

**AB86 Long Beach
Adult Education Consortium Study
Grant # 13-328-26**

Fiscal Agent: Long Beach Unified School District

FINAL PLAN

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LONG BEACH ADULT EDUCATION CONSORTIUM (LBAEC)

PROJECT MANAGEMENT PLAN

Organizational Structure

The Long Beach Adult Education Consortium (LBAEC) is comprised of two member institutions, Long Beach Unified School District (LBUSD) and Long Beach Community College District (LBCCD), also referred to in this report as Long Beach City College. The LBAEC prides itself on the excellent, although limited services that we provide to the adult learners. In spite of past budget cuts, the consortiums existing programs and services are still operating with high levels of quality and focus on student success and outcomes. LBUSD instructs virtually all of their adult education programs and services through their Long Beach School for Adults (LBSA). Throughout this document both of these terms, LBUSD and SBSA, may be used interchangeably to represent the same consortium member.

The consortium will establish three levels of engagement to support effective consortium leadership: (1) a planning council, (2) a project management team, and (3) advisory groups. The details for the project management team will be outlined in the following section along with a strategic developed project workplan.

Member Organizations

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 31,563 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).

The Long Beach Unified School District (LBUSD), which serves the cities of Long Beach, Signal Hill, Lakewood and Avalon, is the third largest school district in California, serving 81,000 students in 84 schools. The District 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.

Founded in 1913 as part of the Long Beach Unified School District, the Long

Beach School for Adults (LBSA) is fully accredited by the Western Association of Schools and Colleges. Each year at LBSA, students earn their High School Equivalency certificates through LBSA programs. The Long Beach School for Adults also offers a full complement of English as a Second Language (ESL) courses, solid job skills courses, the High School Equivalence Test (HiSET) exam and HiSET preparation program. In addition, LBSA offers many special and personal interest classes.

Partner Organizations

LBAEC partners include key regional stakeholders that support the community's adult populations with skill attainment and support services. Each of the organizations identified below have been invited to join the planning council. The partners were selected based on their expertise with serving adult populations, as well as their commitment to improving adult education for the region. Additional feedback from service providers will be gathered through advisory group forums and surveys conducted during the planning period.

- Ability First

https://www.abilityfirst.org/locations/locations_longbeach.aspx

- AR&C (AR&C (Hillside Enterprises)

<http://www.hillsideenterprises.org/>

- CSULB College of Continuing & Professional Education

<http://www.ccpe.csulb.edu/ContinuingEd/>

- CSULB Educational Opportunity Center

<http://www.csulb.edu/divisions/students/eoc/>

- Centro Community Hispanic Association

<http://www.centrocha.org/>

- Conservation Corps

<http://www.cclb-corps.org/>

- Covenant Presbyterian Church

https://www.google.com/?gws_rd=ssl#q=Covenant+Presbyterian+Church%2C+East+3rd+Street%2C+Long+Beach%2C+CA

- Dream Center
<http://www.dreamcenter.org/get-involved/servicetimes/long-beach/>
- Disabled Resources Center
<http://www.drcinc.org/>
- Employment Development Department
<http://www.edd.ca.gov/>
- Goodwill (Southern Los Angeles County)
<http://www.thinkgood.org>
- Harbor Regional Center
<http://www.harborrc.org/contact/locations/longbeach>
- Long Beach Community Action Partnership
<http://www.harborrc.org/contact/locations/longbeach>
- Long Beach Job Corps
<http://longbeach.jobcorps.gov/home.aspx>
- Long Beach Immigrant Rights Coalition
<http://lbirc.org/>
- Long Beach Nonprofit Partnership
<http://www.lbnp.org/>
- Long Beach Public Libraries
<http://www.lbpl.org/>
- Pacific Gateway Workforce Investment Network
<http://www.pacific-gateway.org/>
- Port Of Long Beach
<http://www.polb.com/>

Ability First

An organization for children and adults with disabilities, employment programs enable adults with developmental disabilities to “learn job skills and find gainful employment.” The organization works with companies like Ralphs, Knott’s Berry Farm, AEG, and DirecTV to find employment for its participants.

AR&C (Advocacy for Respect and Choice)

In 1968, AR&C Long Beach was established as Hillside Enterprises to provide pre-vocational and vocational services for adults with intellectual and other developmental disabilities. The organization is supported through fees for service from California’s Department of Developmental Services (Regional Centers) and the Department of Rehabilitation, friends, service organizations, grants, and the community at large. AR&C is a private, nonprofit organization in Long Beach, California, that has been providing services for adults with intellectual disabilities since 1951. At least 400 adults and their families receive daily support services such as training in the activities of daily living, vocational training, employment development, and job retention. By emphasizing each person’s abilities, AR&C promotes competence and self-sufficiency, while also respecting each person's right to choose from a full array of service options designed to meet their individual needs.

CSULB Educational Opportunity Center (EOC)

The EOC program is sponsored by California State University, Long Beach Foundation and funded by federal funds from the US Department of Education’s TRIO program. The program is designed to identify and assist adult participants who want to enter, re-enter, continue or enroll in a program of postsecondary education. Its mission is to assist program participants to reach their educational and career goals by providing quality information, guidance and services. EOC provides free information and assistance to individuals who meet the program criteria. The Educational Opportunity Center is designed to assist qualified adults to enter or continue a program of postsecondary education. It currently provides services annually to approximately 1000 adult learners, at least 19 years old.

Centro Community Hispanic Association (Centro CHA)

The organization exists with the mission to enrich the lives of low-income, underserved Latino/a youth, families and neighborhoods in the City of Long Beach through community advocacy, health and educational programs, social and economic enrichment, cultural arts, community service, and after-school youth development programs. Through various programs and services, Centro C.H.A. strives to develop future leaders, create and maintain healthy communities, and instill a sense of pride within the Latino/a community of Long Beach.

Conservation Corps of Long Beach (CCLB)

CCLB's mission is to raise self-esteem, develop basic work skills, work ethics, and education, and promote teamwork for Long Beach area-at-risk youth through a combination of work, conservation, and education programs. Corps members that have their high school diploma at the time of hire or those that earn their high school diploma while working at the CCLB are required to enroll in some form of post-secondary instruction to continue their education. As an open entry/exit program, CCLB program components and services are ongoing and continuous.

Covenant Presbyterian Church

Covenant Presbyterian Church trains volunteers to teach adults how to read using the Laubach method. These volunteers typically meet with participants one day per week at a mutually convenient time

Disabled Resources Center (DRC)

Established in 1976, DRC empowers people with disabilities to live independently in the community, to make their own decisions about their lives and to advocate on their own behalf. DRC provides services to all people with disabilities, regardless of their age, gender, ethnicity, sexual preference or disability type.

Dream Center

Founded in 1994, The Dream Center is a volunteer driven organization that finds and fills the needs of over 80,000 individuals and families each month. The center does this through mobile hunger relief and medical programs, residential rehabilitation programs adults, a shelter for victims of human trafficking, transitional housing for homeless families, foster care intervention programs, job skills training, life skills, counseling, basic education, Bible studies and more. The center works to meet people where they are at, to bring them hope and a way off the streets.

Employment Development Department (EDD)

The EDD is part of the Labor and Workforce Development Agency of the executive branch of the State of California. EDD offers a variety of services to millions of Californians under the Job Service, Unemployment Insurance, Disability Insurance, Workforce Investment, and Labor Market Information programs. As California's largest tax collection agency, EDD also handles the audit and collection of payroll taxes and maintains employment records for more than 17 million California workers.

Goodwill (Southern Los Angeles County (SOLAC))

Goodwill SOLAC partners with the community, transforming donated goods into job training, education and placement services for individuals with barriers to employment. Goodwill SOLAC's purpose is to provide vocational education, work training programs and support services for people with barriers to employment. Goodwill

SOLAC values all people and believes that work is essential to life. We support diversity, inclusion and an individual's transition to family-sustaining employment

Harbor Regional Center

Harbor Regional Center's mission is to provide quality services, support, information and choices for people with developmental disabilities and their families, to promote their participation as valued neighbors in the communities.

Long Beach Community Action Partnership (LBCAP)

LBCAP was established in 1979, to serve the greater Long Beach Area. This agency is part of a national network of approximately 1,100 Community Action Partnerships aiming to give support to low-income individuals and families with educational, social or economic barriers and help them in achieving self-sufficiency. For individuals/families that qualify, LBCAP offers a wide variety of free services - youth programs, job training classes, energy assistance programs, and job development opportunities.

LBCAP is committed to providing dynamic pathways to self-sustainability for low income individuals and families through advocacy, education and energy assistance. With collaborative partners, community resources, and strength-based leadership, LBCAP coordinates and mobilizes comprehensive training and technical assistance vital, to building and sustaining and enriched community.

Long Beach Job Corps

Job Corps is a no-cost education and career technical training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 improve the quality of their lives through career technical and academic training. The Job Corps program is authorized by Title I-C of the Workforce Investment Act of 1998. The Long Beach Job Corps Center's mission is to teach eligible young adults the skills they need to become employable and independent and placing them in meaningful jobs or further education. ***Currently, the Job Corps has a linkage agreement and Memorandum of Understanding with LBCCD and LBUSD, respectively, for class enrollment and HiSET testing accommodations for their adult learners.***

Long Beach Immigrant Rights Coalition (LBIRC)

The LBIRC is a grass-roots network of community-based organizations and individuals working towards a more humane and just immigration policy with greater respect for the human rights and dignity of all immigrants.

Long Beach Nonprofit Partnership

As the premiere management support organization, Long Beach Nonprofit Partnership transforms communities by supporting critical services, efforts and missions of vital nonprofit organizations. It provides access, expertise and resources needed by community based organization to succeed in their missions. Long Beach Nonprofit

Partnership serves greater Long Beach and surrounding communities by strengthening nonprofit organizations through leadership, education, and collaboration.

Pacific Gateway Work Force Investment Network (WIN)

WIN is a public agency serving Long Beach, Signal Hill, Lomita, Torrance, and the Los Angeles Harbor communities. It connects adults, youth, and businesses to opportunities - job seekers to employment, and businesses to skilled workers. The Workforce Investment Board (WIB), with more than 40 active business and community leaders, represents the southern coastal region of Los Angeles County, including Lomita, Long Beach, Signal Hill, and Torrance. The Board is responsible for oversight of the federal Workforce Investment Act resources, leveraging robust and responsive business solutions and One-Stop Career Center systems in Pacific Gateway's service area that deliver workforce and economic development services to diverse communities.

Shared Leadership

The LBAEC will build on a long history of collaboration between the two member organizations. Specifically, the consortium will leverage three foundational partnership efforts currently in place: (1) The Long Beach College Promise, (2) regional intermediary titled the Long Beach Collaborative to Advance Linked Learning, and (3) Senate Bill 650.

The Long Beach College Promise

On March 20, 2008, education leaders from the Long Beach Unified School District, (LBSUD) Long Beach Community College District (LBCCD) and California State University Long Beach (CSULB) announced and signed the Long Beach College Promise. This Promise is a commitment of the three local public education institutions to improve college preparation, access and completion for members of the greater Long Beach Community.

Long Beach's nationally-recognized public schools, community college district and state university continue working together to help local students earn degrees and certificates in preparation for rewarding lives and careers. And now it has the support of the City of Long Beach mayor's office.

The College Promise offers ways for Long Beach Unified School District students to prepare for, enter and complete college. A unique partnership with Long Beach Community College District (LBCCD), California State University, Long Beach (CSULB) and the City of Long Beach, it provides a free semester of tuition at LBCCD, guaranteed admission to CSULB, early outreach, intensive support, and much more along the way.

Long Beach Collaborative to Advance Linked Learning (LBCALL)

LBCALL is an intermediary non-profit organization, developed by the three educational institutions, that serves as a broker between education and the business

community. This new venture exemplifies the collaborative foundation that exists between the partners. Recognizing the competitive and duplicative nature of individual education partners approaching business, a joint vision for engaging industry and community stakeholders was identified and a non-profit backbone organization was established. This effort is an intentional recognition that a silo approach confuses industry partners and negatively impacts opportunities for students overall. The new model, developed over the past two years, has already begun to engage industry, community stakeholders, and regional workforce development partners.

Senate Bill 650

LBCCD and LBUSD jointly sponsored Senate Bill 650 – The Long Beach College Promise Partnership Act to accelerate achievement through more effective career pathways and to improve preparation for college level coursework. The Act lifts restrictions on the number of students allowed to participate in concurrent or dual enrollment courses, expands the types of courses in which they can participate and enables LBCCD to change enrollment priorities to support these programs. This effort exemplifies the ability and desire of both institutions to work collaboratively to bring about systemic reform to support student success. This also highlights the level of commitment each institution has to effective and meaningful career pathway development. This collaboration sets the foundation for the current planning work.

Planning Process

Planning Council

The Planning Council was led by two co-chairs, one from each institution, following the established partnership protocol between LBUSD and LBCCD. Each institution was allowed two additional representatives to serve on the Planning Council. Resource allocation will be driven by the co-chairs in collaboration with the project manager, and in alignment with the grant guidelines per the RFA. Each of the organizations identified as consortium partners were requested to have one representative on the Council. The Council met monthly at the Long Beach City College campus. At this time, given the history and strong foundation of the primary partner institutions, as well as the strong history of community collaboration, additional agreements or MOUs have not been deemed necessary in regards to our initial consortium relationships.

Advisory Groups

Feedback from service providers, stakeholders, end users and instructors is a critical element of the planning process. To ensure that there is a consistent mechanism for community engagement, advisory groups, focus groups and public forums were envisioned throughout the planning period. A kick-off consortium forum was held February 2, 2014 with key LBCCD and LBUSD members and was facilitated by Adult Education Solutions. From this initial meeting a draft advisory schedule was established

based on the review needs identified in the project workplan. A mechanism to submit feedback electronically was identified (www.longbeacgae.com) as a continual and effective communication loop between the stakeholders and the community at-large. Lastly, a business process for review and comment on each of the recommendations brought forward was established by the Planning Council to ensure appropriate consideration of stakeholder input.

Project Management Team

To successfully implement the project scope outlined below the development team identified the need for 1.60 FTEs for project management. This team is comprised of a 100% management team member and a 60% support staff person. The management team will be responsible for ensuring timely progress and updates to the work plan outlined below. The manager and the support staff will be responsible for managing the coordination and logistics for all project related events and meetings, producing draft and final reports, tracking and managing all budget expenditures, managing project service contracts, ensuring timely implementation of the communication plan and supporting the Planning Council. The 60% support staff position will be responsible for all aspects of day-to-day implementation in support of the project manager. The Planning Council will be used to justify the staffing for the project management team. It is anticipated that service contracts will be issued for technology and website development, development of outreach and information materials, and data collection and analysis for both the asset mapping and gap analysis.

Communication Plan

To ensure broad communication and input into the planning process, the LBAEC communication structure includes (1) Member organization communication, (2) External Partners / providers' communication, and (3) Community-wide communication.

Member Stakeholders

Internally, each member will engage in the following activities to ensure effective and timely information is provided.

- Internal newsletters
- Focus Groups and Stakeholder forums
- Website (www.longbeachae.com) and Email announcements

External Partners / Providers

Efforts to ensure that providers and service organizations have access to planning information and an effective input/feedback loop will be established through the following mechanisms.

- Focus Groups & Stakeholder forums
- Website (www.longbeachae.com) and Email announcements

Community-Wide

To ensure information and opportunities for input are provided to the community and end users of the intended adult education pathways the following communication mechanisms will be established and utilized.

- Outreach presentations via community organizations and service providers
- Focus Groups hosted at community sites
- Local news articles and press releases
- Updates and presentations at regional conferences and meetings

In summary, the foundation established, as outlined in the partnership sets the stage for a joint focus on expanding pathway development to support the community's adult populations in an aligned and efficient manner. As this section demonstrates, the current levels and types of adult education programs in this region have unfortunately diminished; and are not reflective of the needs of communities they serve.

Teacher / Faculty Involvement

Developing the AB86 LBAEC study and report has benefited greatly from the input of teachers and faculty directly participating throughout the entire process. This body of experts conducted collaborative working group meetings, developed concepts and strategies, and authored significant sections of the document. The consortium's faculty and teachers had a wealth of expertise to bring to the communication and implementation plans, as well as contributing to the LBAEC's ongoing effectiveness of the education and career pathway success for adult learners.

On average, faculty participation constituted 25 percent of the participants in the consortium's advisory forums and in the smaller working group meetings focused on the specific adult education areas of AB 86. Faculty membership has been supported through the LBCCD's Academic Senate communication network, Dean Meetings with the Vice President of Academic Affairs, and through the LBCCD Campus Public Affairs' electronic newsletters.

Teachers and staff from LBUSD played a critical role in articulating their level of programs and services, their specific needs at the LB School for Adults, and the implementation plans and milestones required to provide vital adult education services for the students with the Long Beach region. Their significant contributions and contacts throughout the community has made the consortium truly collaborative with external adult education providers in providing numerous partnership involvement.

OBJECTIVE 1

An 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).

The current levels and types of adult education programs within this region are severely deficient, fragmented, and serve limited numbers of adult learners. Long Beach Community College (LBCCD) offers two classes in Basic Adult Education (BAE) which serve about 200 students annually. In addition, the college offers a one unit college readiness course that serves a minimal number of students. LBUSD offers the HiSET preparation program which serves approximately 500 students each year. Basic skills students are also served in the HiSET program. California State University, Long Beach (CSULB) Educational Opportunity Center (EOC), a federally-funded TRIO grant, provides academic, career, financial aid, postsecondary advisement and application assistance, referral to HSE and training programs, serves over 1,000 adult learners. Finally, Senate Bill 650 allows students to take classes at Long Beach City College and to receive dual credit with LBUSD toward earning a high school diploma. The details of all of these consortium programs and service are described in more detail in following sections of Objective 1.

CREDIT

The only member who provides instruction for college credit is Long Beach Community College District.

Basic Adult Education and Adult Secondary Education - Credit

The College offers foundational skills with 800 level development courses at the credit level in pre-collegiate reading, writing, and math. Program quality is reflected in high enrollment demand, high student outcomes, demonstrated preparation for college-level coursework, measured student learning outcomes, high quality curriculum, tutors in the classroom, and professional development opportunities for faculty and staff. In addition to providing readiness for college level courses, credit level Basic Skills courses provide knowledge, skills, and tools necessary to succeed in everyday life. Some of these courses are similar in content to the noncredit Basic Skills courses.

Learn	<u>LEARN 811</u>	BAE
Modern Arithmetic	<u>MATH 805</u>	BAE
Preparation for Algebra	<u>MATH 815</u>	BAE
Reading Basic	<u>READ 880</u>	BAE
Reading Essentials	<u>READ 881</u>	BAE
College English Skills I & II	<u>ENGL 801</u>	ASE

Reading Development
Read

READ 882
READ 883

ASE
ASE

In particular, the LEARN 811 study skills course focuses on study habits, note-taking, text-reading, and test-taking learning strategies to provide direct and practical applications embracing contextualized learning approaches.

ESL - LBCCD

Within the School of Language Arts & Communication at Long Beach City College is the Department of English as a Second Language (ESL). The ESL Department is dedicated to providing high quality, accessible instruction that addresses the diverse goals of non-native students in the greater Long Beach community. With a faculty committed to rigorous and inspirational teaching, a learner-centered English language acquisition and acculturation program serves as a catalyst for empowering students with the comprehension, communication, and cognitive skills that expand learning and professional opportunities. By virtue of a relevant curriculum that focuses on the differing goals of ESL students who entered enrolled in this college for a multiple reasons, the ESL faculty collaborates in an effort to create and sustain an educationally equitable environment that encourages the development of individual potential.

The English as a Second Language Program integrates the Long Beach City College Mission and Vision and the Comprehensive Mission Statement for California Community Colleges into an inclusive pedagogy that fosters growth, choice, and engagement in a pluralistic community by providing social equity through language and cultural instruction. Students in classes for immigrants are not a homogenous group. Education backgrounds vary within Long Beach regional area. The region also has higher than average poverty and unemployment rates.

The reasons students enroll in ESL programs also vary, from basic communication to the pursuit of advanced educational or professional degrees. The primary reason students enroll is for employability or professional advancement. Other key reasons are to become active and engaged members of their new or adopted community, pursue postsecondary education or enter an Adult Secondary Education program. In addition, some students report enrolling in classes so they can communicate with their children's teachers, doctors, and other English-speaking professionals.

The majority of students attending night classes need English for job-related reasons. The majority of daytime students need English to participate in their communities and for survival in a new culture. Some students come with the goal of obtaining citizenship or fulfilling academic goals such as vocational certificates, HiSET certificates or postsecondary diplomas. Employment goals may include a desire to transfer a professional degree from their home country and obtain a license to practice here in the US, open their own business, or increase language and technology skills to

obtain a better job.

The ESL Program attempts to provide students with the opportunity to develop communication skills in speaking, listening, reading and writing. English as a Second Language (ESL) courses provide instruction for non-native students who are not proficient in English.

For students in the LBCCD credit program, the ESL Dept. offers several pathways to employment opportunities, certificates, and AA degrees and/or transfer. LBCCD offers credit courses, which range from the most introductory level to one level before college Freshman Composition and Reading, which is critical to successfully find and keep a job. This program culminates in an in-house certificate of completion. Three program strands taught by a linguistically and culturally diverse faculty that reflects community demographics carry out the mission of the ESL Department.

Long Beach City College offers a wide variety of credit ESL courses. Students who wish to pursue a degree at LBCCD must meet English proficiency requirements before they can take certain classes. Students from LBCCD's noncredit ESL programs can transition directly into credit ESL classes and can take an assessment test, which dictates what levels they must take and helps to assure they are in the right English level.

The following three program strands comprise the ESL credit classes -

Introduction to College English (800 course series)

Pre-collegiate instruction that promotes equity and access within the community by offering essential communication and cultural skills for social and occupational purposes to minority language speakers, or for those whose goals center on higher education, this series of sequential courses provides a pathway to the more advanced instructional strands.

Career and Technical Education Preparation Strand (270 series)

Intermediate to advanced workplace skills certificate strand for bilingual and multilingual speakers of English that emphasizes acquisition of culture-specific workplace language and knowledge of general workplace conventions necessary for competing in the regional and national job market.

ESL Academic Reading and Composition Strand (146-33 series)

A high-intermediate to advanced transferable credit cognitive/academic language skills strand that prepares nonnative students to transition successfully into English 1 and Read 82 as well as into college certificate and AA/AS degree programs, four-year colleges, and post-baccalaureate institutions.

Various specific ESL credit course offerings are listed below –

- College English/ Computers.
- Effective Writing
- Effective writing with Computer
- College Writing
- Comprehensive Grammar
- Intercultural Communication
- Improving Fluency in Oral Communication
- Communication of the Work World
- Immediate Grammar: ESL
- Reading about the United States
- Writing for the World of Work
- Reading Skills
- Fundamentals of English Grammar
- Reading for Information and Pleasure
- Conversations
- Composition
- Accent Reduction
- Vocabulary Development
- Introduction to College
- Reading & Vocabulary

Courses for Immigrants - Credit

No Services

Adults with Disabilities - Credit

No Services

Career and Technical Education - Credit

No Services

Programs for Apprentices - Credit

No Services

NONCREDIT

Basic Adult Education and Adult Secondary Education - Noncredit

The consortium members offer basic skills courses within the community. There are differences however between programs which often reflect limitations of funding, space, and personnel which will be further discussed in Objective 2. Each member offers remediation in math, writing, and reading. Remediation in math consists of topics from numeracy to pre-collegiate levels. Likewise, literacy courses provide assistance for students from pre-literacy levels to college preparation.

High School Equivalency Preparation (HiSET) preparation classes are considered Basic Skills instruction and are offered at Long Beach School for Adults (LBSA). HiSET classes are conducted by teacher – led instruction with open labs. These prep courses are quarterly, 8 week sessions offered from 4:30 – 8:00 pm, Monday through Thursday. There is also the HiSET Home Study Program which has a facility use agreement with Long Beach Goodwill. Students enrolled in this program meet at the Goodwill two days/week. Likewise, actual HiSET Equivalency testing is performed on-site at LBSA.

Consortium partners also contributing to basic skills within the Long Beach area include –

- Centro Community Hispanic Association (CHA) provides HiSET preparation and testing
- Conservation Corps provides student support towards high school diplomas
- Dream Center provides HSE preparation for students
- Job Corps provides student support towards high school diplomas

Basic Adult Education (BAE)

This instruction can be offered in a lab setting or contextualized within another vocational preparation course, offering students the opportunity to develop specific skills to assist them with their chosen career field.

Students in BAE courses reflect the diversity of the neighboring communities. Students may attend BAE classes whether or not they have completed secondary education. Additional characteristics may include displaced workers and EDD referrals; students with low literacy levels; students with limited proficiency in English; adults with disabilities (including learning disabilities) and Department of Rehabilitation

referrals; college students or graduates pursuing remediation; retirees; individuals on probation; foster youth; single parents receiving public assistance (CalWORKs/GAIN); individuals on general assistance General Relief or SSI; homeless or transient adults; pregnant teens; veterans; and pre-collegiate or college students.

BAE courses are offered in various instructional modalities. Much of the instruction is individualized and self-paced, it can also be delivered through some direct instruction, independent study, computer-aided instruction, or home study programs. Computer-aided instruction uses dated instructional materials. Students may utilize a combination of these approaches that may best support their individual needs.

For example, a student who is remediating in math could attend a direct instruction math class, use a computer-based software program after the class, and then complete supplementary materials at home to reinforce the lessons. Given the limitations facing members at the present time however, the consortium-wide options available to students have diminished over the past decade and will be addressed in Objective 2. Classes are primarily offered in classrooms at LBSA and LBCCD. The level of technology varies between members; however, classrooms feature some computers and educational software.

LBCCD

These noncredit basic skills courses are within the English and Math academic departments, such as -

ENGL 600 - Great Works of Literature: This course is an introduction to literature with an emphasis on both the reading of major works of literature and on training in written expression.

ENGL 627 - Writing for Publication or Pleasure: This course gives students experience with the creative and critical processes in creative writing.

MATH 650 - Math Learning Center: This course is designed to facilitate students' learning of mathematics by offering one-to-one and small group tutoring. Students can also take advantage of multimedia instruction including videos and a variety of computer software programs. This course is recommended for all students concurrently enrolled in a LBCCD mathematics course and is available in the open-access Math Success Center.

LBCCD - Learning and Academic Resources

The Learning Academic Resources Department (LAR) also provides Basic Skills courses and multidisciplinary instruction and support services to Long Beach City College students in cooperation with faculty and staff so that students will be more successful in their academic and occupational programs.

Recognizing that the college community is composed of students with diverse educational backgrounds, varied levels of preparedness and a variety of academic needs, LAR offers instruction and a wide range of programs, services and materials to promote college success. Components of the department include Learning and Study Strategies courses, Basic Adult Education, Supplemental Instruction, Tutorial Services, Supplemental Learning Assistance, the LAC Academic Computing Center, and both Multidisciplinary Success Centers (LAC and PCC). In addition, the Writing and Reading Success Center and the Math Success Center offer support in these core areas

LEARN 610 - Basic Study Skills Laboratory: This is a noncredit course in basic study skills. This course covers a variety of basic learning and study skills including note-taking, test-taking, memory enhancement and time management.

LEARN 617 - Educational technology Skills: Through computer-assisted and individualized instruction in a laboratory environment, this course is designed to increase student knowledge of educational technology resources on campus, improve student use of educational technology for the successful completion of technology based course assignments, and improve student confidence in utilizing educational technology.

LEARN 650 - Supervised Tutoring: This course is designed to provide students with individual and small-group tutoring in specific subject areas to improve academic performance. Tutoring appointments will be scheduled, per the guidelines established by the specific location at which tutoring is offered, on a recurring, as-needed, and/or drop-in basis.

Adult Secondary Education (ASE)

LBSA

Students who are preparing to take the HiSET must show proficiency in basic skills as they relate to the following 5 subjects: Reading, Writing, Math, Science, and Social Studies. HiSET Home Study Program has a facility use agreement with Long Beach Goodwill. Students enrolled in the program meet at the Goodwill two days/week.

LBSA also offers comprehensive direct ESL instruction that includes levels from beginning literacy to advanced literacy levels. Schedules for ESL courses vary and multiple options are available for students in the consortium region. LBSA offers morning, afternoon, and evening classes, which meet from two to four times a week.

Beginning Literacy ESL provides courses for students who may not be familiar with the Roman alphabet and/or who do not have basic English or math skills. Beginning ESL students learn essential skills such as critical thinking and group work.

Additionally, students practice relevant and contextual workplace and life skills, English that is necessary to communicate immediate needs and desires often referred to as "English survival skills." Intermediate ESL courses expand upon the workplace and life skills and assist students to improve their reading, writing, grammar, and conversational skills. Advanced ESL courses develop students' ability to participate in team activities and to be successful in a non-ESL setting, including a job training program, HiSET preparation, college credit instruction, and the citizenship application and oral interview.

The following courses, leveled by proficiency, are the heart of the ESL programs. Due to lack of funding, only two Intermediate supplemental courses are offered. All classes focus on developing the skills or competencies that adults living in the United States need on a daily basis, and students learn language skills in the context of real-life situations. Course content integrates skills such as speaking, reading, writing, grammar, idioms, pronunciation, and vocabulary and often uses English needed for success in the workplace, the community, or academic settings as a vehicle for instruction.

- Beginning Low
- Beginning High
- Intermediate High/Advanced
- Conversation Grammar/Writing
- Self-Esteem (BAE course, taught in Spanish)

Programs Funded Through Title II of the Federal Workforce Investment Act

LBSA is the only member whose programs are funded in part through Title II of the federal Workforce Investment Act. This member utilizes testing and benchmarks to obtain funding, which currently is used for ESL instructional staff. Title II funding may also be used for software, hardware, textbooks, instructional materials, modernizing technology for classrooms, and professional development. Additionally, Title II funding may provide English and/or basic skills assessment and registration support. As a Title II federally funded program, ESL uses Comprehensive Adult Student Assessment System (CASAS) benchmark data as a reading baseline for each ESL student. Reading levels range from below the first grade level (literacy) to eighth grade (Advanced Low). The focus is on increasing student pass rates and growth to ensure that student's transition to CTE, HiSET, or LBCCD. ESL curriculum is workforce readiness and life-skills based (CASAS content standards), and it includes Citizenship Preparation in the Beginning High – Advanced Low classes.

Title II Funds are also used to support the HiSET Preparation program. Use of funds includes may also include program staff. LBSA also provides English and/or basic

skills assessment and registration support from these funds.

All ESL at LBSA are open entry, open exit. The morning classes, however, feature managed enrollment in which new students may register every fourth week of the semester. Due to high student demand, the ESL registration office maintains waitlists for interested students. Waitlists are currently a significant issue due to high levels of student need in the area.

Courses for Immigrants - Noncredit

Virtually all curriculum associated with immigrant populations are structured and listed as Basic Skills courses. Therefore, virtually all ESL classes are categorized as Basic Skills curriculum and will be referenced as such, throughout this report.

LBCCD

The following is the only course for immigrants listed since 2008 for the LBAEC members.

- Citizenship CIT 601 - This course is a rapid review of the history of the United States, the Constitution and government of the United States, as well as state and local government. This course is designed for persons preparing for the United States Government naturalization examination.

Student Support Services

The majority of members have counselors who assist students with academic and career counseling. The level of support services, however, reflects the overall understaffed nature of the ESL programs in the consortium. Students' educational needs at Long Beach City College vary widely considering the broad demographics of students that comprise the student body. Such varied educational needs are represented in student age groups (over 40% of students at LBCCD are 25 years of age or older), educational goals (57% of students have goals other than seeking transfer to a four- year institution), and ethnicity (over 75% of students are identified as other than White Non-Hispanic). The institution has made a concerted effort to meet the varied educational needs of this broad student demographic. In consideration of this wide variance, in 2008 the institution initiated the first phase of a broad-based Student Success plan by creating Student Success Centers.

These Success Centers were developed with faculty support to assist students at all levels, from Basic Skills up through transfer, to achieve their goals with greater success. One of the important ideas behind development of these Centers was to create instructional and service support in core subjects such as English, reading, and math and to provide the same for multiple disciplines and Career Technical programs. Faculty, staff, and administration came together to develop both curriculum and

services in these Centers to help students overcome “roadblocks”—that is, common educational and college-cultural gaps that, when filled with advantageous learner-centered support, could provide greater achievement in the classroom and in the collegiate environment for students across the spectrum. The impetus to meet the needs of a varied student population continues to be seen in the Student Success Plan goals for the next five years, especially goal number 3: "Increase education gains in under-represented groups".

Adults with Disabilities - Noncredit

The definition of Adults with Disabilities includes both those students who are physically disabled (conditions that impair the physical functioning of their body) as well as those who are developmentally disabled. As defined by the California Welfare and Institutions code, developmentally disabled include “intellectual disability, cerebral palsy, seizure disorders, and autism spectrum disorders”. The students have significant learning, cognitive, and other conditions that impact their ability to access course content without a strong system of educational supports and systems.

In addition, many students have educational obstacles such as limited English proficiency and/or limited prior educational opportunities. The focus of adult education is on adults who are 22 years of age or older as these students cease to qualify to receive services from the K-12 under the Individuals with Disabilities Education Act (IDEA). A majority of the students are SSI/SSA recipients and are being served through the Regional Center.

Several student service programs are available to bolster student academic success in targeted populations. The Disabled Student Programs and Services office (DSPS) at LBCCD facilitates services to qualifying students. Services include specialized academic counseling, assessment of learning disabilities, assistance with registration, a liaison to the Financial Aid office, referrals to on and off campus resources, assistive computer technology or sign language interpreters when necessary, and assistance with test taking. Extended Opportunity Programs and Services (EOPS) targets students affected by social, economic, educational, or language disadvantages, to improve retention and completion rates. EOPS offers support programs and services such as counseling (academic and personal), priority registration, tutoring, and assistance with textbooks, to eligible community college students.

LBCCD offers TRIO programs funded through the federal Department of Education. Project LAUNCH provides student services at no cost to eligible students. Qualifying students are first generation college students with low income, who have learning or physical disabilities, and meet enrollment and residence status. The Growth and Opportunities (GO) Project provides comprehensive academic and personal

support services to students with physical, learning, and/or psychological disabilities. Services include tutoring, academic advising, financial aid workshops, transfer advising, graduating advising, personal development workshops, and more.

Two special population cohort programs are offered through Counseling and Student Support Services. Through a partnership with the Harbor Regional Center, College 2 Career (C2C) (housed in DSPS) serves students with developmental disabilities and students on the Autism spectrum at the Liberal Arts Campus by providing educational coaching support, the development of independent-living skills, and career placement.

Currently, Long Beach City College offers a course program entitled “The Adapted Physical Education Program” (APE). It provides the opportunity for students with a disability to improve their cardiovascular fitness, strength and endurance, flexibility and balance. Students will work with experienced staff of highly-trained adapted physical education instructors to develop an individualized exercise program to meet their unique needs, physical limitations, and interests. Along with learning the skills necessary to participate in physical exercise, the APE program can help students achieve optimal independence with regard to physical skills and activities of daily living.

The program has been extremely beneficial to people who have suffered from strokes, MS, knee or hip replacements, car accidents, etc. You must register as a student to partake in the program and present a doctor's release at that time. The staff can assist you in registering.

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LBCCD currently has only one non-credit class for individuals with disabilities who are unable to attend credit classes. LBCCD programs relies on partnerships with Community Based Organizations (CBOs), cities, and non-profits. As indicated below LBCCD's current adult education resources are severely inadequate to accommodate the diverse population of students with a variety of disabilities. Classes that have been offered in the past are currently inactive.

Adapted Physical Education (PEA 608) - inactive

LBCCD has P.E. for students who are physically limited. These courses include a program of individual and group exercises and activities to develop motor skills, endurance, strength and self-awareness. Activities will be adapted to the interests, capabilities and limitations of the student.

Living Skills for the Mentally Challenged (FACS 607) - inactive

Living Skills for the Mentally Challenged is offered at the Association for Retarded Citizens (ARC) - Long Beach. This non-graded course teaches the skills and attitudes necessary to function as an active member of the community. Development of social skills, leisure time activities and personal hygiene are stressed. In addition, Adapted PE courses are also offered at ARC.

Communicative Disorders (COMDI 633) - active

Beginning and Intermediate Speech Reading courses are designed to assist hearing impaired individuals with lip reading techniques. Special attention is given to communication difficulties of the hearing.

Counseling 1(credit course)

The Counseling 1 course is designed to help the student become successful in achieving academic goals at Long Beach City College. In this course the student will become familiar with Long Beach City College's educational programs and resources. The student will also learn about the key success factors related to college success, and will develop a host of skills needed by today's student with a disability.

LBCCD will also be asking you to communicate through email and posting your thoughts in a special discussion forum. The student will be commenting on a variety of selected topics and issues related to college success.

There are 8 modules included in Counseling 1. Each Module is dedicated to a specific theme. Each theme represents important concepts and information critical to success at Long Beach City College.

Career and Technical Education - Noncredit

In support of CTE programs in the past, the Pacific Coast Campus of Long Beach City College has offered tutoring and academic services at their Multidisciplinary Success Center. Furthermore, LBCCD's CTE programs, have advisory committees that participate in the development and evaluation of curriculum and of Student

Learning Outcomes (SLO). To ensure that programs address industry standards, the CTE programs all engage in regular meetings with workforce advisory committees. These committees are composed of appropriate experts and employers from the connected industry, who advise and guide program development decisions. Departments include their advisory minutes as evidence when they present new course proposals and programs to the Course Evaluation Subcommittee.

LBAEC Consortium student demographics reflect the many diverse communities served including English Learners, adults updating skills, unemployed, undocumented, foreign educated/certificated students, displaced homemakers, veterans, battered women, economically disadvantaged, and students with special needs (IRS). Employed students return to adult education programs to update their skills and increase their knowledge of current industry standards.

Student services are provided through each consortium member and frequently include financial aid, counseling and career support, assessment and placement testing, orientations, computer labs, resource centers, student leadership opportunities, and assistance with agencies including GAIN and WIA. Financial aid varies by program but can include PELL Grants at schools approved for COE funding and scholarships. Counseling and career support is part of the CTE program design. Students are provided with job readiness and placement services.

LBCCD

Career guidance counseling is provided for new students including those who are interested in career changes and those who are currently unemployed. In the past, LBCCD has offered 3 noncredit CTE programs -

Nursing Skills Refresher program

This course is designed to provide students with individual and small-group instruction in basic bedside nursing skills and advanced bedside nursing skills. Supervised practice is available on a recurring, as needed, and/or drop-in basis to improve performance levels.

Aeronautics Aviation Maintenance program

Graduates from this course must complete the required 2,080 hours of instruction for the Airframe and Powerplant Mechanic Certificate of Achievement in sixty-four weeks of class time. Upon completion of the program, students must pass an Exit Examination comprised of General, Airframe and Powerplant subject areas with a minimum passing score of 80%. Students must also satisfy the FAA "Aircraft Tax" requirement or hold a FAA Private Pilot Certificate. Long Beach City College is an FAA certified Aviation Maintenance Technician School (FAA Certificate Number CR9T070R). Upon successful completion of AVMNT courses as specified under Title 14 CFR Part 147, AC-65-2C and the FAA approved curriculum, students meet all LBCCD requirements to obtain the

college Certificate of Achievement. Students interested in obtaining the Certificate of Achievement must first satisfy the requirements for the FAA Certification of Completion (awarded by the Aviation Maintenance Program).

Welding Practices Program

This course offers additional assistance in welding and or helps improve mastery of a specific welding position. Also, a student can use this course to practice for a practical performance test. This course may be scheduled using the To Be Arranged (TBA) scheduling format.

LBCCD - College Advancement & Economic Development (CAED)

Long Beach City College has created the College Advancement & Economic Development (CAED) department, which is dedicated to bridging the gap between fulfilling business needs for a qualified workforce and providing education and training, including skill sets relevant to jobs in the 21st Century. With over 31,000 students, LBCCD is among the largest of the 112 colleges in the California Community Colleges System. Economic Development being one of the primary missions of the CCC, CAED at LBCCD is committed to delivering programs and services that contribute to a competitive workforce and business development in the global market. CAED achieves its mission through programs and special projects, funded by federal, state, local and private dollars. The staff is well versed in project management to ensure accountability of project/grant outcomes in three primary areas -

- International Business Programs and Services provide businesses with the tools, knowledge, and expertise to expand and enter new global markets via the Center for International Trade Development, Long Beach International Trade Office, and SBDC-International Trade Center.
- Small Business Development programs serve small business owners and entrepreneurs, assisting with business operations, expansion and start-ups via the Los Angeles Regional Small Business Development Center Network and the 10,000 Small Businesses Initiative at LBCCD.
- Workforce Development programs serve adult learners and post-secondary students by preparing them for employment in areas that require technical skills, particularly in the fields of information technologies, transportation, and healthcare. Within this sector, CAED has a short term CTE program, which qualifies as an AB86 Adult Education course, titled the Harbor Driver Training program.

Harbor Driver Training Program - In cooperation with the State of California and the Harbor Trucking Association (HTA) and its employer membership, the program

developed a professional training program that will educate, certify and license students for employment as a short-haul Class-A Commercial Truck Drivers with clearance to operate within the local port complexes. The training includes hazardous freight endorsement and CSA2010 safety review.

This 14-week program prepares students for a career as port containerized freight haulers and includes assisting graduates with placement within the HTA partner network of local drayage companies. Interested applicants are responsible for providing eligibility documentation that may require a processing fee, plus a DMV testing and licensing fee. This program's seven instructional modules include:

- Introduction to Commercial Driving
- Owner/Operator Entrepreneurship
- Port Terminal Access & Procedures
- Clean Truck Operator Maintenance
- Hazardous Materials Certification
- Commercial Motor Vehicle Safety
- Commercial Driver Training & Licensing

LBSA

The Long Beach Unified School District has four CTE programs -

Animal Care Level 1 - This class offers instruction in animal behavior, disease, safety, nutrition, handling and vocabulary regarding animals and breed identification. Training will be available in public and private animal care facilities. Student must complete two (2) semesters to earn a Certificate of Completion. Levels 2, 3, 4 - These classes offer advanced instruction in animal behavior, disease, safety, nutrition, handling and vocabulary regarding animals and breed identification. Training will be available in public and private animal care facilities and student must complete two (2) semesters to earn a Certificate of Completion.

Certified Nursing Assistant - Articulated units may be earned towards LVN/RN programs at Long Beach Community College District (LBCCD). Individuals with verifiable/documented experience in the medical field and/or have taken classes related to the medical field may enroll directly in the Nursing Assistant class.

Programs for Apprentices - Noncredit

No Services

Even though the LBAEC region has not had apprenticeship programs since 2008, however, LBCCD is considering reestablishing two programs – Sheet Metal and the Electrical Technology Program and will be the only member in the consortium to offer programs for apprentices

Apprenticeship programs are noncredit programs that are designed to allow adult learners the opportunity to learn a skill or trade through a combination of on the job and classroom training while earning a salary. While apprenticeship previously covered a broad spectrum of job duties, these programs are now mostly related to the areas of skilled craft. Apprenticeships were designed to form a partnership of employees, workers, schools, and community colleges with the ultimate goal of assisting industry in developing and improving training programs designed to provide the skilled workers needed to complete in a global economy. There is no cost to the Local Education Agency (LEA) or the apprentice.

Upon entry to the program, apprentices sign an agreement with the state to attend a minimum number of Related and Supplemented Instruction (RSI) hours of training annually, maintain their name on the “out of work” list if not currently employed, and comply with all rules and regulations outlined by the State and the LEA. Each apprentice is also expected to follow the apprenticeship guidelines as set forth in the program’s standards. The apprentice must be at least 18 years of age and most apprentice programs require a HiSET or high school diploma.

The average apprenticeship program lasts for 4 years, but can last anywhere from 1-6 years and apprentices earn 35% to 50% of the salary that skilled workers in that industry earn. Apprentices who stay compliant with the guidelines can expect an increase in wage between 2 and 4 times each year based on the completion of both school and work hours. Apprentices must attend classes connected to the technical instruction in conjunction with their On the Job Training (OJT). Failure to comply with attendance policies could result in the apprentice being dismissed from the program.

Once an apprentice completes the program, by meeting all of the requirements as initially outlined, he/she is awarded a “Certificate of Completion” by the State of California. Some programs require additional exams and/or state licensing before the apprentice can officially become employed in the field. In some cases the apprentice can complete the majority of the OJT with a single employer, although it is recommended that the apprentice expand his/her knowledge and skills of the trade by working for more than two employers.

Funding for instructional/classroom (RSI) portions of the apprenticeship programs

comes from the California Division of Apprenticeship Standards. LEAs receive approximately \$5.00 per hour for students and take a percentage of this for administrative costs with the remainder given to the programs. Journeymen also contribute monthly from their paycheck. The employer pays for on the job training and journeymen are paid at least minimum wage with mandatory incremental pay raises.

Apprenticeship Programs Pending -

In the future, LBCCD may offer two apprenticeship programs within the regional area - Sheet Metal and the Electrical Technology Program. The completion rates are all monitored by the State of California, ensuring that programs are effective and beneficial to those who complete them. The Joint Apprenticeship Committee (JAC) supervises union sponsored apprenticeship programs and the Unilateral Apprenticeship Committee (UAC) supervises those that are not. Apprenticeships are supervised by a qualified instructor with training and licensure (when applicable) in the field.

The Sheet Metal certificate and degree programs are designed to prepare students for entry into the Sheet Metal Industry. Long Beach City College offers the only Sheet Metal Program in the Los Angeles/Orange region that prepares interested students for Sheet Metal apprenticeship employment.

The main goal is to prepare the student for employment in this rewarding field. The Sheet Metal faculty and staff bring many years of Sheet Metal experience to the classroom. The program employs financially qualified candidates as Federal Work Study students, where they have a chance to experience real shop fabrication projects.

This union/management organization sponsors a five year apprenticeship training program, where apprentices work full-time in the construction industry along with supplemental classroom training. Long Beach City College students meet with the indentured sheet metal apprentices, and discuss the sheet metal trade as a career along with reviewing the application process.

The Electrical Technology program is approved by the California Apprenticeship Council. In order to work, students must maintain enrollment in a minimum of 150 hours of classes per year. This is the equivalent of two 3 hour classes per semester. There are day and a night programs. The content is the same however the night program has been broken into smaller pieces to allow individuals to work full time during the day and to attend school at night part time. Per state law, college assessment and an orientation are required in order to be qualified for this program. This program also prepares students to pass the certification exam required to become a Cisco Certified Networking Associate (CCNA) and to take the California Electrical Certification Exam.

ENHANCED NONCREDIT

As the only community college in the consortium, Long Beach City College is the only member with courses designated as Career Development and College Preparation (CDCP). These courses are designed to prepare students for transition to work or postsecondary education and give them an opportunity to earn noncredit certificates that reflect their academic preparation.

Basic Adult Education and Adult Secondary Education - Enhanced noncredit

The current levels and types of adult education programs within this region are severely deficient, fragmented, and serve limited numbers of adult learners. Long Beach City College offers two classes in Basic Adult Education (BAE), which serve about 200 students annually. In addition, the college offers a one unit college readiness course that serves a minimal number of students.

LBSA offers the HiSET preparation program which serves approximately 500 students each year, who receive BAE and Adult Secondary Education (ASE) through their HiSET program.

LBCCD - The following BAE programs are offered in the Long Beach City College area:

- Basic Skills Development I
- Basic Skills Development II
- Certificate of Basic Skills
- LERN 811 (College Readiness)

LBCCD offers enhanced noncredit programming at the BAE and ASE levels. For BAE this includes remediation of basic reading, language/writing/math skills for incoming college students, and literacy and career development. Various modalities are utilized for instruction including direct instruction, small group instruction, independent-guided study, hybrid distance learning, and computer-aided study.

Students served by these programs include dislocated workers and EDD referrals, pre-collegiate adults without a diploma, low literacy students, low-income students, transient students, students with disabilities, students receiving public benefits such as General Relief and CalWorks, foster home referrals, and ESL students

BAE 601A Basic Adult Education Literacy Development: This course is designed to improve basic skills for students whose abilities range from primary to pre-

high school level. The course emphasizes the development of basic reading, writing and math skills for students who: (1) are enrolled, or plan to enroll, in regular courses and need to develop or improve their basic educational skills; (2) wish to review or complete their elementary education; (3) are preparing to take exams or need to develop basic skills for employment or special educational/vocational programs; or (4) wish to special educational/vocational programs; or (5) wish to This course is part of a sequence of courses leading to a Certificate of Completion in Basic Skills.

BAE 601B Basic Skills Development II: This course is designed to improve basic skills for students whose abilities range from pre-high school through pre-college level. The course emphasizes the development of basic reading, writing and math skills for students who: (1) are enrolled, or plan to enroll, in regular courses and need to improve or refresh their basic educational skills; (2) are preparing to take exams or need to develop basic skills for employment or special educational/vocational programs or college/university entrance; (3) wish to review or complete their secondary education; or (4) wish to improve their mastery of English as a Second Language. This course is part of a sequence of courses leading to a Certificate of Completion in Basic Skills for the Workplace.

ESL - LBCCD

LBCCD offers enhanced noncredit programs for English as a Second Language. ESL courses are direct instruction and are available in the morning or evening, along with a few afternoon and weekend classes. ESL courses are offered both by proficiency level and as skills courses. Level courses consist of integrated skills and grammar). Skills classes focus on writing and/or speaking development and are offered at the beginning, intermediate, and advanced levels. Students are placed using the Chancellor's approved and locally developed ESL Computer Adapted Placement Test (ESL CAP Test).

The program features managed enrollment that uses weekly testing and orientation, adding students until one month before end of term, and priority registration for continuing students with good attendance.

Introduction to College English (600 Series)

These courses include beginning through intermediate basic interpersonal communications and pre-collegiate instruction that promotes equity and access within the community by offering essential communication and cultural skills for social and occupational purposes to minority language speakers, or for those whose goals center on higher education, this series of sequential courses provides a pathway to the more advanced instructional strands. The following are specific course descriptions of these Enhanced Noncredit classes

ESL 602 A-F Reading Skills for ESL Students 1-7

This first course in a series of seven reading skills courses is designed to teach ESL students how to read, comprehend what they read, and build vocabulary. ESL 602A teaches students how to read and comprehend words, sentences, paragraphs and passages or texts without the dependency on a dictionary. Working with material appropriate to this level, students learn the rules for morphology, spelling and reading to assist them in vocabulary building, pronunciation and comprehension. Course content coincides with ESL 800AB.

ESL 640-45 English for Everyday 0-5

This course is the first of a six-course series in the basics of English structure designed to bring students up to basic college level in the language and prepare them for success in academic and vocational programs offered by the college. Emphasis is on the mastery of productive grammatical features and on comprehension of spoken and written standard North American English.

ESL LC699: Basic Skills for ESL Students

This course provides individualized programmed instruction for non-native speakers of English who are enrolled in courses and need to improve their mastery of English as a Second Language or who are enrolled in ESL courses but need additional assistance in building or improving literary or communicative skills.

Courses for Immigrants - Enhanced noncredit

No Services

Adults with Disabilities - Enhanced noncredit

No Services

Career and Technical Education - Enhanced noncredit

No Services

Programs for Apprentices - Enhanced noncredit

No Services

Adequacy and Quality

The following narrative evaluation of adequacy and quality includes all of the adult education programs currently offered by consortium members and partners.

In examining the question of adequacy and quality the consortium members identified that there was a disparity between adequacy and quality. While the programs currently offered demonstrate high levels of quality, there were concerns regarding adequacy, specifically with regard to servicing the needs of the community. Recommendations regarding adequacy will be addressed in greater detail in Objective 2.

While the consortium member faculty and teachers strongly believe that the programs possess a high level of quality, external stakeholders also affirm this belief. Student outcomes are also consistently high, despite diminished resources at many member sites. Consortium members examine student learning gains through a variety of measures including: student learning outcomes, noncredit certificates of competency, state and industry certifications, ESL level completion, progress indicators, and HISET certificates, CASAS pre and post-tests, and curriculum-based “Stand Out” text unit tests.

For example, LBSA offers a preparation program for students who will take the ETS High School Equivalency Test (HiSET). This test certifies a student’s academic knowledge and skills in five core areas: Reading, Writing, Social Studies, Science, and Math.

The LBSA teachers use HiSET practice test materials, scoring guides, and classroom assignments to determine a student’s readiness for testing. In addition to the individually paced learning that occurs in a lab setting, LBSA also offer teacher-directed courses in English Language Arts, Math, and Science and Social Studies. Following classroom instruction, teachers can readily identify individuals who need additional assistance and can supplement the instruction during lab hours.

LBSA has its own certified test center, so students who have completed their preparation can register and test on the LBSA campus. The test center began administering the HiSET in September, 2014 and records the results of each student prepared and recommended for testing so that evaluation and continuous improvement of teaching methods can be accomplished.

A recent LBSA survey of 45 students enrolled in the Basic Skills - HiSET Preparation class showed a collective impression expressed by almost all students surveyed. **On average nearly 95 percent of the students gave the highest ranking (“most of the time”) to the following statements:**

- “I am treated fairly in this class.”
- “This class starts on time with an agenda, and materials are ready.”
- “I like this class and would recommend it to others.”

- “This class provides a variety of ways to learn such as working by myself, working in groups, listening, speaking, reading, and writing.”
- “The materials, books, or computer programs in this class are useful to me.”
- “When the teacher presents a lesson, I understand more now than when I started the class.”

In spite of the diverse student population reflecting a wide range of educational backgrounds and learning styles, the overall results of this survey confirms that the LBSA Basic Skills Program has achieved high quality performance and student satisfaction. The limited staff of teachers, instructional assistants, and tutors have worked together to effectively serve the learning needs of the students.

Adult education is also significantly beneficial in a community with regard to increasing parental levels of education, demonstrating the importance of lifelong learning, providing training and resources to adults with disabilities, and supporting families struggling with socioeconomic issues and/or gentrification of their community. Stakeholders provide locations close to students’ homes where students feel welcome and grow academically. This also offers a service to community members who lack transportation and allows parents to be close to school-age children and to work and learn in that setting. This proximity, as well as child care where offered, creates a bridge between immigrant parents and the schools by helping parents understand the school system.

There are many characteristics of programs offered by the consortium that exemplify the high level of quality inherent in them. These include direct instruction that is utilized to maximize learning and challenge students at their current level and beyond; the dedication and continued emphasis on professional development of faculty, staff, and administrators even in difficult budgetary circumstances; and emphasis on student and innovative programs to meet student needs.

While some programs have waiting lists for classes and/or require fees for enrollment, this demonstrates that there is a shortage of quantity, but not quality programs. Despite cutbacks, the consortium members have remained focused on providing courses and programs that are rigorous, relevant, consistent, and beneficial both to individual students and the community as a whole.

Members of the consortium have received various awards in recognition of their high quality programming and consistently high student outcomes. More importantly, students express positive feedback regarding their experiences in consortium classes. Students feel that they are empowered to work toward their goals of parent involvement, gaining skills toward employment or completing their high school diploma

and entering a job training program. Parents who participate in ESL programs often begin to participate in PTA, school site councils, and as classroom volunteers.

LBSA

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.

To recap, 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.

The staff pride themselves on providing quality services that result in increasingly high student outcomes. Students at the schools who report having high levels of satisfaction with their preparation reinforce this premise. Several awards attest to the high quality of program achievement attained by LBSA.

- Distance Learning - CASAS Promising Practice Award - 1997
- Community Based English Tutoring (CBET) Golden Bell - 2003
- Summer Enrichment Program (SEP) Golden Bell - 2008
- Goodwill Partner of the Year - 2013
- LBSA Family Literacy/ESL Teacher, Carolyn Blocker received the 2013 Toyota Teacher of the Year Award

Description of AB86 Construction and Data Sources

All LBCCD enrollment data was provided by the institutional data warehouse (Cognos Inc.). Where Management Information Systems (MIS) codes are used, they were taken directly from the MIS submissions to the California Community Colleges Chancellor's Office (CCCCO) to maximize fidelity between what we've previously reported to the CCCCCO and AB86 reporting. Categories were defined as follows:

- **Elementary and Basic Skills:**
 - **Credit ESL:** Defined as all courses with the subject code "ESL" and taken for credit for at least 0.5 units.
 - **Credit Basic Skills:** Defined as all courses with the subject code "READ",

“MATH”, or “ENGL” with CB08 set equal to “B” indicating the course is basic skills. Additionally the course must be taken for credit for at least 0.5 units.

- **Enhanced Non Credit:** List provided by Dean of Institutional Effectiveness, apportionment code identifies course as “enhanced.”
- **Non Credit:** All courses with the subject code of “ENGL”, “MATH”, “READ”, “ESL”, or “LEARN” taken for 0 units not including any courses listed as enhanced noncredit.
- **Classes and Courses for Immigrants**
 - All noncredit courses with CB22 (Course-Noncredit-Category) = B (Citizenship for Immigrants) – only course offered during time frame of AB86 data templates (CIT601) has not been offered since fall 2008.
- **Classes for Adults with Disabilities**
 - All noncredit courses with CB22=E (Courses for Persons with Substantial Disabilities). One transfer-level, for-credit course is currently offered but no noncredit courses for students with disabilities have been offered since 2011.
- **Short Term CTE**
 - All noncredit courses designated as CB22=”I” (Short-term vocational) or CB22=”J” (Workforce preparation).
- **Programs for Apprentices**
 - All courses with CB09 (Course-SAM-Priority Code) = A (Apprenticeship) were included. No courses so coded have been taught since prior to Fall 2008.

Syntax used to designate categories and calculate total enrollments can be found here: W:\Institutional Effectiveness\AB 86 Work\AB86 Enrollment Syntax.sps

Tables 1.0 Reference 13-328-26-LBAEC-3.1.15 Objectives 1&2 Excel File

OBJECTIVE 2

An evaluation of current needs for adult education programs within the consortium's region.

The regional plans outlined in this narrative have been developed with the assumption that the current adult education funding levels to sustain existing adult education in the schools will be continued through a dedicated stream of funding. As a result, all of the strategies in this plan are new or expanded activities.

If dedicated funding is not provided to sustain adult education currently offered by the schools, then the first priority in the regional plan will be to assure that the existing adult education programs in the schools are funded and sustained, thus avoiding the creation of a devastating new gap in the region.

The LBAEC needs to establish a coordinated and efficient system within the region to further adult learners' educational and career goals. The greatest need not being met in the Long Beach area is the ability for adult learners to earn a high school diploma in the region. There is no coordinated effort between the partners as to what courses are offered (when and where) to provide adult learners with the education they need to earn their diploma. There is a discrepancy between services and resources offered to adults age 18-24 and those 25 years and older. Additionally, there is no place (other than the very limited offerings at the Long Beach Job Corps and Long Beach Conservation Corps for students under 25 years of age) in which the diploma is awarded in the city.

Clearly the region needs to integrate and expand its current efforts at providing basic skills competencies so that students can be ready to take college level courses. Partners need to identify who should be responsible for coordinating the effort to provide adult learners in the City of Long Beach with multiple opportunities and options to earn a high school diploma, including California High School Exit Examination (CAHSEE), and to take courses in a variety of formats to be ready to enter college.

There is also a need for adult learners to be able to explore what options are available to them in terms of careers, certificate and degree attainment, and transfer. Providing resources for these adult learners so that they can make informed decisions that include wage potential, job availability, and educational requirements will result in more clarity in terms of the establishment of goals and will allow learners to be more efficient in attaining those goals. Ideally, the region would provide several options for students to explore these options including both physical locations and online options.

The region is severely lacking in staffing, resources, access, and services to meet the needs of the region.

The current operating cost for existing adult school programs in the region is over \$4.5 million for the five AB86 categories. Additionally, in order to sustain these vital existing programs, the new and expanded strategies and activities will be proportionally limited, depending on funding provided to the local consortium. The lack of dedicated funding to sustain current adult school programs would negatively impact the consortium and restrict strategies to develop regional plans and transition pathways.

Regional Overview

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 HSE or high school diploma, and training for jobs. Following State trends, LBCCD's Adult Education has been negatively impacted. In fall 2009, noncredit ESL course offerings were systematically reduced from 60 sections offered every semester to a low of 6 sections. In addition, noncredit Basic Study Skills course offerings were permanently discontinued.

Long Beach Unified School District (LBUSD) - The District 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. The Adult Education programming at LBUSD has been dramatically affected by the recent budget constraints. Currently, LBUSD's primary adult education offerings include a HiSET Preparation program and an English as a Second Language program for Long Beach adult residents.

Demographic Profile

The California Department of Education (CDE) calculated general demographics for all community college districts as part of the AB 86 planning process. This information, which Figure 2.1 outlines, provides a helpful baseline for further demographic assessments, but remains incomplete. For example, the CDE's data do not have any breakdowns by age, level of educational attainment, or other markers.

Figure 2.1: AB 86 Demographic Breakdown for Long Beach Adult Education Consortium

DEMOGRAPHIC SEGMENT	POPULATION	PERCENTAGE
Below the Poverty Line	156,339	30.8%
Over 25 Years Old, without a Diploma	99,996	19.7%
Unemployed	51,775	10.2%
ESL	211,138	41.6%
Adults with Disabilities	51,380	10.1%
Non-Naturalized U.S. Citizens	72,516	14.3%
Adults with Low Literacy	80,543	15.9%
Total Population	507,594	100%

Source: AB 86

To further examine the demographic composition of the LBAEC area, data is used from the American Community Survey's (ACS) one-year Public Use Microdata Sample (PUMS) collected by the U.S. Census Bureau. PUMS files "are a set of untabulated records about individual people or housing units" which provide in-depth information and estimates about populations throughout the United States. These files contain individual responses to questions about age, educational attainment, occupation, and income level, among other characteristics. This range of information offers a comprehensive overview of the current and prospective student populations that live in the area.

A general demographic breakdown is provided of the population in California and the region served by the LBAEC, focusing primarily on the 18-49 age group. These broad population data provide a means for assessing local unmet demand for adult education. In the LBAEC service area, PUMS data estimate 653,529 residents, 303,442 of whom are between the ages of 18 and 49. Figure 2.2 provides estimates of the population of the LBAEC service area by educational attainment. The data indicate that approximately 45,500 people in the region between the ages of 18 and 49 lack a high school diploma.

Figure 2.2: Population by Age and Educational Attainment of Individuals in Long Beach Adult Education Consortium Service Area, 2013

AGE	NO SCHOOLING COMPLETED	PREK-8	9-12	HS DIPLOMA/EQUIVALENT	SOME COLLEGE, NO DEGREE	ASSOCIATE'S	BACHELOR'S	GRADUATE DEGREE	TOTAL	90% CI (+/-)
<18	42,364	84,846	29,291	524	197	0	0	0	157,222	6,435.5
18-24	535	84	7,897	20,392	34,396	2,799	5,292	175	71,570	5,929.5
25-29	0	1,138	3,851	11,280	15,346	2,564	11,271	4,357	49,807	4,568.5
30-34	127	2,988	2,318	8,298	11,317	4,702	11,989	5,687	47,426	4,449.3
35-39	1,133	3,042	3,292	6,890	10,983	4,328	7,903	5,195	42,766	4,234.8
40-44	687	3,072	5,524	9,701	12,889	4,895	8,619	5,061	50,448	3,805.7
45-49	994	4,870	3,936	7,344	9,201	2,834	8,295	3,950	41,424	3,081.6

AGE	NO SCHOOLING COMPLETED	PREK-8	9-12	HS DIPLOMA/EQUIVALENT	SOME COLLEGE, NO DEGREE	ASSOCIATE'S	BACHELOR'S	GRADUATE DEGREE	TOTAL	90% CI (+/-)
50-59	2,559	5,314	7,319	16,924	21,510	7,415	15,192	10,398	86,631	5,751.4
60+	7,428	8,351	7,414	23,616	21,879	8,571	16,616	12,360	106,235	6,395.2
18-49	3,476	15,194	26,818	63,905	94,132	22,122	53,369	24,425	303,441	8,486.8
%18-49	1.1%	5.0%	8.8%	21.1%	31.0%	7.3%	17.6%	8.0%	100%	N/A
Total	55,827	113,705	70,842	104,969	137,718	38,108	85,177	47,183	653,529	7,828.1
%Total	8.5%	17.4%	10.8%	16.1%	21.1%	5.8%	13.0%	7.2%	100%	N/A

Source: PUMS

Figure 2.3 provides a summary of the characteristics of the 18-49 population in the LBAEC service area by educational attainment. Data from this table reflect many of the trends described in detail above. It is also important to note that, of this population, 75.9% are not currently enrolled in some form of educational program, potentially indicating a need for broadening access to adult education in the region.

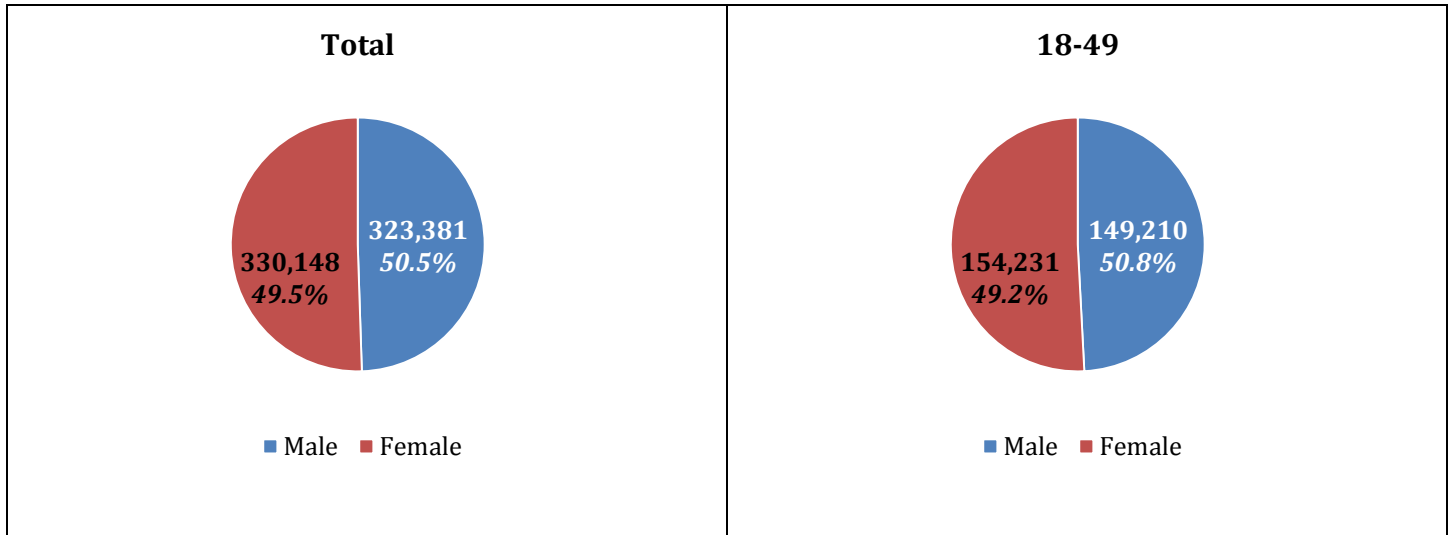
Figure 2.3: Characteristics of the Long Beach Adult Education Consortium Service Area Population Aged 18-49 with Less than an Associate's Degree, 2013

EDUCATION LEVEL	INCOME LESS THAN \$25,000	SPANISH/HISPANIC/LATINO ANCESTRY	VETERAN	NON-CITIZEN	WITH A DISABILITY	SPEAKS ENGLISH NOT WELL OR NOT AT ALL	NOT ATTENDING SCHOOL	TOTAL
No Schooling	2,154	2,111	0	1,760	1,063	1,709	3,476	3,476
	62.0%	60.7%	0.0%	50.6%	30.6%	49.2%	100.0%	
PreK-8	7,843	13,768	0	11,310	119	10,480	15,194	15,194
	51.6%	90.6%	0.0%	74.4%	0.8%	69.0%	100.0%	
9-12	13,980	16,841	0	8,172	2,784	7,841	22,952	26,818
	52.1%	62.8%	0.0%	30.5%	10.4%	29.2%	85.6%	
High School Diploma or Equivalent	30,392	33,620	592	13,555	5,165	6,181	55,175	63,905
	47.6%	52.6%	0.9%	21.2%	8.1%	9.7%	86.3%	
Some College, No Degree	38,977	39,805	2,207	9,257	4,816	3,137	57,697	94,132
	41.4%	42.3%	2.3%	9.8%	5.1%	3.3%	61.3%	
Total	93,346	106,145	2,799	44,054	13,947	29,348	154,494	203,525
	45.9%	52.2%	1.4%	21.6%	6.9%	14.4%	75.9%	

Source: PUMS

As Figure 2.4 demonstrates, the gender breakdown for the LBAEC service area is fairly evenly split between male and female for all age categories.

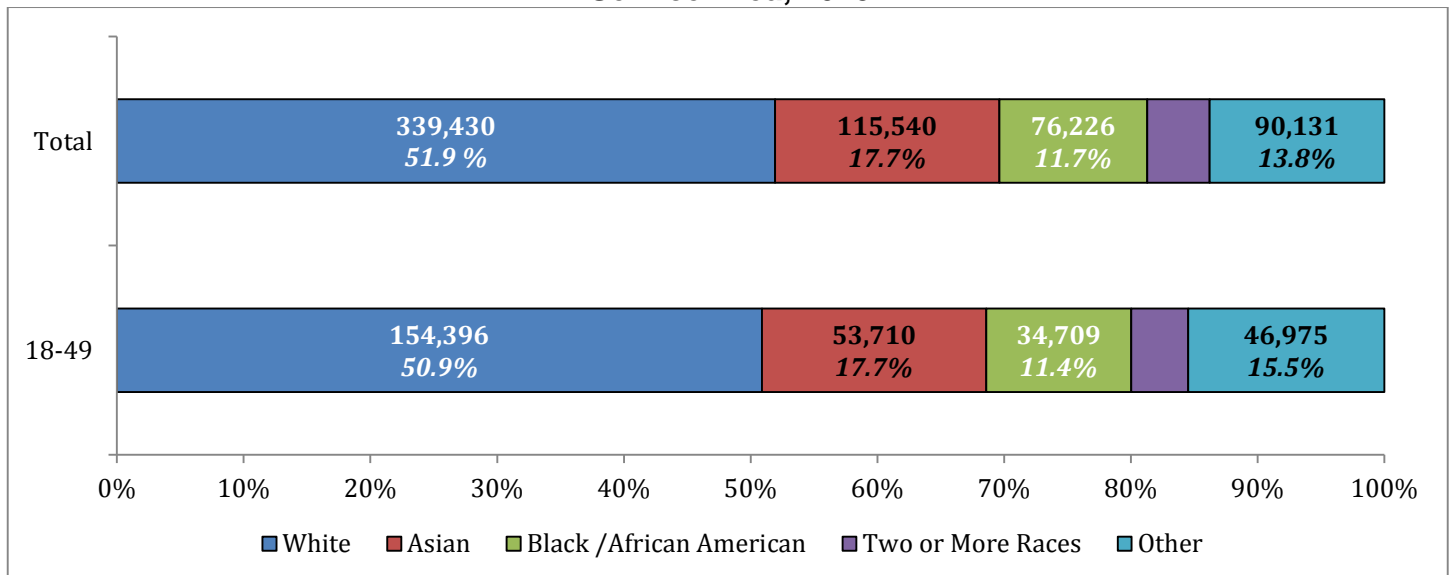
Figure 2.4: Gender Breakdown of Individuals in the Long Beach Adult Education Consortium Service Area, 2013



Source: PUMS

Figure 2.5 provides the racial breakdown for the consortium service area. It is important to note that this figure does not account for ethnicity; therefore individuals within each racial group may also identify as Hispanic. The figure shows that the majority of the population in both age categories self-identify as white. Nonetheless, the population is fairly diverse, with large Asian and African American populations as well.

Figure 2.5: Racial Identification in the Long Beach Adult Education Consortium Service Area, 2013

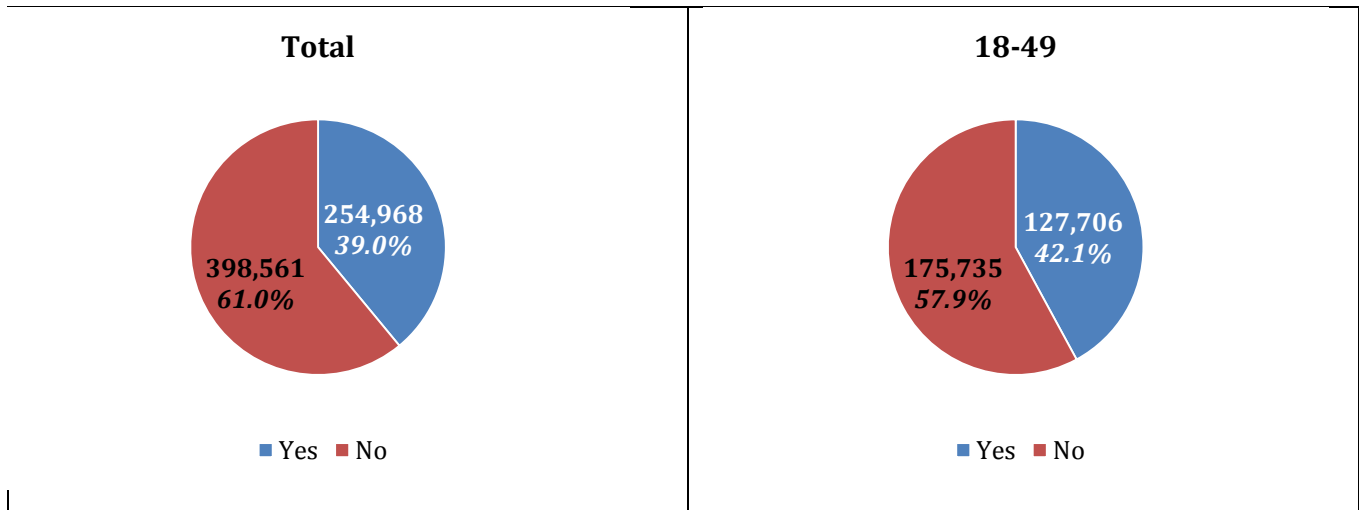


Source: PUMS

Note: For two or more races, the values are: 32,202 (Total) and 13,651 (18-49).

Figure 2.6 shows the Spanish/Hispanic/Latino ethnicity of individuals in the LBAEC service area. For the age group 18 – 49, PUMS estimates that over 40% of individuals identify as Hispanic.

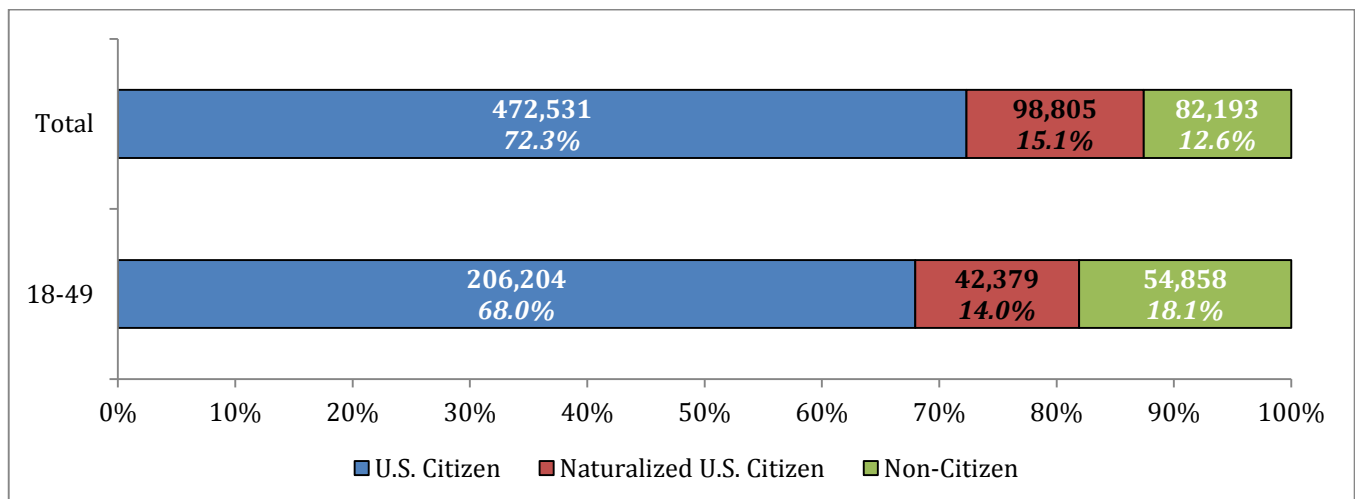
Figure 2.6: Spanish/Hispanic/Latino Ancestry of Individuals in the Long Beach Adult Education Consortium Service Area, 2013



Source: PUMS

Evaluating the citizenship status of the consortium regional population is important in determining the number of adults who may benefit from programs aimed at immigrant populations. PUMS data Figure 2.7 estimates that the majority of residents in LBAEC service area are born or naturalized U.S. citizens; however, estimates suggest that 18.1% of the 18-49 age category – nearly one-fifth of this demographic – are non-citizens.

Figure 2.7: Citizenship Status of Residents of Individuals in Long Beach Adult Education Consortium Service Area, 2013

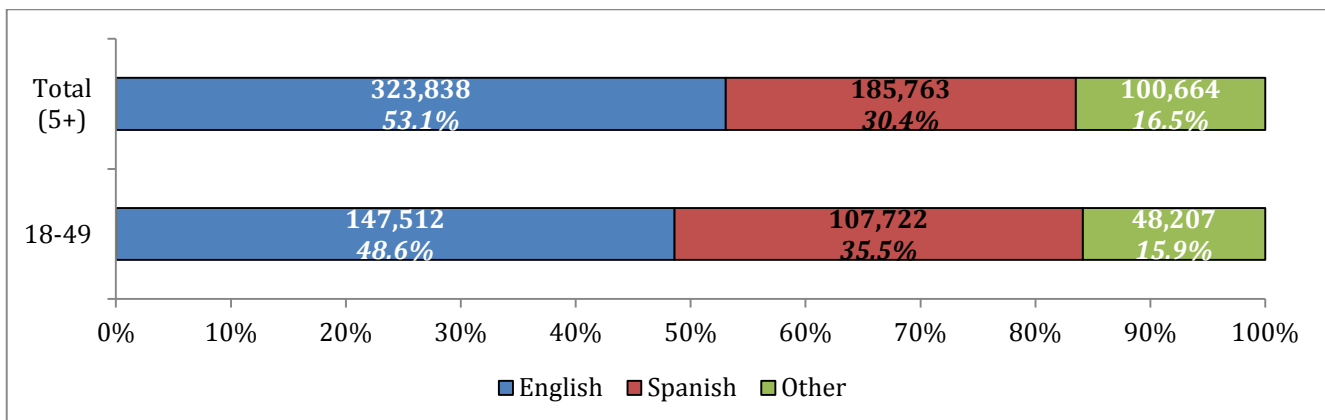


Source: PUMS

An individual's comfort with the English language is another important indicator for determining the need for immigrant-focused adult programming. In particular, individuals who do not speak English well or at all comprise the potential student market for English language courses.

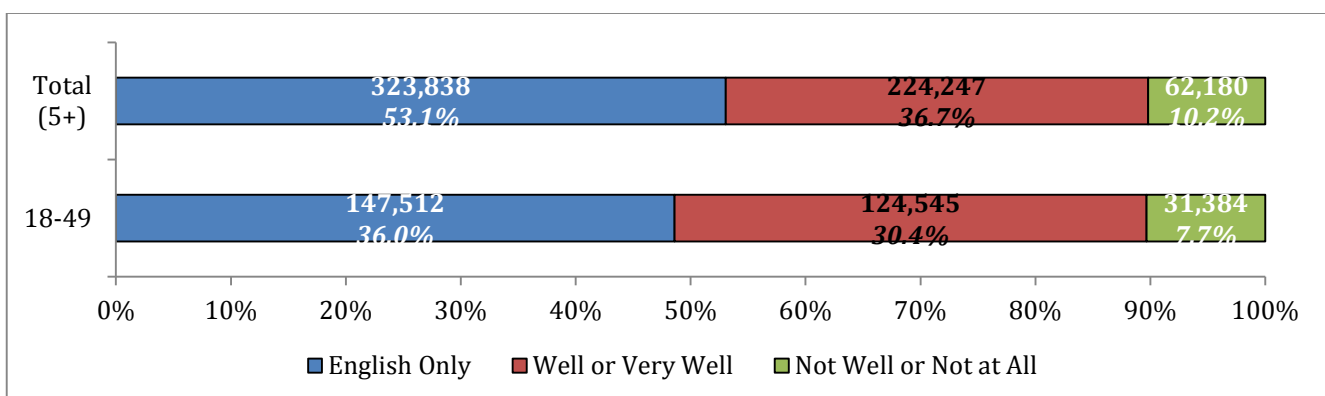
Figures 2.8 and 2.9 identify the language spoken at home for individuals over the age of 5 in the LBAEC service area. The data indicate that while the majority of individuals residing in these areas speak English at home, the region also hosts a significant percentage of Spanish speakers. Data on English-speaking ability show that while most residents speak only English or speak English well or very well, a small but significant percentage of the population does not speak English well or at all, and may require ESL training or services.

Figure 2.8: Language Spoken at Home of Individuals Aged 5 and Over in the Long Beach Adult Education Consortium Service Area, 2013



Source: PUMS

Figure 2.9: English Speaking Ability of Individuals Aged 18-49 in the Long Beach Adult Education Consortium Service Area, 2013

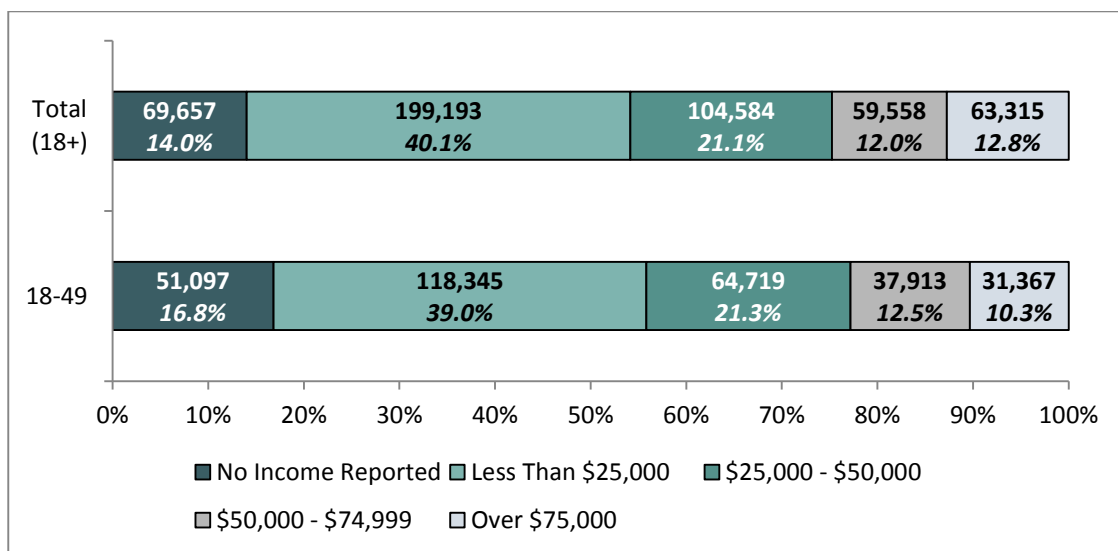


Source: PUMS

Economic Profile

A factor that often contributes to adult student demand for education is income level, with individuals in low-paid positions seeking additional education as a means of improving their career opportunities. However, these potential students may also be more sensitive to program cost, and may gravitate toward programs that require no or minimal fees. Figure 2.10 details the income levels of adults over 18 in the LBAEC service area. Throughout all age ranges, PUMS data estimate that roughly 40% of the population earns less than \$25,000.

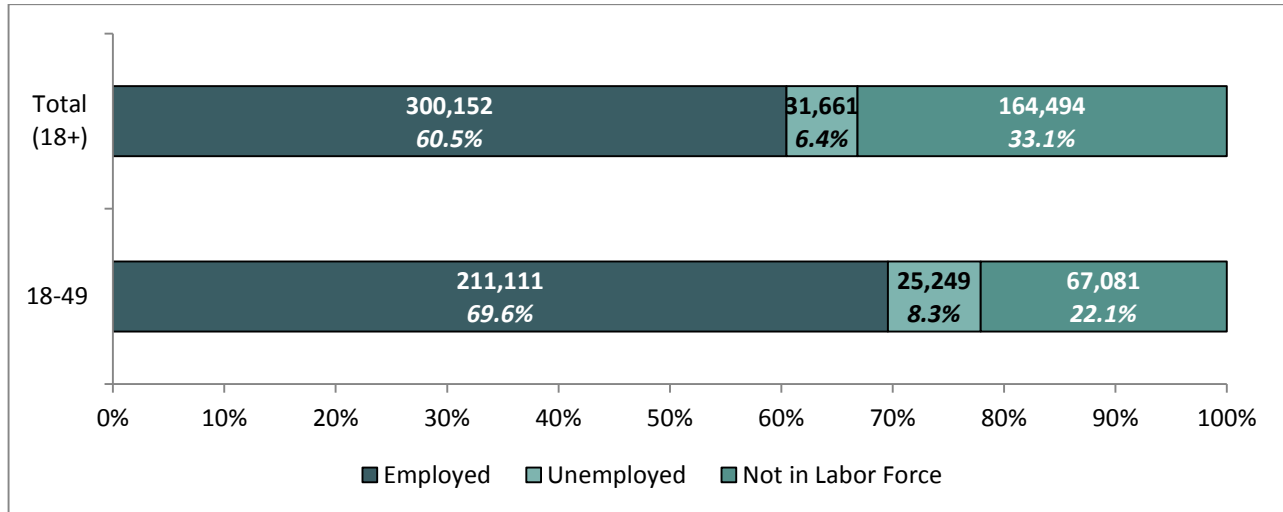
Figure 2.10: Income Level of Individuals Aged 18 and Over in the Long Beach Adult Education Consortium Service Area, 2013



Source: PUMS

Employment status of individuals is also important to examine within the context of adult education programs. This data does not segment by age or educational attainment. Indeed, as Figure 2.11 shows, the unemployment rate of individuals aged 18-49 is slightly higher than that of the total over-18 population. This may be due to the fact that many individuals in the latter age category have left the labor force or are still enrolled in educational programs.

Figure 2.11: Employment Status of Population Aged 18 or Over in the Long Beach Adult Education Consortium Service Area, 2013



Source: PUMS

The American Community Survey (ACS) is a nationwide survey conducted by the U.S. Census Bureau to provide communities with demographic, social, economic, and housing data every year. The California State Data Center generates reports and tabulations from data files released by the U.S. Census Bureau. Based on the ACS data, Figures 2.12, 2.13, and 2.14 reflects data for the LBAEC area that shows the unemployment rates, income/educational attainment, and poverty rates for this specific region.

Figure 2.12: Labor Force Participation Rate for Long Beach in the Long Beach Adult Education Consortium Service Area

Population 16 years and over Total			Total civilian labor force		Employed		Unemployed		Unemployed Rate
Estimate	Estimate	Percent (Labor Force Participation Rate)	Estimate	% of Pop 16+	Estimate	% of Pop 16+	Estimate	% of Pop 16+	Percent
367,071	242,767	66.1	242,314	66.0	212,244	57.8	30,070	8.2	12.4

Source: U.S. Census Bureau, 2011-2013 American Community Survey (3-year estimates)

Figure 2.13: Earnings and Educational Attainment for Long Beach in the Long Beach Adult Education Consortium Service Area

	Population 25 years and over with earnings	Less than high school graduate	High school graduate (includes equivalency)	Some college or associate's degree	Bachelor's degree	Graduate or professional degree
Long Beach	\$ 35,211	\$ 18,935	\$ 26,723	\$ 35,039	\$ 51,675	\$ 70,334

Source: U.S. Census Bureau, 2011-2013 American Community Survey (3-year estimates)

Median earnings in the past 12 months (In 2013 Inflation-Adjusted Dollars). Based on 3-year estimates from the California census data center, the city of Long Beach has 298,919 adults over the age of 25 and according to the 2011-2013 American Community Survey 20% of these adults do not have a high school diploma or its equivalent.

Figure 2.14: Poverty Rates for Long Beach in the Long Beach Adult Education Consortium Service Area

All Families	Married Couples	Families with Female Householder; no husband present
17.5%	9.4%	33.3%

Source: U.S. Census Bureau, 2011-2013 American Community Survey (3-year estimates)

Current Unmet Needs

While this section will focus on the five areas covered by AB86, the LBAEC members would like to state that Parent Education and Programs for Older Adults are also critical to the region's population and that without funding these needs will go unmet.

Approximately 45,500 residents aged 18 to 49, nearly 10% of the City of Long Beach population, have not graduated from high school. The region is home to over 1,550,000 adults between the ages of 18 and 49 who do not speak English at home. Within this age group, over 31,100 individuals do not speak English well or at all, and nearly 55,000 are not U.S. citizens. Furthermore, Hispanic students make up nearly 60% of the total number of dropouts at Long Beach Unified School District and over 70% of the total dropouts in Los Angeles County.

Basic Adult Education and Adult Secondary Education

Program restoration/growth. The consortium has experienced a sharp decline in the amount of services offered in adult education over the past five years. As mentioned in Objective 1, this is largely due to the budget crisis and the flexibility

afforded to districts in making previously categorical funds available on an unrestricted basis. The necessity for growth is evident throughout the consortium area, and is not limited simply to restoration.

As a result, the greatest needs not being met in the Long Beach area are –

- A High School Diploma Program - the ability for adult learners to earn a high school diploma. There are no programs in the city for adults over the age of 25 to earn a high school diploma, which is 19% of the Long Beach population.
- College Preparation - Adult learners need to have options as to where they might go to learn the skills they need to be college ready. This service should be offered at a variety of locations throughout the city including LBUSD- LBSA, LBCCD, and other consortium partners.
- Orientation for careers - Adult learners should be provided with options and information about the various career opportunities available, the requirements for the programs, and the salary that can be expected. This is vitally important to students at all stages of the learning experience. Career counseling is also very important to this population of adult learners

Meanwhile, there are comparatively few spaces available in programs that seek to serve this population. For example, Long Beach School for Adults does not offer GED services anymore. Throughout the region this lack of availability results from fewer classes being offered, the LBSA having limited hours, a shortage of growth funds to develop needed programs, a lack of technology which results in decreased relevance to younger students, and a dependence on large classrooms that create a higher student to teacher ratio.

While it is critical to begin developing course offerings, this alone is not enough to resolve the existing issues. Students must be able to access these classes if they are to be successful, and barriers to their full participation must be taken into account. These classes need to be offered at times when students are able to attend class (both day and evening), in areas that are convenient to students who may be walking or taking public transportation, with adequate child care, and with an option for some programs to augment classroom-based study using distance learning.

Students who stop-out from programs also report transportation as a key barrier to attendance. While increased sites will improve community access, there needs to be an exploration of options with regard to transportation to assist students. Furthermore, child care is also a major barrier for adult learners' ability to attend classes. Current on-site child care has very limited hours and is cost prohibitive for

many students. Off-site childcare has the same barriers plus additional transportation issues.

Enhanced technology. With regard to technology, areas for growth include creating established computer labs, current technology in the classroom, using software programs to supplement instruction, creating more hybrid/distance instructional courses and programs, providing students with internet access, and preparing more students to take the computer-based HiSET.

While the consortium members have computer labs, many of these labs are outdated and/or do not contain adequate instructional software to serve the needs of students who are looking to advance their skills in modern technology. Some districts also lack modern technology in the classrooms, using overhead projectors for example, rather than interactive white boards, document camera, or computers. In addition to limiting instructors' ability to teach, this lack of technology also acts as a deterrent to students and conveys the message that the program is not up-to-date and meeting the needs of our adult learners.

Distance learning is also a critical element of improving student access and services for the high-needs and geographically broad community served by the consortium. In order to develop adequate distance learning however, it will be necessary to have computer labs at each site where instructors can assist students with computer literacy skills, provide training in the computer-based instructional software, and have regular contact with students in a hybrid model.

Additional student support services. Needs for student support include additional advising services, additional support personnel including tutors, more dedicated assessment spaces, and development of electronic educational plans (particularly at the community college level given the SSSP mandates). Tutors with math content knowledge are critically needed to provide more intensive support to students taking basic skills math courses.

Relevant curriculum and programming. When courses and programs are added, they will be aligned with community needs to ensure that they serve as many students as possible. Some high-need areas include contextualized basic skills and transitional courses. Contextualized basic skills are present, however, they are limited and are not present in a majority of the fields in which they are needed. Likewise, transitional courses are offered, but there still exists a need to link those transitional courses with specific college and career goals. For example, aligning basic skill courses with college credit classes would result in easier transition to college and thus assist college-bound students. Offering additional workplace certifications would similarly assist career-oriented students with necessary and documentable skills.

Professional development. While professional development is available in the community, opportunities are increasingly offered through webinars and not face-to-face workshops. Consortium members and partners report that they would benefit most from hands-on workshops, where they can become familiar with technology which is the wave of the future in education and testing. In addition, workshops are needed in specific areas such as developing contextualized instruction and alignment with Common Core standards.

ESL - LBCCD

Data provided by the state at the AB 86 Summit (10/6/14) shows a clear, overwhelming need for ESL instruction in the greater Los Angeles area. In the immediate area surrounding LBCCD, there are approximately 2,250,000 adult English language learners, and only 5.5% are enrolled in classes. Local data for Long Beach (per the LBCCD website) shows that of a population of approximately 500,000, the city has more than 200,000 (40%) who are English language learners.

The ESL department has seen drastic cuts to the program despite the continuous need for ESL instruction in the greater Long Beach community. Therefore, there is a demonstrated need to offer courses in response to the community's needs. The department needs to consider staffing, facility needs, and more curriculum options resulting from more ESL students enrolling in LBCCD ESL classes.

The ESL Department also had to drastically cut back their noncredit and credit programs at the same time that the need increased. The Work Group Planning Demographic Data states that 19% of the adults in the region over the age of 25 do not have a high school diploma and almost 16% (146,779 people) are adults with low literacy. Additionally, 40% of the population are considered English Language Learners and as such, often require basic skills especially in the areas of reading and writing.

There were roughly 800 fewer students served in 2013-2014 than were served in 2008-09. In the fall 2009 semester, 2098 students enrolled in ESL courses. In fall 2013, that number was just 1266 students enrolled.

ESL - LBSA

The need for adult literacy at LBSA is based on a large immigrant population, predominately Hispanic and Asian. According to the City Manager's office, over 50% of the population is Hispanic and 13% is Asian. Long Beach has the largest Cambodian population outside of Southeast Asia (U.S. Census Bureau, 2010), and Long Beach has been ranked the 10th least literate city in the United States (Washington Post, 2012).

In 2008-2009, LBSA employed nine full-time ESL teachers and two classified staff. Currently, there is one full-time teacher on Special Assignment, eight part-time instructors, and no classified team members. Part-time teachers routinely work at other adult schools for financial reasons. In order to serve the needs of the adult literacy population, LBSA needs full-time ESL instructors so that teachers commit 100% to one school and to one program, resulting in greater student persistence, greater student success, and higher CASAS benchmarks.

Program restoration/growth - The benefits of ESL classes are wide-ranging and deeply impactful to students, their families, and their community. However, across the consortium, ESL program funding was cut drastically and many classes and services were eliminated. Across the consortium, the educational needs of the communities are not being met. In order to improve services to students it will be necessary to add additional leveled classes with the goals of reducing waitlists, providing greater access to students, and providing more attention to students at the lower levels. A fully realized or "built-out" program would include many single-level classes offered regularly throughout the day/year with supplemental directed instruction for specific needs. In order to increase leveled course offerings it will be necessary to add facilities both at the consortium member campuses and throughout the community, streamline registration and assessment processes, hire faculty and staff,, promote distance/blended learning, and purchase textbooks and materials.

Enhanced technology - In order to provide meaningful programs, it is necessary to improve computer labs and the software available. Since the majority of programs have not updated their technology for quite some time, this would require purchasing new computers at most sites. In addition, members need ESL online programs for blended instruction as well as access to language labs. Additional technological needs include interactive white boards, updated equipment for specialized classes, and software for students such as HiSET software, Rosetta Stone, All Star, and American Speech Sounds.

Additional student support services - When developing additional courses, it will be critical to hire additional counselors, instructors, and support staff. Even now, counseling is a critical need in ESL programs across the region. Additional counselors would enable programs to provide career guidance and information regarding transition to credit, as well as programs and services available within the consortium and the community.

Administration and support staff are needed to monitor placement testing, registration, recordkeeping, CASAS testing, and student notifications. At least one school expressed that they lacked adequate staffing to create a waitlist and were unable to fill empty slots.

Instructors are also needed for new classes. Additionally, recent budgetary issues have resulted in fragmented work weeks in some districts - having several assignments on different campuses, which has in turn affected teacher productivity and decreased overall instruction time. Plans to add leveled classes will take into account strategies for improving instructors' schedules as well as hiring additional instructors to distribute the workload. In addition, the consortium would benefit in having a curriculum development/implementation committee that would help guide the expansion of leveled classes.

A reoccurring barrier to attendance, that students report, is a lack of access to quality child care. As a result of budget cuts, child care has been eliminated at member sites. Students report that a lack of child care is one of the major barriers to access into and retention in ESL courses. Likewise, lack of adequate parking and transportation have become additional barriers for ESL students.

At Long Beach City College there is an increase in serving immigrants with disabilities, particularly the Deaf and Hard of Hearing students as many of the community programs that used to be available to them have closed due to budget cuts. Although Deaf students in the ESL classes are supported with campus American Sign Language (ASL) interpreters, many students are not fluent in ASL and, as a result, interpreters and instructors struggle to communicate with them.

CTE programs have also been adversely affected by Tier III cuts, and currently there are only one noncredit CTE program that exists at LBCCD, which is through the CAED department – The Harbor Driver Training Program. Unfortunately, due to lack of funds CAED is unable to provide trucks and chassis to perform in-house training. Limited resources has caused equipment, facilities, and infrastructure to be inadequate to meet the demand. Currently CAED is attempting to obtain loan/donation truck(s) so that they can potentially teach the behind-the-wheel training on-site.

Despite these challenges, instructional quality has been maintained, evidenced by students passing state and industry licensure. The quality of the course offering is industry-recognized and offers the most relevant and necessary skill sets to participants. The current program produces high levels of completers that are in need of expanded.

Professional development - Limited professional development and limited communication mechanisms have resulted in faculty and teachers having virtually no knowledge of other ESL programs and services within the consortium area. This lack of awareness and knowledge creates possible redundancy in some ESL learning areas and gaps in other education areas. As a result, this prohibits effective and efficient transition programs, which would directly benefit student progression and success. Lack of professional development also limits the education in best practices toward ESL

instruction and education in the latest resources regarding technology.

With the lack of dedicated Adult Education funds, faculty and teachers are unable to receive valuable CTE and vocational training to foster more relevant curriculum and to enhance transition support objectives. Likewise, past budget cuts have prevented stipend programs for on-going faculty mentoring/job shadowing within the consortium region or to adequately accommodate legislative changes within the education system.

Transition Support - There has been a profound lack of transition effort taking place within the consortium. With programs having limited resources, programs are unable to conduct rigorous community surveys, industry trends, regional outreach, or field trips to adequately assess the leveraging of existing resources or implement best practice transition models. Furthermore, the lack of transition resources negatively impacts the ability of the consortium to provide adequate assessment orientations and streamlining the registration process for adult learners

Specific programs that are missing, which would enhance transition efforts are bridge programs between the consortium members – LBCCD and LBSA and actual student field trips to promote educational awareness and accessibility to other Adult Education programs and services in the region. In addition, lack of intensive counseling resources for adult learners is significantly impacting any transition efforts that may be attempting to take place.

Courses for Immigrants

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.

Even though the district borders of LBUSD are not identical to LBCCD, similar diverse student populations exists: 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.

The need for adult literacy in Long Beach is based on a large immigrant population, predominately Hispanic and Asian. According to the Long Beach City Manager's office, over 50% of the population is Hispanic and 13% is Asian. Long Beach has the largest Cambodian population outside of Southeast Asia (U.S. Census Bureau, 2010), and Long Beach has been ranked the 10th least literate city in the United States (Washington Post, 2012).

With only one course within the LBAEC recorded as a "Course for Immigrants" additional programs and services are needed.

Adults with Disabilities

Another key gap facing the region is a lack of services focused toward assisting adults with disabilities, particularly as related to workforce preparation. The LBAEC service area includes a population around 17,500, between the ages of 18 and 49. Some of these individuals may have less severe physical or learning disabilities that do not generally require specialized educational settings.

LBCCD would like to provide specific coursework designed to promote employability of individuals with intellectual disabilities and the development of independent living skills. A number of gaps include the lack of -

- programs involving parents of students with disabilities
- alignment with work-based grant initiatives
- meaningful bridge programs for adults with disabilities who are not yet ready for integration into the workforce
- college and career awareness and effective “transition to work” programs
- job readiness skills programs
- extensive career training in interview skills, dress for success, and résumé and cover letter writing
- partnerships with local businesses for career exploration and internship opportunities
- robust career counseling services
- extensive questionnaires to obtain information about students’ interests, talents, and abilities
- distance learning classes
- learning opportunities for students who do not feel comfortable in a regular class setting
- learning opportunities in digital learning/hybrid learning and classroom learning
- training in life skills such as transportation, home care, meal preparation, laundry
- professional development for support staff including job developers, job coaches, and instructional aides

These identified needs have formed the foundation of the programs that the

Consortium is exploring in greater detail in Objective 4.

Career and Technical Education

At the current time, the adequacy of the CTE programs has been compromised by budget cuts resulting from Tier III flexibility. This has resulted in higher costs to maintain programs, and this additional cost has been passed along to students in the adult schools. Many students are now unable to access the programs due to higher fees. In addition, fewer instructors are teaching and support staff are working with greater numbers of students. Therefore students have fewer resources available for support. In addition, funding has also limited maintenance of equipment, which is often below industry standards. Software, classroom equipment, and operating systems currently in use are not adequate. Any plans to fill regional gaps must first start with an examination of providing adequate funding to support existing students and develop plans for growth based on current and projected labor statistics.

Current needs include adding more class sections to meet the demands of the waitlist, and address the gaps, update equipment and technology to industry standards, create pathways through alignment of programs across consortium members to expand students' skill levels, promote contextualized basic skills in CTE programs, enhance transitions into the workplace, and update materials. Promoting contextualized basic skills would support English-limited students and those with low literacy. Learning assessment centers would be designed to assist students in improving their skill levels in math, reading, and writing with a variety of modules that have been developed specifically to support CTE courses.

Transitions into the workplace would be augmented by developing externships and apprenticeships, improving partnerships with small and medium-sized businesses to promote student placement in internships and job opportunities, and providing more extensive support for students in transitioning into the workplace through apprenticeships and other work-based learning opportunities.

The Adult Education Center and website will be able to address specific CTE gaps which are categorized and highlighted below -

Employment Readiness – Lack of career ready standards and practices; embedded into courses, which also includes limited -

- Appropriate technical skills and academic knowledge.
- Aligned education and career plans based on adult learner's personal goals.
- State-of-the-art technology
- Critical thinking skills

- Financial literacy
- Comprehension of responsible citizenship in the workplace and community.
- Ethical leadership, and effective management.
- Teamwork experience while integrating cultural/global competence.
- Creativity and innovation.
- Comprehension of valid research strategies.
- Understanding workplace environmental, social, and economic impacts
- Reinforcement of all 3 skills sets, specifically contextual learning
- Access to Certifications: Industry recognized certifications; specialty workforce training
- Certifications vs. credit (pathway, spiraling in and out of education and the workforce)

Resources and Services – Lack of “wrap around” support programs (child care, uniforms, union dues, and transportation) to include -

- Business / entrepreneurship services
- Tracking progress - technical skill progression, continue to progress (i.e., career ladder, Jungle Gym)
- Basic introductory/exploratory career options
- Awareness and assessment for the entry points
- Access to weekends and evenings resources
- Differential services for underserved and underrepresented student population
- Region wide education and training referral system

Programs for Apprentices

A potential challenge is the inability of apprenticeship programs to issue college credits for successful completion of courses. This prevents most apprentices from

transitioning to advanced vocational programs and/or college because of the time involved in repeating courses that are equivalent to what they were taught in their apprenticeship programs. The federal government has formed a task force to examine how transition pathways can be established to promote student outcomes.

The goal of offering apprenticeship programs for college credit will require partnerships with national accreditors, employers, and apprenticeship sponsors to develop alignment plans and curriculum. In addition, given that the federal government is currently discussing the topic of issuing credits for apprenticeships, it will be essential to advocate for the needs of students and programs. If these efforts are successful and courses can be offered for college credit, it will then be necessary to examine how teacher credentialing minimum qualifications differ between existing programs and colleges. This is a long-term issue, ensuring that students have optimal access to college and career pathways through the issuance of college credits.

Summary of Needs

In conclusion, consortium members and partners have identified that funding limitations have had the most impact on developing and expanding services and programs. Additional funding is now needed to restore and grow programs, add courses, hire full-time and part-time faculty, add more staff (including tutors and supervisory staff), provide professional development, obtain up-to-date learning materials, and increase the use of technology in the curriculum and courses. The following list highlights some of the resources needed -

- Computers at various locations to be able to administer the exams
- Computers that can handle the software to prepare for the exams
- Print materials for the HiSET
- Software for HiSET
- Facilities
- Childcare when appropriate
- Hours of operation need to be variable to serve all needs
- Financial aid and affordable fees
- Automated services
- Staffing

Tables 2.0 Reference 13-328-26-LBAEC-3.1.15 Objectives 1&2 Excel File

OBJECTIVE 3

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

Basic Adult Education and Adult Secondary Education

Educational Pathways

The creation of college ready certificates will provide students with milestones indicative of progress toward their educational goals. Courses offered at a variety of sites allowing students to earn their high school diploma or prepare for the HiSET are essential. Students should be provided with orientations and resources both during and after receiving the High School Equivalency (HSE) so that they can better explore and select a career path and/or educational goal based on their skills and individual needs.

There is a need to provide college advisors and counselors for adult learners to progress through the academic pipeline (seamless education) and enroll into post-secondary educational programs. In addition, providing seminars and workshops about Federal Student Aid information and submission to adult students is essential.

The creation of new pathways leading to college and the workplace that include noncredit certificates, career certificates would be central to the consortium's efforts. Workforce liaisons, partnerships and connections will be established to nurture vocational pathways for transitioning students to employment and/or college degrees leading to employment.

The identification of hubs at each of the region's primary organizations, LBUSD and LBCCD will focus resources and efforts to not only identify students' academic needs but to evaluate necessary support services that contribute to ongoing educational success. Partnering with community agencies like California State University, Long Beach (CSULB) Educational Opportunity Center (EOC) through coordinated marketing and outreach efforts will establish a common voice to the community and better efficiency of transitions for nontraditional adult learners.

In particular, for those adult learners who wish to move beyond HSE, a strengthened and integrated transition pathway will provide the following:

1. Identify student academic gaps
2. Address academic gaps
3. Identify non-academic knowledge and skills needed for collegiate success

4. Advance to college-readiness level in both basic skills and necessary non-academic capacities
5. Awareness of education planning resources career goal options
6. Implement individualized plan

Whether receiving nontraditional students from LBSA or other community partners a re-envisioned LBCCD Basic Adult Education (BAE) Program will provide the transition point for these individuals to bridge into their post-secondary education. Specific tasks to ensure that effective program integration takes place includes the following consortium initiatives -

- College ready certificates - Create multiple certificates for students to earn that verify that they are ready for college level courses (have completed all of their basic skill requirements for math, English, and Reading). Additionally, certificates of completion could be awarded to students indicating that they have basic college cultural and navigation skills, non-cognitive skills, and employability skills.
- High School Equivalency (HSE) preparation - Offer courses to CTE bound and transfer bound students to prepare for HSE and allow students to choose a pathway.
- Orientations - Provide students 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. Be sure to provide information about job availability and wages
- Student Outcome - Increase the number of adults who attain their secondary diploma to enroll into a higher educational program after communicating with college advisors and counselors and/or participating in a consortium's seminar/workshop.

Alignment Efforts

Align non-credit ESL and Adult Education coursework from LBSA and other consortium partners with LBCCD credit ESL coursework or ESL vocational training. Increasing this alignment of offerings will serve the needs of Long Beach's ESL population and it will allow them to transfer to credit or ESL vocational courses at LBCCD. Beyond establishing common ESL levels and content, it will also be necessary to provide students with certificates of completion so that students may easily transition between both institutions without repeating courses. Also exploring the addition of common placement instruments may enhance alignment efforts and the establishment of

meaningful bridge programs between consortium members' articulated courses.

Transition Strategies

Pilot program: Creation of an Adult Education Center of Long Beach

A principal step in creating and promoting transitions into postsecondary education or the workforce will be the exploration, feasibility, and development of the Adult Education Center that will house the Adult Education Coordinator, two counselors / educational advisors, an IT staff member, and an administrative assistant. This center will provide a one-stop counseling service at a central location in the Long Beach region. Experienced counselors will be able to test and evaluate students and assist them in planning an educational pathway that is tailored to meet the adult learners' needs. Students will be able to register for LBSA or LBCCD with a common placement level and an educational goal. Ultimately this center will evolve to include a computer lab, student study center, and support services center for basic skills and ESL students.

The Adult Education Center will work toward expanding articulation agreements between LBCCD and LBSA by adding a part time articulation officer. This center will advise and help students enroll in appropriate LBCCD and/or LBUSD ESL course work, as well as utilize other consortium partner resources. This Center will provide a forum for consortium members and partners to meet regularly to coordinate Adult Education programs and services, share resources, review program standards and criteria, and provide professional development opportunities. The plan will be to prioritize the establishment of new courses, certificates and short term vocational/ESL joint programs/certificates to enable students to enter workforce.

The consortium will define ESL exit level/fluency level certificates and standards, consistent with Federal Title II Guidelines and CASAS benchmarks. This content standard is already consistent with LBSA's six ESL levels and the "Stand Out" core textbooks, which also correlates with CASAS standards.

The Adult Education Center of Long Beach will 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.

Utilizing the Adult Education Center of Long Beach, the main role of the Adult Education Coordinator will be to establish ongoing rapport, communication, and articulation with higher education institutions, training programs and workforce agencies and community partners. In the short-term, this position will be responsible for filling the existing gap with regard to identifying pathways, sharing information

among practitioners, and working with stakeholders to expand academic and career pathways, including Apprenticeship programs, within the consortium. These pathways will be incorporated and advertised on a consortium website. Articulation agreements will allow the consortium counselors to develop academic and career plans with students.

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.

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 ladder 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.

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.

Student Services

Student services are a key element of the consortium plan for integrating existing programs and creating seamless transitions. Counselors from the Adult Education Center of Long Beach will meet with onsite counselors and share information about existing and new programs, best practices in student services, and strategies for follow

up and evaluation.

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.

Adults with Disabilities

In conjunction with the post-secondary transition initiatives associated with basic skills and ESL curriculum, adults with disabilities will require greater alignment efforts for placement into the workplace. To achieve seamless transition, stronger alignments will be forged between the consortium members' work based grant initiatives, the LBUSD's Youth Employment Network (YEN), and specific work based learning opportunities for youth with disabilities. LBCCD's DSPS resources and infrastructure will be directly engaged in the goal to promote leveraging between consortium stakeholders.

One specific curriculum development will be the Implementation of a vocational skills curriculum intended to assist adults with disabilities in establishing clear and realistic occupational goals. Students will assess their interests and abilities in order to establish attainable objectives to achieve their goals. Students will also explore resources for seeking employment in their chosen occupational field. Instructional objectives, course outlines, course content, methods of instruction, and methods of evaluation will be developed and approved for utilization by students with disabilities.

To facilitate greater integration of existing programs, a greater awareness among the consortium stakeholders needs to exist. This can be accomplished by building a program which provides outreach and first year mentorship to increase awareness of community resources and various post-secondary options, such as trades, apprenticeships, short term certification training programs, and vocational programs. It is imperative for graduates to understand that programs and services after they leave secondary school, are more self-initiated.

Career and Technical Education

In general, the CTE adult learner population is very diverse, and should include youth training, adult re-entry, and adult retraining. For these students various strategies will be implemented, to include –

- Stackable certifications, based on industry derived input
- Credit by exam to allow students to transition into apprenticeship programs
- Establishing the Adult Education Center
- Creating a website that promotes the sharing of resources and provides information about programs and services
- Structured intake orientations required for all adult learners

Tables 3.0

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

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate Cost	Responsible Parties	Methods of Assessment	Timeline
<p>Initiate Pilot program –</p> <p>Creation of an Adult Education Center of Long Beach (AECLB)</p>	<p>Formulate AECLB working group of key LBCCD/LBUSD individuals</p> <p>Articulate roles and responsibilities of AECLB positions</p> <p>Utilize AB86 time extension to create prototype Center’s functionality and hours of operation</p> <p>Identify metrics to measure performance, sustainability, and continuous improvement</p>	<p>Computers</p> <p>Facilities</p> <p>Identified Faculty & Staff positions</p>	<p>For overall basic skills transitions: \$ 10 million</p>	<p>LBUSD LBCCD</p>	<p>Identification of AECLB staff</p> <p>Physical resources and assets identified</p> <p>Operational readiness prior to implementation funding</p>	<p>1st yr – Pilot program 2nd yr - implement</p>
<p>College and Career Readiness</p>	<p>Create certificates of completion</p> <p>Encourage students to take college prep course</p> <p>Map courses for alignment across institutions and community partners</p>	<p>Computers</p> <p>Post-secondary and Federal Student Aid Workshops</p> <p>Financial Aid, affordable fees, and waivers</p> <p>Staffing and facilities, with various hours of operations</p>		<p>LBUSD LBCCD CSULB</p> <p>Partners</p> <p>Adult Education Center</p>	<p>Certificates of graduation numbers</p> <p>Number of students who enroll in college</p> <p>Number of students who transfer to college</p> <p>Track post-graduate employment</p>	<p>1st yr – plan 2nd yr - implement</p>
<p>HSE Preparation</p>	<p>Offer courses to CTE and transfer bound students</p> <p>Utilize LB Promise assessment strategist to place students in college prep courses</p>	<p>Computers</p> <p>Print materials for HSE</p> <p>Staffing</p>		<p>LBUSD</p> <p>Partners</p> <p>Adult Education Center</p>	<p>Number of students who pass the HSE</p> <p>Data and surveys</p>	<p>1st yr – plan 2nd yr - implement</p>

Orientations	Inform students about options available before and after completing the HSE and HiSET	Staffing Videos		LBCCD LBUSD Adult Education Center	Number of students who enroll	1st yr – plan 2nd yr - implement
Student Outcomes	Increase the rate of adults enrolling in higher education	Staffing		LBCCD LBUSD CSULB Partners Adult Education Center	Track post-graduate employment	1st yr – plan 2nd yr - implement
Student Service Access	Provide workshops to submission of post-secondary and Federal Student Aid applications	College advisors and counselors		LBCCD, LBUSD Adult Education Center	Number of students who transfer to college Data and surveys	1st yr – plan 2nd yr - implement
Communication Paths	Limit communication barriers with college advisors and counselors	Bilingual faculty and staff Non-traditional operational hours Technology		LBCCD, LBUSD Adult Education Center	Data and surveys	1st yr – plan 2nd yr - implement
Student Outcomes	Increase the rate of adults enrolling in higher education	Staffing		LBCCD LBUSD CSULB Partners Adult Education Center	Track post-graduate employment	1st yr – plan 2nd yr - implement

Table 3.2: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants (Basic Skills -ESL)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate Cost	Responsible Parties	Methods of Assessment	Timeline
Education Pathways	Transitional pathways into college and workplace	Adult Education Center	For overall basic skills transitions: \$ 10 million	LBCCD LBUSD Partners Adult Education Center	Industry awareness Employment growth trends	1st yr – plan 2nd yr - implement
	Creation of bridge programs	Adult Education Center Articulation Officer		LBCCD LBUSD Partners Adult Education Center	Student enrollments Articulation agreements	1st yr – plan 2nd yr - implement
	Develop new courses	Adult Education Center		LBCCD LBUSD Partners Adult Education Center	Number of course offerings	1st yr – plan 2nd yr - implement
Alignment	Transfer to credit or ESL vocational courses at LBCC	Adult Education Center Counselors		LBCCD LBUSD Partners Adult Education Center	Student enrollments Articulation agreements	1st yr – plan 2nd yr - implement
	Provide certificates of completion.	Adult Education Center Articulation Officer		LBCCD LBUSD Partners Adult Education Center	Student enrollments Articulation agreements	1st yr – plan 2nd yr - implement
	Outreach to Adult School/ K-12	Adult Education Center		LBCCD LBUSD Partners Adult Education Center	Student enrollments Surveys	1st yr – plan 2nd yr - implement

Table 3.3: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants (Adults with Disabilities)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate Cost	Responsible Parties	Methods of Assessment	Timeline
Summer Bridge and Promise Pathways picnic	Parent and student involvement	Facilities	\$.5 million	LBCCD LBUSD Partners Adult Education Center	Survey and data collection	1st yr – plan 2nd yr - implement
Career and College Readiness awareness	Build a program providing outreach and 1 st year mentorship	Adult Education Center Mentors and outreach		LBCCD LBUSD Adult Education Center	Student enrollments Survey and data collection	1st yr – plan 2nd yr - implement
Develop post-secondary options	Increase awareness and resources	Trades, apprenticeships, short-term certification programs etc.		LBCCD LBUSD Partners Adult Education Center	Number of course offerings Student enrollments	1st yr – plan 2nd yr - implement
Stronger alignment between district	Job development and pre-employment skills, worked based learning Leverage resources	Facilities		LBCCD LBUSD Partners Adult Education Center	Student enrollments Survey and data collection	1st yr – plan 2nd yr - implement

Table 3.4: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants (CTE)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate Cost	Responsible Parties	Methods of Assessment	Timeline
Educational Pathways	Develop new course curriculum	Faculty and curriculum writers Curriculum for adults re-entering school, advancing in career and/or finding employment Establish occupational goals	\$.5 million	LBCCD/LBUSD Partners Adult Education Center	Number of course offerings	1st yr – plan 2nd yr - implement
	Mandatory orientation in transitioning into educational institutions	Adult Education Center		LBCCD/LBUSD Partners Adult Education Center	Student enrollment numbers Survey and data collection	1st yr – plan 2nd yr - implement
Alignment	Adult Education Center and website	Enhance consortium-wide communication Share resources with stakeholders		LBCCD/LBUSD Partners Adult Education Center	Survey and data collection	1st yr – plan 2nd yr - implement
	Provide certificates of completion	Adult Education Center Faculty and curriculum writer		LBCCD/LBUSD Partners Adult Education Center	Student enrollments numbers Articulation agreements	1st yr – plan 2nd yr - implement
	Stackable certifications	Industry skill sets	LBCCD/LBUSD Partners Adult Education Center	Industry awareness	1st yr – plan 2nd yr - implement	
	Credit by exam	Apprenticeship program	LBCCD/LBUSD Partners Adult Education Center	Survey and data collection	1st yr – plan 2nd yr - implement	

OBJECTIVE 4

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

Overview

The Long Beach Adult Education Consortium, which encompasses both the LBUSD and LBCCD Districts, comprises a population region defined as the Greater Long Beach Area. This makes this region the 20th largest metropolitan area in the United States and the 5th largest city area in California with a population of over 650,000 individuals. The current levels of funding for the various types of adult education programs within the Long Beach area have resulted in the creating of programs that are severely deficient, fragmented, and serve limited numbers of adult learners. The gaps that have been identified will be addressed through careful strategic planning by all adult education groups and partners. During these collaborative reviews, specific resources will be identified, and curriculum needs will be assessed and re-designed as necessary. Existing programs will be integrated and new programs will be created to best address the gaps and meet student needs across all of the adult education areas.

Across the consortium there is a need to expand existing programs, add courses, and develop new programs to serve the wide-ranging needs of the community. When planning how to address gaps, educators in the consortium will be examining present-day needs and designing workable solutions and strategies for all of the adult education areas.

Gaps exist in all areas including lack of providers, access, resources, staffing, facilities, technology, and student support services. Adult education providers in the Long Beach region are limited and not financially prepared to adequately serve the needs of the existing adult population. Dedicated funding needs to be provided to address the existing gaps.

Basic Adult Education and Adult Secondary Education

All groups need to work together to create an integrated program of basic skills education for the adult learner population. LBCCD and LBUSD will lead the effort in working with community partners to implement the strategies that will provide the highest quality adult education programs in the Long Beach area. The following section highlights the various strategies that are being planned to meet the common needs of all adult education programs -

- Increase overall resources for adult education
- Increase the overall number of programs and services

- Improve accessibility
- Increase the number of Adult learners achieving HSE
- Increase the number of adult learners transitioning into LBCCD credit and noncredit programs
- Improve student tracking
- Optimize use of technology
- Increase direct instruction
- Create dedicated Adult Education Center of Long Beach for adult Education
- Optimize Distance Education and on line programs
- Increase community outreach and awareness
- Develop consortium-wide placement rubrics
- Enhance Professional Development
- Reduce students programs and service costs
- Create mentoring and peer groups
- Increase data sharing toward aligning programs

A concentration on the development of academic and nonacademic college-readiness knowledge and skills is essential prior to engagement into specialized programs and trainings. Utilizing validated exit assessment information from LBSA HiSET; comparable data from other community partners; and/or other validated initial intake assessment data that is coordinated with LBCCD placement levels, the BAE Program will design an individualized educational program to efficiently move students academically to one-level below transfer for all basic skills. This model, based on strategies used in the Long Beach Promise will provide coherence, flexibility, and efficacy for nontraditional students in the region seeking a post-secondary education for higher-wage employment. Correspondingly, transitional courses in non-cognitive capacities, technology, study skills, financial literacy, and career exploration will contribute, as needed, to the adult learner's college-readiness status. Furthermore, through the LBCCD BAE Program's individualized open-access format, students will be able to focus on their basic skills needs through web-based learning modules, independent workshops, and directed learning activities.

Lack of Providers

The expansion of course offerings will directly result in a need to hire instructors and staff and provide relevant professional development opportunities, as a consortium effort. This is particularly true for specialized courses and those with emerging state

standards such as contextualized basic skills, computer literacy courses, courses integrated with state common core standards, and transitional courses.

The consortium will make resource requests for more faculty, classified employees, and faculty coordinators (utilize release time) for greater direct classroom instruction and examine program disseminations throughout the community. There will be a need to hire additional instructional support, academic teacher, tutors, and counselors focused on basic skills and ESL needs. Specifically, the reactivation of Vocational ESL courses for both consortium members – LBCCD and LBSA, which is the bridge for ESL students to go from Advanced Low (8th grade reading level) to HiSET (10th grade reading level) and/or CTE pathways.

Lack of Resources

In addition to gaps in course offerings, there are significant gaps related to technology. These gaps are becoming more evident as community members come to our existing programs seeking computer literacy skills and/or distance or blended educational opportunities. In order to meet students' needs, it is essential that open access computer labs be fully equipped. Computer labs would be used to offer computer literacy courses and assist students in taking computer-based assessments and online HiSET preparation programs.

Each classroom needs updated technology that includes projectors, laptops for instructors, Wi-Fi / internet access, interactive white boards, student response clickers, and tablets. In addition, providers will need to purchase textbooks / supplementary materials and software for the ESL learning center; house books / materials to provide access for literacy and televised lectures; and computer labs for CASAS electronic testing and ESL interactive tutorials.

Assessment services and counseling options available are not adequate, with a growing student population this disparity is becoming greater. As a result, it will be essential to add hours for career and academic counselors; provide professional development for counselors to attend college and career workshops and conferences; create areas for career information, resources, and financial aid; and develop free or low cost access to career testing. Assessment and course expansion will also require redesigning existing facilities to accommodate the centers. Once established, the facilities will need furniture, upgraded air conditioning/heating at many sites, and computers. As a result of these enhancements, it will be possible to offer more workplace certifications, and ensure that students have a distraction-free environment in which to complete their assessments.

It is evident that instructor training and collaboration with stakeholders outside of the department will be critical elements of the course creation process. In addition, more staff will be needed to support the growing student population and ensure that administrative tasks are completed in a timely manner. Likewise, more tutors will be needed to provide one-on-one support for students, as well as provide specialized tutoring sessions for new programs as needed.

The number of students enrolling in new courses, and a corresponding decrease in the number of students on waitlists, will be used to measure the progress in closing the gap. Additional data to measure program effectiveness will include existing rubric metrics, certificate completion, high school diplomas, attendance rates, and student satisfaction through surveys.

Accessibility

The overarching gap in basic skills and ESL education is one of access. Consortium members cannot offer enough courses for all who are in need of remediation and/or who have low literacy levels. The first step is to have sufficient facilities, course offerings, and staff. The second step is to create marketing materials for the programs and provide information to the local community centers, as well as all educational institutions – both public and private. The third step to addressing this gap is to add classes that are scheduled at flexible times throughout the academic year, including summer classes at LBSA. In addition, plans for expanding course offerings will need to take into account the barriers to access that students have identified and then seek to remedy these issues whenever possible.

In order to reduce the number of students on waitlists and increase access to programs, it is first essential to expand course offerings and, wherever applicable, reduce course costs. Classes would need to be offered throughout the year in the mornings, afternoons, and evenings with options for intensive weekend courses for working students. The consortium will need to develop approaches for little or no cost full time/part-time non-credit programs for all levels of ESL courses, especially focusing on the lower level courses.

Since non-credit and enhanced non-credit, low and intermediate ESL courses have been drastically reduced, a consortium goal is to increase the offerings to meet community demands as noted in the previous objectives. With only 5% of the ESL population of Long Beach being served, the expansion of basic skills and ESL course levels is one of the consortium's priorities.

Technological advancements will support students who come to the program in pursuit of distance or blended learning opportunities, which will be developed in the long-term. Students can be better supported instructionally through the use of course

management systems and websites as supplements to classroom instruction. Also, distance learning opportunities will make courses accessible to students who are not able to come to campus.

To improve access throughout the Long Beach region, multiple adult education programs at different sites need to be explored and identified – whether they be community agencies or school sites. Since there are numerous district schools where classes could be taught, these schools are already located in areas that address demands and promotes accessibility. As the demand for classes grows, new school sites would be added.

The consortium will also explore offering additional parent group classes; specifically at more LBUSD campuses. The consortium will further expand ESL Distance Learning, the HiSET Home Study model and re-adopt the CBET (Community Based Educational Tutoring) ESL model provided by the LBSA several years ago, which also provided child-care for students who were enrolled in the program. The HiSET Home Study Program could also be adapted to serve the Advanced ESL population in the region who have a need to acquire the High School Equivalency Diploma and continue their education or enter the work force. Students would be acquiring not only secondary basic skills but also higher level English language skills.

Counselors and staff members in the Adult Education Center of Long Beach counselor would work with new community sites to plan for ESL classes, coordinate CASAS testing and curriculum, administer to teachers, and pursue additional school funding, beyond Title I funds to facilitate more neighborhood classes.

Services

In order for students to attend these new classes, it will be critical to address students' identified barriers to attendance, including child care needs and transportation issues. One of the primary barriers, as described in Objective 2, is a lack of affordable child care throughout the region.

Since students miss class when they do not have reliable and affordable child care, it is essential to (re)establish child care programs at adult education sites. A consortium goal will be to expand on-site child care offerings, partnerships, and MOUs with agencies / programs such as, Parent Involvement Funds, Head Start preschool classes, Parent Education programs, and/or the LBCCD Child Development Center.

Transportation needs can be addressed in three ways: 1) provide bus passes by partnering with bus companies or other partners to give student discounts or free passes; 2) improve parking options at primary campuses; and 3) (re)open satellite campuses that allow students closer proximity to the sites.

Attainment

The Consortium has commissioned an in-depth research study to identify alternative high school diploma programs, to include best practices from other regional areas; online diploma programs; and past local providers/programs which had offered high school diplomas for students. Based on the results of this on-going research, initiatives will be further explored for feasibility and possible implementation toward expanding the diploma resources for adult learners within the Consortium area.

Solutions to resolving the gaps of adult learners being unable to attain a GED include – fundraising initiatives; encouraging partners to assist with HiSET scholarships; creating marketing materials to inform the community of programs and services; improving communications within the consortium; obtaining appropriate learning materials; and to hiring additional faculty and staff to oversee programs as needed.

To increase the number of adult learners transitioning into LBCCD programs, there will be a constant need for the Adult Education Center of Long Beach counselors to ensure students are aware of their educational options and are closely tracked before, during, and after their progression through the various adult education programs and services. Likewise, the center will ensure that data sharing within the consortium is achieving its goal toward fostering better curriculum alignment among the consortium members. The center will also be coordinating the mentoring and peer group programs, which will help facilitate adult learner recruitment, retention, and success.

While expanding course offerings is a promising start to remedying the gaps identified in the consortium region, it is also essential to ensure that the courses offered support high-risk populations including linguistically diverse students. Services will be needed to support linguistically diverse students including aligning curriculum to reflect English Language Learners' (ELL) needs, providing modified vocabulary for teachers in content courses to help ELLs keep up with technical and academic language, and designing assessment procedures to determine students' readiness for Adult Secondary Education courses.

Services for students with disabilities will be enhanced. This includes developing a resource of information and partnerships with agencies for referral and providing training to counselors and instructors on how to support students with various disabilities in the classroom. Strengthening services for students with disabilities will involve obtaining resources that may include special equipment, software, or materials such as large print books.

Courses for Immigrants

LBCCD has only offered one noncredit course for immigrants since 2008. Most LBCCD curriculum that may be utilized by immigrants are course listings falling into the category of a Basic Skills classes, or more specifically ESL courses, which may be credit, or noncredit instruction. The following curriculum is the only course (noncredit) formally listed as a Course for Immigrants.

- Citizenship CIT 601 - This course is a rapid review of the history of the United States, the Constitution and government of the United States, as well as state and local government. This course is designed for persons preparing for the United States Government naturalization examination.

Adults with Disabilities

For course curriculum, students with disabilities should be using or be developing sign language and written English communication skills. Not every student will start at the same level of American Sign Language (ASL). ASL will be the primary language used in the classroom and students will need opportunities to develop and improve their skills. A collaborative course with ESL will provide written English instruction along with ASL skills development.

LBCCD Proposed Program for Intellectually Disabled Students

Long Beach City College is developing a series of educational courses that focus on employability with an experiential job training component to promote job readiness and independent living skills. These specialized classes will provide students with the skills needed to transition into more integrated and independent living and working environments in the community. Moreover, students will be provided with pathways toward a series of certificates that focus on Employability, Workplace Preparation, and/or Independent Living Skills.

In order to enroll, the program designed to serve intellectually disabled students, students will need to demonstrate that they are able to benefit from the program and make measureable progress. These criteria include being able to use the restroom, feed, and dress themselves independently; communicate wants and needs; maintain regular attendance; and follow a one-step direction. Students will be able to enroll continuously provided that they meet the attendance requirement and demonstrate measurable progress. New students will participate in an initial interview/intake/orientation with a counselor which will provide them with an overview of the program. Students will develop an educational plan with assistance from a counselor and will select appropriate classes to meet their goals. Students will then meet

with their counselor on an annual basis to review their progress, reestablish long-term goals, and select classes for the following year.

Specific actions to address educational gaps associated with this population of adult learners includes –

- Increase number of noncredit classes
- Increase counseling/outreach programs by utilizing the Adult Education Center and website
- Include non-skills certification, pre apprenticeship programs, internship programs that lead to employment with large employers and in demand jobs/careers
- Align programs with local trades and their entry level requirements
- Instruct in inclusive / integrated environment to reflect the real world / job setting employment

Career and Technical Education

The gaps in the region for CTE are primarily related to the high cost of courses offered at private institutions, as well as the limited financial aid options available to them. In addition, equipment and materials in many programs are outdated and there is a need for improved assessment, career, and academic support for student. Programmatic offerings also need to be examined to ensure that students are being provided with year-round course options as well as opportunities to transition directly into the workplace. To address material and equipment needs, CTE programs would create a replacement plan to upgrade materials and equipment on a cyclical basis, informed by industry standards.

A major gap exists with regard to limited course offerings and scheduling. The current level of funding, staffing, and resources is not adequate to provide students with complete program access and support from entry level through job placement. In order to improve this, it is necessary to increase the number of CTE course sections and programs; including additional levels of advanced coursework and modules; coordinating and aligning pathways and programs across the consortium; and coordinating curriculum discussions and articulation agreements within Pathways across the consortium.

In addition, transitional schedules/modules do not always allow students to continue with their occupational pathway during the times of year when limited classes

are offered. This can be resolved by creating short-term modules, coordinated with the consortium to move students more quickly to completion; forming cohorts of students within the consortium; offering courses at nontraditional times of the day/week/year; and providing Distance Learning options where appropriate for specific coursework.

At present there is also a lack of alignment of basic skills prior to placement in CTE programs has resulted in some students not being able to complete or progress through their programs. In order to address this it is necessary to align the basic skills assessments used for placement and create contextualized basic skills (vocabulary, reading, and math) in CTE programs to support students with limited English proficiency, those with low literacy levels, and those with limited basic skills

Students need improved career and academic services, particularly as related to transition to the workplace. As a means of improving transitions it is critical for students to have access to a Career Center and counseling services.

Specific employment skill development strategies must be embedded into each program. These strategies include résumé building, interview techniques, online applications, job searches, and customer service. It will also be necessary to develop externships and apprenticeships through expansion of partnerships with local businesses. Students need support in transitioning into the workplace through work-based learning opportunities and staff who assist students making connections with local business partners.

The regional consortium will play a key role in developing strategies for improving marketing, recruiting, access, and services to students. It would be ideal to coordinate pathway information on programs offered throughout the consortium as an outreach tool and guide for students to advance and successfully meet their educational and career goals. Advertisements and brochures of individual members listing programs across the consortium along with contact information would assist prospective students in identifying relevant pathways.

In addition, partnerships and relationships with city officials and business will be an asset at the consortium as well as program levels. The development of the Adult Education Center to coordinate business and industry partners would assist in engaging the partners, especially related to internships, externships, and apprenticeships.

In concert with addressing the basic skills and ESL gaps, the following summary, of initiatives address the adult training and educational gaps which are unique and focused on CTE issues.

- Qualified CTE Instructors:
 - Experts in Adult Learning Theories
 - Industry experience
 - Industry employees' to teach
 - Robust business partners collaborations
 - Experts on problem and project-based learning (hands-on) instruction

- Establish the consortium's Adult Education Center similar to some ROP activities which included training in academic, employability, and technical skills

- Share and coordinate shuttle/bus transportation between services

- Use established curriculum needed by industry and state approved certifications

- Offer hybrid courses (combination of classroom, hands-on, and on-line)

- Use the Adult Education Center to expand the referral process to nonprofit and community organizations within the Long Beach consortium region

Tables 4.0

Table 4.1: Implementation Strategies to Address Identified Gaps (Basic Skills)

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate Coast	Responsible Parties	Methods of Assessment	Timeline
Limited Number of Programs and Services Offered	<p>Increase providers and add facilities</p> <p>Improve, increase direct instruction, staffing, and operation hours</p> <p>Create an Adult Education Center</p> <p>Create distance learning and online educational programs</p> <p>Provide financial Aid assistance, affordable fees and waivers</p> <p>Leverage technology for efficiency</p>	<p>Facilities</p> <p>Staffing</p>	For overall basic skills transitions: \$ 10 million	<p>LBCCD</p> <p>LBUSD</p> <p>Adult Education Center</p>	<p>Work group created</p> <p>Increase number of courses available and additional faculty hired</p> <p>Hire additional faculty</p> <p>Regularly survey participants</p>	1st yr - plan 2nd yr - implement
Limited Resources to Meet the Needs of Adult Learners	<p>Increase providers</p> <p>Add facilities</p> <p>Improve, increase direct instruction, staffing, and hours of operation</p> <p>Financial Aid assistance, affordable fees and waivers</p> <p>Solicit private donor support</p>	<p>Student services</p> <p>Leverage technology for efficiency; i.e. software</p> <p>Transportation.</p> <p>Childcare</p> <p>Financial Aid and affordable fees</p> <p>Curriculum mapping</p>		<p>LBCCD</p> <p>LBUSD</p> <p>Partners</p> <p>Adult Education Center</p>	Work group created	1st yr - plan 2nd yr - implement

Access to Services is Limited	Increase providers Add facilities Improve, increase direct instruction, staffing, and hours of operation	Facilities Financial Aid assistance, affordable fees and waivers		LBCCD LBUSD Adult Education Center	Increased number of courses available and additional faculty hired	1st yr - plan 2nd yr - implement
Limited Number of Adult Learners Achieving HSE	Increase direct instruction, staffing, and hours of operation Outreach	Leverage technology for efficiency Create mentoring and peer groups Technology including computers and software		LBCCD LBUSD Adult Education Center	Student HSE enrollment and performance Satisfaction surveys	1st yr - plan 2nd yr - implement
Limited Number of Adult Learners Transition into College	Increase direct instruction, staffing, and hours of operation Outreach	Create mentoring and peer groups. Exit and entrance skills coordination with LBSA & LBCCD		LBCCD LBUSD Adult Education Center	Student HSE enrollment and performance	1st yr - plan 2nd yr - implement
Limited Number of Adult Learners Transition into College	Data Sharing	Share data and align systems		LBCCD LBUSD Adult Education Center	Database complete and current	1st yr - plan 2nd yr - implement

**Table 4.2: Implementation Strategies to Address Identified Gaps
(Basic Skills – ESL)**

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate Coast	Responsible Parties	Methods of Assessment	Timeline
Lack of Providers	Create additional courses	Additional instructors, staff, tutors, and counselors	For overall basic skills transitions: \$ 10 million	LBCCD LBUSD Partners Adult Education Center	MOUs, employment contracts, waitlists	1st yr – plan 2nd yr - implement
Lack of Resources	Need for computer literacy	Computer lab with projectors, interactive white boards, etc. ESL learning center, Adult Education Center Counselors Faculty Professional Development		LBCCD LBUSD Partners Adult Education Center	Student assessment test Course management systems Surveys and data collection	1st yr – plan 2nd yr - implement
Accessibility	Expand course Feasibility of Community Based Educational Tutoring (CBET) models	Hire appropriate faculty and staff Additional facilities		LBCCD LBUSD Partners Adult Education Center	Track attendance and course completion rates Surveys and data collection	1st yr – plan 2nd yr - implement
	Marketing and Outreach Provide childcare.	Hire a Marketing Specialist Facilities, qualified care providers, expanded hours	LBCCD LBUSD Partners Adult Education Center	Surveys and data collection Surveys and data collection	1st yr – plan 2nd yr - implement 1st yr – plan 2nd yr - implement	

Table 4.3: Implementation Strategies to Address Identified Gaps (Adults with Disabilities)

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate Coast	Responsible Parties	Methods of Assessment	Timeline
Limited ability to Matriculate Adult Learners	<p>Increase number of noncredit classes</p> <p>Develop courses focused on employability</p>	<p>Additional instructors, staff, tutors, and counselors</p> <p>Instructional materials</p>	\$ 1 million	<p>LBCCD LBUSD Partners Adult Education Center</p>	<p>Student Learning Outcomes</p> <p>Course management systems</p> <p>Student enrollment numbers</p>	<p>1st yr – plan 2nd yr - implement</p>
Limited Skills Resources	<p>Hire counselors and post-secondary outreach mentors</p>	<p>Counselors and mentors</p> <p>Faculty PD</p> <p>Post-secondary outreach programs and career centers</p>		<p>LBCCD LBUSD Partners Adult Education Center</p>	<p>Surveys and data collection</p>	<p>1st yr – plan 2nd yr - implement</p>
Accessibility	<p>Classes with inclusive environments</p>	<p>Computer labs with software, assistive technology, etc.</p> <p>Facilities</p>		<p>LBCCD LBUSD Partners Adult Education Center</p>	<p>Surveys and data collection</p>	<p>1st yr – plan 2nd yr - implement</p>
Attainment of Basic Skills, i.e. Certificate, AA completion etc.	<p>Align with the requirements of local trade</p>	<p>Non-certification and internship programs leading to employment</p>		<p>LBCCD LBUSD Partners Adult Education Center</p>	<p>Track attendance and course completion rates</p> <p>Number of Job placements</p>	<p>1st yr – plan 2nd yr - implement</p>

Table 4.4: Implementation Strategies to Address Identified Gaps (CTE)

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate Coast	Responsible Parties	Methods of Assessment	Timeline
Limited courses offered	Increase course and program offerings	Experts in adult learning theories, alignment of staffing, and advanced coursework and modules Align pathways across consortium Consortium Coordinator Offer courses at nontraditional times	\$ 1 million	LBCCD LBUSD Partners Adult Education Center	MOUs, employment contracts, waitlists	1st yr – plan 2nd yr - implement
Lack of Resources	Access to career and counseling center Develop curriculum for state approved certification standards Establish an updated ROP	Consortium Coordinator / Adult Education Center Develop employment skills, externships, and apprenticeships Curriculum writers, additional staff, faculty, and counselors Hybrid courses Academic, technical, and employability training		LBCCD LBUSD Partners Adult Education Center	Number of students enrolled Best practices for curriculum standards Instruction assessment test Surveys and data collection Surveys and data collection	1st yr – plan 2nd yr - implement 1st yr – plan 2nd yr - implement 1st yr – plan 2nd yr - implement

Lack of Resources	Leverage and expand resources	Partnerships with city officials and businesses Human capital, facilities etc. Coordinate and share shuttle/bus transportation between services Share land use		LBCCD LBUSD Partners Adult Education Center	Surveys and data collection	1st yr – plan 2nd yr - implement
Accessibility	Align with local trade and entry level requirements	Business partners and educators to collaborate on curriculum development, instruction.		LBCCD LBUSD Partners Adult Education Center	Track attendance and course completion rates Surveys and data collection	1st yr – plan 2nd yr - implement
	Provide a campus peer navigator	Hire additional campus navigator		LBCCD Partners Adult Education Center	LBCCD campus peer navigator	1st yr – plan 2nd yr - implement

Objective 5

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.

Overview

The implementation of best practices will include concurrent enrollment between LBCCD and LBUSD, to include both the high school and the school for adults; using alternative assessment methods for placement; providing open enrollment courses; and open access to facilities to allow students to progress on their own timeline and based on their individual abilities. Scheduling of courses and administration of exams will be flexible and resources such as orientations, computer labs, learning centers, and distance learning will be available throughout the region. Curriculum alignment and stackable certificates will be developed to maximize efficiency and attainment of career and educational goals. The creation of cohort models and mentors will provide students with additional support in achieving their goals.

The Long Beach Adult Education Consortium will continually examines new approaches to accelerate students' educational attainment while at the same time develop ways to eliminate barriers. These approaches will allow students to attain their academic, vocational, and personal goals more effectively and efficiently. The consortium wide objective is to use the 2008-2009 academic year as a robust model of adult education to help students enhance and achieve their overall objectives. The consortium-wide need is to create more opportunities for individualized, instructional time that targets students' learning needs and best practice learning strategies, as well as respond to gaps in learning. In an effort to enhance an adult learner's educational progress, the consortium may offer an accelerated progression option for adults that have stopped out (less than 10 years) of a high school program, and use their past course work towards their graduation.

Basic Adult Education and Secondary Adult Education

The Basic Adult Education (BAE) and Secondary Adult Education (SAE) skills programs have historically leveraged a variety of instructional methods with flexible access. This more individualized format will continue and will be enhanced, as resources allow, since it can also familiarize student with collegiate expectations while focusing only on the areas of need necessary to advance an adult learner to college-readiness status.

As part of this package LBCCD will develop college-readiness certification to compliment the current Certificate of Basic Skills for the Workplace. Obtaining local certification confirming college-readiness will not only benchmark this progress for local employers but will provide students with targets toward successful academic pathway achievement. This, in turn, sets the stage for access to CTE credential courses through clear pathways that support students' career goals. The internal organization of "stackable credentials" at LBCCD will further the usefulness of expedient and worthwhile educational opportunities. LBCCD is beginning to contextualize basic skills course offerings, particularly in math and that strong start will continue to assist in moving students into higher levels of basic skills as their individual career goals necessitate. Continued progression through stackable credentials in higher-wage regional industries, obtaining degrees, or transferring to universities will always be accessible in clearly packaged pathways within the college.

This section will examine how current best practices within the consortium can act as a framework for implementation of future strategies to accelerate students' progress and outcomes. Consortium-wide metrics will be developed and consistently used across the consortium for student placement, assessment, and outcomes. This effort will be aided by program restoration and growth, enhanced technologies, additional student support, new curriculum development, transitional support for students, and professional development for consortium members.

The consortium plans to use robust efforts to accelerate a student's progress toward achieving their educational goals including -

- Concurrent enrollment between LBCCD and LBUSD's high school and school for adults
- Alternative placement methods (test scores, transcripts etc.)
- Open enrollment classes that allow students to progress at their own pace
- Flexible scheduling of courses – summer, evenings, and weekends
- Open access student computer labs, to include interactive touch screen for career and educational information
- Use completed courses from other educational institutions for high school diploma
- Expand learning center student support
- Create cohort education models
- Develop Mentor and Peer relationships for students
- Creating all-inclusive, proactive counseling services

Accelerated Instruction

LBCCD and LBUSD jointly sponsored Senate Bill 650 – The Long Beach College Promise Partnership Act is help to accelerate achievement through more effective career pathways and to improve preparation for college level coursework. The Act lifts restrictions on the number of students allowed to participate in concurrent or dual enrollment courses, expands the types of courses in which students can participate and enables LBCCD to change enrollment priorities to support these programs. This effort exemplifies the ability and desire of both institutions to work collaboratively to bring about systemic reform to support student success. This also highlights the level of commitment each institution has to effective and meaningful career pathway development. This collaboration sets the foundation for the current planning work.

Accelerated programs will be developed based on best practices identified in both current research and within the Long Beach region. Strategies will focus on both curriculum and course design in order to aid students in their progress to completion, which will be tracked via an online database, such as “circle maps” or flow charts. Approaches for modifying curriculum to accelerate learning will vary. ESL faculty working groups, along with curriculum writers, will examine course outlines and materials to determine strategies for streamlining curriculum and necessary college and career readiness skills. This will enable to students to grasp the targeted concepts more efficiently and will reduce unnecessary course time.

Fast-tracked formats have been practiced recently across the nation with excellent results. For example, providing accelerated ESL classes, eight week sessions during the semester, will allow students to acquire English language skills in a more effective manner. For example, the LBCCD ESL department can offer two five-unit courses per semester, per level, which can be taught by part- time or full-time faculty. Strategies for acceleration will also include modification of course design and delivery in order to create short-term courses to boost the delivery modalities and allow flexibility for students to make level progress through programs based on their completion of standards rather than seat time. Aligning consortium members to provide short-term courses, including HSE preparation ESL/English course, will streamline students’ placement and completion.

LBCCD’s short-term CTE program will develop face to face instruction or hybrid courses to supplement with independent study and individualized instruction that differentiates based on students’ needs. These direct face to face classes will allow students to finish the courses in shorter periods of time. ESL instructors will develop shortened courses with clearly communicated competencies and topics based on real-life

learning situations.

The LBCCD Learning and Academic Resource (LAR) center's noncredit basic skills program implemented the Basic Adult Education (BAE) 601B course to accelerate noncredit students' knowledge of math and English so they could be better prepared to take the LBCCD Assessment Test and subsequently enter college. Data shows that the majority of participating students had improved placement scores after completing the BAE 601B course. Completers who subsequently enrolled in a credit level English or math course outperformed their peers. Thus, this model will be utilized within the consortium as an example of best practices. Offering ESL in conjunction with the Learning & Academic Resources (LEARN) 811 would reinforce students' productivity and success. Additionally, an open access lab and study center with certificated and specialized teachers to assist students, on the LBSA campus, for students to work independently, such as an ESL library, would move students further along throughout the consortium.

Individualized Instruction

The California State University's Educational Opportunity Center (EOC) program is sponsored by California State University, Long Beach and funded by the US Department of Education. This federally-funded TRIO program is designed to identify and assist adult participants who want to enter, re-enter, continue or enroll in a program of postsecondary education. Its mission is to assist program participants reach their educational and career goals by providing quality information, guidance and services. EOC provides free information and assistance to individuals who meet the program criteria.

Consortium wide programs will develop plans to supplement instructional time focused on specific student competency needs. The goal is to create more opportunities for individualized, instructional time that targets students' educational needs and best practice learning strategies, as well as responding to gaps in learning. In order to accomplish this instructional time will be built into curriculum and will support students' identified needs and provide learning strategies. Each year LBSA creates and implements a school-wide technology plan to supplement students' learning. In following this best practice, as exhibited by LBSA, LBCCD will ensure that innovative computer-assisted skills are included in the curriculum that are relative to basic skills and ESL and workforce employment.

Basic skills and ESL students in need of additional instructional support will be aided through individualized instruction and counseling. Consortium counselors will proactively engage adult learners from the very beginning with what options they have

available to them including - earning a GED, attainment of HSE, vocational certificates, degrees, transfer integrated workplaces, college-going culture, technological skills, and curriculum options

Ideally, the consortium purposes to ensure that students have access to bilingual counselors and educational advisors as well as individualized educational plans to identify the competencies and courses necessary to achieve their goals. Consortium working groups, including instructors, counselors, and curriculum writers, will develop a preliminary educational plan form and training strategy. The counselors and educational advisors will then meet with students one-on-one. This strategy will focus on assisting students with acquiring competencies or skills that they were not able to acquire in the regular classroom and will provide them with a chance to practice their skills in a one-on-one situation. Alternative course delivery systems will also be developed, including online, distance learning, and hybrid.

Ideally these tutoring services will be developed on site. Bilingual faculty and staff in tutoring centers will meet with students individually and in a study space such as basic skills/ESL libraries, labs, and learning centers. Student progress can be measured through completion of activities that are individualized to the skill reviewed in the tutoring session, such as grammar, pronunciation, and listening. Additionally, new basic skills and ESL courses will be developed with specific objectives to meet the needs of students and specifically identified workforce requirements or certification.

Contextualized Learning

Contextualized learning environments will be designed combining language acquisition skills with study skills, critical thinking skills, and workplace readiness skills, such as technology, keyboarding, multimedia, and soft skills, for the purposes of promoting and facilitating academic and career advancement. Additionally, internal mentoring for adult education learners will enhance this learning environment. This learning environment will be developed and implemented by faculty, students, counselors, administration, a Student Services, and cross-program task groups.

Collaborative efforts will be made between staff and administration to ensure that teaching and learning environments, at multiple and accessible offsite locations, are based on current research and evidence proven strategies. Student Service will visit school site and provide feedback and suggestions across the consortium to promote best practices. There will also be regular sharing and training regarding the standards and competencies mentioned above as well as research and evidence driven teaching strategies.

Currently, management procedures for enrollment are in place for LBSA programs, accommodating students on an open-entry basis throughout each instructional term. As a proven method of best practices, LBCCD will practice managing enrollment in these learning communities, including placement tests, orientation, and waitlisted students. Additionally, placing caps on enrollments so that classes become smaller ensures individualized instruction. This focus will provide students with accountability in attendance as well as school accountability. Also, a focus will be given to the number of students placed in a classroom, proper placement of students upon entry, and limits to repetition of courses. These procedures will help accelerate learning and ensure timely completion of goals.

A consortium wide website will provide technology awareness training to support a contextualized learning environment for participating adult learners. Technology integration will also provide individualized instruction to accelerate the acquisition of specialized skills needed to transition into the workplace or post-secondary education in basic skills, ESL, and literacy. A bridge program to prepare students for CTE, HSC, ASE and ESL credit courses will be developed for advanced level ESL students.

Faculty and staff will review the Promised Pathways Initiative to determine optimal pathways for ESL students to transition into LBCCD programs. Instructors will then share information about those pathways with students and incorporate counseling support referring students to the appropriate programs that align with their college and/or career goals. Ensuring such educational plans allows for optimal opportunities for adult learners to eliminate academic barriers, benefit from clear goals, and achieve based on a robust infrastructures that have consortium-wide support. Additionally, creating established standards will allow for robust metrics and conversations regarding next steps for reaching outcomes.

Adults with Disabilities

Adults with Disabilities programs in the region are focusing on expanding and increasing current contextualized learning opportunities through job readiness skills training for adults with disabilities. These programs will provide supportive transitional programs for postsecondary education, independent living skills, social skills, and job readiness.

The Consortium will design individualized instruction plans for disabled students based on results from a review of the student's academic history, counseling assessments, and/or the Situational Assessment test. This could include online learning and independent study as well as experiential learning opportunities. Different paces will be offered and evaluated individually by counselors, faculty, or staff based on each

student's progress indicators and acquisitions of modular skills.

Meaningful bridge programs will also be established that will support individuals as they progress in skills and abilities. Faculty and staff will collaborate with BAE/ASE programs in the region to ensure that they can accommodate adults with disabilities, particularly with regard to adequate adaptive equipment, room design, and staffing of aides. Cross-discipline task groups will also involve CTE faculty and courses will be designed for students who are able to bridge to CTE programs. These courses will be targeted to specific CTE programs and will include soft skills development as well as specific CTE tasks.

Contextualized instruction will incorporate "best practices" related to this student population. These include contextualized instruction through experiential job training, job coaching, behavioral analysis techniques, addressing individual learning styles, communication skills, smaller group/class sizes, adaptive equipment, and soft skills such as punctuality, hygiene, attire and attitude. In summary, the specific best practices the consortium will focus on to accelerate progress of students with disabilities involves –

- The Implementation of a vocational skills curriculum intended to assist adults with disabilities in establishing a clear and realistic occupational goals. Students will assess their interests and abilities in order to establish attainable objectives to achieve their goal. Students will also explore resources for seeking employment in their chosen occupational field
- Project/Work-based learning embedded with skills curriculum
- Contextualized basic skills
- Assistive Technology (both in academic and work place setting)
- Universal design
- Regular counseling with measures of student progress
- CASA- basic pre-vocational testing
- Cognitive apprenticeships - teaching methods

Career and Technical Education

Contextualized instruction in CTE programs will emphasize higher order thinking and will focus on industry key concepts and standards. The CTE faculty task group, in collaboration with other program task groups, will identify the basic skills necessary for success in each of the specific industry pathways. The task group will design curriculum to include these skills and will apply them to the specific competencies. In the case that specific basic skills apply to multiple programs a core course or set of courses will be designed.

Best practices the consortium will focus on to accelerate progress of students associated with Career Technical Education involves –

- CTE options which can differentiate based students' needs
- More face to face instruction and/or Hybrid course
- Greater distant education learning opportunities
- Hands-on Internship experiences
- More centers with computer and internet support capabilities
- Greater access to internet capabilities

Tables 5.0

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals (Basic Skills)						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate Cost	Responsible Member	Methods of Assessment	Timeline
Concurrent enrollment in high school and LBCCD	Counselors	Bridge program	For overall basic skills transition:\$ 10 million	LBCCD/LBUSD Adult Education Center Faculty Working Groups	Student enrollment numbers	1st yr – plan 2nd yr - implement
For adults who stopped out of high school program less than 10 years: <u>concurrent enrollment</u> in adult school and LBCCD	Offer learning centers to assist students Interactive career center providing information on opportunities, GED, degrees, employment, etc. Curriculum alignment	Counselors Mentoring		LBCCD/LBUSD Adult Education Center Faculty Working Groups	HSE, GED, LBCCD enrollments	1st yr – plan 2nd yr - implement
Alternative placement methods (test scores, transcripts, etc.	Counselors Adult Education Center	Additional faculty and staff		LBCCD/LBUSD Adult Education Center Faculty Working Groups	Student data LBCCD’s LAR BAE 601B course	1st yr – plan 2nd yr - implement
Open enrollment.	Intake orientation informing students about options available to them Counselors	Additional faculty and staff		LBCCD/LBUSD Adult Education Center Faculty Working Groups	Student activity numbers	1st yr – plan 2nd yr - implement
Flexible Course Scheduling	Develop hybrid courses to supplement instruction Modify course design and delivery	Facilities Additional faculty and staff		LBCCD/LBUSD Adult Education Center Faculty Working Groups	Enrollment numbers	1st yr – plan 2nd yr - implement

Computer Labs	Technological skills	Facilities Software		LBCCD/LBUSD Adult Education Center Faculty Working Groups	HSE enrollment numbers	1st yr – plan 2nd yr - implement
Adults who stopped out of high school program less than 10 years: use <u>completed courses</u> from previous programs to attain diploma	Offer learning centers to assist students Interactive career center to inform students about opportunities, GED, degrees, employment, etc. Curriculum alignment	Counselors Mentoring		LBCCD/LBUSD Adult Education Center Faculty Working Groups	HSE, GED, LBCCD enrollments	1st yr – plan 2nd yr - implement

Table 5.2: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals (Basic Skills – ESL)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate Cost	Responsible Member	Methods of Assessment	Timeline
Accelerated Instruction	Streamline curriculum and college & career readiness skills Model best practices	Additional faculty	For overall basic skills transitions: \$ 10 million	LBCCD/LBUSD Adult Education Center Faculty Working Groups	Track progress to completion via online database	1st yr – plan, 2nd yr - implement
	Short-term; and hybrid and online courses	Additional faculty		LBCCD/LBUSD Adult Education Center Faculty Working Groups	Number of courses Enrollment	1st yr – plan 2nd yr - implement
Individualized instruction	Emphasis on students’ competency skills Model best practices	Bilingual counselors and advisors Learning centers Additional ESL courses		LBCCD/LBUSD Adult Education Center Faculty Working Groups	Student success metrics	1st yr - plan 2nd yr - implement
Contextualized learning	Mentoring Caps on enrollment	Student Services Additional facilities and faculty		LBCCD/LBUSD Adult Education Center Faculty Working Groups LBCCD LBUSD Adult Education Center Faculty Working Groups	Peer assignments Proper placement upon entry	1st yr – plan, 2nd yr - implement 1st yr – plan, 2nd yr - implement
	Bridge program	Additional facilities and faculty		LBCCD/LBUSD Adult Education Center Faculty Working Groups	Review Promise Pathways Initiative Articulations	1st yr – plan, 2nd yr - implement

Table 5.3: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals (Adults with Disabilities)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate Cost	Responsible Member	Methods of Assessment	Timeline
Expand contextualized learning	New vocational skills class Project / Work-based learning associated with skills curriculum Universal design best practices Cognitive Apprenticeships	Additional faculty counselors, and staff Adult Education Center Adaptive room design and facilities CTE faculty	\$1 million	LBCCD (Primary) LBUSD Adult Education Center LBCCD/LBUSD Faculty working groups	Number of course enrollments Student academic metric performance	1st yr – plan, 2nd yr - implement
Individualized services	Expanded Assistive Technology Regular student progress counseling Bridge programs CASA basic vocational testing	Cross-discipline tasks group CTE Faculty Adult Education Center		LBCCD (Primary) LBUSD Adult Education Center LBCCD/LBUSD Faculty working groups	Number of courses enrollments Student academic metric performance Test scores	

Table 5.4: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals (CTE)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate Cost	Responsible Member	Methods of Assessment	Timeline
Expand contextualized instruction within CTE programs	Identify skills and competencies for specific industry pathways Model best practices Hands-on Internship experiences	Faculty task groups Adult Education Center	\$1million	LBCCD (Primary) LBUSD Adult Education Center Faculty Working Groups	Access to pathways database via online Number of new pathway courses implemented Student enrollment numbers Student success metrics	1st yr – plan, 2nd yr - implement
Individualized instruction	Provide CTE options based on individual needs Model best practices Implement hybrid course design	Adult Education Center Counselors and advisors		LBCCD (Primary) LBUSD Adult Education Center LBCCD / LBUSD Faculty Working Groups	Access to pathways database via online Number of new pathway courses implemented Student enrollment numbers Student success metrics	1st yr - plan 2nd yr - implement
Increased instructional resources	Distant education classes / hybrid course designs Utilization of the consortium Adult Education Center resources Labs with internet capabilities to access pathways information	Adult Education Center Counselors and advisors Facilities		LBCCD (Primary) LBUSD Adult Education Center LBCCD / LBUSD Faculty Working Groups	Access to pathways database via online Number of new pathway courses implemented Student enrollment numbers Student success metrics	1st yr - plan 2nd yr - implement

Objective 6

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

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
- 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.

Professional Development Strategies

Professional development strategies will focus on disseminating information that is relevant and beneficial to faculty, particularly with regard to alignment, acceleration, and contextualized curriculum. Plans include a variety of professional development activities that meet the needs of faculty and staff throughout the consortium. A key element of the professional development efforts in the region will be the establishment of working group teams and the Adult Education Coordinator, to interface with consortium members and partners to develop training focused on the gaps identified within adult education in the region.

As an identified best practice utilized by LBSA, LBCCD faculty will participate in conferences, workshops, and webinars offered by organizations, such as California Council for Adult Education (CCAЕ), Occupational Therapy Association of California (OTAC), EL Civics, California Teachers of English to Speakers Of Languages (CATESOL), Outreach And Technical Assistance Network (OTAN), California Adult Literacy Professional Development Project (CALPRO), and Technology Integration & Mentor Academy (TIMAC). Consortium participants will be encouraged to collaboratively participate in conferences and meetings held by professional organizations.

There is a gap between the technological infrastructure that currently exists and the technological needs of the adult students in the region. In order to implement the strategies that would benefit students, it is first necessary to train faculty and staff on technological use and integration. Each program will need to identify the new technologies that emerge in their areas and create expansion strategies to train staff. There will be ongoing collaborative, consortium-wide partnerships with faculty and teachers to keep members abreast on unmet technology trends.

Faculty and teachers should have access to resources, such as technology integration activities for the classroom, that support student's accelerated learning as well as facilitate team building and cross-program pollination. Training is also needed in the use of technology in the classroom for students. The focal point will be in collaboration with IT staff and resources for relevant topics, including hands on software for ESL, Microsoft Suite, HiSET preparation software, distance learning software, social networking, and learning management systems. Faculty and staff will also be trained on new and emerging instructional technology such as tablets/phones, interactive whiteboards, mobile applications, netbooks, and webinars.

Strategies will also be presented and will cover topics including college readiness, soft skills, and critical thinking development. LBCCD's Learning and Academic Resources (LAR) Department will train faculty in readiness skills and learning styles,

teach reading and note taking via the Reading Department, and career development through the Career Center and Counseling Department. Professional development will be ongoing and focus each time on a particular issue, such as integrating social media into outreach and teacher-student communication. Moreover, training will be implemented to keep consortium members informed in about changes in legislation

Collaborative Professional Development

LBCCD and LBSA faculty, staff, and administrators will meet regularly to discuss curriculum, updates to pedagogy standards, statewide and federal mandates, grant opportunities, and other topics as needed. This will foster communication and encourage alignment of best practices, for professional development, throughout the consortium. Training and workshops will be held on topics of research-based instructional learning strategies. Consortium-wide trainings will also cover the implementation and preparation for all new high school equivalency tests, (GED, TASC, and HiSET) and will include pre- and post-test strategies, customization of learning plans, and strategies to accelerate student learning.

Cross-program communities can also be created based on topics of interest that are relevant to student success and/or accelerated learning. One example would be the creation of bridge programs to develop strategies for students to move from one program to another, specifically transition from LBSA to LBCCD, along a college or career pathway. Bridge program meetings will also be developed where instructors, faculty, staff, and administrators can share information about skills that students need in order to complete academic or career pathways. These forums will also act as opportunities to identify ways that basic skills areas can be embedded across program areas. Counselors, both from the Adult Education Center of Long Beach, member sites, and consortium partners will have open discussions on the development of educational programs and services.

Lastly, it will also be critical to develop skills building intercultural competence among faculty, staff, and administrators. Overall, professional development will focus on culturally responsive teaching, training in understanding cultural mores, developing curriculum that supports cross-cultural and generational differences, and diversity and equity training. Trainings will also be developed to meet the specific needs of English Language Learners and other high-risk populations that have been identified in this narrative. Faculty will be provided with strategies for supporting these students in the classroom and for developing program-wide approaches that include assessment testing.

Tables 6.0

Table 6.1 Current Professional Development			
Topics	Professional Development Strategy	Program Area(s) Addressed (1-5)	Estimate Cost
Adult Education	Local, regional, national conferences, workshops, webinars, online self-directed participation (LBCCD/LBUSD)	All	Variable, sometimes self-paid
HiSET	Local, regional, national conferences, workshops, webinars, online self-directed participation (LBUSD)	1 – Basic Skills 2 – Courses for immigrants	Variable
Career pathways trends and best practices	Local, regional, national conferences, workshops, webinars, online self-directed participation (LBCCD/LBUSD)	4 – CTE	Variable
Need assessments	Survey partners and community to identify general needs Adult Education Center coordination (LBCCD/LBUSD)	ALL	Variable

Table 6.2 Collaborative Professional Development Strategies to be Implemented to Enhance Student Outcomes and Program Integration

Topics	Professional Development Strategy	Program Area(s) Addressed (1-5)	Estimate Cost
Adult Education	<p><u>Within the Consortium:</u> Integrate training between LBCCD, LBUSD, CSULB, and consortium partners - include education on existing resources, transitions, and alignments</p> <p>Continuous professional development and coordination sessions scheduled between members and regional partners to enhance and align education and training resources</p> <p><u>Regional, State, and National:</u> Promote consortium stakeholders to join a professional organization and actively participate in regional and national conferences and workshops, such as California Council for Adult Education (CCAЕ), Occupational Therapy Association of California (OTAC), EL Civics, California Teachers of English to Speakers Of Languages (CATESOL), Outreach And Technical Assistance Network (OTAN), California Adult Literacy Professional Development Project (CALPRO), and Technology Integration & Mentor Academy (TIMAC)</p> <p>Adult Education Center coordination</p>	All	Incorporated into earlier objectives
Common core development	<p>Adult Education Center coordination</p> <p>Local, regional, national conferences, workshops, webinars, online self-directed participation</p>	<p>1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE</p>	Incorporated into earlier objectives
Contextualized learning	<p>Adult Education Center coordination</p> <p>Local, regional, national conferences, workshops, webinars, online self-directed participation</p>	<p>1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE</p>	Incorporated into earlier objectives

Adult learning theory	Adult Education Center coordination Local, regional, national conferences, workshops, webinars, online self-directed participation	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives
HiSET, GED, High School Diploma strategies	Local, regional, national conferences, workshops, webinars, online self-directed participation	1 – Basic Skills	Incorporated into earlier objectives
Need assessments	Local, regional, national conferences, workshops, webinars Survey partners and community to identify general needs Adult Education Center coordination	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives
Marketing	Local, regional, national conferences, workshops, webinars Faculty and staff communicate options to students Adult Education Center coordination	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives
Curriculum mapping	Local, regional, national conferences, workshops, webinars Adult Education Center coordination Program meetings to share information, skills, and develop educational programs	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives
Cultural sensitivity	Local, regional, national conferences, workshops, webinars Adult Education Center coordination Teachers participate in workshops and training	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives

Need Assessments	Local, regional, national conferences, workshops, webinars Survey partners and community to identify general needs Adult Education Center coordination	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives
Marketing/Outreach	Local, regional, national conferences, workshops, webinars Faculty and staff communicate options to students Adult Education Center coordination	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives
Technology Infrastructure - ESL software, Microsoft Suite, distance learning software, social networking, management systems	Adult Education Center coordination Local, regional, national conferences, workshops, webinars	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives
Readiness and Learning Styles	Adult Education Center coordination Local, regional, national conferences, workshops, webinars Training and workshop in instructional strategies and High School Equivalency tests	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives
Cross-Program Communities	Adult Education Center coordination Local, regional, national conferences, workshops, webinars Program meetings to share information, skills, and develop educational programs	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives
Curriculum assessment, progress, and reporting	Adult Education Center coordination Local, regional, national conferences, workshops, webinars Regular Staff Meetings – faculty/ teachers share and solve problems	1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE	Incorporated into earlier objectives

<p>Team Building/ Soft Skills/ Critical Thinking/ Study Skills/ Career Assessment</p>	<p>Adult Education Center coordination</p> <p>Teachers share practices, lesson plans, and ideas</p> <p>Teachers demonstrate workshop information</p> <p>Local, regional, national conferences, workshops, webinars</p> <p>Counselors and staff guide development of program, define education pathways, share information via website, newsletter, or face to face</p>	<p>1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE</p>	<p>Incorporated into earlier objectives</p>
<p>New Models, Instructional Strategies, for Contextualized and/or Accelerated Teaching and Learning</p>	<p>Adult Education Center coordination</p> <p>Attend OTAN, TIMAC, and OTAN, EI Civics trainings</p> <p>Local, regional, national conferences, workshops, webinars</p> <p>Training attendees report back to the consortium via website, face to face, or newsletter</p>	<p>1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE</p>	<p>Incorporated into earlier objectives</p>
<p>Skills Building Intercultural Competences among Faculty, Staff, and Administrators</p>	<p>Adult Education Center coordination</p> <p>Staff and students host multicultural exchange days consortium-wide</p> <p>Local, regional, national conferences, workshops, webinars</p> <p>Staff and students share cultural customs</p>	<p>1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE</p>	<p>Incorporated into earlier objectives</p>
<p>Professional Learning Communities</p>	<p>Adult Education Center coordination</p> <p>Teachers build lesson plans, work on assessments</p> <p>Local, regional, national conferences, workshops, webinars</p> <p>Counselors and staff suggest areas of improvement for group focus</p>	<p>1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE</p>	<p>Incorporated into earlier objectives</p>

<p>Curriculum Improvements and trainings</p>	<p>Teachers problem solve, share in lesson planning, and demonstrations Local, regional, national conferences, workshops, webinars</p> <p>Adult Education Center coordination</p> <p>Local, regional, national conferences, workshops, webinars</p> <p>Experts guide need areas</p>	<p>1 – Basic Skills 2 – Courses for immigrants 3 – Adults with disabilities 4 – CTE</p>	<p>Incorporated into earlier objectives</p>
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Objective 7

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

Collaboration Partners

The Long Beach Adult Education Consortium Members have worked with numerous partners, many of which have had long-standing relationships. These partner organizations include, but are not limited to:

- Ability First
- AR&C (Hillside Enterprises)
- CSULB College of Continuing and Professional Education
- CSULB Educational Opportunity Center
- Centro Community Hispanic Association
- Conservation Corp
- Covenant Presbyterian Church
- Disabled Resources Center
- Dream Center
- Employment Development Department (EDD)
- English Language Learners (ELL) Program
- Goodwill (Southern Los Angeles County)
- Harbor Regional Center
- Job Corps
- Long Beach Chamber of Commerce
- Long Beach Community Action Partnership
- Long Beach Job Corp

- Long Beach Immigrant Rights Coalition
- Long Beach Nonprofit Partnership
- Long Beach Public Library
- Pacific Gateway Work Force Investment Network
- Port of Long Beach
- And other local businesses, civic organizations, and service clubs that will be included with consortium efforts to have fully collaborative and cohesive adult education programs for the Long Beach region. Workforce development can also offer payment leverage, if another organization pays for a portion of the fees.

The consortium reached out to partners through an Advisory Group Forum. This collaborative meeting event provided an opportunity for stakeholders in the region to come together and discuss their respective regional programs, services, and resources. Partners were selected for the event based on prior collaborations with existing programs, as well as the potential to create and improve future programmatic offerings and collaborations.

Engagement Strategies

Key consortium plans will be initiated to better leverage existing infrastructures, to include -

- Consortium tracking will be initiated on all adult learners in the program
- Participants will be surveyed on level of satisfaction, their own success and be asked to make recommendations for improvements
- The consortium will use success stories at intake orientations to allow students to identify and relate to the success of students already enrolled in the program.
- Public Survey Announcements (PSAs) will be utilized to advertise program successes.
- Program and service data will be collected to enhance existing programs
- MOU's within the consortium will be created to achieve formal partnerships and support within the Long Beach region

- Other outreach activities will also be initiated through local media, libraries, movie theaters, cable TV, social media, and radio
- Facilities and resources with organizations such as, Goodwill SOLAC, Long Beach Job Corp, and Centro Community Hispanic Association will be leveraged to provide additional HiSET preparation and testing opportunities for students.
- Collaborating with counselors to attend career fairs and CTE pathway programs to better understand regional career opportunities
- Continue outreach to civic organizations, industry leaders, and local government offices to foster additional collaborative efforts to optimize basic skills and ESL education.

Existing and future partner relationships will help form new planning and implementation processes. A foundation of sustaining partnerships will help improve, integrate, and expand educational and support services for the adult learners. For example, the consortium anticipates that existing relationships with the WIB and EDD will help plan strategies and leverage their facility resources to improve transitions into the workforce.

The consortium partnerships with area chambers of commerce, businesses, and industry groups will help consortium members better align the curriculum with industry and employment standards or certifications, which in turn will help increase student employability. These relationships will also help improve and expand strategies for workforce entry, such as expansion of internship opportunities, and on the job training experiences.

Basic skills and ESL programs at local community institutions will help provide additional resources and accessibility for students. These include local immigrant rights groups, as well as local community organizations, such as Goodwill. These resources have been invaluable to make positive, life-changing impacts on adult learners within the Long Beach region. There are also opportunities for creating similar partnerships with organizations, such as the Job Corps and Conservation Corps.

Prior to the budget cuts of 2009, consortium members offered ESL classes at community institutions throughout the region. The majority of these courses are no longer offered due to a lack of funding. In addition, basic skills and ESL classes were previously offered at some large workplaces where employees received English instruction before or after work. The consortium recognizes the importance of community relationships and has goals to (re)establish these community-based courses.

In the future, with increased funding, consortium adult schools could provide Vocational ESL (VESL) courses at centers where CTE classes are offered. The LBCCD VESL Career Paths program provides students with opportunities to strengthen English language skills and use technology before transitioning into credit classes and the workforce.

Tables 7.0

Table 7.1 Leverage of Existing Regional Structures from Partners					
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
Ability First	3 – Disabilities	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners.	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
CSULB – College of Continuing and Professional Education (CCPE)	1 – Basic Skills	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
CSULB - Educational Opportunity Center (EOC)	1 - Basic Skills 4 - CTE	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Centro C.H.A	1 - Basic Skills	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Chamber of Commerce	4 - CTE 5 - Apprenticeship	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Civic Leadership	4 - CTE 5 - Apprenticeship	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17

Conservation Corps of Long Beach	1 – Basic Skills 4 – CTE	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Covenant Presbyterian Church	3 – Disabilities	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Disabled Resources Center (DRC)	3 – Disabilities	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Dream Center	1 – Basic Skills 4 - CTE	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Employment Development Depart. (EDD)	1 – 5 All	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
English Language Learners (ELL) Program	1 - Basic Skills 2 – Courses for Immigrants	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Goodwill SOLAC	4 - CTE 1 - Basic Skills	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Harbor Regional Center	3 - Disabilities	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17

AR&C	3 – Disabilities	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Human/Social Services	1 – 5 All	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Libraries	1 - Basic Skills	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Local Business	4 - CTE 5 - Apprenticeship	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Long Beach Community Action Partnership (LBCAP)	4 - CTE	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Long Beach Immigration Rights Coalition (LBIRC)	2 - Courses for Immigrants	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Long Beach Job Corps	4 - CTE	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17

Long Beach Nonprofit Partnership (LBNP)	1 – 5 All	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Pacific Gateway Workforce Investment Network (PGWIN)	4 - CTE	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Port of Long Beach	4 - CTE	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17
Service Clubs	1 – 5 All	Regional Partner's Working Group to coordinate possible facilities, education, and/or training toward greater consortium resource accessibility adult learners	LBCCD LBUSD	Communication, Facilities, Education, and/or Training	Plan FY15 – 16 Implement FY 16-17

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