South Bay Adult Education Consortium (El Camino CCD)
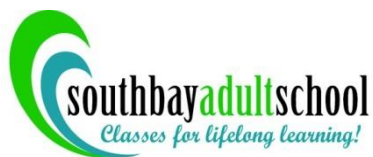## Grant # 13-328-015

Regional Comprehensive Plan – March 1, 2015

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Regional Comprehensive Plan for Adult Education

Overview

The primary purpose of adult education is to provide individuals 18 years or older with the knowledge and skills needed to reach their educational goals and to secure a good paying job. Adult education serves as a stepping stone for those who are not prepared for college or the workplace and are looking for the preparation to achieve their goals. The South Bay area of Los Angeles is home to approximately 580,000 individuals and an estimated 20% are in need of services to get them college ready or attain skills to find a better paying job. Despite the documented need for adult education in the region, the funding and infrastructure for adult schools has declined significantly due to funding constraints imposed in the past few years.

In response to California Assembly Bill 86 (AB86), which provided planning grants to regional consortia to develop plans to better serve the educational needs of adults, the South Bay Adult Education Consortium was formed to address the needs of the region and develop a comprehensive plan of action. This plan will address each type of service needed and the infrastructure will be designed with the ability to scale up as needed by the community.

The South Bay Adult Education Consortium has adopted the following Guiding Principles:

- The South Bay Adult Education (SBAE) Consortium places the highest value on students achieving their goals.
- The SBAE Consortium strives to help improve the community by providing adults with educational pathways to the workforce and higher education.
- The SBAE Consortium will work together ethically and fairly, to allocate financial resources and achieve efficiency in meeting the needs of South Bay Consortium students.
- The SBAE Consortium will share responsibility and accountability for all project and student outcomes.
- Adult education programs will be open to all without discrimination. Access and success must never be compromised.

- The South Bay Adult Education Consortium will adhere to a transparent process of open and honest communication.

Organizational Structure

El Camino College has a complementary relationship with each regional Unified School District's Adult Schools and their 'feeder' schools. Each organization has areas of strength and specialization, which allows for a natural system of cross referrals to ensure that all students receive the services they need to achieve their goals.

Member Organizations

- **Centinela Valley Adult School**, Centinela Valley Unified School District
- **El Camino College**, El Camino Community College District
- **Inglewood Community Adult School**, Inglewood Unified School District
- **South Bay Adult School**, Redondo Beach Unified School District
- **Torrance Adult School**, Torrance Unified School District

Partner Organizations

During the planning phase, the Consortium recruited local partners that will strengthen services and help address the needs of students in the region. Included are organizations that have complementary services and express an interest in partnering, existing partners of one or more consortium members, and future partners that would add value to the group. Consortium members have agreed that members will vote to include strategic partners. The partners are from a variety of fields such as: industry, education, and social service as well as local, county, and state government entities.

Shared Leadership Strategies

Members of the consortium are currently meeting once a week for two hours. The consortium is co-chaired by the Directors of Torrance Adult School and South Bay Adult School. Other members of the group include the Principals of Centinela Valley Adult School and Inglewood Community Adult School. Each consortium member has a single vote and decisions are made by a majority vote. The consortium has crafted guiding principles that help focus the consortium with planning and priorities. The budget was developed with the involvement of each member and funds are allocated for specific

projects as needed. El Camino College has entered in to a subcontract agreement with each of the school districts to reimburse them for expenses incurred on this planning grant.

Each of the consortium members have partners that may participate in the planning of services. The consortium's goal is to bring in partners that help provide programs to meet the needs of students. Partners will not be voting members of the consortium. The consortium has five members who have all agreed to share Project Management responsibilities. As each task is identified, the consortium will select a member to be responsible for its completion. Tasks may be completed by smaller sub groups involving partners or faculty members with expertise in particular areas. A consortium member will be responsible for working with each sub group and insuring timely submission of reports. Each member of the consortium who has expertise at their school site for the five areas addressed by AB86 will be asked to participate in the project planning for that area.

Description of the Planning Process

The members of the South Bay Adult Education Consortium meet each week to discuss and plan the future of adult education in the region. Consortium members work cooperatively with one another and fundamentally agree with each other's ideologies.

Description of Teacher and Faculty Involvement

The teachers and faculty involved in the planning process are part of the faculty in each of the consortium members' organizations. Teachers and faculty members are advising the consortium on basic skills, transitions and contextualized learning. The consortium members have scheduled an informational session with the Faculty Senate and a meet and greet event for adult school and community college faculty. Advisory groups will be created from faculty at all member organizations to aid in the planning process.

Communication Plan

The consortium has engaged with a publishing/public relations organization to produce a newsletter that will be distributed to the local community and stakeholders. This 12-page newsletter will outline the goals of the planning process, the future of adult education and the 5 program areas covered by the legislation of AB86.

In addition, outreach to regional stakeholders include development of a blog http://sbaec.wordpress.com/ . Each consortium member will include a link on their websites to the consortium blog. In addition, member will explore using other social media platforms for outreach to the community. Within our school districts each member will share progress of the consortium with district leadership and staff using existing communication channels that include public relations (PR) offices, community newsletters, and other avenues of public communication.

El Camino College staff has set up the South Bay Adult Education Consortium project in Basecamp, a web-based project management software which has been utilized to facilitate communication between members. Other individuals and/or partners can be added to the Basecamp project during this planning phase as the need arises.

Objective #1 – An Evaluation of Programs

The El Camino Community College District, located in Los Angeles County, includes the cities of Torrance, Lawndale, Hawthorne, Inglewood, El Segundo, Manhattan Beach, Redondo Beach and Hermosa Beach. The district covers approximately 60 square miles and is home to approximately 580,000 people. The South Bay Adult Education Consortium (SBAEC) includes one community college and four adult schools: El Camino College (ECC), Torrance Adult School (TAS), South Bay Adult School (SBAS), Inglewood Career Technical Education Adult School and Alternative Education School (ICAAS), and Centinela Valley Adult School (CVAS).

ECC has one campus located south-centrally to the district's adult schools. The adult schools have six main locations and 25 satellite locations. The Consortium served 13,289 students in the five program areas during 2013-14.

South Bay Adult Education Consortium Region

Region Demographics

The total population of the consortium area is approximately 580,000 people. The region is very diverse (47% Hispanic, 21% White, 13% African American, 11% Asian and 8% other). Of the 434,500 people that are over 18 years old, 24% of them speak English less than very well and approximately 15% of the region's population are not a US Citizen. The disabled population makes up 8.2% of the region and 13% of the region is below poverty.

Consortium Area K-12 Demographics
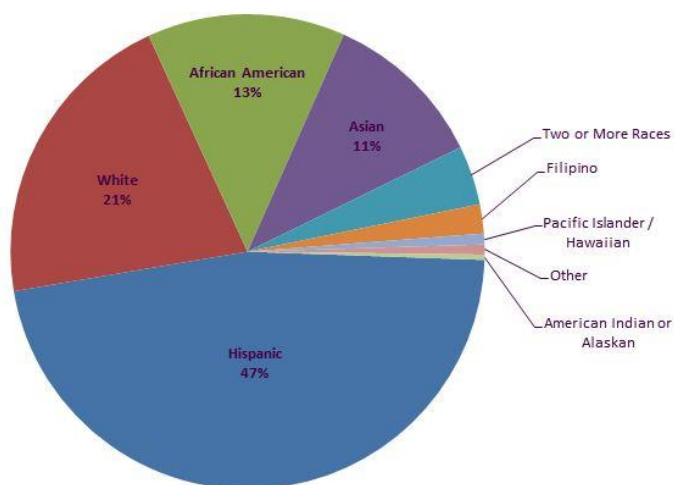
Source: Student Accountability Report Card (SARC) 2012-13

Historical Perspective

The adult schools have been in a state of financial instability due to the recession, state budget cuts and the sweeping of the adult school funds to the K-12 districts. In 2007-2008 all the adult schools were reduced by approximately 35 percent, additionally the funds went from restricted to unrestricted in the general fund. In order for adult schools to continue to serve the needs of the community, they had to move towards fee-based classes. Despite best efforts, funding reductions forced adult schools to cancel or close more classes. Inglewood and Centinela's districts have been facing additional organizational difficulties over the past few years.

At one time, Centinela Valley Union High School District (CVAS) had a robust adult school program, but in 2012-13 the district's adult school programs were practically eliminated. Today, CVAS only serves 92 people. Currently, the adult students in this

district are partially being served at Family First Adult Charter School in Lawndale, which opened in 2014.

Inglewood Unified School District was taken over by the State of California in 2012, and by the end of the year the adult school program was closed due to financial hardship. The State Administrator made the final decision to re-direct adult school funding to the K-12 general fund. In July 2013, a new state trustee was assigned to the district and reopened the adult school, but in a limited capacity.

Classes Offered

El Camino College only offers credit courses. The four adult schools only offer non-credit courses. Adult schools that offer job training programs assist students with preparation for the state exam and issue a certificate of completion at the end of each class or program. None of the consortium's potential partners offer classes for adults in the five program areas.

Adult Basic Education - Program Area 1

In 2013-14 all members offered courses in Program Area 1: adult basic education.

Courses for immigrants - Program Area 2

In 2013-14 all members offered courses in Program Area 2: courses for immigrants.

Students with Disabilities – Program Area 3

All adult school members struggle to accommodate the needs of students with disabilities within their regular classroom settings. Severely disabled students aged 18-23 are served by the K-12 districts. El Camino College offers many services for adults with disabilities including special support services, adaptive equipment and specialized instruction. A number of for-credit college courses are specifically designed for students with disabilities. The enrollment, cost and revenue figures for these courses are included in table data in the Basic Skills Program Area because they are two or more levels below transfer level.

Short-term, non-credit CTE – Program Area 4

Three adult school members (TAS, SBAS and ICAAS) offered courses in Program Area 4: Short-term, non-credit CTE courses.

Programs for Apprentices – Program Area 5

Adult schools do not have an apprenticeship program in place. El Camino College has a pre-apprenticeship program to help those students who have trouble getting in to an apprenticeship program.

Teaching Staff

Each adult school has the same set of requirements for hired faculty: A college degree and an Adult Education Teaching Credential. CTE instructors may have job experience in lieu of a college degree. At the college, all instructors must have a master's degree and at least 2 years' teaching experience or equivalent.

All schools must adhere to their specific collective bargaining agreements, which includes salaries, benefits and working conditions.

Support Services

Torrance and South Bay adult schools offers students computer labs with internet access, a College & Career Center with staff members that assist students with counseling guidance in career pathways, college planning, GED testing or other academic or career issues, and childcare for enrolled adults with children between 2-5.

Centinela does not offer support services except a small computer lab.

Inglewood's adult school has discontinued most support services due to funding cuts, but in previous years it had counselors that aided students in creating a graduation plan and a review of their academic goals. Inglewood adult school also provided free onsite childcare and used referrals to support students in need of career or academic guidance.

El Camino offers many counselors and various student support services such as: tutoring centers, a writing lab, computer labs, financial aid assistance, online courses, health center, special resource center for disabled students, job placement center and an international student program for students from abroad.

Data Collection

Each school collects student data such as name, address, phone number, and birthdate. All four adult schools use the same software to manage their student records. ECC collects all student data and is mandatory prior to enrollment. ECC tracks each student's success, grades, counseling appointments, education plan, and outcomes in certain fields.

Effectiveness

Current services are effective within the constraints of the funding. Members are meeting the educational needs of the students they are able to serve. A large portion of the population does not receive services due to the limited amount of class availability and staff reductions. Additionally, there is a lack of support services available to students attending adult school programs. Current funding does not allow for counselors, job placement services, child care or other additional support services.
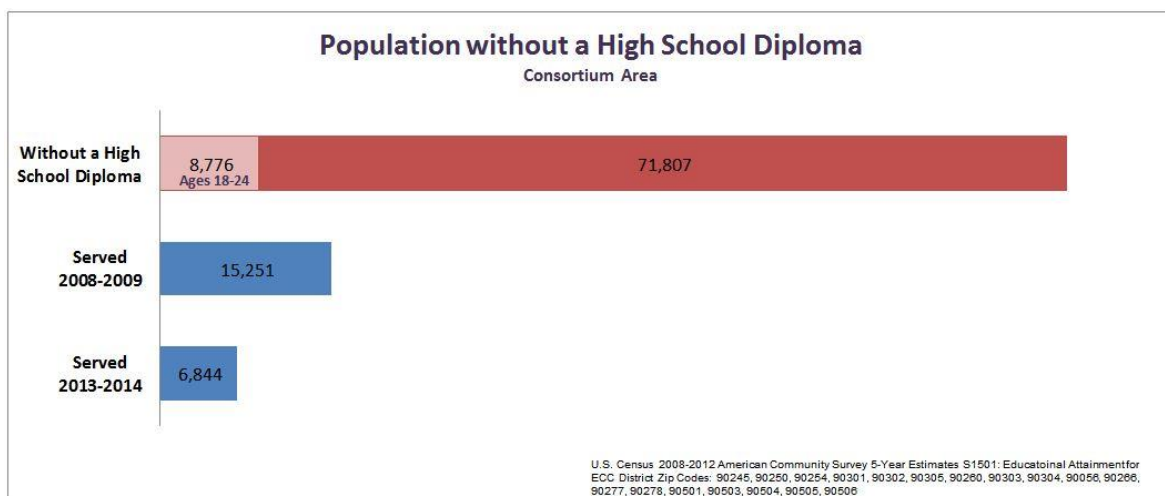
Program Area 1 – Adult Basic Skills

Services Offered and Students Served

All members have offered classes in adult basic education. Due to budget cuts, basic education programs have been significantly reduced over the past few years.

In 2013-14, the consortium served only 6,844 students in basic education; down from 7,140 students in 2012-13 and 15,251 students in 2008-09. Adult school classes are either free, or require a nominal fee. College courses are $46 per unit.

In 2012-13, El Camino College offered 9 courses in Academic Strategies, 5 courses in English, 4 courses in Mathematics, and 12 courses in Educational Development. Torrance Adult School offered basic skills courses in a lab setting where students work on their individualized program. South Bay Adult School offered online and independent study programs where students meet with a teacher once a week to complete coursework and earn a high school diploma. Centinela Valley Adult School offered 2 classes in basic skills. Inglewood's adult school offered 9 classes in basic skills in 2012-13 but has since closed those classes and now only offers a basic GED prep class.

Population without a High School Diploma
Consortium Area

Without a High School Diploma	8,776 Ages 18-24 / 71,807
Served 2008-2009	15,251
Served 2013-2014	6,844

U.S. Census 2008-2012 American Community Survey 5-Year Estimates S1501: Educatoinal Attainment for ECC District Zip Codes: 90245, 90250, 90254, 90301, 90302, 90305, 90260, 90303, 90304, 90056, 90266, 90277, 90278, 90501, 90503, 90504, 90505, 90506

The consortium served 9.5% of the students in need of a High School Diploma

Assessment

Each school has an intake process which involves assessment, counseling and placement. Some schools qualify for WIA and CASAS to track student outcomes and progress.

El Camino College students are required to take an assessment test prior to enrolling in classes. El Camino's Accuplacer placement test was developed by The College Board. Students are placed in the appropriate English and/or mathematics course based on this assessment.

The GED and CAHSEE assessments are based on ETS and state testing schedules. The assessments are required and they are used to evaluate student performance and show positive growth. They are also used to evaluate programs and the effectiveness of the classes and programs being provided.

High School Diploma Services

GED preparation classes are available at all adult schools. GED testing is done at three locations: Torrance, Centinela and South Bay Adult School. Inglewood and El Camino refer students who wish to take the GED to those schools.

Torrance and South Bay offer the CAHSEE for English Language Arts and mathematics on dates determined by California State regulations.

Outcomes

Torrance, South Bay and Inglewood track progress and graduation rates. Student test results are tracked by the Tops Pro system and the Student Information Center.

Centinela does not track outcomes or success, they have no way to track and no systems in place due to lack of funding. Centinela had a large WIA grant from CASAS testing but it may not continue because of the massive reductions of school programs.

El Camino tracks success rate and retention rates for all classes and students.

Adequacy

The adequacy and quality of Torrance and South Bay Adult Schools' basic education, high school diploma and GED programs can be measured by the revised and updated curriculum through the use of online providers. This service has allowed implementation of common core strategies in all of its courses in the ASE program. Also, all online curriculum must go through a strenuous approval process for all classes that include common core, California standards, UC approval and an online national quality standard review called International Association for K-12 Online Learning (iNACOL). Staff has been attending common core professional development to assist, monitor and implement learning strategies.

The programs that are currently offered are quality services. The number of programs available are not adequate to meet the needs of the community.

El Camino has implemented the Basic Skills Initiative since 2007-08. The college has organized a basic skills advisory group that supports and promotes retention, persistence, and success of basic skills students. El Camino also provides drop-in math tutoring and a learning resource center which offers tutoring in basic skills and a study center for computer aided instruction.

Nearly 61,000 adults in the consortium's region do not have a high school diploma. During 2008-09 the consortium served 25% of those that needed services. Since then, enrollment has continuously dropped as funding has declined and classes have been closed.
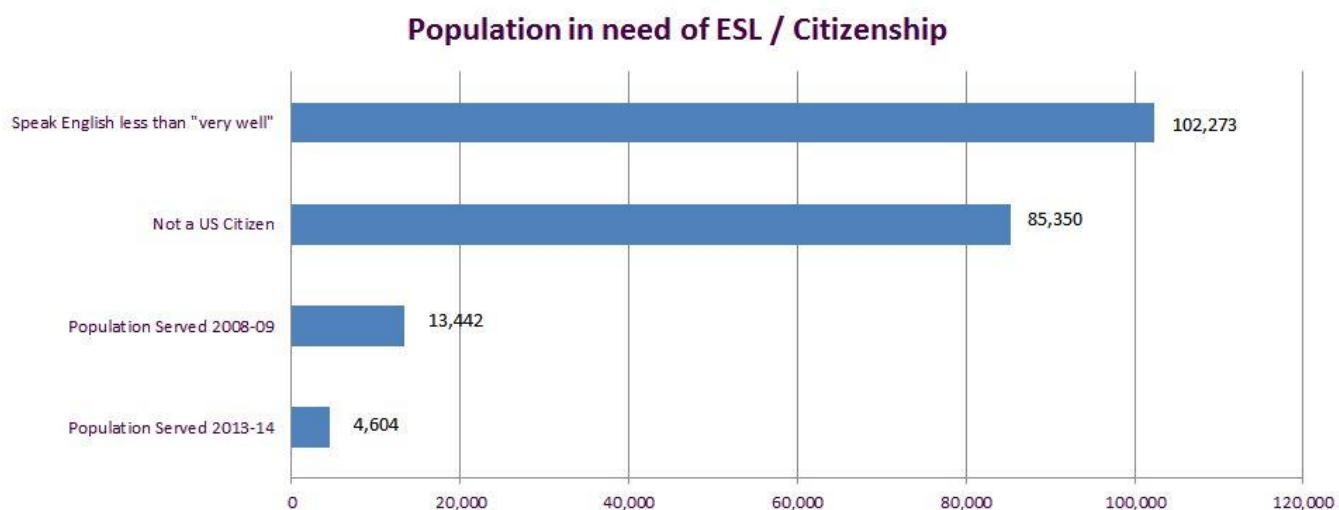
Program Area 2 – Classes for Immigrants

Services offered and students served

All members offer classes and courses for immigrants. Due to budget cuts, ESL programs have been significantly reduced or eliminated.

In 2013-14, the consortium served 4,604 students in Program Area 2; down from 4,938 students in 2012-13 and 13,442 students in 2008-09. Adult school classes are either free, or require a nominal fee. College courses are $46 per unit.

In 2012-13 El Camino College offered 25 courses in ESL; Torrance offered 42 classes; South Bay Adult School offered 13 ESL classes and ESL/citizenship which includes classroom and online instruction for students that wish to become citizens; Inglewood offered 10 classes in ESL in 2012-13 but has since closed all except 2 classes; and Centinela offered 4 ESL classes.

Population in need of ESL / Citizenship

Category	Value
Speak English less than "very well"	102,273
Not a US Citizen	85,350
Population Served 2008-09	13,442
Population Served 2013-14	4,604

The Consortium serves fewer than 5% of the students needing to learn English.

Assessment

El Camino's ESL assessment consists of a computerized reading skills test, a questionnaire, an English writing sample, an oral interview, and an orientation to the

College. The comprehensive ESL assessment places students into Listening/Speaking (Oral), Reading, and Writing courses.

Torrance Adult School students are required to take an assessment test during enrollment. South Bay Adult School students complete an entry form which provides a better understanding of learning goals and collection of demographic information.

Inglewood's adult school students are placed in programs based on initial assessment and past educational history.

Centinela Valley Adult School students are not required to take an assessment test. All students take the CASAS Life and Work Series 80 e-test online, and a post-test after a minimum of 40 hours of instruction.

Outcomes

Torrance, Inglewood and South Bay adult schools track progress and graduation rates. Student test results are tracked by the Tops Pro system and the Student Information Center. Centinela does not track outcomes or success, there is no way to track and no systems in place due to reduction in funding. El Camino tracks success rate and retention rates for all courses.

Adequacy

The adequacy and quality of Torrance's ESL classes, classes for immigrants, citizenship and workforce preparation and basic skills programs can be measured by updated curriculum to address the upcoming Western Association Schools & Colleges (WASC) accreditation visit. The changes have incorporated real-life skills for academic workplace, daily life skills, 21st Century Skills, CASAS and SCANS competencies and California Model Standards. Additionally, ESL classes have increased access through online classes for students at the intermediate and advances learning levels. New EL civics courses were created to increase students' skills in obtaining a job. The students learn to write a resume, interview techniques and other workplace skills. ESL students who took a pre and post CASAS exam at the literacy, beginning low and beginning high levels had an average course completion rate of 85%.

The adequacy of South Bay Adult School (SBAS) can be measured by the data from students who take both the pre and post assessment tests. California State's goal for 2012-13 was 64% and SBAS had 78% of learners complete a level after starting at the lowest level. The data for 2013-14 shows 80% of fall term students have already completed a level. In Fall of 2013 SBAS changed their curriculum and added staff development for using test results to improve classroom instruction.

The consortium's region has a very high need for ESL and Citizenship classes. Over 100,000 people speak English less than "very well" and over 85,000 are not immigrants who are not currently a US citizen. The region's ESL and citizenship classes have been drastically reduced over the last few years, serving only 4,604 people in 2013-14.

Program Area 3 – Services for Disabled (non-credit)

Services offered and students served

Adult schools do not have specific classes that have been designed for students with disabilities. Many adult programs have served students with disabilities but may have used basic education curriculum or ESL teaching strategies for beginning students.

Local K-12 school districts serve special education students from the ages of 18-22 years old. Once the student reaches 23 years old, the local school district no longer serves the student. For the severely handicapped students there is no transition plan or adult school support in the school district.

El Camino College has a well-developed program for students with disabilities. These programs are for-credit and are not reported in Program Area 3.

Outcomes

The adult schools do not track or recruit students with disabilities.

Adequacy

The adequacy and quality of the services for disabled adult school students is difficult to measure because this program is not funded or mandated by the state. Yet, many adult schools have enrolled students with disabilities and provide services for them.

Program Area 4 – Short term CTE (non-credit)

Services offered and students served

In 2012-13, non-credit, short-term CTE courses were offered by Torrance, South Bay and Inglewood adult schools. Inglewood has since closed all CTE courses and Centinela has just begun a limited CTE program in 2013-14. El Camino does not offer non-credit CTE courses.

In 2013-14, the consortium served only 1,841 students in this program area; down from 2,891 students in 2012-13 and 7,927 students in 2008-09. Classes are fee-based and vary depending on the course.

In 2012-13 Torrance offered 42 classes; South Bay offered online CTE courses; Inglewood offered 18 classes in 2012-13 but none the following year and Centinela started offering CTE courses in 2013-14.

The consortium has offered or currently offers various types of CTE courses including: Computer training classes, various accounting software instruction, HVAC, accounting and bookkeeping skills, Windows Operating System training, iPad training, floral design and Allied Health Care programs such as pharmacy technician, medical assistant, medical billing and coding, and medical terminology/anatomy.

Assessment

Usually, students are not assessed prior to CTE classes. If the student has limited English skills, they may be assessed prior to a CTE class enrollment.

Outcomes

Tracking CTE courses varies by type of course. Some courses offer a certificate, some require an externship, and others require a state exam.

Adequacy

Current services are effective within the constraints of funding. The fee-based programs are often out of reach for many unemployed or underemployed people. The classes

that are offered are quality programs and students do benefit greatly with added job skills and/or a certificate. The number of affordable CTE programs available are not adequate to meet the needs of the community.

Program Area 5 – Programs for Apprentices

No services provided

El Camino College has a pre-apprenticeship program for those students who have difficulty getting in to an apprenticeship program. This program prepares the students and links them to apprenticeship programs.
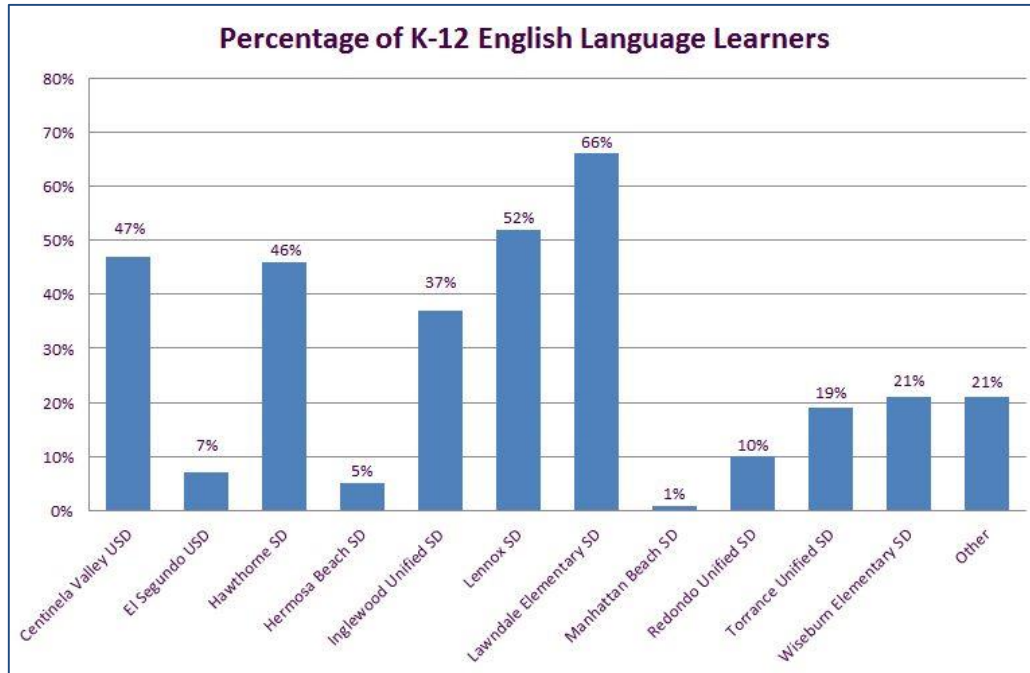
Objective #2: An Evaluation of Current Needs

Socioeconomic Need

The El Camino Community College District is home to a diverse population with a wide range of socio-economic statuses. Some cities in the district have low unemployment and a high percentage of well-educated adults, however only a few miles away, neighboring cities such as Hawthorne, Lawndale, and Inglewood have high rates of unemployment (11.6-11.9%), high percentage of English Language Learners (between 46% and 66%), and a high percentage of K-12 free/reduced lunch program eligibility rates (between 84% and 92%). The adult schools in these cities were hardest-hit when the state allowed the sweeping of adult school funds during the recession.
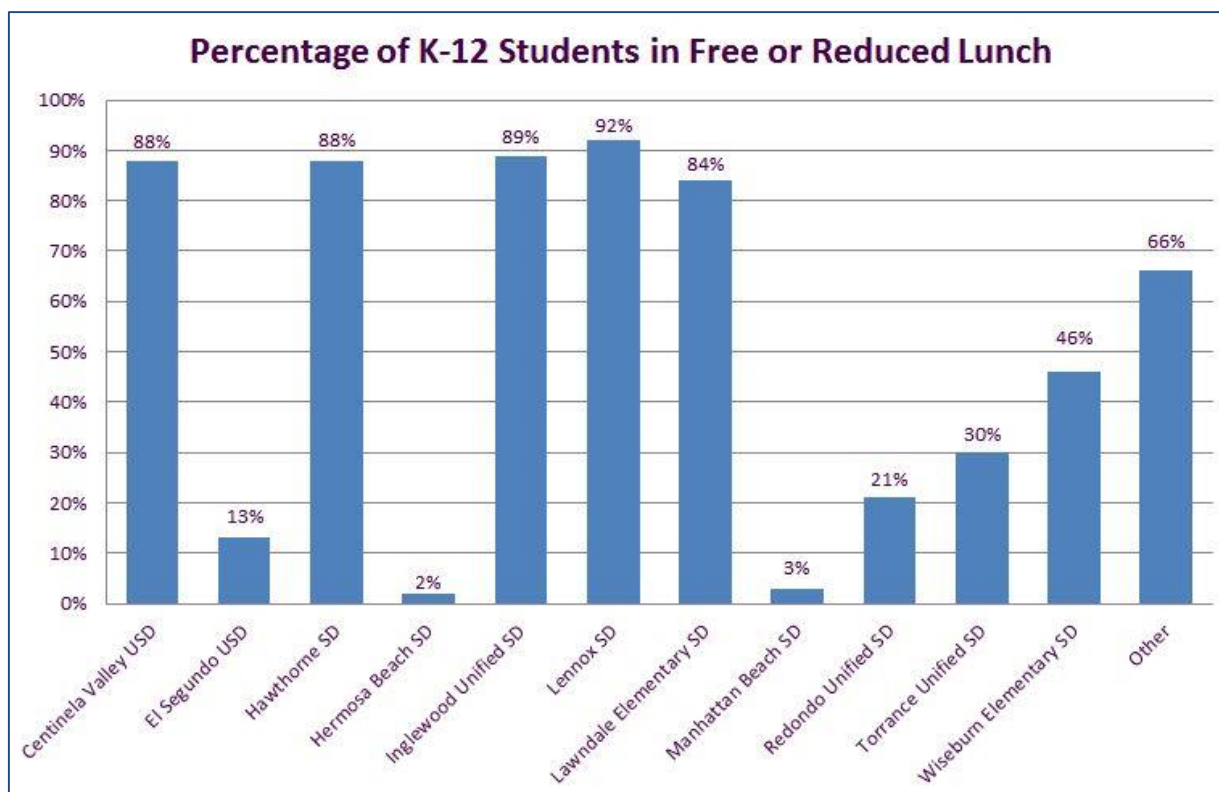
The five school districts with the highest percentage of students in free or reduced lunch program amount to 41% (38,100) of all K-12 students in the region.

Percentage of K-12 English Language Learners

Categories: Centinela Valley USD 47%, El Segundo USD 7%, Hawthorne SD 46%, Hermosa Beach SD 5%, Inglewood Unified SD 37%, Lennox SD 52%, Lawndale Elementary SD 66%, Manhattan Beach SD 1%, Redondo Unified SD 10%, Torrance Unified SD 19%, Wiseburn Elementary SD 21%, Other 21%

29.7% (27,738) of all K-12 students in the region are English Language Learners

Consortium Area Unemployment Rates

United States 6.1%, El Segundo city 4.0%, Hawthorne city 10.7%, Hermosa Beach 3.6%, Inglewood city 10.3%, Lawndale city 8.1%, Lennox CDP 11.0%, Manhattan Beach city 2.8%, Redondo Beach city 4.3%, Torrance city 4.0%
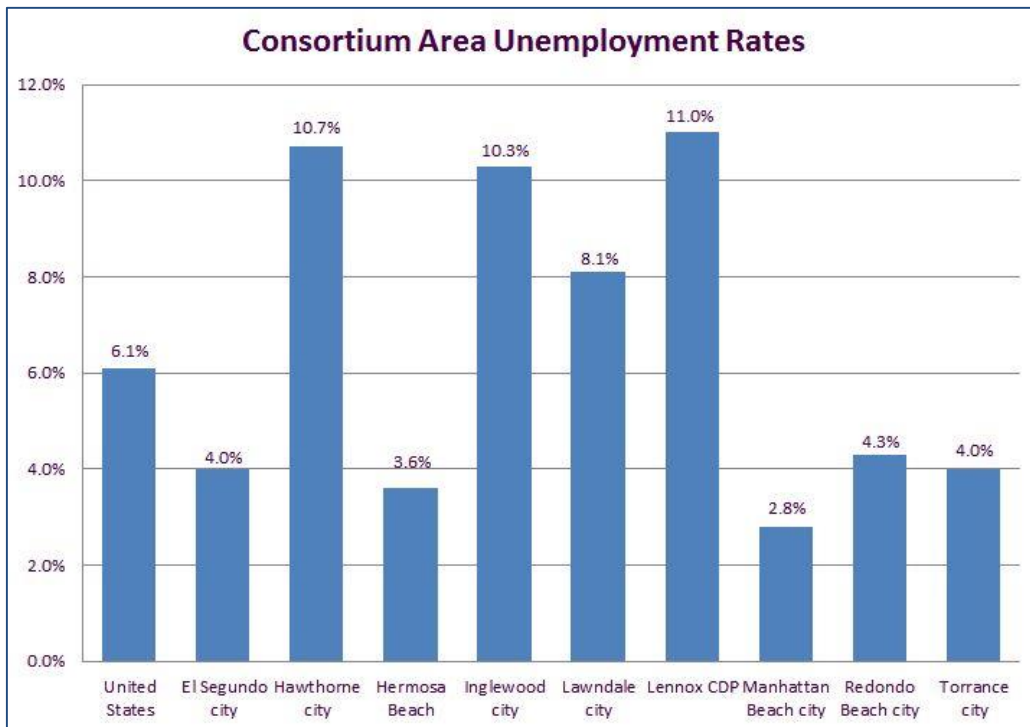
Based on data from the Employment Development Department over 37,000 people in the region are unemployed. Three cities have unemployment over 10% and the region's average unemployment rate is 7.3%.

Enrollment

All members had high attendance in 2008-09. Enrollment numbers have dropped significantly over the past few years. Members attribute their attendance loss to budgetary constraints, including the sweep of adult school dollars by the K-12 districts, the recession, and mandates to close or end adult school programs.

Consortium Area Enrollment 2008 - 2009 and 2013 - 2014 For AB86's 5 Program Areas
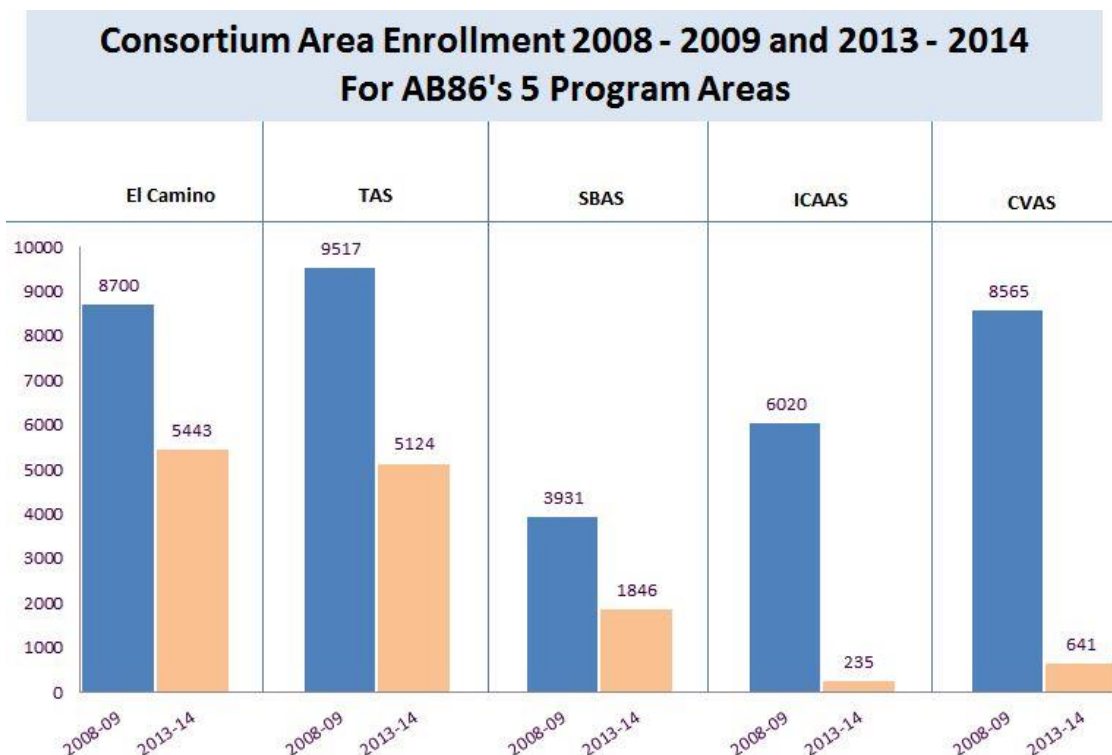
All members show a continuous decline in enrollment due to loss of funding between 2009 and 2014. El Camino's total enrollment dropped over 31 percent, but the consortium's enrollment in the 5 program areas dropped over 175% percent, from 36,733 to 13,289 students. The graph above shows the enrollment at each location.

Waitlist data at the adult schools is not tracked sufficiently or at all. At the college, wait lists are capped so the true number of students unserved each year is unknown. Each school reports turning students away each term.

With appropriate funding, members believe attendance would grow to at least 2008-2009 levels. The need in the consortium area is large as evidenced by the number of people in poverty, unemployment rate, and number of non-citizens and English language learners in the region.

Programs for the Disabled population, short-term CTE courses and apprenticeship programs need to be developed and/or offered in greater numbers by the consortium. Transition programs from the adult schools to college need to be developed and offered.
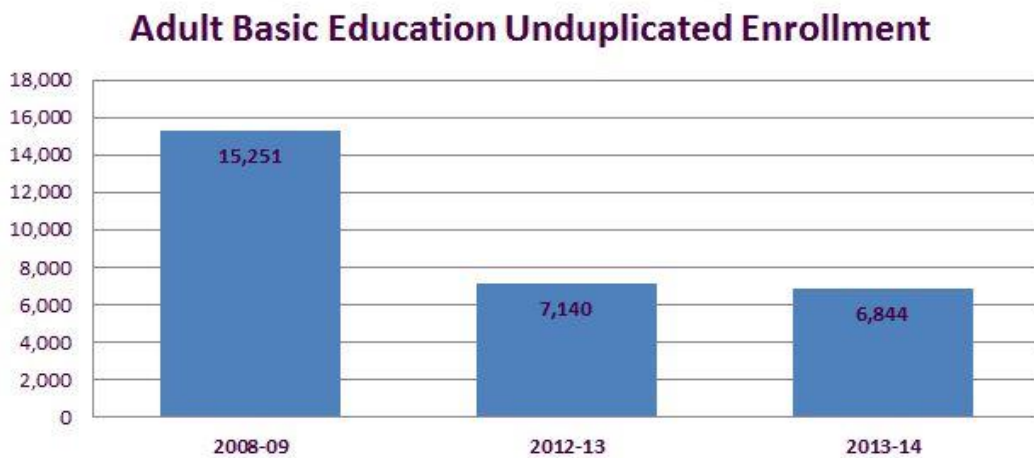
Program Area 1: Adult Basic Education

Within the entire region, nearly 13% of the population live in poverty and nearly 61,000 individuals over 18 are in need of a High School Diploma. Of the population over 25: 32,895 have less than a 9th grade education and an additional 28,099 have only a 9th through 12th grade education.

Population without a High School Diploma
Consortium Area

Without a High School Diploma	60,994
Served in 2008-2009	15,251
Served in 2013-2014	6,844

■ Population Served   Ages 18-24   Ages 25 and over
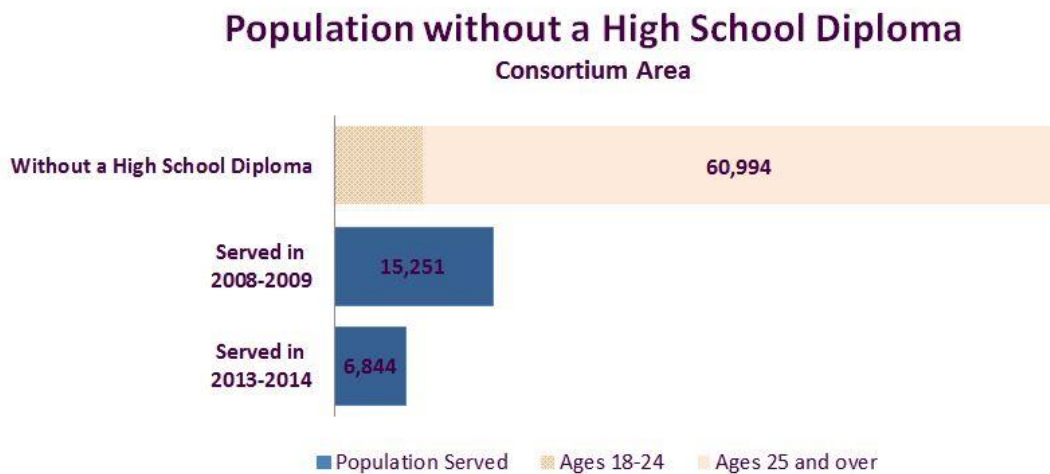
The consortium serves just 11% of those in need of a High School Diploma.

Adult Basic Education Unduplicated Enrollment

2008-09	2012-13	2013-14
15,251	7,140	6,844

Basic Education enrollment declined 123% over the past 5 years

Program Area 2: Programs for Immigrants

The enrollment data shows these schools have supported nearly three times their current enrollment. ESL and citizenship classes are a very important aspect to the region considering nearly 25% of the region speaks English less than very well. There are also very few resources available for 14% of the region's population that are not US citizens. The consortium needs to create transition programs between ESL programs and higher education or high wage jobs.

Population in need of ESL / Citizenship

Category	Value
Speak English less than "very well"	102,273
Not a US Citizen	85,350
Population Served 2008-09	13,442
Population Served 2013-14	4,604
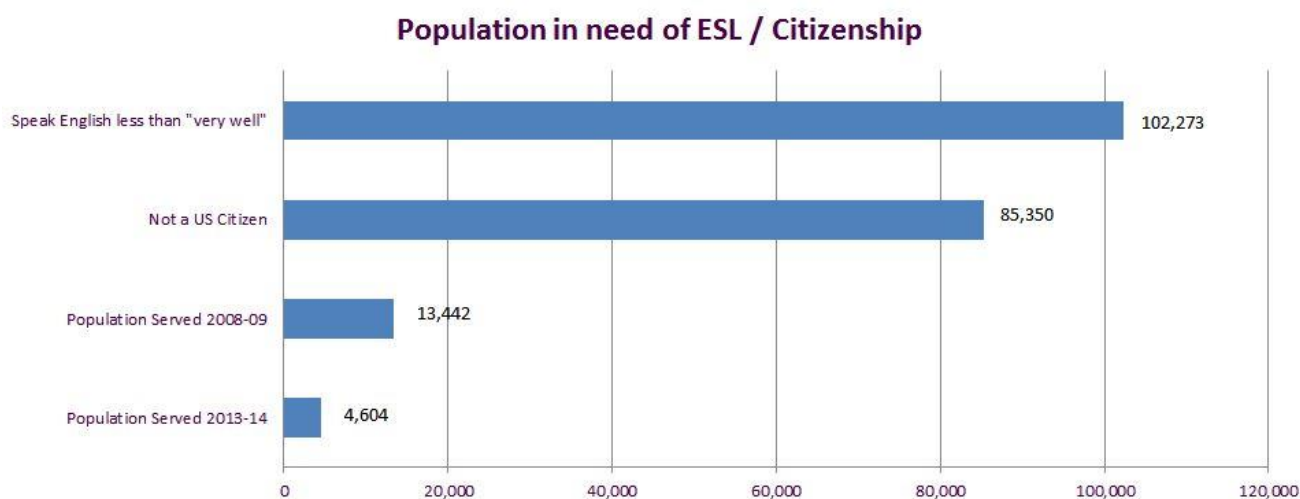
The consortium served 4.5% of those that are in need of ESL courses in 2013-14. Five years prior, they were serving nearly 13% of those in need.

Program Area 3: Programs for Students with Disabilities

The consortium's region has 47,200 individuals with a disability and almost 9,000 of them have an independent living disability. Currently, the K-12 districts offer programs for special education students that are 18 to 22 years old. For the severely handicapped students there is no transition plan or adult school with programs to support them. Transition plans must be created to take those individuals that are over 23 years old and require extra support to move them to an adult school program. Adult schools need to offer pathways to a career or higher education for adult students with disabilities.

Program Area 4: Short-term CTE

The adult schools do not have a solid system of partnerships and collaborations with industry or economic agencies to develop new training programs. There is a great need for new and/or improved CTE courses, online and/or hybrid CTE courses, business classes and entrepreneur support.

The poverty level in the region is approximately 13%, unemployment is higher than the national average and many are severely underemployed or working part-time. The community would benefit greatly from having these programs to train a new incumbent workforce.

Program Area 5: Apprenticeship Programs

The adult schools do not currently offer any sort of apprenticeship program for its students. The adult schools need to create pathways for students from the adult schools to either an apprenticeship program or to the pre-apprenticeship program at El Camino College which links to established apprenticeship programs in the greater Los Angeles region.

Objective #3: Alignment and Transitions

The South Bay Adult Education Consortium envisions the adult school system as a stepping-stone that prepares adult students for economic self-sufficiency. The consortium's population is characterized by a large disparity of literacy and math skills. The region runs a very real risk of being economically depressed due to a population that is insufficiently skilled to meet the demands of the current and future workplace. The combination of skill requirements, baby-boomer retirement and changing demographics makes it essential to educate the local population to keep and attract businesses in the region. Unless the education of adults is significantly ramped up, there simply will not be enough skilled workers to meet the demand of business and industry.

Due to continued cuts in funding, adult schools are ill-equipped to educate the population. Given sufficient funding, the adult schools can accomplish many of the goals laid out in this report. Additional staff will need to be hired such as counselors, tutors, managers and administrators. Creating an educated and skilled workforce will require the adult schools to partner with postsecondary education and local businesses. Together, the consortium and its partners will align their institutions to create strong pathways to gainful employment. Alignment of adult education with these entities is vital to the future of adult education. The future pool of skilled workers will support existing businesses and attract new businesses.

Academic Pathways and Transitions

Transition Area: Referral system from El Camino College to adult schools

The educational pathway programs will align adult basic education courses to meet both the high school exit exam and postsecondary education entry requirements for college-level courses. A seamless system of cross-referrals to each other's programs is needed to avoid gaps and overlap in instruction. Based on college assessment testing, many students with the goal of obtaining a college degree arrive at the college requiring remedial work in English, basic skills or both. Many of these remedial students would be better served by adult school programs that are specifically tailored to better meet their needs. Currently, no official referral system is in place between the college and the adult schools. A clear methodology must be established to determine when a student should be referred to an adult school in order to equip them with the knowledge and

skills required to succeed. The referral process must include an effective transfer of student records to the adult schools. Adult schools will use this information to place their students in the appropriate level courses. A secure system of electronic transfer of student records is needed to reduce student's duplication of effort.

Once a student is attending an adult school, a series of student services will be offered to aid their success. Most students will be required to meet with a counselor to discuss their individual goals and education plan. In addition to counseling, students will have access to a student ambassador. The student ambassador will act as an assistant counselor and liaison between the student and available resources. Counselors and student advisors will need ongoing training in college offerings, career pathways, partner's services and other available programs.

College awareness and presence at the adult schools must be increased. El Camino College will provide outreach to each adult school which includes the following:
- Onsite visits by El Camino College staff
- Onsite visits from financial aid office staff
- Workshops for college registration, college transition and financial aid
- College campus tours

An adult school student that completes all required coursework may find they are still unprepared for college.

Producing College Ready Students

Adult schools each have their own system of successive courses in basic education and English as a second language, but they are not formally aligned between each school or with the college. Course sequences must be planned and aligned internally throughout the adult school system and aligned with college courses in order to create seamless transitions. Passing the GED or obtaining an adult high school diploma does not ensure a student is ready for college.

The adult schools will develop and offer transition courses for those students that have completed their high school diploma requirements, yet need extra support prior to transitioning to college. Human development, college orientation, and career introduction classes will encourage a more confident and prepared student. Assessment testing for college readiness will be added to adult school offerings and will be given to students to ensure college readiness and placement. This assessment test

must be aligned with El Camino College readiness standards for college level coursework (placement in to college algebra and English 1). Adult school assessment test results should be accepted in lieu of El Camino College assessment testing to avoid duplication of effort.

College readiness courses that include assistance with the college registration process will be added to the offerings of adult schools. These classes will provide a professional trainer to offer advice and technical assistance during the registration process. In addition, various human development courses, for-credit, will be offered on-site at adult schools. These single unit courses will provide: orientation to college educational planning and guidance; strategies for success in college and in life; strategies for success in the workplace and career development. Offering for-credit courses at adult schools will give adult students the opportunity to ease in to college and accelerate their transition with dual-enrollment.

Career Pathways and Transitions

Career pathway programs provide a complete framework for the future needs of the community, employers and employees alike. Career pathway programs must be sensitive to the issues surrounding adult learners, especially the need to support their families and maintain a job while seeking additional education to advance in the workplace. Research indicates that as education and training increases, access to better paying and stable employment increases. The adult schools' currently offer many CTE courses, but they are lacking an established career pathway and higher-level training courses. Additionally, adult school CTE courses rarely link with internships, job shadow programs, or pre-apprenticeship programs.

Adult schools will offer a career exploration assessment test in which students are encouraged to select a career pathway or a specific job. According to the National Transition Network, students that could name a specific job, rather than just a field or a role, were significantly more likely to: enroll in college (earn 3 units), enroll within 1 year, earn more credits, and complete more semesters than those who did not. Students will collaborate with adult school counselors to plan their course sequence based on their goals. Undecided students at adult schools can attend exploration classes that cover the basics of jobs available in CTE fields. The introductory classes will include a basic

set of requirements, education or certificates needed, average pay and industry information.

The consortium aims to create a series of CTE pathways that include a variety of measurable outcomes for students. Adult schools will offer relevant short-term CTE courses in local emerging fields and partner with businesses to aid the successful transition of students to employment. Beyond the single-course, single-certificate, single-job pathway; students will be informed of additional certificates available in their field. Stackable certificates at either adult schools or El Camino College will allow adult education student to progress upward on a career ladder with tangible evidence of work readiness. Adult schools will need to work diligently with business partners and the college to design pathways and certificates that will fill open jobs in the region.

Creating linkages between the consortium and local unions and apprenticeship programs will be an invaluable resource for adult school students. Specifically designed curriculum and certificates will help students achieve entry into an apprenticeship - program. Current students that have failed the entry requirements are not being referred to a system that is equipped to help them with their specific learning needs. A system of cross-referrals must be set up between the adult schools, the college, unions and apprenticeship programs.

Students' goals are varied, but most simply want a better job. Many of these students lack basic skills and/or English skills to progress in their field. Therefore, contextualized basic skills will be worked in to CTE courses as needed to insure student success. El Camino College has a number of contextualized CTE courses to which the adult schools could link their courses to.

Creating Career-Ready Students

Many students lack the soft-skills necessary to acquire and retain employment. While many students succeed in the academic and training portion of vocational courses, some are not prepared in the soft-skills needed to gain and retain employment. The consortium will evaluate curriculum with the goal of integrating soft-skills training such as working in teams, interpersonal relationships, time management, interview techniques and workplace English skills. Including soft-skill training within certificate programs will be a selling point for business partners. Various human development courses will be offered on-site at adult schools. These single unit courses provide:

strategies for success in college and in life; strategies for success in the workplace and career development.

College readiness courses that include online college registration assistance will be added to the curriculum at the adult schools and offered to CTE students. These orientation classes will provide a professional trainer to offer advice and technical assistance with registering for college.

In order to create a skilled and flexible workforce that is prepared for employment, career pathways and curriculum must integrate academic content in CTE learning activities. Clear connections must be made between training programs, throughout all schools, and employment opportunities at different levels with multiple entry and exit points.

Aligning Placement and Assessment Testing

Collaborative relationships must be built between the adult schools and the college in order to align placement and assessment testing. Adult schools will adopt the same or equivalent placement test to ensure student data can be used across systems. Adult students should be able to move freely between all schools without the need to repeat a placement test. Adult schools currently offer the same ESL placement test at all locations; however this information is not transferable between systems. Besides in-system alignment, the need exists for cross-system alignment between the adult schools and the college.

Aligning Curriculum

The consortium will work together to ensure each location adopts the same curriculum and testing; that there is no duplication or gaps in curriculum between classes; and there is a clear system of referrals available to the student. The consortium plans to develop a group of faculty and administrators to determine a common curriculum to be offered at all adult schools. The highest level courses will align with college entry-level requirements. Upon completion of the academic courses available at the adult school, students should obtain a college-level placing score on their exit assessment test. Adult schools with adopt curriculum in line with California State Standards and Frameworks, Common Core Standards, and include postsecondary preparation material.

Data Collection, Tracking and Sharing

There is a great need for a database system that can track student data, progress, outcomes, successes and test results. Without accurate data, members will not be able to measure effectiveness of their programs. In addition, data from other regions can be helpful in judging the effectiveness of a local program compared to other areas. Data collection is complicated by several factors including privacy issues, especially those students concerned about their immigration status; outdated technology; training administration on collection and reporting; and difficulty in aligning all systems to maintain student connections.

The consortium sees a great need for database systems that can report and communicate data with each other and to the state. Recognizing this is a state-wide need, a state-run data system should be implemented to track adult students across systems.

Tracking Outcomes and Progress Indicators

The consortium has identified the following outcomes and progress indicators for adult school programs:

Progress Indicators

- Increased Enrollment: number of students who enroll in a school
- Completion Rate: number of students who attend class until the end
- Advancement Rate: number of students who successfully complete a class (advance to next class)
- Continuing Students: number of students that enroll in a subsequent term Reduction in public assistance: number of participants (who upon entry were enrolled in TANF) whose assistance was reduced or eliminated due to employment or increased income [only method to track is with a state run data collection system]
- In-class test scores: number of points increased on a test from beginning to end of a class
- Length to completion: how long it takes a student to achieve a successful outcome

Outcomes

- Completion of a program: number of students that placed in college level courses or considered ready for employment
- College Attendance: number of students that attended college after adult school and earned at least 6 units
- Employment: number of students that obtained employment as a result of their training
- GED or Adult High School Diploma: number of students that completed
- Certificates: number of certificates awarded
- Citizenship: number of students who pass the citizenship exam

The ability to track progress indicators and outcomes will depend on a database system that can receive the data and produce meaningful reports. Many data collection systems are already in place (CASAS, CCCCO, CDE), therefore the consortium will rely on the state to provide the database and reporting requirements necessary.

Student Services

Adults face additional responsibilities balancing school, family, work, and financial obligations than most traditional students. A series of comprehensive student support services must be made available to help students with academic and nonacademic issues, such as counseling, tutoring, childcare, health care, and work. While the state and the community college system recognize these services as critical to student success, most adult schools have limited student services available. Student services should be offered both in person and online.

Counseling, Advising and Tutoring

In order to provide students with support services, educational pathways, career pathways and referrals to external sources, staffing will need to be increased at each school. The consortium envisions a system of professional development and academic and career counselors, student advisors and mentors from both education and industry.

Counselors will aid in planning academic and career pathways for students. Connecting the adult school classes with postsecondary education and/or entry into employment.

Counselors will recommend various services such as: one-day classes, orientations, human development courses, college registration workshops, financial aid information, and when necessary, refer students to external alternate services.

Assistant counselors and student advisors should be available in-person and online, to answer simple questions, give out information and make appointments with counselors or external organizations. Advisors can assist adult school students in locating postsecondary student services and resources, college registration and basic information. Advisors will also perform follow up with students who have triggered an intervention alert that indicates a student needs additional support. Student advisors can monitor their assigned students and provide feedback, rewards, or intervention strategies.

El Camino College will increase its presence on adult school campuses. The college will provide campus information, assist with registration, and provide financial aid information. Many adult school students do not believe they can ever attain a college degree due to educational preparedness, financial or scheduling roadblocks. Showing adult students the resources that are available to them will encourage students to go on to college.

An adult school student must have the ability to seek help from a trained tutor if they are struggling to complete their school work on their own. Adult schools will provide tutoring for English and mathematics. The tutoring area must be equipped with computers and should accommodate many students at a time. In addition to on-site tutoring, online tutoring should also be available for students, especially those that are enrolled in online and/or hybrid courses.

Intensive career planning and counseling is an added expense for adult education programs that provide it as a service. The adult schools operate at many satellite locations and therefore many students may lack access to speak to someone in-person. The consortium is developing a plan for the most effective way to serve all students. Each career counselor must offer some hours of online support that students can access either from home or an on-site computer lab.

Intervention and Recognition

A system of triggers must be developed to dictate when a student requires an intervention or be recognized for attaining a goal. The following issues may trigger a call for intervention:

- Student drops below a certain grade point average
- Student is having difficulty in class (faculty referral)
- Certain number of dropped or incomplete classes
- Student is above a certain grade point average (student is doing very well)
- Student is progressing through a program successfully (a committed student)
- Student is approaching graduation from adult school, a transition or goal

Adult school staff will monitor student progress and make interventions as needed. The adult schools identified examples of intervention strategies such as: required counseling appointment, letters (award or warning), required workshops, tutoring or referrals to external support. It will be a challenge to track and measure the effectiveness of various interventions.

Childcare

The consortium recognizes a great need for childcare among their adult school students. The typical financial situation of most adult school parents is a major hurdle in their educational goals. Currently, two of the region's adult schools offer childcare for the adult student while they are in the classroom. Adult schools must offer childcare in some form to allow parents to attend courses and improve their economic status.

Linking External Resources

Adult school students will have access to workshops where they can register for El Camino College admission. In the process, they will receive a student ID number and be allowed to register for college classes. College students are open to a myriad of support services to help them achieve their goals such as counseling, tutoring, STEM center support and clubs.

External resources such as family and personal counseling services, workforce investment boards, healthcare options, legal advice, hotlines and other government services can improve student success by removing other stressors from their life. The

consortium will partner with a number of these organizations to create a referral system between services. Counselors and student advisors should be trained on the services available to students.

Communication

The creation and offering of effective student transitions requires a great deal of communication between member institutions and partner organizations. Adult schools and the college will need to coordinate efforts diligently for the next few years. After systems are in place, a structure for continued communication will need to be adopted to ensure success. A full-time employee that manages outreach for all adult schools is needed to oversee communications between adult schools, partners and the college. In addition, outreach must disseminate information to faculty, counselors and administrators. Professional development training is necessary to inform staff and is addressed in Objective #6.

For the past five years, adult schools have been shrinking both in budget and course offerings and their marketing has been limited by available resources. Building a regional awareness of the offerings of each system can increase the public's understanding of the long-term labor shortages and economic benefits of adult education. Public support will be necessary for increased enrollment, local funding and building strong business relationships.

Transitioning into Adult Education

In an effort to recruit future students, the following areas will be addressed by the consortium:

Transition and bridge programs from K-12 students that either dropped out or did not pass high school graduation requirements. Strategies need to be developed to address the points where students are lost due to drop out or failing. Partnerships with administrators at each high school will ensure a referral system for students needing extra support. K-12 districts have the data needed to mail or phone drop-outs to refer them to an adult school to complete their education.

Disabled students over 23 that are no longer supported by the K-12 districts can be served by adult education if they are not ready to enroll in college. By leveraging and

developing an understanding with local school districts, and the area Selpa organization, adult schools can offer access to education to those with diverse learning needs and students with disabilities that have aged out of the K-12 system.

Workplan

Due to budget cuts, adult schools have reduced or eliminated staff over the last five years. In order to create an effective system of adult education, a number of positions will need to be filled and created to complete the proposed workplan. The collaboration between adult schools will offer the opportunity for combined resources across systems which can reduce the overall expense of adult education. Each adult school will require at least two additional full time counselors and clerical support to manage assessments, placement, curriculum and transitions. In order to properly support students with disabilities at each location, a counselor will be needed at each school to provide additional support to disabled students. Each adult school will require a full time CTE coordinator and clerical support to manage course offerings, business partnerships and transitions. In order to upgrade the adult schools' data collection and data output abilities required, a small team of IT and clerical personnel will need to be hired to create and align computer systems, software and data collection.

	Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants					
Transition area to be addressed	Strategy to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (AS or CC)	Methods of Assessment	Timeline
College to adult schools	Create referral criteria from college to adult school.	Administrators, faculty, and counselors. Training counselors. Administrative support.	$15,000 $ 5,000 $ 5,000	Community College	Referral criteria created	1 year
	Adult schools to accept college placement test results.	Adult School Counselors	$ 400,000	Adult Schools	Placement test results accepted. Trained personnel.	1 year
	Ability to transfer student records.	IT support and training at both adult schools and college	$ 60,000 $ 60,000	Community College Adult Schools	Implement a system able to transfer student records from college to adult schools	2 years
Adult schools to college	Adult schools to create a functional assessment system to ensure placement in college-level courses	Adult School counselor time Assessment test software	Included above $ 100,000	Adult Schools	Assessment test adopted	2 years
	Increase college awareness on adult school campuses	College staff to deliver awareness activities (¼ FTE manager, ¼ FTE clerical)	$ 65,000	Community College	Schedule of activities created and implemented	1 year
	Schedule consistent visits with adult schools with workshops, events and media/literature	Coordination between outreach on college campus and adult schools	Included above	Community College	Visits to each adult school	1 year

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition area to be addressed	Strategy to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (AS or CC)	Methods of Assessment	Timeline
	Offer campus tours.	Bus, staffing ($20,000/yr. per adult school)	$ 80,000	Community College and adult schools	College tours performed	1 year
	Create an orientation to college class that offers technical assistance and advice on registering for college	Trained faculty or staff to conduct course,	$ 100,000	Community college and Adult Schools	Number of students in class, number of students that register, number of student that take a for-credit course	1 year
Alignment of ABE and ESL curriculum	Align ABE and ESL courses internally (between adult schools). Analyze offerings and create a clear pathway through courses that is adopted by all adult schools	Adult school staff and faculty, curriculum guidelines, development and adoption Counselor Train Faculty	$ 20,000 Included above $415,000	Adult Schools	Course sequence adopted	2 years
College Orientation and Life skills training	Introduce various 1-unit college courses in human development at adult school locations	Community college faculty to travel and administer classes on site	$200,000	Community college and Adult Schools	Number of students that proceed to enroll in courses other that human development	2 years
	Align ABE and ESL courses. Review the "final" course offered in each area and ensure it aligns with the curriculum in the next course offered at the college.	Adult school staff and faculty, curriculum guidelines, development and adoption. Train Faculty	$ 20,000 Included above	Adult Schools	Course sequence aligned with college course	2 years
Transitions for adults with disabilities from high school to adult schools and to college	Hire personnel	Disabilities Counselor Clerical Support	$ 400,000 $ 200,000	Adult Schools	Personnel hired	6 months

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition area to be addressed	Strategy to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (AS or CC)	Methods of Assessment	Timeline
	Create transition programs for adults with disabilities	Adults with Disabilities, specially trained counselor to create transitions between educational entities	Included above	Adult Schools	Transition program created.	2 years
	Needs assessment to determine what changes must be made to adult schools to accommodate those that require extra services	Disabilities counselor	Included above	Adult Schools	Needs assessment created and recommendations made to adult schools	2 years
	Accommodate individuals with special needs	Equipment ($100,000 per school) Staff Development	$ 400,000 $ 415,000	Adult Schools	Accommodations made	3 years
CTE course offerings aligned with college and industry	Hire personnel	CTE Coordinator Clerical Support	$ 400,000 $ 200,000	Adult Schools	Personnel hired	6 months
	Offer courses with certificates that prepare students for employment in high demand fields	CTE Coordinator and clerical	Included above	Adult Schools	Certificates created in high-demand industry sectors	2 years
	Link to business, industry sectors, wibs, others to provide internships and on the job training.	CTE Coordinator and clerical	Included above	Adult Schools	Create links to businesses and other industry partnerships	2 years
	Create stackable certificates, higher-level continued training, college transfer areas	CTE Coordinator and clerical Materials ($15,000 x 4 schools)	Included above $ 60,000	Adult Schools	Stackable certificates created. Pathways to college courses created	2 years

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition area to be addressed	Strategy to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (AS or CC)	Methods of Assessment	Timeline
	Create career pathways with business partners	CTE Coordinator and clerical	Included above	Adult Schools	Career pathways created	2 years
Apprenticeship programs	Develop linkages with apprenticeship programs	CTE Coordinator and clerical	Included above	Adult Schools	Linkages created with apprenticeship programs	2 years
	Pre-apprenticeship programs	Development Equipment	Included above $600,000	Adult Schools	Apprenticeship programs in place	2 years
Align data collection, tracking and sharing between adults schools and college	Hire personnel	Data specialist/IT support Clerical/Administrative Support	$ 300,000/yr $ 200,000/yr	Adult Schools	Personnel hired	6 months
	Align data collection methods, tracking methods and sharing of information between schools	Data specialist/IT support Clerical Support Equipment, upgrades, software ($100,000 per school)	Included above Included above $ 400,000	Adult Schools	Ability to track data across systems and between systems. Ability to report out data to the state and others	3 years
	Train staff to properly collect and report data	Adult School staff and administrators	$ 215,000	Adult Schools	Staff trained	3 years

Objective #4: Plans to Address the Gaps

Introduction

The region's community college and four adult schools have experienced significant reductions or elimination of services for students with the greatest needs. The decrease in funding combined with the removal from categorical status, led the adult schools to offer fewer educational and career pathway services.

The following are adult education service gaps:

- reduced or eliminated programs in basic education, high school equivalency, ESL, citizenship and CTE which has resulted in low enrollment or no program offerings at all
- few services exist for disabled students;
- limited access to online courses;
- lack of adult school pathways that lead to apprenticeship programs;
- few program linkages to industry and business;
- lack of adult school pathways to the workforce;
- lack of transition programs to higher education;
- not enough classes in citizenship and ESL;
- limited CTE and business/entrepreneurial classes;
- limited to no student services offered;
- no data sharing capabilities;
- limited language services (text in English only);
- and insufficient professional development.

The students in this region are grossly underserved. The gaps identified are closely tied to insufficient funding and lack of coordination between adult schools, business partners and higher education. Consequently, thousands of students are not served and the services that are in place lack a successful "end point" for the majority of students. The data shows a significant number of people that need adult education are currently working part-time and/or in low-wage jobs and are not attending adult school programs to help them move up the socioeconomic ladder.

Program Area #1

The consortium will review and update basic education curriculum to align with college level math and English courses and/or workforce needs. The consortium will integrate contextualized basic skills curriculum for the workplace. The partnerships with business will offer valuable feedback so students can be trained with the academic and/or job related skills necessary for specific industries. Members will improve curriculum and increase the number of classes available to serve the needs of the community. The adult schools will articulate curriculum with the college to create a seamless pathway for students to enroll and advance through their course of study. The consortium will use its business partners; local Workforce Investment Boards and other community organizations to assist students in finding employment after completion of their course of study.

This program can begin immediately and be at full implementation in two years. The consortium will create a marketing program that will inform the region of opportunities to pursue basic education and connect to higher paying jobs or higher education. Additional funding will be required to offer additional classes.

The consortium will offer more online courses in Adult Basic Education

Online courses can begin immediately with the overall program phased in over a two year period. Additional funding would have to be provided to offer online courses every quarter. Additional marketing efforts would inform the region of online course offerings.

Program Area #2

ESL Classes

Given the high population of English learners in the region, the consortium will assure that this underserved population has opportunities to learn English, enroll in a pathway to citizenship, improve job skills, and transition to higher education. These identified pathways will assist ESL students in advanced workforce training, entering a new career or enrolling in El Camino College and transfer to a four year university. Adult schools would articulate its curriculum with the college to create a seamless pathway for students to enroll and advance through their course of study. Additional ESL classes will be developed along with a recalibration of the curriculum to connect graduates to

further their education or begin a new career pathway in a growing field as identified by the consortium and its partners.

The program can begin immediately with the existing structure and be fully implemented over a two year period. The consortium will create a marketing program that will inform the region of opportunities to pursue ESL education and US citizenship. Additional funding will be required to offer additional ESL classes.

The consortium will offer more ESL courses online that will include a hybrid or blended model of instruction.

Online courses are being offered in a limited capacity and need to be expanded. Increasing online courses can be implemented over a two year period. Funding would have to be provided to offer the online courses and collaborate with regional partners to assure proper skills development and academic rigor is tied to student outcomes. Student intake would be every quarter at a minimum, but with online classes, students can begin class at any time during a term. Additional marketing efforts would inform the region of the online course offerings.

Classes in Citizenship

The consortium region has a large immigrant population that is in need of citizenship courses. These classes can also be offered online or as a hybrid to meet the needs of the community.

This program can begin immediately with the existing structure and be fully implemented over a two year period. The consortium will create a marketing program that will inform the region of opportunities to pursue US citizenship. Additional funding will be required to offer more citizenship classes.

Translation of information to Spanish and other languages

The consortium must provide information in a language other than English if it is to reach the population that is in need of ESL and citizenship courses. One of the language barriers that we need to address is Spanish (47% of the region's population speak Spanish as their first language). Therefore; catalogs, websites and other media will need to be translated to reach the Spanish speakers in the region. In addition to Spanish, other languages would be translated as local adult schools addressed the language needs of their individual service area.

This program can begin immediately with the existing structure and be fully implemented over a two year period. A language translation service would be utilized to translate key information. Additional funding will be needed to update and change information as needed.

Program Area #3

This plan will be implemented contingent upon funding to support activities and services required by students with disabilities to help them achieve their educational and employment goals. The program would have strong ties with existing services currently being offered by consortium members and partners. The consortium would partner with Workforce Investment Boards (WIBs), Selpa, Harbor Occupation Center, and their program(s) that address the high unemployment rate of disabled individuals.

Given that WIA federal legislation has a strong emphasis on serving people with disabilities, we plan on partnering with the area's WIBs to help disabled people gain employment and the consortium plans to utilize existing WIB's resources to achieve this goal. Participants would be tracked to make sure they are being served adequately.

This program must be created but can begin with the existing structure within the adult programs and be fully implemented in a 24 month period.

Program Area #4

The consortium plans to form partnerships and collaboration with industry clusters, regional colleges, corporations, and economic agencies to develop new training programs, expand existing services, and lead students to well paying, high demand jobs. The CTE program will meet the immediate and long range needs of business and industry and aid in the development of their incumbent workforce. The consortium plans to use ECC's Business Training Center to make these connections and partnerships.

This program can be phased in over a two year period. Funding for curriculum development would need to be secured to develop industry-driven CTE courses. Adult

schools would articulate its curriculum with the community college to create a seamless pathway for students to enroll and advance through their course of study. Funding would need to be secured in order to offer new courses every quarter. Courses would be offered online and/or hybrid to meet the needs of students and the business community. Additional marketing efforts would inform the region of the new course offerings. Business and industry partners will sponsor job fairs for interested students.

Business Classes for Entrepreneurs

Increase entrepreneurial opportunities to help students that wish to start their own business by offering various business classes. Embed entrepreneurial coursework into existing programs. Connect the adult schools with El Camino College's Small Business Development Center.

This program can be phased in over a two year period. Funding for curriculum development would need to be secured to develop the entrepreneurial courses and pathways. Continued funding is needed in order to provide new courses every quarter. Additional marketing efforts would inform the region of the new offerings.

Online CTE Courses

The consortium intends to expand its online offerings to include CTE and business courses. Courses will either be designed as entirely online or as a hybrid/blended course.

This program can be phased in over a two year period. Funding for coursework development would need to be secured. Additionally, funding for online course offerings would need to be provided every quarter. Marketing efforts would inform the region of the new online course offerings.

Program Area #5

The consortium plans to link with existing apprenticeship and pre-apprenticeship programs that are available in the region. An initial partnership with the region's apprenticeship programs has been established. The consortium will create an introduction to apprenticeship class that will expose, assess and connect students to pathways that lead to apprenticeship programs. The consortium will utilize El Camino College's existing pre-apprenticeship programs and link to formal apprenticeship

programs. Since apprenticeship programs are sometimes difficult to get in to, the pre-apprenticeship program is a good place to start so students can be assessed and guided to ensure success in the apprenticeship program.

This program can begin immediately with the existing structure and be fully implemented over a two year period. Introduction classes can be created within the first quarter of the new school year. Continued funding is required to offer the courses every quarter. Apprenticeship partners would be involved in helping create linkages to their programs through awareness and recruitment efforts.

Pathways and Seamless Transitions

The consortium plans to create programs that will increase awareness to what is needed to transition from adult education to higher education or the workforce. The programs will cover the necessary requirements for university entrance and/or assist students into career pathways. El Camino College will hold information sessions on adult school campuses, offer matriculation assistance, and priority enrollment for qualified students.

This program can begin immediately with the existing structure and be fully implemented over a two year period. The program will consist of marketing, counseling, assessments, and enrollment assistance. Funding for this program is tied in to funding for the five program areas.

The consortium will address the socioeconomic inequities in the community by creating more opportunities for students to gain the education they need to be successful. The consortium plans to create awareness programs that will help students transition to higher education or the workforce.

The consortium and its partners will create an awareness program that will inform students of the opportunities that exist within the region. The program will consist of a comprehensive marketing campaign that will target students, libraries, Workforce Investment Boards, Chambers of Commerce and will inform the region of the benefits and opportunities of the services provided by the consortium.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Program Area: 1 Align ABE curriculum with college. Contextualize basic skills for the workplace. Increase the number of class offerings (in-class, online and hybrid)	Create an ABE Advisory Group Include a Contextualized Teaching Expert. Include an instructor with online curriculum experience	Time and effort	$ 4,300	All Members	Advisory Group created	6 months
	Create an ABE Work Group of faculty to design curriculum Include an instructor with online curriculum experience	Time and effort	$ 4,300	All Members	Work Group created	6 months
	Review and research currently offered curriculum and make suggestions to Work Group in order to choose a curriculum that is aligned with higher education	Time and effort	$ 8,500/yr.	All Members	Suggestions given to Work Group	2 years
	Align curriculum between adult schools and higher education and set standard course procedures across all adult schools	Time and effort Curriculum Materials	$ 8,500/yr. $ 4,000	ABE Work Group	Members and Faculty approved curriculum that will ultimately place students into college level Math and English courses	2 years
	Create courses with contextualized English and Math for the workplace	Time and effort Curriculum Materials	$ 30,000/yr. $ 20,000	ABE Work Group	Contextualized coursework and classes created with trained faculty	2 years
	Add additional faculty and courses	Time and effort	tbd	Adult Schools	Increased number of courses available and additional faculty hired	tbd
	Marketing/Outreach – develop a targeted ad campaign to inform residents of ABE classes offered in area. Send direct mail catalogs, run newspaper ads and utilize social media and email	Marketing Printing, Delivery, Online employee for maintenance	$ 50,000/yr. $500,000/yr. $ 80,000/yr.	Adult Schools	Outreach materials delivered	1 year
	Review and assess online course offerings in ABE – advise the work group with suggestions of coursework and number of classes	Time and effort	$ 8,500/yr.	ABE Advisory Group	Online courses outlines per suggestions	2 years
	Increase and/or create new online courses and blended courses as needed for each adult school.	Time and effort, digital needs: internet, computer(s), camera, software, curriculum materials	$ 8,500/yr. $ 120,000 Technical $ 100,000	ABE Work Group	More online classes available	2 years

Program Area 2: Re-evaluate and design curriculum to match college entrance. Provide career and college pathways.	Create an Immigration Advisory Group. – Include contextualized teaching expert	Time and effort	$ 4,300	All Members	Advisory Group Created	6 months
	Create an Immigration Work Group of faculty to design curriculum.	Time and effort	$ 4,300	All Members	Work Group Created	6 months
	Review and research currently offered ESL curriculum and make suggestions to Work Group in order to choose a curriculum that is aligned with higher education	Time and effort	$ 8,500/yr.	Immigration Advisory Group	Suggestions given to Work Group	2 years
	Align curriculum between adult schools and higher education and set standard course procedures across all adult schools	Time and effort	$ 8,500/yr.	Immigration Work Group	Members and Faculty approved curriculum	2 years
	Review assessment testing. Formalize an assessment test that can be used across all adult schools to place students in college courses.	Time and effort, Materials Software or other testing Methods (covered in workplan 5.1)	$ 8,500/yr.	Immigration Work Group	Specific assessment testing method chosen	2 years.
	Create courses with contextualized English for the workplace	Time and effort	$ 17,000/yr.	Immigration Work Group and Advisory Group	Contextualized coursework and classes created	2 years.
	Review and research currently offered citizenship curriculum and make suggestions to Work Group in order to choose a curriculum that is aligned with higher education	Time and effort	$ 8,500/yr.	Immigration Work Group	Citizenship courses offered	2 years
	Hire additional faculty to instruct ESL and Citizenship classes. Add additional classes for ESL and Citizenship for both in-person and online	Time and effort	tbd	Adult Schools	Increased number of courses available with increased faculty	tbd
	Marketing/Outreach – develop a targeting ad campaign to inform residents of ESL and Citizenship classes offered in area. Send direct mail catalogs, local newspaper advertisements, social media and email	Translation Services Marketing company to produce materials Printing Delivery Online Marketing	$50,000/yr. Remainder of item cost are Included in Program Area 1 above	Adult Schools	Outreach in multiple languages	2 years
	Review and Assess online course offerings in ESL and Citizenship.	Time and effort	Immigration Advisory Group $ 8,500/yr.	Immigration Advisory Group	Suggestions given to Work Group	2 years

	Increase and/or create new online courses and blended courses as needed for each adult school	Time and effort Digital needs: internet, computer(s), camera, software, curriculum development (Costs included in table 5.1)	Immigration Work Group $ 8,500/yr.	Immigration Work Group	More classes offered	2 years
Program Area 3: Increase services to Disabled Students	Create a Disability Advisory Group involving ECC director, Selpa, High School Disability programs	Time and effort	Members $ 17,000	All members	Advisory Group created	6 months
	Create a Disability Work Group.	Time and effort	Members $ 8,500	All members	Work Group created	6 months
	Create a transition program for adults with disabilities to attend adult schools directly after high school and/or when they have reached 23 and are no longer served by the school districts.	Time and effort	Disabilities Work Group $ 17,000/yr.	Disability Work Group	Transition guidelines created	2 years
	Choose courses for disabled student with emphasis on workplace skills.	Time and effort	Disabilities Advisory Group $ 17,000/yr.	Disability Work Group	Suggestions given to Work Group	2 years
	Partner with WIBs to create transition programs into the workforce	Time and effort	Disabilities Work Group $ 17,000/yr.	Disability Work Group	Partnered with WIBs	2 years
	Create transition program to higher education for disabled students	Time and effort	Disabilities Work Group $ 17,000/yr.	Disability Work Group	Transition program created	2 years
	Review and Assess online course offerings and tutorials for disabled students.	Time and effort	Disabilities Work Group $ 17,000/yr.	All Members	Assessment completed	2 years
	Hire additional faculty to provide instruction to adults with disabilities	Time and effort	tbd	Adult Schools	Increased number of courses available with increased faculty	tbd

Program Area 4: Create and/or expand existing CTE courses	Create a CTE Work Group	Time and effort	All Members $ 8,500	All members	Work Group created	6 months
	Create a CTE Advisory Group	Time and effort	All Members $ 8,500	All members	Work Group created	6 months
	Research industries with high growth / high paying jobs to target	Time and effort	$ 8,500/yr.	CTE Advisory Group	Define at least 10 target industries/pathways	2 years
	Create linkages between businesses and adult school CTE programs. Form partnerships and collaboration with industry clusters, regional colleges, corporations and economic agencies.	Time and effort Additionally, the cost of the CTE Director(s) covered in a separate table	$ 25,500/yr.	CTE Workgroup ECC	At least 10 business/industry partnerships created	2 years
	Review current consortium offerings. Develop new and/or revised training programs based on high growth, high demand industries	Time and effort Additionally, the cost of the CTE Director(s) covered in a separate table	$ 8,500/yr.	CTE Advisory Group	Recommendations for course offerings	2 years
	Develop curriculum for new and/or revised CTE programs	Time and effort Materials Additionally, the cost of the CTE Director(s) covered in a separate table	$ 17,000/yr. $ 10,000	CTE Workgroup	New course curriculum designed	2 years
	Design curriculum for introduction to entrepreneurship. Create pathways from ABE, ESL and Disabilities Courses to Introduction to Business courses or other courses offered by ECC's BTC. Create linkages between adult schools and the Business Training Center's entrepreneurship programs.	Time and effort Materials	$27,000 $10,000	CTE Workgroup El Camino College	Curriculum and transition programs in place	
	Add additional Faculty and classes	Time and effort	tbd	All members	Additional Faculty hired and classes added	
	Develop transition programs to Apprenticeship programs, Higher education and the workforce	Time and effort	$13,500/yr.	CTE Workgroup ECC	Transition programs in place with trained counselors	

	Expand Online Course Offerings in CTE – Add blended classes. Include expert knowledgeable in online courses.	Time and effort Digital needs: internet, computer(s), camera, software, curriculum development	$17,000 $40,000	CTE Work Group All members	CTE courses are more relevant and additional opportunities available.	
Program Area 5: Create linkages to Apprenticeship programs	Formalize and maintain partnerships with apprenticeship programs	Time and effort	$ 37,000/yr.	All members	Partnerships Created	2 years
	Form a Career Pathways Advisory Group	Time and effort	$ 8,500	All members	Work Group Created	6 months
	Form a Career Pathways Work Group	Time and effort	$ 8,500	All members	Work Group created	6 months
	Create transition program from the adult schools to either a pre-apprenticeship program or an apprenticeship program based on student's desire and abilities	Time and effort	$ 22,500/yr.	Career Pathways Work Group	Transition program created	2 years
	Create an awareness program that will inform students of programs available to them	Time and effort	$8,500/yr.	Career Pathways Work Group	Awareness program created	1 year
All Program Areas: Administrator for each Adult School location	Hire Administrator to oversee adult school operations	Time and effort to hire Payroll expense	$600,000/yr.	Adult Schools	Staff hired	1 + year

Objective #5: Plans to Accelerate Student Success

The policies and practices covered in this report, when implemented, will accelerate adult students' progress through the adult school system and support them in their transition to college or the workforce. Delays can be reduced by eliminating the repetition of assessment and placement tests; removing duplication or gaps in curriculum; and aligning semester start and end dates across systems. In addition, a framework of defined pathways including accelerated courses and contextualized instruction will reduce the length of time it takes a student to achieve their goals. The current system's structure needs improvement to better serve its population.

The following acceleration strategies have been identified:

- properly aligned coursework across and between institutions will eliminate gaps and duplication in instruction;
- dual enrollment and bridge programs will accelerate a student's transition to college and/or the workforce;
- increasing college presence on adult school campuses including registration workshops, financial aid counseling and dual enrollment (courses offered for-credit) will fast-track the transition from adult school to college;
- linking the adult schools with proven cohort college models such as the Career Advancement Academy and the First Year Experience programs will provide additional student support;
- increasing the number of online and hybrid classes available at adult schools will provide students with a flexible scheduling options;
- creating contextualized CTE instruction will accelerate basic skill and ESL students' progression to the workforce;
- creating stackable certificates in high-demand industry sectors will allow students to continue in their career pathway with achievable milestones;
- developing learning communities will increase student outcomes and engagement;
- and creating accelerated classes with flexible scheduling will provide self-paced learning.

Acceleration Strategies

Course Alignment

For adult learners, the disconnect between institutions can be difficult to overcome and the most demoralizing aspect of progressing up the economic ladder. When a student moves from one school to another, the pathway must be seamless and efficient. The consortium plans to structure curriculum and class schedules to provide pathways with fewer gaps across institutions. A student will be able to move freely between adult schools and transition into college courses on clearly defined pathways. Academic and career pathways will include intuitive models that transition from noncredit programs to credit degree programs.

Dual Enrollment

The adult schools will adopt a number of dual enrollment strategies to encourage the transition of students to college. Adult schools will offer on-site, for-credit, human development courses taught by El Camino College faculty. Encouraging and assisting adult students with college registration, an introduction to college course, and providing students with their first college credits will give them additional support and motivation in their transition to college. Timing the registration and dual enrollment process correctly will avoid gaps in the student's education while waiting for the next semester to begin. Students that have completed a for-credit course will have a higher priority when registering than first time or non-continuing college students. Registration priority is extremely low for new students and can significantly limit the classes available to them.

Bridge Classes

A "bridge to college" program of courses will be offered to adult school students and new college students to prepare them for the college environment. Introduction to college classes, registration workshops, human development classes, career-specific introduction classes and career exploration workshops will be offered. Human development classes will be offered for-credit and will provide a slight boost in registration priority for students transitioning to college.

For students that begin their journey at the college level, months of waiting can deter retention and interest. With the addition of bridge classes at the adult school level,

students can begin with introduction courses that will encourage interest and success. The adult schools will work on a flexible set of bridge classes that a student can begin prior to their selected college course. Bridge classes will prepare a student with the skills needed to succeed in college while keeping them engaged in their education.

Graduation Planning

Students need to be made aware of all available opportunities available to them and will be offered academic and career pathway counseling upon enrollment. Students that are informed about counseling services, transfer services, stackable certificates, tutoring and similar support services will be better equipped to succeed in their current goal. Career pathways will make a clear picture of which jobs are available upon completion of each certificate and the local wage range of those jobs.

College Integration

El Camino College presence on adult school campuses will be an important aspect of the transition of adult students to college. Registration assistance, workshops, financial aid counseling, dual enrollment, field trips and student advisors will be invaluable resources for adult students with no prior college experience. In addition, El Camino College programs such as the Career Advancement Academy and First Year Experience, can offer students additional support networks. Linking adult school students to college student services can encourage college enrollment and workplace success through workshops and guidance.

Career Advancement Academy

The Career Advancement Academy (CAA) at El Camino College offers one-year training programs in high-demand industries. It combines technical training, workplace readiness workshops, and academic skills. Students can earn up to seven certificates and attend a CAA job fair with partner employers. Currently, CAA offers programs for aerospace fasteners, machine tool technology, and welding.

First-Year Experience

The First-Year Experience (FYE) program offers inclusion in a learning community for first-time college students at the basic, development, and transferrable college level.

The FYE program also includes accelerated learning communities for students wishing to advance into college-level courses at a faster rate than traditional college programs. FYE students are very successful, achieving 30-units approximately one term faster than the control group receiving no special services.

FYE students were more likely to persist into the second year at El Camino and are twice as likely to earn an associate degree within a three-year period. On average, FYE students persist to their second semester at a rate of 81% compared with 74% for the control group. Third semester FYE persistence rates are 72% compared with 49% for the control group. Most impressive are the fourth semester FYE students whose persistence rates are 67% compared to just 38% percent for the control group.

The consortium recognizes the benefits of learning communities in persistence and student achievement. As funding permits, adult schools will aim to develop a system that replicates the programs such as First Year Experience.

College Student Workshops

Many opportunities are available at El Camino through the Career Center and Transfer Center. Workshop topics include resume writing, undecided student, internships, interviewing skills and specific majors. Workshops are offered many times throughout the year. With dual enrollment, adult students will be able to take advantage of the many resources available on the college campus.

Online Instruction

The use of technology to deliver instruction online in combination with classroom instruction will be an invaluable resource to adult students. The consortium plans to create alternate versions of classes: all classroom, all online, and hybrid classes to best suit the individual needs of the student. Computer labs will be available at each main adult school for student use.

Many adult students have some extra time to devote to their education, but that extra time may not correspond to available class times. In these cases, students can benefit from online or hybrid classes where they can complete their work on their own time.

Contextualized Instruction

Ideally, the adult schools will adopt some of the practices of the iBEST model for contextualized instruction. El Camino College has had great success when two faculty members work together to create a wrap-around learning environment.

Adult CTE students pursuing a certificate to advance their career prefer learning that is relevant to their goals. The consortium plans to integrate basic reading, math, and language skills within their CTE programs. Through economic evaluations, student placement evaluations and professional development, the adult schools will link CTE faculty with ESL and Basic Education faculty. Together, they will develop comprehensive curriculum that will include basic skills, workplace English and soft skills needed for the workplace. In order to serve the most students effectively, CTE and a corresponding basic skills or ESL class will be linked together to suit the student's needs.

Stackable Certificates

The consortium will create a framework of stackable certificates with multiple entry and exit points. Stackable certificates allow students to achieve results at intervals to progress in their chosen career. The certificates will be created based on analysis of emerging fields, local business need and capabilities of each school.

The following fields have been recognized as growing industries in this region:
- Health
  - Medical and Clinical Laboratory Technician
  - Licensed Nurses
  - Dental Assistants
  - Nursing Aides, Orderlies, and Attendants
  - Registered Nurses
- Hospitality and Tourism
  - Food Manager Certification
- Manufacturing
  - Aerospace fastener manufacturing
  - Welding
  - Machining
  - Electronics
  - HVAC / Air conditioning
- Business, Management and Administration

- Office Clerks
- Customer Service Representatives
- Supervisors of Office and Administrative Support
- Computer Support Specialist
- General and Operations Managers

Learning Communities

A learning community is a cohort of students grouped with others by similar goals. The cohort enrolls and completes courses as a group. Courses and curriculum are linked together to provide more opportunities for active learning and interaction between students and faculty. Students advance through their education and into college-level courses within the structure of cohort accountability. Research has shown that learning communities can produce positive impacts on student engagement, persistence, credit earned and completion rates.

Adult education faculty will create linked courses for students that have the same entry point and similar goals. Learning communities would be well suited for both the ESL and basic education program areas. Students with a common goal can work together, provide social support and accountability.

Accelerated Courses

Adult students are varied in their cognitive abilities and available free time to attend class and complete their work. Some students have a lot of time, some have little, some learn quickly and prefer to get work faster, others need a slower paced class due to time constraints or intellectual capabilities. Some students will benefit greatly from accelerated courses. A series of fast-track ABE and ESL classes will be developed that will incorporate self-paced learning and low classroom involvement. A student may perform the classwork at their own pace and proceed to the next course immediately. So long as their work is acceptable, self-paced learners could progress quickly through their studies and move on to college as soon as they are ready. These accelerated courses will include access to online lectures and homework assignments. Students must obtain prior approval to enter in to the accelerated courses. An academic counselor will interview and approve a student for an accelerated program. The intervention strategies addressed in objective #3 will be invaluable for those students

that have entered the accelerated program, but struggle with the program or students that enter the regular paced schedule and find it to be too slow-moving.

Qualitative Narrative

The following improvement measures have been identified:
- Enrollment increases
- The number of academic and career plans created increases
- Counseling appointments increase
- Student exit exam scores increase
- Time to completion is reduced
- Student persistence rate increases
- Drop-out rate decreases
- College transitions increase
- The number of certificates earned increases
- Stackable certificates earned increases
- Number of employed students increases

Gathering data will be dependent on:
- Implementation of the strategies defined in this report, especially the addition of personnel
- A state-wide, or at least system-wide, reporting system to track data
- Dedicated IT support
- Professional development to train personnel on data collection and analysis

Learning Outcomes

Faculty needs to implement clear outcomes for each class and program area. During the process of aligning classes throughout the adult school system, the members and faculty will formulate a set of learning objectives for each class. Learning objectives will be shared with the students at the beginning of each class and reviewed at the end of the term. Students will be tested at entry and exit of each class to ensure the learning objectives have been sufficiently met.

Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward their academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement Approach	Resources Needed	Estimate of the Cost	Responsible Member (SD or CC)	Method of Assessment	Timeline
Alignment between adult schools and college	College faculty will provide what students need to know to be college ready	El Camino College staff to collaborate with adult schools and offer information	$4,300	El Camino College	Existing assessment tools	6 months
	Adult school faculty and administrators will plan curriculum based on college entry point	Adult school time and effort	$17,000	Adult Schools	Curriculum created and approved	2 years
Creation of a bridge program	Hire personnel to manage bridge classes and transitions plus administrative support across all adult schools	Adult school time and effort	$150,000/yr.	Adult Schools	Personnel hired	1 year
	Create a system of bridge classes with multiple entry points	Adult school time and effort.	$35,000	Adult Schools	Classes created	1 year
	Advertise bridge class options to new El Camino students	College time and effort, marketing materials	$ 10,000/yr.	El Camino College	Information disseminated to students	1 year
Dual enrollment	Create and offer for-credit college class(es) on Adult School campuses	El Camino College faculty and staff, coordination with each adult school	$ 10,000 for planning. Course cost paid for by El Camino	El Camino College and Adult Schools	Classes offered	1 year
Graduation Planning	Create academic and career pathway templates for counselors	Adult school time and effort	Cost covered by bridge program	Adult Schools	Templates created and in use	1 – 2 years
	Adopt assessment testing for life and career interests	Adult School faculty and administrators	Included	Adult Schools	Assessment tool adopted	6 months
	Purchase and implement assessment testing	Adult School administrators	included	Adult Schools	Testing Implemented	1 year
Increase college presence on adult school campus	Create and offer workshops and/or classes for adult school students that cover registration, financial aid and dual enrollment	College time and effort	$20,000 for planning. $80,000/yr. for workshops	El Camino College	Workshops offered	1 year

Increase online offerings	Hire personnel to manage online instruction – 1 manager for each adult school plus ½ administrative assistant	Adult School	$650,000/yr.	Adult Schools	Personnel employed	1 year
	Online licensing fees ($50,000 per school)	Licensing fees	$200,000/yr.	Adult Schools	Licensing fees paid	1 year
	Increase the number of computers available at each school	Computers, additional hardware, teaching technology	$360,000 one time $60,000/yr.	Adult Schools	Computers purchased and in use	1 year
Learning Community Liaison	Hire staff for each adult school to manage learning communities	Adult School Staff Administrative support	$280,000/yr. $100,000/yr.	Adult Schools	Personnel employed	1 year

Objective #6: Professional Development

The professional development plan for the South Bay Adult Education Consortium describes an adult learning system that is focused on student achievement. Creating an effective professional development plan will be an ongoing process that involves continuous improvement, evaluation of student performance, teacher assessments, utilizing various teaching methodologies and rigorous assessment so decisions can be data-driven.

The adult school professional development plan will include the following goals:

- Focus on long-term strategic professional development plans that increase student success
- Offer professional development opportunities that will
  - Help teachers acquire skills in effective teaching methodologies that lead to student retention, persistence and success
  - Increase opportunities for teacher collaboration
  - Include technology training and technology integration into curriculum
  - Include best practices for teaching adult learners
  - Include soft skills training
  - Include skill development in contextualized curriculum
  - Include diversity training that includes people with disabilities
  - Include intervention strategies
- Support participation in professional development opportunities, award credentials and other incentives
- Provide adequate time for learning, practice and follow-up
- Foster school wide consultation and decision making
- Encourage personnel to act as mentors to other staff
- Use a system that documents professional development hours and outcomes
- Offer compensation for prep-time, professional development release time and dissemination to other faculty
- Collaborate with El Camino College and workforce partners
- Create and/or use a system for evaluating the impact of professional development on teacher's performance and student learning

Using research based techniques, professional development will improve teachers' knowledge and enhance their understanding of student thinking. The time teachers spend in professional development makes a difference, but only when the activities focus on high-quality subject matter. *The consortium will build a system that evaluates the efficacy of each professional development activity and repeat those that return results.*

The consortium will create an effective evaluation plan including an examination of actual classroom practices, the training's impact on teacher's knowledge and behavior, and its effect on student learning. Evaluation must be an ongoing process, built in to the system, and starting in the earliest stages of program planning.

A successful professional development program in this region must include a system of accountability for student achievement. Educators will be responsible for implementing appropriate strategies and reporting out on program effectiveness. Data collection, management, and analysis will be imperative in the process of determining results from professional development programs. *The consortium will build yearly "best practices" events into the professional development plan.* Faculty and staff will be encouraged to present their findings and the student successes they've had. Best practices meetings will include participants from all adult schools, the community college and workforce partners.

Table 6.1 Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium Wide
Common Core	Common Core Adult Standards Training College and Career Readiness Standards	1,2,4	$150,000/yr.
Instruction Strategies	Learning Communities	1-4	$266,000/yr.
Instruction Strategies	CALPRO training	1-4	$150,000/yr.
Professional Development	Dedicated professional development day	1-5	$195,000/yr.
Professional Development	Dedicated Professional Development Director and administrative staff	1-5	$175,000/yr.
Technology	OTAN	1-5	$100,000/yr.

Table 6.2 Collaborative Professional Development Plan

In the tale below, address topics the consortium considers priorities for _collaborative_ professional development. Include, as a minimum, topics to help achieve integration among consortium members and improvement of student outcomes.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium Wide
Professional Development Director and administrative support	Coordinating professional development activities across all adult schools. Attend program area collaboration meetings. Analyze past successes, best practices, and recommendations from staff to aid in system wide activities and future planning. 2 full time adult school employees. Coordination with El Camino professional development staff.	All	$185,000/yr.
System wide plan	Administrators and selected faculty from all members to create a system wide plan of Professional Development delivery, tracking and accountability measures. Includes staff from all adult schools and the community college. First year only.	All	$58,000 for the 1st year
	2 community college representatives, 6 adult schools administrators and 16 adult school faculty to review the system wide plan and make changes as necessary. Review yearly.	All	$10,000/yr. after 1st year
	Develop certification or other incentives for adult educators and staff to pursue professional development	All	$32,000/yr.
Professional Development Activities	Research-Based principles for Adult Basic Education reading instruction. Online and/or in-person - Includes analysis, reporting and dissemination.	ABE and High School Diploma	$115,000/yr.
	Research-based principles for Adult Basic Education ESL instruction. Online and/or in-person - Includes analysis, reporting and dissemination.	ESL	$115,000/yr.

	Research-based principles for instructing students with disabilities. Online and/or in-person - Includes analysis, reporting and dissemination.	Disabilities	$73,000/yr.
	Diversity training. Online and/or in-person - Includes analysis, reporting and dissemination.	All	$73,000/yr.
	Research-Based principles for instructing CTE students. Contextualized instruction for ABE and ESL students. Online and/or in-person - Includes analysis, reporting and dissemination.	CTE	$115,000/yr.
	Substitute teacher to fill-in for teachers to attend professional development.	All	$100,000/yr.
	Orientation and general professional development to newly hired employees. Assign a mentor to new teachers a professional development mentor	All	$140,000/yr.
	Career readiness awareness. Teacher training on career opportunities including what it takes for a student to achieve their career goal and current business partners and apprenticeship opportunities.	CTE	$50,000/yr.
	Technology training. Integrate technology and digital literacy into instruction. 12 hours training, 4 hours implementation and reporting per year	All	$60,000/yr.
Professional Development Groups	Yearly professional development planning for Adult Basic Education and High School Diploma program.	ABE and High School Diploma	$7,000/yr.
	Yearly professional development planning for ESL program. Adult school faculty meetings to review and plan. Results submitted to director of professional development.	ESL	$7,000/yr.
	Yearly professional development planning for Career Technical Education program and Apprenticeship programs. Adult school faculty meetings to review and plan. Results submitted to Professional Development Director.	CTE Apprenticeship	$7,000/yr. $7,000/yr.

	Yearly professional development planning for Students with disabilities training. Adult school faculty meetings to review and plan. Results submitted to Professional Development Director.	Disabilities	$7,000/yr.
Faculty discussions	Monthly Professional Development meetings to hear suggestions and discussion. Meeting minutes reviewed by Professional Development Director.	All	$39,000/yr.
Collaboration	Bi-monthly meetings of all adult school faculty by program area. Faculty from all adult schools will collaborate with one another to discuss professional development and student success. 4 hours, 4 faculty from each school	All	$16,000/yr.
Best Practices Dissemination	Yearly Technology best practices presentations. Faculty to analyze and present.	All	$6,000/yr.
	Yearly ABE best practices presentations. Faculty to analyze and present	ABE	$6,000/yr.
	Yearly CTE best practices presentations. Faculty to analyze and present	CTE	$6,000/yr.
	Yearly ESL best practices presentations. Faculty to analyze and present	ESL	$6,000/yr.
	Best practices event for staff	All	$39,000/yr.
Mentoring	Experienced faculty mentoring new and inexperienced faculty	All	$35,000/yr.

Objective #7: Leverage Regional Structures

The South Bay Adult Education Consortium will collaborate with regional partners to effectively support students as they pursue their career and educational goals. Linking the adult schools, college and community partners will create a system that utilizes available resources. The Consortium will conduct ongoing outreach to community organizations to improve adult school services and transitions. The amounts listed as in-kind contributions in table 7.1 are estimates of services that could potentially arise from creating partnerships with the listed organizations.

Leveraged regional structures will include the following goals:
- Create and/or enhance existing partnerships with regional workforce investment and training organizations;
- create and/or enhance existing partnerships with local businesses;
- increase training and professional development activities;
- collaborate on vocational training needs with local businesses and state workforce development organizations;
- increased involvement with local Chambers of Commerce;
- and partner with businesses that offer workforce training and employment to adults with disabilities.

Table 7.1 Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area addressed (1-5)	Tasks/Activities Needed to Implement Support of Program	Member Counterpart(s)*	Partner Contribution**	Timeline
South Bay Workforce Investment Board and Career One Stop	1,2,4,5	Create a system of cross-referrals between systems Partner for training and job placement Partner on funding streams that can further CTE programs Help with convening industry partners to better gauge workforce needs	Adult Schools and Community College	Employee time, cash, in-kind and facilities Anticipated $35,000/yr. if partnership established	1 year
Pacific Gateway Workforce Investment Network	1,2,4,5	Create a system of cross-referrals between systems Partner with training and job placement Partner on funding streams that can further CTE programs	Adult Schools and Community College	Employee time, cash, in-kind and facilities Anticipated $ 35,000/yr. if partnership established	1 year
Southwest SELPA	3	Provide resources and referrals for adults that need services and support Share training opportunities and professional development for working with adults with disabilities	Adult Schools and Community College	Employee time, in-kind and facilities. Anticipated $50,000/yr. if partnership established	1 year
South Bay Literacy Council	1,2	Attempt outreach to have students or staff referred to adult schools	Adult Schools	Anticipated $2,000/yr. if partnership established	1 year
EDD	4,5	Help industry workforce needs assessment	Adult Schools and Community College	Anticipated $6,500/yr. if partnership established	1 year
CalWORKs	1,2,4,5	GAIN to continue referring students to Adult Schools and Community College	Adult Schools and Community College	Anticipated $27,000/yr. if partnership established	ongoing
Local Chambers of Commerce	1-5	Membership and increased involvement with local cities' Chambers of Commerce	Adult Schools and Community College	Employee time, membership fees Anticipated $5,000/yr. if partnership established	1 year

Los Angeles County office of Education	1-5	Refer students to adult schools. Training for adult school staff.	Adult Schools	Employee time Anticipated $5,000/yr. if partnership established	1 year
Goodwill Industries	3	Collaborate on vocational training needs and job placement for disabled adults	Adult Schools and Community College	Anticipated $50,000/yr. if partnership established	2 years
County Libraries	1-5	Collaborate on vocational training needs for job placement in library positions	Adult Schools and Community College	Anticipated $50,000/yr. if partnership established.	2 years

* Indicate the consortium member(s) who will be the users of the contribution

** Partner Contributions may be in the form of cash, in-kind (i.e. facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.