



AB104 Adult Education Block Grant South Bay Adult Education Consortium Annual Plan for 2015-16

Section 1: Consortium Information

1.1 Consortium Grant Number:

15-328-015

1.2 Consortium Name:

South Bay Adult Education Consortium

1.3 Primary Contact Name:

Roberta (Bobby) Becka

1.4 Primary Contact Email:

rbecka@elcamino.edu

1.5 Fiscal Agent Name:

El Camino College

1.6 Fiscal Agent Email:

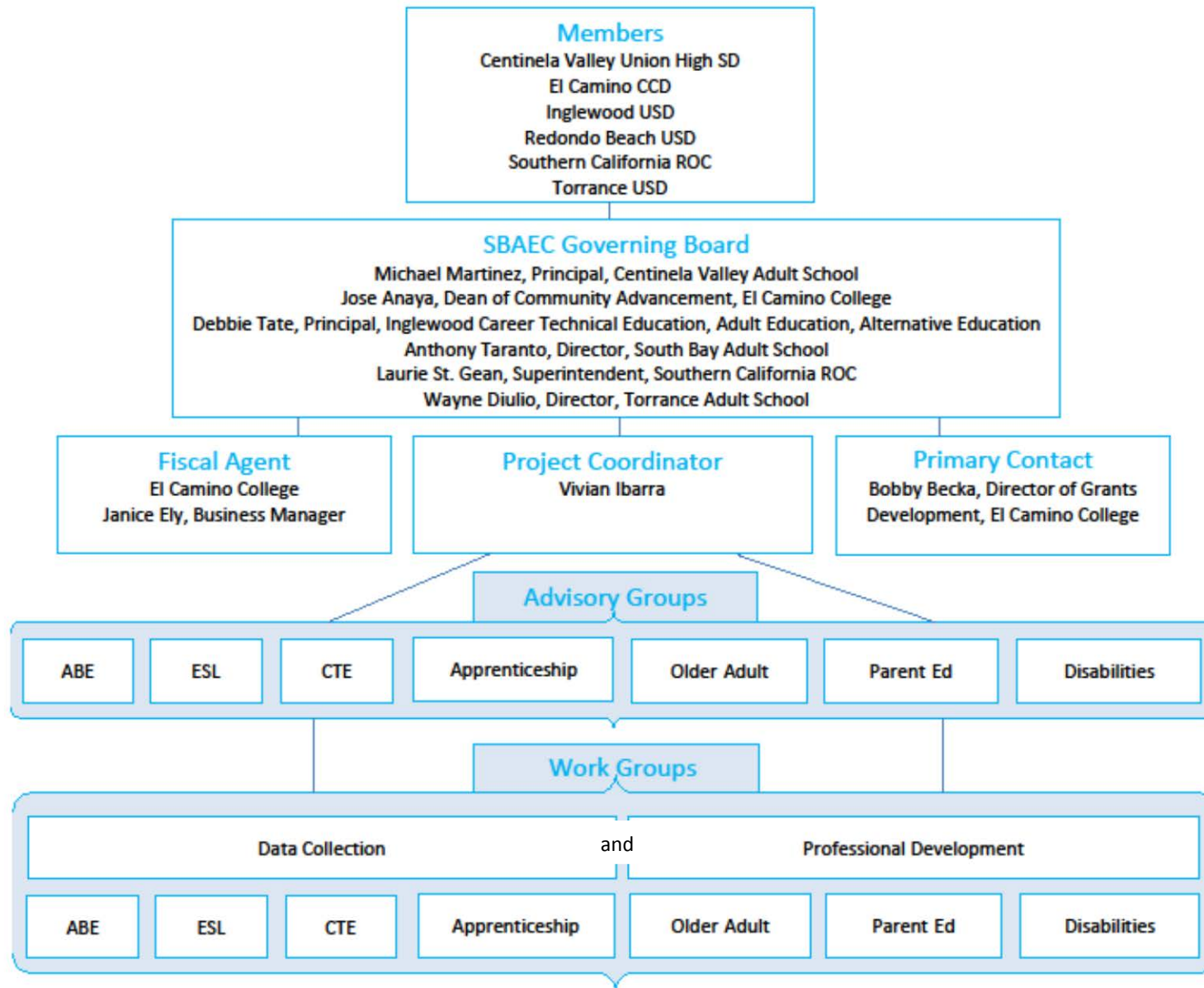
rbecka@elcamino.edu

1.7 Identify each member organization currently within your Consortium, and their representative.

1.7a. Organization	Representative Name 1.7b.	Representative Phone 1.7c.	1.7d. Representative Email	1.7e. Date Approved
Centinela Valley Union High School District	Michael Martinez	(434)255-4066 x3701	martinezm@centinela.k12.ca.us	10/13/15
El Camino College	Jose Anaya	(310)973-3165	janaya@elcamino.edu	10/19/15
Inglewood Unified School District	Debra Tate	(310)330-5220	dtate@inglewood.k12.ca.us	10/20/15
Redondo Beach Unified School District	Anthony Taranto	(310)937-3340	ataranto@rbusd.org	10/13/15
Southern California ROC	Laurie St. Gean	(310)224-4222	DrStGean@scroc.k12.ca.us	11/19/15
Torrance Unified School District	Wayne Diulio	(310)972-6500 x8400	wdiulio@tusd.org	9/16/15

1.8 Use the Governance Template to describe how your Consortium operates programmatically and fiscally.

1.9 Attach an organizational chart.



1.10 Describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

El Camino College will act as the fiscal agent for the adult education block grant. Contracts will be made between El Camino College and each member's institution in order to distribute the funding.

Block grant expenses will be certified by Janice Ely, Business Manager at El Camino College. The expenses reported will include payments made under contract with the member institutions and expenses incurred by the college directly. The members and/or the project coordinator will report each member's expenses as required by the Chancellor's office and/or the state.

Fiscal agent responsibilities:

1. Enter and certify quarterly expenditures.
2. Verify completion and accuracy of data entered by the Project Coordinator.

Project Coordinator fiscal responsibilities:

1. Collect and maintain detailed quarterly expense reports from each member.
2. Report expenditures to the Chancellor's office and or the State as required.
3. Complete any other financial reports required by the Chancellor's office or the State.

Members' fiscal responsibilities:

1. Provide a quarterly expense report showing total spent by object code and a short narrative showing how funding is consistent with the adult education plan.
2. Maintain detailed accounting records of all funds spent on adult education including block grant funds; State distributed maintenance of effort funds; fees charged; plus any additional funding from programs such as: Adult Perkins, WIOA, CalWorks, LCFF, CCD Apportionment or other sources.
3. El Camino College's Business Manager will be the Certifying Officer.
4. Comply with audit requirements.

Section 2: Plan Summary for Program Year 2015-16

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium's AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16?

Executive Summary

The South Bay Adult Education Consortium (SBAEC) is located within Los Angeles County and consists of the following members: Centinela Valley Union High School District, El Camino Community College District, Inglewood Unified School District, Redondo Beach Unified School District, Torrance Unified School District and Southern California Regional Occupational Center(JPA, membership in progress).

The 60 square-mile region has a population of 580,000 people (demographics include 47% Hispanic, 21% White, 13% African American, 11% Asian, 8% Other). Nearly 13% of the region is in poverty and 8.2% are disabled. Over 70,000 people over 18 do not have a high school diploma; 102,273 speak English less than very well; and 85,350 are not a currently a US Citizen.

Adult education providers in the region have been hit hard by recessionary budget cuts. Between 2008 and 2014, the adult schools' unduplicated enrollment in the five program areas (as identified by AB86) dropped from 28,000 to just 7,850 students.

The SBAEC's plan for the program year 2015-16 is to work diligently on the following goals:

Administrative Goals: Hire an adult education project coordinator and complete all requirements of the Chancellor's Office and the CA Department of Education.

Student Placement and Assessment Goals: Create a system of cross-referrals between adult schools and the college. Finalize an assessment plan.

Student Success Goals: Hire counselors, design pathways, hire faculty and add classes as need to increase student success and enrollment.

Curriculum Alignment Goals: At least 50% of the current classes' curriculum will be reviewed to ensure consistent student outcomes.

Enrollment Goals: Increase enrollment (from 2012-13) at all adult schools by at least 10% in Adult Basic Education; 10% increase in classes for immigrants; 10% increase in CTE; at least 40 students enrolled in a pre-apprenticeship pathway (previously 0); and complete a needs assessment on services available for students with disabilities.

Professional Development Goals: Faculty and staff professional development hours will increase by 35% (from 2012-13) and a standardized system of professional development will be adopted by all adult schools.

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated). Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required. **Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.**

Table 3.1 included in Excel Worksheet:

[15-328-015 South Bay AEC 11-23-15 Member Allocations.pdf](#)

3.2 Consortium AEBG Allocations by Member (Estimated).

REVISED: NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook.

Table 3.2 included in Excel Worksheet:

[15-328-015 South Bay AEC 11-23-15 Member Allocations.pdf](#)

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top 3-5 key activities for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
 - Communication paths among Consortium participants and higher education
 - Defined and articulated pathways to postsecondary education or the workforce
 - Embedded access to student services including counseling, guidance, and follow-up

4.1a Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

Adult students will be appraised, placed and assessed using the CASAS competency-based assessment system. The adult schools will utilize CASAS's TOPSpro system that provides data to guide instruction, improve programs and ensuring accountability. El Camino College will use Accuplacer to assess and place students that transfer from the adult schools.

Assessment upon student enrollment:

CASAS Reading, or Listening, or Mathematics (at Adult Schools)
 In-person interview for English Oral Communication (at both systems)
 Accuplacer assessment software (at College)

Progress assessments:

CASAS Reading, Listening, Mathematics (at Adult Schools)
 Course completions
 GED (or equivalent) Pass/Fail results

Transferring between institutions:

CASAS results (for students cross-enrolling at other adult schools)
 Accuplacer results (for transfer students, for students dual enrolling, or for students referred by the college)
 Single course grades (for students moving between adult schools)

4.1b Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

Student enrollment, demographics and performance are currently being tracked with ASAP software at the adult school level and Colleague at the College level. In addition, faculty will report attendance, grades and course completions. WIOA students will continue to use the CASAS TOPSpro system. At the college level, adult school students will be tracked for course completion, attained certificates, attained degrees, transfers and job placement.

4.1c – Objective 3 continued: List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
Hire program coordinator and/or site coordinators	6 months	El Camino	Assist with all aspects of program implementation	Program outcomes met
Create referral criteria from college to adult schools	1 year	El Camino	Referral Criteria created	Referred by: section on Adult School enrollment will show 1% referral from CC
Adult schools will accept college placement test results	1 year	TUSD RBUSD CVUHSD IUSD	Staff trained to accept and enter student test results from the Accuplacer system	50% of students who were referred by El Camino will have Accuplacer test results on file and will not need to retake assessment tests.

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Create a detailed workplan for IT support and communications.	1 year	Program Coordinator	Workplan created	Workplan able to be implemented in 2016-17 school year (funding and consortium permitting)
Create a detailed workplan for improving adult school student assessments.	1 year	Program Coordinator	Workplan created	Workplan able to be implemented in 2016-17 school year (funding and consortium permitting)
Hire counseling staff, pathway developers and assistants as needed	1 year	All	Staff hired	Staff evaluations showing progress toward one-year plan
Students will complete an education/career plan	1 year	Adult Schools	Plans created	15% of adult school students will have an education plan and/or career plan on file by the end of 15-16

4.2 - Objective 4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs* within the Consortium’s region), updated in your Updated AB104 3-year Plan.

Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Create program area advisory and work groups to inform members and program coordinator	6 months	All members	Recommendations made and adopted	Assessment by members and program coordinator of progress toward goals
Align curriculum between adult schools and smooth transition to college courses	1 year	All adult schools	Aligned curriculum and courses	Students ability to progress without additional classes or hurdles
Add classes and hire faculty in ABE, ESL and CTE	1 year	All adult schools	Classes added and faculty hired	Enrollment increases
Outreach to adult students	1 year	All members	Inform students of program options	Enrollment increases
Needs assessment of Disabled Student Services	1 year	All adult schools	Increased options for disabled students	Disabled student enrollment increases

4.3 - Objective 5: Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress.

Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Outreach and partnerships with High Schools	1 year	All Adult Schools	Increased participation in high school diploma program(s)	Increased enrollment of 18 – 20 yr. old students
Create contextualized courses incorporating English and Math for the workplace	1 year	All Adult Schools	Increased employability in a shorter amount of time	Students reporting higher earnings vs. baseline data.
Create system of course evaluation	1 year	All Adult Schools	Courses will be evaluated on a regular basis to assess effectiveness, relevance and success of students.	Using student grade data, survey data and retention data, each class can be evaluated objectively.

4.4 - Objective 6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the "college readiness" skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Professional Development work plan	1 year	All	Detailed plan of professional development requirements disseminated to all adult school faculty	Faculty and staff participating in an increased number of professional development activities
Training for serving Non-traditional students	1 year	All	Provide all staff with training in student diversity	All staff offered training. Faculty to be required to participate.
Technology Training	1 year	Adult Schools	Provide staff with technology training.	All staff offered training. Faculty to be required to participate.
Create professional development groups	1 year	All	Professional development group with advise coordinator on the work plan and available professional development opportunities	Program coordinator and members will assess the group's progress toward the one and three-year plans.
Professional Development dissemination	1 year	All	Professional development activities and materials disseminated to all school's staff and faculty.	Increased satisfaction of attended professional development activities as reported by faculty and staff

4.5 - Objective 7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education

- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

Examples of activities include:

- Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
 - Expanding utilization of existing regional resources for Adult Education students
 - Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs
- List activities to leverage existing regional structures and utilization of resources.

Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Outreach and Inform	South Bay WIB	Referrals	All	6 months	CTE students	Enrollment increase
Outreach and Inform	Southwest SELPA	Referrals	All	6 months	Students with Disabilities	Enrollment increase
Outreach and Inform	EDD Los Angeles County office of Education	Referrals	All	1 year	ABE, ESL, CTE students	Enrollment increase
Outreach and Inform	CalWORKS	Referrals	All	Ongoing	ABE, ESL, CTE students	Enrollment increase
Involvement	Local Chambers of Commerce	Information	All	Ongoing	N/A	Informed members
Vocational Training	Goodwill and/or other business	Students in vocational training courses	All	1 year	Students with Disabilities	Customized vocational training program completed
Connect to	Apprentice programs in high-need areas	Take in students	All	1 year	N/A	Student enter an apprentice or pre-apprentice program

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.

Table 5.1 included in Excel Worksheet:

[15-328-015 South Bay AEC 11-23-15 Member Allocations.pdf](#)

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the [Performance Measures Workbook](#) for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.1 included in Excel Worksheet:

[15-328-015 South Bay AEC 11-23-15 Performance Measures.pdf](#)

6.2 Project Performance Outcome Targets. Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Table 6.2 included in Excel Worksheet:

15-328-015 South Bay AEC 11-23-15 Performance Measures.pdf

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

No extenuating circumstances.

6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional – see Guidance document for information)

Not known at this time.

6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

The following approaches have been identified as methods to evaluate consortium effectiveness.

Increased unduplicated enrollment

Improvement in Accuplacer test results for incoming adult students

Aligned curriculum

Adult school students that transfer to college

Reduced time to completion at adult schools

Section 7: Consortium Member Signature Blocks

Name:

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11/20/15

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11/20/15

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Debra Tate

Consortium Member Signature Blocks (Continued)

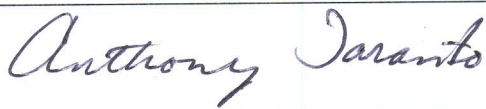
Name: Anthony Taranto

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Date: 11/20/2015

Signature:



Name: Laurie St. Gean

Consortia Member: Southern California Regional Occupational Center

Email: DrStGean@scroc.k12.ca.us

Date: 12/11/15

Signature:



Name: Wayne Diulio

Consortia Member: Torrance Unified School District

Email: wdiulio@tusd.org

Date: 11/20/15

Signature:

