



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-06

1.2 Consortium Name:

Partnership for Adult Academic and Career

1.3 Primary Contact Name:

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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.

The Partnership for Adult Academic and Career Education (PAACE) regional Consortium is pleased to present this plan to date to meet the needs of adult learners in Southeast Los Angeles County. Due to the state's severe budget shortfalls since 2008-09, the region is currently serving thousands fewer adult students than it once did in core programs identified as part of AB86: Adult Basic and Secondary Education, English as a Second Language and Citizenship, Career and Technical Education, Apprenticeships and Adults With Disabilities.

Difficult decisions followed the budget crunch in the tight-knit communities that make up the Consortium. The school board in the city of Bellflower voted to close its adult school. Other K-12 districts in the Consortium and Cerritos College held on to much-needed adult education programs but slashed class offerings. AB86 has brought the local college, Cerritos College, to the forefront in bridging the work that students may start at adult schools to larger goals of job success and academic progress. To this end, PAACE has created a multi-layered approach to streamline assessments and curriculum between the K-12 and community college systems, evidenced in strategies outlined in Objectives 3 – 7.

The plan, to be phased in starting in FY 2015-16, is not focused on simply getting by with adequate funding; the vision is to leverage existing community, county, state and federal resources to build a practical, effective network of adult education services. The Consortium recognizes the

opportunity to seize the current political momentum backing workforce preparation programs at both the state and federal levels. PAACE further seeks to harness the passion of local school administrators to turn attention toward adults needing basic literacy skills, Adults with Disabilities, and those who would benefit from English as a Second Language programs that are contextualized to tie into a roadmap for success. The plan falls into the three umbrella categories of Systems Alignment and Regional Equity; Counseling Services; and Data Management. Single-year operational costs are included alongside strategies in Objective tables (See Appendix B) to detail necessary funding for implementation. Seizing this opportunity to rethink and redesign adult education for the Southeast Los Angeles County region, the PAACE leadership has developed goals and activities that will build and enhance the level of services and programs currently being provided to adult learners in the region. However, PAACE is committed to the restoration of funding for critical adult education programs in the region. Currently, the region's K-12 partners offer adult education programs without a reliable funding source. Regional plans, goals, and activities cannot be implemented in an environment of adult education programs for which funding and resources have been eliminated. Should no funding become available to support the region's adult education programs, PAACE will prioritize support for our current successful adult education programs before meeting the larger demands of a regional adult education model.

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.

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.

Not applicable.

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

Not applicable.

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)

3-4 classes for the Adults with Disabilities will be added to the ABC Adult School programs. ABC is expecting to increase its services to 150 adults in disabilities this year.

Two classes in the program #6 area below will be added to ABC Adult School this year with an increase of 50 duplicated adults been served.

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

Programs offering pre-apprenticeship training conducted in coordination with one or more

apprenticeship programs approved by the Division of Apprenticeship Standards.

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)

ABC Adult School offers 30 workshops for Adults in 2015-16 School year to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. ABC is expecting to provide the training to over 1,500 adults this year.

2.3d Collection and availability of data. (REQUIRED)

The PAACE consortium will focus on institutionalize the processes and tools needed to ensure the effectiveness of the collective work and collaboration. As such, PAACE will work with the Cerritos College K-16 A Bridge project to implement the My Mentor software that will have a student, staff, and administrator interface. This system will collect data from all consortium members to document student information, student services, registration, enrollment, and track progress.

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

Where applicable, the PAACE consortium members have identified faculty qualifications that are common to all member districts. Moving forward, the PAACE consortium will develop a grid listing all program area faculty qualifications so that a thorough understanding and documentation is provided to all. Further, discussion and review of equivalency processes at each member district will be conducted so that faculty qualification could better meet the needs and hiring standards of the consortium as a whole. In addition, the Cerritos College research department will serve as support for collecting and reporting data to support the evaluation of the PAACE Adult Education Block Grant. Similarly, members (ABC, Bellflower, Downey, and Norwalk La Mirada adult schools) will utilize their district research support to the collection of data. All information will be made available to members, posted on the website, and distributed during general consortium meetings.

2.3f Alignment of academic content and curricula (OPTIONAL)

Some alignment of curricula will be done through the articulation of programs. PAACE is planning an articulation summit in spring 2016. Faculty from any member district will participate to align curricula and articulate programs. PAACE is targeting three program areas, accounting, computer technology, and child development as a pilot.

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

Align/articulate CTE courses from adult schools to the college credit CTE courses in areas such as accounting and computers.

Through the My Mentor program all PAACE students will be able to interface with one system and view adult education programs, get orientation, assessment, employment/or job and career assessments.

Additional Information

Additions and/or changes to the PAACE three year plan are as follows:

- Implement TNT (Teachers Network with Teachers) Model to increase students' learning outcomes that will be evaluated using CASAS.
- Establish professional Learning Communities to increase teacher collaboration. Will be evaluated by documenting meeting agendas and meeting minutes.
- Align Common Core Adult Education ELD Standards
- Implement basic and secondary skills that build college readiness skills
- Utilize team building, critical thinking, problem solving, study skills, soft skills, and career assessment
- Implement new models and instructional strategies for contextualized and/or accelerated teaching and learning
- Develop skills building intercultural competence
- Introduce regional programs including detailed descriptions, pathway, skill set needed and developed, and any new, upcoming programs

Leveraging structures and assets:

- County of Los Angeles Public Library: plan to offer basic skills and ESL classes at a local libraries
- Artesia Chamber of Commerce: Participation in monthly activities hosted by Artesia Chamber of Commerce
- Clontarf Manor Artesia and Founders' House of Hope: Expanding services for Adults with Disabilities

Section 3: Consortium Member Signature Block

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Consortia Member:

Cerritos CCD

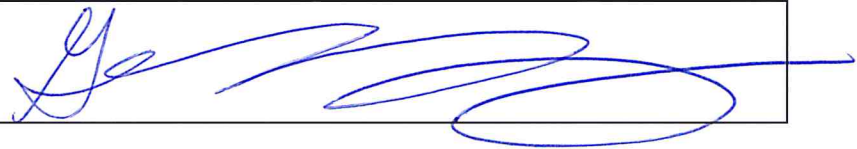
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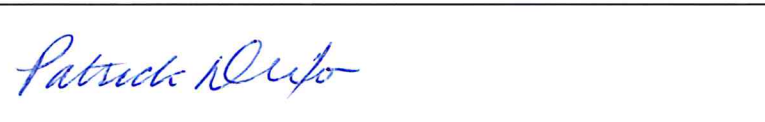
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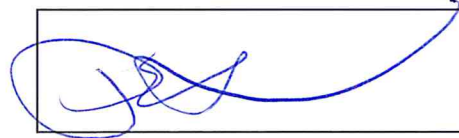
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