

15 South Bay Adult Education Consortium (El Camino): Certified

Details	
<div><div>Consortium Information</div><div><div><div>Consortium Name:</div><div>15 South Bay Adult Education Consortium (El Camino)</div></div><div><div>Consortium Short Name:</div><div>15 South Bay (El Camino)</div></div><div><div>Address:</div><div>16007 Crenshaw Blvd. Torrance, CA 90506</div></div><div><div>Website:</div><div>https://sbaec.wordpress.com/</div></div><div><div>Funding Channel 2022-23:</div><div>Direct Funded</div></div><div><div>CAEP Funds 2022-23:</div><div>\$11,475,474</div></div><div><div>CAEP Funds 2021-22:</div><div>\$10,894,783</div></div><div><div>CAEP Funds 2020-21:</div><div>\$10,470,716</div></div></div></div>	



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Maribel Galan	maribelmgalan@gmail.com	Coordinator	(562) 315-3784
Fiscal Contact	Jose Anaya	janaya@elcamino.edu		(310) 973-3165
Fiscal Contact	Wayne Diulio	diulio.wayne@tusd.org	Director of Adult Education	(310) 972-6500 ext: 8400
Primary Contact	Laura Brogden	lbrogden@elcamino.edu	Director of Adult Education and Workbased Learning	
Fiscal Contact	Marie Yatman	myatman@elcamino.edu	Accounting Technician II	(310) 660-3593 ext: 6193

Member Agencies

Member Agency	Member Type	Contact	Phone
Centinela Valley Union High	High School District	Benjamin Wardrop	(310) 263-3263
El Camino CCD	District	Jose Anaya	(310) 973-3165
Inglewood Unified	Unified School District	Ms. Debra Tate	(310) 330-5220
Redondo Beach Unified	Unified School District	Drew Gamet	(310) 872-6254 ext: 3306
Torrance Unified	Unified School District	Wayne Diulio	(310) 972-6500 ext: 8400

Executive Summary

Executive Summary *

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.

The SBAEC consortium engaged the data team, site members, and the SBAEC Board through a process designed to bring a cohesive focus to the consortium to look at consortium strengths and weaknesses, as well as internal and external factors that affect services provided to the community.

Below are the regional needs identified:

- **Regional Need #1:** The COVID pandemic has created new challenges for the SBAEC. **Metrics:** enrollment, DIR reports, attendance, persistence reports, etc.
- **Regional Need #2:** Continue to improve and expand the awareness and leveraging of resources across the consortium. **Metrics:** Student and staff surveys showed lack of knowledge about programs offered by different

consortium members

- **Regional Need #3:** Continue to improve and expand the seamlessness of student transitions to post-secondary education and the workforce. **Metrics:** enrollment, DIR reports, attendance, persistence reports, etc..
- **Regional Need #4:** There is a need to continually improve student success and retention. **Metrics:** Persistence reports, DIR reports, attendance, performance (CASAS) data, Exit Surveys.

Long Term Goals (5yrs)

1. SBAEC will increase awareness and leverage resources by 3% per year.
2. SBAEC will increase the seamlessness of students' transition to post-secondary education and the workforce by 3% per year.
3. SBAEC will increase student program outcomes and retention by 3% per year.

The metrics used included: Student Data in TOPSPRO (Data Integrity reports, CASAS data performance, etc.)

1. Guiding questions from the Three Year Plan guidance packet.
2. Launchboard Data
3. Employment and Earnings Follow-up Survey
4. Student Registration information
5. Student Program Area Hours reports
6. Student surveys
7. Data Accountability meetings (agenda, discussions, recommendations)

Funds Evaluation: SBAEC regularly meets and reviews fund allocation and maintains its commitment to disseminating funds in a manner that serves and addresses the needs of the local community and region. SBAEC also resolves to regularly evaluate the needs of the student community and region in order to align resources with student needs. The use of funds will be leverage in accordance with the identified regional needs and strategies as a priority. The CFAD is subsequently prepared and submitted by/before May 2nd.

Assessment

Overview and Preparation *

The SBAEC consortium engaged the data team, site members, and the SBAEC Board through a process designed to bring a cohesive focus to the consortium 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 three overarching goals with objectives and timelines to measure and monitor progress. The consortium Board met monthly to review the needs and goals of the entire consortium. The Data team along with site counselors and administrators met monthly to review and streamline data processes, monitor progress towards goals, and share best practices across all consortium members. Consortium members attended the CAEP Three-Year Planning workshops and webinars. The Adult Education Launchboard Pipeline was utilized to extract program area benchmarks as well as college and workforce transitions. In addition, U.S. Census Bureau Reports, Employment Development Department Projections, and CAEP Online Reporting Tool.

Below are the regional needs identified during the annual planning process.

- **Regional Need #1:** The COVID pandemic has created new challenges for the SBAEC. **Metrics:** enrollment, DIR reports, attendance, persistence reports, etc.

- **Regional Need #2:** Continue to improve and expand the awareness and leveraging of resources across the consortium. **Metrics:** Student and staff surveys showed lack of knowledge about programs offered by different consortium members
- **Regional Need #3:** Continue to improve and expand the seamlessness of student transitions to post-secondary education and the workforce. **Metrics:** enrollment, DIR reports, attendance, persistence reports, etc..
- **Regional Need #4:** There is a need to continually improve student success and retention. **Metrics:** Persistence reports, DIR reports, attendance, performance (CASAS) data, Exit Surveys.

Three identified Goals, Objectives and Outcomes. The activities are listed above under each regional need.

Long Term Objectives (5 yrs)

1. Improve awareness and leverage the resources of the Consortium: By 2025-26 SY, the consortium will increase awareness and leverage resources by 3% per year.
2. Improve the seamlessness of students' transition to post-secondary education and the workforce: By 2025-26 SY, the consortium will increase the seamlessness of students' transition to post-secondary education and the workforce by 3% per year.
3. Improve student program outcomes and retention: By 2025-26 SY, the consortium will increase student program outcomes and retention by 3% per year.

The metrics used included:

- Student Data in TOPSPRO (Data Integrity reports, CASAS data performance, etc.)
- Guiding questions from the Three Year Plan guidance packet.
- Employment and Earnings Follow-up Survey
- Student Registration information
- Student Program Area Hours reports
- Student surveys
- Data Accountability meetings (agenda, discussions, recommendations).
- SBAEC Board Meetings

Regional Alignment and Priorities *

South Bay Adult Consortium members are engaged in the workforce development system as partners and work diligently with these Boards to align consortium efforts at building pathways and employment opportunity for regional adults. Members of the Consortium collaborate on program implementation, development of career pathways, and industry sector strategies with a variety of partners, including chambers of commerce as well as local employers and agencies such as the Workforce Development Board. SBAEC is working in alignment with the Strong Workforce initiatives in the region.

SBAEC has developed a partnership with 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.

In addition to these, the following are other partnerships:

- Department of Social Services providing application assistance
- Department of Rehabilitation
- Surrounding communities in job fairs
- Local businesses - students participate in internships
- Pathways - Healthcare, construction, manufacturing, child development, computer technology.
- Partnerships: SpaceX, Northrup Grumman, Virgin Orbital, CVS, Walgreens, Little Company of Mary

Evaluate the Educational Needs of Adults in the Region *

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.

Below are the regional needs identified during the planning process.

Regional Need #1: The COVID pandemic has created new challenges for the SBAEC. SBAEC will measure effective and progress by implementing the following actions/Activities:

- Teacher professional training to enhance instruction
- Continue to train all stakeholders with the use of technology
- Each school will address how they train staff and students and will share training when permissible.

Regional Need #2: Continue to improve and expand the awareness and leveraging of resources across the consortium. Student and staff surveys showed lack of knowledge about programs offered by different consortium members. SBAEC will measure effective and progress by implementing the following actions/Activities:

- Increase student and staff awareness of programs across the consortium.
- SBAEC has partnered with El Camino Career Pathway Program.
- All Schools work together on the annual plan and three year plan
- Sharing Professional Development opportunities
- Continue attending El Camino College Allies meetings

Regional Need #3: Continue to improve and expand the seamlessness of student transitions to post-secondary education and the workforce. The registration form also shares information regarding student barriers. SBAEC will measure effective and progress by implementing the following actions/Activities:

- Improve tracking system through documentation
- Consortium members will add student testimonials to their school website.
- 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.)
- Expand dual enrollment opportunities for students.
- ECC referring students for ABE in English and Math.

Regional Need #4: There is a need to continually improve student success and retention. SBAEC will measure effective and progress by implementing the following actions:

- Monitor student attendance to determine the effectiveness of strategies to increase persistence.
- Continue to increase our efforts to recruit students in career pathways and GED/HSD/ESL diploma programs.

- Monitor language proficiency and student transition into the next level.

Contributions by Entities *

The SBAEC consortium engaged the data team, site members, and the SBAEC Board through a process designed to bring a cohesive focus to the consortium 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 three overarching goals with objectives and timelines to measure and monitor progress. The consortium Board meets monthly to review the needs and goals of the entire consortium. The Data team along with site counselors and administrators meet monthly to review and streamline data processes, monitor progress towards goals, and share best practices across all consortium members. The board strives to cooperatively work together to create a comprehensive approach to adult education in our community. The following goals continue to be areas of need as identified in discussion and data review meetings.

Consortium Three Year Planning Members

- Dr. Wayne Diulio (Chair), Director of Torrance Adult School
- Renee Tanaka, Torrance Adult School
- Maria Segoviano, Torrance Adult School
- Drew Gamet, Director of SBAS RBUSD
- Brett Ploumen, Counselor of SBAS RBUSD
- Dina Matheson, Professional Development SBAS RBUSD
- Theresa Del Rosario, Program Specialist SBAS RBUSD
- Ben Wardrop, Principal Centinela Valley Adult School
- Dr. Kendra Peterson, Centinela Valley Adult School
- Marisol Patino, Centinela Valley Adult School
- Debra Tate, Principal Inglewood
- Maria Alfaro, Inglewood
- Jose Anaya, Dean El Camino College
- Dr. Laura Brogden, El Camino College Director of Adult Education and WorkBased Learning
- Dr. Maribel Galan, El Camino College

Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Centinela Valley Union High	Member Representative	1	39	0	0	0	0	0	3	0
*El Camino CCD	Member Representative	0	0	132	0	0	0	2,120	975	205
*Inglewood Unified	Member Representative	29	215	272	82	0	0	84	0	0
*Redondo Beach Unified	Member Representative	337	321	1,290	1,117	0	0	108	105	0
*Torrance Unified	Member Representative	192	265	1,196	613	0	0	491	0	0
Total Participants		559	840	2890	1812	0	0	2803	1083	205

* Member Agency required to input number of Participants

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

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Centinela Valley Adult School	Other	✓	×	✓	×	×	×	×	✓	×
St. Margaret's Center	Community Organization	✓	✓	×	×	×	×	×	×	×
Mychals Learning Center	Other	×	×	×	×	✓	×	×	×	×
South Bay Workforce Investment Board	Workforce Development Board	×	×	×	×	×	×	×	✓	×
Department of Rehab	Community Organization	×	×	×	×	✓	×	×	×	×
South Bay Adult School (SBAS)	Community Organization	✓	✓	✓	✓	✓	✓	✓	✓	✓
Redondo Beach Unified School District	Community Organization	×	×	×	×	✓	×	×	×	×
Beach City Health District	Community Organization	×	×	×	×	✓	×	×	×	×
Redondo Beach Public Library	Community Organization	×	×	×	×	×	×	×	✓	×
South Bay One-Stop Business & Career Centers Carson	Business	×	×	×	×	×	×	✓	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Southern California Regional Occupational Center	Other	×	×	×	×	×	×	✓	✓	×
Los Angeles Regional Reentry Partnership	Community Organization	×	×	×	×	×	×	×	✓	×
Social Security Administration	Community Organization	×	×	×	×	✓	×	×	×	×
Hamilton Adult Education Center	Community Organization	✓	✓	✓	×	×	×	✓	×	×
Griffith Adult Center	Community Organization	×	×	✓	×	×	×	✓	×	×
Levy Adult Center	Community Organization	×	×	✓	×	×	×	✓	×	×
Anza Elementary School	Community Organization	×	×	✓	×	×	×	×	×	×
Jefferson Middle School	Community Organization	×	×	✓	×	×	×	×	×	×
German Machined Products Inc.	Business	✓	✓	✓	×	×	×	✓	×	×
Torrance Memorial Medical Center	Community Organization	×	×	×	×	×	×	✓	×	×
Victor Elementary School	Community Organization	×	×	✓	×	×	×	×	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Argus Medical Management	Business	×	×	×	×	×	×	✓	×	×
CVS	Business	×	×	×	×	×	×	✓	×	×
Hameed Khan MD	Business	×	×	×	×	×	×	✓	×	×
Regal Family Practice Medical Center	Business	×	×	×	×	×	×	✓	×	×
Skyline Urology	Business	×	×	×	×	×	×	✓	×	×
Urgent Care Center of South Bay	Business	×	×	×	×	×	×	✓	×	×
Walgreens	Business	×	×	×	×	×	×	✓	×	×
Inglewood Adult School	Community Organization	×	✓	✓	✓	×	×	×	×	×
California State Department of Social Services	Community Organization	×	×	×	×	×	×	×	✓	×
Manhattan Beach Library	Community Organization	×	✓	✓	×	×	×	×	✓	×
Hermosa Beach Library	Community Organization	×	✓	✓	×	×	×	×	×	×
Valentin Hernandez	Business	×	×	×	×	×	×	×	✓	×
El Segundo Public Library	Community Organization	×	✓	✓	×	×	×	×	×	×
Hermosa Beach Chamber of Commerce	Community Organization	×	✓	✓	×	×	×	×	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Inglewood USD	Community Organization	✓	×	✓	×	×	×	×	×	×
One Stop Inglewood	Community Organization	✓	×	✓	×	×	×	×	✓	×

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

Participant enrollment data reported comes from TOPSpro Enterprise data reports. While LaunchBoard data is available, SBAEC members have concerns about the accuracy of the data. Therefore, one significant gap that this Three Year Plan will attempt to bridge is the accuracy of consortium member data as stakeholders work to address Three Year Plan Objectives.

Analysis of the Data: Race/Ethnicity

The chart below shows the number of adults served throughout the consortium by race/ethnicity in 2020-21. The majority of our adult learners are Hispanic adult learners.

2020-2021

- Asian: 810 adults served
- Black or African American: 280 adults served
- Filipino: 85 adults served
- Hispanic: 2,184 adults served
- White: 478 adults served
- Two or More Races: 94 adults served
- Unknown/Non-Respondent: 136 adults served
- Multiple Values Reported: 25 adults served
- All Masked Values: 5 adults served

Student Barriers reported in 2020-21

Overall	●
Cultural Barriers	587
English Language Learner	2,592
Ex-Offender	14
Foster Youth	28
Low Income	2,714
Low Literacy	3,593

Analysis of the Data: Adult Served in Education Programs

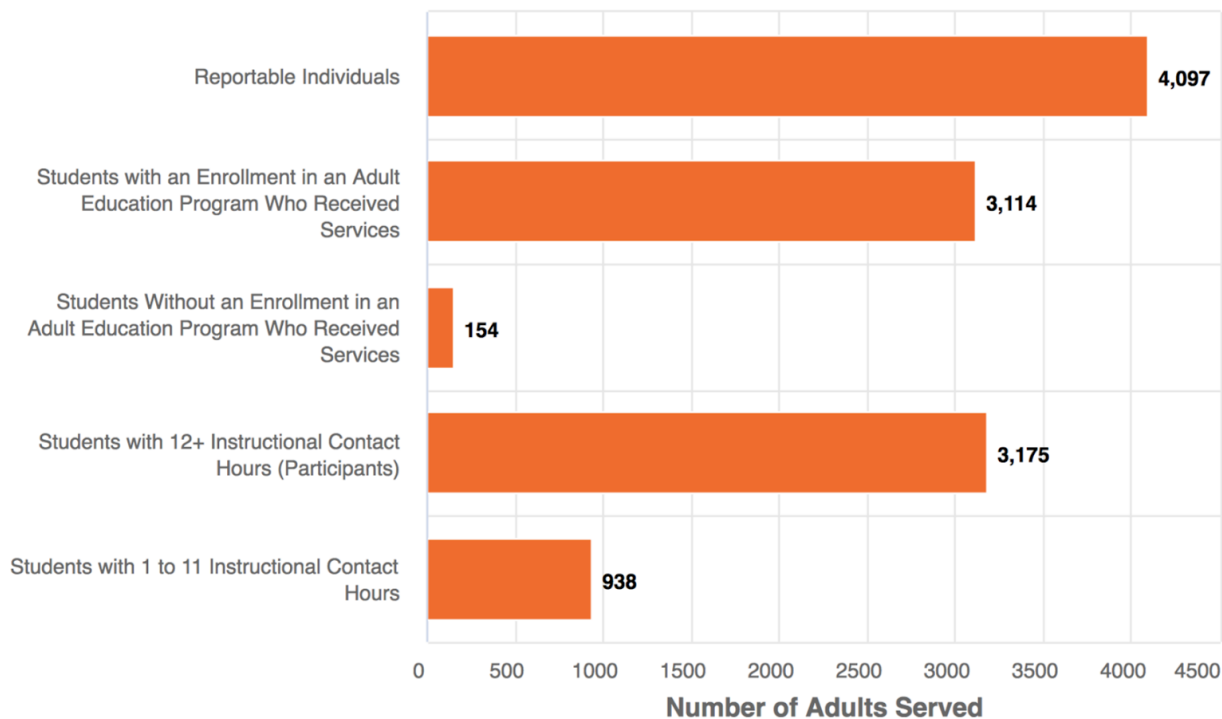
The chart below shows 77% of 4,097 adults served had 12+ contact hours (participants) enrolled in adult education programs in 2020-21. The majority of our adult learners are enrolled in ESL and ASE programs followed by ABE and CTE students.

● Participants in English as a Second Language (ESL)	62% 1,975/3,175
● Participants in Adult Basic Education (ABE)	24% 770/3,175
● Participants in Adult Secondary Education (ASE)	40% 1,282/3,175
● Participants in Career and Technical Education (CTE)	20% 629/3,175
● Participants in Programs for Adults With Disabilities	*
● Adult Participants Training to Support Child School Success	*

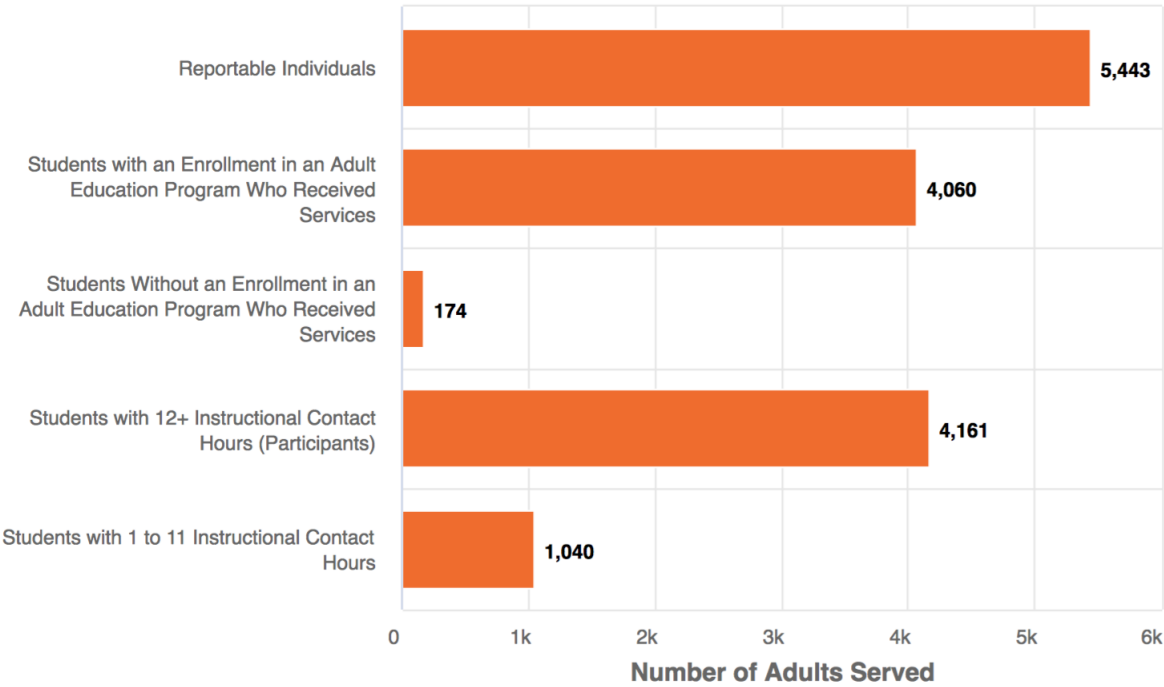
Analysis of the Data: Level of Engagement

The two charts below indicate the reportable individuals who had different levels of engagement in an adult education program in 2020-21 compared to 2019-20.

- South Bay Adult Education Consortium (El Camino), 2020-2021



● South Bay Adult Education Consortium (El Camino), 2019-2020



Analysis of the Data:

Based on the above data for the 2020-21 Program Year (which is believed to be most correct), SBAEC members had 4,097 participants in CAEP programs. SBAEC participant enrollment has been significantly affected by the COVID-19 pandemic. Student performance in each program area has also decreased as indicated in the three charts below showing the completed educational functioning level gains in ABE, ASE, and ESL.

Completed an Educational Functioning Level Gain ABE

Overall	●
2016-2017	122
2017-2018	140
2018-2019	293
2019-2020	357
2020-2021	256

Completed an Educational Functioning Level Gain ASE

Overall

2016-2017	218
2017-2018	376
2018-2019	675
2019-2020	662
2020-2021	392

Completed an Educational Functioning Level Gain ESL (online instruction proved to be a challenge in 20-21 SY due to the pandemic)

Overall

2016-2017	1,580
2017-2018	1,595
2018-2019	1,509
2019-2020	1,487
2020-2021	484

All members experienced a significant decline in enrollment and student performance. It is the goal of SBAEC to rebuild enrollment to pre-pandemic levels. Below are the three identified Goals:

- Improve awareness and leverage the resources of the Consortium: By 2025-26 SY, the consortium will increase awareness and leverage resources by 3% per year.
- Improve the seamlessness of students' transition to post-secondary education and the workforce: By 2025-26 SY, the consortium will increase the seamlessness of students' transition to post-secondary education and the workforce by 3% per year.
- Improve student program outcomes and retention: By 2025-26 SY, the consortium will increase student program outcomes and retention by 3% per year.

Metrics: CAEP Barriers & Metrics✓ **Student Barriers****Adult Ed Metrics**

- English Language Learner (AE 305 - Overall)

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

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

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

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

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	5,443	4,097		4,220	4,347	4,477
Student Barriers	English Language Learner (AE 305 - Overall)	3,774	2,592		2,670	2,750	2,833

Member Level Metric Targets

* Mandatory for all members

Centinela Valley Union High (Reported by Centinela Valley Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				60	61	62

El Camino CCD (Reported by El Camino District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	131	274		282	290	299

Inglewood Unified (Reported by Inglewood Community Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	492	466		480	494	509

Redondo Beach Unified (Reported by Redondo Beach Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,347	993		1,023	1,054	1,086

Torrance Unified (Reported by Torrance Unified School District (TUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,263	1,539		1,585	1,632	1,681

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Centinela Valley Union High	100%	100%	40%	85%	85%	85%
El Camino CCD	100%	95%	0%	85%	85%	85%
Inglewood Unified	100%	77%	0%	85%	85%	85%
Redondo Beach Unified	100%	38%	0%	85%	85%	85%
Torrance Unified	100%	100%	18%	85%	85%	85%

Objectives

Address Educational Needs

Description of Objective *

The SBAEC consortium engaged the data team, site members, and the SBAEC Board through a process designed to bring a cohesive focus to the consortium to look at consortium strengths and weaknesses, as well as internal and external factors that affect services provided to the community. Below are the regional needs identified during the annual planning process along:

- **Regional Need #1:** The COVID pandemic has created new challenges for the SBAEC.
- **Regional Need #2:** Continue to improve and expand the awareness and leveraging of resources across the consortium.
- **Regional Need #3:** Continue to improve and expand the seamlessness of student transitions to post-secondary education and the workforce
- **Regional Need #4:** There is a need to continually improve student success and retention.

Addressing Gaps in Services

- Students are in need of support services from multiple government entities. Providing those services concurrently (both time and location) with Adult Education classes would ensure they are receiving education and social safety net support

simultaneously.

- Conduct quarterly review of student data from varied sources, including MIS and TOPS
- Conduct quarterly review of NOVA fiscal reporting
- Conduct annual economic and workforce analysis to determine shifts in the labor market, maintaining alignment with the local Workforce Development Board
- Continue to engage with local workforce focused partners
- Continue to engage with local employers and sector representatives in the region
- Continue to plan and create courses as possible to meet labor demands
- Continue to engage member agency continuous improvement committees to review updated labor information and to provide feedback and input on new trends/issues

Strategic Leveraging of Resources

In addition to conducting the activities listed in the Activities and Outcomes Section, Member agencies will engage in the following activities, leveraging resources of the region

- Maintain collaboration with Strong Workforce to identify pathway opportunities or changes in the region
- Work with partner agencies to provide wrap-around services such as rent/utility assistance, food, transportation, child care, etc.
- Expand opportunities for apprenticeship and internship programs
- Continue to engage member agency continuous improvement committees to review updated labor information and to provide feedback and input on new trends/issues
- Explore options to colocate programs/services on member agency sites and better support transitions
- Maintain a close collaboration with the local Workforce Development Board
- Expand opportunities to work with partner agencies and community organizations to obtain space and other resources to provide language and employment skills opportunities

Improve Integration of Services & Transitions

Description of Objective *

The SBAEC consortium engaged the data team, site members, and the SBAEC Board through a process designed to bring a cohesive focus to the consortium to look at consortium strengths and weaknesses, as well as internal and external factors that affect services provided to the community. Below are the regional needs identified during the annual planning process along:

Regional Need #3 Services and Practices to Implement: Continue to improve and expand the seamlessness of student transitions to post-secondary education and the workforce

Strategies:

- Improve tracking system through documentation - Track HS diploma students transitions to college (workforce training, career pathway, etc)
- Student testimonials on school website
- 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.)
- Students wishing to engage in community college classes will be referred to El Camino for dual enrollment.
- El Camino will continue to refer students to school sites for ABE in English and Math.
- Expand the dual enrollment of adult secondary students- create classes at both ECC and school sites
- Place ASE students in class working towards their HS Diploma.
- ECC will offer postsecondary options.
- Academic and workforce development- SBAEC will support students in one of these two pathways.
- Adult Education site will focus on HS diploma

- ECC can begin assessing student strength to determine appropriate placement based on interest. The SBAEC board will review available strength finder type of need assessment such as the Myer Briggs or other personality assessment or survey. Build and plan based on student strengths.
- Targeting students that are ready
- Provide Internship opportunities

Improve Effectiveness of Services

Description of Objective *

In order to improve effectiveness of the consortium and it's series, the following strategies and services will be implemented.

Regional Need #2 Services and Practices to Implement: Continue to improve and expand the awareness and leveraging of resources across the consortium.

- SBAEC will continue to increase student and staff awareness of programs as shown by survey results.
- RBUSD has partnered with El Camino Career Pathway Program.
- SBAEC will continue to work together on the Strategic Plan and continuous improvement of offered programs.
- SBAEC will share professional development when appropriate
- SBAEC will continue to participate in ECC Allies meetings

Regional Need #4: There is a need to continually improve student success and retention.

- SBAEC will monitor student attendance to determine the effectiveness of strategies to increase persistence.
- 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.
- SBAEC will monitor the number of students registering for classes versus students that actually attend class.

Regional Need #1 Services and Practices to Implement: The COVID pandemic has created new challenges for the SBAEC.

- SBAEC will continue to implement teacher training to enhance online instruction. Each school will address how they train staff and students and will share training when permissible
- SBAEC will continue to identify ways to increase student access to both computers and the internet
- SBAEC will continue to return to transition back to in person instruction.

In order to continue to refine and align purposes, practices, and procedures among SBAEC partners by implementing the following strategies:

- SBAEC will continue to improve data collection practices and using it to inform consortium progress
- SBAEC will continue participate in targeted professional development aligned with objectives and goals
- SBAEC will continue revise bylaws as needed to maintain effectiveness

Activities & Outcomes

Activity Name *

Improve awareness & leverage resources of SBAEC

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

- Continue to implement Data and Accountability meetings that focus on key metrics that inform students' transitions between programs, review of Launchboard data, and effectiveness of program services.
- Establish a process for obtaining feedback and providing the results to the consortium on an annual basis.

Strategic Leveraging of Resources: In addition to conducting the activities listed in the Activities and Outcomes Section, Member agencies will engage in the following activities:

- leveraging resources of the region
- Maintain collaboration with Strong Workforce Initiative to identify pathway opportunities or changes in the region
- Work with partner agencies to provide wrap-around services such as rent/utility assistance, food, transportation, child care, etc.
- Expand opportunities for apprenticeship and internship programs
- Continue to engage member agency continuous improvement committees to review updated labor information and to provide feedback and input on new trends/issues
- Maintain a close collaboration with the local Workforce Development Board
- Expand opportunities to work with partner agencies and community organizations to obtain space and other resources to provide language and employment skills opportunities

Short-Term Outcomes (12 Months) *

1. By 2022-23 SY, the consortium will increase awareness and leverage resources by 3% per year.

Intermediate Outcomes (1-3 Years) *

1. By 2023-24 SY, the consortium will increase awareness and leverage resources by 6%.

Long-Term Outcomes (3-5 Years) *

1. By 2024-25 SY, the consortium will increase awareness and leverage resources by 9%.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Benjamin Wardrop
Debra Tate
Drew Gamet
Jose Anaya
Laura Brogden
Wayne Diulio

Activity Name *

Improve transition to post-secondary education

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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

In order to continue to improve and expand the seamlessness of student transitions to post-secondary education and the workforce, SBAEC will implement the following strategies:

- Improve tracking system through documentation - Track HS diploma students transitions to college (workforce training, career pathway, etc)
- Student testimonials on school website
- 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.)
- Students wishing to engage in community college classes will be referred to El Camino for dual enrollment.
- El Camino will continue to refer students to school sites for ABE in English and Math.
- Expand the dual enrollment of adult secondary students- create classes at both ECC and school sites
- Place ASE students in class working towards their HS Diploma.
- ECC will offer postsecondary options.
- Academic and workforce development- SBAEC will support students in one of these two pathways.
- Adult Education site will focus on HS diploma
- ECC can begin assessing student strength to determine appropriate placement based on interest. The SBAEC board will review available strength finder type of need assessment such as the Myer Briggs or other personality assessment or survey to identify programs for students. Build and plan based on student strengths.
- Targeting students that are ready
- Provide Internship opportunities

Short-Term Outcomes (12 Months) *

- By 2022-23 SY, the consortium will increase the seamlessness of students' transition to post-secondary education and the workforce by 3%.

Intermediate Outcomes (1-3 Years) *

1. By 2023-24 SY, the consortium will increase awareness and leverage resources by 6%.

Long-Term Outcomes (3-5 Years) *

1. By 2024-25 SY, the consortium will increase the seamlessness of students' transition to post-secondary education and the workforce by 9%.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Benjamin Wardrop
Debra Tate
Drew Gamet
Jose Anaya
Laura Brogden
Wayne Diulio

Activity Name *

Improve student program outcomes and retention

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

In order to continue to improve student success and retention (Regional Need #4), SBAEC will

- monitor student attendance to determine the effectiveness of strategies to increase persistence.
- continue to increase our efforts to recruit students in career pathways and GED/HSD/ESL diploma programs.
- monitor language proficiency and student transition into the next level.
- monitor the number of students registering for classes versus students that actually attend class.

In order to continue to improve services and practices (Regional Need #1), SBAEC will

- continue to implement teacher training to enhance online instruction. Each school will address how they train staff and students and will share training when permissible
- continue to identify ways to increase student access to both computers and the internet
- continue to return to transition back to in person instruction.

In order to continue to refine and align purposes, practices, and procedures among SBAEC partners by implementing the following strategies:

- SBAEC will continue to improve data collection practices and using it to inform consortium progress
- SBAEC will continue participate in targeted professional development aligned with objectives and goals
- SBAEC will continue revise bylaws as needed to maintain effectiveness

Short-Term Outcomes (12 Months) *

- By 2022-23 SY, the consortium will increase student program outcomes and retention by 3%.

Intermediate Outcomes (1-3 Years) *

- By 2023-24 SY, the consortium will increase student program outcomes and retention by 6% over three years.

Long-Term Outcomes (3-5 Years) *

- By 2024-25 SY, the consortium will increase student program outcomes and retention by 9% over five years.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Benjamin Wardrop
Debra Tate
Drew Gamet
Jose Anaya
Laura Brogden
Wayne Diulio

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Centinela Valley Union High	\$478,829	Certified
El Camino CCD	\$656,484	Certified
Inglewood Unified	\$970,415	Certified
Redondo Beach Unified	\$416,187	Certified
Torrance Unified	\$965,763	Certified
Totals	\$3,487,678	5/5 Certified

Funds Evaluation *

SBAEC meets regularly to discuss allocation of funds, recognizing the multiple funding streams of each Member, including such items as federal and local grants, Perkins, WIOA, CalWorks, etc. SBAEC reviews fund allocation and maintains its commitment to disseminating funds in a manner that serves and addresses the needs of the local community and region. SBAEC also resolves to regularly evaluate the needs of the student community and region in order to align resources with student needs. The use of funds will be leverage in accordance with the identified regional needs and strategies as a priority. The CFAD is subsequently prepared and submitted by/before May 2nd. With the region still impacted by Covid-19 and the related trends, the Consortium maintains its commitment to ensuring funds allocations that meet the community needs of the Consortium Region.

Certification

Centinela Valley Union High - Member Representative**Benjamin Wardrop**

Principal

wardropb@cvuhd.org

(310) 263-3263

Approved by Benjamin Wardrop

06/13/2022 10:04 AM PDT

El Camino CCD - Member Representative**Jose Anaya**janaya@elcamino.edu

(310) 973-3165

Dr. Maribel Galan

Coordinator

Coordinator

maribelmgalan@gmail.com

(562) 315-3784

Approved by Jose Anaya

06/13/2022 10:04 AM PDT

Inglewood Unified - Member Representative**Ms. Debra Tate**

Principal

dtate@inglewood.k12.ca.us

(310) 330-5220

Approved by Ms. Debra Tate

06/17/2022 10:50 AM PDT

Redondo Beach Unified - Member Representative**Drew Gamet**

Director

agamet@rbusd.org

(310) 872-6254 ext: 3306

Approved by Drew Gamet

06/13/2022 10:14 AM PDT

Torrance Unified - Member Representative**Wayne Diulio**

Director of Adult Education

diulio.wayne@tusd.org

(310) 972-6500 ext: 8400

Approved by Wayne Diulio

06/14/2022 09:05 AM PDT



California
Community
Colleges



2022 © California Community Colleges

NOVA Site Version: [4.50.4](#)