**AB104 Adult Education Block Grant -  
Three-Year Consortia Plan Update from AB86 Final Plan**

Section 1: Consortium Information

13-328-26

**1.1 Consortium Planning Grant Number:**

Long Beach Adult Education

**1.2 Consortium Name:**

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**1.3 Primary Contact Name:**

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

**2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.**

**THREE-YEAR PLAN- EXECUTIVE SUMMARY**

**Organizational Structure**

The Long Beach Adult Education Consortium (LBAEC) includes two member institutions, Long Beach Unified School District and Long Beach Community College District.

Long Beach Community College District (LBCCD) is located in Los Angeles County, an area with a population just under 10 million people, making it one of the largest and most culturally diverse regions in the nation. LBCCD, which first opened its doors in 1927 to 503 students, is now one of the oldest and largest of California’s public, open enrollment community colleges. LBCCD, with over 24,000 students enrolled each semester, is a large single-college, two-campus district within California’s 112 community colleges (Liberal Arts/LAC and Pacific Coast/PCC campuses).

More than 80% of LBCCD’s students are of color, with 53% of the student body self-reporting as Hispanic and 28% reporting as African American, Asian, Filipino or Pacific Islander. Approximately 47% of LBCCD’s students are recipients of need-based financial support and 24% of LBCCD’s students are age 30 or older. As seen across the State, budget cuts are reducing adults’ options for learning English, earning their GED or high school diploma, and training for jobs. 1 Following State trends, LBCCD’s Adult Education has been negatively impacted.

The Long Beach Unified School District (LBUSD), which serves the cities of Long Beach, Signal Hill, Lakewood and the third largest school district in California, serving 81,000 students in 84 schools. The employs approximately 4,900 certificated employees and approximately 3,100 classified employees and is the largest employer in the City of Long Beach. LBUSD’s student population is highly diverse: Hispanic 51.6%, African American 17.1%, Asian 8.1%, White/Caucasian 6.1%, Filipino 3.7%, Pacific Islander 1.9.% and American Indian 0.2%; English Learners 25%; and 9% receiving special education services. Approximately 70% of LBUSD’s student population is eligible for free/reduced lunch.

Although the number and variety of Adult Education programs at the Long Beach School for Adults (LBSA) has been greatly reduced, it continues to provide several strong educational programs in support of the Greater Long Beach Community. Currently, LBSA’s adult education offerings include HiSET Testing (which replaced the GED at LBSA), a HiSET Preparation program (offering instructional support to help students prepare for the state’s new HiSET Examination), an English as a Second Language (ESL) program, and two job training courses through its Certified Nursing Assistant and Careers in Animal Care programs.

Both LBUSD and LBCCD recognize the need to collaborate with community stakeholders and regional service providers to address the significant gap that has been exacerbated by the closure of a number of offerings across both institutions.

**Three-Year Plan**

The Long Beach Adult Education Consortium plans to increase the following services within the three years of AB104 funding: the Long Beach Adult Education Center, transition/alignment support for adult learners, LBAEC website development, community outreach, and continuous improvement of the Adult Education Center’s overall effectiveness, and collaborative professional development.

**Adult Education Center**

To go hand in hand with the Adult Education Center, increase overall general capacity of existing facilities is required that includes hardware, software, and personnel. The Adult Education Center of Long Beach is vital to the strategy to facilitate easy access to student services. With the ability to receive consortium-wide information at one location, students will be able to create comprehensive pathway plans that target their educational and/or workforce goals. In addition, the Adult Education Center of Long Beach counselors will

* Provide student orientations with information on the options that they have either before or after they complete the HSE or successfully pass the HiSET
* Use tools such as videos to introduce students to options and provide information about job availability and wages
* Act as a resource for onsite counselors for information and student referrals as well as postsecondary and workforce liaisons.
* Assist students with job exploration and employment placement.
* Utilize the Long Beach Promise program model as an alternative assessment strategy to place students. Student release of their HSE test scores could be used in conjunction with their assessment tests for more accurate placement into LBCCD courses
* Encourage students to take courses that will better prepare them to succeed in college.
* Map courses for alignment across institutions and community partners.
* Provide student service access with workshops to assist adults with submission of post-secondary and Federal Student Aid applications.
* Limit barriers of communicating with consortium advisors and counselors, by providing extended hours, offering non-traditional operational hours, offering online counseling, and video chatting (face-time, skype, etc.) to accommodate adults in their transition into a post-secondary educational program.
* Accessible, ongoing embedded student services are critical for students to realize their goals. Support staff will continue to reach out to students after goals are achieved. Follow-up will involve contacting students following program completion or exit to monitor outcomes that include educational attainment, employment, and civic participation, providing further assist as necessary and to provide program feedback for continuous improvement.

**Transition & Alignment**

Faculty and staff will benefit from online professional resources targeted at transitions as well as a shared directory of contacts. An interactive interface will allow students to select short-term goal and long-term goals and obtain information about programs available in the region. For example, a student interested in becoming a Registered Nurse will obtain information about laddered nursing and health training programs in the region such as CNA, home health care aide, and LVN with a plan to transition to LBCCD’s Registered Nursing program. This support would also include information about Basic Skills programs if the student has not met the high school education pre-requisites.

Counseling positions will be established to work with students in managing successful transition to consortium programs. Both counseling positions will assist students with placement in programs in each of the five areas, pathways to postsecondary and career, and overcoming barriers to entry. The counselors will be available to students by appointment as well as by phone or online for students preparing for apprenticeship programs. Center counselors will stay in regular communication with the member sites and will create tools for faculty and counselors to share with students.

**Community Outreach**

The Adult Education Center of Long Beach will continue to implement regular outreach to Adult School / K-12 students and parents, such as open house night and other events/ orientations for prospective students (including their family members) to LBCCD and LBSA. These plans will also encompass classes, industry certifications, and other essential components for successful transition into workplace or training opportunities.

**Website Development**

The consortium-based website will be developed as an online resource for current and prospective students, parents, faculty, staff, partners, and other stakeholders. Students will receive up-to-date information about the adult education programs, support services, and pathway resources that exist for all consortium agencies.

IT support will maintain the regional adult education website and will work collaboratively with the Adult Education Coordinator and site staff to ensure that information is accurate and current. The IT support will also provide support for the common database, once implemented. In addition to online and counseling support, the center will provide information and workshops about internships, externships, financial aid, college enrollment, career development, and job placement services. Computers will be available so students can research college and career options.

**Collaborative Professional Development**

Professional development will be integrated between LBUSD, LBCCD, and CSULB (EOC), and other consortium partners. Topics covered would include - contextualized learning, adult learning theory, technology, common instructional strategies used by all entities, curriculum mapping, and cultural sensitivity to adult learners. All professional development activities would be focused on enhancing student outcomes and program integration.

Ideally, all consortium stakeholders would join a professional organization that offers national and or regional conferences that focuses on expanding knowledge on adult education (Recommendations may include: Adult Higher Education Alliance (AHEA), National Adult Education Professional Development Consortium (NAEPDC), or Commission on Adult Basic Education (COABE)).

Various professional development topics will be incorporated throughout the consortium, to include–

* Common Core development
  + Best practices for career pathway development
* Contextualized learning
* Adult learning theory
* Best practices for adult education
* Curriculum mapping
* Cultural sensitivity

Two forms of professional development will be regularly coordinated by the Adult Education Center of Long Beach. The first would be professional development within the consortium to focus on existing resources and the leveraging of consortium programs. As with all professional development being proposed, this training will be integrated between all of the LBAEC stakeholders providing adult education.

Secondly, the Adult Education Center of Long Beach will also ensure regional, state, and national professional development opportunities are scheduled for consortium stakeholders, and to encourage all stakeholders to be a part of a professional organizations in order to stay updated on best practices, latest trends, and communication opportunities among other adult educators.

**2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.**

**NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):**

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

**2.2a** **Objective #1:** An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium’s region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.  
  
**Since the submission of this Consortium’s March 1, 2015 Three Year Plan, the current levels and types of adult education programs within the region have remained the same for the members.**

**2.2b** **Objective #2:** An updated evaluation of *current needs* for adult education programs within the consortium’s region.Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts’ K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx).

This should provide an updated overview (if applicable) of the consortium’s region including:  
● Analysis/description of local regional economy   
● Additional analysis utilizing other data

**Likewise, since the submission of this Consortium’s March 1, 2015 Three Year Plan, the current unmet needs within the region have remained the same for the members.**

**2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.**

**2.3a** Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)   
  
**As a consortium our collaboration with community organizations, to include EDD, will enhance our outreach and improved tracking of adults seeking education and workforce services. It’s envisioned that our campus-based Adult Education Center of Long Beach will consolidate resources and services for the adult learner. This will enhance a greater number of adult students to successfully acquire education and workforce services and to sustain their efforts to receive additional support to enhance their job placement within their workforce industry.**

**With the Center in full operation by 2017-18, the tools and consolidated resources will enhance the tracking of adult learners as they progress through their education and career pathway.**

**2.3b** Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

**At this time, this Consortium does not have any plans to pursue apprenticeship programs.**

**2.3c** Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

**There are community organizations that may pursue this type of program for adult learners in our region, however, there have been no specific activities identified or organizations requesting this program. By 2017-18, it is foreseen by this Consortium that programs may be initiated to provide knowledge and skills for adults to specifically assist in K12 school system.**

**2.3d** Collection and availability of data. (REQUIRED)

**As mentioned in paragraph 2.3a, the Adult Education Center will be the focal point for interfacing with this regions EDD resources and will foster greater data collection success. The consolidation of adult education resources and services will provide synergistic measurement of the Consortium’s outreach, job placement, overall tracking of adult learners.**

**At the course level, robust data is available; LBCC currently tracks success and completion data for all courses and programs. This would include students who complete any of the non-credit components of the AE plan at LBCC. In addition, a database could be established that could be shared across the consortium with student permission. We currently share certain student data across LBUSD K12 and LBCC via Promise Pathways.**

**2.3e** Qualifications of instructors (including common standards across entities). (REQUIRED)

**LBCC faculty must meet State Chancellor’s Office minimum qualifications as described at**

[**http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012\_2014.pdf**](http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf)

**ALL LBSA instructors must meet the California Department of Education state credential requirements.**

**Effective January 1, 2011, Designated Subjects Adult Education Teaching Credentials may be issued to individuals who meet the requirements for either the preliminary or clear credential as outlined below. All applications must be submitted for processing through a Commission-approved program sponsor accredited under the adult education program standards approved in November 2010. The option of submitting applications through an employing school district will no longer be available for adult education credential applications with a requested issue date of January 1, 2011 or later. See the Commission website for a list of Commission-approved program sponsors.**

**The Preliminary or Clear Designated Subjects Adult Education Teaching Credential authorizes the holder to teach the subjects named on the credential in courses organized primarily for adults. In addition, the holder may serve as a substitute in courses organized primarily for adults for not more than 30 days for any one teacher during the school year. Designated Subjects Adult Education Teaching Credentials are issued to individuals who meet the requirements listed below and are recommended by a Commission-approved program sponsor.**

**Effective January 1, 2009, Designated Subjects Career Technical Education (CTE) Teaching Credentials may be issued to individuals who meet the requirements for either the preliminary or clear credential as outlined below. All applications must be submitted for processing through a Commission-approved CTE program sponsor.**

**The Preliminary Designated Subjects CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, in career technical, trade or vocational courses. The Clear Designated Subjects CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, including services to English learners in Specially Designed Academic Instruction Delivered in English (SDAIE) in career technical, trade or vocational courses.**

**2.3f** Alignment of academic content and curricula (OPTIONAL)

**The intention is to align curricula across providers as well as within providers to facilitate efficient learning and completions. For example, within LBCC, the Adult Education program plans to align all course outcomes with statewide rubrics to create smooth transitions from non-credit to credit courses and programs, and thereby facilitate students’ ability to increase educational levels and step in and out of programs.**

**2.3g** Alignment of educational services supported by this grant . (OPTIONAL)

**This is similar to 2.3f in that we hope to align with our consortium partners, identifying gaps and overlaps and align offerings with regional and community employment and educational demand.**

Section 3: Consortium Member Signature Block

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