

# AEBG Q & A – Back to School 7/25/16

## **1. ABE/ASE- Adult Basic Education/Adult Secondary Education**

- **How does AEBG affect our clientele?**
  - o The only effect AEBG had on our clientele was the restriction to offer classes to those 18 and older. AEBG considers ABE and ASE as one program area, but with the flexibility to keep them separate as needed. The program area description is as follows: Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate. Programs in basic skills provide instruction in foundation academic skills, such as reading, writing, and basic mathematics, as well as learning skills and study skills. Elementary basic skills include courses below the high school level primarily designed for the teaching of basic literacy skills (grade levels 1-8). The primary goal of adult secondary education is to provide a curriculum that enables adults to attain a high school equivalency or a high school diploma (grade levels 9-12).

## **2. ESL**

- **What are the changes we will need to make for ESL classes with the consortium?**
  - o At this time there are no specific changes for ESL, but any future changes will be communicated to you by your TSA and/or principal and/or director
- **Can we implement a citizen's rights/obligations segment in EL Civics?**
  - o Please check with your ESL TSA for EL Civics topics
- **What are the latest changes to the citizenship program?**
  - o Please check with your ESL TSA for the latest changes to the citizenship program
- **What is the set-up of our program?**
  - o The program area description is as follows: Programs for immigrants in Citizenship, ESL, and Workforce Preparation. Programs that provide instruction in the English language to adult, non-native English speakers of English with varied academic, vocational and personal goals. English as a Second Language (including Vocational ESL): Programs designed to help English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that lead to attainment of the secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment. EL Civics: Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition, and may include workforce training.

- **Will our distance learning program change? If so, how?**
  - There are no immediate plans to change the distance learning program. However, distance learning is subject to the same program area descriptions and student outcomes as all other AEBG courses.
- **Will vocational ESL be taught separately or interpreted into traditional ESL classes?**
  - This is yet to be determined.
- **Will AEBG require standardized test determining whether or not ESL students will be promoted to the next level?**
  - At this time it is up to the member district to determine level completion. AEBG does not require standardized tests to determine course completion.
- **What criteria for assessment/evaluation will be used for ESL students? CASAS scores levels, completed EL Civics**
  - This should be determined in your PLCs.
- **Can AEBG provide teachers with money for classroom materials related to EL Civics/ESL?**
  - It would be an allowable expense. Please ask your principal and/or your SUHSD Project Coordinator Sara Garcia-Salgado if there are funds available for this purpose.
- **Why were off-site ESL classes classified as “conversation/pronunciation” classes, in the AE presentation to the SUHSD board?**
  - I’m not sure, maybe ask the person who presented it?
- **How can we adapt our text/work book to address more of the higher order thinking? Right now it’s mostly lower order.**
  - This is a good question for your PLCs and/or your ESL TSA.

### **3. WER**

- **How many different economic barriers require specialized training and what are they?**
  - Below is a list of economic barriers that we need to collect data on. Courses in WER may provide specialized training for these groups, but it is not a requirement.
    - Single Parents (including pregnant women)
    - Persons with Disabilities
    - Displaced Homemakers
    - English Language Learners
    - Low Levels of Literacy
    - Cultural Barriers
    - Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)
    - Ex-offenders
    - Homeless Individuals
    - Low-Income Individuals
    - Migrant and Seasonal Farmworkers
    - Adults in foster care who have aged out of system
    - Veterans
    - Long-term Unemployed (27 or more consecutive weeks)

- **What specific courses are offered in WER?**
  - Workplace Readiness
  - Job Skills Training
- **What credential is needed to teach a WER class?**
  - ABE, ASE, ESL, or CTE
- **Are there any plans to offer trainings on personal finance management? For instance managing credit, debt analyzing consumer contracts?**
  - At this time no. Ideas for courses should be communicated to your principal, and/or your SUHSD Project Coordinator, Sara Garcia-Salgado.
- **What is WER?**
  - The program area description is as follows: Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce. Programs designed to prepare adult students to enter into the workforce, including individuals entering into the workforce for the first time, or individuals seeking to reenter the workforce following a hiatus due to employment, incarceration, or other personal/professional circumstance. Courses in this area may be devoted to development of a career profile, resume writing, networking and social media, or other topics related to workforce preparation. These may be standalone or part of a sequence of courses within an established CTE Career Pathway. Courses may provide specialized training for specific populations, such as Older Adults (55+), Single Parents, English Language Learners, or other groups faced with systemic barriers to economic success.
- **How does WER relate to CTE?**
  - Taking from the program area description, WER courses “may be standalone or part of a sequence of courses within an established CTE Career Pathway”.

#### **4. ESSS**

- **How will teacher and student input be gathered to inform how we move forward?**
  - This would be determined once we know that there is funding available to create courses in this program area. Currently there are no classes in this program area.
- **I am curious about ESSS. What is that about?**
  - The program area description is as follows: 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. Courses in this area provide education and training to adults, typically parents (grandparents) and community members, to help school-aged children succeed in school. Most often, these courses are found in K-12, and may take the form of short-term courses or workshops devoted to understanding school policy, child school assessment preparation (test-taking strategies and standards), parent-teacher relationships, or other related topics.

- **Who is the TSA for ESS?**
  - Officially none, since there are no courses in this program area. Your SUHSD Project Coordinator, Sara Garcia-Salgado, should be able to answer questions about any information-gathering that is taking place regarding this program area.
- **Is parent ed. considered an ESSS program?**
  - No. Please see program area description above.
- **Is PK- School Readiness included?**
  - PK-School Readiness is designed to prepare young children to enter school. The ESSS program focuses on providing training for adults specifically in areas to help children succeed in school.

## **5. Adults with Disabilities**

- **What is considered to be a disability? Learning? Physical? Other?**
  - This is not defined by AEBG, so we are not limiting the definition of a disability. This is the program area description: Programs specifically designed to meet the needs of adults with disabilities. Courses may focus on the development of skills required for independent living and sustainable employment.
- **What is currently being done to meet the needs of adults with disabilities? There are no records of previous history on file and that does not help teachers. Perhaps a voluntary evaluation to help plan and determine how to help them.**
  - SUHSD adult ed counselors have been coordinating with the district Special Services department to put procedures in place to allow for accommodations for adults with disabilities. They have developed disability verification forms, authorized academic accommodations forms, and developed referral procedures to the district Special Services department.
- **What programs do we have that meet the needs of adult students with mental disabilities?**
  - At this time we don't have programs in place, but we do have procedures for referrals and for accommodations.
- **How do we refer them to the proper program?**
  - You will refer them to the adult school counselors. The counselors will work with the district Special Services department and the student to assist with this.
- **How can we address the needs to students with disabilities? We're not trained and don't have the funds to do the training.**
  - Professional Development is being planned now on this exact topic. You should be receiving more information within the next few weeks. The consortium is committed to professional development in general, but especially on this topic. Teachers will be supported by adult school counselors, the district and through trainings.
- **Where are these programs offered?**
  - Adult ed counselors are currently gathering resources for their referrals.
- **How do students qualify for these programs?**
  - The first step is to see an adult ed counselor.

- **How do we plan to proceed with teaching students with disabilities?**
  - o There will be professional development coming soon on this topic.
- **Will Adult Ed teachers need additional certification?**
  - o No.
- **How will adults with disabilities be educated?**
  - o If a student needs an accommodation, they will be registered in the current adult ed classes with that accommodation. SUHSD has yet to develop a program specifically designed for adults with disabilities.
- **When will we start classes for students with disabilities?**
  - o To be determined.
- **What will be offered to adults with disabilities?**
  - o Currently this is limited to referral and accommodations.
- **How will they be monitored/evaluated?**
  - o Student Support Teams (SST) are being formed in adult ed.
- **Will a psychologist be hired? Is it in the grant? When?**
  - o Not at this time, and it is not in the plan.
- **How are we dealing with visual impaired adults?**
  - o An adult ed counselor would be able to get the process started for an accommodation.
- **Do we have programs or computers for the visually impaired students?**
  - o This may be better answered by the individual adult schools. To my knowledge, settings on regular computers can be changed to help visually impaired students. TABE audio version was ordered this summer and is available.

## **6. CTE – Career Technical Education**

- **Definition of short term classes in relation to jobs?**
  - o This program area description is as follows: Programs in Career Technical Education that are short term in nature and have high employment potential. Programs within a structured sequence of courses in a defined career pathway leading to an industry recognized postsecondary-level credential and/or employment.
- **What constitutes short term? Who determines what and how long short-term is?**
  - o “Short term” has yet to be defined by AEBG. The direction is for each member agency to define “short term” at this time.
- **How does this directly affect CTE teachers?**
  - o AEBG affects programs. All CTE courses must fit the program area description.

## **7. PA – Pre- Apprenticeship**

- **What does PA entail?/ What does apprenticeship consist of?**
  - o This program area description is as follows: Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. As defined by the Employment and Training

Administration (ETA), pre-apprenticeship programs are programs or sets of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program, featuring a documented partnership with at least one, if not more, Registered Apprenticeship program. Includes programs/courses that are conducted in coordination with State approved Apprenticeship programs, as evidenced by an agreement or Memorandum of Understanding (MOU).

- **What is MOU?**
  - Memorandum of Understanding. This is a formal agreement between two or more parties to establish official partnerships, and outlines the responsibilities of each party involved.
- **Are CTE and PA working together?**
  - Absolutely. You can think of the PA program area as a very specialized CTE program in its own category.

## **General AEBG**

- **How does AEBG affect the veteran's program?**
  - AEBG affects program areas, not student populations. All AEBG students will be subject to the same performance outcomes. Consortium effectiveness will eventually be determined by the number of students transitioning to college and/or career.
- **Will we eventually become one cohesive unit and therefore one employer?**
  - All members of the consortium have common AEBG goals, but we will remain as three separate agencies and employers.
- **What is our funding for Adult Ed.?**
  - AEBG is the Adult Education Block Grant. This is the main source of funding for adult ed. There is no longer a separation between "Maintenance of Effort" and "Consortium" funds, both are combined to form AEBG funds. In addition, we still have the WIOA and Perkins grants as supplemental funding.
- **How will distance learning be assessed or information of student hours be gathered?**
  - Distance learning is subject to the same program area descriptions as seat-time courses. Student outcomes are determined by completion of courses, transitions to higher level courses, and college and/or career attainment. Student hours are not correlated to consortium effectiveness or student outcome data.
- **How can I help to make AEBG a success?**
  - Participate in workgroups and professional development, attend Consortium Directors Council (CDC) meetings if your schedule allows, and continue to encourage students to reach their goals!
- **How can we get more information for students about AEBG?**
  - Information about our consortium can be found on the SUHSD adult ed website
    - <http://adulthoodeducation.sweetwaterschools.org/south-baysouthwestern-consortium/>
  - Information about AEBG in general can be found on the state AEBG website.

- <http://aebg.cccco.edu/Home>
  - Subscribe yourself to the AEBG weekly newsletter (link on the AEBG website)
  - AEBG resources on the CCAE website
    - <http://www.ccaestate.org/aebg-resources/>
- **What does AEBG stand for?**
  - Adult Education Block Grant. This was established by AB104.
- **Will there be an AEBG evaluation of teacher performance?**
  - This is not an AEBG requirement at this time, and I haven't heard of any future plans for this.
- **Do you see funding being an issue in the immediate future?**
  - As long as there continues to be no type of COLA included in future allocations, yes.
- **Can we get more information regarding how AEBG impacts our Adult Ed. courses?**
  - All adult ed courses must fit into the program area descriptions. It will be a long process to determine modifications needed, if any, in order for our courses to fit the program area descriptions.
- **Will there be a uniformed evaluation "system" in place for all schools involved?**
  - The state AEBG office will provide criteria for "consortium effectiveness" at a later time to be determined.
- **Will program areas consolidate in adult schools?**
  - AEBG allows for consolidation of programs in order to provide better services. I don't know of a plan at this time for this to happen at Sweetwater.
- **Does the AEBG mean that there will be funding for student tutors?**
  - That would be up to the SUHSD adult ed administration to decide. This is an allowable expense.
- **Which agency is the financial administrator in the consortium?**
  - SUHSD is the fiscal agent for the 16-17 AEBG until all 16-17 funds are spent, no later than June 30, 2019. SWC continues as fiscal agent for 15-16 AEBG funds until all 15-16 funds are spent, no later than June 30, 2018. SWC is also fiscal agent for the separate AEBG Data and Accountability funding, until all Data and Accountability funds are spent, no later than June 30, 2018.
- **Will teachers in consolidated programs change schedules and sites?**
  - Principals determine master schedule changes
- **Does AEBG require us to do computer-oriented presentations?**
  - No
- **How do changes or improvements occur?**
  - Through legislation. Follow the link to the current legislation regarding AEBG:
    - <http://aebg.cccco.edu/About/Legislation>