

California Adult Education Program : Annual Plan : 2019-20 Produced: Oct 3, 2019, 06:22 PM UTC Benjamin Wardrop

15 South Bay Adult Education Consortium (El Camino)

Plans & Goals - Consortium Approved

Executive Summary

MISSION The South Bay Adult Education Consortium serves and empowers all students to meet their personal, educational and career goals. **VISION** The vision of the South Bay Adult Education Consortium (SBAEC) is to help adult learners in the South Bay reach their potential through pathways to higher education and employment. The consortium has continued to develop and strengthen the processes implemented in 2019-20. The focus of the SBAEC consortium has been on 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 careers 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 were spent on technology for all programs to assist with online registration, testing, classes, and improved instruction. **SELECTED 2018-2019 ACCOMPLISHMENTS** Accomplishments based on 3-year plan submitted:

- 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
- ECC sponsored a consortium wide training on the I-BEST model
- Weekly visits from an ECC 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 & ESL for Childhood Education
- ECC presentations, application workshops, program workshops and tours at their sites and ECC
- ECC and SBAS 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 SBAS. Support classes include ESL, math for industry, Blueprint for Workplace Success and classroom content support
- 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 & 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
- ECC and CVAS co-hosted a forklift certification class
- Improved awareness of career pathways within the community & consortium
- Collaborated with One Stop center to provide greater outreach to students
- TAS provided technology training for certificated & classified staff
- TAS offered Google Educator training with a number of teachers earning Google Training 1 certificates.
- TAS partnered with local businesses for Externships in various Allied Health Programs
- TAS held its first CTE Advisory Committee meeting with community partners such as, Harbor UCLA, SBWIB, Torrance EDD, AppleOne, Robert Half Staffing, and Orange/LA County Union Trade Council. The SBAEC 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 & external factors that affect the 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 & the entire team meets every 6 months to evaluate progress & guide ongoing planning. This strategic planning process has helped guide the development of our 3 year plan.

19/20 GOALS

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

Regional Planning Overview

The SBAEC consortium has begun a strategic planning process designed to bring a cohesive focus to the consortium. The strategic planning process is using an outside consultant to meet 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 the services provided to the community. Together the team developed four overarching goals with objectives and timelines to measure and monitor progress. The consortium board will monitor progress of goals and the entire team will meet in six months to evaluate progress and guide ongoing planning. This strategic planning process will help guide the development of our three year plan and our annual plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

There is limited awareness and leveraging of resources across the consortium.

How do you know? What resources did you use to identify these gaps?

Student and staff surveys showed lack of knowledge about programs offered by different consortium members

How will you measure effectiveness / progress towards meeting this need?

Increase of student and staff awareness of programs as shown by survey results. •RBUSD has partnered with EL Camino Career Pathway Program •All Schools work together on the Strategic Plan •Sharing PD - ECC Allies meetings

Regional Need #2

Gaps in Service / Regional Needs

There is a need to improve the seamlessness of student transitions to post-secondary education and the workforce

How do you know? What resources did you use to identify these gaps?

•Completed an environmental scan of the occupation in our region that determined the fastest growing jobs in the South Bay. •The registration form also shares information regarding student barriers.

How will you measure effectiveness / progress towards meeting this need?

The consortium will show a measured increase in usage of digital and print communications. •Improve tracking system through documentation •Consortium Newsletter with student testimonials •Continue to develop and refine pathways implemented by the Consortium. •Continue to develop a support system for academic transitions •Develop a better tracking system of transitions (DOB, Names, etc.)

Regional Need #3

Gaps in Service / Regional Needs

There is a need to improve internal and external communication across the Consortium.

How do you know? What resources did you use to identify these gaps?

•Based on anecdotal feedback and through the strategic planning process, SBAEC identified the need to improve internal and external communication. •Informal student conversations •Conversations with staff •Conversations with district office personnel

How will you measure effectiveness / progress towards meeting this need?

SBAEC will measure effectiveness through the following: •Create documentation of consortium programs by school •SBAEC posting shared document on website •Created consortium Newsletter •Sharing student testimonials •Staff and student surveys

Regional Need #4

Gaps in Service / Regional Needs

There is a need to continually improve student success and retention.

How do you know? What resources did you use to identify these gaps?

Based on persistence (attendance) and performance (CASAS) data, SBAEC has identified a goal of improving student success and retention. •TAS piloted ABE/ASE persistency plan •Survey students that leave the program (Exit Survey) •Use student

information system to identify student enrollments •Measure student persistence

How will you measure effectiveness / progress towards meeting this need?

•SBAEC will monitor student attendance to determine the effectiveness of strategies to increase persistency. •SBAEC will continue to increase our efforts to recruit students in career pathways and GED/HSD/ESL diploma programs. •SBAEC will monitor language proficiency and student transition into the next level

Gaps In Service

New Strategies

Strategy #1

IMPROVE AWARENESS AND LEVERAGE THE RESOURCES OF THE CONSORTIUM
Strategies: •Develop a systematized uniform approach to training staff on how to assist potential students and students with transitioning into programs at different consortium sites. •Consortium collaboration and support on assisting students with transitioning between institutions across the consortium. •More adult learners in the South Bay will have access to the services and programs provided by the consortium.

Strategy #2

IMPROVE THE SEAMLESSNESS OF STUDENTS' TRANSITION TO POST - SECONDARY EDUCATION AND THE WORKFORCE
Strategies: •More career pathways are available for students •Staff will collaborate to provide an easy transition for students •Students will begin to move from one program to another according to their needs •Students will meet with counselors to create individual career paths

Strategy #3

MAINTAIN AND IMPROVE INTERNAL AND EXTERNAL COMMUNICATION
Strategies: •Increase sharing of resources •Increase in number of staff referring students to other programs

Strategy #4

IMPROVE STUDENT SUCCESS AND RETENTION
Strategies: •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

Seamless Transitions

New Strategies

Strategy #1

Schedule, in fall and in the spring, at least one career fair and/or one resource fair at each adult school for distribution of resources available to adult education students to help them transfer to a Consortium member school or other post-secondary school.

Strategy #2

Continue to align ESL curriculum and embed College and Career Readiness Standards into daily lessons. Create Consistent end of term benchmarks for ESL classes across the consortium.

Strategy #3

Continue articulation process which supports increased college readiness skills for all students. Develop and strengthen the process of referral and tracking between partner organizations to create seamless transitions for students to access all the resources available to them.

Strategy #4

Ongoing Strategic Planning The consortium has contracted with Snider and Associates for ongoing strategic planning. A team with representation from all members of the consortium 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.

Strategy #5

Continue to collect consistent 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.

Student Acceleration

New Strategies

Strategy #1

Continue to create and offer college and career pathways in the areas of high demand in our region that will accelerate student's progress towards their goals. These contextualized courses will be accelerated and focus on developing students basic skills and interests.

Strategy #2

Accelerate ESL learning by creating classes which focus on specific learning outcomes in reading, writing, listening/speaking as they align to workforce readiness in high demand careers/workforce in the South Bay.

Strategy #3

Use student service centers and/or counselors to identify and enroll students in the college and career pathway that best meets their interests, skills, and goals.

Strategy #4

Continue to create Integrated Education and Training classes for ELL learners to scaffold and accelerate learning outcomes for students in the fastest growing job markets in the South Bay.

Professional Development

New Strategies

Strategy #1

Have regular meetings of a Data team consisting of members from each school to align and improve data collection.

Strategy #2

Provide professional development to instructors and support staff focused on best practices in all program areas to support student outcomes and increase persistency.

Strategy #3

Use data to guide and sustain existing student pathways in high demand sectors. Provide professional development in new CTE paths being developed

Strategy #4

Continue to align all ELL courses to the NRS levels and identify end of term assessments for each level.

Strategy #5

Expand existing transitions to post-secondary education institutions in academic and career pathways.

Leveraging Resources

New Strategies

Strategy #1

Develop and implement a systematized uniform approach to training staff on how to assist potential students and students with transitioning into programs at different consortium sites. Continuously improve Consortium collaboration and support on assisting students with transitioning between institutions across the consortium

Strategy #2

Update and distribute to all Consortium members one sheet that lists all programs and services offered by all schools in the Consortium

Strategy #3

Continue to provide adult learners in the South Bay with access to the services and programs provided by the consortium

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The SBAEC fiscal allocations are aligned with the three year plan and the annual plan as they are connected to the overall strategic plan of the consortium. All funding is directed towards transitions, outcomes and students entering the workforce or an academic pathway. The South Bay Adult Education Consortium remains committed to providing adult education classes to serve the greater South Bay community. We have been fiscally responsible with our funds to not only meet our current needs but to be able to continue providing programs. We are currently developing a plan to spend fiscal allocation through program expansion and improvement of all student services.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

The South Bay Adult Education Consortium remains committed to providing adult education classes to serve the greater South Bay community. We have been fiscally responsible with our funds to not only meet our current needs but to be able to continue providing programs. We are currently developing a plan to spend fiscal allocation through program expansion and improvement of all student services.

Certification

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