15 South Bay (El Camino) | Consortium 2017-18 Annual Plan

*INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: [http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit (http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit)](http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit).*

*Click on the **Section 1: Plans & Goals** header to begin.*

Section 1: Plans & Goals   −

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

Mission
The mission of the South Bay Adult Education Consortium (SBAEC) is to serve the community by collaborating with members and regional partners to develop academic pathways that lead to economic opportunity in high demand jobs.

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

In 2016-17, the focus of the SBAEC consortium has been on creating seamless transitions to support students as they progress on their pathway to higher education and employment. Staff development has focused on classroom instruction to help prepare students for career and higher education. Career pathways are being created to accelerate students along their path. El Camino College (ECC) and the adult schools have worked cooperatively to create classes and help students transition between programs. Funds were spent on technology for all programs to assist with online registration, testing, classes, and improved instruction.

Sample 2016-17 Accomplishments
Seamless Transition:
* Classes were created to assist student transition from adult school to community college.
* ECC classes are offered on adult school campuses.
* Counselors have been hired to develop education/career plans.

Gaps in Services:
* ESL teacher work-groups made recommendations for program alignment and successful transitions.
* Additional classes offered in ABE, ESL, and CTE.

Accelerate Student Progress:

* Accelerated CTE and basic skills classes including contextualized instruction in English and math are being offered.

* College and Career Readiness standards are incorporated in ESL courses.

* Increased number of students taking the initial CASAS assessment showed an increase in test scores.

* Online classes are offered for nontraditional students seeking their high school diploma.

* Counseling includes ECC and adult school counselors on adult school campuses

Professional Development:

* College and Career Readiness Standards training for adult ed staff.

* Training and participation in Career Ladders project for college and career path development.

* Professional development on purpose and goals of SBAEC for ECC leadership team.

* English Language Proficiency Standards for adult learners training for ESL staff.

Goals for 2017-18

* Create and begin implementation of career pathways in business, automotive, advanced manufacturing and early childhood education.

* Continue to work on articulated classes

* Partner with Special Resource Center at ECC and local districts to provide services to students with disabilities.

* Accelerate ESL learning by creating classes focused on specific learning outcomes in reading and writing.

* Increase student access to technology and expand use of online classes.

* Provide professional development in College and Career Readiness standards(CCRS) and English Language Proficiency Standards (ELPs) for Adult Learners.

* Create and implement a coordinated marketing plan to inform the community and business partners.

* Develop and Strengthen the process of referral and tracking between partner organizations to create seamless transitions for students.

* Use student service centers to identify and enroll students in college and career pathways.

* Educate students on accelerated short term programs at community college during adult school orientations.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Limited number of accelerated career path options.	School records show low number of adult school students transitioning to higher education.	Adults schools will track number of students transitioning to CC.
The region is serving a small percentage of student need.	Regional fact sheet shows students served is 5% of regional need.	Increased number of students served in region. Record number of Enrollments who achieve course completion or employment.
Students with disabilities are not having their needs met by the adult schools	Regional fact sheet shows 0% of needs met in our consortium.	Improved records for adults with disabilities for attendance and services provided.
Need for referral and tracking to the local Workforce investment, AJCC	Agencies are not currently collaborating efficiently.	Use an efficient method of tracking cross referrals between both organizations.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Create career pathways in high need areas such as business, automotive, advanced manufacturing and early childhood education.

Increase community awareness of programs offered by consortium.

Partner with Special Resource Center at El Camino College and local districts to provide services to students with disabilities.

Work with WIB and AJCC on expanding student services.

Continue to work with El Camino students to increase their Accuplacer scores

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Create ESL transition classes at adult schools-non credit-VESL	2 - Mostly not implemented	Low student enrollment Professional development for staff Lengthy process to get classes approved at CC	Implement Advance transition ESL classes Offer ABE/ASE /ESL math classes classes will be offered at adult school New classes will be offered at ECC pending approval	Expanded funding to support strategies and interventions
Develop noncredit CTE classes taught at adult schools under El Camino FTS Advance manufacturing Health care business	1 - Not at all implemented	Process to get new classes approved at community college	Accelerate the approval process at the ECC	Change policy to accelerate course approval in the community college system
Dual enrollment for students at ECC and adult schools.	2 - Mostly not implemented	Students are not academically ready The CC enrollment process can be intimidating Need to identify student reluctance to attend CC Student mobility and persistence	Survey students regarding roadblocks to enrollment at ECC Work with ECC to simplify enrollment process Offer dual enrollment for ASE and higher level ESL students	Help with messaging to students that CC is a safe haven for learning and becoming a citizen Need a system that tracks students across all state agencies
ECC CAA hire counseling staff, pathway developers and assistants as needed	5 - Fully implemented	None	ECC counselors at adult school campuses Monitor and refine program as needed	Expanded funding to support strategies and interventions
Research and assess a student information system that will cover needs of adults to better share across the systems	1 - Not at all implemented	Waiting on Launchboard implementation	None	Need further direction at state level
Students will complete an education/career plan	4 - Mostly implemented	Low student persistence rate for ESL students and HSE students Better survey and identification of student needs	Students meet with counselors from ECC and adult schools to identify student needs and receive assistance with choosing the best pathway Implement a career exploration component for students Host college and job fairs at adult schools Provide visits to ECC to show students potential programs	Expanded funding to support strategies and interventions

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

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

Create Consistent end of term benchmarks for ESL classes across the consortium.

Develop and strengthen the process of referral and tracking between partner organizations to create seamless transitions for students to access all resources available to them.

Continue to align ESL curriculum and embed College and Career Readiness Standards into daily lessons

Continue articulation process which supports increased college readiness skills for all students

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Develop Student Service Centers	3 – Somewhat implemented	Need for additional staffing Poor student persistence Physical capacity of campuses	Continue to provide student services at all adult schools Coordinate services between consortium members Complete a needs assessments for students Assist with job placement where applicable	Expanded funding to support strategies and interventions Measure success of students in incremental steps
Create contextualized courses incorporating English and Math for the workplace	4 – Mostly implemented	Classes are currently being piloted	Offer additional classes for students Share class information with adult schools through counselors	Expanded funding to support strategies and interventions
Hire additional counselors to collaborate with El Camino counselors	4 – Mostly implemented	Staffing changes in consortium members Working with multiple collective bargaining agreements	Continue to have counselors added to adult schools to work with ECC counselors and work with students Find solutions that work with each adult school to fully implement strategy	Expanded funding to support strategies and interventions
Offer credit level ECC classes on adult school campuses	4 – Mostly implemented	Low enrollment due to difficult enrollment enrollment process and cost for courses	Create a marketing and awareness campaign for classes Develop non credit course offerings	Additional funding to support low income students
Utilize and expand the use of online classes in multiple programs	3 – Somewhat implemented	Need to update technology to support programs Professional development for teachers using technology Need additional IT support	Continue to upgrade technology in all campuses to support online learning Create student orientations on using new technology at the adult schools Increase professional development in technology for teachers.	Expanded funding to support strategies and interventions

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Create and offer college and career pathways in the areas of demand in our region that will accelerate students progress towards their goals. These contextualized courses will be compressed and focus on growing students basic skills and interests.

Accelerate ESL learning by creating classes which focus on specific learning outcomes in reading and writing

Use student service centers to identify and enroll students in the college and career pathway that best meets their interests, skills, and goals.

Educate students on accelerated short term programs at community college during adult school orientations

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Create professional development groups	3 - Somewhat implemented	The needs of each group changed as the program evolved	Groups of staff from all sites have been established to create career paths in child care, business, and health fields Align curriculum	Dedicated funds for professional development
CTE Develop workgroups in CTE, ASE, ABE to review programs, align programs, develop transitions, and reduce duplication of services	1 - Not at all implemented	This was not needed. A-G curriculum dictated by state guidelines	None	
ESL Curriculum alignment CalPro for staff development on CCR standards	4 - Mostly implemented	Continues to be an ongoing need The challenge of coordinating meeting times for all 5 consortium members	Continue to provide PD in CCR and ELP standards	
ESL workgroup review curriculum for consortium alignment	5 - Fully implemented	None	Align EL civics testing and program banks between consortium members	
Establish annual consortium retreat	5 - Fully implemented	Attendance of all members	A yearly day long retreat is scheduled for consortium board to meet and plan goals for year Strategize with district leaders to promote full support for adult ed programs	
Professional Development work plan	4 - Mostly implemented	The staff needs for professional development continues to evolve	Individual sites create a professional development plan for their school Teachers take the professional development skills assessment to determine future needs https://lincs.ed.gov/publications/te/self-assessment.html	Dedicated funds for professional development Provide current, quality, in depth PD for all adult school staff
Technology Training	4 - Mostly implemented	Changing technology System infrastructures at adult schools Licensing and software limitations Dedicated IT support	Complete needs assessment for staff in technology Provide training based on needs assessment	Continue to provide funding to address upgrades in technology and data accountability requirements
Training for serving Non-traditional student	3 - Somewhat implemented	Need relevant PD on the changing needs of adult ed students Qualified staffing	Partner with ECC equity office to provide relevant training	PD for staff for meeting the needs of non traditional students

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

> Align specific objectives for each course in ESL per CASAS

> Continue to survey and identify student needs to assure proper placement and student support

> Provide PD in the new CTE paths currently being developed

> Realign the English courses to better prepare students for success in academic courses

> Use data to guide and create new student pathways

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Create awareness with the business community	2 - Mostly not implemented		Consortium wide approach to marketing is being created.	
Outreach and inform	4 - Mostly implemented	Need a comprehensive marketing strategy	A representative from SBAEC meets regularly with WIB to improve services	
Partner with existing apprenticeship programs to create a pathway for students	2 - Mostly not implemented	Student transitions Communication of programs to community and adult schools.	ECC is expanding pre-apprenticeship programs.	More funding for pre-apprenticeship and apprenticeship programs.
Partner with existing Vocational Training programs to create a pathway for student	3 - Somewhat implemented	Student transitions to ECC Staffing issues	Provide an overview workshop of CTE programs to adult school students. Continue with campus field trips and ECC presentations on adult schools campuses. Expand counselor engagement at adult schools campuses. Greater implementation of Career Ladders Program.	Continued support and funding for CTE programs. Recognition for skill builders and established of a positive student outcome.

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

> Develop and Strengthen the process of referral and tracking between partner organizations to create seamless transitions for students to access all resources available to them.

> Develop a comprehensive marketing strategy to recruit more students and show the benefit of developing greater work skills and earning a livable wage.

Section 2: Fiscal Management   −

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	$9,652,977	$9,652,977	$0
2016-17	$9,720,959	$5,233,278	$4,487,681
Total	**$19,373,936**	**$14,886,255**	**$4,487,681**

Please identify challenges faced related to spending or encumbering AEBG funding.

The uncertainty of the future money makes it difficult to get permission to hire additional staff thus schools districts are unwilling to expand programs without a guarantee of future funding.

Attracting qualified instructors to adult education at adult schools.

Lack of facilities at adult schools.

ESL students are fearful of giving personal information which leads to decreased enrollment and difficulties in transitioning to ECC programs.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

In 2017-18 the focus of the SBAEC consortium will continue to focus on creating seamless transitions to support students as they progress on their pathway to higher education and employment. Staff development has focused on classroom instruction to help prepare students for career and higher education. Funds will be spent on developing career pathways and curriculum for those classes. Additional funds will provide quality staff development for all staff. If funding allows additional staff will be hired to support programs.

Section 3: Certification and Submission   −

*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017–18 AEBG General Assurances Document.***

Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been

approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature (Required)

☑ Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan