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Section 1: Consortium Information

Long Beach Adult Education Consortium

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Submitted:

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The Long Beach Adult Education Consortium (LBAEC) is a collaborative of Long Beach Unified School District School for Adults (LBSA) and Long Beach City College (LBCC) and is committed to an ongoing effort to strengthen and enhance adult learner access, persistence, and success. The vision of the LBAEC is to have focused and well-aligned educational programs that provide the region's adults with equitable access to educational and wrap-around support services that will prepare them for long-term success.

Through strong community partnerships and the support from leadership at both consortium member institutions, LBAEC has touched the lives of thousands of adult education students in the greater Long Beach area. The Long Beach Adult Education Consortium (LBAEC) serves a community of over 566,000 residents in the region. The city of Long Beach, the region's largest city with over 83% of its total residents, has a high need for adult education and workforce services. Twenty-nine percent of the residents earn less than the county living wage. Additionally, 21% of Long Beach residents over the age of 25 have yet to complete a high school diploma representing over 70,000 residents throughout the region. Sixty-five percent of Long Beach City have a large population of residents with low English proficiency and nearly 10% report living with substantial disabilities, and over 20% of the population is 55 years and older.

In 2017-2018, the Long Beach Adult Education Consortium served over 3,900 students across English as a second language (ESL), adult basic education (ABE), adult secondary education (ASE), and career technical education (CTE) programs. ESL was the most popular with over 2,000 (56% of total enrollment) students participating in an ESL program at one of the consortium's two institutions. 61% of these students were older than 35 at the start of the term with 75% identifying as Hispanic/Latino and 18% as Asian. 495 students participated in a CTE program at one of the two institutions; 42% of whom started the term older than age 35. Long Beach School for Adult's growing ASE program accounted for over 10% of the consortium's total enrollment. Across all programs, 57 students were identified as having a disability while 201 reported seeking support in workforce reentry.

LBCC has seen substantial growth in the creation of noncredit courses particularly in the areas of basic skills, ESL, and short-term CTE. In 2018-2019, LBCC saw a 333% increase in course offerings (from 19 to 65), a 467% increase in non-credit programs (from 3 to 17), and a 140% increase in offsite offerings (from 3 to 7) when compared to 2017-2018. Many of the new courses are in CTE; including automotive maintenance, construction, and computer technology. These LBAEC supported programs are geared to support low-income adult learners through short-term applied educational programs that lead to rapid workforce (re-)entry. ESL course offerings have also been expanded to provide employment focused language skills as well as immigrant support and citizenship attainment. Beginning in year two of the previous planning cycle, LBCC began serving a mere 45 students at one off-site location and is now serving over 200 students offsite, averaging (over the last three years) another 1900 adult education students taking on campus classes. ESL has given out over 147 certificates of competency in English and Reading.

Established in 1933, Long Beach School for Adults has been providing educational and support services to the City of Long Beach and surrounding communities for over 85 years. In 15-16, LBUUSD was getting ready to close LBSA when the AEP (formerly AEBG) money became available and was distributed to consortiums. With the receipt of

the AEP, money LBSA began to rebuild itself. In 16 -17, LBSA reestablished its High School Diploma program and Adult Basic Education program. LBSA had 28 graduates that first year, 62 graduates in 17-18, and is hoping for an additional 65 graduates this year. With the AEP money, LBSA has been able to increase its numbers in HiSET preparation, HiSET Home Studies, English as a Second Language classes, and is now serving 900 to 1,000 students each semester. LBSA has two levels of Adult Basic Education which is designed to help students quickly improve their reading comprehension, writing and Math skills so they can transition into either HiSET or High School Diploma programs. In the last three years, LBSA has added both certificated and classified staff to meet the needs of its growing student population and to provide the needed infrastructure support. LBSA has been able to upgrade all of its technology for staff and has purchased both classroom and office furniture which is not only ADA compliant, but comfortable for adult learners. The upgraded technology has given LBSA the ability to register students using online registration, and beginning this year LBSA has implemented e-testing for all CASAS assessments except ESL, which it will be implementing soon. LBSA is an official test center for the HiSET test and now offers both computer and paper pencils testing in both English and Spanish. During the last three years LBSA has reconnected with community partners and has been able to offer off site classes at their locations. These relationships will continue to get stronger with the connection to the LBAE Consortium. Long Beach School for Adults is making an impressive come back and is hoping to continue its growth. Continued growth for LBSA will be determined by future funding. At this point, LBSA is hoping to maintain the level of services and continue to meet the needs of its students and community.

The LBAEC identified four major goals through its pre-planning assessment, review of Labor Market information, and thorough review of the community needs in the region. These include:

1. Leveraging consortium resources and partnerships to strategically recruit students.
2. Creating diverse programming to meet the community's needs.
3. Meeting the workforce demands of a changing economy.
4. Streamlining access to services provided by consortium partners and community members to ensure seamless transitions and support for students.

The goals and subsequent activities that support these goals will lead to short-term and long-term impact on the adults in this region. LBAEC will continue to serve and expand services for ESL students, high school diploma equivalency students, and Career Technical Education students, and will leverage existing resources to track success and promote job placement. The LBAEC identifies clear needs for the next planning cycle in three major adult education program areas:

- Basic skills, especially below 8th grade level
- Adults with disabilities
- Older adult program that are primarily related to entry or reentry into the workforce.

In addition, the LBAEC promote professional development for faculty and staff through systemic training. Moving forward, the LBAEC will leverage its collective strength to minimize barriers to education and increase the access to services and programs using culturally competent strategies for the Long Beach community.

2.2 Pre-Planning Assessment

The Long Beach Adult Education Consortium (LBAEC) utilized a series of biweekly public meetings to maximize the collaboration present in the planning process. Staff, administrators, and faculty from the two consortium member institutions, as well as a large and diverse array of community partners were consulted in a series of interactive exercises geared toward collecting feedback, building consensus on the state of adult education in Long Beach, the needs and objectives of our current and prospective students, and our programmatic goals for the next three years.

The planning process began by reviewing the pre-planning assessment tool. Consortium members and community partners were engaged in evaluating the elements of the pre-planning tool in order to gain diverse perspectives about the strengths and opportunities for improvements present since the completion of the last three-year plan. Guided workshops using the pre-planning assessment tool included small group activities and full group discussions that yielded fruitful input. Consortium members and community partners were also given opportunities to comment through online surveys in case they were unable to attend the meetings or wanted to provide additional feedback.

Strengths identified included the availability of counseling support services. The work of Long Beach City College counselors in collaborating with community partners to provide services at off-site locations was highlighted as an effective means of facilitating access to educational planning for students. Further, ESL courses at Centro CHA, Inc have supported students on their path to citizenship. This builds upon the recruitment efforts by Long Beach's School for Adults (LBSA). These efforts have been so effective that the programs are now impacted and students are regularly waitlisted. Finally, community partners noted the importance of support from leadership at both consortium member institutions.

Opportunities for improvement included renewed focus on collaboration among the consortium members and community partners to ensure alignment between programs, facilitate access to wrap-around services provided by community partners, and to investigate the establishment of formal agreements. Second, professional development was also identified as an important need for ensuring that faculty, consortium members, and community partners understand the adult education landscape and related policies, while incorporating cultural competency and inclusivity in andragogy and support practices. Additionally, it was noted that data tracking across the partners needed to be improved to better inform and reflect upon the efficacy of program design and implementation, and track outcomes between member institutions. Finally, many community partners emphasized the need not just clear educational pathways, but also partnerships with employers that would increase access to job placements.

CONSORTIUM MEMBER CAPACITY:

Currently, the LBAEC is offering 52 courses in four program areas. These include 32 courses offered by LBSA: 17 adult secondary education courses (ASE), four career technical education courses (CTE), and 11 English as a second language (ESL) courses. In addition, LBCC currently offers 20 adult education courses including three CTE courses, and 16 ESL courses. An additional 50 courses have been approved and will be offered within the next academic year. These include 36 CTE courses and 14 ESL courses.

Adult Secondary Education courses offered by LBSA include both high school diploma and HiSET preparation courses. Additionally, LBSA offers CTE courses in certified nursing assistant, animal care, computer applications, and custodial services. LBCC's CTE noncredit CTE curriculum includes automotive technologies, construction, and

home remodeling, computer and office skills, photography, and welding. An additional parenting course is offered through LBCC's Child Development and Educational Studies Department. LBSA's ESL offerings include beginning, intermediate, and high conversation, literacy skills, as well as computer skills for ESL students. LBCC offers six levels of ESL reading skills, six levels of conversation, grammar, vocabulary, and accent reduction, and will soon introduce citizenship and composition skills.

KEY PARTNER CAPACITY:

Community partners also engage in providing adult education services. As noted in Table 1, a large proportion of community partners are providing training in ESL, Citizenship, CTE, and Workplace Readiness. Through the workshops and discussions conducted for the planning process, it became clear that basic adult education programs were needed, particularly for individuals with below 8th grade proficiency. Additionally, there is need to expand programs for adults with disabilities and programs for older adults seeking entry or reentry to the workforce. As seen in Table 1, these are programs offered by few partners of the LBAEC. Limited capacity for growth in LBSA's adult secondary program presents a need for more partnerships with community partners offering these services.

The need for student support services came up repeatedly in discussion regarding the Long Beach community. Specifically, current and prospective students may be limited in their ability to engage in educational programs because of a lack of transportation or child care, fear of immigration authorities, limited mental and physical health services, and food and housing insecurity. The consortium has the opportunity to improve collaboration with community partners that offer these wrap-around services or facilitate access to such services offered through the state or city.

EVALUATING ALIGNMENT WITH ADDITIONAL FUNDING SOURCES AND REGIONAL PLANS:

Long Beach School for Adults not only receives AEP monies, but also WIOA Title II, Perkins, and CalWORKs. These funds are used to provide free classes to our students and support our teachers in High School Diploma, HiSET preparation, HiSET Home Studies, Adult Basic Education, and English as a Second Language. LBSA works very hard to generate the most payment points possible each year so that our funding will be increased. LBSA was also a part of the EL Navigator grant with Pacific Gateway, and two of our community partners, Centro Cha and UCC. Involvement in this grant helped us to offer short-term CTE classes each semester, update our program flyers and increase our advertising in our community. Normally, we charge for all of our CTE classes but with the support of the EL Navigator grant we offered them for free.

With the adoption of the Strong Workforce Program and its alignment with the Workforce Innovation and Opportunity Act's job placement and retention outcomes, LBCC is working to not only braid funding but also to cross train staff in these areas. This will allow the consortia to provide professional development to faculty regarding the further alignment of these funding sources in support of workforce readiness and job placement. Furthermore, the local Workforce Investment Board (WIB) participates in the AEP public meetings. LBCC is a board member of the WIB, creating cross-pollination in program offerings and program planning. These funding streams in tandem with the California Community College Student Center Funding Formula have motivated LBCC to be more intentional in its industry engagement and job placement activities; creating infrastructure to track job placement metrics to support the further development of a robust noncredit program.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
American Indian Changing Spirits	Nonprofit	2001 River Ave, Long Beach, CA 90810	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	American Indian Changing Spirits provides drug and alcohol rehabilitation for Native Americans.
Centro CHA, Inc.	Nonprofit	1633 Long Beach Blvd, Long Beach, CA 90813	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Centro CHA, Inc. provides immigrant integration, pathways to higher education, workforce development, immigration, services, record expungement, legal services, and reentry employment services.
Century Villages at Cabrillo	Nonprofit	2001 River Ave, Long Beach, CA 90810	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Century Villages at Cabrillo provides financial literacy, yoga, healthy cooking and relationships, self-help, Bible study, music, and recreation.
Conservation Corp of Long Beach	Nonprofit	340 Nieto Ave, Long Beach, CA 90814	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conservation Corps provides job training and high school diplomas to young adults through a charter high school.

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Disabled Resources Center, Inc.	Nonprofit	2750 E. Spring Street, Suite 100, Long Beach, CA 90806	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disabled Resources Center, Inc. provides work experience and preparation for youth with disabilities.
Long Beach City College	Cmty. College	4901 E. Carson Street, Long Beach, CA 90808	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Long Beach City College provides support services to adults with disabilities, english learners, adults seeking basic and secondary skills, workforce reentry, parents, and older adults through Disabled Student Programs and Services, the Dept. of Counseling, Learning and Academic Resources, among others.
Long Beach Public Library	Gov. Entity	101 Pacific Ave, Long Beach, CA 90822	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Long Beach Public Library provides Career Online High School services to adults as well as adult literacy programs.
Long Beach Job Corps	Gov. Entity	1903 Santa Fe Ave, Long Beach, CA 90810	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Long Beach Job Corps provides vocational training and high school programs to 16-24 year olds.

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Long Beach School for Adults	K12 Adult School	3701 E. Willow St, Long Beach, CA 90815	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Long Beach School for Adults provides counseling services in partnership with LBCC and community resource fairs.
Pacific Gateway	Gov. Entity	4811 Airport Plaza Dr, Suite 120 Long Beach, CA 90815	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pacific Gateway provides workforce development, which includes workplace readiness, skills development, career counseling, classroom training, on-the-job training, and job search assistance.
The Salvation Army of Long Beach	Nonprofit	3000 Long Beach Blvd, Long Beach, CA 90807	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The Salvation Army provides food bank and social service resources for homeless and low income persons in addition to youth, family, and senior services, and recreational programs.
United Cambodian Community	Nonprofit	2201 E. Anaheim St, Suite 200 Long Beach, CA 90804	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	United Cambodian Community provides workforce development and English skills to Khmer speakers. These include soft-skills and work readiness training, and case management.
YMCA Community Schools	Nonprofit	565 Hill St, Long Beach, CA 90806	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YMCA provides parenting and family services, exercise classes, social/emotional support, and mental health first aid training.

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
California State University, Long Beach - Educational Opportunity Center	University	3447 Atlantic Ave, Long Beach, CA 90807	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EOC is a federally funded grant that assist individuals 19 and older to enroll or re-enroll in secondary or postsecondary school. Services include Postsecondary and career advisement, assistance in completing financial aid applications, GED/HiSet fee assistance, and referrals to other programs					

Table 2.1 Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$2,450,420	\$2,548,420	\$2,650,420
CalWORKs	\$12,561	\$13,061	\$13,561
CCD Apportionment	\$2,437,547	\$2,527,908	\$2,636,343
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$2,581	\$2,684	\$2,791
WIOA II	\$224,131	\$233,131	\$242,431
Other			
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	0
Total	\$5,127,240	\$5,325,204	\$5,545,546

2.3 Community Need and Customers

LONG BEACH ADULT EDUCATION CONSORTIUM CURRENT CUSTOMERS:

In 2017-2018, the Long Beach Adult Education Consortium served over 3,900 students across English as a second language (ESL), adult basic education (ABE), adult secondary education (ASE), and career technical education (CTE) programs. ESL was the most popular with over 2,000 (56% of total enrollment) students participating in an ESL program at one of the consortium's two institutions. 61% of these students were older than 35 at the start of the term with 75% identifying as Hispanic/Latino and 18% as Asian. 495 students participated in a CTE program at one of the two institutions; 42% of whom started the term older than age 35. Long Beach School for Adult's growing ASE program accounted for over 10% of the consortium's total enrollment. Across all programs, 57 students were identified as having a disability while 201 reported seeking support in workforce reentry.

THE REGIONAL COMMUNITY:

The Long Beach Adult Education Consortium (LBAEC) serves a community of over 566,000 residents in the cities of Avalon, Lakewood, Long Beach, and Signal Hill. While regionally compact, the LBAEC includes the island community of Avalon, 29 miles southwest of Long Beach on Santa Catalina Island. The city of Long Beach, the district's largest city with over 83% of its total residents, shows many of the hallmarks of an urban environment with high need for adult education and workforce services. With a median household income of just over \$58,000, Long Beach contains both pockets of wealth and poverty. 2017 estimate for the US census note that while over 28% of households in the LBAEC service area earn over \$100,000 annually, 29% earn less than the county living wage. That number climbs to over 37% in the most disadvantaged zip codes in the district.

The intersection of poverty, English proficiency, and educational attainment is also noteworthy. 18% of Long Beach residents over the age of five speak English "less than very well", in total representing over 91,000 in the consortium as a whole. Long Beach's large Khmer and Spanish speaking populations add to the complexity of providing English language education to the region. Additionally, 21% of Long Beach residents over the age of 25 have yet to complete a high school diploma representing over 70,000 residents throughout the region. In total, of the 23 census tracts in the LBAEC with a median household income below the county living wage, 65% have a large population of residents with low English proficiency and 82% have a large adult population without a high school diploma.

The LBAEC is also home to a large community of adults with substantial disabilities. The 2017 American Community Survey reported that nearly 10% of LBAEC residents lived with a substantial disability, representing nearly 56,000 residents.

Each of these communities includes a large proportion of older adults. While the median age of the cities in the LBAEC is between 34 and 38, 22% of the population is 55 years and older, representing 122,000 residents.

THE LABOR MARKET:

The Long Beach Adult Education Consortium's location as a largely suburban community between Los Angeles and Orange County requires casting a wide net when defining the labor market. According to 2018 data from the Centers of Excellence, food preparation, education, and sales employ the largest share of the labor force with less than an associate's degree. However, jobs in healthcare and personal care are scheduled to grow the fastest. Among the five largest and fastest growing industries in Los Angeles and Orange counties, only healthcare and sales pay an average median hourly wage above \$19 per hour.

These growing industries follow a period of substantial and continuing realignment in the regional economy. Occupations available to those without formal education are quickly leaving the region. For example, sewing machine operators and other occupations associated with Los Angeles' once thriving garment industry are projected to shrink 28% by 2022; a net loss of over 6,000 regional workers. This places increased importance on educational institutions strategically located to retrain workers in declining industries and retrain them for the jobs of tomorrow. Long Beach is also home to both the Port of Long Beach and the Long Beach Airport; two major regional transportation and shipping hubs that have developed partnerships with the members of the LBAEC through the College Promise 2.0 program and targeted academic programs such as the Maritime Center of Excellence.

According to a 2019 economic impact study performed by EDR Group Inc, the Port of Long Beach supports more than 51,000 jobs, or one in five jobs in Long Beach alone. In Los Angeles County, the number of Port supported jobs increased to nearly 400,000 jobs, and in the five county southern California region it's more than 575,000 jobs. The Port of Long Beach's impact on jobs can be directly seen at the Port and includes Longshoremen, terminal operators, Port staff, etc. Logistics and supply chain sectors are also directly impacted by the movement of cargo in and out of the Port. These direct jobs are distributed throughout a number of different industry clusters. As well, the Port impact spreads into areas that aren't immediately apparent. Capital expenditures by the Port, for example, contributes to the construction sector; activity related to the Harbor District, including the Queen Mary, contributes to the Tourism and Hospitality sectors; and clean energy initiatives at the Port impact the manufacturing sector that produces equipment and infrastructure.

The opportunity to serve these students comes with substantial competition from local public, private, and for-profit educational institutions. As of 2017, 126 institutions currently offer associates degrees, certificates, and noncredit awards in healthcare in Los Angeles and Orange Counties, accounting for over 18,000 awards conferred annually. In addition, 78 institutions provided associates degrees, certificates, and noncredit awards in business and management, with over 11,500 awards conferred annually.

DEFINE SHARED AND UNIQUE CUSTOMERS:

Long Beach School for Adults and Long Beach City College both serve adults with low English proficiency, adults with disabilities, low-income individuals, older adults, and workforce re-entry populations. LBSA also serves students seeking citizenship and adults needing elementary and secondary education. LBCC also serves students seeking CTE program training and adult learners seeking to transfer to a 4-year institution. As noted above, ESL is the most popular program and the LBAEC will continue to serve these students and expand offerings to include ESL focusing on work-based language needs as well as offerings at community partner facilities. Another service priority in the next 3 years will be to work to ensure that there are sufficient basic skills offerings, particularly below an 8th grade level, to meet the needs of adult learners who are still unprepared to work towards a high school diploma. A new service priority will focus on developing programs for older adults that support workforce re-entry and skills for supporting elementary and secondary school student success. The LBAEC will also focus on developing programs for adults with disabilities that enable self-sufficiency and self-advocacy for these community members. Finally, short-term career technical programming will be a service area of focus to ensure there is ample noncredit access to workforce training that will lead to increased employability for adult learners.

SERVICE ALIGNMENT EVALUATION:

Discussions with consortium members and community partners identified three broad categories of personal objectives of adult education students: economic security, socialization, and holistic health. Ultimately, in order to

meet these objectives, students must be supported through both educational programs and wrap-around support services. These educational and support needs form the crux of our alignment assessment.

EDUCATIONAL NEEDS: Consortium members and community partners routinely mentioned access to educational programs as a means of obtaining economic security and socialization. These programs include adult basic education, adult secondary education and high school diploma, ESL, citizenship, career-technical education, workforce reentry and readiness, adults with disabilities, and parenting. Among all consortium members and community partners, basic adult education programs are served through four institutions; Centro CHA Inc., Long Beach School for Adults, Long Beach City College, the Long Beach Public Library, and the YMCA Community School. All services provided by Centro CHA emphasize the needs of the region's Latino/a community and are specifically provided in English and Spanish. It was recognized however, that consortium members should expand services in adult basic education to support both the needs of the large population of adult learners in the community as well as adults with disabilities that may benefit from the added supports provided by ABE programs.

While capacity constraints remain substantial at the Long Beach School for Adults, consortium members and community partners also recommended further expansion of adult secondary education services while also expanding to new modalities of service provision, such as online. Citizenship and ESL education are currently provided by Centro CHA, Inc., Long Beach School for Adults, Long Beach City College, Pacific Gateway, the Salvation Army of Long Beach, the United Cambodian Community, and the YMCA Community School. The United Cambodian Community emphasizes the needs of the region's Cambodian community and specifically provides services in English and Khmer.

While consortium members and community partners acknowledged the significant progress made in expanding ESL and citizenship offerings at off-site facilities in the community, both parties acknowledged that these services could be further expanded to new areas currently underserved by the consortium. CTE, workforce reentry, and workplace readiness programs, are currently provided by American Indian Changing Spirits, Centro CHA Inc., Conservation Corps of Long Beach, Long Beach Job Corps, Long Beach School for Adults, Pacific Gateway, the Salvation Army of Long Beach, Long Beach City College, the United Cambodian Community, and the YMCA Community School. LBAEC acknowledged the need for expanded noncredit offerings particularly in in-demand areas such as healthcare, technology, logistics, and construction. Community partners also noted that programs offered by both consortium members often lack a clear path to career outcomes after completion. Community partners suggested greater partnership with potential employers and expanding access to labor market data to help articulate programs that align with community need. Adults with disabilities programs were identified as one of the largest gaps in the consortium's service provision. Currently only Long Beach Job Corps and the Disabled Resources Center, Inc. provide programs for adults with substantial disabilities. Community partners highlighted the need for a specified program as well as a clear plan to integrate adults with disabilities into all other educational programs provided by the consortium.

SERVICE NEEDS: Consortium members and community partners also acknowledged the need for wrap-around services that help students obtain greater economic security, socialization, and holistic health both while participating in LBAEC's programs and after. Principle among the economic challenges faced by consortium members was childcare. Currently none of the consortium members or community partners provide consistent quality childcare for children of students. In addition, consortium members and community partners noted that transportation may serve as an economic impediment to student success. While several community partners acknowledged the presence of free or low-cost transportation services provided by Los Angeles Metro and Long Beach Transit, consortium members agreed that such services had not been systemically shared with students in the years since the last three-year plan. Both of these issues compound with the broad challenges faced by

immigrants in the Long Beach region. Consortium members and community partners acknowledged both the unique legal and social climate faced by immigrants and noted the importance of providing immigration services to students of the consortium. Currently Centro CHA, Inc. and the United Cambodian Community provide immigration services to the community.

Consortium members and community partners also noted access to holistic healthcare as a barrier to educational attainment. Among community partners, the Salvation Army provides access to nutrition through its food bank, the YMCA Community School provides support courses in mental health first aid, while American Indian Changing Spirits provides rehabilitation support for Native American men struggling with addiction. Consortium members and community partners acknowledged the need to share information about referrals and other free/low-cost healthcare providers in the region, as many of them currently refer clients to both public and private entities not fully incorporated in this survey.

Consortium members and community partners also noted the importance of community connection and socialization. Feelings of belonging routinely featured in conversations about students' willingness to persist through academic programs at both consortium institutions. Cultural competency was prominent in this category. Community partners acknowledged that consortium members can improve in their broader understanding of the diverse communities as a means of motivating student success. In addition, community partners recognized the importance of connecting students to their community. Resources currently provided by the consortium members and community partners include youth, sports, and music programs provided by the YMCA, Salvation Army, and Disabled Resources Center, Inc. Resource fairs were presented as an opportunity to share these community connections. These types of events are currently conducted by Long Beach School for Adults.

2.4 Identifying Goals and Strategies

Through collaborative discussions and interactive group activities, consortium members and community partners identified four main goals needed to ensure the education and resource needs for the adult education community were met. The four main goals are as follows:

1. Leverage consortium resources and partnerships to strategically recruit students.
2. Create diverse programming to meet the community's needs.
3. Meet the workforce demands of a changing economy.
4. Streamline access to services provided by consortium partners and community members to ensure seamless transitions and support for students.

This section of narrative will take each goal one by one and elaborate the intention of the goal and describe the activities that are associated with it.

GOAL #1: LEVERAGE CONSORTIUM RESOURCES AND PARTNERSHIPS TO STRATEGICALLY RECRUIT STUDENTS

This goal encompasses the need to intelligently use existing resources to enroll students into programs, expand on existing programs provided by consortium members to meet the community's needs, and to utilize community partnerships to recruit students in need into new and existing programs. One of the key activities identified under this goal is to update the Long Beach Adult Education Consortium website both with respect to the user experience and the content, so that it can easily be used by consortium members and the community to discover where to obtain different services. These include education services, but also support services such as child care, food access, transportation access, counseling, and mentoring support. The intention is to aggregate the information needed for the website and implement needed improvements during the first year of the three year plan.

Additionally, the LBAEC aims to increase targeted marketing campaigns such as mailers in different languages such as Spanish and Khmer, creation of brochures that can be distributed by community partners, and increase online and print marketing campaigns. This will continue the targeted noncredit marketing campaign funded by AEP in Spring of 2019 and will seek to further incorporate community partners in the process. All marketing will incorporate a thorough understanding of the demographic of the community while placing educational needs in an appropriate cultural context.

Another activity under this goal will be to work to streamline the transition for students starting at LBSA and engaging, for example, in opportunities in CTE at LBCC and vice versa (for example, if a student takes ESL courses at LBCC, they may transition to LBSA for their high school diploma). Students may also benefit from co-enrollment between member institutions. This should be attainable with minimal barriers to students.

The third activity is to improve coordination in scheduling courses with community partners. This may mean increasing courses that are in locations owned and managed by community partners, and if possible, scheduling educational opportunities with other activities that may be offered. For example, if there are set hours for a food bank pick up offered by a community partner, it may make sense to offer a program in the hours before or after so that community members can achieve more than one goal in one trip. Better coordination between the consortium members and community partners will better leverage the resources offered to meet students' and the community's needs. These activities should work in partnership with community navigators; case managers

employed by community partners that can direct current and prospective students to relevant resources in the student's native language.

GOAL #2: CREATE DIVERSE PROGRAMMING TO MEET THE COMMUNITY'S NEEDS

This goal encompasses the need to develop programming that supports the goals of a diverse community, increase offerings of existing programs (such as ESL and high school diploma equivalency), and recognize and respond to the demands of adult work re-entry populations, adults with disabilities, and low income families. One of the key activities is to increase the number and diversity of course offerings. Between 2016-17 and 2018-19 LBCC has increased noncredit course sections by 38% from 116 to 186 and the consortium intends on continuing to expand program offerings to further support growing demand for quick job entry skills in in-demand industries, basic skills development (including below an 8th grade level), and ESL targeted towards workplace communication. Additionally, programs will also be developed that serve adults with disabilities to help them leverage their assets.

Another key activity is to investigate the infrastructure needed to offer courses online, as this is possible for some programs and may resolve transportation and other constraints faced by students.

In addition, the LBAEC will promote professional development and cultural competency resources for faculty and staff through systematic training, including utilizing opportunities provided by community partners. These trainings will also leverage the resources available through community partners either through formal subcontracting, or information sharing.

GOAL #3: MEET THE WORKFORCE DEMANDS OF A CHANGING ECONOMY

This goal encompasses the need to align curriculum with workforce needs in the area, ensure consortium partners collectively provide training in the soft skills needed for successful workforce entry and navigation, and streamline transitions between education and employment. Two of the activities under this goal align closely with Goal #2 as well. One of these is better access and utilization of labor market information to ensure courses and programs align with employment trends. These programs should incorporate cultural competency by integrating professional development and community navigators in the design and implementation process.

Another key activity under Goal #3 is to coordinate with community partners and LBCC's Workforce Development program to increase access to job training and work-based learning opportunities, as well as streamline access to jobs. An additional, related activity, is to increase relationships with employers to ensure a pipeline exists from program to employment so that local area employers associate the Long Beach Adult Education Consortium as a resource to provide qualified, well-trained employees.

Adequate assessment of this goal will require improvement of existing employment tracking. LBCC will continue building out a customer-relationship management system, Salesforce, to track job placement for our not-for-credit, credit, and noncredit students.

GOAL #4: STREAMLINE ACCESS TO SERVICES PROVIDED BY CONSORTIUM MEMBERS AND COMMUNITY PARTNERS TO ENSURE SEAMLESS TRANSITION AND SUPPORT FOR STUDENTS

This goal encompasses the need to leverage and align resources provided by consortium partners and community members so that resources and support services are provided in an efficient manner to students and the community. This goal also encompasses data sharing opportunities, the development of pathways across institutions, and the coordination of support resources. A key activity under this goal is to streamline referrals between community partners, LBSA, and LBCC and to align wrap-around support services with community needs.

This activity will integrate with updating the website noted under Goal #1, but will also leverage community navigators and other resources available through community partners. The intention of this activity is to ensure there is accessible knowledge and awareness among the consortium members and community partners about resources offered by the members, including not only education programs, but also extending to support services. For example, if an adult student attending class at LBCC also needs food and child care, it is important that the staff available know how to help this student seek out partners that provide these resources.

Also, aligned with an activity under Goal #1, will be to set common procedures between LBSA and LBCC that facilitate students transitioning between the institutions. This is encapsulated by the theme of “two schools, one adult education program”.

Another activity will be to articulate pathways that allow a student to achieve a clear educational goal. For example, an ESL student could also obtain their high school diploma or equivalent, transition into CTE courses, focus their ESL learning on communication in the workplace, and obtain a job, or an ABE student could transition into a credit program and ultimately transfer to a 4 year institution and complete a Bachelor’s degree.

In addition, this goal pushes the consortium to focus on coordinating counseling activities across partners to ensure consistency and cultural competency and support the diversity of goals of different students.

Finally, LBAEC will work to establish methods and appropriate contracts for data sharing across the educational partners, while investigating the plausibility of engaging in similar practices with community partners through formal agreements. There is precedent for data sharing across the educational partners, but this has not been occurring with the adult education program.

STRATEGIES TO IMPROVE THE INTEGRATION OF SERVICES

As noted in sections above, increased alignment across consortium members was a frequently identified as a critical need and is reflected in goal #4 and in activities under goal #1. Strategies will include increased understanding of the resources and programs provided by consortium partners and optimizing the website as a resource for housing this information. Additionally, strategies will focus on streamlining transitions across programs and between schools and community partners so that students have seamless access to multiple programs (potentially co-enrolled) as well as a multitude of wrap-around support services. Furthermore, pathways will be developed which will help with the alignment of curriculum and standards as well as program mapping. Developing data sharing, where possible, and increasing opportunities for consortium members to discuss evaluative feedback will increase communication, collaboration, and integrated improvements for the Long Beach Adult Education Program.

STRATEGIES TO IMPROVE TRANSITIONS INTO POSTSECONDARY EDUCATION AND THE WORKFORCE

As noted in sections above, this was an area that was identified as a need in the pre-planning assessment and also encompassed in goals #3 and #4. Strategies will include working more closely with LBCC’s Workforce Development team to further facilitate industry engagement and accelerate job placement activities, as well as to establish clear pipelines from education to employment and establishing relationships with employers for this purpose.

Figure 1. Logic Model

Goal Statement: LEVERAGE CONSORTIUM RESOURCES AND PARTNERSHIPS TO STRATEGICALLY RECRUIT STUDENTS

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
Money Time Staff Faculty Community Partners Existing curriculum Existing programs Existing community resources	<ol style="list-style-type: none"> 1. Update the AEP website to include links to community partners and available resources 2. Targeted marketing 3. Improved registration process including streamlining matriculation services between LBSA and LBCC 4. Incorporate community partners in course scheduling 	<ol style="list-style-type: none"> 1. Completed LBAE website that is user friendly and contains information about consortium partners 2. Evidence of marketing campaigns, including brochures, mailers, and online presence 3. Utilize easier intake process at LBCC that captures necessary data elements for CCCCO, but also eases burdens/barriers for enrolling students 4. More courses at community locations 	<ol style="list-style-type: none"> 1. Increased use of website by consortium and community partners 2. Increased interest in programs, increased awareness of programs 3. Increased student satisfaction 4. Increasing enrollments/full classes or need for more offerings to meet demand 	<ol style="list-style-type: none"> 1. Increased community use of the website 2. Increased enrollments 3. Increased number of student transitions 4. Increased sustainable as courses are offered at point/place of need 	<ol style="list-style-type: none"> 1. Enculturation of use of website for resources and referrals 2. Increased engagement with community and community partners
Assumptions			External Factors		
Long Beach has access to a wide array of social services; an information gap prevents students from accessing these resources. Prospective students do not fully access LBAEC resources because they are not aware they exist and are offered free of charge.			Funding availability; Constraints students face including access to transportation and child care		

Figure 1. Logic Model

Goal Statement: CREATE DIVERSE PROGRAMMING TO MEET THE COMMUNITY'S NEEDS

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ol style="list-style-type: none"> 1. Money 2. Time 3. Staff 4. Faculty 5. Community Partners 6. Existing curriculum 7. Existing programs 8. Existing community resources 	<ol style="list-style-type: none"> 1. Increase number and diversity of course offerings 2. Promote professional development and cultural competency resources available through community partners for consortium faculty and staff 3. Increase ESL offerings and off-site locations 4. Increase basic skills offerings below 8th grade level 5. Increase high school diploma equivalency offerings and investigate new modalities 	<ol style="list-style-type: none"> 1. Increased number of courses options and fields of study 2. Increased number of professional development opportunities accessible to consortium members 3. Increased number types of ESL offerings & increased number of off-site locations 4. Development of basic skills offerings for lower than 8th grade level and increased existing basic skills offerings 5. Increase resources allocated to high school diploma equivalency offerings and implement online offerings if feasible 	<ol style="list-style-type: none"> 1. Increased awareness of adult education program offerings 2. Increased sense of inclusivity across consortium members 3. Meet more community demand in ESL 4. Meet more community demand in basic skills 5. Meet more community demand in high school diploma equivalency 	<ol style="list-style-type: none"> 1. Increased access to educational programs by adults in the community 2. Decrease of enculturated barriers and increased collaborative support 	<ol style="list-style-type: none"> 1. Decreased community economic and social need
Assumptions			External Factors		
<p>The wide array of adult education students requires unique programming with an emphasis on cultural competency. Students see education as a vehicle out of poverty, but its accessibility is not widely known.</p>			<p>Political climate around immigration and the willingness of diverse communities to access government programs. Funding availability.</p>		

Figure 1. Logic Model

Goal Statement: MEET THE WORKFORCE DEMANDS OF A CHANGING ECONOMY

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ol style="list-style-type: none"> 1. Money 2. Time 3. Staff 4. Faculty 5. Community Partners 6. Existing curriculum 7. Existing programs 8. Existing community resources 	<ol style="list-style-type: none"> 1. Increase access to labor market information to ensure courses align with employment trends 2. Ensure courses emphasize workplace skills in a culturally competent context 3. Coordinate with community partners to increase access to job training and apprenticeship opportunities 5. Streamline access to jobs by coordinating resources available through community partners 6. Pilot new methods of employment data tracking 	<ol style="list-style-type: none"> 1. Increased development of courses designed to meet employment demands 2. Development of culturally competent curricula in support of workforce readiness 3. Increased job training opportunities for students 4. Increased job placements 5. Development of data collection infrastructure 	<ol style="list-style-type: none"> 1. Increased enrollments in high demand fields 2. Student awareness of employment skills 3. Increased student awareness of opportunities 4. Increased student awareness of job opportunities 	<ol style="list-style-type: none"> 2. Improved employer-consortium relationships 	<ol style="list-style-type: none"> 1. Increased employment 2. Improved feedback loops on the relationship between labor market data and actual employment of students; improved alignment of curricula with workforce needs
Assumptions			External Factors		
<p>Community is seeking access to living-wage jobs. Changing industrial climate in Los Angeles county will leave many without employment and limited transferable skills to move into different industries. Employers are seeking well-trained applicants from diverse communities.</p>			<p>Dynamic economy changes the economic trajectory of our students.</p>		

Figure 1. Logic Model

Goal Statement: STREAMLINE ACCESS TO SERVICES PROVIDED BY CONSORTIUM MEMBERS AND COMMUNITY PARTNERS TO ENSURE SEAMLESS TRANSITION AND SUPPORT FOR STUDENTS

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ol style="list-style-type: none"> 1. Money 2. Time 3. Staff 4. Faculty 5. Community Partners 6. Existing curriculum 7. Existing programs 8. Existing community resources 	<ol style="list-style-type: none"> 1. Streamline infrastructure for referrals 2. Set common transition procedures between LBSA and LBCC 3. Develop pathways between ABE, ASE, ESL, CTE, and credit Transfer 4. Align wrap-around support services offered by both community partners and institutions 6. Coordinate counseling activities to assure consistency and cultural competency 7. Coordinate data sharing with LBSA and LBCC while investigating similar agreements with community partners 	<ol style="list-style-type: none"> 1. Increased referrals between consortium members and community partners 2. Clearly delineated workflows for facilitating the sharing of student information to ease and facilitate student transitions 3. Existence of documented pathways that align with student goals and established shared workflows for guiding students appropriately 4. Existence of documented availability of services for student needs 5. Data sharing mechanisms established between LBSA and LBCC 	<ol style="list-style-type: none"> 1. Improved awareness by program providers of resources offered by others 2. Improved awareness by program providers of resources offered by others 3. Improved awareness by program providers of resources offered by others 4. Improved awareness by program providers of resources offered by others 5. Improved transitions across partners to meet students' needs and educational goals 		<ol style="list-style-type: none"> 1. Increased transitions across partners to meet students' needs and educational goals 2. Increased transitions across partners to meet students' needs and educational goals 3. Increased transitions across partners to meet students' needs and educational goals 4. Increased transitions across partners to meet students' needs and educational goals 5. Improved evaluation opportunities
Assumptions			External Factors		
<p>Students do not reach their academic goals because there are too many barriers between start and end. Students are often met with culturally specific barriers that stand in the way of completion.</p>			<p>Funding availability.</p>		

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By June 2022, increase enrollment in AEP programs from 3900 to 5000, a 28% increase
2. By June 2022, increase number of AEP programs from 22 to 29, a 28% increase
3. By June 2022, increase program completions from 360 to 460, a 28% increase
4. By June 2022, increase the number of students obtaining living wage paying jobs by 20% (baseline to be established during year 1)
5. By June 2022, increase coenrollment and transitions between LBSA and LBCC from 304 to 500, a 65% increase

2.5 Piloting and Implementation

One of the main innovations proposed in this AEP plan is to streamline transitions between consortium institutions. So far, we have tracked 304 students that have attended programs at both institutions since 2016-2017. An additional 187 students have completed HiSET programs at LBSA since 2017 who would be eligible to attend LBCC either in the credit or developing non-credit CTE programs. In order to achieve the California Adult Education Program's intention of accelerating adult learners into employment with living wages, students in Long Beach will need more than a high school diploma or equivalent. The Long Beach Adult Education Consortium is addressing this by developing more non-credit CTE programs that will provide increased opportunity for employment with higher wages than those gained with just a high school diploma. In addition to ensuring there are accessible CTE programs for adult learners, the LBAE consortium will work on streamlining the ability for students to transition between the school partners. With completely separate matriculation processes and workflows, students face additional barriers within the adult education program if they are interested in obtaining both a high school diploma and CTE training. Minimizing barriers for adult learners will increase their ability to succeed. Consortium members intend to work collaboratively to identify the best approaches for leveraging existing resources and workflows to optimize the student experience across the institutions while also accommodating the internal processes required at each institution.

Furthermore, it is well understood by the LBAE consortium that adult learners face barriers unrelated to the institutional workflows of the educational providers. Language barriers, cultural barriers, economic barriers, and the specific constraints that extend from these barriers such as decreased access to food, housing, transportation, child care, health care, etc., all negatively impact the likelihood of a student to succeed. The LBAE consortium is invested in supporting students in the face of these barriers by increasing professional development in inclusive pedagogy and cultural competency for faculty and staff, as well as better utilizing and supporting students in accessing wrap-around support services offered by the community partners. Likewise, through collaborative work by the consortium members and community partners, wrap-around service offerings can be streamlined to meet students' needs in a more effective manner and community partners can be engaged in supporting the recruitment of students into the educational programs to meet the needs of adult learners.

Finally, the increased collaboration and streamlining of services discussed above will provide a robust foundation for student success, but to achieve the CAEP's full intention, adult learners must also obtain employment. For this reason, increased engagement with LBCC's Workforce Development and ensuring that program offerings align with labor market data and employment opportunities will help ensure that adult learners are supported through to the final outcome of securing employment.

As this overall picture reflects the goals and activities described, the core indicators listed in section 2.4 will be used to evaluate the overall efficacy of these efforts. Additionally, as noted in the prior section, increased efforts will be made to track employment in order to better evaluate outcomes. The LBAE consortium will also track students transitioning between the educational partners to ensure that the collaborative efforts to streamline the transition results in increased access. Finally, feedback from the community partners and the students themselves will be used to better evaluate the satisfaction and feelings of support of community members.