



## AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

### Section 1: Consortium Information

**1.1 Consortium Planning Grant Number:**

15-328-063

**1.2 Consortium Name:**

Southwestern /South Bay Consortium

**1.3 Primary Contact Name:**

Mink Stavenga

**1.4 Primary Contact Email:**

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### Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

**2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.**

Please see attachment 15-328-063\_Southwestern\_10\_31\_15\_Three Year Plan Update\_Executive Summary.

**2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.**

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

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

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

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

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This section updates the description of the South Bay Consortium’s current adult education programs in three new program areas:

- **Pre-apprenticeship.** An apprenticeship combines classroom and/or lab instruction (Related and Supplemental Instruction or RSI) with a work-based learning or On the Job Training (OJT) experience in which the apprentice is paid a salary or wage. Apprentices attend classes on theory and then apply that knowledge to the workplace, generally under the supervision of an experienced worker, until the apprentice masters that particular area of their training.

Without an employer to provide the OJT, there would be no apprenticeship. Employers can participate in several different ways: (1) A single employer may work with the California Division of Apprenticeship Standards (DAS) to create a program that trains only their employees; (2) a group of employers may also join together, create a Unilateral Training Committee (UTC) and cooperatively fund the training of apprenticeships across multiple employers, sharing costs and leveraging resources; and (3) a labor union is included to create a Joint Apprenticeship Training Committee (JATC or JAC) with equal representation by labor and management. The employer or committee makes decisions on a wide variety of issues relating to recruitment and training of apprentices from curriculum to hiring of instructors to purchasing equipment.

Pre-apprenticeship programs are differentiated from Registered Apprenticeship programs in that they

provide a broad-based training program in order to prepare participants to apply for admittance to Registered Apprenticeship programs.

SUHSD offers five apprenticeship programs in collaboration with the Job Corps, and offers one pre-apprenticeship class in construction. SWC and CUSD do not offer any Registered Apprenticeship or pre-apprenticeship programs.

The San Diego Workforce Partnership recently awarded \$1.3 million to a Consortium partner, Able-Disabled, for a pre-apprenticeship program for students with disabilities, with job placement into some apprenticeship programs.

- Workforce readiness. SUHSD offers four “Job Skills Training” classes. Three of the classes are offered at the South County Career Center, the regional One-Stop Center. The fourth is offered at the San Diego County Health and Human Services Agency. The Job Skills Training class prepares new or displaced workers for entry or reentry into the workforce by effectively marketing their job-related skills and experience to employers. Instruction includes identification and evaluation of workplace values, interests, aptitudes and job skills. The course includes career exploration, labor market research, the development of job-finding skills, supportive peer counseling and professional job search assistance.

Southwestern College has short workforce readiness classes in its inventory but does not offer them as part of the published schedule of classes. A workforce readiness class for students with disabilities started in the fall 2015 semester. The Southwestern College Career Center offers referral to online resources for career exploration and to develop job search, resume and interviewing skills. CUSD does not currently offer non credit or adult education workforce readiness classes.

- Training to prepare adults to help elementary and secondary school children succeed academically. Neither SWC nor SUHSD currently offer these services. CUSD collaborates with SAFE, a nonprofit that works with students and parents and that offers some parent workshops.

The Chula Vista (CV) Library provides several tutor programs in academic enrichment in pre-kindergarten and in elementary school. The Chula Vista Library’s kindergarten boot camp provides social and academic preparation for over 300 children. The program creates kits that can be checked out to help adults practice providing this enrichment at home or in a family day care setting. The CV Library also participate in the 1000 Books Before Kindergarten, and offers ten story times per week for 60-90 children as a pre-literacy activity.

For students of elementary school age, the Chula Vista Library offers LEAP into Reading, an eight-week library enrichment after-school program for children that involves parents by having student-parent conferences at which the child shows what they are doing in school. The program also introduces parents to the CV Library's resources. The Library also provides the books for Accelerated Readers in elementary school, and offers after school homework help from trained volunteers. The CV Library offers Oasis tutor training at the library; the tutors then go out to work with students in the Chula Vista Elementary district.

**2.2b Objective #2:** An updated evaluation of *current needs* for adult education programs within the consortium’s region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts’ K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

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

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

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There is strong need among elementary and secondary students in the South Bay Consortium region for adult help to succeed academically in school. Table 2.2 provides a summary of the demographics and overall academic proficient in the region’s K-12 student population.

**Table 2.2. Elementary and Secondary Student Demographics and Academic Proficiency**

	<b>CUSD</b>	<b>SUHSD</b>	<b>National Elem.</b>	<b>Chula Vista Elem.</b>	<b>San Ysidro Elem.</b>	<b>South Bay Union Elem.</b>
Number of students	3,169	41,108	5,829	29,806	4,842	7,646
Percent Socioeconomically Disadvantaged (SED)	7.4	57.9	79.3	51.6	79.6	70.9
Percent English Learners (ELL)	2.3	21.8	59.7	35.6	65.4	47.1
Percent Hispanic	18.9	76.4	82.8	69.1	90.4	81.7
Percent Hispanic who are SED	14.0	66.6	82.3	62.9	83.4	73.7
Percent Hispanic who are ELL	9.4	27.0	64.9	47.1	71.2	56.0
Academic Proficiency (2012-2013)						
Percent Proficient in English Language Arts (ELA)	81.3	59.3	50.9	67.0	54.0	51.5
Percent Proficient in Math	79.0	55.9	63.5	74.4	61.7	49.0
Percent SED Students Proficient in ELA	69.5	49.7	50.9	56.8	50.0	45.3
Percent SED Students Proficient in Math	78.8	47.2	63.5	66.5	58.7	43.2
Percent ELL Students Proficient in ELA	61.4	45.9	48.6	55.3	47.3	36.4
Percent ELL Students Proficient in Math	67.0	47.5	63.0	67.1	57.9	38.2
Percent Hispanic Students Proficient in ELA	73.1	54.0	47.6	60.9	51.3	37.7
Percent Hispanic Student Proficient in Math	72.0	50.6	61.0	69.8	59.6	38.3

Source: California Department of Education.

There are over 92,000 elementary and secondary students in the South Bay Region. Almost 30,000 of these students are English Language Learners (ELL), and almost 28,000 of the ELL students are Hispanic. Almost 30% of the 53,000 socioeconomically disadvantaged students in the region do not test proficient in English Language Arts, and over 21% do not test proficient in Math. This data indicates a clear need for more adults trained to provide academic assistance to these students so they can succeed in elementary and secondary school.

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

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

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The South Bay Consortium Advisory Committee envisions a student placement system that will allow a student to go to any institution and get student services including an orientation to adult education, assessment, and a pathway plan based on student goals. Pathway maps will give students access to information about programs and developing their educational plan. Students who seek additional counseling assistance for their educational planning will be able to access it. Students will be able to transport their plan between Member Districts. The Steering Committee envisions coordinated assessments (cross-walking current assessments) so that students don't have to re-test every step of the way.

This three-Year Plan places an emphasis on capacity-building among the Members. The South Bay Consortium will work on the following areas to strengthen student placement:

Assessment. Adult Education and Southwestern College have separate assessment tools for basic skills, resulting in students being required to take additional assessments. At Coronado USD assessments are done within the ABE or ESL course. SUHSD and SWC use completely different placement tests. At SUHSD, the Test of Adult Basic Education (TABE) is used in ABE to assess competency and progress within reading, English and Mathematics. SUHSD also uses the TABE to determine whether CTE students need an ABE component to their training. SUHSD also uses the CASAS, a competency-based system used to measure basic skills, English language acquisition and literacy. The CASAS is administered four times a year for all WIA classes. SUHSD also uses its own staff-developed Math Assessment.

Southwestern College uses different assessment tests: the College Test for English Placement (written by CCC faculty); the California Mathematics Diagnostic Testing Project (MDTP) Algebra Readiness Test; the MDTP Elementary Algebra Test; and an in-class assessment in ESL used by instructors on the first day of class to ensure proper placement. This assessment was developed by SWC faculty. SWC uses Student Learning Outcomes (SLOs) as benchmarks for student learning, measured through in-course assessments in the noncredit CTE courses and the three noncredit ESL courses.

There currently is no alignment of the scores on these assessment tests or common and shared interpretation of test results for use in placement into appropriate coursework. Over the next three years the South Bay Consortium Members will crosswalk their current assessments and will work together and with the State to better coordinate assessment testing. SWC counselors have been trained to administer the CASAS; SWC will start to implement the CASAS in targeted noncredit programs.

Advising, Guidance and Educational Planning. The Members will develop Roadmaps to help students navigate the adult education system. Pathway maps that customize the Roadmap based on student plans will be developed for each adult education program. Each Member will add counseling hours to provide better student access to educational planning assistance.

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

(REQUIRED)

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There are over 130 approved apprenticeship programs in San Diego County. Most apprenticeships are in the construction industry; apprenticeships also are offered in firefighting occupations and cosmetology. SUHSD offers five construction-related apprenticeship programs in collaboration with the Job Corps. SWC and CUSD do not offer any Registered Apprenticeship or pre-apprenticeship programs. Most of the approved apprenticeship programs in San Diego County are through the San Diego Community College District or Palomar College.

SUHSD offers one pre-apprenticeship class with a focus on construction-related apprenticeships. SUHSD will continue to offer their pre-apprenticeship classes and may add class sections to meet demonstrated student need.

Over the next three years the South Bay Consortium plans to collaborate with the other AEBG Consortia in San Diego County to inventory the specific skills students need to qualify for the various apprenticeship programs offered throughout San Diego County. The South Bay Consortium will then develop adult education and noncredit courses as needed to teach these skills to South Bay Consortium adult education students so they can access the registered apprenticeships. The Pre-Apprenticeship programs will provide a broad range of classroom, hands-on and (potentially) on-the-job experiences that will enable students to meet the minimum application standards for entrance into a registered apprenticeship program.

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

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By 2017-2018, SWC will create a noncredit/adult education course or course sequence designed to (1) familiarize adults of any age with the requirements of the Common Core state standards, and (2) teach them how to tutor and support elementary and secondary school students learning those subjects. These would be short noncredit courses that could be part of a tutoring certificate; with other courses in the certificate focusing on tutoring college students. This course will then be offered at local schools, libraries and other community locations throughout the South Bay region.

### 2.3d Collection and availability of data. (REQUIRED)

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There are gaps in the ways that course completion is measured and in the information needed to identify and track adult education students. SWC currently does not identify new students who are coming from adult education programs, and does not collect the same kinds of information about its students in noncredit programs as it collects about students in the credit programs.

Strategies to address this gap include development of an Adult Education/noncredit identifier in the SWC application and development of common assessments and shared student information across Consortium Members.

SUHSD, CUSD and SWC need to develop a collaborative data collection and sharing system to track adult education students through their programs, into the community college or employment, and through postsecondary certificate and associate degree programs.

Metrics that could be used to assess improvement in adult education programs and that should be included in the shared database and analysis of program outcomes include:

- Percentage of students who begin an adult education course who complete it successfully
- Percentage of students who enroll in a second AE semester/course
- Percentage of AE students who have identified an educational pathway
- Percentage of AE students awarded a high school diploma or equivalent
- Percentage of AE students who complete a CTE program/certificate
- Percentage of AE students who enroll at SWC
  - In basic skills courses
  - In ESL courses
  - In CTE programs
  - In credit coursework
- Average number of units of articulated credit AE CTE students have at their entry into the SWC CTE program
- The percentage of AE students who return for a second semester at SWC, by program
- The percentage of AE students who complete a SWC certificate or degree

The Consortium will develop processes and procedures to identify, gather and share the data needed to assess progress in the first three years of AEBG implementation. Professional development sessions will help teachers analyze these metrics to identify areas for program improvement.



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

(REQUIRED)

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Credential requirements to teach in Adult Education and the community college are different. At SUHSD and Coronado USD, teachers must have an Adult Education Credential (the Adult Designated Subjects credential and CTE credential), a Single-Subject Credential in the course area or a Multiple-Subject Credential. A Master’s degree is not required.

At SWC, faculty Members must have a Master’s degree in most areas; in some CTE programs industry experience or other vocational-area experience is required to teach. Minimum qualifications are determined by the Chancellor’s Office by faculty service area; Colleges can institute some higher-level requirements in targeted programs. Most SWC programs exceed the Chancellor’s Office requirements. ABE and ESL programs currently require a masters’ degree.

The South Bay Consortium plans to work with other Consortia throughout California to identify the state-level changes that will be needed to enable common standards for instructor qualifications between Consortium Members.

**2.3f** Alignment of academic content and curricula (OPTIONAL)

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At present, SUHSD noncredit CTE programs articulate to SWC credit CTE courses. There is no alignment of SUHSD and SWC noncredit ABE or ESL programs. SWC noncredit programs do not align to any SWC credit programs. The South Bay Consortium made alignment of academic content and curricula one of its key goals:

Goal 2. All adult education programs within the South Bay Consortium are aligned and offer clearly sequential coursework in academic pathways across Consortium Members.

Consortium Members will work throughout the first three years of the AEBG to review and align curriculum across systems in Adult Basic Education (ABE), English as a Second Language (ESL) and Career Technical Education (CTE). The aligned curriculum will be used in the Pathway maps to provide guidance and direction to adult students as they navigate the adult education system.

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

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By 2017-2018, the SWC application will be modified to ask students if they went to adult education or where they received their high school diploma. This information will enable SWC to identify and track adult education students. Online registration will also be made available to noncredit students, who will receive the student identification they need to access campus services.

SWC will develop a system to ensure that student credit for articulated 2 + 2 CTE courses that adult education students have completed is reflected in their transcript. This credit-earned information will then become available to students and counselors as they develop student educational plans.

SWC, SUHSD and CUSD will develop crosswalks to align student scores on assessment tests and a shared interpretation of test results that can be used for placement into appropriate coursework.

SUHSD, CUSD and SWC also will use AEBG funds to provide additional academic and career counseling, tutoring and access to computers.

Section 3: Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Kevin Nicolls

Consortia Member:

Coronado Unified School District

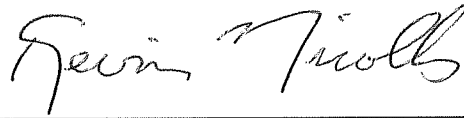
Email:

[Kevin.nicolls@coronadousd.net](mailto:Kevin.nicolls@coronadousd.net)

Date:

10 / 26 / 15

Signature Box:

A handwritten signature in cursive script that reads "Kevin Nicolls". The signature is written in black ink on a white background within a rectangular box.