



**AB104 Adult Education Block Grant  
South Bay Adult Education Consortium  
Three-Year Consortia Plan Update from AB86**

## Section 1: Consortium Information

**1.1 Consortium Planning Grant Number:**

13-328-015

**1.2 Consortium Name:**

South Bay Adult Education Consortium

**1.3 Primary Contact Name:**

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**1.4 Primary Contact Email:**

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## Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

**2.1** Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals.

### Executive Summary

In response to California Assembly Bill 86 and 104 the South Bay Adult Education Consortium (SBAEC) was formed with the goal to improve the regional delivery of Adult Education in the following seven program areas: programs in elementary and secondary basic skills; programs for immigrants in citizenship, English as a second language, and workforce preparation; programs for adults that are primarily related to entry or reentry into the workforce; programs for adults that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school; programs for adults with disabilities; programs in career technical education that are short term in nature and have high employment potential; and programs offering preapprenticeship training activities.

SBAEC's region is the El Camino Community College District which covers approximately 60 square miles of Southern Los Angeles County. The region is home to approximately 580,000 people and the area demographics include 47% Hispanic, 21% White, 13% African American, 11% Asian, 8% Other. 13% of the region is in poverty, 8.2% are disabled and those over 18 years old, 24% speak English less than very well. Over 70,000 people over 18 in the region do not have a high school diploma; 102,273 speak English less than very well; 85,350 are not a currently a US Citizen.

Between 2008 and 2014, adult education in the region was hit hard by recessionary budget cuts. Cumulatively, the adult schools' unduplicated enrollment in the five program areas dropped from 28,000 to just 7,850. Two of the region's adult schools reduced enrollment to just a few hundred students each.

In June, 2015 Assembly Bill 104 (AB104) provided funding for the implementation of the adult education plan funded under AB86. AB104 included two additional program areas: programs for adults to enter or reenter the workforce and programs for adults that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. The SBAEC members will receive a total of \$9,652,977 in funding which includes the Maintenance of Effort funding distributed directly to the K-12 school districts for adult education and the Block Grant which will be distributed to the fiscal agent. In addition, AB104 legislation required that Joint Powers Authorities and County Offices of Education become members of regional consortia. One additional member was identified and will be allowed to become a member due to the AB104 legislation. Each member institution's board will appoint a representative to participate in the decision-making, distribution schedule and future plans for adult education.

The South Bay Adult Education Consortium currently 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  
Southern California Regional Occupational Center

The SBAEC has the following objectives for the 2015-2018 Block Grant Period:

#### Administrative Goals:

- Hire a Project Coordinator and site coordinators (as needed).
- Finalize and continue to develop relationships with consortium members.
- Finalize the one year plan, three year plan, and governance report. Provide timely status and budgetary reports to state and local agencies as required.
- Design and implement standard operating procedures, forms, reports, and contracts.
- Formalize Advisory Groups and Work Groups.
- Work collaboratively on a funding distribution schedule that best serves the students in the region and has the best return on investment.

#### Communication Goals:

- Establish and maintain online communication via a website that is updated frequently with meeting agendas, minutes and recent news.
- Establish procedures to inform stakeholders. Inform stakeholders as needed.
- Establish procedures for communicating with students. Inform students as needed.
- Establish procedures for communicating with faculty. Inform faculty as needed.

#### Student Assessment and Placement Goals:

- Create and maintain a system of cross-referral of students between adult schools and El Camino.
- Adopt the same assessment and placement tests at all adult schools. Allow for sharing of test results between schools. Offer college assessments at adult school campuses.

#### Student Success Goals:

- Hire guidance counselors for both academic and career pathways.
- Coordinate with El Camino for transfer workshops, onsite classes and campus tours.
- Design and promote career and academic pathways. Define a pathway or academic plan for adult education students as follows:
  - 15% of students that begin in the 2015-16 school year
  - 40% of students that begin in the 2016-17 school year plus 15% of continuing students
  - 60% of students that begin in the 2017-18 school year plus 15% of continuing students
- Hire faculty as needed to accomplish goals and serve students.
- Add classes as needed to accomplish goals and serve students.
- Student time-to-completion improved.
- An improving student transfer rate. A goal of 5% of students per year per school will transfer to a post-secondary school, an internship or a preapprenticeship program.

#### Curriculum Alignment Goals:

- Create a system standardized curriculum that is consistent across all adult schools and transitions seamlessly to El Camino in the following areas:
  - Adult Basic Education in Math and English to transfer to one-Level below transfer level English and Math at El Camino College.
  - English as a Second Language course sequence will end instruction one-level below transfer level English at El Camino College. ESL courses at adult schools will align with ESL courses at El Camino to allow for smooth transition to college when and if the student is ready for transfer

- Create and maintain a system of curriculum development and approval for maintaining the alignment between schools.

#### Enrollment Goals:

- Increase unduplicated enrollment in Adult Basic Education by 35% (over 2012-13) by 2017-18.
- Increase unduplicated enrollment in Classes for Immigrants by 35% (over 2012-13) by 2017-18.
- Increase unduplicated enrollment in CTE classes by 25% (over 2012-13) by 2017-18.
- Develop preapprenticeship pathways from the adult school CTE programs with the goal of 15% of Adult School CTE program participants moving on to preapprenticeship training programs by 2017-18.
- Complete a needs assessment for services needed for disabled students. Adopt an enrollment goal of 5% of each schools' total student count to be self-identified as disabled in some way.
- Restructure current older adult courses and/or create classes for older adults to enter or re-enter the workforce at Torrance Adult School and South Bay Adult School. Complete a needs assessment for Inglewood and Centinela's region. The consortium has an unduplicated enrollment goal of 500 students in this program area per year by 2017-18.
- Develop and/or restructure current courses to focus on programs for adults that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school at Torrance Adult School and South Bay Adult School. Complete a needs assessment for Inglewood and Centinela's region. The consortium has an unduplicated enrollment goal of 500 students in this program area per year by 2017-18.

#### Professional Development Goals:

- Faculty and staff professional development hours will increase each year (from 2012-13) and a standardized system of tracking and disseminating professional development activities will be adopted by all adult schools. Professional Development goal by 2017-18 is 24 hours per faculty and 12 hours per staff per year.
- Faculty and staff will participate in technology training, sensitivity training and subject area training.
- The consortium will work towards a collaboration with each other in providing professional development activities and dissemination.

Each member will be reporting their detailed list of work performed and expenses incurred on a quarterly basis to the program coordinator. The program coordinator will provide a wrap-up report to the fiscal agent for reporting to the Chancellor's Office.

**2.2** Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

**2.2a Objective #1:** An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Consortium members will conduct a needs assessment and make recommendations on the additional two program areas: Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce and Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

**2.2b Objective #2:** An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86;

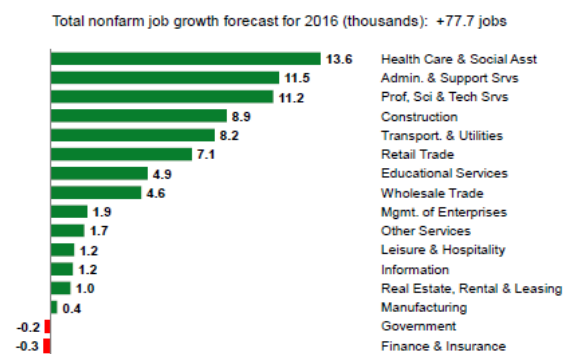
school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

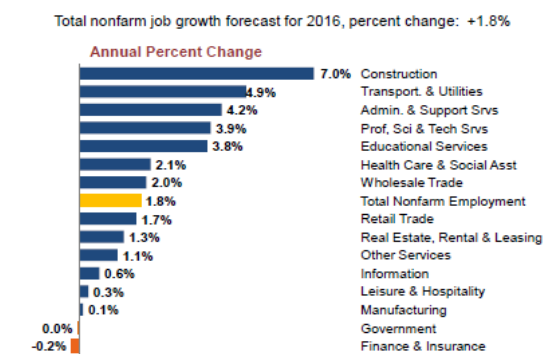
The following charts and information were obtained to inform future decision making.

### L.A. County Employment Growth, 2016



Source: CA EDD, Labor Market Information Division, forecast by LAEDC

### L.A. County Employment Growth, 2016



Source: CA EDD, Labor Market Information Division, forecast by LAEDC

Table 20: South Bay/LAX Core Employment, Annual average, thousands

Year	Total Core Employment	Natural Resources	Construction	Manufacturing	Wholesale Trade	Retail Trade	Transport. & Utilities	Information	Financial Activities	Professional & Business Services	Education & Health Services	Leisure & Hospitality
2009	394.0	2.0	14.6	74.2	24.0	45.4	41.4	8.9	20.4	69.9	45.5	47.7
2010	388.0	2.0	12.3	72.1	23.8	43.5	41.1	10.9	19.5	68.5	46.2	48.1
2011	393.9	2.0	12.6	69.3	23.1	44.6	41.7	11.8	19.8	72.4	47.8	48.9
2012	402.8	2.0	14.0	68.9	23.5	45.1	42.8	10.6	20.6	75.6	49.2	50.6
2013	405.1	1.5	14.4	69.4	23.4	45.7	32.6	10.9	21.9	76.5	57.0	51.9
2014	410.8	1.4	15.0	68.7	23.4	46.0	34.1	10.7	22.6	75.8	58.6	54.6

Source: California EDD, QCEW series

**South Bay/LAX:** In 2014, total core employment in the region was up by 1.4% or 5,700 jobs. Over the year, leisure and hospitality payrolls were up by 2,700 jobs, followed by education and health services (1,600 jobs), and transportation, warehousing and utilities (1,600 jobs). Gains were offset somewhat by losses in manufacturing (700 jobs) and professional and business services (700 jobs).

LAX passenger traffic increased moderately in the first seven months of 2015, rising by 4.4% from a year ago. Domestic passenger travel increased by 3.7%, while international passenger travel increased by 6.4%. Hotel occupancy rates near the airport decreased to 90.9% in June 2015 compared with 92.5% a year ago.

**South Los Angeles:** In 2014, total core employment was up marginally by 1.3% or 1,100 jobs. Again, education and health services saw large gains (1,300 jobs) while the remaining sectors recorded slight gains and losses, with the exception of manufacturing, which shed 700 jobs.

**Westside:** Total core employment in the region rose by 2.1% or 7,700 jobs in 2014. The leisure and hospitality sector, which added 4,000 jobs, led employment growth, followed by professional and business services (1,700 jobs), and education and health services (1,000 jobs).

As for travel and tourism, in Santa Monica the average hotel occupancy rate dipped to 87.2% in June 2015 from 88.2% a year ago. Daily room rates continued to trend up, increasing by 4.5% over the year to June 2015. Hotel occupancy in Marina Del Rey edged up to 85.0% in June from 81.3% a year ago. Office vacancy rates improved in the second quarter of 2015 to the lowest rate since 2008.

**2.3** Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

**2.3a** Placement of adults (including but not limited to older adults) seeking education and workforce services.

Adult students seeking education and workforce services will be assessed during the enrollment process for proper placement in academic and CTE courses. In addition, a career or academic pathway will be assigned to students by a counselor or advisor. Students' progress will be tracked by the counseling division and interventions will be performed as needed.

**2.3b** Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

The following areas have been recognized as potential areas where the college could provide preapprenticeship training approved by the Division of Apprenticeship Standards:

Cosmetologist

Electrician

Fastener Technician

Fire Fighter

Heating, Ventilation and Air Conditioning Worker

HVACR Service Technician

Machinist

**2.3c** Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

The Consortium members would like to expand and/or adopt parent education programs for their students. Centinela Valley Union high school district currently offers classes in this program area; Inglewood Unified School District would like to offer these classes; Redondo Beach offers



workshops that address the whole child; and Torrance Unified School District offers parent education classes.

**2.3d** Collection and availability of data.

Each member is responsible for collecting student data and making it available upon request, within reason, to the program coordinator, fiscal agent, Chancellor's Office and / or the Department of Education.

The program coordinator is responsible for the collection of data from each member and reporting out the outcomes and expenditures.

**2.3e** Qualifications of instructors (including common standards across entities).

All adult school teachers are credentialed by the State of California. College instructors have a Master's degree in their field of teaching.

**2.3f** Alignment of academic content and curricula

(Optional)

**2.3g** Alignment of educational services supported by this grant .

(Optional)

### Section 3: Consortium Member Signature Blocks

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