

26 Long Beach Adult Education: Certified

Details

Consortium Information

Consortium Name:

26 Long Beach Adult Education

Consortium Short Name:

26 Long Beach

Address:

1305 East Pacific Coast Highway | Long Beach, CA | 90806

Website:

<https://lbadulteducation.com/>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

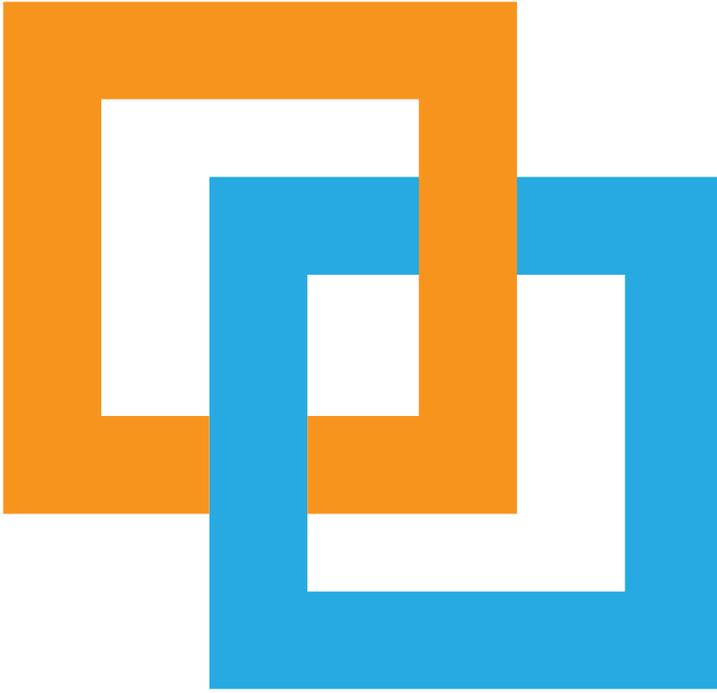
\$2,680,369

CAEP Funds 2021-22:

\$2,544,735

CAEP Funds 2020-21:

\$2,445,684



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Fiscal Contact	John Thompson	jthompson@lbcc.edu	Director, Fiscal Services	(562) 938-4102
Primary Contact	Melissa Infusino	minfusino@lbcc.edu	Director Workforce Development	(562) 938-3217
Primary Contact	Starla Thomas	stthomas@lbcc.edu		
Fiscal Contact	Renee Arkus	rarkus@lbschools.net	Executive Director of Fiscal Services	(562) 997-8126
Primary Contact	Debbie Broadway	dbroadway@lbschools.net	Asst. Principal	(562) 595-8893
Fiscal Contact	Kristine Pratt	kpratt1@lbschools.net	Fiscal Services Analyst	(562) 997-8389

Member Agencies

Member Agency	Member Type	Contact	Phone
Long Beach CCD	District	John Thompson	(562) 938-4102
Long Beach Unified	Unified School District	Carol Ortega	(562) 997-8122

Executive Summary

Executive Summary *

The Long Beach Adult Education Consortium three-year plan is aligned with California's goal to address the evolving needs of individuals and communities by providing adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members. The Consortium works jointly to meet the needs of the adult education population in the region through various collaborative efforts between the Consortium members and with regional partners. Members regularly review and modify the plan, based on demographic and employment data, survey information, labor market information, and other data and analyses.

This three-year plan serves as the framework for the work of the Consortium by partnering with community service providers including businesses, government and community-based organizations. The Consortium will continue to work toward creating a comprehensive regional approach for students by providing instructional programs and support services for their progression along their educational and career pathways.

The Consortium will continue to provide marketing support for noncredit courses, support and expansion of offsite class locations, and enrollment and registration support. Within this new three-year plan there is an expanded focus on "connections to living wages" and support for pathways and job placement readiness that leads to placement in living wage careers. We heard from community partners, business leaders, and students that there is a need for workforce training and job readiness support and have developed a plan to address this.

The Consortium will address the following main objectives in this three-year plan:

Address Educational Needs

To address the Educational Needs of the LBAEP, the Member Districts will engage in activities to support **Connections to Living Wages**. LBAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

- Review existing programs for alignment with living wage jobs.
- Identify high demand living wage jobs in district area and work to develop programs leading to these jobs.
- Provide job readiness and placement support.

Improve Integration of Services & Transitions

To improve Integration of Services and Transitions of the LBAEC region, the Member Districts will engage in activities to create **Clear Pathways and Access to Support Services**. LBAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

- Reviewing noncredit program maps for overlap and creating program maps in gap areas.
- Develop maps across programs that help students see long-term goals that are attainable and communicate and market those maps.
- Provide or connect students to wrap-around supports that may include anything from educational planning to childcare, as appropriate.

- Increase community awareness of available programs and program pipelines through community partner collaborations.

Improve Effectiveness of Services

To improve Effectiveness of Services of the LBAEC region, the Member Districts will engage in activities to support **Data Review and Program Improvement**. LBAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

- Develop data dashboards that focus on key metrics that inform students' transitions between programs.
- Establish a special meeting each year to review Launchboard data, timed with when the data becomes available.
- Establish a process for obtaining feedback and providing the results to the consortium on an annual basis.

Assessment

Overview and Preparation *

To prepare for drafting the Three Year Plan, the LBAEC followed a series of activities:

1. The CAEP Three-Year Planning Self-Assessment tool was utilized by the member districts to identify areas of focus and assist in developing the plan.
2. A planning timeline was developed to ensure ample opportunities for constituency input, feedback from community partners, and discussion for Consortium members through a series of scheduled meetings.
3. Labor Market and demographic data for the region from the American Community Survey, Chancellor's Office, Centers for Excellence, EMSI and locally collected were reviewed during LBAEC meetings. Consortium members, the local WIB, and community partners shared insights from their work with AE students and the community, including barriers to success and job market growth areas.
4. Through the data analysis and discussion described in item three, the LBAEC identified key goals for the Three Year Plan and used this information to formulate objectives, strategies, and metrics.

Regional Alignment and Priorities *

The Long Beach Adult Education Consortium (LBAEC) partners with three WIOA systems, the Pacific Gateway Workforce Innovation Network (PGWIN), the South Bay WIB, and SELACO with the primary partner being PGWIN. LBAEC is a part of the Los Angeles Basin WIOA Regional Planning Unit (RPU) and the local WIBs have aligned their individual and their regional workforce development plans with the Los Angeles Regional Strong Workforce Plan which includes WIOA metrics as well as labor market information which identifies the local in-demand occupations. The labor market data (LMI) and conclusion for in-demand industry sectors (which WIOA calls regional industry sectors) aligned with LA Regional Strong Workforce Plan.

Consortium member Long Beach City College has adopted the priority sectors endorsed by the Los Angeles Orange County Regional Consortia as determined by the Center for Excellence and the Los Angeles Economic Development Corporations' Center for a Competitive Workforce and cited in the Los Angeles Regional Strong Workforce Plan which is aligned to Workforce Innovation and Opportunity Act goals, outcomes and priorities. The Center for a Competitive Workforce (CCW) was funded to produce a report for the LA/Orange Community colleges doing a high-level in-demand industry review. LBCC has identified those priority sectors for Perkins funding which include Advanced Manufacturing with 12,000 regional openings (per the Center of Excellence data), Advanced Transportation and Logistics with 10,000 openings, Energy, Construction and Utilities with 12,000 openings, Global Trade with 10,000 openings, Health with almost 29,000 openings, Information Communications Technology and Digital Media with 10,000 openings, Education and Human Services with 17,000 openings, Retail, Hospitality, and Tourism with almost 19,000 openings and Entrepreneurship with 37,000 openings. These industries provide in-demand living wage opportunities and new noncredit programs have been developed to provide short term training with industry certifications leading to jobs in these areas.

In addition to workforce plans and industry demands, the Adult Education Plan is aligned and members are working with the Strong Workforce funded Career Pathways regional plan which works with K-12 systems and community colleges to provide pathways into both credit and now also noncredit programs. It is proposed within this new three-year plan to create clear pathways maps as a deliverable in partnership with our K-12 system.

Evaluate the Educational Needs of Adults in the Region *

Using data from the American Community Survey, the LBAEC reviewed and analyzed characteristics of the community within the Consortium's service area. The Consortium's service area includes over 500,000 adults. Of these, 9% (41,451) have less than a 9th grade education, while an additional 17% (74,284) have some high school education but lack a high school diploma or credential. The highest proportion of individuals in these two groups reside in North and Central/Downtown Long Beach. When these populations are disaggregated by race/ethnicity we find that over one third (36%) of residents identifying as Latinx/Hispanic would benefit from access to adult basic and secondary education. Interestingly, while residents identifying as Asian represent the second highest racial/ethnic group with a bachelor's degree (at 42%, following White identifying residents at 45%), Asian identifying residents are also the second largest group that would benefit from adult basic and secondary education with 18% of residents reporting having less than a high school diploma.

Within the LBAEC's service area, 13% (57,763) of adults live below the federal poverty level. Not surprisingly, those with less than a high school education are twice as likely to be living below the federal poverty level than those with some college education (i.e. with an associate's degree or college credits completed, but not a bachelor's degree). It is also important to note that the service area is within a region with a high cost of living meaning that the federal poverty line represents approximately one third the income a single adult would need to be considered having a living wage in the region. Therefore, the proportion of adults who are effectively living in poverty (i.e. not making a living wage) is much higher than 13%. The largest number of Consortium residents living below the poverty line reside in the same areas as those with lower levels of education, North and Central/Downtown Long Beach. When disaggregated by racial/ethnic identity, more residents identifying as Latinx/Hispanic (19%), Black/African-American (20%), and Native American (21%) experience living below the poverty level than other racial/ethnic groups (e.g. White: 9%, Asian: 13%, Pacific Islander: 15%).

Within the LBAEC's service area, 9% (39,072) live with a disability. Adults with a disability are more likely to live in poverty (19%) than those not living with a disability (12%). Adults with disabilities are also less likely to have completed high school (19%) than those without a disability (13%).

Finally, of the 17% (75,242) of residents that speak English less than “very well”, the majority are native Spanish speakers (71%), with another 10% speaking Khmer. Residents speaking English less than “very well” are heavily concentrated in North and Central/Downtown Long Beach, overlapping with those reporting low income and low educational attainment.

In addition to the data analysis of the needs of adult learners in the region, staff and faculty providing direct services to current students, as well as outreach to potential students, collect ongoing anecdotal accounts and personal stories of individual needs.

The pandemic forced a shift to an online learning environment which has been especially hard for adult learners in ESL and Computer Literacy programs. While we were able to provide loaner computers to many noncredit students, the challenges of computer and English literacy proved to be too great a barrier for many to thrive within a virtual classroom. In addition, the lack of digital skills across many noncredit learners became very apparent during this time. This has led to a push to offer more in person (when health orders allow) computer literacy courses at partner locations and when needed to support translation services within those courses.

We heard repeatedly from adult learners that a lack of affordable and safe childcare was a tremendous barrier to attending classes in person. Most of the programs offered in Long Beach are either in person ESL or CTE courses. For those with English literacy and computer literacy needs, the online offerings ended up being a good fit for those without childcare, especially the asynchronous classes. However, this supported a small number of students.

Lastly, the largest impact on our learners was the loss of income, the increase in inflation, and the strain this put on families who were experiencing housing and food insecurities. The fears of the virus, and the stress of the economic burdens made attending college a challenge for many who opted to drop out or take a semester off.

Contributions by Entities *

Throughout the fall and spring semesters the LBAEC held public meetings engaging stakeholders in the planning process. During the fall and spring semesters there were six presentations and discussions on the outcomes and activities related to the current three year plan, presentations on data related to the greater Long Beach adult population – our target audience – related to the new three year plan, and a discussion on the data elements included in the AEP planning process. Those organizations that participated include, Assurance Learning Academy, Cal State Long Beach, Conservation Corps of Long Beach, Long Beach Job Corps Center, Mental Health of America of Los Angeles, Pacific Gateway Workforce Innovation Network and the Salvation Army.

On December 3, 2021 the LBAEC members provided a presentation on data elements and stakeholders broke up into working groups to identify strategies and activities to address educational needs, effectiveness of services and integration of services. On February 11, 2022 the LBAEC members provided a presentation on data elements and stakeholders broke up into working groups to respond to members’ recommended activities (based on feedback from the December 3, 2021 meeting) for the new three year plan, make additional recommendations, and provide direct input on the needs of the community and barriers to college attendance. On April 1, 2022 the LBAEC members met again with community stakeholders to review the draft list of activities for the new plan and provide additional feedback. That data was compiled and informed the final list of funded activities recommended in this three year plan.

The draft was reviewed internally within both members’ organizations. At Long Beach School for Adults, the plan was reviewed by the LBSA Instructional Leadership Team and then it was shared with the LBUSD Director of High Schools for review.

At LBCC, the draft plan was taken through the shared governance process and reviewed at the Adult Education Subcommittee made up of faculty, classified, student, and management representatives. It was then taken to the Student Success Committee also made up of representatives from the aforementioned constituency groups for final review and feedback.

Feedback from both members’ internal review process was incorporated into the final draft.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Pa
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Long Beach CCD	Member Representative	19	70	1,670	0	0	0	753	0	0	
*Long Beach Unified	Member Representative	151	670	224	111	0	0	242	242	20	
Total Participants		170	740	1894	111	0	0	995	242	20	

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

When reviewing the table of regional service providers combined with the demographic data presented in the assessment section, there is opportunity for growth to meet the full needs of the community. For example, over 75k residents in the District speak English less than “very well” and yet ESL programs supported less than 2k participants. Likewise, over 115k residents in the District would benefit from adult basic education or adult secondary education and yet these programs had fewer than 1k participants. The LBAEC can focus on increasing enrollments in relevant programs to support larger numbers of these populations, as well as provide short-term programs that lead to living wage jobs for residents living below the living wage for the region to exit the cycle of poverty.

Community partners also provide education and workforce services to adults in the region, including, but not limited to work readiness training, career counseling, job search services, and job search support like clothing, tools, transportation, and providing certification/licensure fees. Community partners also support residents with college prep including GED/HiSet program/testing referrals, completing college applications, financial aid documents, and providing financial literacy workshops. LBAEC has the opportunity to further support this work as well as to increase outreach and enrollment into non-credit programs.

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	4,293	4,133		2,900	3,046	3,192
Student Barriers	English Language Learner (AE 305 - Overall)	2,339	1,805		560	680	800
Student Barriers	Low Income (AE 310 - Overall)	1,855	2,002		1,300	1,400	1,575

Member Level Metric Targets

* Mandatory for all members

Long Beach CCD (Reported by Long Beach District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,407	2,166		2,100	2,300	2,500
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	10			0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	91			150	175	200

Long Beach Unified (Reported by Long Beach Unified School District (LBUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	918	1,000		800	820	840
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	177	113		120	130	140
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	35			150	175	200

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Long Beach CCD	100%	65%	0%	100%	65%	0%
Long Beach Unified	100%	100%	34%	100%	65%	0%

Objectives

Address Educational Needs

Description of Objective *

To address the Educational Needs of the LBAEP, the Member Districts will engage in activities to support **Connections to Living Wages**. LBAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the

COVID-19 pandemic through flexibility in strategies and activities.

- Review existing programs for alignment with living wage jobs.
- Identify high demand living wage jobs in district area and work to develop programs leading to these jobs.
- Provide job readiness and placement support.

Improve Integration of Services & Transitions

Description of Objective *

To improve Integration of Services and Transitions of the LBAEC region, the Member Districts will engage in activities to create **Clear Pathways and Access to Support Services**. LBAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

- Reviewing noncredit program maps for overlap and creating program maps in gap areas.
- Develop maps across programs that help students see long-term goals that are attainable and communicate and market those maps.
- Provide or connect students to wrap-around supports that may include anything from educational planning to childcare, as appropriate.
- Increase community awareness of available programs and program pipelines through community partner collaborations.

Improve Effectiveness of Services

Description of Objective *

To improve Effectiveness of Services of the LBAEC region, the Member Districts will engage in activities to support **Data Review and Program Improvement**. LBAEC remains committed to meeting the ever-shifting needs of the region as it emerges from the hardships of the COVID-19 pandemic through flexibility in strategies and activities.

- Develop data dashboards that focus on key metrics that inform students' transitions between programs.
- Establish a special meeting each year to review Launchboard data, timed with when the data becomes available.
- Establish a process for obtaining feedback and providing the results to the consortium on an annual basis.

Activities & Outcomes

Activity Name *

Program Map Review, Development and Marketing

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Reviewing noncredit program maps for overlap and creating program maps in gap areas.

Develop maps across programs that help students see long-term goals that are attainable and communicate and market those maps.

Increase community awareness of available programs and program pipelines through community partner collaborations.

Short-Term Outcomes (12 Months) *

Reviewing noncredit program maps for overlap and opportunities for growth. Creating report with findings and recommendations.

Intermediate Outcomes (1-3 Years) *

Based on year one findings, develop program maps that help students see long-term goals that are attainable and communicate and market those maps. Share information with faculty regarding opportunities for growth in gap areas. Work with communications to market information.

Long-Term Outcomes (3-5 Years) *

Continue to work with faculty to address gaps in noncredit programs. Increase community awareness of available programs and program pipelines through community partner collaborations.

Proposed Completion Date

07/01/2024

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Responsible person(s)

Name
Debbie Broadway
Melissa Infusino

Activity Name *

Connection to Living Wages

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Review existing programs for alignment with living wage jobs.

Identify high demand living wage jobs in district area and work to develop programs leading to these jobs.

Provide job readiness and placement support.

Short-Term Outcomes (12 Months) *

Review existing noncredit programs for alignment with living wage jobs using EMSI and Center for Excellence data. Produce report of findings.

Develop noncredit job readiness and placement support.

Intermediate Outcomes (1-3 Years) *

Identify high demand living wage jobs in district area and work with faculty to develop programs leading to these jobs.

Provide job readiness and placement support.

Long-Term Outcomes (3-5 Years) *

Have clear student facing information regarding program pathways and which jobs and salaries they lead to as well as a developed and student serving job readiness and placement program.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)

Responsible person(s)

Name
Debbie Broadway
Melissa Infusino

Activity Name *

Clear Pathways and Access to Support Services

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Provide or connect students to wrap-around supports that may include anything from educational planning to childcare, as appropriate.

Develop maps across programs that help students see long-term goals that are attainable and communicate and market those maps.

Provide or connect students to wrap-around supports that may include anything from educational planning to childcare, as appropriate.

Increase community awareness of available programs and program pipelines through community partner collaborations.

Short-Term Outcomes (12 Months) *

Collect data regarding student needs.

Intermediate Outcomes (1-3 Years) *

College information regarding services within LBCC and within the community and create a process for connecting students and sharing information regarding services.

Long-Term Outcomes (3-5 Years) *

Have a systematic way to inventory student needs and connect them with resources.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Responsible person(s)

Name
Debbie Broadway
Melissa Infusino

Activity Name *

Data Review and Program Improvement

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Develop data dashboards that focus on key metrics that inform students' transitions between programs.

Establish a special meeting each year to review Launchboard data, timed with when the data becomes available.

Establish a process for obtaining feedback and providing the results to the consortium on an annual basis.

Short-Term Outcomes (12 Months) *

Develop data dashboards tracking student transitions. Host annual meeting to review Launchboard data. Begin development of feedback process.

Intermediate Outcomes (1-3 Years) *

Refine data dashboards tracking student transitions and share with Consortia. Host annual meeting to review Launchboard data. Launch feedback process, collect and analyze data.

Long-Term Outcomes (3-5 Years) *

Refine data dashboards tracking student transitions and share with Consortia. Host annual meeting to review Launchboard data. Continue to collect feedback and share out prior feedback. Reflect and respond to feedback within context of grant

activities.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Responsible person(s)

Name
Debbie Broadway
Heather Van Volkinburg
Melissa Infusino

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Long Beach CCD	\$4,095,818	Certified
Long Beach Unified	\$1,805,528	Certified
Totals	\$5,901,346	2/2 Certified

Funds Evaluation *

The Long Beach Adult Education Consortium will continue to work collaboratively to allocate funds appropriately to support programs across the greater Long Beach area. Members and community partners will continue to meet regularly and receive ongoing reports and engagement regarding funding. Members will continue to collaborate with community agencies to leverage resources to support additional programs and services for students and staff. Ongoing fiscal monitoring and reporting will continue to be of high priority to ensure Members are progressing as appropriate and support with planning as needed. Members will continue to support one other in seeking additional funding to support adult education programs and improve and expand services as appropriate.

Certification

Long Beach CCD - Member Representative

John Thompson

Director, Fiscal Services

jthompson@lbcc.edu

(562) 938-4102

Starla Thomas

stthomas@lbcc.edu

Melissa Infusino

Director Workforce Development

minfusino@lbcc.edu

(562) 938-3217

Approved by Melissa Infusino

06/16/2022 08:26 AM PDT

Long Beach Unified - Member Representative

Carol Ortega

cortega@lbschools.net

(562) 997-8122

Debbie Broadway

Asst. Principal

dbroadway@lbschools.net

(562) 595-8893

Kristine Pratt

Fiscal Services Analyst

kpratt1@lbschools.net

(562) 997-8389

Approved by Debbie Broadway

06/16/2022 08:31 AM PDT



