

California Adult Education Program : Annual Plan : 2020-21 Produced: Aug 13, 2020, 09:18 PM UTC Debra Tate

# 15 South Bay Adult Education Consortium (El Camino)

## Plans & Goals - Consortium Approved

### Executive Summary

The South Bay Adult School Consortium (SBAEC) implementation plan for 2020-21 is to continue the goals in the CAEP 3-Year Plan; incorporate new strategic ways to adapt and serve students during the pandemic; and address racial inequalities that have surfaced. The SBAEC remains committed to the mission of serving and empowering all students to meet their personal, educational and career goals. The SBAEC's plan stresses the need to address & focus on education and training of adults from all communities as a means to strengthen the community we serve, to provide resources to those most in need, and prepare for changing demographics & economic realities. The SBAEC has continued to develop & strengthen the processes implemented in 2019-20 and is working towards understanding & problem solving the many challenges & disparities that have surfaced due to racial injustices & COVID-19. The SBAEC's focus has been: creating seamless transitions to support students as they progress on their pathway to higher education & employment. The SBAEC transitioned existing courses to an online/remote environment in March 2020 due to COVID-19. All members are providing courses online through multiple platforms along with technology assistance to assure access. In order to address the technological disparities, some sites are offering students laptops to assure access for all students. Hotspots were also made available as needed. All HS diploma students will meet with a counselor virtually to develop a Student Educational Plan. This will be offered in both English & Spanish. Other languages can be assisted by setting up a virtual appointment with the Enrollment Center. Placement testing will take place on campus by appointment only ensuring safety protocols recommended by the county health department are followed. Student services such as intake, counseling, financial aid & assessments are offered virtually. Modified testing protocols are in place allowing students to take in-person GED tests. CASAS testing will be offered in the fall under the same conditions. New classes have been designed & staff development has focused on the use of technology & online platforms in classroom instruction to help prepare students for careers & higher education. Career pathways are being created to accelerate students along their path. El Camino College (ECC) & 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. El Camino College added an artificial intelligence aspect to the student portal to address questions, concerns and make suggestions for services. A special outreach plan was formulated to address the needs of Adult School students to engage them & make them feel comfortable with online learning. In order to be responsive to the changes in the economy and to the impact to our adult learners, each consortium member will work within their own allocation to best serve the community. ECC is prioritizing budget cuts that will not impact student success but also making funds available to help students during the pandemic. The college is also offering more educational programs that are essential to a COVID-19 response in healthcare, emergency responders, fire & police. Parents are offered help & assistance with counseling services, community assistance including where to acquire shelter & food. The college established an Emergency Fund in response to COVID-19. Students may apply for funding to help with issues related to the disruption of their college life due to the pandemic. The fund will help support 1) Food for our drive-thru Warrior Pantry to safely serve ECC students 2) Laptops for students impacted by the transition to remote learning 3) WiFi hotspots 4) Emergency funds due to lost jobs & reduced wages 5) Rent, transportation & living expenses. The SBAEC will continue to collaborate with the SBWIB to connect students with employment services & find synergies supporting students. Most students are parents of K-12 students & have access to aid through the department of student services. SBAEC recognizes our role in addressing racial inequalities in our society. The SBAEC will continue to work collaboratively with its members, partners & local businesses to leverage resources in order to provide access to education and career opportunities. SBAEC will provide access to professional development opportunities for faculty to build awareness & curriculum on topics such as social justice & racial inequities. ECC has started professional development to help faculty, staff & students engage in a "Call to Action" to help address the issues of racial inequality & systemic racism. The activities plan will help change the culture & close the gap. Included in this call to action is professional development on equity-minded teaching & learning support strategies.

### Regional Planning Overview

The SBAEC ended its partnership with the strategic planning consultant. The consortium moved its energy to a more local approach expanding the role with the Workforce Investment Board, local business community and other stakeholders.

SELECTED 2019-2020 ACCOMPLISHMENTS •Transitioned to distance learning due to COVID-19 in March of 2020. Continued to provide the following career opportunities. •The consortium data team met to review Student Data Performance and Attendance Report across all Consortium-related programs and pathways (strategic goal) •Each consortium agency developed a plan to increase student retention by 3%. •IAS - Staff meeting conversations with staff on student retention. •El Camino: Implemented a plan called starfish. The instructor can communicate with the student regarding their performance. Everything is online for an easier enrollment process. •TAS: Classified staff called students every week if they did not meet their minimum requirements or missed classes. Additionally, teachers were encouraged to communicate with students to identify their absences. The school also modified the enrollment & attendance process to accommodate adult barriers to education. •TAS and El Camino College expanded the Childcare program adding co-teacher instruction along with an expanded support class for ESL learners on the campus of Torrance Adult School. •TAS expanded student support with resume and interview preparation, career advisement and job search guidance. •TAS expanded its job training programs beyond Medical Assistant, Billing and Coding and Pharmacy Technician to include advanced training in Accounting, Quickbook Certification and Microsoft Certification. •TAS offered Integrated Education and Training (IET) classes for ESL students in computer, Childcare and all the medial classes. •TAS will expand its Distance Learning program beyond the new delivery online system implemented because of the COVID virus. •SBAS is the only open GED testing center in a 60 mile radius. •SBAS and ECC now offer a career pathway in CISCO Certification. •CVAS will continue to offer all classes virtually. •CVAS will continue to provide placement testing and periodic benchmarks offered on site, in a spaced and ventilated area, by appointment only. GOALS FOR 2020-2021

- Implement distance learning classes across all programs.
- Improve awareness and leverage the resources of the Consortium
- Improve the seamlessness of students' transition to post-secondary education and the workforce via a distance learning platform.
- Improve student success and retention via a distance learning platform

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

The COVID pandemic has created new challenges for the SBAEC. •Teacher training to enhance online instruction •Student training to participate in online instruction •Students in need of both computers and the internet •Each school will address how they train staff and students and will share training when permissible

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

Students need additional support with at-home resources so that they can 1) have the technical skills to operate video conferencing technology and fully participate in distance learning and 2) have access to community resources so that students have internet access at home. How do you know? What resources did you use to identify these gaps? Students surveyed when they completed the application process to participate in a class, but then did not attend class.

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

We will monitor the number of students registering for classes versus students that actually attend class.

### Regional Need #2

#### 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. •RBUUSD has partnered with El Camino Career Pathway Program •All Schools work together on the Strategic Plan •Sharing PD - ECC Allies meetings

### Regional Need #3

#### 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 #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, SBEAC 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?**

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**

CONVERT THE MAJORITY OF CONSORTIUM CLASSES AND PROGRAMS TO A DISTANCE LEARNING MODEL Strategies: •Provide staff with professional development on how to use video conferencing technology •Modify data collection procedures to account for students not being present on campus •Make site infrastructure upgrades when necessary to accommodate the increased use of technology

**Strategy #2**

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 #3**

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 #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 virtual (video conference) 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

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 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.

#### Strategy #5

Offer a majority of classes in a distance learning model while under the guidance from LA County Department of Health to remain closed to students.

## Professional Development

### New Strategies

#### Strategy #1

Provide professional development to all staff regarding the most effective practices in implementing the use of video conferencing technology.

#### Strategy #2

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

#### Strategy #3

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

#### Strategy #4

Provide professional development to instructors and support staff focused on best practices in all program areas to support student outcomes and increase persistency via Zoom or WebEx or authorized district platform.

#### Strategy #5

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

#### Strategy #6

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

## Leveraging Resources

### New Strategies

#### Strategy #1

Update and distribute to all Consortium members one sheet and post on adult school and SBAEC website that lists all programs and services offered by all schools in the Consortium

#### Strategy #2

Develop and implement a systematized uniform approach to training staff via an online platform or in a safe physical distance in person training. The trainings will focus on how to assist potential students and students with transitioning into programs at different consortium sites and how to access the instruction via an online instructional platform. Continuously improve Consortium collaboration and support on assisting students with transitioning between institutions across the consortium.

#### Strategy #3

Continue to provide adult learners in the South Bay with access to the services and programs provided by the consortium according to district guidelines on health and safety.

## 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 2020-21.**

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.

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