

15 South Bay Adult Education Consortium (El Camino)

CONSORTIUM APPROVED

2023-24

Plans & Goals

Executive Summary

The South Bay Adult School Consortium (SBAEC) implementation plan for 2023-24 is to continue to implement the goals identified in the CAEP 3-Year Plan. 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 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 Union High 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 SBAEC consortium discussed and identified consortium strengths and weaknesses, as well as internal and external factors that affect services provided to the community. SBAEC's allocations will be used to support activities outlined in consortium plans. The majority of program funds are allocated to districts for instructional and non-instructional salaries. SBAEC identified the following regional needs and Short Term and Long Term Goals.

The Consortium's vision: The South Bay Adult Education Consortium serves and empowers all students to meet their personal, educational and career goals. 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.

Accomplishments:

- South Bay Adult School (SBAS) was awarded a 3-year WASC accreditation term.
- SBAS was given a Promising Practices Award (CASAS and CDE) for implementing a process to "Evaluate Student Writing Skills and Target Support Strategies".
- SBAS presented at CASAS Summer Institute - using the CASAS Writing Assessment.
- SBAS has reframed the ABE math course to "Math Academy" and has implemented a "Writing Bootcamp".
- SBAS graduation ceremony now includes both High School Diploma (HSD) and High School Equivalency (GED).
- TAS was selected to participate in OTAN training on a two year training program called Digital Leadership Academy (DLAC)
- TAS is using the Northstar Computer training software to train all staff in various computer skills
- All TAS staff completed training on technology integration within their assigned job
- TAS upgraded technology and training at all school sites
- TAS has worked to increase technology equity for all students with the continued use of technology integration
- TAS ABE/ASE department implemented HyFlex classes to reduce barriers to education
- Inglewood Adult School increase enrollment in the evening ESL classes.
- Inglewood Adult School implemented the Burlington English Program via the ESL classes.
- Inglewood Adult School increase in student outcome into post secondary education and the workforce.
- Inglewood Adult School increase the number of student to obtain their US Citizenship status.

Below are SBAEC's three identified goals, objectives and outcomes. The activities are listed under each regional need within the annual plan.

Long Term Objectives (5 yrs)

- 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.

Regional Planning Overview

The SBAEC consortium will engage the data team, site members, and the SBAEC Board through a system and process in order to continue to review consortium strengths and weaknesses, as well as internal and external factors that affect services provided to the community, and monitor progress towards goals.

- The consortium Board will continue to meet monthly to review the needs and goals of the entire consortium. The Data team along with Directors will meet every other month to review and streamline data processes, monitor progress towards goals, and share best practices across all consortium members.
- Consortium members will attend CAEP workshops and webinars to learn and be aware of best practices and compliance deliverables.
- SBAEC will plan and facilitate a yearly retreat to review goals and to provide professional development on key topics related to achieving goals and for sharing of best practices and awareness of programs across all sites.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

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

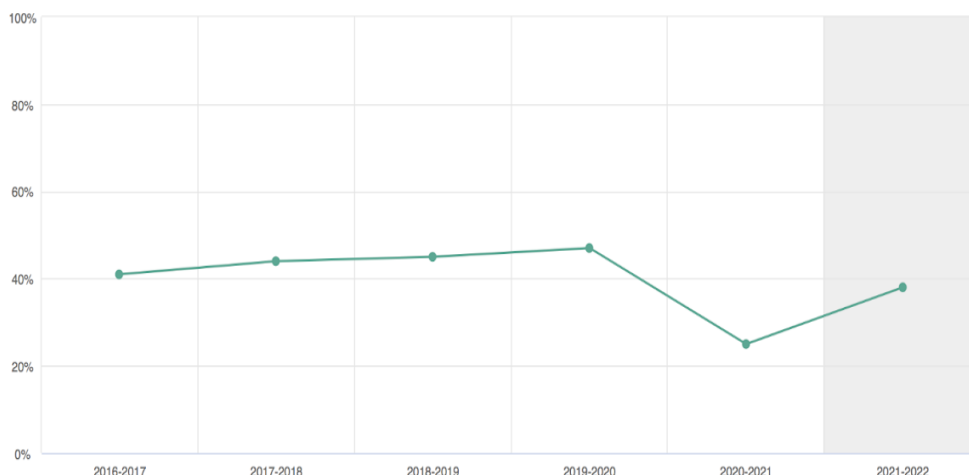
Analysis of the Data: Based on the 2020-21 Program Year data, SBAEC members served 4,104 participants in CAEP programs. The Adult Education Launchboard data reflects an increase of participants to a total of 4,303 for the 2021-22 School Year.

SBAEC student participant enrollment has improved, but has been significantly affected as a result of the COVID-19 pandemic.

Student performance in each program area has improved since the 2020-21 SY. We're now seeing an increase in student performance as indicated on the Educational Functioning Level Gain reports for ABE, ASE, and ESL.

Are students increasing their skills and progressing in their education?

38% of 3,159 students improved one or more educational functioning levels in 2021-2022.



The practices and strategies developed in the Three Year Plan in June of 2022 have proven to improve overall services and support to adult learners in the South Bay Consortia region.

<u>El Camino College</u>	<u>Inglewood</u>	<u>SBAS</u>
17% of 269 students improved one or more educational functioning levels in 2021-2022.	61% of 438 students improved one or more educational functioning levels in 2021-2022.	28% of 1,293 students improved one or more educational functioning levels in 2021-2022.
<u>Torrance</u>	<u>Centinela Valley Union High</u>	<u>2020-21 Data</u>
41% of 1,282 students improved one or more educational functioning levels in 2021-2022.	29 Students served in ESL	El Camino <ul style="list-style-type: none"> • 13% of 274 improved Inglewood <ul style="list-style-type: none"> • 50% of 232 improved SBAS <ul style="list-style-type: none"> • 6% of 1,022 improved Torrance <ul style="list-style-type: none"> • 32% of 1243 improved

Link to Pipeline: <https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>

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.

In order to continue to refine and align purposes, practices, and procedures among SBAEC partners, we will implement 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

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

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 was also used to assess the regional needs and to address gaps in services. SBAEC engaged different stakeholders in monthly to review various data points which included workforce data projections for our region, students surveys, staff and faculty surveys, and our student data in TOPS and the MIS system. Data points were used to determine what areas needed to be addressed. We will continue to look at these data sources to determine the effectiveness of our plans and to see if we need to make any necessary changes to eliminate gaps for our clients.

Regional Need #1: The COVID pandemic has created new challenges for the SBAEC.

The resources and metrics used to identified the regional need included:

- Student Data in TOPSPro (Data Integrity reports, enrollment reports, attendance, CASAS data performance, persistence reports, 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

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

Regional Need #1: Services and Practices to Implement:

SBAEC will measure effective and progress by implementing the following actions/Activities:

- 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 (equity focus).
- SBAEC me the third goal of returning to in person instruction. Each school will address how they train staff and students and will share training when permissible.

Regional Need #2

Gaps in Service / Regional Needs

The SBAEC consortium will engage 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.

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

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.

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

The metrics used included: Student Data in TOPSPRO (Data Integrity reports, CASAS data performance, etc.) were used to identify the gaps along with the following data points. .

1. SBAEC will continue and maintain awareness and communication across all sites through a functional link housing all resources, program services by site. SBAEC will gain feedback from each site through site specific surveys to gain a measurement of progress.
2. Board meeting discussions
3. Guiding questions from the Three Year Plan guidance packet based on input from the initial 3-year planning.
4. Launchboard Data ([CLICK HERE](#))
5. Employment and Earnings Follow-up Survey
6. Student Registration information
7. Student Program Area Hours reports
8. Student surveys
9. Staff Surveys
10. Data Accountability meetings (agenda, discussions, recommendations)
11. Job fair - expanding awareness

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

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

- 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 plan a consortium wide summit to engage educators and classified teams in sharing best practices, professional development based on goals, and to build awareness of the programs being offered at each site.
- SBAEC will share professional development when appropriate
- SBAEC will continue to participate in ECC Allies meetings

Strategic Leveraging of Resources: In addition to conducting the activities listed above, Member agencies will engage in the following activities:

- SBAEC members will attend the CAEP Summit to gain knowledge and ideas in the best approach to organize and plan our own SBAEC summit.
- 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

Regional Need #3

Gaps in Service / Regional Needs

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.

Regional Need #3: Continue to improve and expand 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?

Student Data in TOPSPRO (Data Integrity reports, CASAS data performance, etc.) were used to identify the gaps along with the following data points.

Student enrollment data, DIR reports, attendance, as well as persistence reports were used to determine the regional need including the following data points listed below:

- Board meeting discussions
- Guiding questions from the Three Year Plan guidance packet based on input from the initial 3-year planning.
- Launchboard Data ([CLICK HERE](#))
- Employment and Earnings Follow-up Survey
- Student Registration information
- Student Program Area Hours reports
- Student surveys
- Staff Surveys
- Data Accountability meetings (agenda, discussions, recommendations)
- Student Data in TOPSPRO (Data Integrity reports, CASAS data performance, etc.)

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

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.

Regional Need #3: 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
- Students are assessed and provided an educational plan to meet their goal.
- Targeting students that are ready to transition to a postsecondary education or workforce trining opportunities.
- Provide internship opportunities and externships and apprenticeships.

Regional Need #4

Gaps in Service / Regional Needs

Gaps in Service / Regional Needs

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

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.

Based on the data below, 68% of participants were enrolled in ESL, 22% in ABE, 37% in adult secondary education, 13% in Career and Technical Education (CTE).

● Participants in English as a Second Language (ESL)	68% 2,310/3,383
● Participants in Adult Basic Education (ABE)	22% 735/3,383
● Participants in Adult Secondary Education (ASE)	37% 1,244/3,383
● Participants in Career and Technical Education (CTE)	13% 449/3,383
● Participants in Programs for Adults With Disabilities	*
● Adult Participants Training to Support Child School Success	*

Orange = 2021-22

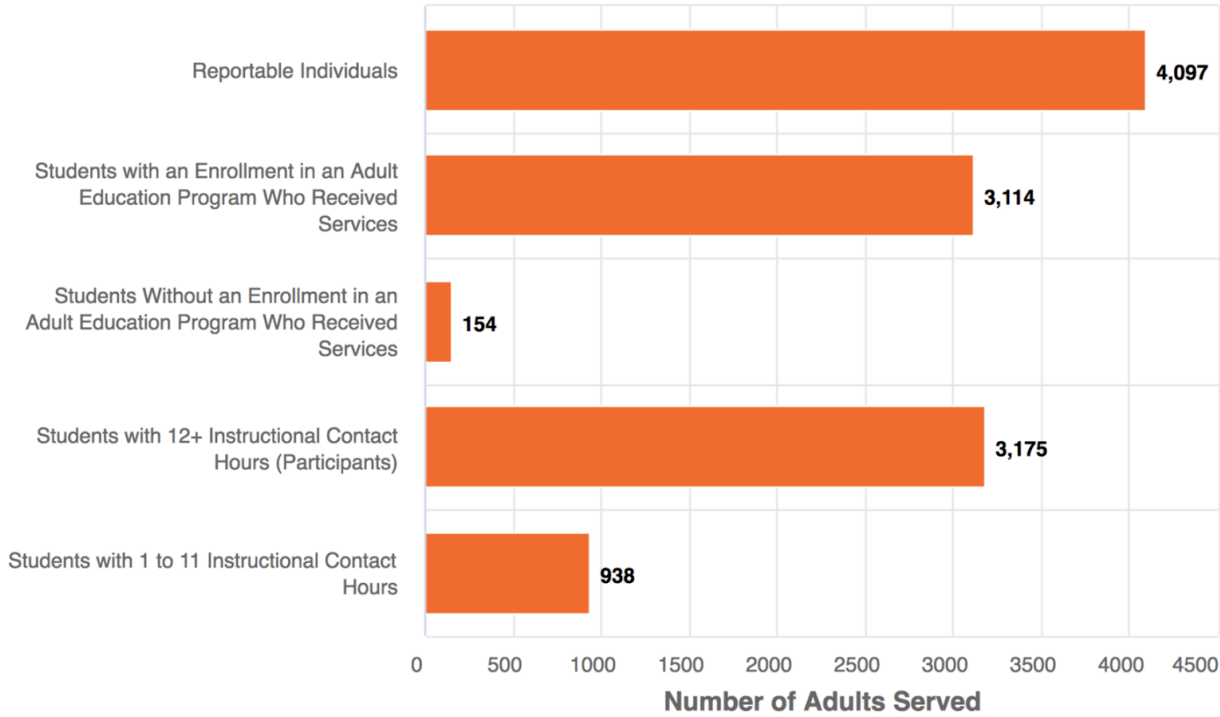
Green = 2020-21

Overall

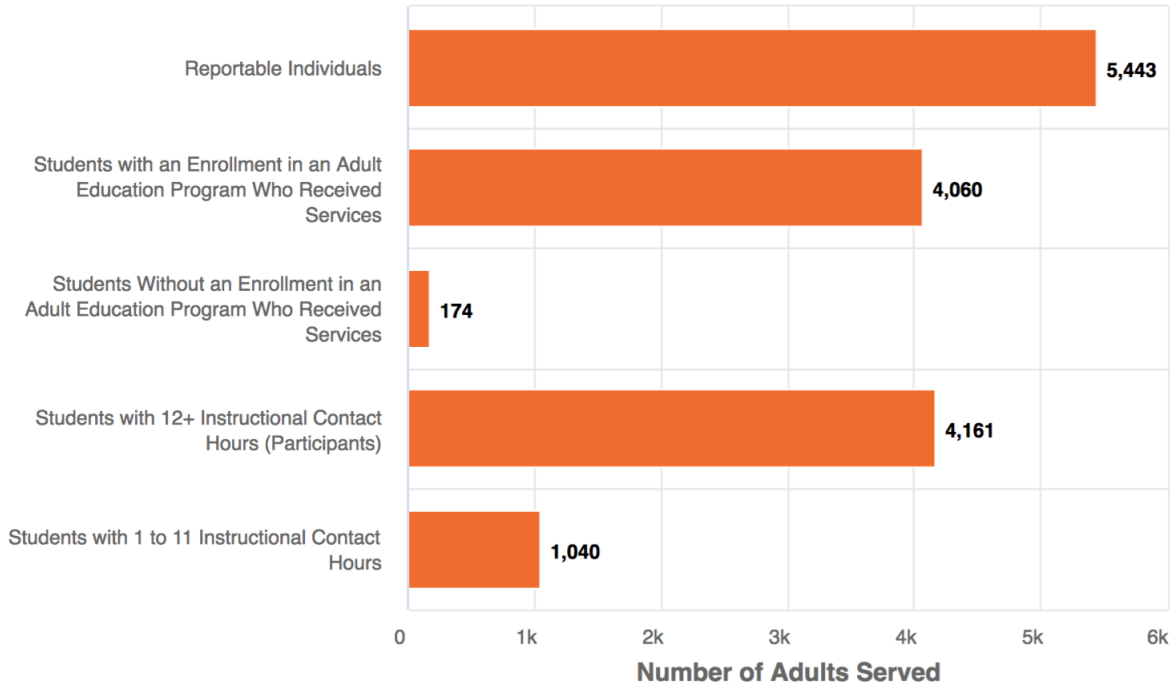


Reportable Individuals	4,303	4,104
Students with an Enrollment in an Adult Education Program Who Received Services	3,074	3,114
Students Without an Enrollment in an Adult Education Program Who Received Services	88	161
Students with 12+ Instructional Contact Hours (Participants)	3,383	3,204
Students with 1 to 11 Instructional Contact Hours	908	890

● 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

Among all Participants in ESL, ABE and ASE, the number who improved skills by one or more Educational Functioning Levels or by course progression in the selected year. ?

TIME TREND & DEMOGRAPHICS

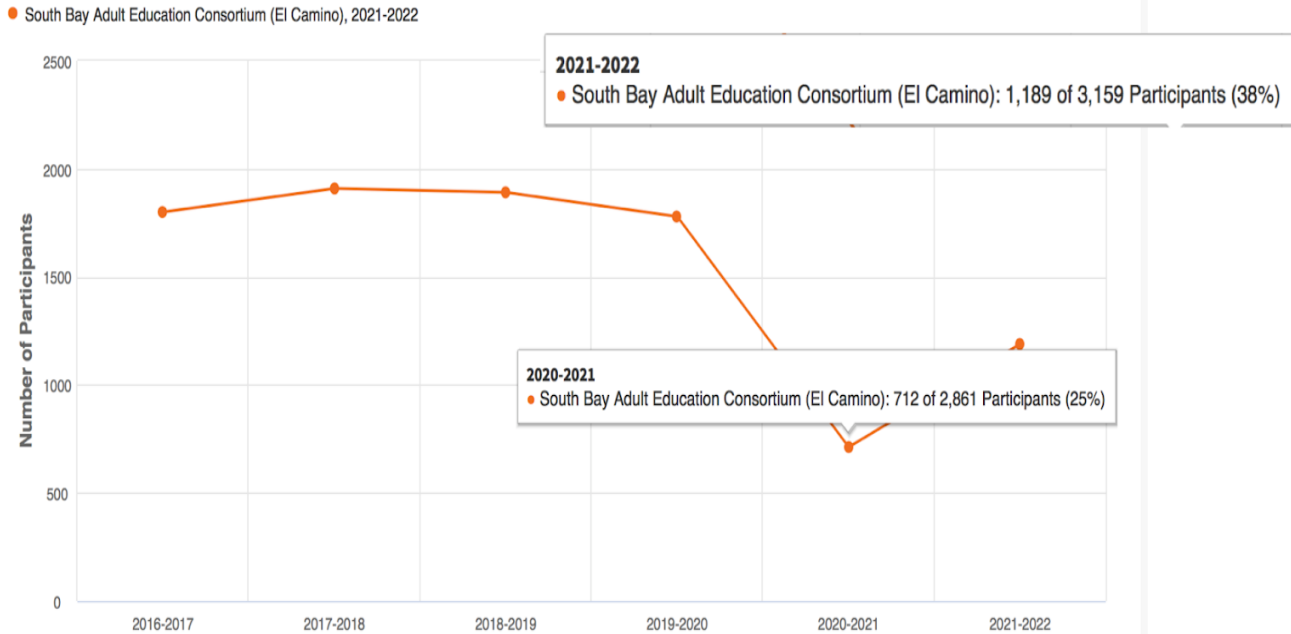
PROGRAM TYPE

STUDENT TYPE

Time Trend

All

All



Completed an Educational Functioning Level Gain ABE

Overall	●
2016-2017	122
2017-2018	140
2018-2019	293
2019-2020	357
2020-2021	256
Overall	●
2016-2017	121
2017-2018	129
2018-2019	291
2019-2020	352
2020-2021	254
2021-2022	291

Completed an Educational Functioning Level Gain ASE

Overall

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

Overall

2016-2017	215
2017-2018	365
2018-2019	674
2019-2020	659
2020-2021	391
2021-2022	534

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

Overall

2016-2017	1,577
2017-2018	1,590
2018-2019	1,508
2019-2020	1,486
2020-2021	483
2021-2022	854

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.

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

Based on various data points including student data in TOPSPro (Data Integrity reports, persistence reports, attendance, CASAS data performance, and student surveys were used to identify the gaps along with the following:

1. Board meeting discussions
2. Guiding questions from the Three Year Plan guidance packet based on input from the initial 3-year planning.
3. Launchboard Data ([CLICK HERE](#))
4. Employment and Earnings Follow-up Survey
5. Student Registration information
6. Student Program Area Hours reports
7. Student surveys site specific with share out in a board meeting to inform progress. (exit survey to determine why students drop out)
8. Staff Surveys
9. Data Accountability meetings (agenda, discussions, recommendations)

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

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.

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

Address Educational Needs

2023-24 Strategies

Strategy Name

Improve student program outcomes and retention

Activity that Applies to this Strategy

Improve student program outcomes and retention

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Annual Goal: By 2023-24 SY, the consortium will increase student program outcomes and retention by 3%

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.

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 participant in targeted professional development aligned with objectives and goals
- SBAEC will continue revise bylaws as needed to maintain effectiveness 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

2023-24 Strategies

Strategy Name

Improve transition to post-secondary education

Activity that Applies to this Strategy

Improve transition to post-secondary education

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

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.

Annual Goal: By 2023-24 SY, the consortium will increase the seamlessness of students' transition to post-secondary education and the workforce by 3%.

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)
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- Continue to develop a support system for academic transitions
- Develop a better tracking system of transitions (DOB, Names, etc.)
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- 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.
- Build an educational plan based on student strengths. Targeting students that are ready
- Provide Internship opportunities

Improve Effectiveness of Services

2023-24 Strategies

Strategy Name

Improve student program outcomes and retention

Activity that Applies to this Strategy

Improve student program outcomes and retention

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

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- Build an educational plan based on student strengths. Targeting students that are ready
- Provide Internship opportunities

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 majority of CAEP program funds are allocated to instructional and non-instructional salaries to support programs and services provided to consortium students according to the strategies outlined in SBAEC's 2022-2025 Consortium Three Year Plan and the 2023-24 Annual Plan.

All funding is directed towards the following short term and long term goals indicated in the Three Year Plan.

Short Term Goals (12 months)

1. By 2023-24 SY, the consortium will increase awareness and leverage resources by 3% per year.
2. By 2023-24 SY, the consortium will increase the seamlessness of students' transition to post-secondary education and the workforce by 3%.
3. By 2023-24 SY, the consortium will increase student program outcomes and retention by 3%.

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.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

South Bay Adult Education Consortium members will allocate funds to achieve the goals identified in our Three Year Plan and follow the procedures regarding carryover according to our ByLaws.

South Bay Adult Education Consortium members will allocate funds to achieve the goals identified in our Three Year Plan and follow the procedures regarding carryover according to our ByLaws ([LINK](#)). The consortium on an annual basis will provide fiscal administration for all programs carried out by the consortium. Carryover will align with current legislative policy AB-1491 ([LINK](#)) as of May 2023 and according to the carryover threshold indicated in the most current CFAD.

Certification

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08/11/2023 11:51 AM PDT

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08/15/2023 02:05 PM PDT

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08/11/2023 01:40 PM PDT

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