



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:	13-328-11
1.2 Consortium Name:	Tri City Consortium
1.3 Primary Contact Name:	Jerry King
1.4 Primary Contact Email:	JKing@paramount.k12.ca.us

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 vision of the Tri City Consortium is first, foremost and always focused on the individual student – on the student *now*, on the student *moving forward*, and on the student secure in the community in *the future*.” (March 2015 Regional Plan)

In March of 2015, the Tri City Consortium submitted its regional AB 86 Plan with focus on Actionable Components that were meant to inform an ultimate implementation plan – in this case the AEBG Three-Year Plan. Components included *instruction, counseling, professional development, communications* and *measurement*.

Additionally, per the COE, the plan focused on defined gaps and needs that dramatically compared 2008 with 2013, which resulted in the Tri City’s service area forced reduction of capacity to serve adults by 43%. Other Plan objectives included addressing seamless transitions, accelerating student progress and leveraging available and evolving resources.

The overall core mandate of the AB 86 plan remains the same – improving and expanding education and workforce opportunities for all adults. Assembly Bill 104, the Adult Education Block Grant, evolves from Assembly Bill 86, and the following AEBG Three-Year Plan evolves from the AB 86 Regional Plan. Assessments, measurements,

positioning and timelines have been updated, but the spirit of AB 86 blends comfortably with the goals of AB 104.

Tri City assumes that if students were focused on “the big picture” - workforce outcomes - then retention and persistence would improve, certifications would expand, employment and job promotions would increase, and word-of mouth combined with smart communications would serve to bring more students to consortium programs.

The Adult Education Block Grant positions adult education funding as part of California’s overall commitment to improve and expand the California workforce. With this workforce focus as the basic structure for the Three-year Plan, in the course of the next three years, Tri City plans to provide each and every student – native speakers and English learners – with electronic career portfolios (career pathways) that provide standardized and personalized intake and assessment, interest and career inventories, roadmaps to certification and employment, tracking analytics and formative interventions. Discussions and negotiations have opened with a software tool called, Career Cruising. These career pathways/electronic career portfolios will drive the other elements of successful programs so that instruction professional development, counseling, transitions, measurement and communications will evolve, as integral to making these pathways work. In keeping with Objective 7 of the Tri City Regional Plan, these efforts will expand beyond our district members to include leveraging resources with other stakeholder partners such as WIBs, DPSS, District Attorneys, Trade Unions and Veterans Administration.

All instruction will be contextualized; VESL classes will be enhanced and expanded; all counseling will focus on career outcomes; transition “red tape” will be reduced. Student support services will be expanded to include case management, tutoring, career counseling and job placement.

In addressing gaps that have been identified, communications and marketing efforts will focus on new student segments such as district parents, high school non-completers, veterans, adults with disabilities and transitioning parolees.

AB 104 provides specific measurement/assessment criteria that will help focus and fine-tune the Regional Plan. These assessments will serve to assure that programs and goals are productive, scalable, measurable and achievable. To that the consortium has opened discussions with data analytic services that currently provide measurement and tracking tools for adult education and ROP but also have platforms and staff that can adapt to the mandated assessments in AB 104: number of students served, literacy gains, diplomas and GEDs, government and industry workforce certifications, employment and salary increases.

As we adapt our AB 86 Regional Plan to the Three-Year Plan, we are acutely aware that funds are limited, time constraints and delays are challenging, but student needs remain critical. We are confident that our approach will measurably expand and improve programs and workforce outcomes for adults within the boundaries of the Tri City Consortium.

For year one, plans have yet to be submitted and approved and funds have to be made available. In all likelihood, given these realities – time constraints, funding, holidays, programs already in motion - it would be realistic to assume that momentum will not build until the first of the year.

In keeping with the scope, content, and letter of Governance Guidelines, Tri City members and staff will participate in Brown Act training in mid-November.

Following completion of the March Regional Plan, Tri City members and staff began discussions that focused specifically on developing standardized consortium student orientations; additionally, other discussions focused on member priorities and projects that could serve the region through expanded and improved district programs. Tri City will expand its joint committee efforts to address workforce oriented professional development, career centers, job developers, contextualized learning, articulations, pilots for orientation, intake, assessments, counseling and career pathways. Understanding that AB 104 expands fundable program areas to include specific parenting goals and specific older adult goals, initial discussions have begun and will continue as these areas are explored for 2nd year pilots. Discussions will intensify with potential partners so that MOUs can be developed to leverage resources with Trade Union Apprenticeships, DPSS, County WIB, VA, DA and Adults with Disability Services. Current district data management systems will provide baselines and measurements, but decisions regarding consortium selection of a standardized/dashboard AB 104 adapted system will result from discussions, webinars, interviews, research and pilot that will conclude in April 2016. Feasibility studies will be funded to explore expanding and improving services to Adults with Disabilities. Additional discussions, research and feasibility studies will focus on developing logistics programs that focus on the Alameda Corridor opportunities associated with the Tri City region. Having the ability to pilot career pathways through Career Cruising will improve ESL student program selection and transitions into higher-level literacy programs and/or career technical education. To the extent that construction, refurbishing, upgrading and/or expanding facilities is needed, budgets and plans will be developed so that after local approval, medical career programs, career centers and services to adults with disabilities can be both expanded and improved and funded through consortium allocations. Additionally, Health Informatics, a new career opportunity will be piloted in the spring. By the end of year one, a marketing/communications plan will be developed and funded so that new student segments can be recruited and stakeholders will be aware of the plan, focus and projected outcomes.

For year two, scalable pilots will be deployed, content will be finalized and delivery models will be identified. Included in the delivery models, Tri City will explore distance-learning curricula that will be used as autonomous or supplemental programs. Career portfolios will be partially implemented for both native speakers and ESL students; districts will expand course offerings that will address contextualized learning, VESL, pre-apprenticeships and apprenticeships. Career Centers will be completed and leveraged with existing Workforce Center resources. Career-focused/AEBG professional development will be deployed for all consortium staff and support staff.

For year three, every student in Tri City will experience standardized orientation, focused and personalized intake and assessments, electronic career portfolios, improved and faster seamless transitions, access to career options and opportunities, career certifications, employment and promotions. Career Centers will be operational in all districts, and awareness and usage of consortium services will expand exponentially. All teachers will receive regular, measurable and reinforced professional development that informs their roles and responsibilities regarding workforce, pathways, contextualized learning and case management student services. Number of students served will increase by 20%, and student outcomes – gains, diplomas, certifications and employment

will increase by the same 20%.

It is critical to understand that this consortium is committed to developing a trackable, measurable and achievable marketing/communications plan that not only brings more students to the programs, but also retains at significantly higher levels with significantly higher targeted outcomes. While content and delivery are critical pieces, marketing and communications will create and deliver the message that assures students that by investing time and energy with Tri City, they will get jobs and/or better jobs. And with this projected success, we expect that our respective governing boards and elected officials will see fit to support these programs with future expanded funding.

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.

There are no substantive changes regarding current levels and types of programs to report.

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

There are no new updates regarding the consortium’s evaluation of current needs.

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)

By year three, every student in Tri City will experience standardized orientation, focused and personalized intake and assessments, electronic career portfolios, improved and faster seamless transitions, access to career options and opportunities, career certifications, employment and promotions. Career Centers will be operational in all districts, and awareness and usage of consortium services will expand exponentially. All teachers will receive regular, measurable and reinforced professional development that informs their roles and responsibilities regarding workforce, pathways, contextualized learning and case management student services. Number of students served will increase by 20%, and student outcomes – gains, diplomas, certifications and employment will increase by the

same 20%.

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

The consortium is looking to expand its Cement Mason pre-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)

Expansion of programs in this area are currently under discussion, with implementation likely to occur in Year 2.

2.3d Collection and availability of data. (REQUIRED)

Current district data management systems will provide baselines and measurements, but decisions regarding consortium selection of a standardized/dashboard AB 104 adapted system will result from discussions, webinars, interviews, research and pilot that will conclude in April 2016.

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

Qualifications have not changed. All K-12 instructors meet requirements; CCD meet requirements of academic senates and state minimum qualifications.

2.3f Alignment of academic content and curricula (OPTIONAL)

Tri City has expanded its focus to include developing *logistics* programs that will address the expanding needs of the Alameda Corridor.

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

Tri City has expanded its focus to include developing *logistics* programs that will address the expanding needs of the Alameda Corridor.

Section 3: Consortium Member Signature Block

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Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

Email:

Date:

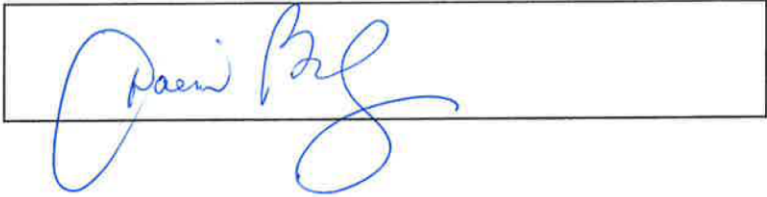
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