

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-13	15 South Bay (El Camino)

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Hutcherson, Jennifer	Project Specialist Grants Development and Management	(310) 973-3175	jhutcherson@elcamino.edu
Becka, Roberta (Bobby)	Director of Grants Development	(310) 973-3134	rbecka@elcamino.edu

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Becka, Roberta (Bobby)	Director of Grants Development	(310) 973-3134	rbecka@elcamino.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Diulio, Wayne	Torrance Unified School District	(310) 972-6500	diulio.wayne@tusd.org	09/16/2015
St. Gean, Laurie	Southern California ROC	(310) 224-4222	drstgean@scroc.k12.ca.us	11/01/2015
Taranto, Anthony	Redondo Beach Unified School District	(310) 937-3340	ataranto@rbusd.org	10/13/2015
Tate, Debra	Inglewood Unified School District	(310) 330-5220	dtate@inglewood.k12.ca.us	10/20/2015
Anaya, Jose	El Camino Community College District	(310) 973-3165	janaya@elcamino.edu	10/19/2015
Martinez, Michael	Centinela Valley Union High School District	(424) 255-4066	martinezm@centinela.k12.ca.us	10/13/2015

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- ☐ Yes
☒ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- ☒ Yes
☐ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

[sbaecorganizationchartrev81016.docx](#)

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

Block grant expense information will be collected and rolled up by the consortium manager. Each member will be held responsible for accurate and timely reporting of block grant expenses to the consortium manager.

Consortium Manager's fiscal responsibilities:

1. Collect and maintain detailed quarterly expense reports from each member institution.
2. Roll up and 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 and/or other sources.
3. Comply with the reporting needs of the Chancellor's Office, the other members of the consortium and audits.







Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- ☐ Yes
☒ No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
 Redondo Beach Unified School District	\$3,678,777
 Torrance Unified School District	\$4,678,348
 Inglewood Unified School District	\$735,621
 Centinela Valley Union High School District	\$357,837
 Southern California ROC	\$0
 El Camino Community College District	\$270,376
Total	\$9,720,959

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the upcoming Program Year.

Vision

The vision of the South Bay Adult Education Consortium (SBAEC) is to help adult learners reach their potential through pathways to higher education and employment.

A sample of accomplishments include:

Increased Communication

- Monthly public meetings.
- Consortium website - www.sbaec.wordpress.com.
- Monthly newsletter.

Increased Classes

- "Blueprint for Success", offered in partnership with WIB.
- Expansion of ECC Career Advancement Academy programs to adult school students.
- Expansion of ESL classes to meet the increased enrollment demand.
- Writers Workshop for adults.
- Math classes for HSE, Accuplacer, and accelerated learning.
- Online HS diploma classes.
- Online ESL and reading classes.

Staff Workgroups

- ESL committee review of current programs and future recommendations.

Student Support

- Counselors hired or in process to be hired at all of the adult schools.
- Created a Student Service Center at Torrance Adult School.
- ECC counselors visiting adult schools to transition students.

Consortium Goals for 16-17:

Seamless Transition:

1. New classes are being created to help students transition from adult school to community college. ECC classes are going to be offered on adult school campuses.
 2. Additional counselors are being hired to develop education/career plans.
- The consortium is looking for a student information system that can be shared across programs.

Gaps in Services:

1. ESL, CTE, ABE, ASE teacher workgroups will meet to make recommendations for program alignment and successful transitions.
2. Additional classes to be offered in ABE, ESL, and CTE.
3. A community liaison will be hired to improve community partnerships and awareness of programs.
4. Additional counselors are being hired to develop education/career plans.

Accelerate Student Progress:

1. Create accelerated CTE and basic skills classes including contextualized instruction in English and math.
2. Incorporate College and Career Readiness standards in ESL & High School Diploma programs which will include curriculum alignment across the adult schools.
3. Increase the number of students taking the CASAS assessment showing increased test scores.
4. Expand the use of online classes for nontraditional students.
5. Expand counseling to include ECC counselors on adult school campuses.

Professional Development:

1. Create a comprehensive professional development work plan that compliments College and Career Readiness Standards (CCR standards), serving students with special needs, aligns consistent data collection, and training in technology. Incorporate institutional professional development based on Consortium data to address program efficiency and maximize student outcomes.
2. Use program area work groups to align and calibrate curriculum to meet the CCR Standards
3. Pairing of ECC ESL instructor with an adult school ESL instructor of the same discipline.

Leveraging Resources:

1. The consortium will work with local community partners to create awareness about consortium programs, and work collaboratively to serve the needs of the adult education population.
2. The consortium will work with the local One Stop by participating in an MOU for all WIOA eligible students.
3. Adult schools will work with the CTE program from ECC to offer training in high demand jobs in the region.

· Note - Southern California ROC has chosen not to attend planning meetings or provide data in the development of this plan

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Accord Community First	Community based	Job training
Cal Water	Community based	Adult conservation training
California Department of Rehabilitation	State Agency	Services for Ex-offenders
Center for the Pacific Asian Family	Community based	Domestic violence
City of Redondo Beach Senior & Family Services	Community based	Advocacy, Disabled, Legal, Health Services
Employment Development Department	State Agency	Unemployment services
Family First	Charter School	High School diploma
Family Unity	Community based	Homeless shelter
Friends Outside LA	Community based	Support Services
Friendship Circle	Community based	Adults with disabilities
Harbor Regional Center in Torrance	Community based	Various family services
Inglewood Public Library	Community based	Adult family literacy
Job Corp	State Agency	Education and training program
Los Angeles County DPSS	State Agency	Community assistance
Redondo Beach Chamber of Commerce	Community based	Adult safety training
SER California	Community based	Affordable housing and social services
South Bay Workforce Investment Board	Workforce Agency	Job recruitment, training, and placement
Southern California Indian Center	Community based	Workforce development
Torrance Memorial Hospital	Community based	Various adult and family services
Torrance Police Department	Community based	Adult safety training
West Basin	Community based	Adult Conservation Training
Youthbuild	Community based	Education, counseling, job skills

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

The Consortium partnered with the South Bay Workforce Investment Board (WIB) via the Torrance One Stop to offer the "Blueprint for Success" job training at one of the adult schools. This class was designed for high level ESL students who were ready to transition from ESL classes to higher education or the work place. During the class students received 30 hours of instruction focused on job seeking skills, training and self-management, and more. Students researched the job market and looked at possible career choices. During the classes they practiced writing resumes and cover letters, as well as having mock interviews. At the conclusion of the class, students who completed at least 70% of the 30 hours of instruction received certificates and participated in a mini job fair.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

- * Expansion of El Camino College Career Advancement Academy programs to adult school students.
 - * Signed a MOU with WIB to offer career pathway assistance through a system of cross referrals for student pathways in furthering their education or upgrading their skills and training along with placement in wage sustaining jobs in high demand industries.
 - * Counselors hired or in process to be hired at all of the adult schools.
 - * Expansion of ESL classes to meet the increased enrollment demand.
 - * Piloted math classes to assist adults in general math, better placement on the Accuplacer, and to pass one of the high school equivalency exams.
 - * Blended math instruction using Smartphones and online programs to accelerate student learning.
 - * Blended ESL classes using online instruction to augment and accelerate learning English.
 - * Piloted the creation of a Student Service Center.
 - * Expansion of Online high school diploma classes for adult learners.
 - * Implementation of a new online reading program to accelerate adult learners progress to transition to El Camino.
 - * Writers Workshop for adults to pass the writing portion of the high school equivalency exam.
 - * Expanded collaboration with El Camino College to assist math students placement in credit level classes.

- * Adult schools need to go back to ADA funding in order to place the dollars in the areas with the greatest need.

- * As a result of removing the ability to charge fees in ESL classes, student persistence has decreased for the first time since fees were instituted.
- * All adult schools funded at a baseline year of 2012-13. Operating costs have skyrocketed with the increase in PERS/STRS and other institutionalized costs.
- * Limited funding for professional development needed to restructure adult ed programs.
- * Limited funding for the creation of new pathways for students to enter and enroll at El Camino College.
- * Adult schools that were significantly reduced or closed did not receive enough funding to rebuild their schools and programs.
- * The high cost of creating awareness in the community of services offered.
- * Timely and appropriate student outcome requirements from the CDE and Chancellor's office to measure the success of adult schools and consortium.
- * Collective bargaining agreements differ between members of the consortium.
- * Consistent data collection is problematic.
- * The need for a uniform student information management system.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

How students will be appraised, placed and assessed:

- * The adult schools have been successful using the CASAS system to appraise, place, and assess students according to the WIOA grant guidelines.
- * ECC uses Accuplacer to assess and place students that transfer from the adult schools.
- * El Civics assessments are used to measure student performance on specific ESL curriculum geared towards various themes.
- * Blended Online Reading Plus program uses built in placement and assessments.
- * Blended online EdReady Math program uses built in placement and assessments.
- * Blended online ESL classes use CASAS scores to measure student outcomes.
- * Progress of the students is monitored by teachers and recorded in the TopsPro system.

Challenges or GAPS:

- * Rebuilding adult schools that have had programs significantly reduced continues to be a challenge. An example is creating additional ESL classes and move away from multi-level classrooms. This challenge is twofold - both budgetary and the need for additional classrooms.
- * A formal process for transition is needed from and within adult schools to ECC.
- * The consortium is joining the WestEd data dashboard pilot program to track students.
- * Adult schools will align and calibrate curriculum across the region.
- * Adult schools will modify curriculum to incorporate College and Career Readiness Standards.

- * Restore ADA funding in order to place the dollars in the areas with the greatest need.
- * The consortium has regional areas of greater need. A better funding mechanism should be created similar to the governor's Local Control Funding Formula with Base, Supplemental and Concentrated funding directly assisting students with the greatest need.
- * Funding level at 2012-13 operating costs is a barrier because funds are not reflective of true costs of current programs.
- * The practices and procedures as well as the collective bargaining agreements differ between members of the consortium.
- * Data collection is problematic.
- * The high cost of creating awareness in the community of services offered.
- * The need for a uniform student information management system.
- * There is a need for a consortium wide staff development plan.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
Program Areas	Budgeted			Spent			+ / -								
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total		AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[aebg_consortiumexpenditures_160722.xlsm](#)

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

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.

How students will be appraised, placed and assessed:

- * The adult schools have been successful using the CASAS system to appraise, place, and assess students according to the WIOA grant guidelines.
- * ECC uses Accuplacer to assess and place students that transfer from the adult schools.
- * El Civics assessments are used to measure student performance on specific ESL curriculum geared towards various themes.
- * Blended Online Reading Plus program uses built in placement and assessments.
- * Blended online EdReady math program uses built in placement and assessments.
- * Blended online ESL classes use CASAS scores to measure student outcomes.
- * Progress of the students is monitored by teachers and recorded in the TopsPro system.

Challenges or Gaps:

- * Rebuilding adult schools that have had programs significantly reduced continues to be a challenge. An example is creating additional ESL classes and move away from multi-level classrooms. This challenge is twofold - both budgetary and the need for additional classrooms.
- * A formal process for transition is needed from and within adult schools to ECC.
- * The consortium is joining the WestEd data dashboard pilot program to track students.
- * Adult schools will align and calibrate curriculum across the region.
- * Adult schools will modify curriculum to incorporate College and Career Readiness Standards.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Accuplacer	The College Board	Student assessment system
ASAP	Administrative Software Applications	Data collection, registration and class management software
California Adult Literacy Professional Development Project (CALPRO)	California Department of Education, Adult Education Office	Professional Development for Adult Education Teachers
Comprehensive Adult Student Assessment Systems (CASAS)	Comprehensive Adult Student Assessment Systems	Document progress, report results, guide instruction
EdReady	Monterey Institute for Technical Education	Math Development Program
Outreach & Technical Assistance Network (OTAN)	Adult Education Office Career & College Transition Division (CDE)	Technical Training & Resources for Adult Educators
Oxford Plus	Oxford Press	Picture Dictionary Software
Reading Plus	Taylor Associates Community Inc.	Reading Development Program
Tops Pro Enterprise	CASAS	Data collection and analysis
USA Learns	Sacramento County Office of Education	Practice English Speaking, Reading, Writing Skills

Student Data Tracking

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:

- * Consortium members track Student enrollment, demographics and performance with ASAP software at the adult school level and Colleague at the College level.
- * Faculty report attendance, grades and course completions using CASAS as assessment and TopsPro to report student progress.
- * College level students will be tracked for course completion, attained certificates, attained degrees, transfers and job placement.

What Systems will be used to track?

- * CASAS student assessment and performance measures.
- * ASAP student information System.
- * ECC uses Accuplacer as Student Information system.
- * Registration forms.
- * The consortium is participating in the West Ed pilot.

Data Collection

- * Adult schools administer pre/post CASAS assessments.
- * Teachers review reports of student CASAS exams.
- * Teachers and staff meet with students to monitor student goals and progress.
- * Student surveys used to measure student satisfaction, achievement, and progress towards goals.
- * Standardize data collection through registration at all sites.

How will schools meet program outcomes?

- * Data collection will be complete and consistent at all schools.
- * Assessments of students will be used to guide instruction.
- * Counselors will assist with placement, assessment and academic support.
- * Student data will be reviewed by consortium board on a regular basis.
- * Regular meetings are arranged to review data.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Accuplacer	The College Board	Student assessment system
ASAP Version II&III	Administrative Software Application	Data collection, registration and class management software
Tops Pro Enterprise	CASAS	Data collection and analysis

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Improved literacy skills

- * Counselors have been hired at two adult schools to create educational plans.
- * Expansion of ESL classes to meet the increased enrollment demand.
- * Blended ESL classes using to augment and accelerate learning English.
- * Expansion of Online high school diploma classes.
- * Implementation of a new online reading program to accelerate transition to ECC.
- * Targeted writing classes.
- * ECC to assist math students placement in credit level classes.

High school diplomas or equivalents

- * Creation of a Student Service Centers.
- * Blended math instruction to accelerate student learning.
- * Piloted math classes to assist adult learners pass high school equivalency exams, and higher placement on the Accuplacer.

Post-secondary certificates, degrees, or training programs

- * Job Fairs.
- * Blueprint for Success Classes.
- * MOU with WIBs to share resources and job placement.
- * Short term career classes or training programs.
- * Adult students enrolled at ECC while completing adult school programs.

Improved wages

- * Salary surfer to inform students about high paying jobs.
- * Beginning articulation agreements with ECC to create a career pathways.
- * Expanding high school equivalency and CTE programs.

Challenges/Barriers

- * Various collective bargaining agreements(CBA), created barriers.
- * Lack of a common student information system.
- * A short implementation year and limited guidance hindered our ability to plan and implement.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Create ESL transition classes at adult schools-non credit-VESL	Development of a formal plan	Each adult school has a VESL class. Students enter college level courses show growth on pre and post test tests on math and reading
Develop noncredit CTE classes taught at adult schools under El Camino FTS Advance manufacturing Health care business	Development of a formal plan	Begin first class at adult school January 2017 Students enter college level CTE courses CASAS (2) pre and post tests on math and reading
Research and assess a student information system that will cover needs of adults to better share across the systems	System is selected and adopted	A student information system is implemented at all sites
ECC CAA hire counseling staff, pathway developers and assistants as needed	Staff hired Increased enrollment in CAA programs Job placement or continued educations upon completion of CAA program	Staff evaluations showing progress toward one-year plan
Students will complete an education/career plan	Plans are created	15% of adult school students will have an education plan and/or career plan on file by the end of 2016-17
Dual enrollment for students at ECC and adult schools.	Students are able to access programs and services at both ECC and adult school	Increased dual enrollment numbers

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Improved literacy skills

- * ESL teacher work group met to begin process of aligning and calibrating ESL curriculum throughout the consortium.

Completion of high school diplomas or their recognized equivalents

- * Embed College and Career Readiness Standards into the ESL and high school diploma programs.
- * Create new math classes to meet the needs of various student learners.
- * Evaluate current high school courses and move towards online instruction.

Completion of post-secondary certificates, degrees, or training programs

- * Create CTE courses at Centinela Adult School that were eliminated due to budget cuts.

Placement into jobs

- * Create a new Student Service Center to better serve students with intake, assessment, monitoring and setting up individual student plans.

Improved wages

- * Offer job assemblies to provide employment opportunities.

Challenges

- * The processes and procedures of districts are different for every consortium member which presented challenges in implementing new programs in a timely manner.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
ESL workgroup review curriculum for consortium alignment	Make recommendation for standard curriculum	A common curriculum is chosen for all adult school ESL programs
Develop workgroups in CTE, ASE, ABE to review programs, align programs, develop transitions, and reduce duplication of services	Each workgroup makes recommendations for alignment of curriculum, successful transitions, and reduction of duplication of services	A plan is created for implementation with consortium
Add classes and hire faculty in ABE, ESL and CTE	Faculty hired	Enrollment increases
Outreach to adult students. Hire community liaison	Inform community of program options	Enrollment increases Goal of 25 community events during year
Needs assessment of Disabled Student Services	Increased options for disabled students	Disabled student enrollment increases
Create ESL transition classes at adult schools-non credit-VESL	Develop a formal plan	Each adult school has a VESL class. Students enter college level courses show growth on pre and post tests in math and reading
Use a career coach online software to guide students in career exploration	Increased options for students	Number of students who use the program to access CTE pathways
Complete a needs assessment and implement program for helping adults with child school success	An event for parents to help students in school	Parent survey feedback
Establish CTE programs in high need areas	Increased participation	Enrollment and completion

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Improved literacy skills

- * Expansion of ESL classes to meet the increased enrollment demand.
- * Blended ESL classes using online instruction to augment and accelerate learning English.

Completion of high school diplomas or their recognized equivalents

- * Blended math instruction using Smartphones and online programs to accelerate student learning.
- * Piloted and newly created math classes to assist adult learners pass one of the high school equivalency exams.
- * Piloted and newly created online math classes to assist adults in general math and better placement of on the Accuplacer.
- * Writers Workshop for adults to pass the writing portion of the high school equivalency.
- * Expansion of Online high school diploma classes for adult learners.

Completion of post-secondary certificates, degrees, or training programs

- * Implementation of a new online reading program to accelerate adult learners progress to transition to El Camino.
- * Partnership with adult schools and ECC to share Career Advancement Academy classes with adult school students.
- * ECC Counselors went to adult schools to assist student registration for dual enrollment.

Placement into jobs

- * Added counselors to adult school campuses.
- * Additional student support services.

Improved wages

- * Job fairs at adult schools.

Challenges

- * Coordination of all programs to provide services to students.
- * A short implementation year made implementation a challenge.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Create contextualized courses incorporating English and Math for the workplace	Increased employability in a shorter amount of time	Students reporting higher earnings vs. baseline data.
Utilize and expand the use of online classes in multiple programs	Greater enrollment Outreach to non traditional students who are unable to attend school during traditional hours	Increased number of courses enrolled and completed
Hire additional counselors to collaborate with El Camino counselors	Students will have individual career success plans Dual enrollment at adult school and community college	Increased number of students with individual plans Increased ECC enrollment
Develop Student Service Centers	Increased services for students. Create Individual learning plans for students	Transition students along pathways
Offer credit level ECC classes on adult school campuses	Students get college credit while at adult school. Dual enrollment for students	Student enrollment. Number of students completed courses. Number Of students transitioning to ECC Number of educational plans created.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

- * Teachers attended CASAS conference.
 - * Site staff meetings were focused on staff development.
 - * ESL teachers met during the year to assess current programs and created a needs assessment for shared professional development.
 - * One program had staff development to pilot a transition to a new online high school diploma program during the 2016-17 school year.
 - * Staff was introduced to the College and Career Readiness Standards with additional training and implementation planned for 16-17.
- Challenges
- * The processes and procedures for each district are different for every member and presented challenges in implementing shared professional development during the 2015-16 school year.
 - * Each school already had a system of professional development in place for the 2015-16 and presenting comprehensive site specific programs to staff
 - * The consortium is creating a master calendar 2016-17 to solve the challenge of scheduling whole group staff development.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Professional Development work plan	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 student	Provide all staff with training in students with special needs	All staff offered training. Faculty to be required to participate. Non traditional student needs are met.
Technology Training	Provide staff with technology training	All staff offered training. Faculty to be required to participate. Faculty have better understanding of using technology in the classroom.
Create professional development groups	Professional development group to 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.
Establish annual consortium retreat	Create annual plan.	Goals and objectives are aligned to the mission and vision of the SBAEC
ESL Curriculum alignment CalPro for staff development on CCR standards	All staff are using CCR standards in curriculum	Increased CASAS scores for Students
ESL workgroup review curriculum for consortium alignment	Make recommendation for standard curriculum	A common curriculum is chosen for all adult school ESL programs
CTE Develop workgroups in CTE, ASE, ABE to review programs, align programs, develop transitions, and reduce duplication of services	Each workgroup makes recommendations for alignment of curriculum, successful transitions, and reduction of duplication of services	A plan is created for implementation is developed with consortium

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

- * Various consortium members have entered into MOUs with the WIB.
- * Joined the I-Train program through the One Stop to assist adult learners qualify for funding, receive job placement and other job related training.
- * Consortium members have collaborated with local Employment Development Department's (EDD).
- * Partnership with the Torrance Library to offer adult learners expanded educational opportunities.
- * Utilize funding like Employment Training Panel(ETP) and other workforce related training programs to develop programs that address the needs of local industry.
- * Partner with programs like Goodwill Industries to offer workforce development opportunities to our students.
- * Enter into agreement with local businesses under new hire programs.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Outreach and inform	South Bay WIB	Referrals	Services for CTE students	Enrollment increase
Outreach and inform	Southwest SELPA	Referrals	Services for students with disabilities	Enrollment increase
Outreach and inform	EDD Los Angeles County Office of Education	Referrals	Services for ABE, ESL, CTE students	Enrollment increase
Outreach and inform	CalWORKS	Referrals	Services for ABE, ESL, CTE students	Enrollment increase
Create awareness with the business community	Local Chambers of Commerce	Information	Community outreach liaison presents programs to community	Survey local chamber of commerce
Partner with existing Vocational Training programs to create a pathway for student	Goodwill and/or other businesses	Students in vocational training courses	Additional training and employment opportunities for students	Customized vocational training program completed
Partner with existing apprenticeship programs to create a pathway for students	Apprentice programs in high-need areas	Take in students	Partnership is established	Students enter an apprentice or pre-apprentice program

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

- ☒ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- ☒ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature



- ☒ Click here to confirm that you are ready to submit your Annual Plan.