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Section 1: Consortium Information

15- South Bay Adult Education Consortium (El Camino)

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Table of Contents

Section 1: Consortium Information	i
Section 2: Comprehensive Regional Three-Year Plan	1
2.1 Executive Summary.....	1
2.2 Pre-Planning Assessment	3
Table 1. Regional Service Providers	4
Table 2. Funding for Adult Education Programs and Services	7
2.3 Community Need and Customers	8
2.4 Identifying Goals and Strategies.....	10
Figure 1. Logic Model	12
Figure 1. Logic Model	14
Figure 1. Logic Model	16
Figure 1. Logic Model	18
Table 3. Progress Indicators	20
2.5 Piloting and Implementation.....	21
APPENDIX A	22

Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The mission of the South Bay Education Consortium (SBAEC) is to serve and empower all students to meet their personal, educational and career goals.

As a consortium, the following core values have been identified: Collaboration, Integrity, Innovation, Students, and Transparency.

The consortium has continued to develop and strengthen the processes implemented in past annual plans. The focus of the SBAEC consortium continues to be creating seamless transitions to support students as they progress on their pathway to higher education and employment. New classes have been designed and staff development has focused on classroom instruction to help prepare students for career and higher education. Career pathways are being created to accelerate students along their path. El Camino College (ECC) and the adult schools have worked cooperatively to create classes and help students transition between programs. Funds have been spent on technology for all programs to assist with online registration, testing, classes, and improved instruction.

The consortium board meets monthly to review the needs and goals of the entire consortium. The board strives to cooperatively work together to create a comprehensive approach to adult education in our community.

Sample of past Accomplishments include;

- Created new career opportunities for students in Allied Health, Construction, Childcare and Business Careers
- Expanded student services with a Student Support Services Program
- Expanded I-Train partnership with the SBWIB
- Created Integrated Education and Training classes for Pharmacy Technician, Medical Assistant, Medical Billing and Coding, Microsoft Excel, Medical Terminology and Office applications
- Developed more transparent transitions
- El Camino College sponsored a consortium wide training on the I-BEST model.
- Weekly visits from an El Camino College Counselor at each adult school location and ongoing faculty collaboration on developing and implementing vocational ESL classes. Classes that have been implemented include ESL for healthcare, ESL for Medical terminology, ESL for business and ESL for Childhood Education.
- ECC presentations, application workshops, program workshops and tours at their sites and ECC
- El Camino College and South Bay Adult School collaborated on three pathways: Machine Tool Technology; Construction Technology; and Fire and Emergency Technology. These classes are supported by a full time transitions manager, workforce development manager, and are co-taught by a SBAS ESL instructor one day a week.

In addition, support classes are offered on Fridays at South Bay Adult School. Support classes include ESL, math for industry, Blueprint for Workplace Success and classroom content support.

Student enrolled from South Bay Adult School in these El Camino College pathways are included in Appendix A

- Continued the work on articulated classes
- Accelerated ESL learning by classes focused on specific learning outcomes in reading and writing.
- Increased student access to technology and expanded the use of online classes.
- Provided professional development in College and Career Readiness standards(CCRS) and English Language Proficiency Standards (ELPs) for Adult Learners.
- Improved data collection for consistency across the consortium
- Used student service centers to identify and enroll students in college and career pathways.
- Held Career Fairs at the Adult schools for program awareness and transition support
- Expanded the partnership with the One Stops to provide greater outreach to the community.
- Offered increase student supports to overcome adult education barriers to education
- Increased student transitions to the workforce and college.
- El Camino College and Centinela Valley Adult School co-hosted a forklift certification class
- Improved awareness of career pathways within the community and consortium
- Collaborated with One Stop center to provide greater outreach to students

The SBAEC consortium has begun a strategic planning process designed to bring a cohesive focus to the consortium. The strategic planning process involves an outside consultant who meets with representatives from all consortium members, community, and other organizations to look at consortium strengths and weaknesses, as well as internal and external factors that affect services provided to the community. Together the team developed four overarching goals with objectives and timelines to measure and monitor progress. The consortium board monitors progress of goals and the entire team meets every six months to evaluate progress and guide ongoing planning. This strategic planning process has helped guide the development of our three year plan.

THREE-YEAR GOALS

(2018-2021 * not in priority order)

- Improve awareness and leverage the resources of the Consortium
- Improve the seamlessness of students' transition to post-secondary education and the workforce
- Maintain and improve internal and external communication
- Improve student success and retention

2.2 Pre-Planning Assessment

The South Bay area of Los Angeles is home to approximately 580,000 residents, with an estimated 20 percent in need of programs or services that prepare them for college or equip them with skills to help them find a better-paying job. The consortium covers a strip of south Los Angeles County running from trendy Redondo Beach, Hermosa Beach and Manhattan Beach east through working-class, higher-poverty and industrial areas, including Torrance, Hawthorne, Lawndale, Inglewood and several smaller adjacent communities. Consortium members include Centinela Valley Unified School District, El Camino Community College District, Inglewood Unified School District, Redondo Beach Unified School District, and Torrance Unified School District.

SBAEC's region is the El Camino Community College District which covers approximately 60 square miles of Southern Los Angeles County.

The consortium covers a diverse socioeconomic region, encompassing highly affluent areas in the western beach communities, populated by well-educated residents, as well as larger cities to the east where over 25 percent of the residents lack a high school diploma. A quarter of the population are English-language learners, and high levels of poverty persist in parts of the consortium area. The region has fully recovered from the housing crisis, but like much of California, suffers from availability and affordability challenges.

The regional economy is growing rapidly. Jobs are plentiful, and there is a scarcity of educated workers to fill positions ranging from entry level to highly paid professional. Businesses established in the region for decades, including manufacturing, warehousing, transportation, and aerospace, play a key role in the region's growth, but with technological advancement, require a better-educated workforce than in the past. The community provides many programs to support the industries in the area.

SBAEC has developed a partnership with Southern California Regional Occupational Center (SCROC) and the South Bay Workforce Investment Board (SBWIB) and work together to serve CTE students.

Services provided to the region are varied and cover all of the AEP program areas. Providers include Adult Schools, Community Colleges, Libraries, Chamber of Commerce, private programs and public services.

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.
Centinela Valley Adult School	Adult Education	3 locations (Hawthorne	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Centinela Valley Union High School	Adult Education	14500 Larch Ave.	<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"/>	
St. Margaret's Center	Adult Education	10217 S Inglewood Ave.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lennox/Hawthorne/Lawndale	Adult Education	various locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Family First Charter School	Adult Education	4953 Marine Ave.	<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"/>	
Mychals Learning Place	Adult Education	4901 Rosecrans Ave,	<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"/>	
Department of Rehabilitation	Adult Education	21250 Hawthorne Blvd,	<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"/>	
South Bay Workforce Investment	Adult Education	11539 Hawthorne Blvd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
South Bay Adult School (SBAS)	Adult Education	3401 Inglewood Avenue,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Redondo Beach Unified School	Public School Dist	1401 Inglewood Avenue,	<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"/>	
Beach Cities Health District	Preventative	514 N. Prospect Avenue,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Redondo Beach Public Library	Public Library	303 N. Pacific Coast	<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"/>	
South Bay One Stop Business and	American Jobs	Offices in Carson,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Southern California Regional	Career Technical	2300 Crenshaw Blvd,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Richstone Family Center	Non-Profit Social	13634 Cordary Avenue,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Los Angeles Regional Reentry	Re-entry	742 North LaBrea	<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"/>	
Social Security Office	Social Security	22600 Crenshaw Blvd.,	<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"/>	
Torrance Adult School - Hamilton	Adult Education	2606 West 182nd Street,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agency provides classes in High

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	
Torrance Adult School - Griffith	Adult Education	2291 Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agency provides classes in High
Torrance Adult School - Levy	Adult Education	3420 West 229th Place,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agency provides classes in High
Anza Elementary School	Adult Education	21400 Ellinwood Drive,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jefferson Middle School	Adult Education	21717 Talisman St.,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
German Machined Products Inc.	Adult Education	1415 West 178th St.,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Torrance Memorial Medical	Adult Education	3105 Lomita Blvd.,	<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"/>	
Victor Elementary School	Adult Education	4820 Spencer Street,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Argus Medical Management, LLC	Externship	5150 Pacific Coast Hwy.	<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"/>	
CVS	Externship	various locations	<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"/>	
Hameed Khan, M.D. - Family	Externship	3655 Lomita Blvd. Suite	<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"/>	
Regal Family Practice Medical	Externship	1001 West Carson St.,	<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"/>	
Skyline Urology	Externship	3400 Lomita Blvd. Suite	<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"/>	
Skyline Urology Corporate	Externship	2927 Lomita Blvd. Suite	<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"/>	
Urgent Care Center of Southbay	Externship	4305 Torrance Blvd.	<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"/>	
Valentin Hernandez, M.D. -	Externship	13440 Hawthorne Blvd.,	<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"/>	
Walgreens	Externship	various locations	<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"/>	
Southern California Regional	Serves both High School & Adult School Students	2300 Crenshaw Blvd	<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"/>	Agency provides classes for
Inglewood Adult School	Adult Education	106 E Manchester Blvd #	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CA state dept of social services	Dept of social svc	300 Continental Blvd., Ste. 290A El Segundo,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The program provides consumer assistance for child care
Manhattan Beach Library	Public Library	1320 HIGHLAND AVE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Top programs include high school
Hermosa Beach Library	Public Library	550 PIER AVE HERMOSA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Top programs include 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	
El Segundo Public Library	Public Library	111 W. Mariposa Ave, El	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Literary program,
Hermosa Beach Chamber of	Chamber of Commerce	1007 Hermosa Ave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Chamber hosts community
Manhattan Beach Chamber of	Chamber of Commerce	425 Fifteenth Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Manhattan Beach Chamber
El Segundo Chamber of	Chamber of Commerce	427 Main Street El	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Table 2. 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	\$10,490,994	\$10,490,994	\$10,490,994
CalWORKs	\$0	\$0	\$0
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$5,983	\$5,983	\$5,983
WIOA II	\$906,031	\$906,031	\$906,031
Other			
Donations	\$0	\$0	\$0
Fees	\$169,370	\$169,370	\$169,370
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$11,572,378	\$11,572,378	\$11,572,378

2.3 Community Need and Customers

Characteristics of the Population and Community

SBAEC's region is the El Camino Community College District which covers approximately 60 square miles of Southern Los Angeles County with a population of 580,000 residents. 20% of the adults in the region speak English less than very well. Spanish is spoken at home by 64% of the population. According to the US Census Bureau, the area demographics include 47% Hispanic, 21% White, 13% African American, 11% Asian, 8% Other. 9% of the region is in poverty, 8.2% are disabled and 14% of the population over 18 in the region does not have a high school diploma.

Many of the adult schools' students are parents of our local K12 schools' students. Parents of current students want to improve their English to have better communication with school personnel and also build basic language skills to open the door of opportunity for job placement and life skills.

The Inglewood Community is the new home of the Chargers and Rams Football Stadium, the Forum entertainment center, and coming soon, the new stadium for the Los Angeles Clippers. New opportunities are on the rise in the career pathways of Architecture and Construction, Tourism and Hospitality, and Arts Media and Entertainment. We are working closely with El Camino College to build our services - bring career training opportunities to our adult community.

The state of California Employment Development Department lists the highest demand occupations in southern California between 2014 and 2024 to include; the healthcare industry, construction and extraction, and computer user support jobs. The 50 occupations with the most job openings are forecasted to generate over 90,000 jobs annually. Twenty percent of the fastest growing occupations are in construction and extraction. Occupations range from requiring no formal education to professional degrees.

- South Bay businesses need assistance with English Language Acquisition for their employees
- South Bay businesses need technically trained employees

Industries in the Community

Manufacturing

- The South Bay is a hub for Advanced Manufacturing. Some of the largest manufacturing companies are in the South Bay. Some of these companies include Northrop Grumman, Boeing, Raytheon, Lockheed Martin, and many others, including many small manufacturing companies.
- With the baby boomers about to retire, there is a large skills gap in manufacturing and many companies are looking to replace these technicians. The skills they are looking for include, but are not limited to, soldering and machining.
- These manufacturing companies value any sort of training that individuals have in these areas prior to applying to their companies, whether it is a formal training program, a college certificate, degree program or on the job experience.

Construction

- The South Bay is home to two major construction projects: The Rams stadium and the LAX renovation.

- These large commercial construction projects are looking for local hires who are interested and committed to join a local union.
- The skills they are looking for in their employees are the soft skills needed to be successful at work and the ability to pass the union entrance exams.

Current programs and services in the region

- El Camino College has a comprehensive machining and electronics program to address employer needs in the advanced manufacturing industry. In fact, in fall 2019, El Camino College will be launching registered pre-apprenticeship and apprenticeship programs to assist Aerospace companies with finding qualified candidates and to up train their current workforce
- El Camino College has a comprehensive construction technology program to assist students with passing the entrance exams for the unions and having the skills to get started on a project right away.
- In both of these programs, El Camino College has partnered with South Bay Adult School to recruit students from the adult schools into these community college training programs and offer them a variety of support to be successful and ultimately, be placed in jobs. Programs are offered in the day, afternoon and night.
- This aligns with the goals of students who are focused on short term training that can lead to jobs with career advancement in high wage industries. Students only need to commit to the program for eight weeks at a time.
- Torrance Adult School is implementing the union approved MC3 curriculum and encouraging ESL students to take the course.

Gaps in current programs

- Adult schools need additional funding to expand programs and services
- The consortium needs to build greater collaboration on Best Practices
- Adult Schools need common assessments to better evaluate student progress
- The Consortium is serving a small percentage of the overall community needs in adult education services.
- There is limited awareness and leveraging of resources across the consortium.
- There is a need to improve the seamlessness of student transitions to post-secondary education and the workforce
- There is a need to improve internal and external communication across the Consortium.
- There is a need to continually improve student success and retention.

2.4 Identifying Goals and Strategies

The SBAEC works together to provide programs for all students in our region. Students are welcome and invited to attend any of the adult schools and are provided support for attendance at the community college. Counselors from the schools and community college work with students to help with career paths and goal setting.

Entry level classes such as ESL are offered at multiple locations to allow close geographic proximity for students. As students progress in their education the career path different introductory classes are offered at different sites to eliminate duplication and maximize program potential. The community college and adult school teachers work together to prepare students for higher level classes and success at the community college level. Several career path courses have adopted an IBest model to better prepare our students.

SBAEC identified goals and strategies through a comprehensive strategic planning process with an outside consultant. Two full day meetings have been held with a variety of representation from the consortium and community. Each meeting included brainstorming current strengths and weaknesses within the consortium. The group also looked at outside influences that could affect the consortium in a positive or negative way. During the first meeting the team worked through creating a new mission for the consortium that reflects the goals and objectives of the consortium. A long list of goals and strategies was developed and narrowed down based on the needs and priorities of the entire consortium. The group then wrote 6 month strategies for each goal. The goals are revisited each month by the consortium board for updates and outcomes. The process repeats itself every 6 months to look at strengths, weaknesses, outside influences and review goal progress and add or change any of the goals. The consortium will continue using this consistent process to improve current programs, develop new goals, and build the strength of the consortium.

The consortium is working to provide a smooth transition between programs by have a counselor from the community college visit each site weekly and provide counseling support. Students from the adult schools regularly tour ECC programs and attend application and program workshops. A transitions manager and workforce development manager have been hired by El Camino College to assist consortium students that enter into the different consortium wide training programs at El Camino College. This transition includes both the transition from the adult school to El Camino College and the transition from El Camino College into the workforce. The program has started an email newsletter to share programs and events at all schools. A future goal is to expand the emails to the community to promote programs throughout the entire South Bay.

The consortium continues to evaluate current programs and needs for future programs by examining and evaluating the local labor market data. Based on both the labor market data and interests of the students, the following four sections were identified by the consortium:

1. Advanced Manufacturing and Building Trades
2. Childhood Education
3. Business
4. Health

Based on the labor market data and support of the consortium, El Camino College will be launching an electronic car program in Fall 2019.

The consortium continues to review ways to increase engagement of current students and reach out to new students. El Camino College has adjusted many class schedules to go from the traditional 16 week model to an accelerated 8 week model. To increase engagement at the adult schools, many vocational ESL classes and information sessions have been implemented to make students more aware about the different short term training options that can lead to high wage industries. To increase outreach to new customers, as part of the consortium's strategic plan, a one page flyer outlining all services across the consortium has been developed and a team is working to build new relationships with outside nonprofits, organizations and businesses.

While our current goals are reflective of our ongoing strategic planning process we continue to think about future growth and goals. Our future plans include hybrid courses, additional supports for students entering community college, and expanding our relationships with community partners.

Figure 1. Logic Model

Goal Statement: IMPROVE AWARENESS AND LEVERAGE THE RESOURCES OF THE CONSORTIUM

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. A lead staff or instructor at each site 2. Support from the registration/front office at each site 3. Support from the website teams at each site. 	<ol style="list-style-type: none"> 1. Update the list of all their programs and services to their website and have the list available in their information/registration office 	<ol style="list-style-type: none"> 1. Updated list of consortium wide programs and services. 	<ol style="list-style-type: none"> 1. All adult learners in the South Bay will have access to information about services and programs at all institutions in the SBAEC. This will assist both potential students, students, staff and instructors with knowing about programs and services are offered across the consortium. 2. This will enable different site staff and instructors to assist their students with accessing programs and services across the consortium. (i.e. a student from Inglewood Adult School discloses she is interested in becoming a pharmacy technician. The instructor will know to refer that student to Torrance Adult School.) 3. A pipeline of referrals and collaborations from 	<ol style="list-style-type: none"> 1. A systematized uniform approach to training staff on how to assist potential students and students with transitioning into programs at different consortium sites. 2. Consortium collaboration and support on assisting students with transitioning between institutions across the consortium. 3. More adult learners in the South Bay will have 	<ol style="list-style-type: none"> 1. Collaboration, participation and recruitment support between sites. 2. An institutionalized partnership where different sites regularly attend other site’s staff meetings. 3. A seamless transition of adult learners from

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
			partner organizations across the South Bay.	access to the services and programs provided by the consortium.	different partnership organizations into different consortium cohorts.
Assumptions			External Factors		
Conditions we expect to remain true: <ul style="list-style-type: none"> • The mission of the South Bay Adult Education Consortium • Ongoing funding from the Governor’s office • Leveraging of other funding sources to support the work of the consortium (i.e. WIOA) • Positive collaboration and teamwork between different sites within the consortium 			<ul style="list-style-type: none"> • English as a Second Language is still needed by a large percentage of the community in the South Bay • The consortium continues to align its training programs with the local labor market to ensure that graduates are our programs are highly employable and have access to high paying jobs in growing industries. 		

Figure 1. Logic Model

Goal Statement: IMPROVE THE SEAMLESSNESS OF STUDENTS’ TRANSITION TO POST - SECONDARY EDUCATION AND THE WORKFORCE

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>
<ul style="list-style-type: none"> • program staff • funding • time • materials/resources • partners 	<ol style="list-style-type: none"> 1. Analyze and share the results with the Consortium of the student survey regarding their post-secondary education and workforce interests. 2. Provide dedicated planning time for instructors, counselors and staff to ensure successful, seamless transitions for students 3. Hold an event or tour at their adult school for distribution of resources or pathways available to adult education students 4. Counselors visit classrooms (face-to-face) at least twice 	<ol style="list-style-type: none"> 1. Data is used to create new programs and data 2. PD and staff meetings can include collaboration time. Committees have planning time to share information across the consortium 3. Sites will participate in cross collaborative events such as tours or field trips. 4. Counselor will present in classrooms or group settings 	<ol style="list-style-type: none"> 1. Class(es) created to meet student needs 2. Improved transitions for students 3. Increased awareness of programs available 4. Counselors will be available to students 	<ol style="list-style-type: none"> 1. More career pathways are available for students 2. Staff will collaborate to provide easy transition for students 3. Students will begin to move from one program to another according to their needs 4. Students will meet with counselors to create individual career paths 	<ol style="list-style-type: none"> 1. Students will have education and tools required for workplace 2. Students will have easy access to programs for workplace success 3. Students can easily transition between programs to meet their individual goals 4. Lower unemployment rate

Assumptions	External Factors
<p>Conditions we expect to remain true:</p> <ul style="list-style-type: none"> • The mission of the South Bay Adult Education Consortium • Ongoing funding from the Governor’s office • Leveraging of other funding sources to support the work of the consortium (i.e. WIOA) • Positive collaboration and teamwork between different sites within the consortium 	<p>The consortium will continue to work together and support programs for all students.</p>

Figure 1. Logic Model

Goal Statement: MAINTAIN AND IMPROVE INTERNAL AND EXTERNAL COMMUNICATION

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>
<ul style="list-style-type: none"> • Development of social media accounts • Compilation of email lists • Use of a list-serv to disseminate information to all stakeholders. 	<ol style="list-style-type: none"> 1. Email a Consortium-wide newsletter, including students' success, upcoming events, news from each site, flyers and State legislation 2. Implement a Consortium community awareness campaign using email and social media. 3. Review the recommendations from the Communication Team and choose one or two for implementation and report the results to the Consortium. (marker for what is chosen) 	<ol style="list-style-type: none"> 1. Staff will market and promote all programs and services amongst the consortium 2. Staff and Students will have an easy and convenient way to access consortium wide programs and services 3. Constant contact will be purchased for consortium to use for bulk emails to staff, students, and community. 	<ol style="list-style-type: none"> 1. Staff and students alike will have more knowledge on the programs and services that are provided amongst the consortium 2. Students will have a wider selection of classes/careers pathways of their liking/interest 3. Staff will have greater knowledge of consortium programs and be able to refer students to programs that offer different services 	<p>Increase sharing of resources</p> <p>Increase in number of staff referring students to other programs</p>	<p>The increased knowledge of consortium programs and services available within each district, region, and state.</p> <p>Open communication of consortium resources and sharing program information will allow students to move easily from site to site to find the program that best meets their needs. Students will meet their personal and career goals.</p>

Assumptions	External Factors
<p>Conditions we expect to remain true:</p> <ul style="list-style-type: none"> • The mission of the South Bay Adult Education Consortium • Ongoing funding from the Governor’s office • Leveraging of other funding sources to support the work of the consortium (i.e. WIOA) • Positive collaboration and teamwork between different sites within the consortium 	<ul style="list-style-type: none"> • Adult Education and training is still needed by a large percentage of the community in the South Bay • The consortium continues to align its training programs with the local labor market to ensure that graduates are our programs are highly employable and have access to high paying jobs in growing industries. • Improved communication of programs will increase and support future programs

Figure 1. Logic Model

Goal Statement: IMPROVE STUDENT SUCCESS AND RETENTION

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
<p><i>In order to accomplish our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in the next year</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i></p>
<p>Resources we need to meet our goals:</p> <ul style="list-style-type: none"> • Highly qualified teachers • Site point person to work with adult learners in removing barriers that may exist preventing students from attending class. This person will also monitor students as they complete career pathway, GED/HSD/ESL programs offered. • Tools to monitor student success, attendance, and other relevant indicators. • Assessment tools (in addition to CASAS) to monitor student language proficiency and content knowledge. • Technology • Students 	<ol style="list-style-type: none"> 1. Identify enrollments and completion data to assist in the development of their school's Outreach and Retention Plan. 2. Distribute their school's Outreach and Retention Plan to all Consortium members. 3. Create and distribute to all Consortium members a [a confidential summary of] Student Data Performance and Attendance Report across all Consortium-related programs and pathways. 4. The designee or point person at each site will collect and analyze the data and barriers students reported to site administration and teachers. 5. The designee or point person will support the 	<ol style="list-style-type: none"> 1. Identification of a clearly defined Outreach and Retention Plan 2. Creation of a tool/instrument that is populated with student performance, attendance, and retention data. 3. Selection of an assessment tool (in addition to CASAS) to monitor student language proficiency and content knowledge. 4. Students will develop and reach personal goals 	<ul style="list-style-type: none"> • Committee to develop the student Outreach and Retention Plan. • Committee to communicate and train the staff on how to best use the data. • Receive training in selected assessment tool (in addition to CASAS) to monitor student language proficiency and content knowledge. • Increase in student exposure and interest in the available adult learner programs among current and potential students. • Build a bridge to increase awareness and communication regarding the way each member of the consortium performs outreach to students. 	<ul style="list-style-type: none"> • Increase in student attendance. • Increase in student enrollment in career pathways and GED/HSD/ESL diploma programs. • An increase in the number of students who are ready to move to the next level of language proficiency. 	<p>As a result of developing a student success and retention plan:</p> <ul style="list-style-type: none"> • Student attendance and retention will significantly increase. • The consortium will see increased enrollment and completion in GED/HSD diploma, Career Pathway, and ESL programs. • The consortium will see an increase in students matriculating to the next level of ESL. • Student persistence will improve throughout the consortium

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
	<p>team on building awareness of the challenges/barriers facing Adult learner students</p> <p>6. Provide professional development to teachers on the selected assessment tool used to monitor student success in the different adult education programs offered (ESL, Career pathways, etc.)</p> <p>7. Provide professional development to teachers in how to read and use the Student Data Performance and Attendance Report.</p> <p>8. The designee or point person at each consortium site will review the barriers and provide direct services and case management to support students.</p>				
Assumptions			External Factors		
<ul style="list-style-type: none"> • Students have a desire to attend Adult Education programs. • All see the value in having a data tool/instrument to monitor student success, outcomes, and attendance. 			<ul style="list-style-type: none"> • Space to accommodate more students • Outside barriers such as the student need to work in the AM or PM preventing consistent attendance • Funding 		

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 September 2022 the consortium will improve awareness and leveraging of resources as shown by 5% increase in attendance at shared professional development.
2. By September 2022 the consortium will improve the seamlessness of student transition to post secondary education and the workforce as shown by 5% increase in enrollments, attendance, and retention, and employment.
3. By September 2022 the consortium will maintain and improve internal and external communication.
Measured by increase of newsletters consortium wide
Increased sharing of consortium wide events.
4. By September 2022 the consortium will improve student success and retention by 5% as measured in the following areas:
Student completing an ESL per CASAS scores
Student retention through increased attendance
HS graduations
HSE
Certificates earned (MOS, CTE)
- 5.

2.5 Piloting and Implementation

Pilot Strategies:

1. Funding: Contract from South Bay Adult School to El Camino College to support students transitioning from South Bay Adult School into the identified El Camino College training programs of Machining, Construction and Health and into the workforce. This contract enabled El Camino College to hire a full time transitions manager, a full time workforce development manager and provide the students with all their enrollment fees, supplies and materials for class at no cost. Next year, we are are hoping to expand on this “best practice” to include the other pathways of childhood education and business.

2. Consistent collection of data for consortium outcomes.

The consortium has implemented a data team which meets monthly to review reports and share data collection strategies. The team has created common registration and update forms for all members to use. The team routinely reviews DIR reports and shares best practices with all members. Each site is working to implement e-testing to assist with data collection. The data team will create a student data and attendance report across all consortium related programs and pathways to assist all programs in self evaluation and improvement.

3. Ongoing Strategic Planning

The consortium has contracted with Snider and Associates for ongoing strategic planning. A team with representation from all members of the consortiums meets every six months to review progress on our goals. As part of our strategic planning process a list of current internal weaknesses and challenges were brainstormed and addressed in the strategic goals. During the January 16, 2019 meeting the weaknesses were grouped into three categories, funding, professional development, and communication. The goals reflected in our Logic models come from the strategic planning process. They are reviewed and updated each month looking t outcomes and future needs. This is an ongoing process that builds communication and cooperation within the consortium.

APPENDIX A

Fall 2018

MTT 101 17 students

MTT 105 14 students

CTEC 100 10 students

CTEC 110 12 students

Spring 2019

MTT 103 11 students

MTT 107 10 students

MTT 101 14 students

CTEC 100 3 students

CTEC 172 7 students

CTEC 180 7 students

FTEC 120 13 students

Of these above students, 19 have earned El Camino College certificate of accomplishments.

Integrated Education and Training Classes at Torrance Adult School for ESL & ABE/ASE students:

Winter 2019	Medical Assistant	19
Winter 2019	Pharmacy Technician	23
Winter 2019	Excel for MOS certification	27
Fall 2018	Word for MOS certification	12
Winter 2019	Pre-apprenticeship for Construction	6
Spring 2019	Medical Billing & Coding	24

APPENDIX A CONTINUED

Articulated classes with El Camino College and Torrance Adult School

Fall 2017	Medical Terminology	23
Fall 2017	English 53A	Not approved
Fall 2017	English 53B	Not approved
Fall 2017	English 53C	Not approved

Professional Development for ESL Teachers

Fall 2017	CCRS & ELP Standards	All staff
Fall 2017	ELP Standards 1-3	All staff
Fall 2017	ELP Standards 4-6	All staff
Fall 2017	ELP Standards 7-10	All staff
Winter 2018	NRS ESL Benchmarks	All staff
Winter 2018	NRS ESL Benchmarks	All staff
Fall 2018	Benchmark Indicators & Rubrics	All staff
Fall 2018	Benchmark Indicators	

Consortium Training for ESL Teachers

CALPRO 2016	CCRS I
CALPRO 2017	CCRS II

APPENDIX A CONTINUED

Technology Training at Torrance Adult School

2018 - 2019 Google Education - Level I

2017 - 2019 Moodle Hybrid ESL courses

2018 - 2019 Classroom Website Development

- ECC and TAS have partnered to co-teach a child development class with the CDEV 103 instructor and a Friday support class of extra time learning the class content.

Spring 2020 CDEV 103 9 students

- ECC is offering noncredit ESL courses at the Inglewood Adult School campus.

Spring 2018 ESL 03D 15 students

Fall 2018 ESL 02D 37 students

Spring 2019 ESL 03C 26 students

ESL 03C 37 students