veterans Services	For those who have served our country, now it is our turn to serve them through our new Veterans Resource Center. This new facility is designed to be a gathering place for El Camino College student veterans so they can study, get to know one another, and have a place of their own to hang out between classes. Amenities such as computers and a workspace make it an ideal location to spend free time. Support services available at the Veterans Center include: access to computers, computer assistance, a study area, workshops, and referrals to a variety of resources, both at the college and in the community. Staff can help students with paperwork regarding their educational benefits, as well as assist them in becoming successful in the college environment. At the Veterans Resource Center, we are here to help student veterans meet their educational goals. With excellent academic offerings , affordable fees , small classes, outstanding student services and a great Los Angeles-area location , El Camino College truly is an excellent way to focus on your future.
Welcome Center/Outreach	Our mission is to assist, oversee, provide direction to and function as a clearinghouse for all outreach activity involving El Camino College Compton Center programs and services. The Office of Outreach and School Relations is committed to serving prospective students from a wide array of locations, education levels, socioeconomic strata, ethnicities, races, experiences, and beliefs. Through our office, knowledgeable Student Ambassadors conduct campus tours, highlight student services, and perform visits with prospective students, school sites, and the community.

FUNDING	Allocation
General Funding (FTES)	N/A
CTE:	
2011	450.23
2012	460.71
2013	475.00
CETEA:	
ACRP	45,000
HVAC	28,540
MTT	25,750
WELD	53,959
Total	\$153,307
TOTAL	

PERSONNEL	Employees
Certificated – F/T	20-25
– P/T	40-45
Classified	10-15

PARTNERS
DPSS Office
Compton Chamber of Commerce
Southbay WIB
Compton WorkSource Center
Compton Youth Build
Women in Non-Traditional Roles

Marketing Advertisement/Outreach	Description
Advertisement: Media, Newspaper, etc.	Onsite and around the community
Board, City Council & Other Community Meetings	Monthly, Quarterly, Bi-Monthly
Internet	Website, MyECC
Social Media	Facebook, Twitter, Youtube, Instagram, etc.
Off-Site College Classes	High Schools, Recreations, Churches, Organizations, etc.
College Catalog & Schedules	Via Website and Printed Copies-semester and yearly

STRENGTHS	Description
Instruction	Student Learning Outcomes define the skills and knowledge a student should possess upon completion of a particular course. Program Learning Outcomes define the skills and knowledge a student should possess upon completion of a particular program.
Location	The campus is between three major freeways, 710, 91 and 110. The transportation system of Metro lines and bus lines are five minutes away.
Class Environment	Classes are small to medium in size; therefore, the student is able to communicate one-on-one with the instructors. The faculty provide additional time, of their own, to the students

GROWTH AREAS	Description
Data	The enrollment, after the transition of the college to ECC, has increased; therefore, providing the community with more availability of programs since the college receives more FTES.
Programs	To expand programs and career pathways that will prepare students for jobs/careers of tomorrow; to provide the upgrading of technical skills for life learners;

INITIATIVES
Basic Skills
Student Success

FACILITIES	Description
Compton Center	150+ rooms
High Schools	Buena Vista HS, Centennial HS, Compton HS, Dominguez HS, Lynwood HS, Firebaugh HS

GAPS	Description
Adults with Disabilities	Assistance is provided; however, a full center is not in place.
Apprentices	None
CTE	Career Counselor, Staffing, Outreach/Marketing Staff, Coordinator As education blends more with career courses, staffing is critical to the development and success of a program.
Partners	Additional partners are need in business, education, work centers.
Entrepreneurship	None, Preparing students in careers and education is vital; more so, in the goals of having their own businesses.

ECC Compton Center Student Information (2012-13)

Student Information (2012-13)

Students		13,938	
GENDER		RACE/ETHNICITY	
Female	62.9%	African American	37.4%
Male	37.1%	American Indian/Alaska Native	0.2%
Unknown Gender	0.0%	Asian	4.7%
AGE		Filipino	3.0%
Under 20 years old	23.5%	Hispanic	44.7%
20 to 24 years old	38.1%	Pacific Islander	0.8%
25 to 39 years old	27.9%	White	4.8%
40 or more years old	10.5%	Two or More Races	3.1%
Unknown Age	0.0%	Unknown Ethnicity	1.2%

Other Information (2012-13)

Full-Time Equivalent Students	6,000.0
Credit Sections	1,282
Non-Credit Sections	8
Median Credit Section Size	33
Percentage of Full-Time Faculty	55.8%
Student Counseling Ratio	492:1



Lynwood Community Adult School
Enter to learn, Depart to serve
Principal: Jean L. Jones, Ed. D



Lynwood Unified School District
 Superintendent – Mr. Paul Gothold

REPORT CARD

2013 – 2014

The mission of Lynwood Adult School is to provide educational opportunities and services to all members of our diverse community and assist students in obtaining their goals by encouraging them to become knowledgeable community members, productive employees, responsible family members and lifelong learners.

PROGRAM	Enrollment	Sections	Times / Days	Outcomes
ESL ESL/Citizenship	991	20	M-F 8:15 - 10:00 AM M-F 10:15 AM - 12:00PM M-Th 12:30 - 2:30 PM M-Th 6:15 - 8:15 pm	650 CASAS Pay points 799 Course completions 911 EL Civics Pay Points
ABE	128	10	M/W T/Th 8:15 - 10:15 AM M/W T/Th 10:20AM - 12:20PM M/W T/Th 1:00 - 3:00 PM F 8:15 AM - 12: 20PM M T W Th 5:00 - 9:15 PM	35 Transitioned to ASE 93 Pay points
GED	245	3	M-Th 8:30 - 10:30 AM M/W 5:00 - 8:15PM T/Th 5:00 - 8:15PM	85 GED Certificates
HSD	448 Adults 452 Concurrent	35	M/W T/Th 8:15 - 10:15 AM M/W T/Th 10:20 AM-12:20 PM F 8:15 AM - 12: 20PM M/W T/Th 1:00 - 3:00 PM M T W Th 5:00 - 9:15 PM	82 Diplomas earned 243 Pay points
CTE Information Support and Services	149	12	M/W T/Th 8:15 - 10:00 AM M/W T/Th 10:15 AM - 12:00PM F 8:15 AM - 12: 20PM M/W T/Th 12:30 - 2:30 PM M T W Th 5:00 - 9:15 PM	122 Course completions
CTE Health Careers - LVN	92	3	M-F 8:00 AM - 4:00 PM	51 Course completions 80% Passing rate on the NCLEX 95% Passing rate on the Boards
CTE Health Careers - CNA			M-Th 5:00 - 9:15 PM	
CTE Health Careers – Medical Assistant			M/W 5:00 - 9:15 PM	
Totals	2,505	83		

STRENGTHS	Description
Dedicated and professional staff	Highly qualified and competent staff who go “above and beyond” to make the educational experience for adults meaningful and enjoyable
Articulation with LUSD	District provides professional development for teachers K-12+ (includes LCAS). LCAS provides credit recovery for high school students
Student Support Services	Information on reduced health care services, citizenship services, further educational/career opportunities are routinely provided via LCAS community events and activities (Career/Health Fair, Literacy Fair, Guest Speakers,)
Student Recognition	Quarterly Student of the Month Recognition, Annual Awards Banquet
Community Marketing Activities	Literacy Fair, Candy Lane Parade, Career/Health Fair, Pregnant and Parenting Teen Symposium

Main Campus (Evening Classes)
 4050 E. Imperial Hwy, Lynwood, CA 90262
 (310) 604-3096

Day Site Campus
 11277 Atlantic Avenue, Lynwood, CA 90262
 (310) 603-1485

www.lymwoodcas.com

Lynwood Community Adult School REPORT CARD

2013 – 2014

OUTREACH	Description
Brochures	Class descriptions mailed once yearly –
Flyers	Program-specific flyers placed at district and throughout community
Board Presentations	Bi-monthly Board of Education reports by ASB representatives
Community Marketing	Literacy Fair, Candy Lane Parade, Health/Career Fair , Pregnant and Parenting Teen Symposium
Electronic/Digital Marketing	Website & Facebook www.lynwoodcas.com www.facebook.com/lynwoodcas Digital Marquee Blackboard announcements

PARTNERS	Description
St. Francis Hospital	Provides clinical training for LVN students
Dream Center	Provides participants for GED testing
Watts Health Center	Provides clinical training for LVN students
Lighthouse Healthcare Center	Provides clinical for CAN
City of Lynwood Dept. of Recreation	LCAS provides CTE Info Tech classes for seniors

FUNDING	Allocation
Apportionment	\$1,613,757
WIA – Title II	\$367,000
Carl D. Perkins	\$10,000
Total	\$1,990,757

PERSONNEL	Employees
Certificated– F/T	15
Certificated – P/T	19
Classified	12
Total	46

GROWTH AREAS	Description
Teacher Input for AB86 Plan	Information and incentives to promote AB6.
CTE Information Support & Services	Develop partnerships and intern opportunities for Information Support and Services.
CTE Health Careers	Develop strategic health careers pathways.

INIATIVES
<ul style="list-style-type: none"> • HSE Testing Lab • CASAS eTests • University of California A-G requirements • Microsoft Office Specialist Certification

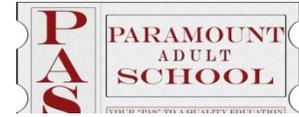
FACILITIES	Description
11277 Atlantic Ave.	Day program: ESL, ASE, and CTE Info Support & Services
4050 Imperial Hwy.	Evening program: ESL, ASE, CTE Info Support & Services, CNA, and Medical Assistant
Lynwood Senior Center	CTE Intro to Tech, Health and Fitness

GAPS	Description
Adults w/ Disabilities	No programs are currently offered; a special education teacher assists self-identified students 1:1 during the evening program only. Adult learners with special needs are not identified.
Apprenticeships	None are offered.
Partnerships	There are no formal partnerships beyond CTE Health Careers.



Paramount Adult School
REPORT CARD
2013 – 2014

Since 1975



Superintendent – Herman M. Mendez

*The mission of the Paramount Adult School
 is to provide a quality education which ensures that all students reach their goals.*

PROGRAM	Enrollment	Sections	Times / Days	Outcomes
ESL	1850	25	9-9 M-Th	1,037 CASAS PayPoints (PP)
ESL / Citizenship	155	2	9-12, 6-9 M-Th	
ABE	456	2	9-9 M-Th	59 PP; 60 to GED / HSD
GED		4	9-9 M-Th	25 PP; 71 GED certificates
HSD – Adult / CC	797 / 418	3	9-9 M-Th	329 PP; 217 CC earned credits
– Ind. Study	187	2	9-12, 6-9 M-Th	
CTE – I.T.	425 total	3	9-9 M-Th	14 IC³
– M.A.		1	5-9 M-Th	
Parenting	33	2	5:30-8:30 W	34 completers
TOTAL	3648	44		

FUNDING	Allocation
Apportionment *	\$1,364,775
WIA – Title II	\$501,815
Carl D. Perkins	\$26,008
TOTAL	\$2,062,088

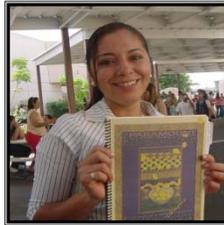
PERSONNEL	Employees
Certificated – F/T	11
– P/T	19
Classified	12

OUTREACH	Description
Flyers	Onsite and around the community
Board Presentations	Biweekly by a student representative

PARTNERS	Description
None	

STRENGTHS	Description
Instruction	Engagement strategies to increase learner outcomes; student goal setting
CASAS	For our size, we generate a larger than average number of Pay Points.
Fiscal Agent	For a Carl D. Perkins consortium of nine adult schools and for Tri City AEC, our regional adult education consortium.

* ADA would have generated \$2,181,996



Paramount Adult School

REPORT CARD 2013 – 2014

GROWTH AREAS	Description
Data	Although we currently use several sets of data, a deeper and more proactive effort in analysis will provide us with a clearer basis for programmatic and instructional decisions.
Marketing	We need an ongoing, targeted, and funded effort guided by professionals to reach the broadest possible client base in our community.
Web Page	Part of the marketing and informational component, our web presence must be maintained, expanded, and accurate.

INIATIVES
EL Civics
eTest Online
Online HSD
Online GED

FACILITIES	Description
Main Campus	25 rooms, etc.
Spane Park	1 – City of Paramount
MA	class and lab - PHS

GAPS	Description
Adults with Disabilities	No programs are currently offered, nor are adult learners with special needs properly identified.
Apprentices	None are current offered.
CTE	There is a demonstrable need for expansion of our medical pathway. We also need to identify other CTE needs in our community and build programs to fill that need.
Partners	Currently we have no formal partnerships with non-LEA institutions.

14507 Paramount Blvd.
Paramount, CA 90723
(562) 602-8080

<http://www.paramount.k-12.ca.us/schools/adulted/index.html>

Tri-Cities Adult Education Consortium Survey Highlights

Preliminary Highlights

I. Survey Respondents by Community Colleges and Adult Schools

Below are preliminary highlights from the survey. Results were separated for community colleges and adult schools. Question numbers are bolded and indicated after each item.

- A total of 78 Tri-Cities faculty/staff surveys were completed in fall 2014.

Table 1. Number of responses per school/college

Colleges	Responses (total: 27)	Adult Schools	Responses (total: 51)
Compton Community College District	40.7% (11)	Compton Adult School	27.5% (14)
El Camino College Compton Center	59.3% (16)	Lynwood Adult School Paramount Adult School	19.6% (10) 52.9% (27)

Table 2: What is your current role or position?

Community College	Responses (total: 27)	Adult School	Responses (total: 51)
Community College Administrator/Dean	11.1% (3)	K-12 School / District Administrator	2.0% (1)
Program Coordinator/Manager	3.7% (1)	Program Coordinator/Manager	5.9% (3)
Teacher/Faculty	63.0% (17)	Teacher/Faculty	86.3% (44)
Counselor	14.8% (4)	Counselor	2.0% (1)
Classified Staff	3.7% (1)	Classified Staff	NA
Other	3.7% (1)	Other	3.9% (2)

- An overwhelming number of surveys were completed by teachers/faculty. **(Q3)**
- A little over a third (35%; n=9) of **community college** respondents were not affiliated with any of the five AB86 programs. Another third (31%; n=8) was primarily affiliated with CTE programs. **(Q4)**
- The largest number of **adult school** survey respondents were primarily affiliated with ESL/Classes for Immigrants (54%; n=27). **(Q4)**

II. Overall Quality and/or Effectiveness Of Programs, Services, And Courses

- ESL, High School Diploma (GED), and Adult Basic Education programs were rated by the largest number of **adult school** respondents as being *Above Average* or *Very High* in terms of quality/effectiveness. **(Q6)**
- Programs and services preparing students to transition into the workforce, Support Services, and Programs and services preparing students to transition into postsecondary education were rated by the largest number of **adult school**

respondents as being *Below Average* or *Very Low* in terms of quality/effectiveness. **(Q6)**

- Programs and services preparing students to transition into postsecondary education, Short-term CTE and College Basic Skills (Remediation) were rated by the largest number of **community college** respondents as being *Above Average* or *Very High* in terms of quality/effectiveness. **(Q6)**
- There were no programs that stood out as being of low quality based on the ratings of the **community college** respondents. **(Q6)**

III. **Adequacy (Sufficiency, Comprehensiveness) of Programs, Services, and Courses**

- The largest number of **adult school** respondents rated ESL and High School Diploma programs for being *Very* or *Extremely Adequate* (92% and 84% respectively). **(Q7)**
- Programs for adults in correctional facilities and programs for adults with learning disabilities were rated by 19 **adult school** respondents as being *Not At All Adequate*. **(Q7)**
- The largest number of **community college** respondents rated Short-term CTE and programs and services preparing students to transition to postsecondary education as being *Very* or *Extremely Adequate* (85% and 81% respectively). **(Q7)**
- There were no programs that stood out as being of low adequacy based on the ratings of the **community college** respondents. **(Q7)**

IV. **Program Areas Offered Have the Greatest Need for Additional Course Offerings, Services, or Other Improvements**

- **Adult Education** surveys identified Support Services, Students Transitioning to the Workplace and CTE programs and services with the greatest need for additions. Each of these programs was selected by 64% or more by respondents. **(Q8)**
- **Community college** respondents identified College Basic Skills programs with the greatest need for additions (52%, n=12). **(Q8)**

V. **Additional Course Offerings Needed**

- The most common suggestions by **adult school** respondents to this open ended question included offering more CTE and workforce readiness courses. **(Q9)**
- Math and Engineering courses stood out among the 10 responses received by **Community College** respondents who answered. **(Q9)**

VI. **Additional Services Needed**

- Childcare and career counseling garnered the most responses by **adult school** respondents for additional services needed. **Community College** respondents' suggestions included having more counseling services and mental health services. **(Q10)**

- When asked the question (open ended), “What other improvements do you recommend?” – Technology emerged as one of the most common responses by **adult schools**. **Community College** respondents gave a variety of suggestions but no common themes emerged. **(Q11)**
- VII. Rating of Participants’ Knowledge of the Resources and Services Provided by the Specific Agencies**
- Both **community college** and **adult school** respondents have the most amount of knowledge about area community colleges and adult schools, as expected, and the least amount of knowledge about the resources and services provided by the Office of Economic Development and One-Stop Career Centers. **(Q12)**
- VIII. Collaboration Efforts with Outside Service Providers (E.G., Non-Profits, Community Based Organizations) to Improve or Expand Programs and Services.**
- The greatest areas of collaboration by both groups surveyed were in *Student Referral, Sharing of Information about Students, and Sharing of Data*. **(Q15)**
 - *Insufficient Time* and *Lack of Incentives* were selected as the largest barriers to collaboration with outside service providers by both **adult schools** and **community colleges**. **(Q17)**
- IX. Obstacles for Students**
- An overwhelming majority of both **adult school** and **community college** respondents cited the *Lack of Childcare, Inadequate Transportation, and Limited Financial Resources* as obstacles to adult learners/students. **(Q19)**
- X. Strategies to Accelerate Student Progress**
- There was a fairly balanced distribution, by **adult school** and **community college** respondents, on the types of strategies they would like to see more of to accelerate student progress. *Accelerated courses* was chosen by the most number of respondents, followed by *IBEST* and *Competency-based* strategies **(Q22)**
- XI. Professional Development**
- The top two requested professional development topics by both adult school and community college respondents was *Building of Career Pathways* and the *Use of Technology*. **(Q30)**
- XII. Summary**
- When able to give open responses to “what is the most important thing that can be done to improve/expand services?” the most prominent themes included: communication, funding, technology, training collaboration and time. **(Q31)**

Tri Cities AB86 Adult Education Student Survey Highlights

Student Survey Respondents

Below are preliminary highlights from the survey. Results were from adult schools. Question numbers are bolded and indicated after each item.

- A total of 235 surveys were completed in fall 2014.

Table 4: Number of responses per institution (Q5)

Adult Schools <i>n = 235</i>	
Name	Total
Lynwood Adult School	57% (135)
Paramount Adult School	42% (98)
El Camino College	1% (2)
Compton Center	
Total	100% (235)

Table 5: What is your age (Q1)

Adult Schools <i>n = 232</i>	
Age	Total
Under 18 years	1% (2)
18-24 years	19% (45)
24-30 years	18% (42)
31-39 years	26% (60)
40-55 years	25% (59)
Over 55 years	10% (24)
Total	100% (232)

Table 6: What is your gender (Q2)

Adult Schools <i>n = 233</i>	
Gender	Total
Female	71% (165)
Male	29% (68)
Total	100% (233)

Table 7: What is your background? (Q3)

Adult Schools <i>n = 232</i>	
Background	Total
American Indian or Alaskan Native	0.4% (1)
Asian or Pacific Islander	2% (5)
Black or African American	1% (2)
Hispanic or Latino	96% (222)
White/Caucasian	2% (4)
Prefer not to answer	0.4% (1)
Other (please specify)	1% (3)
Total	100% (232)

- The ages of **adult school** respondents were distributed mostly for the categories representing ages 31-55 years categories. They comprised 51% (n=119) of the total respondents **(Q1)**
- Respondents from the **adult school** student survey groups were predominately female (71%). **(Q2)**
- The largest “background” identified by **adult school** respondents were “*Hispanic or Latino*” (96%). **(Q3)**
- **Adult school** respondents mostly heard about their schools from “*Family/Friends*” (51%; n=118) and was closely followed by responses “*walk by/drive by*” (41%; n=96). **(Q6)**

The Areas of Enrollment

- **Adult School** respondents have been enrolled in their schools for “*less than 1 year*” (60%; n=140). **(Q7)**
- When responding to the question regarding the degree certain factors “*affect your decision to enroll in your current school,*” **adult school** students rated highest “*easy to get to location of the school*” and “*school reputation*” were “*very much*” a factors (54% and 52%, respectively)
- Similarly, “*counselor/employer recommendation*” and “*availability of financial aid*” were the highest rated for “*not at all*” being factors in **adult school** students’ decisions to enroll (55% and 53%, respectively). **(Q8)**
- Two kinds of courses stood out among the **adult school** survey group. Students are enrolled in courses in which they: “*learn to speak English*” (72%; n=167) and “*improve my English skills*” (61%; n=142). **(Q9)**

Areas of Career and Work

- 84% (n= 196) of **adult school** students reported that they were not “*enrolled in a career or technical education/vocational education program.*” **(Q11)**
- When **adult school** students were asked, “*Which industry best describes your current work,*” participants (35%; n=61) mostly listed “*other*” as their

option. The most common stated open-ended responses to “other” was “none” and “I don’t work.” (Q14)

- **Adult school** students listed “education, child development and family resources” as the top possible job which interested them. (34%; n=75) This was followed by “health science and medical technology” and “hospitality, tourism and recreation” as job interests. (30% n=65 and 26% n=56, respectively) (Q16)

Student Services

- At least 32% of **Adult school** student selected “I have never used these services” for each of the student service areas listed when asked about “how helpful” they have been. (Q17)
- 46% (n=92) of **adult school** students selected “my school does not provide these services” in regards to “transportation” and 41% (n=82) stated the same was true for “childcare and family support services”. (Q17)

Additional Demographic Information

- 85% (n=194) **adult school** students attended school in another country. (Q18)
- **Adult school** respondents stated that their “highest level of school/degree” was “Secondary (6 to 12 years of school)” at 36% (n=76). The next most noted level of schooling was “high school diploma or equivalent” (28%; n=60). (Q19)
- The majority of **adult school** participants (55% n=127) do not have a California driver’s license but 92% would like one. (Q20 and Q21)

Student Access to Technology

- **Adult school** students had access to technological devices ranging from mostly “cell phones” (93%; n=210) to “iPad/Tablet” as the least (49%; n=88). (Q24)
- **Adult school** students (68%; n= 155) stated they “could take a class on a computer” by themselves. (Q25)
- **Adult school** students surveyed selected that they “could take a class on a computer with the help of a teacher.” (91%; n=208) (Q26)

Additional Course Availability

- **Adult school** respondents replied affirmatively to “if classes were offered early in the morning (e.g., 5am), would they attend?” (54%; n=123). (Q27)
- **Adult school** respondents also replied affirmatively to “if classes were offered on Saturday or Sunday, would they attend?” (69%; n=157). (Q28)