
Analysis of Adult School Education offerings in San Diego East Region Adult School Education (SDERAEC)

Prepared by the San Diego East Region Adult Education Consortium

In the following report, San Diego East Region Consortium outlines the current market for adult school in the San Diego East County Region. The report includes demographic data, student enrollment information, and some labor market indicators to frame the discussion of the east county region market. The report highlights current adult program offerings in the region served by the Grossmont-Cuyamaca Community College District and the Grossmont Union High School District's Adult School in the following areas: adult basic education; immigrant education (including English as a Second Language); short-term career technical education and apprenticeships; and programs for adults with disabilities.



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Consideration

Dear AB86 Work group,

Our consortium possesses a common desire to have students prepared to succeed in their career and college goals, and we realize that we share similar gaps in this process. As we continue to meet as a consortium, we will further explore the efficiency and effectiveness of adult education in our region and throughout San Diego County. Looking forward, we want the new adult school system to have an accountability process that includes measurable, attainable goals. We want flexibility because the economy continues to shift and change with technological advances, cultural, and socioeconomic changes.

We realize that adult education in San Diego's East County needs to position itself to provide sustainable, ongoing education and lifelong learning opportunities to advance the lives of those living and working in the region.

In consideration, we targeted overarching gaps, unmet needs, and proposed strategies to create a scalable and sustainable system that includes the following: articulation agreements, career and educational pathways, access to student support services for all students, technology and equipment gaps, basic skills, advertising/marketing, professional development, integration of processes and policies, communication and transparency, and accelerated student progress.

We request additional time to create a transitional plan and funding for FY 15 -16 to develop a detailed blueprint of such an undertaking.

Thank you for the consideration,

San Diego East Region Adult Education Consortium

Executive Summary

The Grossmont-Cuyamaca Community College District (GCCCD) received \$307,205 and is currently acting as the fiscal agent for the 2014-15 fiscal year AB86 planning grant. As a result, years of informal collaboration between the Grossmont-Cuyamaca Community College District and Grossmont Union High School District Adult School (GUSHD-Adult School) formed the San Diego East Region Adult Education Consortium (SDERAEC). We are currently utilizing a collaborative leadership approach that includes a Steering Committee and Program Area Councils (PACs) for each of the identified areas of AB86.

The AB86 Steering Committee consists of the Director of Adult School/CTE (Gary Schwartzwald), the Dean of Continuing Education for the Grossmont Cuyamaca Community College District (Jennifer Lewis), a Program Manager (Tonette Salter), and five to ten Program Area Council (PAC) Co-chairs. The PAC Co-chairs are educational leaders in their respective program areas and represent their respective organizations – one from the adult school and one from the community college. The Steering Committee members serve as the decision-making body for the planning effort.

The consortium Directors determined that administrators, faculty, teachers, and staff in the PACs representing the AB86 priority areas would serve as the consortium “work groups” with the responsibility of conducting research, analyzing data, and writing the plan that addresses seven (7) AB86 objectives. Co-chairs from adult school and community college lead the workgroups. PAC meetings began in June 2014 and have met an average of 8 hours per month addressing Objectives 1 thru 7.

Program Evaluation

The consortium decided to combine the programs for apprentices and short-term career technical education because there are minimal apprentice programs in the east county region.

An overview of each program area

Program Area 1 – Adult Basic Skills, High School Diploma, & GED Preparation:

The community college adult elementary and secondary basic skills student population has a higher level of education and income. The community college adult basic skills student typically has a high school diploma or GED. In addition, the community college basic skills student is taking credit classes two or three levels below college level English and/or math. The community colleges are not currently offering adult basic skills courses via non-credit, but instead providing non-degree applicable course multiple levels below collegiate level English and math. The adult school students are attending classes with the objective of learning English or math at the elementary level and/or earn a high school diploma or high school equivalency to be prepared to acquire career technical skills to get a job or avoid losing a job or continue their education in a community college CTE or associate degree program. The adult school program is the

only K-12 district in San Diego that offers adult basic education and GED preparation classes to adult inmates in six of the correctional facilities (jails) throughout San Diego County. Both the Community Colleges and the adult schools in the consortium receive Title II WIA funds that support student success in ABE, GED and HSD. In 2012-2013, the combined total of unduplicated enrolled students for Adult School and GCCCD in this program area was 7520, which has decreased from the 2008-2009 student population of 8557 at which time funding were enhanced and flexibility was not in place.

Program Area 2 – ESL: Community college credit ESL programs are design to prepare student with the skills needed to successfully transition into college courses that lead to Associate’s Degree, CTE certificate, or transfer into a four-year institution. Noncredit ESL courses provide flexible curriculum committed to non-native English speakers achievers with diverse goals, such as academic, vocational and/or personal growth through language skills, basic skills, and health literacy. Much like noncredit, the adult schools offers a flexible curriculum that is accessible at multiple locations throughout the East County community. The Grossmont Union Adult School ESL programs provide life-skills curriculum that mainly focus on the immediate needs of the immigrant population in East County. The curriculum instruction for adult school ESL program ranges from beginning literacy to low intermediate ESL whereas the Cuyamaca College noncredit curriculum focuses on the intermediate level student. The Community college credit ESL curriculum begins at the low-intermediate level and supports seven (7) levels of credit ESL – with two (2) courses being degree applicable. Both the community colleges and the adult schools in the consortium receive Title II WIA funds that support ESL student success. In addition to providing EL Civics and Citizenship In 2012-2013, the combined total of unduplicated enrolled students for the Adult School and GCCCD in this program area was 8894, which has decreased from the 2008-2009 student population of 9998 at which time funding were enhanced and flexibility was not in place.

Program Area 3 – Adults with Disabilities (AWD): The Grossmont Union High School District offers adult transition programs and support services to students ages 18 to 22 that focus on work-based learning activities and is currently limited to serving older adults. GCCCD does not currently provide AWD specific classes or programs in their credit or noncredit curriculum. In 2012-2013, unduplicated enrolled students for Adult School in this program area was 580 and 2008-2009 it was 1000.

Program Areas 4 & 5 – CTE & Apprentices: GCCCD provides a variety of credit options for CTE certificates and Associate Degrees in all 15 CTE industry sectors described by the California Department of Education with the exception of limited offerings in: 1) Building Trades and Construction, 2) Energy and Utilities, 3) Fashion and, Interior Design, and 4) Manufacturing and Product Development. The community college noncredit program also offers a variety of short-term CTE programs. The adult school currently offers a number of career technical education courses in many areas of the 15 CTE industry sectors, however, approximately 90% of adult school short-term CTE courses are in the health and medical technology CTE industry sector. The adult

school has two apprenticeship programs in collaboration with the Department of State Apprenticeships, firefighting, ironworkers and masonry. In 2012-2013, the combined total of unduplicated enrolled students for Adult School and GCCCD noncredit in this program area was 8288 and 2008-2009 it was 13,888.

The PACs recommended solutions to address the identified needs and gaps is by program area and focuses on access, equity, and learner success. Some of the solutions proposed in this plan are aggressive and achieving them is a sizable challenge. Consequently, some of the solutions are designed to be phased-in over the next two to three years while others will be implemented over the next six months.

The action items recommended below are in program areas that include CTE, ESL, elementary and secondary basic skills, and joint professional development. These items move the consortium toward solutions that addresses the following identified gaps: lack of career pathways, lack of joint professional development, lack of basic skills opportunities for students, and lack of Vocational ESL (VESL) courses for English language learners. The consortium's effort to create 3-year work plans for implementation of these efforts in 2014-15 and 2015-16 and 2016-17 has begun.

Action Item 1: High Potential Career Technical Education (CTE) Pathways

The CTE PAC will create CTE pathways that include existing (and potentially new) adult school and community college CTE programs within the priority sectors and top jobs identified by the San Diego Workforce Partnership (SDWP) and San Diego Imperial Valley County Community Colleges Association (SDICCCA). Phase one (1) will include a complete inventory of courses and/or programs already in place and the implementation of a process that creates articulation agreements where appropriate. In addition, the consortium will create, delete and update curriculum to create pathways in the following five industry sectors:

- Advance Manufacturing
- Clean Energy
- Health Care
- Information & Communications Technology
- Biotech/Life Sciences

Action Item 2: Joint Faculty Meetings

The four (4) PAC workgroups recognize the significant need to have joint faculty meetings to build capacity and pathways to provide a new vision for adult education in San Diego's East County. Joint faculty meetings will be scheduled to begin in May, 2015 during which faculty will become more familiar with AB86 and begin the difficult work of creating seamless adult education pathways for the community in ESL, ABE (Basic Skills), CTE and Adults with Disabilities.



Action Item 3: Vocational ESL Program (VESL)

The ESL PAC will be working to develop pre-vocational and VESL programs that align with the CTE priority areas. Currently there are few opportunities for ESL students to learn job skills or explore career options while learning English.

Action Item 4: Preparatory College English and Math Boot Camps for Adult Students

The ABE-HSD-HSE PAC is recommending Preparatory College English and Math Boot Camps with intensive math and English emphasis assessment and remediation to help adult learners prepare and place more appropriately in community college English and Math courses via Accuplacer. Faculty and student services collaboration will be essential in implementing this solution. There will also be a need for collaborative decision making to offer which levels of English and Math by which system. Pathway development is essential.

Each PAC reported needs specific to their student population/program area. However, as results were reviewed and discussed among PAC members, partners, and the steering committee, it became apparent that there were primary needs and gaps identified across all program areas described in Section II Key Findings.



Introduction

The San Diego East Region Adult Education Consortium (SDERAEC) is comprised of Grossmont and Cuyamaca Colleges and the Grossmont Union High School District’s Adult School. The members of the consortium have been providing adult education in the east region of San Diego County for over 70 years.

The consortium realizes the need for change in adult education, in addition to acknowledging the uncertainty of the consortium funding allocation next fiscal year. It supports the Governor’s current plan to maintain the K-12 Maintenance of Capacity in addition to the allocation of consortium funding.

In 2013-2014, the Consortium funding for continued operations to offer adult education in East region was \$37,954,166. This amount includes other funding sources (WIA Title II, Perkins, Basic Skills, SSSP, Apportionment, and other grants and fees).

The breakdown of cost by consortium member is as follows:

Grossmont Adult School [Data analysis table 1.1a &1.1b 2013 -2014]

Total (operational cost without other funding sources)	Other funding sources (WIA, Perkins, Fees, Correctional ED –State and Federal)	Grand Total – Operational Cost
\$9,168,398	\$5,263,685	\$14,432,084

Grossmont Cuyamaca Community College District [Data analysis table 1.1a & 1.1b 2013 -2014].

Total (operational cost without other funding sources)	Other funding sources (Perkins, Apportionment, WIA, Basic Skills, SSSP, Fees, Other Grants)	Grand Total – Operational Cost
\$11,342,700	\$12,179,382	\$23,522,082

In this report, the consortium provides an overview of the market for adult school offerings in the San Diego east region. This research will aid the consortium as it works to fulfill the requirements of Assembly Bill 86 (AB86) by identifying several possible areas of alignment and unmet adult school demands in the region.

1. **Elementary and secondary basic skills**, including classes required for a high school diploma or high school equivalency certificate;
2. **Classes and courses for immigrants** eligible for educational services in citizenship and English as a second language (ESL) and workforce preparation classes in basic skills;
3. **Education programs for adults with disabilities**;
4. **Short-term career technical education (CTE) programs** with high employment potential;
5. **Programs to prepare individuals for apprenticeships.**

This report presents broad demographic data and explores current adult education programs within the consortium. Findings from this research will be shared in upcoming events with consortium members, partners, and stakeholders in the region.

This report is organized into five (5) sections:

- **Section I** presents an overview of the consortium, its organizational structure, members, partner organizations, shared leadership strategies, teacher and faculty involvement, communication plans, and planning processes
- **Section II** presents regional demographic data based on U.S. Census data to provide detailed information on the current population in the San Diego East Region.
- **Section III** presents common key findings for the five adult education areas that include gaps, cost, strategies, transition approaches, and leveraging of regional infrastructures.

- **Section IV** presents information related to current adult education programs currently offered within the consortium in the five (5) adult education program areas that address the seven (7) objectives developed by the California Department of Education (CDE) and California Community College Chancellor's Office (CCCCO) by specific student population and program.
- **Section V** presents the conclusion of themes and costs to enhance each program area beyond the current maintenance of capacity.

Section I – Overview of Consortium

Organizational Structure and Membership

The consortium membership includes the Grossmont-Cuyamaca Community College District (GCCCD) and the Grossmont Union High School District – Adult School Division (GUHSD) who have come together to form the San Diego East Region Adult Education Consortium (SDERAEC). Regional boundaries stretch from the City of La Mesa (to the west), to the unincorporated areas of Lakeside, Descanso, Mt. Laguna, and Julian (to the north), to Imperial County (to the east), to National City, Chula Vista, and the Mexican border (to the south). The consortium serves the cities of El Cajon, La Mesa, Lemon Grove, and Santee, along with a wide expanse of unincorporated areas within the San Diego County. According to San Diego Association of Governments (SANDAG), the area has over 500,000 residents with projected population growth through 2030. The consortium is tasked with serving a combination of large rural and suburban service areas, a growing minority and refugee/immigrant population, individuals with no high school diploma or some college, and a population that survives on a low median income with a high cost of living. San Diego's east region has an extremely high need for an efficient and effective adult school system.

This consortium is not new and has formalized through AB86. For years, GCCCD and GUSHD have collaborated on projects and initiatives that serve adult learners in San Diego's east region. Collaborations include:

- Grossmont Adult School attends a variety of GCCCD's annual Advisory meetings. Likewise, GCCCD attends Grossmont Adult School's annual Community Advisory meeting.
- GCCCD representatives attended GUHSD's WASC stakeholders meetings in support of Grossmont Adult School's many programs that allow adults to fulfil their personal, academic, and workforce goals.



- Grossmont Adult School and GCCCD work together to serve the high numbers of immigrants and refugees in the community that want to learn English as part of career readiness and preparation for post-secondary coursework. Shared assessment results, aligned curriculum and referrals allow both educational institutions to serve adults seamlessly in our community that want to expand and accelerate their knowledge of the English language.

Both entities have worked collaborative on the WIA Title II Family Literacy Act Grant. This concerted effort informed both parties on the needs of the community and provided grant proposals that successfully built on the expertise and services offered by each institution. The area of career technical education, health and medical programs offered at the GUSHD Health Occupations Center prepare (HOC) prepare students for jobs in the healthcare field and their continued education at Grossmont College. The automotive technician program at Monte Vista High School is aligned with the highly recognized automotive program at Cuyamaca College. In many of these programs, there is consistent teacher collaboration to ensure students are able to transition to college programs if desired.

Partnerships

Partnerships are essential to a comprehensive and successful planning process. The sensitivity in creating and developing the consortium was through dedication and focus of administrators, counselors, faculty, and staff from both institutions. The consortium focus on the planning process was internally. The consortium realizes that expanding partnerships externally will be key to the success of the transitional plan for 2015-16.

Identified partners include:

The East County Career Center (ECCC) who partners with over 40 organizations to provide experiences that include on-the-job training opportunities, internships, community services opportunities, job fairs, connections to employment opportunities, and supportive services. Their expertise in job readiness and extensive connections in the employer community is an important part of the SDERAEC's success.

San Diego County Library System provides outreach and facilities that are accessible to local community members and students. Their connections to the local community are integral in providing support to SDERAEC.

Local K-8 School Districts provide outreach and facilities that are accessible to local community members and students while their children are in school. The K-8 districts serve families in our communities. Their partnership will be an essential part of the SDERAEC's success.

Health Industry Employers such as local doctor offices, medical clinics and hospitals provide worksites for internships and serve as industry advisers for health related programs offered by both institutions.

San Diego Workforce Partnership (SWDP), San Diego's Workforce Investment Board, is the local designee by the County and City of San Diego to receive state and federal funds to fund job training and educational program throughout the region for youth and adults. This organization plays an important role in the planning and transitional process for unemployed and underemployed individuals by funding services that empower job seekers to meet the current and future workforce needs throughout the region. In addition, they provide essential labor market information that drives the educational services provided by the consortium.

Public Consulting Group (PCG) provides consumer-directed care programs funded by CalWORKS. With a high percentage of students who enrolled in the welfare-to-work system, this organization's input and support is essential to ensure that the adult education system designed is align with the needs of this population.

Refugee Resettlement Organizations such as the Internal Rescue Committee (IRC) and other community-based organizations resettle thousands of refugees in San Diego County each year. They bring expertise related to the needs of refugees and inform educational services available through SDERAEC.

The County of San Diego, Health and Human Services Agency (HHSA) provides a broad range of health and social services that promote wellness and sustainable families in San Diego County. They provide leveraged funding, expertise and information related to student support services needed for student success..

Comprehensive Adult Student Assessment Systems (CASAS) provides research-based assessments that assess student performance. CASAS assessments measure learner progress on a standardized scale that ranges from the lowest literacy levels to post-secondary education. CASAS will assist in meeting the SDREAEC goals and provides a common assessment and data collection system.

The San Diego County Sherriff's Department operates a system of seven (7) detention facilities throughout San Diego County, with a combined average daily population of more than 5,000 inmates. The Inmate Services Division oversees the operation of these detention facilities under the supervision of the Inmates Welfare Committee. The facilities provide a wide array of services including medical, mental health, food, counseling, recreation, religious, education and job training services. This partnership allows SDERAEC to broaden its outreach, especially in the program areas of ABE/HSE and short-term CTE training.



Shared Leadership Strategies

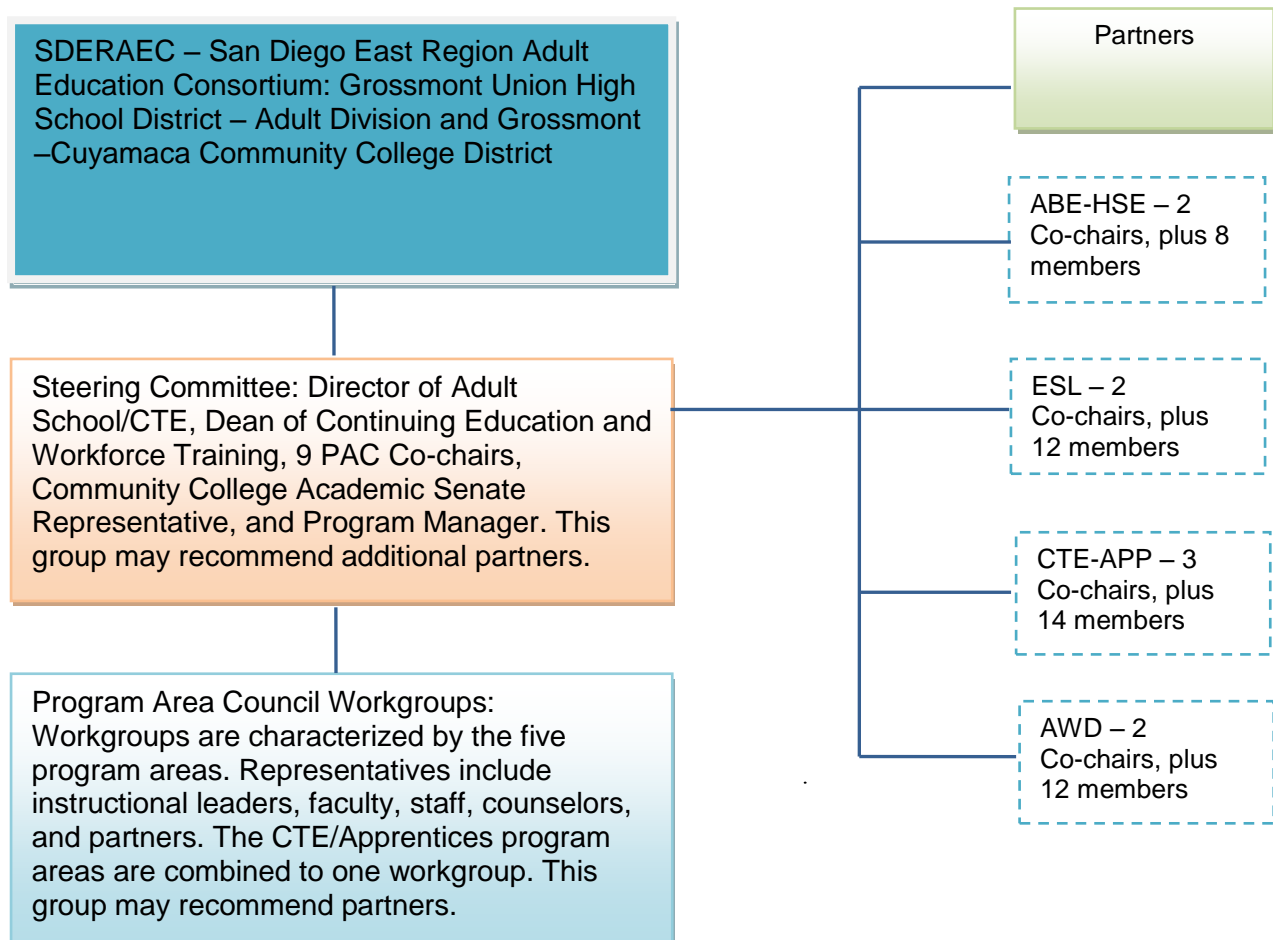
SDERAEC uses a “Collective Impact” strategic leadership approach to coordinate the efforts of the consortium to create large-scale lasting change by developing: 1) common agenda among stakeholders that builds on a shared understanding of the issues, 2) mutually reinforcing activities, 3) continuous communication, and 4) goal setting and measurement.

Our shared leadership strategy provides the vision and direction for the growth and success of the SDERAEC.

We have a continuing responsibility to review and oversee the redesign and continuous improvement of the adult education system for the residents of San Diego’s East County.

Organizational Chart

The organizational chart provides a structure of the relationship of the members and partners, in addition to the workflow of the SDERAEC.



Planning Process

The SDERAEC consists of two (2) districts: GCCCD and GUHSD. Currently the GUHSD has a large Adult School Division and GCCCD has a small, but robust Continuing Education and Workforce Training Division that provides noncredit education.

Jennifer Lewis, Dean of Continuing Education and Workforce Training at Cuyamaca College and Gary Schwartzwald, Director of Adult School and CTE for the GUHAD are the current Consortium Directors and Co-chairs of the Steering Committee. They are also responsible for the oversight of the 2014-15 planning grant. The Directors work closely with the co-chairs of the PAC workgroups and Program Manager.

The Program Manager reports to the Directors of the consortium and manages all aspects of AB86 planning grant including, but not limited to the scheduling of meetings, development of meeting agendas, facilitation of workgroups, reporting, data collection, communication, and partnership development.

The Steering Committee consists of the Directors, a Program Manager, nine (9) Program Area Council (PACs) co-chairs, and an Academic Senate Representative from the community colleges. The PAC co-chairs are educational leaders in their respective program areas and represent their respective organizations – one from the adult school and one from the community colleges. The Steering Committee members represent their constituents and serve as subject matter experts for the design of the plan.

Steering Committee members evaluate the information and data collected by the PAC workgroups and advises the Program Manager and PAC co-chairs on planning strategies, grant requirements and recommends community partners. In addition, Directors of the Steering Committee report to their respective Chancellor and Superintendent on a regular basis to continue to garner support necessary to implement sustainable change. Representatives from the Steering Committee meet monthly. Steering Committee meetings began in April 2014 and have, expanded to current membership that includes 13 members.

The Directors of the consortium determined that faculty, teachers, and staff in the PACs would serve as the consortium “work groups” with the responsibility of conducting research, analyzing data, and writing the plan that addresses the seven (7) AB86 objectives. Co-chair from the adult school and community colleges lead the workgroups. PAC workgroup meetings began in June 2014 and continue to meet an average of 8 hours each month.



PAC Co-chairs responsibilities include recommending new partners, facilitating meetings, creation and coordination of agenda topics, and reporting information. In addition, they create a narrative report that addresses the seven (7) objectives of the planning grant specific to their program area.

Faculty/Teacher Involvement

The consortium currently has 60 members involved in the planning process. Faculty, teacher, and counselor participation make up 41% of PAC membership, in addition to service on the Steering Committee.

Communication Plan

Effective communication plays a key role in the success of the collaborative planning process. The PAC workgroups meet weekly or bi-monthly via face-to-face, a shared google drive, or conference calls.

The consortium has created a website where meetings, timelines, reports, and contact information posted on website. The Program Manager updates this website regularly.

In addition, posted on the website are Quarterly Executive Summary reports. The Directors share and discuss the reports with the Chancellor of the community college district and Superintendent of K-12.

The consortium Program Manager works closely with stakeholders to brainstorm unique and effective planning strategies to meet the AB86 grant objectives with neighboring Region 10 consortia to share data, best practices, and information through quarterly meetings. The Region 10 AB86 Consortium includes:

- Palomar College/Borrego Springs Unified/Poway Unified/San Marcos Unified/Vista Unified Consortia
- Mira Costa College/Carlsbad Unified/Oceanside Unified/San Dieguito Unified Consortia
- Imperial Valley College/Calexico Unified/San Pasquel Unified/Holtville Unified/Central Union/Imperial Unified/Brawley Union Consortia
- Southwestern College/Sweetwater Union/Coronado Unified Consortia
- San Diego Community College District/San Diego Unified Consortia

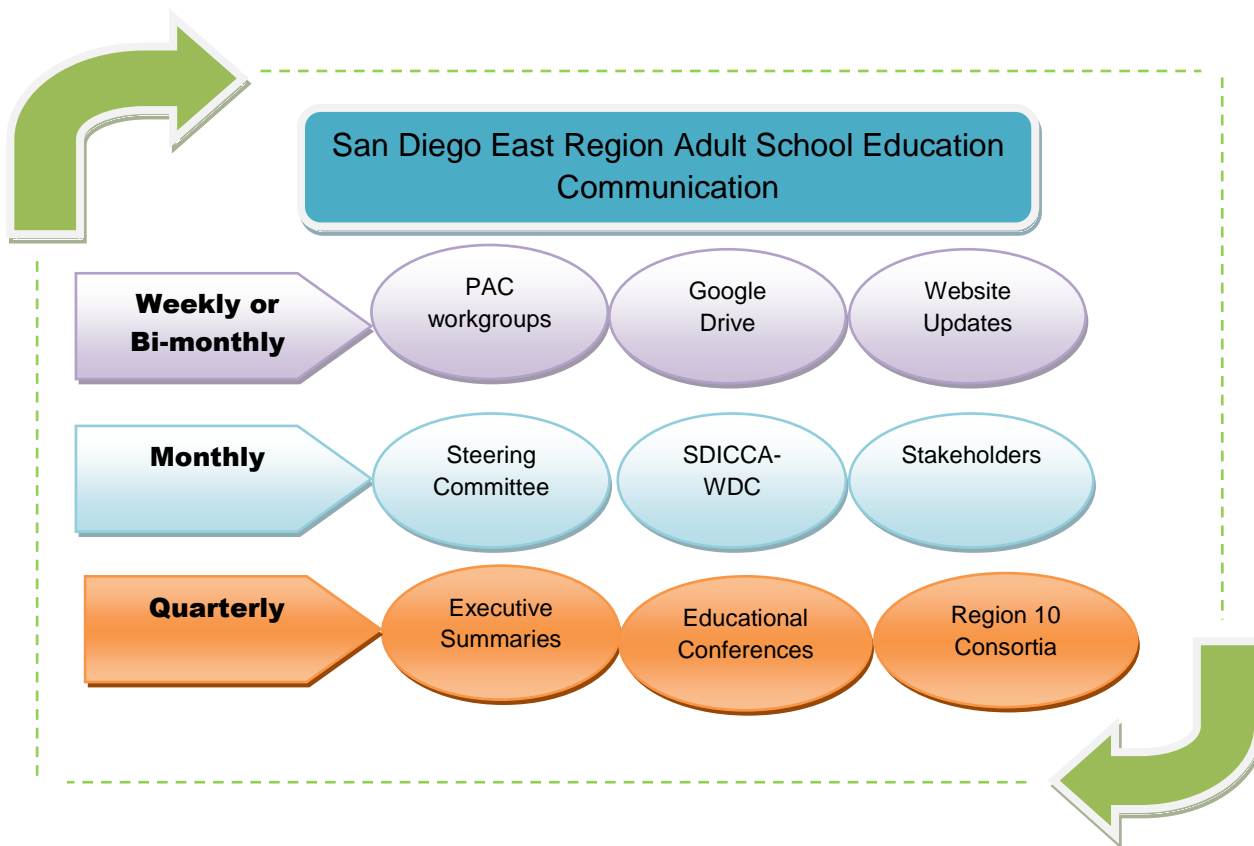
The Region 10 AB86 Consortia has a standing agenda item on each of the monthly San Diego and Imperial Counties Community Colleges (SDICC) Workforce Development Council (WDC).



The SDERAEC Directors, Program Manager, and Co-chairs make presentations and attend a variety of educational conferences engaging stakeholders and continuously seeking ways to improve the adult education system in East County.

Communication flow

The consortium uses a lateral/horizontal communication plan, which facilitates coordination of task, cooperation among members, assistance in solving organizational issues, and provides a means for informational sharing.



Section II - Geographic/Demographics

The SDERAEC's geographic area includes cities of La Mesa, El Cajon, Santee, Lemon Grove, and numerous unincorporated areas. According to the San Diego Association of Governments (SANDAG), there are nearly 500,000 residents in the region. The residents served within the SDERAEC boundary are slightly older, with a median age of 35 compared to 33 for San Diego region as a whole.

A larger percentage of the residents within the SDERAEC are more likely employed in a construction trade, education, social/ health services or public administration than the residents of San Diego County as a whole. The region has a unique feature of being home to over 40,000 refugees.

The SDERAEC adult residents have a heterogeneous range of needs considering the diverse population. The 2010 US Census reports 25.5% employed residents of El Cajon's are in service occupations, a sector typically with the lowest wages, and 28.2% are foreign born. In addition, El Cajon has 7.5% of San Diego County's homeless population. With over 20% of residents lacking a high school diploma and over a 12% dropout rate in the local high school district, there is an obvious need to offer these residents' ways to improve their English prepare for a career, earn a high school diploma or high school equivalency and transition into post-secondary education. Barriers related to these alarming statistics also make it very difficult for this population to attend classes.

The consortium collected demographic data through the Adult School Division Tracking of Program and Students (TOPS) and SANDAG. The consensus for the 2012-2013 school year for East Region demographics on ethnicity and race is as follows: White (including middle-eastern) (60%), Hispanic (26%), Black (6%), Asian and Filipino (4%), others or unspecified (4%). Sixty-one percent (61%) of these students are within the age range of 21-50, Nine percent (9%) are "Adults with Disabilities", and require extensive assistance to obtain the academic, language and vocational skills necessary to obtain and retain employment or to advance to community college or job training.

In 2013-2014, the SDERAEC's total number of unduplicated enrollment in adult school courses was 29,383, which addressed 5.7% of the 500,000 of the total population in San Diego's East County. More than one in every 20 individuals in East County is currently enrolled in some form of adult education. .

The region's refugee population is expected to grow over the next five years according to the US Census Bureau for San Diego County. East County remains a destination for thousands of people from other countries who want to improve their lives and build a new future for their families. Yet, many immigrants do not have the language skills necessary to gain employment, access education, help their children with homework, or participate fully in the communities in which they live. With a growing refugee/immigrant population, a large number of individuals with no high school diploma or only some



college, and a large number of adults with disabilities who need adult education in order to gain self-sufficiency, one thing is clear: San Diego's East County has an increasing demand for a redesign of adult education that outweighs the current framework.

Section III Key Findings

This section includes common key findings identified by the five program areas that include gaps, strategies on addressing the gaps, transitional approaches, leveraging of regional infrastructures, and estimated costs to implement change.

Infrastructure

The consortium has an incredible opportunity with AB86 funding to develop a common shared data system to include: orientation/assessment/placement policies and procedures, an accountability system, evaluation, and fiscal management policies and procedures, which will provide the framework to ensure accountability and sustainability. These components are interconnected and structurally necessary.

The SDERAEC has identified development of shared data infrastructure as a primary focus for the 2015-16 fiscal year. In order to ensure accountability, the Consortium will:

- Coordinate and issue assessment policy guidelines
- Establish and implement a comprehensive performance accountability system for the adult education system
- Creation of a common set of policies relating to student orientation, assessment/placement, and counseling
- Evaluate and implement an integrated student information system that tracks student enrollment, attendance and outcomes (single student ID will be essential)
- Evaluate and implement an integrated data system that tracks student progress and associated support (student services support - i.e. Counseling, financial aid, etc.)
- Develop policies and procedures for sound fiscal management, reporting, and accountability to the California Community Colleges and CDE.

The Program Area Council (PAC) workgroups representing each of the identified program areas assessed specific needs, gaps associated within each of the program areas through SWOT analysis exercises, brainstorming sessions, research, and group exercises. Each PAC reported needs specific to their student population/program area presented in Section III of this report. However, as results were reviewed and discussed among PAC members, partners, and the Steering Committee, it became apparent that there are ten (10) themes identified across all program areas.



The funding to implement the strategies recommended consortium-wide for the ten (10) themes identified below is an estimated **\$7 million** and does not include the 2013-2014 total operational cost of \$37,954,166. See the conclusion for total dollar amount of funding to implement the ten (10) themes plus the recommended program areas solutions.

Ten themes are identified as follows

1. Lack of articulation agreements between the adult school programs and the community colleges' credit and non-credit programs

There are many articulations between the high school district and the community college courses. Yet, none exists within the adult school and community college noncredit or credit programs. Developing articulations will allow the established career pathways to connect courses to skills, skills to certificates, certificates to jobs, and degrees and certificates to sustainable wages.

Proposed Strategies

- Identify high school courses that can be articulated with the adult school
- Identify courses and programs in the adult school that may be articulated with the community colleges.
- Create a visual of the pathways and have a clear path of course offerings. This visual also must include articulation credits, certificates and degrees that can be earned show how the courses connect to high demand jobs, employment options, and a salary ladder. Further discussions with faculty and administration to facilitate these articulation agreements must take place in addition to a variety of professional development for faculty, teachers, administrators and counselors.
- Raise instructors and counselor awareness about other programs in the consortium. In order to accomplish this, the consortium will need to have collaboration sessions across the entities. During these collaborative sessions instructors will be able to better align curriculum, create articulation agreements, and develop a clear pathway that will be clear to students who may be interested in that career choice.

Consortium estimated cost - \$250,000 represents funding for compensation for faculty, instructors, counselors or navigators, articulation officers and administrators

2. Lack of clear career pathways and/or bridges from the adult school to the community colleges

Currently, there is not a seamless transition from programs (with the exception of the ESL Link program) provided by the adult schools to the community college's non-credit and/or credit programs..

Proposed Strategies

- Create “Pathways” and/or “Bridges” from the adult school to the community college programs so that students have a clear path to continue their education and training in ESL, VESL, CTE-APP, and ABE-HSD-HSE programs
- Create an education plan for each adult school student associated with a career and/or goal will remove the “guesswork” and provide a definitive plan for success. *NOTE: The challenge with this strategy is that adult schools have not allocated funding to provide career and educational planning for their students, and the community colleges do not provide education and planning services until a student is enrolled in a community college.*
- Create a single student ID and provide access to a variety of student data for both systems so that student education plans, student services data and other information follow the student from the adult education system into the community colleges as necessary.

Consortium estimated cost –funding for compensation for faculty, instructors, counselors or navigators, IT staff, and administrators reflected in #1 in addition to \$150,000 for IT staff and systems.

3. Lack of access to consistent levels of student support services for all students.

At the community colleges, students have access to many support services which include counseling, career services, library resources, transfer center staff, tutoring, financial aid, DSPS (Disabled Students Programs and Services), and Extended Opportunity EOPS (Educational Opportunity Programs and Services). Counselors create educational plans for students to help guide them through the curriculum to reach their identified goal. Community College students enrolled in credit classes can receive financial aid that help offset the financial burden of education. DSPS provides necessary accommodations for students with disabilities to achieve their educational goals. Counselors and faculty refer students to DSPS or EOPS services as necessary. There is strong need for student support services for adult school students who do not currently have access to these services. Counselors at community colleges are vaguely aware of the adult school programs and noncredit programs and do not often recommend the programs as they are not clearly understood.



Proposed Strategies

Provide access to student support services for adult school students is challenging and expensive. Utilizing a minimum of seven shared counselors or “Navigators” would be a beginning for the consortium. Counselors would be instrumental in guiding the students through the pathway of their choice. They would also work with articulation agreements, and other student support services to create a transparent and well-developed transitional plan that guides and supports student success.

- Create a shared student services (counseling/navigator/advising) staff. This shared staff will possess the programmatic knowledge of all consortium partners, and thereby be able to best guide prospective students as to which program and location they should attend. Currently, a student who comes into one of the consortium’s educational facilities receives complete information on that institution with limited access to knowledge about other opportunities in the region.
- Hire counselors who have been trained in multicultural and cross-cultural issues of culturally diverse students to support student success
- Provide counselors multicultural and cross-cultural counselor training to support student success
- Onsite access to counselors at the adult school sites where primary contact occurs.
- Translate written plan into students’ native languages.
- Train counselors to identify and utilize counseling tools appropriate for all program areas: ABE-HSD, HSE, CTE-APP, ESL and AWD.
- Provide tutoring services necessary for student retention and persistence

Consortium estimated cost – \$1 million represents funding for counselor and tutors salaries and benefits.

4. Lack of shared student data between the two systems (orientation, assessment, enrollment, education plans, and counseling data).

Proposed Strategies

- Shared Data will become necessary in order to accelerate student’s progress toward their academic or career goals. As shared data becomes accessible to instructors and student services staff, guidance will be seamless, placement will be appropriated, early alert for students at risk will be accessible, and students enrolled in pathways will accelerated their education
- Research and establish a shared electronic system with common student ID for registration, enrollment, attendance, student education plans and counseling notes.
- Consideration of a comprehensive student orientation.

- Evaluation of the current assessments being used in order to determine if a common assessment could be utilized. During this process care must be taken to ensure that those assessments that are required for State and/or Federal reporting are not eliminated.

Consortium estimated cost –TBD. *If the result of research findings recommends a common student shared system then cost will be determined.*

5. Technology and equipment gaps

Currency of technology and equipment in the adult school and community college programs varies. Some of the adult school programs have equipment and software that is at current industry standards, while others do not. Additionally, not all the adult school sites have wireless access. *NOTE: This gap is due to the lack of resources necessary to keep up with technology purchases for all programs and creates an issue of equity from one site to another. In general, most of the adult school programs do not have technology at the currency level of the community colleges.*

Proposed Strategies

- Continue to utilize current practice of having advisory boards consisting of industry professionals, instructors, and administrators review the equipment needs and make recommendations in order to keep all instructional programs current with industry needs. Once the technology and equipment needs are identified, the consortium is committed to leveraging existing resources with employers, such as shared facilities, resources and donations, etc. Dedicated adult school funding will be needed to close this gap
- Hire and share a grant writer for resource development to leverage and receive funding for technology and equipment needs for the consortium.

Consortium estimated cost - \$2 million to begin upgrades to include funding for software, equipment, and a grantwriter. *NOTE: Keeping technology and equipment current and aligned with industry needs is an ongoing funding need.*



6. Lack of basic math and English skills

Many incoming for-credit, noncredit, and adult school students need remedial instruction in English and math. In 2006 it was reported nationally that nearly a million students take remedial courses (mostly in English and math) each year at a cost of approximately \$1.4 billion a year (Supiano, 2006). Moreover, studies clearly indicate that remedial students are most likely to drop out whether it is in high school or community college (Bowler 2009).

Proposed Strategies

- Utilize shared part-time tutors for the consortium
- Identify the common needs for remediation of adult school students and pre – transfer level community college students.
- Implement a common placement assessment tool
- Develop a developmental education portal that directs students to adult school and community college noncredit division for remediation prior to enrolling in community college coursework
- Expand remediation classes at adult school to alleviate impacted remedial community college courses and help prepare students for the Accuplacer assessment.
- Formulate a plan to create learning environments that will be available to students searching for remediation or tutoring. This includes: tutoring centers, computer labs, technology, and staffing.
- Create a "developmental education" bridge that has GCCCD counselors and GUHSD high school counselors collaborate to inform and direct high school seniors to regular consortium orientations and assessment sessions.
- Provide intensive test preparation and/or remediation in English or math at the adult school with the goal of transitioning students to college at the transfer level.
- Have the adult school serve as an orientation/assessment/remediation bridge can save students from spending their financial aid on remedial classes that are for credit but are non-transferable. This innovative bridge structure is forward thinking and maximizes alternative, affordable academic resources such as Adult School to prepare students to succeed in college-level coursework. It can also minimize the chance of impeding their academic progress, so they do not encounter educational blocks should they fail to pass remedial nontransferable credit classes such as English 90 three times

Consortium estimated cost - \$1 million represents funding for part-time tutors, expand facilities, materials, portal development, common assessment and training, and instruction for noncredit and adult school basic skills classes and coordinator position plus benefits.

7. Lack of coordinated advertising/marketing/outreach to encourage and engage community, students, and employer involvement in adult education programs

Currently both educational providers market separately which is duplicative, expensive and ultimately confusing to adult education students searching for educational program in the region.

Proposed Strategies

- Consortium to design a cohesive brand that engages students and identifies programs and pathways Create a website and collateral materials
- Integrate marketing communications for adult schools, noncredit and for-credit programs.
- Focus marketing communications on career pathways, student services and costs so prospective students can make informed decisions Advertise in multiple languages to reach ELL student populations
- Create a joint marketing plan

Consortium estimated cost - \$250,000 represents funding to design and implement a marketing plan.

8. Professional development

Teaching quality is influenced by professional development, but also by factors such as years of experience, compensation, licensing, and degrees (Rarick & Manship & Li & Tyson & Inamoto & Brandon, 2007). Currently, the Grossmont Adult School and the Grossmont Cuyamaca Community College District offer numerous opportunities for professional development independently for their faculty, administrators, and staff. In most cases, the faculty choose which professional development events to participate in.

The consortium identified professional development activities listed below that could be leveraged and utilized consortium-wide

Table 6.1 and 6.2: combined – Professional development activities that address all program areas

Topic	Professional Development Strategy	Program Areas Addressed	Consortium Member/s	Estimated Cost to implement Consortium Wide
Job Shadows/externships	Invites instructors to see the modern applications of industry specific requirements and provides teachers job market examples to share with students	All	adult school	\$80,000
Workshops - Variety of topics: technology, teaching strategies, Instructional technology, classroom management, safety,	Provides ongoing growth and development	All	adult school and community college flex week	\$50,000
Peer Observations	Expands teacher strategies	All	adult school	\$30,000
Mentoring, Orientations	Ensures new teachers have support	All	adult school and community college	\$20,000
Teacher Team and Department Meetings	Ensures consistent curriculum, assessment, and emerging trends	All	adult school and community college	\$30,000
Online: CalPro, OTAN, Lynda.com, @One, Ted Talks, Turnitn Webcast, Diversity topics	Provides ongoing growth and development	All	adult school and community college	\$40,000
Conferences (CCAIE, , CCCAOE, CATESOL, ACCE, ACE, CASAS Summer Institute)	Provides for shared best practices and leadership development	All	adult school and community college	\$30,000
Diversity Training	Provides training on working with diverse learners, promoting and understanding cultural sensitivity	All	adult school and community college	\$15,000



There needs to be an overarching vision with a clearly articulated plan containing measurable goals that will drive professional development programming to include the following strategies:

Proposed Strategies

- Joint review of curriculum from a perspective of college readiness with community college (credit, noncredit faculty) and adult school teachers.
- Create a “Faculty/Teachers Inquiry Network” for research on how the student is doing, what is hard for them, what their experience is like, etc. This helps faculty/teachers understand more clearly how students perceive their experience.
- Adult School teachers to be invited to participate in Community College Professional Development Week fall and/or spring semester
- Collaborate with industry to offer externships for faculty/teachers to provide opportunities for summer externships that will enable them to bring real-world experiences into the classroom.
- Support attendance at conferences Provide opportunities for instructors to align instructional methodology and unit design.

Consortium estimated cost - \$400,000 represents funding to include professional development for teachers, staff, counselors, and administrators, plus a coordinator position and benefits.

9. Integrating policies, student services, and communications

Developing integrated adult education and community college pathways is impossible without also integrating adult school and community college policies, student data and student services.

Proposed Strategies

- Review and revise GUHSD and GCCCD communications and student services policies and procedures to treat adult school, non-credit and for-credit students as one group of students at different places along the same career pathways.
- Work with IT staff at adult school and community colleges to place each student’s career pathway online and make it accessible to the student, counselors and instructors.
- Update certificate and degree programs based on new career pathways developed.

Consortium estimated cost - funding for facilitation of meetings, compensation to attend meetings, salaries of counselors reflected in #1.

10. Scalable and Replicable Programs

Programs must be scalable and replicable to result in large-scale improvements to the local adult education system.

Proposed Strategies

- Document and share the strategies, stakeholders involved, processes and lesson learned with the community, administrators, faculty, and staff employers and other regions through yearly town hall meetings, regularly scheduled advisory meetings, and hosted forums.
- Utilize technology to increase replication and collaboration by creating electronic systems where content resides. This will provide all educators the ability to capitalize on work done by their peers.

Consortium estimated cost – *funding for facilitation of meetings, compensation to attend meetings reflected in #1.*

Section IV

This section discusses programs offered within the consortium and addresses the CDE and CCCC regional Consortium AB86 objectives specific to the program areas:

Program Area One – ABE/HSD/HSE

The future of adult education is dependent on AB86 funding. The consortium advocates for maintenance of capacity funding to continue operations of adult education for Grossmont Adult School Division and new additional funding to support the consortium.

NOTE: Other sources of funding are excluded from the below totals. Please review the introduction section tables for other sources of funding by consortium member.

Member	FTES/ADA	Unduplicated Enrollment	Total Operational Cost
Adult School	341.536	2932	\$1,280,554.23
Adult School Correctional Program Funding for correctional education program originates from the County and State and is not included in the annual maintenance of capacity amount.	994.53	6510	\$2,072,980.00
Community College Basic Skills –Non-degree applicable developmental English and math courses (English and Math 90 and below) . Noncredit ABE courses are not currently offered	819.16	4046	\$5,338,428.77
TOTAL	1160.696	6978	\$6,618,983.00

2013-2014: [Data analysis of program area operational cost reflected in Table 1.1A]

Evaluation of Current ABE/HSD/HSE Program (Objective 1)

Employers want and need employees who have adequate basic skills. There is a broad consensus that the relationship of basic skills, Adult Basic Education (ABE), High School Diploma (HSD), and High School Equivalency (HSE) to employability or transition to post-secondary education is a critical one.

In fall 2013-2014, the SDERAEC enrolled 6978 (unduplicated) students in an ABE, HSD, or HSE classes. Together the adult school and community colleges offered over 70 developmental English courses and 90 math classes to adult residents in east region and assessed over 8,000 students. Additionally, the adult school program offered ABE/GED prep/CTE classes to inmates at various correctional facilities through a long-standing partnership of 20 years with the San Diego County Sheriff's Department. In the 2013-2014 academic year, 6510 inmates received instruction, and 239 of those earned a high school equivalency certificate. NOTE: *The funding for the Correctional Education program originates from a contract with the County of San Diego and not*



from CDE. The consortium has a long established commitment in providing ABE, HSD, and HSE in the east region via multiple options for individuals to acquire and improve their basic skills whether it is at an adult school, community college, or private organization, such as the East County Transitional Living Center (ECTLC) or regional correctional facilities. ABE, HSD, and HSE classes are offered at seven adult school centers within the consortium. Some of the adult school centers offer additional supplemental support to students, such as HSE test preparation classes, instruction and materials in Spanish, and specialized courses in math and writing instruction. Students enrolled in the HSE program at the adult school can select their mode of direct, individualized, distance, and online instruction. **ABE at the adult school includes remedial reading, math, English and writing classes.** Additionally, ESL Adult school students, who are ready to take ABE and are identified by their instructors, are referred to an ABE class at the adult school or community colleges. **The community colleges currently offer a number of basic skills credit courses that are non-degree applicable and do not currently offer ABE via noncredit.**

Additionally, ESL adult school students, who are ready to take ABE and are identified by their instructors, are referred to an ABE class at the adult school or community colleges.

The consortium agrees that there are disparities in student levels of reading, math and writing between the providers. Furthermore, many students are not equipped for transfer level or college ready English and math whether they are students enrolled at the adult school or community college. We recognize as a consortium that these disparities exist at each entity, and are currently addressed in silos. The consortium agrees that alignment and standardization of practices would improve student success rates (retention, persistence and completion). The consortium's collaboration and communication will create improved and streamlined sequencing pathways and transitions to post-secondary education from adult school.

Student Services: Assessment/Orientation/Counseling (Career and Academic)

Student support services vary among the consortium members, but these services are sequenced from entry to achievement of major outcomes. Students enrolled in the adult school programs ABE, HSD, and HSE courses must complete an assessment to identify their levels of English, math, reading and/or ESL preparedness. Tests of Adult Basic Education (TABE) is used to assess reading levels and place students enrolling in adult school programs. Students enrolling in adult school programs for HSD or HSE, and who have TABE scores below eighth grade are encouraged to enroll in Adult Basic Education (ABE) classes that refresh the students' reading, writing and math skills, along with individually designed instruction. Accuplacer is used to assess and place students enrolling in community college credit English and math courses. Many of the students enrolled in basic skill credit courses in English and math at the community colleges have access to tutoring services; participate in summer bridge programs to accelerate student's pass rate of transfer level English or math courses. These types of student support services are not currently available to students enrolled in adult school



academic courses. Although these services are available to community college credit students, many of these students are unaware of the services because support services are not always well integrated within institutions. Most students enrolling in adult school programs receive a brief counseling appointment; they do not receive a standard orientation that provides them with a thorough overview of programs or career exploration opportunities. A consortium-based alignment and expansion of student support services would benefit all adult learners as they enter and transition through courses to achieve their academic goals.

ABE-HSE-HSD Programs

Adult School Courses (enrolled HSE-HSD students)

Class	# Sites Offered
Adult Basic Education- Beginning, Intermediate and Advance levels (remedial (reading math, English, writing for HSE and HSD programs)	3 centers (Foothills Adult Center, East County Career Center, and El Cajon Adult Center)
High School Equivalency	5 centers(Foothills Adult Center, Helix High School, El Cajon Adult Center, Steele Canyon Adult Center, and East County Career Center)
High School Diploma	4 centers(Foothills Adult Center, Helix High School, El Cajon Adult Center, and Steele Canyon Adult Center)

Community College Basic Skill Courses (credit)

Course	Semester(s) Offered
English 51 A	Summer 2013
English 51 B	Summer 2013
English 51 C	Summer 2013
English 61	Spring 2014
English 62	Spring 2014
English 63	Spring 2014
English 64	Spring 2014
English 90	Spring 2014
English 90 R	Spring 2014
Math 88	Fall 2013/Spring 2014
Math 90	Fall 2013/Spring 2014



Assessing/Addressing the Gaps in ABE/HSD/HSE (Objective 2 & 4)

The ABE-HSD-HSE council identified **seven (7)** vital needs/gaps within the consortium in addition to common key findings across all AB86 programs addressed in Section II of this document.

Gap #1 Lack of college/career readiness programs in math, writings and reading in the adult school and/or via community college noncredit

Some adult learners need access to specific remediation of basic skills in order to qualify for apprenticeships such as the electrician program. Other learners may need a short intensive review before taking an assessment test for work or college entrance. At present, the adult school has been reorganizing the existing ABE classes, but much more needs to be done. Three test preparation sections are offered a year at night. Lack of multiple offerings and the lack of daytime or Saturday classes can be barriers to successful preparation for the workforce or college pursuits. Tailored narrowly are writing and math test preparation sessions and advertised often for the GED or CAHSEE exams, which may exclude potential students who think they do not have access to this test preparation.

Proposed Strategies

- Align readiness courses with community college courses, assessment and performance objectives.
- Provide additional instructors and support services
- Provide additional curriculum
- Hire additional counseling staff at existing and new sites
- Provide professional development training

Estimated cost – *funding for facilitation of meetings, compensation to attend meetings, professional development is reflected in Section II, common key findings #1, #8; additional funding for preparation of a developmental educational portal \$710,000 to include staff, instructors, and curriculum development.*

Gap #2: Lack of transitional HSE programs

Too often students leave education after completing their HSD or HSE. A transitional program designed to move students seamlessly to the community college is, perhaps, the most powerful intervention we could offer.



Proposed Strategies

- Collaborate with community college faculty, counselors, and adult school HSE & HSD teachers to create a college preparation course for students completing their HSD or HSE to increase their success in reading, writing and math. This would also address the transitional issues first-year college students encounter and assist students with enrolling and completing their educational goals. Create a program that embeds HSE preparation within a vocational context
- Advocate for expanded dual enrollment, which currently exists.
- Offer orientations and tours on the college campuses to show students where key services are located and to make them feel at home.
- Create and offer a summer bridge program featuring a credit counseling class to ease transition to college at the adult school.

Estimated cost – *funding for facilitation of meetings, compensation to attend meetings, professional development is reflected in Section II, common key findings #1, and #8; additional funding for preparation of a contextualized learning HSE program \$710,000 to include staff, instructors, curriculum development.*

Gap # 3: Lack of accessible locations for ABE/ASE

Currently, three (3) adult school sites offer ABE and five sites offer HSD and HSE classes. With a growing population in East County the consortium is unable to meet the demands of this growing population in ABE, HSD, and HSE classes.

Proposed Strategies

- Provide additional courses at existing and new sites to expand program.
- Advertise new courses.
- Establish satellite classes at additional high schools, elementary schools or alternative sites.
- Identify accessible locations to open additional classes near convenient transportation options.
- Develop a pathway with community college counselors to direct at risk students to adult school programs.
- Partner with local organizations, such as Goodwill Industries to bring program to sites.

Estimated cost – *\$220,000 funding for instructors and staff support, and funding for facilitation of meetings, compensation to attend meetings, professional development and technology purchases reflected in Section II, common key findings #1, and #8.*

Gap # 4: Lack of college/career readiness educational/career goals while pursuing HSD/HSE

There exists a gap between high school requirements and the demands of college coursework. Adult learners are woefully unprepared for the rigor of college level coursework and the majority of adult students entering college need remediation when they enter. Fundamentally, AB86 offers an opportunity to reshape the vision and the delivery of academic success opportunities for adult students. In addition, as the consortium partners commit to developing a culture of learning that incorporates strategic preparation, orientation, assessment, instruction, and student support services into a learning-oriented educational experience, student achievement will increase.

Proposed Strategies

- Align GUHSD readiness courses with GCCCD courses
- Align adult school assessment and performance objectives with GCCCD course outlines
- Provide additional instructors, curriculum development and support services.

Estimated cost – \$220,000 funding for instructors, staff support, and curriculum development; funding for facilitation of meetings, compensation to attend meetings, professional development and technology purchases reflected in Section II, common key findings #1, and #8.

Gap #5: Lack of full-time instructors

Recent data indicates that the instructor, above all other factors, has a meaningful impact on the successful learning in the classroom. Full-time instructors help provide consistency and the opportunity to build relationships with developmental education students, which is essential for student retention, persistence, and success.

Proposed Strategies

- Hire additional full-time instructors
- Established dedicated funding

Estimated cost – \$1,200,000 funding for instructors and benefits at both entities

Gap #6: Lack of accelerating students to transfer-level English and math

In most traditional developmental education courses, there are multiple “loss points” at which a number of students tend to drop-out. For example, many students pass one or more courses in a developmental series but fail to enroll in the next course (persistence). The more developmental education courses that students are required to take, the less likely they are to complete a degree (Bailey, Jeong, & Cho 2010). In addition, students who commit early to a program of study may be more likely to complete a degree (Jenkins, 2011). Some acceleration models help students catch up

quickly in basic academic skills and begin earning credits toward a credential sooner, while others help students catch up while they earn credits.

Proposed Strategies

- Create placement preparation classes: For example include a 1 unit math boot camp or access to modular review materials prior to taking placement test.
- Create independent learning models: Allow students to work through materials on their own or under the supervision of an instructor and which can be applied to waive prerequisites for math courses
- Create compression models. Allow students to complete more than one level of math or English in one term by offering two sequential levels in short term courses offered back to back.
- Create acceleration paths. For example, in English, combining two levels into one, higher unit course allows students to advance more quickly and in math combining key elements of multiple courses into one to get students more quickly to transfer.

Estimated cost – \$200,000 for curriculum development and *funding for facilitation of meetings, compensation to attend meetings, professional development and technology purchases reflected in Section II, common key findings #1, #5, and #8.*

Gap #7: Lack of Childcare

Childcare is offered at one adult education site currently (no summer availability) and only in the morning for ABE-HSE-HSD students attending classes. Lack of access to affordable childcare is a barrier to completion of educational goals.

Proposed Strategies

- Expand child care to afternoons, evenings, and summers
- Expand childcare to other sites, including community colleges
- Partner with Health and Human Service Agency
- Dedicate funding to hire qualified and trained child care providers
- Leverage community colleges enrolled child development students for support

Estimated cost – \$260,000 funding for staff, locations and training and *funding for facilitation of meetings, compensation to attend meetings, professional development reflected in Section II, common key findings #1, and #8.*

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address The Gap	Resources needed	Cost Estimates	Responsible Parties(GUHSD or GCCCD)	Assessment Method	Timeline
Lack of college/career readiness programs in math, writings, and reading	<p>a) Create a developmental education bridge to provide intensive test preparation and remediation in English or math</p> <p>b) align readiness courses with GCCCD objectives</p> <p>c) align assessments like Accuplacer and performance objectives</p> <p>d) provide 8 additional instructors, 4 support staff, and one coordinator to oversee portal and contextualized learning program</p> <p>e) define needed curriculum and advertising materials</p>	<p>a) Funding for salaries for the coordinator</p> <p>b) 8 instructors, 2 counselors, and 4 support staff</p> <p>c) Curriculum. software, and advertising</p>	<p>a) \$680,000 for 1 coordinator, b) 2 counselors, 8 instructors, and 4 staff</p> <p>c) \$50,000 for curriculum, MyFoundatio nLab software</p> <p>d) specific funding for meetings, see Section 2 of key findings #1-10</p>	Consortium	a) TABE; CASAS, Accuplacer – common assessment to be explored	2015-16 developing program elements through meetings; 2016-17 implement program
Lack of transitional HSE Program	<p>a) Collaborate with community colleges faculty, counselors, adult school HSE & HSD teachers</p> <p>b) Create a program that embeds HSE preparation within a vocational context</p> <p>c) Advocate dual enrollment</p> <p>d) Offer orientations and tours on the college campuses</p> <p>e) Create and offer a summer bridge program featuring a credit counseling class to ease transition to college at the adult school</p>	<p>a) Funding for salaries for the coordinator</p> <p>b) 8 instructors, 2 counselors, and 4 support staff</p> <p>c) Curriculum. software, and advertising</p>	<p>a) \$680,000 for 1 coordinator, b) 2 counselors, 8 instructors, and 4 staff</p> <p>c) \$50,000 for curriculum, MyFoundatio nLab software</p>	Consortium	a) CASAS, TABE b) student enrollment and completion numbers	2015-16 developing program elements through meetings; 2016-17 implement program



Lack of ABE/ASE locations	<ul style="list-style-type: none"> a) Provide additional courses at existing and new sites to expand program. b) Advertise new courses c) Establish satellite classes at additional high schools or elementary schools in the district. d) Identify accessible locales to open additional classes. e) Develop a pathway with the district counselors to direct at risk students to adult school programs f) Locate classes near convenient transportation options g) Collaborate with local organizations, such as Goodwill Industries to bring program to sites 	<ul style="list-style-type: none"> a) Instructors, staff support b) community partners buy-in 		Consortium	<ul style="list-style-type: none"> a) Student enrollment and completion numbers 	2015-16 developing program elements through meetings; 2016-17 implement program
Lack of a pathway to college/career goals while pursuing HSD/HSE	<ul style="list-style-type: none"> a) Joint creation of pathways that include aligned education services, assessment and counseling consortium 	<ul style="list-style-type: none"> a) Strategies proposed in section 1 of key findings, #2 	<ul style="list-style-type: none"> a) Funding for developing program listed in section 2 key findings, #2 and an additional \$220,000 for instructors and staff support b) curriculum development 	Consortium	<ul style="list-style-type: none"> a) CASAS, TABE, student enrollment and completion numbers 	Developing meetings for alignment in 2015-16; implementation of pathway program inn 2016-17
Lack of full time academic instructors	<ul style="list-style-type: none"> a) Hire additional full-time instructors for all versions of academic offerings 	<ul style="list-style-type: none"> a) Establish dedicated funding for wages and benefits for 	<ul style="list-style-type: none"> a) \$1,200,000 for 10 instructors plus benefits 	Consortium	<ul style="list-style-type: none"> a) Track student enrollment and completion numbers 	2016-17 as new courses are implemented in academic areas



		academic instructors				
Lack of accelerating students to – and Past –Transfer-level English and math	<ul style="list-style-type: none"> a) Create placement preparation class b) Create independent learning models: c) Create compression models d) Create acceleration paths 	a) WIA funding and additional funding for curriculum development	a) \$200,000 curriculum development	Consortium	a) Track student enrollment and completion numbers	2015-16 developing program elements through meetings; 2016-17 implement program
Lack of child care	<ul style="list-style-type: none"> a) Expand child care to afternoons, evenings, and summers b) Expand child care to additional sites c) Partner with HHS and Goodwill Industries, community college to get their recipients/workers into our ABE/ASE programs with child care 	a) Establish dedicated funding to establish facilities and hire qualified trained child care workers.	a) \$260,000 for 6 additional child care providers	Consortium	a) TOPS data on demographics of enrolled students	2015-16 transition program to measure demand



Integrating Existing/Future ABE/HSD/HSE programs (Objective 3)

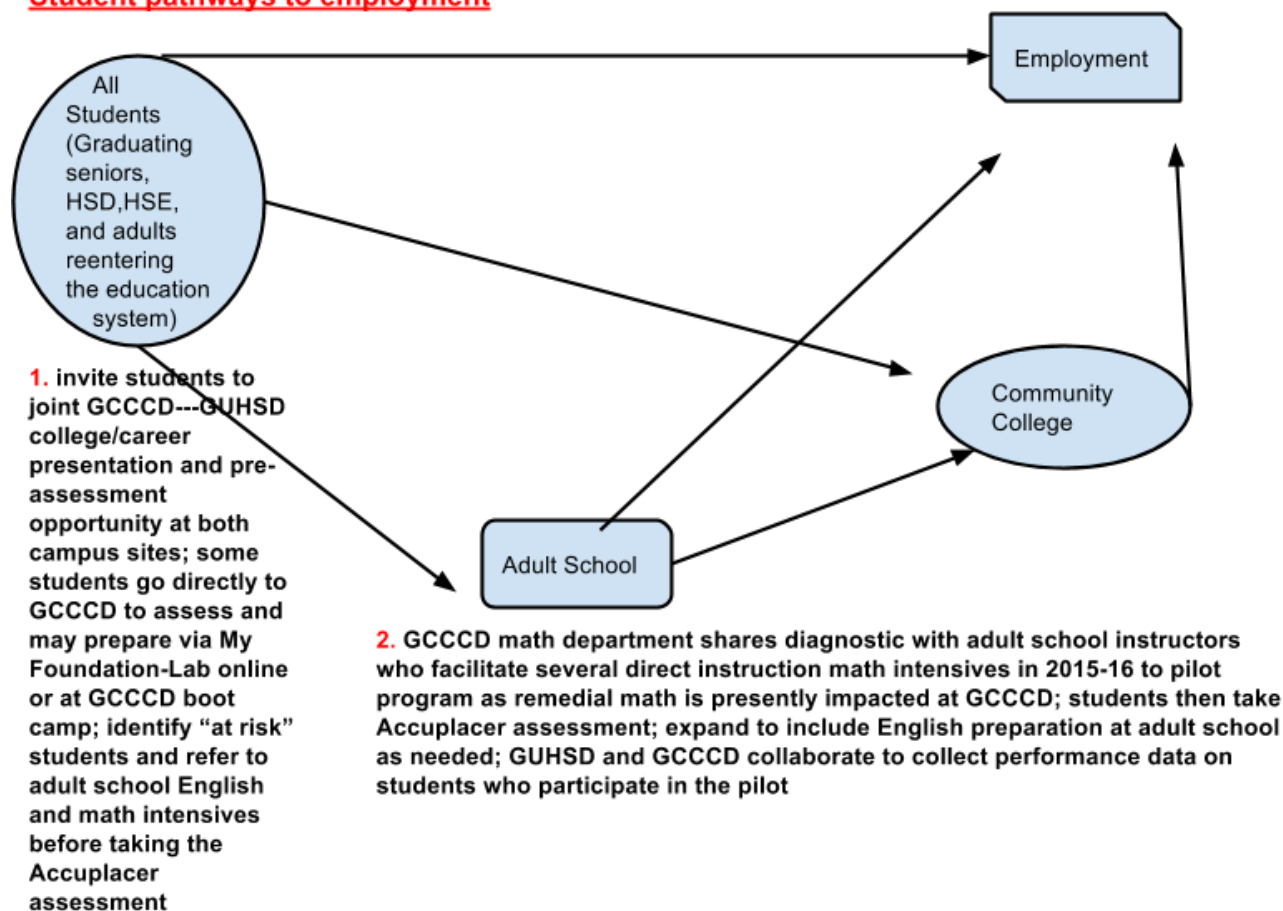
The ABE council advocates the creation of a “Developmental Education” bridge to prepare, counsel, and transition students into career and college pathways. The consortium would become a semi-autonomous educational block, bridging K-12 and the basic skills community college system to expand capacity to serve the readiness needs of students in developmental math, reading, and writing. This is consistent with the U.S. Department of Education’s post-secondary findings in terms of creating multiple pathways from HSD/HSE through adult school and on to community college or directly to employment goals. A transformational strategy would be to create a "developmental education" bridge that has GCCCD counselors and district high school counselors collaborate to inform and direct graduating seniors and any adult learner reentering the education system to consortium orientations and assessments presented throughout the consortium. This would allow students who need intensive test preparation and/or remediation in English or math to take them with the goal of transitioning to college at the transfer level. Having the consortium serve as an orientation/assessment/remediation bridge can save students from spending their precious financial aid on remedial classes that are needed to complete their college coursework. This innovative bridge structure is forward thinking and maximizes alternative affordable academic resources. It can also minimize the chance of impeding their academic progress, so they do not encounter educational blocks should they fail to pass remedial non-transferable credit classes such as English 90 three times. This developmental bridge would entail offering a progression of sequenced basic skill courses (ABE, HSD, HSE, English, reading, math) originating at consortium and transitioning, depending on the placement test, to remedial English or math courses at the non-transferable credit division of community college or college level English 110 (Grossmont) or Math 110. This innovative program provides students’ additional time for the development of foundational skills needed in life and education. It relieves impacted remedial credit college courses, allows community colleges to focus resources on transfer level instruction, increases student success, and completion.

In addition, a joint advisory board with administrators, counselors, and instructors from the existing ABE PAC would coordinate services through regular meetings represented from all educational providers in the consortia. These meetings would also provide a forum for faculty to identify acceleration methods that would be employed at the community colleges and adult schools. Faculty and instructors on the advisory board would recommend the structure of a contextualized learning program for interested HSE students to acquire college level skills at adult school and have the option to transfer to a CTE program at adult school or community college. In addition, regional partners would assist in identifying economic and labor market needs and basic skills.

Recommended transition strategies includes alignment of counseling, embedded math and English tutoring services, intensive placement test preparation, coordination of assessment, alignment of developmental and secondary courses, and technology and library resources are all necessary to create seamless transitions and pathways.

Furthermore, the consortium would like to pilot some of these strategies in 2015-16, beginning in the area of math in order to make efforts to alleviate the impacted remedial math courses at the community colleges. The first step is to develop a transitional plan for the creation of the bridge in 2015-16 that would include the pathways presented in the flow chart below.

Student pathways to employment



Proposed Strategies

➤ **Alignment of Counseling**

Consortia counselors and instructors would collaborate in establishing objectives to be taught and mastered, and suggest evaluation instruments to help build preparation courses.

➤ **Embedded Tutoring and Targeted Instruction (Math and English)**

Tutoring services would be embedded in English and math courses for students. Tutors need to participate in training so consistency and best practices are utilized.. The consortium suggests that a variety of English and math courses be offered at the adult school and noncredit community college division that are aligned with performance objectives at the community college certificate/degree programs. For instance, a writing or math preparation for career technical training course could be offered as either a short-term (3-5 weeks) or long-term (1 semester) class depending on the assessed needs. This could utilize specialized career technical curriculum for medical careers or other high demand CTE programs at the adult school or the community college. Entrance assessments would be coordinated between GCCCD and Grossmont Adult School.

➤ **Coordination of Assessment and Orientation**

Coordination of assessment tools in placement/performance is essential. Open sharing practices, collective decision-making, and common electronic systems of data sharing need to be created and implemented. For example, the community colleges presently use Accuplacer for placement determination while the Adult school uses TABE. Both entities need to align to the best assessment/placement tools for ABE students. Students, who are assessed by the community colleges and who indicate the need for remediation to achieve transfer level, could be referred to the consortium for developmental education. However, the ABE council realizes that time is necessary to plan the specifics of how such alignments might occur.

➤ **Alignment of developmental and secondary courses**

Alignment of developmental and secondary courses and curriculum is an essential step in bringing parity within academic expectations, so that students can succeed in college and career. In 2009, the Community College Research Center published, "Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges." It asserted that the existing preparatory process for students with weak skills, "appears as a bewildering set of unanticipated obstacles involving several assessments, classes in more than one subject area, and sequences of courses that may require two, three, or more semesters of study before a student (often a high school graduate) is judged prepared for college-level work." (Referral, Enrollment, and Completion in Developmental Education. . . ,p.1.)



The adult schools and community colleges must work together to align curriculum and performance objectives to college level math, reading and writing. For example, a writing preparation college readiness class could be short-term (3-5 weeks) or long-term (1 semester), and would focus on essay writing necessary for 100+ level college courses and basic writing conventions. Students would need to demonstrate mastery of skills before being and would automatically be signed up for entry-level English at community colleges. The readiness preparation would be aligned to college assessment content. Successful completion could be shared electronically. Perhaps, access to college assessments could take place at adult schools.

➤ **Embedded HSE Pathway**

Evidence is growing that offering a high school equivalency program that embeds test preparation inside a larger academic goal of career and college readiness in specific job industries brings student success. A study at LaGuardia Community College offers compelling data on embedding test preparations in writing, math and reading for HSE programs. LaGuardia's data indicates their program not only increases pass scores on the HSE, but also on college enrollment into medical or business career training.

The council discussed the potential of implementing a transitional program with the same structure as LaGuardia's program with the short-term goal of successfully transitioning consortia students into CTE programs. The long-term goal is to prepare students for the rigor of college while attending consortia programs.

Estimated cost – *Funding to create a Developmental Educational Portal to include staff, instructors, shared counselors, tutors, curriculum development \$750,000; funding for facilitation of meetings, compensation to attend meetings, professional development, and technology purchases reflected in Section II, common key findings gap #1, #3, #6, and #8.*



Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants

Transition to be Addressed	Strategy/Approach to be Employed	Resource Needed	Estimate of Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
Embedded Math and English Tutoring Services for all program areas	a) Establish tutoring center with required student participation for at risk learners	a) Computer software; training and competency tests b) 5 shared, part-time tutors at GUHSD sites c) marketing materials	a) Funding for meetings and salaries for 5 tutors reflected in Section #2 of Key Findings, #6	Consortium	a) CASAS b) Student participation #s	Transitional program development in 2015-16; implementation in 2016-2017
Create the adult school portal in which assessment, preparation, counseling, and transition takes place within adult school vehicle; aligned college/career skills classes with community college standards and regional economic needs as defined by employers	a) Create delivery system for redefined remedial classes to be offered as non-credit classes through adult school b) universal assessment tools, (Accuplacer, TABE, created assessment) c) professional development d) new aligned college/career curriculum e) added intensive and traditional college/career prep writing and math classes f) required pass rate and matriculation reciprocity	a) Provide basic skills education to the five program areas b) create a coordinator position oversee program c) aligned curriculum d) aligned writing rubrics e) align student performance objectives f) aligned course outlines g) aligned assessments h) matriculation agreement i) common tracking software j) advertising position k) advertising and materials l) 10 GUHSD additional full-time instructors	a) Costs already reflected in Table 4.1 of gaps (\$680,000 in salaries b) \$50,000 for Accuplacer MyFoundationsLab software and curriculum) c) transitional meeting funding reflected in Section 2 of key findings, #1	Consortium education portal coordinator	a) TABE, CASAS b) student enrollment and completion of college or certification,	Transitional meetings to begin 2015-16; implementation of assessment, instruction, and transfer in 2016-17
Transition Programs: GED to College/Career Bridge; HSD to	a) Align placement tools (TABE, SBAC, EAP) b) create coordinator to	a) Align placement tools (Accuplacer, TABE, SBAC, EAP)	Concepts already noted in Section 2 of key findings; funding	Consortium	a) TABE, CASAS, b) student enrollment, completion of major	Developing program meetings in 2015-16; implementation of program in 2016-



<p>college or certificate program; disability testing and curriculum support services; orientation tours; contextualized learning programs</p>	<p>oversee transition pathways c) create structured pathway that embeds GED instruction in career/college pathway with counselor support d) create contextualized learning by integrating remedial classes into specific content area courses e) hire full-time instructors and support staff to fill transition program needs at GUHSD f) specific curriculum tailored to program reciprocity with adult school students being tested for learning disabilities and shared diagnostics from GCCCD g) marketing position and advertising h) align summer bridge program i) orientation tours j) guest speakers to GUHSD</p>	<p>b) create coordinator to oversee transition pathways c) create structured pathway. d) Hire a liaison transition coordinator for each entity e) counselor support f) hire full-time instructors and support staff to fill transition program needs in new GED program and contextualized learning program at GUHSD h) specific curriculum tailored to program i) summer bridge program alignment to placement test j) reciprocity structure with staff and services with adult school students being tested for learning disabilities and shared diagnostics from GCCCD k) marketing position and advertising l) transportation costs for tours m) new facilities for contextualized learning programs</p>	<p>reflected in #1,3</p>		<p>outcomes c) entry/exit skills inventory for bridge program</p>	<p>2017</p>
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Approaches Proven to Accelerate Student Progress in ABE/HSD/HSE (Objective 5)

The ABE Council identified specific approaches to address this objective along with Section II common key findings #10 proposed strategies.

Is the present developmental education system effective? Do students enroll, complete, and progress in and through sequential courses designed to bring students to college readiness levels? Do assessment tools place students accurately to predict education performance? According to researchers Thomas Bailey and Sung-Woo Cho, the answer to all three questions is no. They assert that program effectiveness, progression problems, and inaccurate assessments create considerable obstacles to the pursuit of higher education. (Bailey, T. and Cho, S. "Developmental Education in Community Colleges." p. 46.). Moreover, Bailey's research reveals that adult learners who lack foundational skills often fail. "Less than one quarter of community college students who enroll in developmental education complete a degree or certificate within eight years of enrollment in college. (Ibid., p.46). "

In October of 2013, Hanover Research presented a report entitled, "Models of Accelerated Developmental Education." Compelling national findings included the suggestion that the longer students "are in developmental education, the more likely it is that they will fail to complete their certificate, degree, or transfer." (Hanover Research. "Models of Accelerated Developmental Education." p. 3.) Remediation costs everyone involved in the educational process. But, financial, emotional, and psychological barriers inherent in remediation are especially costly to the students referred for remedial services. (Ibid., p. 4.) Moreover, additional data on developmental education barriers notes that "for students referred to a developmental math course, 28 percent never enroll at all, 30 percent fail or withdraw, and 10 percent dropped the course, leaving only 31 percent who completed it." (Ibid., p. 5.)

The Council acknowledges that programs with mixed results already exist to serve students who need academic preparation. The consortium advocates for the creation of a developmental education portal, or entry point, through which reading, writing, and math would be offered with the express goal of competency attainment for college or career paths. Accelerated learning is one attempt to address the barriers to students in need of college readiness skills. In order to accelerate student learning, the committee concurs with the use of the recommended approaches by Hanover Research "Models of Accelerated Developmental Education". These approaches are compressed courses, paired courses, mainstreaming, modularization, and contextualization, and dual enrollment.



Compressed Courses

Fast-track or intensive courses consolidate course objectives and complete the same hours in a shorter period. These courses often require mandatory attendance and supplemental instruction provided by computer programs. Fast-track courses can reduce redundancy and has shown to result in higher completion rates. For example, English Express or Math Academy courses could be via the consortium. These compressed courses allow students to finish a minimum of two developmental math or English courses in one semester, which accelerates academic process and reduces impact on financial aid. This model could be used within the consortium for the proposed developmental education portal discussed in Objective three (3).

Paired Courses

Paired courses embed developmental curriculum within for-credit courses, simultaneously challenging and reinforcing learning.

Mainstreaming

Students who need remediation can still participate in a transfer-level course, but with added support services. Support services include embedded tutorial assistance, added time with instructors, and lab participation.

Modularization

The modular developmental course lends itself to math better than language arts. (Ibid., p. 14). The consortium could offer a math preparation for college readiness to include aligned course content with targeted areas of need based on community college Accuplacer assessments and would occur prior to scheduled assessments.

Contextualization

Readiness skills integration with relevant content blends career training with academics for rapid increase of work-related and literacy skills. Contextualized learning essentials include the following: targeted curriculum; coordinated dual instruction delivery; embedded student support services, and vital collaboration with partners within and outside the program. (Ibid. 29, 30.) For example, a writing or math preparation for career technical training course could be offered as either a short-term (3-5 weeks) or long-term (1 quarter) class depending on the assessed needs of the student. This could utilize specialized career technical curriculum for medical careers or other high demand career programs at the community colleges. Instructors from the Health Occupation Center could team teach with basic skills instructors for contextualized environment and prepare students for transfer to complete certifications at GCCCD in one of its medical programs.



Dual Enrollment

Presently, dual enrollment exists between community colleges and the adult schools. HSD students who enroll at the adult school may take level 100+ classes, such as English 110, and apply the earned credits toward high school requirements. This accelerates the student's progress toward major outcomes such as a HSD as well as certification or transfer goals.

Innovative Ways to Avoid Developmental Education Whenever Possible

With the WIA Title II Grant, the Grossmont College math department is looking at offering an online review prep course before taking the Accuplacer test. Based on the results of their Accuplacer tests, students will be allowed to enroll in an online modular course in the summer. This will allow them to move on to a higher-level math course than they were placed in, if they successfully complete the required modules. They will only need to fill the "holes" that were diagnosed during the placement test.



Table 5.1: Implementing Approaches Proven to Accelerate a Student’s Progress Toward Academic or Career Goals

Description of Approach	Task/Activities Needed to implement approach	Resource Needed	Estimate of Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
Education portal	<ul style="list-style-type: none"> a) Identify which basic skills will be taught by adult school b) Create common assessment and transfer process c) Identify curriculum accelerated delivery systems as outlined below d) Align support services and college-level transferability 	<ul style="list-style-type: none"> a) see gap #6 in Section 2 of Key Findings b) 1 coordinator; 1 counselor, 4 additional adult school instructors and 2 support staff c) Accuplacer assessment tool d) curriculum 	Funding reflects expansion of instruction, material, and facilities for adult school and noncredit division at the community college basic skills courses for all five program areas: \$680,000 in salaries, \$50,000 for software and curriculum	Consortium	a) CASAS; TABE	<ul style="list-style-type: none"> 2015-16 for meetings and creating structure; 2016-17 for implementation of assessment, transfer, and instruction
Compressed courses	<ul style="list-style-type: none"> a) Intensives b) accurate placement c) targeted instruction d) tutoring 	<ul style="list-style-type: none"> a) Course material b) Teachers c) Computer and software d) Tutorials 	Costs reflected in section 2 key findings #5, 6	Consortium	<ul style="list-style-type: none"> a) CASAS; TABE b) Pre/post inventory c) Passed placement test 	2016-17
Mainstream Classes	<ul style="list-style-type: none"> a) Blend basic skills with regular course b) embedded tutors c) more instruction 	<ul style="list-style-type: none"> a) Teachers b) Tutors c) Specific curriculum d) Accurate assessments 	Costs reflected in section 2 key findings, #5, 6	GCCCD	<ul style="list-style-type: none"> a) CASAS; TABE b) Entry/exit skills inventory 	2016-17
Modular classes	<ul style="list-style-type: none"> a) Targeted teaching; accurate 	<ul style="list-style-type: none"> a) Teacher; computer and 	Funding reflected in #1, 3, 6, and 8	Consortium	<ul style="list-style-type: none"> a) Subject CASAS; b) Entry/exit inventory 	2016-17



	placement diagnostic	b) Software c) Curriculum				
Contextual Learning	a) Instruct in medical or business context b) integrate basic skills	a) Align placement tools (Accuplacer, TABE, SBAC, EAP) b) Create coordinator to oversee transition pathways c) Create structured pathway d) Hire a liaison transition coordinator for each entity e) counselor support d) Hire full-time instructors and support staff to fill transition program needs in new GED program and contextualized learning program at adult school or noncredit division of community college	a) program funding reflected in #1, 3, and 6 \$380,000 in salaries for 4 team teachers b) shared coordinator for educational portal c) \$50,000 in Accuplacer software and curriculum	Consortium	a) TABE, CASAS b) student enrollment c) completion of major outcomes d) entry/exit skills inventory for bridge program	develop program meetings in 2015-16; implementation of program in 2016-17



Professional Development (Objective 6)

The consortium addresses professional development and proposes strategies for all programs in Section II, common key findings #8, 6.1 and 6.2 tables that apply for ABE-HSE-HSD program area.

Leveraging Existing Regional Structures for ABE/HSD/HSE (Objective 7)

Recent economic recovery includes significant restructuring and flat job growth. In addition, California has increased its percentage of income inequality, especially for women, minorities, and immigrants. The consortium can be the in-source resource, retraining and providing competent workers for the demands of local industries. The consortium needs to enhance civic and community ties with local government and non-profit organizations in order to accomplish this goal. A network needs to be developed in order to sustain a cohesive communication pipeline. The consortium needs to study the local economy to interconnect with social services and workforce intermediaries to create a sustainable infrastructure.

One of the strengths of the regional consortium is that economic partnerships are in place that serves the student population who wants accelerated entry into the workforce. Recently, the consortium began communicating with Melissa Esten from Goodwill Industries, which assists disadvantaged students and considers hiring adults who do not have a high school diploma. Melissa presented economic opportunities to Grossmont Adult School students this year and discussions continue between Goodwill representatives and consortium representatives to expand collaborating to assist larger breadth East County residents.

Putting a plan in place to build reliable connections with regional companies will need more time. In 2015-16, steps to begin leveraging regional support include identifying employers in East County that would participate in an economic council to discuss what they need in terms of employable labor and how the consortium might become a resource for specific skills training in that industry. With implementation in 2016-17, if the consortium could start this on a small scale, track carefully the gains made by students, and work to gain the trust of local employers, the region would benefit as well as enhance the lives of those in its communities. The consortium will look to models of innovation in Salt Lake City, Utah, San Antonio, Texas, and Oklahoma City, Oklahoma, to help transform San Diego's East Region into a thriving, sustainable economic region.



Table 7.1: Leverage of Existing Regional Structures from Partners

Partner Institution supporting Regional Consortium	Program Area(s) to be addressed	Task and activities needed to implement support of the program	Member Counterpart(s)	Partner Contribution	Timeline
Goodwill Industries	ABE-HSE-HSD	Create a council to align workforce and education goals; communication network of jobs and potential workers; offer on-site educational services	Consortium	Development program; facilities; training seminars; jobs, guest speakers, tours, staff time	Transition meetings begin in 2015-2016. Implementation begins in 2016-17
Chambers of Commerce	ABE-HSE-HSD	Create a network of professionals in growth industries to guide career training and internships; work with local economic council and local government for growth	Consortium	Networking, funding or internships; guidance council	Transition meetings to begin in 2015-16; implementation to begin in 2016-17



Program Area Two – ESL/Citizenship

The future of adult education is dependent on AB86 funding. The consortium advocates for maintenance of capacity funding to continue the operations of adult education for Grossmont Adult School Division and new additional funding to support the consortium.

NOTE: Other sources of funding are excluded from the below totals. Please review the introduction section tables for other sources of funding by consortium member.

Member	FTES/ADA	Unduplicated Enrollment	Total Operational Cost
Adult School	738.21	4106	\$1,470,163.00
Community Colleges – ESL credit	816.17	2368	\$5,315,065.85
Community College - ESL noncredit	85.7	383	\$560,710.24
Consortium Total	1640.08	6857	\$7,345,939.09

2013-2014: [Data analysis of program area operational cost reflected in Table 1.1A]

Evaluation of Current ESL/Citizenship Program (Objective 1)

This consortium has the largest concentration of Middle Eastern immigrants in the nation participating in its ESL/Citizenship programs. ESL, VESL, and literacy classes are offered at a wide variety of levels and locations to satisfy the needs of this growing and impactful population. In fall 2013-14, the SDERAEC ESL programs enrolled total 6857 students (unduplicated) in classes in multiple levels of ESL. Approximately 100 ESL classes are available each week for English Language Learners in East County. Both members are recipients of the Adult Education and Family Literacy Act (AEFLA) grant, enacted as Title II of the Workforce Investment Act (WIA) of 1998, which is the principle source of federal support for adult basic and literacy education programs for adults who lack basic skills, a high school diploma, or proficiency in English.

ESL programs provide services in one of the fastest growing areas of need within our consortium. The consortium serves a wide range of students, including but not limited to ESL students with basic literacy needs and educated professionals who need to improve their language skills to secure better employment in their host country. The current part time to full time faculty ratio is 85:21, with a greater percentage of the full time staff being from adult school. There is very few student support services for students within the consortium who wish to bridge into the community college system. The adult school and community colleges offer several different types of ESL programs. The ESL adult school programs are open enrollment, so students may enroll at any time without having to wait for new sessions to begin. On the other hand, the community college ESL programs have managed enrollment, and students can only register at the



beginning of terms. As a result, there are significant wait lists of students who wish to register for community college courses. ESL adult school students who are ready to transition to post-secondary education do so through a model program called the ESL Pipeline Program, offered through the community college continuing education program (noncredit). Students participating in this program are given the CASAS appraisal in addition to the college assessment exam and complete a writing sample. Based on the results of these multiple assessments, students are placed within the noncredit Pipeline program or referred to adult school. The noncredit ESL courses are designed to serve as a bridge between the K-12 adult school and community college credit ESL programs, which are academically focused and lead to transfer level courses. The courses offered through the credit program emphasize competency in reading, vocabulary, grammar, writing, speaking and listening, and pronunciation skills to prepare students for college level coursework. In addition, the Welcome Back Center, a statewide initiative funded by the California Endowment, offers counseling and educational programs for internationally trained health professionals.

Student Services: Assessment/Orientation/Counseling (Career and Academic)

Student support services vary among the consortium members. Students enrolling at Grossmont Adult School are assessed through CASAS Reading Appraisal Test 80 as well as TABE test for academic English. ESL classes offered at the adult school incorporate both English Language Civics curriculum and CASAS assessments as two forms of measuring student outcomes. Students enrolling in a credit ESL course at the community colleges are required to go through the college's matriculation process. The matriculation process includes filling out a college application, taking an English and math assessment exam, participating in orientation and counseling, and developing an educational plan. Based on the results of the assessment measures, students are placed in the ESL Pipeline or credit course work. If they place below an identified cut score and are unable to perform on the college's writing assessment exam, they are referred to adult school.

Community college counselors rely on assessment placement testing, formal enrollments, and student education plans to counsel and guide students. This information is captured in SARS, a student support system for access and continuous input by counselors and staff. Students enrolled in an adult school ESL course do not have similar support in identifying and attaining their educational goals. The challenge of providing sufficient wrap-around services to adult school ESL students transitioning to community colleges is significant.

Also, while a college education remains a goal for many of our students, and the state of California, it is important to remember that due to economic realities, many people need a better paying job and that is why they are taking English classes. Therefore, flexibility in schedule and accessible, community-based ESL classes cannot be underestimated in any discussion about the future of the consortia.



ESL Programs

Adult School Classes

Class Level	Morning Classes	Afternoon Classes	Evening Classes
Pre- Literacy	<u>1</u>	<u>1</u>	<u>1</u>
Beg. Literacy	<u>1</u>	<u>1</u>	<u>2</u>
Beg. Low	<u>3</u>	<u>1</u>	<u>2</u>
Beg. High	<u>2</u>	<u>1</u>	<u>2</u>
Beg. Low/High	<u>1</u>		
Intermediate/Advanced	<u>3</u>	<u>1</u>	<u>3</u>
Conversation/Pronunciation		<u>1</u>	
Academic English	<u>1</u>	<u>1</u>	
Transitional English	<u>1</u>		
Multi-Level	<u>3</u>		<u>1</u>
Multi-Level CBET	<u>8</u>		<u>7</u>
Multi-Level- Distance Learning ESL	<u>1</u>	<u>1</u>	
Citizenship			<u>1</u>
TOTAL	<u>25</u>	<u>8</u>	<u>19</u>

Community Colleges Credit ESL

Grammar/ Writing	Speaking/ Listening	Reading/ Vocabulary	Others	Cuyamaca # of courses offered	Grossmont #of courses offered
ESL 70	ESL 71				3
ESL 80	ESL 81			3	3
ESL 96	ESL 96L	ESL 96R		5	3
ESL 100	ESL100L	ESL 100R		5	3
ESL 103	ESL 103L	ESL 103R		3	7
ESL106		ESL 106R		3	8
ESL 119		ESL 119R		1	8
ESL 120				1	

Noncredit ESL

Class Level	# of courses offered
Link I	1
Link II	2
Link III	3

Offered at Cuyamaca College are Noncredit ESL classes in the mornings.

Assessing/Addressing the Gaps in ESL/Citizenship (Objective 2 & 4)

The ESL council identified six gaps within the consortium in addition to common key findings across all AB86 programs addressed in Section II of this document.

Gap #1 Lack of Vocational English as a Second Language (VESL) Courses

Vocational training for English as a Second Language (ESL) learner requires addressing a wide range of needs. Currently, there are few opportunities for ESL students to learn job skills or explore career options while they are still learning the English language. As a result, ESL students are not provided sufficient guidance to the most appropriate next steps and so are delayed in finding jobs and careers that fit their skills and interests.

Proposed Strategies

- Create an apprenticeship “Earn to Learn” program, which offers ESL students the ability to apprentice with companies in high-growth, rapidly growing, and emerging sectors.
- Make prevocational VESL courses available throughout the consortium.. These courses should cover cultural orientation, soft skills, personal and career exploration as well as information about the job market and the steps needed to reach a particular goal. They should include lab components that allow students to complete online skill and interest assessments, career research, soft-skill learning modules, and the ability to create an online individual educational plan with a consortium counselor who is familiar with the students’ language ability and how they match the local job training options. Vocational ESL courses could pair an instructor of a vocational training class with an ESL instructor to co-teach certificate or degree applicable courses in high-growth, rapidly growing, and emerging sectors.
- Hire bilingual counselors to work one-on-one with the students enrolled in these classes and provide periodic counseling for students in the prevocational classes that result in a personal career pathway.
- Hire a VESL coordinator at each site to manage and oversee the collaboration of prevocational ESL courses, VESL courses, apprenticeships, and co-taught certificate and degree-applicable courses.
- Offer VESL courses using the Welcome Back Center as a model; create a program to help re-certify foreign-trained workers in growth sectors such as Healthcare, Information and Computer Technology, and Engineering.

Estimated cost – *funding for facilitation of meetings, compensation to attend meetings, professional development, counselors, and technology purchases is reflected in Section II, common key findings #1, #3, #5, and #8.*



Gap #2 Lack of Student Progress

Students can fail to progress toward their goals for a variety of reasons, but the one major contributing factor is the use of the financial aid system as an income supplement for many of our refugee families.

Because low-income students are eligible to receive financial aid to attend courses for credit at the community college, immigrants and refugees have a strong financial incentive to do so; even when the community college is not the appropriate choice for their educational goals. Because of language barriers, students are sometimes unaware of the educational choices available, and fail to plan appropriately for their academic goals. In addition, some students fail to recognize the long-term benefits of a degree or certificate, and sometimes use up financial aid benefits before they have reached their goals. Moreover, some students attend community college classes that do not match their long-term goals. For example, they might take community college courses with strong emphasis on academic skills, hoping to gain survival English and vocational skills, which are secondary goals in many of our credit ESL courses.

Proposed Strategies

- *Offer strong student services that are widely advertised and accessible within our student communities and easily accessible in a one-stop ESL Center. These student services should not only include the convenience of a central ESL Center but also offer childcare, transportation, one-on-one and embedded counseling, articulation pathways between the consortia and community college, and defined pathways to the workforce.*
- *Offer more VESL and pre-VESL courses with ESL course prerequisites to better ensure students are prepared for success in reaching clearly identified and attainable goals.*

Estimated cost – funding for ESL center (\$1million+), plus facilitation of meetings, compensation to attend meetings, professional development, counselors, and technology purchases is reflected in Section II, common key findings #1,#3, #5, and #8.

Gap #3 Lack of Translators

Professional translators are needed to serve student needs within the consortia. New refugees who enter the system without any English skills need translation to successfully navigate the system.

Proposed Strategies

- Hire bilingual support staff and counselors
- Use joint translation departments to translate documents.
- Contract with a translation service.

Estimated cost – Funding for four shared bilingual support staff plus benefits \$300,000. Funding for facilitation of meetings, compensation to attend meetings, professional development and technology purchases reflected in Section II, common key findings #1, #5, and #8.

Gap #4 Lack of Childcare

Currently, ESL adult school programs provide ESL classes at over 20 sites in the East County and some of the locations provide childcare. The majority of sites that do not provide childcare make it difficult for students with children to attend classes due to the high cost of providing childcare.

Proposed Strategies

- Offer child-care vouchers that could be redeemed within the region (vouchers could be funded by social service partners)
- Partner with local licensed providers
- Partner with after school childcare programs with the region, so that students do not need to leave class early to pick-up school age children

Gap #5 Lack of Flexibility in Community Colleges Class Schedules

The refugee population is prone to fluctuation based on political and economic realities outside of the consortia's control. Flexibility is needed in class schedules to be able to meet the needs of populations when they peak and when they fall. GCCCD schedules are dependent on FTES (Full Time Equivalent Students), which means that funding for classes are based on populations from the previous years. The influx of Iraqi refugees, which began in 2007, occurred immediately before the recession and contraction of community college budgets, so it was impossible to open enough classes to serve the influx of students who needed to learn English. Currently reduced class offering have long wait lists with no solution in sight.



Proposed Strategies

- Ensure that Link Pipeline Program at GCCCD thrives by hiring a full-time ESL faculty to direct the program. The Link program creates schedule flexibility by allowing students to take non-credit ESL courses until credit courses are available with a guarantee that they will be placed in the credit program when they finish the non-credit program.
- Develop a system to refer GCCCD waitlisted ESL credit enrolled students to consortium ESL programs.

Estimated cost – \$250,000 funding for 2 full time ESL faculty coordinators plus benefits. Funding for facilitation of meetings, compensation to attend meetings, professional development and technology purchase reflected in Section II, common key findings #1 #5, and #8.

Gap #6 Lack of Full Time Instructors

Our consortium employs 106 ESL instructors and only 21 of those are full time. Many part time faculty must work within multiple districts and this makes it difficult for them to dedicate the extra time needed for their students and the focus on curriculum and continuous program improvement. Demands placed on existing faculty continue to increase which takes a toll on them and their students.

Proposed Strategies

- Hire more full time instructors.

Estimated cost – \$\$1,200,000 funding to hire 10 full time ESL instructors plus benefits needs further discussion with administration at both entities. Funding for facilitation of meetings, compensation to attend meetings reflected in Section II, common key findings #1.



Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to address the Gap	Resources Needed	Estimate Cost	Responsible Parties(School District (s) or College (s))	Methods of Assessment (if applicable)	Timeline
Lack of childcare	a) Offer vouchers that can be redeemed within the region and partner with local providers.	a) Funding and State approved facilities. b) Certified childcare workers.	Current Level	Consortium	TBD	16-17
Lack of outreach to increase student base	a) Create a joint marketing/outreach plan b)Develop and create collateral materials, ads, etc.	a) Funding for writing/planning staff b)Funding for design, printing, ad space, distribution, etc.	Current Level	Consortium	a) Monitor enrollment before and after implementation of marketing plan	15-16
Lack of VESL classes	a) Develop apprenticeship programs with local businesses b) Create and offer pre-vocational and career exploration ESL courses. c) Offer counseling toward career pathways. d) Create team-taught courses with ESL and vocational instructors and/or instructors in work-related fields. e.) With Welcome Back center as a model, create a program to help re-certify and find employment for highly-skilled immigrant workers.	a) Classrooms b) Counselors c) Developed career pathways plan d) Instructors e) VESL Coordinator	Current Level	Consortium	TBD	pilot 15-16 expand 16-17
Lack of counseling	a) Counselors at adult school level and community college	a) Counselors b) Professional workshops to	Current Level	Consortium	TBD	



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	b) Consistent pathways plan flowing from consortia to college, job training or work. c) Collaborative workshops within the consortia	develop Pathways Plan				
Lack of ESL training for counselors	a) ELL training for counselors.	a) ELL courses for counselors	TBD	Consortium	TBD	
Lack of common tracking system	a) Create common student tracking system.	a) Administrative funding		Consortium		
Lack of translation	a) Hire bilingual support staff. b) Use joint translation departments c) Contract with a translation service.	a) Funding to hire bilingual support staff.	TBD	Consortium	TBD	
Lack of joint professional development among consortium members	a) Hold regular professional development meetings hosted by the consortia	a) Meeting space (classrooms, boardrooms), b) Funds to pay for participation.	Ongoing	Consortium		
Lack of flexibility in class schedule for the community colleges	a) Refer wait-list students from community colleges to consortia classes with priority registration for college class openings. b) Expand and support Link Pipeline program with funding for a full time coordinator.	a) Referral guidelines/system to ensure communication for priority registration	TBD	Consortium	TBD	
Lack of Full Time instructors	a) Hire more full-time faculty	a) Funding for full time instructors.	TBD	Consortium	\$980,000	
Lack of transportation	a) Offer transportation tokens. b) Use existing district transportation.					



Integrating Existing/Future ESL/Citizenship Programs (Objective 3)

ESL programs are the largest and fastest-growing programs in the consortium. Community colleges students enrolled in ESL programs must learn oral as well as written communications before they can transition to other classes in other content areas. This may require the student to take several years of ESL coursework. The consortium currently has an ESL Link program mentioned in Objective one (1) that serves as a bridge between the K-12 adult school and community college credit ESL programs.

This council recognizes that good alignment and communication are essential to creating seamless transitions for ESL students to community college programs. **In order to integrate and provide better access to student resources, we propose the formation of an ESL center in a central building in El Cajon where the bulk of the populace lives. It would serve to coordinate the services of the consortium.**

Presently, many students enroll in the community colleges before they have acquired the skills necessary to be successful there. Alternatively, **if students have accurate information about financial aid options and limits, education and training options, the expected length of study, and a clearer understanding of their own interests and aptitudes, they are more likely to be placed in a suitable program. An ESL Center that is widely publicized in the community and that has a one-stop approach to social service referrals, assessments, and counseling, could provide the starting point for a clearer educational pathway than what currently exists within the consortium.**

Further, an ESL Center located in El Cajon would be a means to implement many of the proposed strategies outlined in this document. This should include one-on-one counseling using proven intake and assessment tools designed for English Learners, Pre VESL and VESL courses, student tracking through the entire educational system via a single student ID, and collaboration with local employers. It could also house a daycare center and possibly serve as a transportation hub for students.

The center would offer a wide spectrum of courses that allow students to transition and develop from the lowest levels of ESL. Coordinating that development with effective counseling, CTE programs, local employers and the community colleges would give an urgency to the acquisition of English and serve to motivate lower-level English learners. Lower-level classes and job preparation classes at the center could be taught by the consortia in coordination with the CTE programs and the East County Career Center. The academic transition classes would be aligned with the community college curriculum. Coordination between the consortium members would be required and beneficial to all.

Proposed Strategy

- Expand and redevelop the land currently used by the GUHSD Adult ESL main campus next to El Cajon Valley High School, thus minimizing or eliminating the cost of purchasing new land elsewhere.
- Dedicate funding from AB 86 funds with a two-year timeline to hire a community organizer, so an El Cajon community collaborative can materialize and lead the process to acquire the funding to build, equip, and operate the ESL Center.
- Initiate a planning process with short, mid, and long-range strategies.
- Leverage social service resources for childcare and pre-school accommodations.
- Incorporate the Child Development Center at Cuyamaca and Grossmont Colleges in the preparation and certification of the ESL Center's childcare and pre-school staff.

Curriculum

Curriculum between the consortium and the community colleges must be aligned.

Proposed Strategy

- Develop varied curriculum to reach and teach to student's chosen pathway goal. In addition, align curriculum between community colleges and the consortium. . For example, a Beginning High ESL class for students targeting workforce preparation would not have students who are college bound and vice versa. Job preparation curriculum would focus more on lifeskills and job readiness and not the same level of academic skills needed for college.

Placement

Currently the adult school uses CASAS "Student Goals" to initially define students' educational goals: College or Career.

Proposed Strategy

- Align entry and exit standards for community colleges and adult schools.

Assessment

Develop a common assessment instrument for use by the consortium.

Proposed Strategy

- A formal evaluation process would need to be conducted, but initially the consortia feels that CASAS could be administered in consortia classes and lower-level community college ESL classes (ESL 70/80/96) and student performance along with these scores could be used to redirect students if needed.

Progress Indicators

Successful achievement of common progress indicators or benchmarks can be measured with a performance assessment task that allows learners to demonstrate what they can do with the language.

Proposed Strategies

- Track student progress at meeting entry standards for community colleges.
- Establish bridge programming between consortium and community colleges.
- Track number of students effectively moving through the systems and identify effectiveness of aligning the systems by comparing students who enroll without consortium preparation to students who utilize the bridge program.

Outcomes Data

Proposed Strategies

- Establish a grading system and Certificates of Completion for both College Preparatory curriculum and Job Readiness curriculum.
- Track Associates Degrees and certificates issued to students who began in consortium ESL programs and complete at the community colleges. A single student ID will be necessary to utilize this strategy.
- Track students obtaining jobs consortium and community college job training programs. Follow-up on job retention after two years. Enrollment in CalJobs may be an option.

Communication Paths

Proposed Strategies

- Provide at least two joint professional development sessions per semester during which representatives from the consortium and the community colleges can share information about their programs.
- Hire a VESL coordinator to act as a liaison between districts as well as with partners.
- Hire counselors, including a CalWORKs counselor, who have an understanding of both systems.
- Hire more full-time faculty



Defined Articulated Pathways to Post-secondary and Workforce

Proposed Strategies

- Develop apprenticeship and/or pre-apprenticeship opportunities and programs for ESL students.
- Expand re-certification program for foreign trained workers, i.e Welcome Back Center.
- Fully integrate Link Pipeline program onto all consortia sites.
- Develop career and/or educational pathways outreach materials, which delineate the steps necessary to enter high-growth sectors.

Embedded Student Services

Proposed Strategies

- Embedded ESL counselors who visit ESL classes to help students develop career and/or educational pathways.
- Coordinate support services with Disabled Students Program and Services (DSPS).

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation Among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resource Needed	Estimate of Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
Curriculum	a) Align curriculum between colleges and consortium. b) Purchase and/or create varied curriculum to teach students' chosen career and/or academic pathway goals.	a) Instructor and counselor hours to create and develop curriculum. A committee of 10 professionals at 20 hours per semester/ 2 semesters= 400 hours.	\$24,000	Consortium	Data on student persistence and retention.	15-16 pilot 16-17 expand
Placement	a) Align entry and exit standards for colleges and Consortia. b) Coordinate accurate placement of students using common assessment and shared orientation.	a) Instructor and counselor hours to coordinate and hold shared orientations. Approx. 6 professionals at 10 hours per semester=60 hours Instructor and counselor hours to align entry and exit standards. A committee of approx. 6 professionals at 20 hours per semester=120 hours	\$7,200	Consortium	Collect data about student success rate relative to attendance of shared orientation and meeting entry/exit standards.	15-16 and expand 16-17
Assessment	a) Use common assessment	None	Cost to be determined.	Consortium	TBD	16-17
Progress Indicators	a) Track adult school student progress at meeting entry standards for	Administrative hours for data collection and analysis.		Consortium	N/A	15-16



	community colleges. b) Track students and identify effectiveness of aligning the systems by comparing students who enroll without adult school preparation to students who utilize the adult school.					
Major Outcomes	a) Establish grading system and Certificates of Completion for both College Prep and Job Readiness for Consortium coursework Track Associates Degrees issued by GCCCD to students who began in Adult School. b) Track students obtaining jobs after adult school Job Readiness program and community college job training programs. Follow-up on job retention after two years.	a) Administrative hours for data collection and analysis.				
Communication Paths	a) Joint professional development sessions. b) Hire VESL coordinators to act as liaisons Counselors at	a) Funds for professional development sessions. Funds for full-time VESL coordinator.	See table in Obj 4	Consortium		15-16 and expand in 16-17



	Grossmont Adult School. c) More full-time faculty.					
Defined Articulated Pathways	a) Develop apprenticeship partnerships for ESL students. b) Expand re-certification program for foreign trained workers. Integrate Pipeline Link program onto Adult school sites. c) Develop career and/or educational pathways outreach materials which delineate the steps necessary to enter high-growth sectors.	a) Funds for full-time VESL coordinator to develop apprenticeships, expand re-certification program, and develop pathways materials. b) Funds for full-time Link Pipeline Coordinator.		Consortium		
Embedded Access to Student Services	a) ESL counselors visit ESL classes to help students develop career and/or educational pathways. b) Counseling services at the Grossmont Adult School coordinate with counselors at the community colleges, including a CalWORKs counselor. c) Coordination with Disabled Students Program and			Consortium		



	<p>Services (DSPS). d) Expand and support Pipeline Link Program by hiring a full-time coordinator so that non-credit students can access student support through the credit programs at GCCCD.</p>					
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Approaches Proven to Accelerate ESL/Citizenship Student Progress (Objective 5)

This council understands the term “acceleration” to refer to the shortening of time required ESL students to reach vocational or academic goals, rather than the attenuation of time required to learn English. The former can be achieved by creating vocational pathways and academic bridging programs and use technology and student services to remove roadblocks to progression. The following four (4) recommendations expand three existing programs that promote acceleration as well as the creation of one (1) new one.

Currently, the adult school program offers one academic English class for students interested in moving on to higher education. Entry into these classes is based on scores on the TABE and CASAS assessments. At Cuyamaca College, ESL 120 provides early exposure to much more than is offered in the standard sequence of ESL classes. A key to the ESL 120 essay-writing project is the incorporation of advanced and challenging readings, which are analyzed by the class and then used as the basis for generating essay topics for the individual students. These readings provide students exposure and encourage the development of advanced writing techniques.

The objective of this accelerated course (ESL 120) is not just to combine two levels of instruction and eliminate instruction in the middle. There is an extensive strategy involved and teacher training; the instructor involved in the ESL 120 accelerated course has received approximately 130 hours of training. Thus, ESL 120 offers an accelerated pathway as an alternative path alongside a traditional language acquisition route to provide an opportunity to for those students who are able to move faster. At the same time, the pathway can feed back to the traditional route at any point, so a student attempting an accelerated class wastes no time. An accelerated pathway may not always be the best solution for a student; however, offering options for students provides avenues for increased student success.

The use of additional technology in the classroom has also been reviewed as a means of accelerating students’ progress by the council. Creating blended classrooms in which direct instruction is combined with technology such as The Burlington English program enables students to increase the amount of time spent speaking, reading and listening to English. When combined with direct instruction, technology proves to be a very effective tool to accelerate student learning. Grossmont Adult School currently offers one blended learning class utilizing Burlington English. The council recommends creating and/or purchasing more of such curriculum and technology for the 15-16 and 16-17 school years.



Learning language can take anywhere from 4-10 years depending on the age of the learner and the amount of formal schooling he or she has before beginning to learn the language according to research.

<http://www.usc.edu/dept/education/CMMR/CollierThomasComplete.pdf> “A National Study of School Effectiveness for Language Minority Students Long-Term Academic Achievement” (Wayne P. Thomas and Virginia P. Collier, Center for Research on Education, Diversity and Excellence, 1997). Subjects in the aforementioned study were children receiving 1-2 hours of ESL instruction per day. Study time for adult learners in the region is already attenuated. For example, students at Grossmont College who start at 0-level (ESL 70) have seven semesters (three and a half years) to learn all of the language skills necessary to succeed in a transfer level native speaker English composition course. Acceleration should be approached with an awareness of the realities of language acquisition.

In conclusion, other recommendations include: 1) increased one-on-one counseling, 2) embedded student services, And 3) creating partnerships with current CTE courses within the consortium, will accelerate learning and better utilize current resources.



Table 5.1: Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

Description of Approach	Task/Activities Needed to implement approach	Resource Needed	Estimate of Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
Blended classrooms	a) Create and/or purchase curriculum and technology for classes that combine technology and direct instruction.	a) Burlington English	\$150,000	Consortium	TBD	15-16 16-17
Accelerated classes	a) Continue to offer accelerated classes at Cuyamaca. b) Expand classes to Grossmont College and the consortium	a) Instructors trained to teach accelerated English curriculum for accelerated courses.	\$150,000	Consortium	Essays	Current. Pilot in Adult school 15-16 with further implementation in 16-17.
VESL classes	a) Create VESL courses which pair a CTE instructor to co-teach certificate or degree applicable courses in high-growth, rapidly growing, and emerging sectors	a) CTE Instructor/ESL Instructor	\$150,000	Consortium	Passing of certificate requirements	15-16 16-17
Academic English classes via consortium.	a) Continue to offer and expand academic English classes via consortium	a) Instructors trained to teach Academic English	TBD	Consortium	TABE and CASAS assessment results	Currently there is only one class. Expand in 15-16 and 16-17.



Professional Development (Objective 6)

The consortium addresses professional development activities, and proposed strategies, estimated funding cost for all programs in Section II, common key findings #8 plus \$48,000. The following topics listed in 6.2 workplan table are recommended specifically by the ESL council.

NOTE: Joint Professional Development should be coordinated by ESL Coordinators or other designated consortium members who could facilitate meetings and workshops with ESL Instructors from community college and the consortia to occur at least once a semester, if not more.

Table 6.2: Professional Development – ESL

Topic	Professional Development Strategy	Estimated Cost to Implement Consortium-wide
Effectives ways to evaluate program progress towards student needs related to ESL (TESOL and CATESOL conferences)	Review curriculum, assessment data and student services information, and evaluate the programs progress towards meeting the needs of students.	\$20,000
Organizational development for adult learning experiences related to ESL	Review relevant literature on high quality adult learning experiences related to ESL and determines a set of principles that will guide both organizations development of professional learning into the future. Continually review the organization and content of the professional development and provide feedback intended to review and adapt if necessary. In this end, the group can explore the answer to the question, “What steps lead to the establishment of a shared professional culture in which growth linked to the achievement of key goals is supported, embraced, and attempted?”	\$20,000
Best practices	Share best practices in basic and secondary skills that build career and college readiness skills, problem solving skills, study skills, and soft skills.	\$8000

Leveraging Existing Regional Structures for ESL/Citizenship (Objective 7)

ESL programs at the community colleges and the consortium should be collaborating closely with the San Diego Workforce Partnership (SDWP). The SDWP has been designated by the county and city to use state and federal funds to create job-training programs. VESL courses and programs might be created in affiliation with this program. ESL faculty at GCCCD Grossmont campus has collaborated in the past with local high schools through work supported by the California Partnership for Achieving Student Success (Cal-PASS). The intent of Cal-PASS is to improve articulation between educational segments (K-12, college, and four-year schools) by providing data regarding student enrollment, assessment, and success rates. Currently, GCCCD has plans to create college credit courses at local high school and adult school sites via the collaboration of the East County Alliance. In addition, the adult school currently uses classrooms for instruction and daycare in partnership with Cajon Valley School District, La Mesa Spring Valley School District, Lemon Grove School District, San Diego county libraries, and Kurdish Human Rights Watch. Laubach Literacy provides tutors for the adult school. These partnerships will continue and be expanded.

In addition, the council is recommending the following leveraging strategies:

- Establishment of a community collaborative.
- Involvement of students, instructors, and community at large
- Involvement of faith-based organizations.
- Involvement of local, regional, state, and federal government agencies, boards, and representatives.
- Involvement of all elementary school districts within GUHSD boundaries.
- Involvement of local business and commerce chambers.
- Initiate college credit ESL classes in the sites currently used by the GUHSD Adult School by spring 2016.



Table 7.1: Leverage of Existing Regional Structures from Partners

Partner Institution supporting Regional Consortium	Program Area(s) to be addressed	Task and activities needed to implement support of the program	Member Counterpart(s)	Partner Contribution	Timeline
Cal-PASS	ESL	To improve articulation between education segments K-12/CC/Grossmont Adult School by providing data of student enrollment, assessment and success rates.	Consortium		15-16
San Diego Workforce Partnership	ESL	Create job training programs. VESL courses and programs.	Consortium	Facilities	Current
Cajon Valley School District	ESL	Continue partnership	adult school	Facilities/daycare	Current
La Mesa Spring Valley School District	ESL	Continue partnership	adult school	Facilities/daycare	Current
Lemon Grove School District	ESL	Continue partnership	adult school	Facilities/daycare	Current
County Libraries	ESL	Continue partnership	Consortium	Facilities	Current
Kurdish Human Rights Watch	ESL	Continue partnership	adult school	Facilities	Current
East County Education Alliance	ESL	Create college credit classes at the high school and adult school sites	Consortium	Student Support/Articulation	15-16
Laubach Literacy Council	ESL	Provide trained tutors for the classroom	adult school	Tutors	Current



Program Areas Three & Four – Short-Term CTE/APP programs

NOTE: The consortium decided to combine the programs for apprentices and short-term career technical education because there are minimal apprentice programs in east county region.

The future of adult education is dependent on AB86 funding. The consortium advocates for maintenance of capacity funding to continue the operations of adult education for Grossmont Adult School Division and new additional funding to support the consortium.

NOTE: Other sources of funding are excluded from the below totals. Please review the introduction section tables for other sources of funding by consortium member.

Member	FTES/ADA	Unduplicated Enrollment	Total Operational Cost
Adult school	786.471	7871	\$3,837,362.69
Community college noncredit	20.01	476	\$128,496.10
Consortium Total	806.481	8347	\$3,965,858.79

2013-2014: [Data analysis of program area operational cost reflected in Table 1.1A]

Evaluation of current Short-Term CTE/APP program (Objective 1)

In fall 2013-2014, the SDERAEC enrolled 8,347 (unduplicated) students in a wide variety of short-term noncredit and adult school CTE programs. Together, the consortium provides substantial Career Technical Educational training programs to adults in the region. Programs are offered at a variety of levels and in a variety of locations. Currently, the consortium provides programs and services in isolation of each other. Although students in the adult school are given the education and tools needed to guide them to successful careers, a clear educational pathway to higher education and/or career does not exist.

Consortium members maintain a variety of successful partnerships in the community that leverage resources for their students. This is done in isolation between the systems and could be improved through collaboration and communication. An example is the relationship with the East County Career Center (ECCC) (funded through the San Diego Workforce Partnership), which offers local employers and unemployed/underemployed a direct link to adult school, CTE noncredit and credit CTE programs. Career Center counselors have a familiarity with the adult school programs available in the region, but struggle as clear CTE pathways are not established between the adult school to the community college. For the most part, community college students do not access services provided by the ECCC, nor do adult school students regularly access program at the community colleges.

Throughout the consortium, CTE courses are offered in most of the 15 career pathways with an emphasis in Business and Finance, Health Science and Medical Technology,

and Information Technology. Pathways are not defined currently, but the work of AB86 has spurred discussion, interest and commitment to clearly define CTE pathways for East County's adult student population. The consortium has also decided to collaboratively utilize the labor market information provided by the San Diego Workforce Partnership and the State Chancellor's Office "Doing What Matters" Initiative to prioritize pathway development. Many of the consortium's CTE programs are multi-level and have a progression of courses from beginning to advanced; some are small and short-term in nature. Still other programs are large single classes that span over hundreds of hours. The consortium has identified coursework that ranges from 3 to over 1200 hours. Sequenced pathways exist within the systems, but not across the adult provider systems. Coursework does not currently articulate or progress into community college CTE certificate and degree programs. Capstone or large single course programs often conclude in licensure or certifications (or preparation for external certification exams) within the industry or through the State of California. Data related to licensure and job placements continues to be a challenge in both systems.

Together, the consortium has over 50 members in this program area, representing a variety of industries and workforce/economic development agencies, who sit on various CTE advisory committees. Partners includes East County Economic Development Council, Public Consulting Group (PCG), the San Diego County Library System, unions, a variety of industry associations, Goodwill Industries, Scripps Healthcare, the International Rescue Committee (IRC), and San Diego Gas and Electric. Both system providers utilize program advisory committees to provide advice and direction for curriculum development, labor market information and guidance related to latest trends and program needs. Currently, advisory committees meet separately and do not collaborate between the systems. This has been identified as an area for improvement. The consortium is not currently utilizing the resources of the State Chancellor's Office "Doing What Matters" initiative Sector or Deputy Sector Navigator network effectively which has also been identified as a potential leveraged resource that is underutilized.

In both provider systems, many CTE teachers currently work in their field and have a good perspective on current industry standards. These instructors have a wealth of knowledge, education, and experience in their subject, but need professional development to translate their expertise into the classroom in areas such as curriculum development, presentation skills, classroom management and assessment. Professional development varies within the provider systems, which is later addressed in this report.



Student Services: Assessment/Orientation/Counseling (Career and Academic)

Student support services are varied among the consortium members. Program specific orientations are available for some programs, but overall, standardized consortia orientations do not exist. Students self-select programs, but are not currently receiving a standard orientation that provides an overview of programs or career exploration opportunities. Most students enrolling in a short-term CTE program adult school and noncredit CTE are encouraged (but not required) to take an assessment test that identifies if they have math or English remediation needs (CASAS). There are also program specific assessments offered. Both consortium members agree that assessment increases student achievement due to proper preparation and placement. Noncredit students in the community college system receive career and academic counseling funded through the noncredit student Success and Support Program (SSSP). Students attending adult school CTE programs do not currently have access to career counseling unless they seek services through the East County Career Center, which is off-site for many students. Academic counseling is currently extremely limited to Adult school students.

Assessing/Addressing the Gaps in Short-Term CTE/APP Programs (Objective 2 & 4)

The CTE council has identified three (3) CTE program area gaps within the consortium in addition to common key findings across all AB86 programs addressed in Section II of this document.

Gap # 1: Lack of adequate CTE and pre-apprenticeship programs that meet industry and labor market needs available to the region.

Many CTE and pre-apprenticeship programs need to be expanded, or offered, to fulfill the needs of the workforce in San Diego County. The WIB or San Diego Workforce Partnership recently hosted a countywide event to focus on the top 5 areas of employment in the region. They were Life Sciences, Health and Medical, Clean Energy, Information & Communication Technologies, and Manufacturing. The consortium realizes that it will need to prioritize its work and will not be able to address all five sectors, nor will they be able to address all 15 pathways in the first year. The council has identified Manufacturing and the Health & Medical industries as the top priority. The council's initial program assessment and review of regional labor market data shows that the consortium does not have an adequate number of training sites and/or large enough training sites to train future employees in Manufacturing and Health & Medical. Additionally, a standardized pre-apprenticeship program for trades may need to be considered as a priority.

Further analyses of these needs, and potentially others, are suggested below:

Analysis 1: Manufacturing

Currently, the adult school provides a dynamic Metal Fabrication and Welding program for adults on selected evenings and Saturdays at a local high school. (The number of adults being trained at this one facility is at maximum capacity). Cuyamaca College has an Engineering Technology program that includes a small mechatronics program in addition to a large Computer Aided Drafting and Design Technology (CADD) program that has an emphasis in manufacturing. These programs are neither aligned, or currently work together related to the creation of a pathway to serve the needs of East County manufacturing employers. According to employers, the need for trained metal fabricators, advanced manufacturing designers and machine operators in East County is high.

Proposed Strategy

- Create an East County Manufacturing Skills Panel or committee of manufacturing employers, educators, student support staff, and workforce development representatives to identify and quantify workforce development needs for the consortium. This may be a combination of existing industry advisory committees within the consortium and community colleges. This group will also collaboratively evaluate existing programs and facilities, and help guide instructors in developing the training pathways to meet those needs. A committee created out of the skills panel will continue to meet regularly after the initial assessment is completed. The need for equipment, funding, work-based learning sites, and internships will all be important discussion points. There is great potential to expand fabrication sites and tie them to community college programs to create an advanced manufacturing pathway. This pathway also needs to be evaluated for articulation, credit for prior learning experience, and comprehensiveness with employers to ensure that the pathway meets the needs of local industry. The skills panel will also take into consideration existing regional programs throughout San Diego County, as the reality of each region having full capacity is unrealistic. The community college Deputy Sector Navigator for Manufacturing will be key in this effort.



Analysis 2: Health and Medical

Labor market data reveals that the number of trained employees (nurses, nurse assistants, and allied health workers) needed in healthcare facilities is high. Currently, the adult school has a Health Occupations Center with numerous CTE programs that offer state and industry certifications and licensure. Grossmont College has many for-credit CTE nursing, allied health degrees, and certificate programs. Both institutions have full classes and waiting lists. The consortium is at capacity due to lack of space in each facility, as well as a lack of funding for additional classes and programs. Initial evaluation also shows that these programs do not collaborate, have articulation agreements, nor are there clear pathways for students in adult school seeking higher education in the healthcare industry.

Proposed Strategies

Funding (leveraged or additional) is needed to expand classroom and medical labs on both campuses. Funding is also needed for additional instructors (preferably full timers) in addition to funding to ensure all the equipment meets current industry standards.

- Engage healthcare employers and form an East County Healthcare Skills Panel; a committee of healthcare employers, educators, student support staff, and workforce development representatives to identify and quantify workforce development needs for the consortium. This may result from the combination of existing industry advisory committees within the consortium and community colleges. The focus of the skills panel will be to collaborate to develop training pathways to meet the needs identified, leveraging existing resources and identifying gaps. Committees' creation will come out of the skills panel and will continue to meet regularly after the initial assessment is completed. The need for equipment, funding, work-based learning sites, and internships will all be important discussion points. This pathway needs to be evaluated for articulation, credit for prior learning experience, and comprehensiveness with employers to ensure that the pathway meets the needs of local industry. There is great potential to expand consortia programs and tie them to community college programs to create multiple health and allied health pathways. The Skills Panel will also take into consideration existing regional programs throughout San Diego County, as the reality of each region having full capacity is unrealistic. The community college Deputy Sector Navigator for Healthcare will be key in this effort.



Analysis 3: Pre-Apprentice Programs

The Public Policy Institute of California forecasts a shortage of up to 1.5 million workers with some college coursework and up to one million workers with a Bachelor's Degree by 2025. Over the next 10 years, energy, water, health care, manufacturing and construction will have to compete for the shrinking supply of workers with some college. Sectors and employers who engage with education and market career pathways to high school students could potentially recruit the cream of each year's crop of graduates. The energy industry has been doing this for years; even reaching out to middle school students. "Earn to learn" approaches to a college education, including apprenticeship and pre-apprenticeship, would help other sectors level the playing field and attract the future workforce.

Many of the current CTE programs offered thru the consortium would benefit from a standardized pre-apprenticeship program. This would be a new concept for the consortium and would need further evaluation and development. Existing apprenticeship programs in which the Adult school is the LEA include firefighting, ironworkers and masonry. While the Grossmont Cuyamaca Community College District does not currently offer apprenticeship programs, the San Diego Community College District has partners with employers and unions to offer apprenticeship programs in the building trades, energy, transportation, manufacturing and government. Due to the expense and labor market need, the development of apprenticeship programs will need to be evaluated by the consortium. The current availability of grant funding to develop new apprenticeship programs through the Department of Labor's American Apprenticeship Grants American is acknowledged and participation is being evaluated by the consortium.

Proposed Strategies

- Meet with representatives from existing apprenticeship programs and unions in San Diego County to determine interest in developing and implementing a standardized pre-apprenticeship program with strong pathways to existing apprenticeship programs.
- Create an East County Pre-apprenticeship Skills Panel; a committee of employers, unions, LEAs, educators, career counselors, and workforce development representatives to identify and quantify workforce development needs. This group will also collaboratively develop the training to meet those needs. The need for equipment, funding, work-based learning sites, and internships will all be important discussion points.



- Coordination and facilitation of the Manufacturing and Healthcare Skills Panels may be leveraged with the Sector and Deputy Sector Navigators in the Doing What Matters Initiative
- Hire adjunct faculty to develop curriculum and teach in the CTE pathways and apprentice or pre-apprentices

Estimated cost – \$1 million - \$6 million represents funding for facilities upgrades also funding for facilitation of meetings, compensation for meetings, and coordination reflected in Section II common key findings #1.

Gap #2 Soft Skills: There is a need for the integration of soft skills across all CTE programs.

“Soft Skills” is recognized as an area of need by the majority of prospective employers interviewed. Business partners have an expectation that educational institutions will teach, train, and ensure students have these skills at completion of any CTE program. Employers want employees that are not only skilled in current technical industry standards, but are hardworking, disciplined, motivated, and have an overall strong work ethic.

The CTE/APP council has identified a need for more consistency of specific workplace behaviors expected from all adult students among the diverse CTE programs. All students need to know what employers expect of them technically, in their professional interactions on the job, social behavior, and work ethic.

Community college and One Stop WIA funded Career Centers consistently provide training in soft skills, workplace attitudes and ethics. However, consortia programs and community college CTE coordinators do not always have students take advantage of this training. In addition, instructors in both systems are not consistent about how they integrate “soft skills” training in their classrooms.

Proposed Strategies

- Create CTE curriculum teams specific to the soft skills for each industry sector and develop a uniform method of assessing workplace “Soft Skills” competencies. Or, utilize a Standardized Assessment Tool: There are a number of online tools that could be utilized to create a standardized outcome for all students focused on the knowledge and abilities important for success in the workplace. ACT has an online suite of coursework that may be considered including three bundled course packages: ACT Key Train[®], ACT Soft Skills Suite, and ACT Career Ready 101[™]. The community colleges have funded a regional pilot utilizing CTE Enhancement funds to provide ACT curriculum and professional



development for CTE faculty in 2015-2016. It will be important for this work to include consortium members as well.

- Continue to train CTE instructors on strategies to incorporate and address this subject matter within their curriculum.
- Create classrooms that mimic work environments that include: Anti-discrimination themes, anti-harassment themes, reminders of simple courtesies, etc.
- Invite guest speakers from regional employers to talk about the workplace environment and what the employer expects from a new hire. In addition, what a seasoned dedicated employee brings to the entire team.
- Create CTE student teams. Allow students to become team leaders. Rotate the lead position within the team so that all students have the ability to experience the leadership role. This experience enhances the student achievement of “soft skills”.

Estimated cost - funding for facilitation of meetings, compensation for meetings, coordination, and technology reflected in Section II common key findings #1, and 5.

Gap #3: Leveraged industry and workforce development support across the two systems

CTE programs in the community colleges and Adult schools currently utilize separate, individual industry advisory committees, which meet once or twice a year to discuss industry trends and curriculum. These committees are not skills panels and, in many cases, the expectations of committee members do not include the development of career pathways, work-based learning or the hiring of graduates. The council realizes that this gap is broad; therefore has identified three areas related with proposed strategies.



Area 1: No current outreach/marketing strategies to encourage employer involvement in CTE pathways exist.

Proposed Strategy

➤ Outreach may involve industry specific and/or general career exploration.

Examples include:

- ✓ East County Economic Development Council
- ✓ East County Chamber of Commerce
- ✓ Identified industry associations
- ✓ CleanTECH San Diego
- ✓ U.S. Green Building Council, San Diego Chapter
- ✓ CommNexus: coordinates region's technology companies
- ✓ CONNECT: has assisted in development of 2,000 companies in region
- ✓ Port of San Diego Ship Repair Association: represents more than 100 companies
- ✓ Software San Diego: coordinates software, data analytics and app development communities
- ✓ The Maritime Alliance: coordinates technology and manufacturing companies

Area 2: Lack of employer engagement in CTE programs

Proposed Strategy

➤ Convene a skills panel for each of the industry sectors that aligns with CTE programs identified by the consortium (high employment potential and current systemic capacity). Work with employers to develop skill standards, career pathways, curriculum, internships and apprenticeships and provide instructors, mentors, equipment for hands-on learning, workplace tours, summer jobs, jobs for graduates and program funding in manufacturing and health & medical, and pre-apprenticeship opportunities

Area 3: Lack of funding to implement skill panel recommendations

Proposed Strategy

➤ Leverage local, state and federal economic development and workforce development funds to incentivize employer participation and fund initiatives. Assign current or new staff to monitor, apply for and manage grants.

Some employer benefits may include:

Local and State incentives

- California's Franchise Tax Board offers a tax credit of up to \$3,000 for each additional full-time employee hired by small businesses with 20 or less employees beginning January 1, 2009. The credit is prorated on an annual full-time equivalent basis for employees employed less than a full year. The total amount of credit available to be claimed by all taxpayers is capped at \$400 million.
- The On-the-Job Training Credit from the San Diego Workforce Partnership pays 50 percent of a new employee's hourly training wage. The program is an incentive to hire and train individuals who do not meet a job's education and experience requirements. The SDWP assists with development of a training plan and can pre-qualify applicants. The consortium will explore with the SDWP the possibility of leveraging this credit "earn and learn" -- hiring adult school students early in CTE training on the condition that the student complete their CTE training.

Federal Grants (From U.S. Department of Labor's 2015 Budget Request)

- The Opportunity, Growth and Security Initiative includes a four year, \$6 billion Community College Job-Driven Training Fund, which will offer competitive grants to partnerships of community colleges, public and non-profit training entities, industry groups, and employers to launch new training programs and apprenticeships that will prepare participants for in-demand jobs and careers. Of each year's funding, \$500 million will be set aside for grants to create new apprenticeships and increase participation in existing apprenticeship programs. This four-year investment will support doubling the number of apprenticeships in America over the next five years.
- More than \$3 billion in formula grants to states and localities to provide training and services through America's Job Creation Centers.
- \$2 billion in mandatory funding to encourage States to adopt Bridge to Work programs allowing individuals to continue receiving unemployment benefits while participating in short-term work placement and supporting other strategies to get unemployment claimants back to work.
- \$4 billion in mandatory funding obligated over two years, to support partnerships between businesses, education, and training providers to train approximately 1 million long-term unemployed workers for new jobs.
- \$4 billion for a New Career Pathways program that will streamline the delivery of training and reach as many as one million workers a year



with a set of core services, combining the best elements of two existing programs – Trade Adjustment Assistance for Workers and WIA Dislocated Workers.

Workforce Development Funding

- The San Diego Workforce Partnership is the local designee of the County and City of San Diego for state and federal funds for job training and educational programs for youth and adults.

Neighborhood Reinvestment Program

- San Diego County Supervisors each have \$2 million discretionary funds that they may use as they see fit within their district. This is a viable source of funding for a smaller, one-time cost, such as new computers for adult school facilities.

Estimated cost - funding for facilitation of meetings, compensation for meetings, coordination, and technology is reflected in Section II common key findings #1, #8 and funding for a grant writer \$125,000.

Table 4.1: Implementation Strategies to Address the Identified Gaps.

Description of Gap	Strategies to address the gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific School District or Community College)	Method of Assessment	Timeline
More CTE programs specific to health and medical programs need to be offered.	<p>a) Medical program expansion based on LMI data.</p> <p>Improve facilities: larger remodeled buildings, up-to-date equipment, technology accessible.</p> <p>b) Engage with industry partners to keep curriculum current.</p> <p>c) Add more work-based training sites.</p> <p>d) Offer more sections to fill employer gaps.</p> <p>e) Hire more instructors.</p> <p>f) Secure funding</p>	<p>a) Business partners, consortium members, facility managers</p> <p>b) Business partners</p> <p>c) Business partners</p>	\$1,000,000	Consortium	<p>a) Increased # of medical programs offered.</p> <p>Acquisition of state of the art facilities.</p> <p>c) List of internship sites increased</p> <p>d) More sections on the books.</p> <p>e) New instructors.</p>	2016-17 or earlier
More CTE programs specific to manufacturing industry need to be offered.	<p>a) Manufacturing program expansion based on LMI data.</p> <p>b) Acquire buildings to house manufacturing</p>	<p>a) Business partners, consortium members, facility managers</p>	\$1,000,000	Consortium	<p>a) Increased # of manufacturing programs offered.</p> <p>b) Acquisition of state of the art</p>	2016-17 or earlier



	<p>programs.</p> <p>c) Engage with industry partners to ensure curriculum, equipment, technology is up to current industry standards.</p> <p>d) Offer pathway programs to fill regional employer gaps.</p> <p>e) Hire instructors.</p> <p>f) Acquire work-based training sites.</p> <p>g) Secure funding.</p>				<p>facilities.</p> <p>c) Curriculum, equipment, technology in place.</p> <p>d) More sections on the books.</p> <p>e) New instructors.</p> <p>f) List of internship sites increased</p>	
<p>Create a standard pre-apprenticeship program for the region with pathways to existing apprenticeship programs.</p>	<p>a) Identify existing apprenticeship programs.</p> <p>Collaborate with employers to identify their workforce development needs and to develop new pre-apprenticeship programs.</p> <p>b) Work with employers to identify skill sets needed, create curriculum, and admittance criteria.</p>	<p>Business partners, consortium members, facility managers</p>	<p>\$50,000</p>	<p>Consortium members</p>	<p>New pre-apprenticeship programs in place.</p> <p>b) Curriculum, skills lists in place/</p>	<p>2016-17 or earlier</p>
<p>More full-time CTE faculty for CTE consortia and pre-apprentice programs are needed.</p>	<p>a) Hire CTE instructors to enable the consortium to offer more classes and promote long-term student success</p>	<p>a) HR within the consortium.</p>	<p>\$50,000/yr</p>	<p>Consortium</p>	<p>a) New teachers.</p>	<p>2016-17 or earlier</p>



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Increase enrollment levels in industrial technology courses such as automotive, masonry, solar photovoltaic	<p>a) Marketing of existing programs to prospective students.</p> <p>Research the best scheduling for courses to meet student availability.</p>	a) Staff to create marketing materials.	\$50,000/yr	Consortium	a) Increased enrollment.	2016-17 or earlier
Create clear, transparent pathways that allow students to seamlessly transition from the consortia to the community colleges.	<p>a) Develop career pathways that connect courses to skills, skills to certificates, certificates to jobs, and degrees to higher salaries.</p> <p>b) Hire personnel to advise and guide students along the pathway from Adult school to CC. They will ensure students can navigate the articulation process, enroll in the right courses at the CC, and have a connection to the workforce.</p>	<p>a) Meeting times</p> <p>b) Personnel dedicated to building the consortium pathways</p>	<p>\$30,000</p> <p>3 shared full-time CTE counselors between CC and Adult school. \$350,000.</p>	Consortium	<p>a) Pathways and articulations in place with successful student participation</p> <p>b) New hires for Student support.</p>	2015-2016
Consortia students need access to the same student support services as the community college students. i.e. counseling, tutoring, financial aid, job placement	a) Develop policies and procedures that ensure all students - adult school, non-credit and for-credit – all have access to the same CTE Student Support Services	a) Student support personnel	(3 shared full-time CTE counselors between CC and Adult school. \$350,000.)	Consortium	a) Student support services being utilized by all consortium students.	2015-2016
More work-based learning opportunities for students.	<p>a) Reach out to area businesses to include them in pathway development process.</p> <p>b) Ask and encourage</p>	a) Navigators to work with business partners	\$50,000/yr	Consortium	a & b) Increased number of internship sites, mentors in the classrooms/labs, etc.	2015-2016



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	employers to teach in the classroom/labs, mentor students, offer unpaid internships, and to hire students.					
Students need workplace behavior skills and soft skills training	<p>a) Build on existing CC CTE courses in time management, stress management, attitude, team building, difficult people, etc.</p> <p>b) Develop competency models, prerequisite soft skill courses.</p> <p>c) Form committee to develop competency models for soft skills.</p> <p>d) Train instructors to redesign their curriculum to develop students' soft skills.</p> <p>e) Incorporate soft skills into technical curriculum.</p>	<p>a) Meeting times for faculty</p> <p>c) Business partners, consortium members.</p> <p>d) Teacher PD</p> <p>e) Curriculum writing</p>	<p>\$200,000</p> <p>\$10,000</p> <p>(\$10,000)</p> <p>(\$10,000)</p>	<p>Consortium</p> <p>Instructors</p> <p>Instructors</p> <p>Instructors</p>	<p>a) Verifiable soft skill success by pathway students in the workplace.</p> <p>b) Soft skills competency lists embedded into all CTE curriculum.</p>	2015-2016
Update old, outdated computer labs, technology	a) Secure funding to update computer labs.	a) Funding AB86 or grants	5 labs @ \$50,000 each	Consortium	a) New computers in new computer	2016-17 or earlier



	<p>b) Purchase new computers</p> <p>c) Acquire software/web based programs to enhance technical skills as used in current industry.</p>		<p>= \$250,000.</p> <p>\$100,000</p>		<p>labs.</p> <p>c) CTE programs utilizing software pertinent to the industry.</p>	
Funding	a) Ensure current funding	AB86	\$2+ million	State of CA	a) Student enrollment and success in consortium pathways.	2016-17 or earlier
	b) Increased funding for identified consortium programs		\$ 5+ million		b) Expansion of CTE programs.	2015-2016



Integrating Existing/Future Short-Term CTE/APP Programs (Objective 3)

The most important measures of consortia CTE programs are the job placement rate, continued employment and career success of program graduates. To accomplish these goals, educators need to align their programs with high-demand, high-growth jobs. In 2014, the San Diego Workforce Partnership (SDWP) and the San Diego and Imperial Counties Community Colleges Association (SDICCA) analyzed regional industry sectors experiencing rapid growth and projecting skills shortages. Based on the research, which was released in October 2014, they selected five sectors as workforce development priorities in San Diego County:

Advanced Manufacturing	
2013 Jobs	125,476
2013-2018 New Jobs	6,994
2013-2018 Replacement Jobs	14,706
Clean Energy	
2013 Jobs	125,724
2014-2015 New Jobs	3,285
2014-2015 Replacement Jobs	2,897
Health Care	
2013 Jobs	60,137 (in 12 occupations studied)
2013-2018 New Jobs	7,466
Information & Communications Technology	
2013 Jobs	42,302
2018 Jobs	46,450
2013-2018 New Jobs	4,148
Life Sciences	
2014 Jobs	45,636
2014-2015 New Jobs	4,290

Importantly, the top jobs identified in each sector, including engineering and computer networking, are common to other industry sectors in the region.

Proposed Strategy

The CTE council proposes developing CTE career pathways that connect jobs and salaries to the certificates and degrees required to get them.

- **Step 1: Align Consortia Programs with Top Jobs**
Identify pathways from CTE consortia programs to community college CTE programs that prepare students for the top jobs in priority sectors identified by the San Diego Workforce Partnership.
- **Step 2: Align Curriculum with Top Job Skills**
Identify gaps between key skills identified by employers and existing consortia and community college CTE courses.

What the Data Shows

Aligning consortia and community college CTE programs with the priority sectors and top jobs identified career pathways in each of the five priority sectors. Some of these jobs may require some college, adult education, or an associate degree. These pathways should be considered priorities for development and marketing by the consortium.

Advanced Manufacturing

Computer and Software Programming
Computer Networking Support
Computer User Support
Assembly and Fabrication

Clean Energy

Solar Panel Installation and Sales
HVAC Installation and Repair

**Note: transition here is from adult school to community college non-credit courses.*

Health Care

Medical and Nursing Assistants
Medical Billing
Lab Technician
Nursing (LVN & RN)
Respiratory Therapist

ICT

Computer Networking Support
Computer User Support
Web Development
Graphic Design

Life Sciences

Medical and Clinical Laboratory Technician

➤ Short-Term Approach

Align consortium and Community College CTE Programs

Identify industry sectors for which both programs provide training. Proposed strategies are addressed in Section II of this document (common key findings # 2).

Initial industry sectors identified as currently being by adult school & community colleges

- Floral Design
- Building Trades and Construction
- Business
- Health Care
- Hospitality, Tourism and Recreation
- Information and Communications Technology
- Real Estate
- Transportation

Consortia and community college administrators, counselors, and instructors in these sectors should comprehensively survey and collaborate with employers (across provider systems) to:

- Match training programs to jobs;
- Match curriculum to job skills;
- Identify the performance standards required by employers;
- Identify and close gaps in current programs;
- Develop career pathways.



➤ **Long-Term Approach**

Align high school, consortium and community college CTE programs

The State of California’s 2014 budget includes \$250 million to launch career pathways in the state’s high schools. Students will select a career pathway in ninth grade that includes rigorous academic instruction, technical curriculum and field or work-based learning. Many students will choose one of fifteen industry sectors:

Preliminary evaluation shows:

<p>CTE Pathways where adult school & community colleges are aligned.</p> <ul style="list-style-type: none"> ● Health Science & Medical Technology ● Hospitality, Tourism & Recreation ● Information Technology ● Marketing, Sales & Service ● Transportation ● Building & Environmental Design ● Energy & Utilities ● Finance & Business 	<p>High School pathways that are not aligned with adult school, but may be aligned with the community college and/or university.</p> <ul style="list-style-type: none"> ● Agriculture & Natural Resources ● Arts, Media & Entertainment ● Manufacturing ● Public Services ● Education, Child Development & Family Services ● Engineering ● Fashion Design, Manufacturing & Production
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Working on alignment at all levels of each pathway (high school, consortium, community college, and university) is a large task. As the consortium is committed to student success, any articulations and transitions that will help student achievement will be researched. Implementation, with input from industry and educational institutions, and funding to sustain the effort will ensure success.

The following table is an example of how existing courses within the adult school can be partnered with courses at the community colleges to create pathways.

The consortium’s intention is to continue to work together to create CTE pathways. This work will require many hours of discussion between all the adult school and community college instructors, administration, and business partners to ensure the pathways support the regional labor market. The on-going work will be fluid and ever-changing depending on how the labor market shifts.

The table below shows probable pathways that may be created in the years to come. We strongly believe that successful pathways will help to ensure student success. The potential pathways below are listed in order of priority related to regional high demand, high paying jobs.

Normal font denotes Adult school course.
Italic font denotes Community College course.
*Italic font with an asterisk * denotes course offered in both institutions.*

Manufacturing & Product Development	Proposed Pathway					Top Jobs
Option 1	<i>Stick-Welding</i>	<i>Mig Welding</i>	<i>Tig Welding</i>	<i>CADD</i>	<i>Mfg Industry</i>	Assemblers, Fabricators, Machinists
Health, Science, Medical Technology	Proposed Pathway					Top Jobs
Option 1	Medical Terminology	Medical Administrative Assistant	Billing & Coding	<i>Healthcare Documentation Professional</i>	<i>Medical Office Assistant</i>	Medical Assistant
Option 2	Nurse Asst	Vocational Nurse			<i>LVN-RN transition</i>	Nurse
Option 3	Understanding Cardiac Arrhythmias	Adv Cardiovascular Life Support	<i>Telemetry EGG Technician</i>	<i>Adult Echocardiology</i>	<i>Invasive Cardiovascular Technology</i>	Cardio Vascular Technician
Option 4				Medical Lab Asst./Phlebotomy	<i>Vascular Technology</i>	Medical Clinical Lab Tech

Information Technology	Proposed Pathway					Top Jobs
Option 1	MS Office	Windows 7	Office Software Specialist Level I	Office Software Specialist Level II	Business Office Technology	Software Developer
Option 2	MS Office	iPAD A - Z	Small Computer Specialist	Computer Applications Specialist Assistant	Small Computer Specialist	Computer Applications Analyst
Option 3	MS Office	Office Software Specialist	MS Excel	Database Admin	Business Data Management	Database Administrator
Engineering	Proposed Pathway					Top Jobs
Option 1		GIS	Surveying Cert (27 Units)	GE Requirements	Surveying Associates Degree	Engineer, Surveyor, Engineering Tech
Energy & Utilities	Proposed Pathway					Top Jobs
Option 1	CADD	Welding	HVAC		Solar Production & Installation	Photovoltaic Installer, Energy Auditor, Energy Sales
Option 2	OSHA Training				HVAC	HVAC Technician
Finance & Business	Proposed Pathway					Employment Opportunities
Option 1	Keyboarding/MS OFFICE *	Admin Assistant	Office Assistant I	Office Assistant II	Admin Assistant	Administrative Assistant
Option 2	Keyboarding/MS OFFICE *	Admin Assistant	Office Assistant I	Office Assistant II	Executive Assistant	Office Manager
Option 3	MS OFFICE *	Accounting	Quickbooks	Account Clerk	Accounting Degree	Accountant
Option 4	MS OFFICE *	Accounting	Quickbooks		Entrepreneurship-Small Business	Small Business Owner
Option 5	MS OFFICE *	Accounting	Quickbooks		Any Business or Management Degree	Office Manager
Transportation	Proposed Pathway					Employment Opportunities
Option 1	Front End	Brakes *	Diesel Technology	Engine Performance & Drivetrain	Adv. Engine Performance & Emissions	Mechanic, Smog Technician
Option 2				Bus Driver	Diesel Technology	Diesel Mechanic

Building, Trades, &	Proposed Pathway					Employment Opportunities
Option 1	<i>OSHA Training</i>	<i>CADD</i>	Block Masonry	<i>Landscape Design</i>	<i>Landscape Technology</i>	
Arts, Media, & Entertainment	Proposed Pathway					Employment Opportunities
Option 1	Photoshop Elements	<i>Web Graphics</i>	<i>Digital Photography</i>	<i>Graphic Design</i>	<i>Graphic Design</i>	Graphic Designer
Option 2	Photoshop Elements	<i>Web Graphics</i>	<i>Digital Photography</i>	<i>Video Production</i>	<i>Video Production</i>	Videographer
Option 3	Photoshop Elements	Photoshop CSS	<i>Web Graphics</i>	<i>Web Authoring</i>	<i>Web Authoring</i>	Web Designer
Agriculture & Natural Resources	Proposed Pathway					Employment Opportunities
No options within GUHSD and GCCCD consortium						
Fashion & Interior Design	Proposed Pathway					Employment Opportunities
No options within GUHSD and GCCCD consortium						
Education, Child Dev, & Family Services	Proposed Pathway					Employment Opportunities
Option 1	<i>Child Development</i>	<i>Infant & Toddlers</i>	<i>Preschool</i>	<i>Child Development Teacher</i>	<i>Child Development Master Teacher</i>	Pre-school teacher, daycare provider



Marketing, Sales, & Service	Proposed Pathway					Employment Opportunities
Option 1		Real Estate Principles	Real Estate Legal Aspects	Real Estate Practices	<i>Real Estate Broker License</i>	Real Estate Agent, Broker
Option 2				<i>Marketing</i>	Internet Marketing for Small Businesses	Sales, Advertising, Marketing
Public Services	Proposed Pathway					Employment Opportunities
No options within GUHSD and GCCCD consortium						
Hospitality, Tourism, & Recreation	Proposed Pathway					Employment Opportunities
Option 1	<i>Food Handler Cert *</i>	<i>Culinary Arts</i>	<i>Baking & Pastry</i>	<i>Pastry Cook</i>	<i>Culinary Entrepreneurship</i>	Baker, Chef, Cook



Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment, and Articulation Among Consortium Participants.

Transition to be Addressed	Strategy/Approach To Be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific School District or Community College)	Method of Assessment	Timeline
Pathway creation	a) Assess consortium pathways already in existence	Meeting times	\$30,000: 15 Industry Sectors x \$500 per meeting x 4 meetings/year.	Consortium	N/A	2015-2016
	b) Assess regional employment needs to build future pathways	Meeting time to research data from San Diego Workforce Partnership to confirm regional employment needs		Consortium	Data sheets	2015-2016
	c) Hold regional advisory meetings in each industry for pathway development	Business partner involvement	\$10,000: Compensation for staff and faculty to plan and attend advisory meetings in each industry sector	Consortium	Hold Advisory meetings	2015-2016
Systems alignment	a) Develop shared student information systems.	Time to research SIS technology that allows student information to be shared within the consortium	\$10,000: Meeting times to research various programs.	Consortium	Decision on which system to purchase.	2016-2017 or earlier
	b) Purchase a shared Student Information system	Funding	\$1 million	Consortium	Initiating new shared student information system	2016-2017 or earlier



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	c) Create student support services accessible to all pathway students.	Counseling staff, navigators, and career services personnel	3 shared full-time CTE counselors between CC and Adult Ed. \$350,000.	Consortium	Hiring of personnel to benefit all consortium students as they travel from Adult School to CC.	2015-2016
Articulation among consortium	a) Numerous meetings between faculty in each industry sector to discuss curriculum and articulation strategies	Faculty from adult school. and CC. admin support	Included in above meeting times.	Consortium	Documented articulation agreements	2015-2016 and beyond. This will be an ongoing process.
	b) Create a marketing visual of the pathways from the high school to the adult school to the CC with a clear path of course offerings. This visual also must include articulation credits, certificates and degrees that can be earned, how the courses connect to high demand jobs, employment options, and salary ladder.	Funding for the creation and printing of all marketing materials.	Included in common findings #7 marketing cost	Student Support Services personnel.	Finished marketing materials.	2015-2016
	c) Hire an adviser (counselor/Navigator) that will guide students through the articulation process.	Funding	3 shared full-time CTE counselors between CC and Adult Ed. \$350,000.	Consortium	New employee	2015-2016
	d) Have each student work with an advisor to create an education plan associated with a career goal that will provide them with a definitive articulated educational plan for success.	Counselor, advisor	None	Student Support Services personnel.	Student Educational plans	2016-2017 or earlier



Funding	a) Ensure funding	AB86		State of CA	Student enrollment and success in consortium pathways.	2016-17 or earlier
	b) Maintain current capacity to work on all the above.	AB86		State of CA	Adult school continued operation.	2015-2016

Approaches Proven to Accelerate Short-Term CTE/APP Student Progress

Consortium addresses this objective and provides strategies for all program areas in Section II, common key findings #10 but also applies to the CTE program area.

Professional Development (Objective 6)

The consortium addresses this objective and proposed strategies to provide ongoing professional development for all programs in Section II, common key findings #8 but also applies to the CTE program area.

Leveraging Existing Regional Short-Term CTE/APP Structures (Objective 7)

The CTE/APP council plans to convene a skills panel for each industry sector that aligns with the consortium's CTE programs, and utilize the panels to coordinate and leverage the resources of employers, the region's workforce investment board and non-profit organizations that focus on workforce development starting with Health & Medical, Manufacturing, and pre-apprenticeship.

Working With the Regional Workforce Investment Board

The consortium will continue to leverage its relationship with the region's Workforce Investment Board, the San Diego Workforce Partnership (SDWP), for the following:

- Labor market information;
- Funding for services offered through the East County Career Center, operated by the Grossmont Union High School District, which provides job training and placement assistance, and additional support for students such as work clothing and transportation assistance;
- Coordinate with the SDWP for existing funding and new funding is addressed under Objective 2, Gap 3, Analysis 3 section of the CTE section.

Coordinating Employers

Leveraging the resources of local industry has a wide variety of benefits to the consortium, which will be realized through the following strategies:

- Consolidate industry advisory committees to create a single voice for industry
- Collaborate with employers participating on skills panels to provide instructors, mentors, marketing support and equipment for hands-on learning; co-develop skill standards and assessment, career pathways, curriculum, internships and apprenticeships; and explore potential agreements for hiring new CTE graduates.
- Develop marketing communications showing employers the benefits and ROI of engaging with education;



- Leverage data and economic development organizations, industry associations and nonprofits to identify and reach out to employers.

Data (preliminary list)

- connectory.com: use the East San Diego County portal to research employer data.
- The San Diego Daily Transcript Sourcebook
- San Diego Workforce Partnership: Work in collaboration with the research division to gather data by sector
- The California Community Colleges' Centers of Excellence to gather employer data by sector and location.

NOTE: Recent collaboration between the WIB and the Centers of Excellence through the Doing What Matters Initiative has been successful.

Regional Organizations (preliminary list)

- East County Economic Development Council
- East County Chamber of Commerce
- CleanTECH San Diego
- U.S. Green Building Council, San Diego Chapter
- CommNexus: coordinates region's technology companies
- CONNECT: has assisted in development of 2,000 companies in region
- Port of San Diego Ship Repair Association: represents more than 100 companies
- Software San Diego: coordinates software, data analytics and app development communities
- The Maritime Alliance: coordinates technology and manufacturing companies



Leveraging Workforce Development Organizations (preliminary list)

The consortium will leverage existing relationships and MOUs or letters of support for FY 2015-16 with the San Diego Workforce Partnership and the following organizations:

- The East County Career Center, operated by the Grossmont Union High School District, provides job training and support services, including transportation and clothing for interviews and work.
- Public Consulting Group provides care programs funded by the Welfare to Work (CALWorks) system.
- The International Rescue Committee, through a partnership with the Department of State, resettles over 1,000 refugees in San Diego County each year and provides cultural orientation and access to funding, transportation, training and assistance.
- The County of San Diego Health and Human Services Agency integrates health, education and social services, identify for students the support services available from local, state and federal programs, and refer students to programs that assist with job placement.
- The East County Economic Development Council provides support for the economic vitality of the region including workforce development. The East County EDC is focused on development of the manufacturing industry
- Working in conjunction with the California State Chancellor's Office to become an integrated component of the Doing What Matters Initiative will also be an important relationship to expand.

The consortium will explore new workforce development relationships, including:

- The San Diego Futures Foundation provides computer hardware and software, training and tech support to disadvantaged residents and other non-profits.
- The MAAC Project helps families in need by assisting with access to affordable housing, childcare and job training.
- California Conservation Corps and the San Diego County Urban Corps



Leveraging Student Services (preliminary list)

The consortium will recommend and implement a joint consortium/college committee on student services to redesign services and leverage funding as needed so that they are equally accessible and beneficial to adult school and college students.

- Provide consortium and college students with equal online and in-person access to financial aid, counseling, tutoring, resume and interview training and job placement services. Specifically, include all consortia members in the planning and implementation of the Student Success and Support Program at Cuyamaca and Grossmont colleges and provide consortia students with the orientation, assessment, counseling and education planning, and follow-up support.
- Integrate marketing of consortia CTE programs and focus marketing on career pathways.
- Assess the consortium's relationship with the San Diego County Public Library and improve as needed. Public library computer labs provide students with access to websites, online research for course assignments, online education sites, and job boards. This should be marketed to students.



Table 7.1: Leveraging of Existing Regional Structures from Partners.

Partner Institution Supporting Regional Consortium	Program Area to be addressed (1-5)	Task/Activities needed to implement support of the program	Member Counterpart(s)*	Partner Contribution**	Timeline
San Diego Workforce Partnership	CTE	Labor market, funding services, assistance with creating a skills panel	Consortium	Staff, facilities, funding	ongoing
East County Career Center	CTE	Job training, placement assistance, transportation assistance , support services	Consortium	Staff, facilities, computer equipment, training	ongoing
Public Consulting Group	CTE	Advisory board, support services	Consortium	Staff, funding	15-16
MAAC Project	CTE	Internships, affordable housing, funding	Consortium	Staff, facilities, equipment	15-16 & 16-17
San Diego County Library	CTE	Computer labs	Consortium	Equipment, facilities	15-16 & 16-17
International Rescue Committee	CTE	Specific cultural orientations, transportation , training	Consortium	Funding, facilities, staff	Ongoing
Connectory.com	CTE	Employer data	Consortium	Staff, facilities	15-16 & 16-17
California Community Colleges Centers of Excellence	CTE	Employer data by sector by region, and regionally	Consortium	Staff	15-16 & 16-17
East County Economic Development Council	CTE	Data, advisory board participation, skills panel	Consortium	Guest speakers, staff	15-16 & 16-17
East County Chamber of Commerce	CTE	Employer connections, data, advisory board, skill panels	Consortium	Facilities, staff, guest speakers	15-16 & 16-17
CleanTech San Diego	CTE	Advisory board, skill panels	Consortium	Equipment, staff, guest speakers, facilities, internships	15-16 & 16-17
Maritime Alliance	CTE	Advisory boards, skill panels	Consortium	Internships, equipment, technology, staff, guest speakers, facilities	15-16 & 16-17
Software San Diego	CTE	Advisory boards, skill panels	Consortium	Internships, software, staff, guest speakers	15-16 & 16-17
California Conservation Corps, Urban Corps	CTE	Advisory boards, skill panels	Consortium	Staff, students	15-16 & 16-17



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Health and Human Services Agency	CTE	Support services, job placement, Advisory board	Consortium	Funding, staff	15-16 & 16-17
San Diego Future Foundation	CTE	Skill Panel, Advisory Board	Consortium	Software and hardware, staff	15-16 & 16-17
Health and Medical Industry Employers	CTE	Advisory Boards, Skill Panel	Consortium	Internships, facilities, equipment, guest speakers, staff	ongoing



Program Area Five – Adult with Disabilities

The future of adult education is dependent on AB86 funding. The consortium advocates for maintenance of capacity funding to continue the operations of adult education for Grossmont Adult School Division and new additional funding to support the consortium.

NOTE: Other sources of funding are excluded from the below totals. Please review the introduction section tables for other sources of funding by consortium member.

Member	FTES/ADA	Unduplicated Enrollment	Total Operational Cost
Adult School (reflects older adult program)	23.59	502	\$376,836
Consortium Total	23.59	502	\$376,836

2013-2014: [Data analysis of program area operational cost reflected in Table 1.1A]

NOTE: Data reflects the older adult population enrolled at the adult school. Community Colleges do not currently provide programs for adults with disabilities.

Evaluation of Current Adult with Disabilities Program (Objective 1)

There are no AWD course offerings through the noncredit division of the community college or adult school. However, there are educationally based programs for adults with disabilities up to age 22 offered through The Grossmont Union High School Special Education Transition Programs.

We recognize as a consortium that our current design of AWD needs to be reshaped to include educational opportunities to meet students' goals of career and/or academic preparation. Additionally the council recognizes that starting out small and targeting a specific student population would be more beneficial for student success in our programs. The AWD council is recommending the focus for developing programs for the East County region to be the "in betweeners". This population can be described as typically within the 18 – 22 age range. They are comprised of several different sub groups of the mild/moderate special education students with learning disabilities. These students are highly independent functioning in need of support from GCCCD DSPTS along with other social agencies. These adult aged students have exited out of the GUHSD Special Education Transition Program, or the high school system with a high school diploma or a certificate of completion, or enrolled students at the community colleges identified by the DSPTS department.



Student Services: Assessment/Orientation/Counseling (Career and Academic)

There are no student services for AWD students beyond age 22 who have exited the K-12 system and reside in the consortium programs. AWD students enrolled at the community colleges have access to DSPS services. However, some AWD enrolled students who access the DSPS services still struggle to keep up in the college level courses and need additional support. The AWD council has identified the student support services area as a critical gap to address before the development of the program can begin.

Assessing/Addressing the Adult with Disabilities Program Gaps (Objective 2 & 4)

The AWD council identified three vital gaps within the consortium specific to the AWD program area, in addition to common key findings across all AB86 programs addressed in Section II of this document.

Gap #1 Lack of collaboration from other program areas, communities and agencies

The Individuals with Disabilities Education Act (IDEA) mandates that the development and implementation of programs and transitional include collaboration with other academic program areas, the community, and agencies to support and progress adults with disabilities in post-secondary education and workforce opportunities.

Proposed Strategies

- Hold quarterly meetings of community college, consortium, K-12 faculty, K-12 Special Education staff, community organizations, and agencies to facilitate communication amongst the consortium partners.
 - Align student assessment and referral process between agencies such as:
Agencies that specifically support people with disabilities such as:
Council of Exceptional Children, (CEC), Association of People Supporting Employment Now (APSE), California Transition Alliance, Disability Rights of California, and People First
 - Develop programs/pathways that students can take sequentially via the consortium after K-12 that transition them to post-secondary education programs and/or employment opportunities
 - Develop community outreach programs
- Create an advisory committee to include General and Special Education personnel in the Grossmont Union High School District, the adult school, and community colleges to ensure that students with disabilities have access, participate, and progress to general education and or workforce opportunities.



- Research and investigate potential funding sources for the AWD population by considering grants and leveraged resources that foster self-advocacy, independence, self-determination, and that incorporate consumers.

Estimated cost - funding for facilitation of meetings, compensation for meetings, coordination, and technology is reflected in Section II common key findings #1.

Gap #2 Lack of standardized assessment and evaluations

Assessments are vital to the success of adults with disabilities as an avenue to address interest and aptitude.

Proposed Strategy

- Establish a transition plan to be completed with students before exiting GUSHD including post-secondary option planning. Also, professional development of the plan process may be established with input from agencies/partners involved in potential options to be offered to the exiting students.
 1. Research, assess and evaluate the tools listed below. Oasis 3
 2. Eric –Career Assessment
 3. TESTS-Occupational and Vocational Survey
 4. Brigance Employability Skills
 5. Brigance Life Skills
 6. Comprehensive Adult Student Assessment System (CASAS)
 7. Kaufman Functional Adult Student Assessment System Test

Estimated cost - funding for facilitation of meetings, compensation for meetings, coordination, and technology is reflected in Section II common key findings #1.

Gap # 3 standardize curriculum

Access options for students with disabilities in the general curriculum depends on the assessment, planning, and evaluation skills of their local Special Education team members, DSPS in community Colleges and both general and special educators.

Proposed Strategy

- Engage all parties to examine the content of what is taught to identified audience:
 - o select entry points to the curriculum;
 - o develop step-by-step instructional components each with own levels of competency criteria;
 - o determine appropriate accommodations for instruction and assessment;
 - o determine curriculum modifications and alternates for assessment;
 - o **determine what, if any, specially-designed instruction in expanded areas or domains of the curriculum is necessary to address needs arising from various disability issues that limit access to the general curriculum. One**

possible model is the College 2 Career Program based at City and Miramar Community Colleges and also the Continuing Education programs in the San Diego Community College District. A tailored one-on-one support, career exploration and job placement assistance is offered to students who are Regional Center clients.

The model also includes the following services:

- Academic coaching in any college level course
- Career exploration
- Campus navigation
- Community based instruction
- Employment preparation
- Volunteer opportunities
- Internship or work experiences
- Active participation in the college community

Estimated cost - funding for facilitation of meetings, compensation for meetings, coordination, and technology reflected in Section II common key findings #1.

Table 4.1: Implementation Strategies to Address the Identified Gaps.

Description of the Gap	Strategies to address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties(School District (s) or College (s))	Methods of Assessment (if applicable)	Timeline
Collaboration of all AB86 program areas to enhance & develop courses that lead to academic and career pathways for adults with disabilities	a) Establish communication between consortium partners by sharing information about programs and opportunities	a) Funding, personnel, facilities	\$80,000	Local high school district, adult schools and community colleges	a) Quarterly meetings	Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017
Identify standardized curriculum for core common standards and career pathways including updating course outlines/syllabus	a) Create curriculum advisory committees to include K-12 general education, community college, counselors, adult schools, and community organizations	a) Coordinator, faculty, counselors, teachers, community organizations and facilities	\$100,000	Local high school district, adult schools and community colleges	a) Create an inventory list of current curriculum for low incidence adult with disabilities students and identify areas that includes general education and workplace education i.e. a blending general and specialized curriculum that can transferrable to community college for those that test under this level. b) Also includes implementation of new curriculum	Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017
Marketing resources to the community, staff, and students	a) Create a marketing program i.e. community outreach events such as open house, job fairs, resource fairs etc.	a) Funding and program structure of marketing support staff	\$250,000.00	Adult education and community colleges	a) Marketing Events	Transition Phase July 2015 – June 2016



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						Implementation Phase July 2016 – June 2017
Identify standardized assessment and evaluation tools	a) Create assessment/evaluation advisory committees to include K-12 general education, community college, counselors, adult school, community organizations that work with the curriculum advisory committees	a) Coordinator, faculty, counselors, teachers, community organizations, facilities	\$50,000	Local High School District, Adult School and Community Colleges	a) Create an inventory list of current assessment and evaluations for “in-betweeners” and identify areas that includes general education and workplace education i.e. a blending general and specialized curriculum that can transferrable to community college for those that test under this level.	Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017
Identify professional development areas for AWD teachers, counselors, and support staff	a) Quarterly advisory committee meetings. b) Create professional Development workshops	a) Facilities, staff associated with AWD population and non-disabled population students	\$250,000	Adult School and Community Colleges, Department of Rehabilitation, San Diego Regional Center, and Partnership with Industry, Community Employment Options, and other partners as developed through the process.	a) Identify three targeted professional development opportunities for the consortium through quarterly advisory committee meetings. b) Staff attendance at professional Development	Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017
Lack of student services and counseling support	a) Create a grant advisory team to include staff of K-12, Special Education Department, Community College, Counselors, Community organizations,	a) Facilities Grant writer/coordinator	\$600,000	Adult School, Community Colleges, and Department of Rehabilitation, San Diego Regional Center, Partnership	a) Advisory identify funding sources to include general and students with disabilities and apply for three of the identified funding	Transition Phase July 2015 – June 2016 Implementation



	Goodwill, San Diego Rehabilitation			With Industry, Community Employment Options, and other partners as developed through the process.	sources to use these resources to provide student support services	Phase July 2016 – June 2017
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Integrating Existing/Future Adult with Disabilities Programs (Objective 3)

The AWD council agreed that support and collaboration is needed from Grossmont Union High School Special Education Department, Grossmont Union High School District, Grossmont Adult School, and the Grossmont Cuyamaca Community College District. Additionally, **input from Department of Rehabilitation, San Diego Regional Center**, and other unidentified entities is needed to help create a “curriculum centered dialogue.” This “curriculum centered dialogue” will assist in confronting several crucial and fundamental issues embedded in curriculum for this population to integrate existing and future programs and create seamless transitions into post-secondary education. This will include student placement, job placement facilitation of curriculum instruction, student assessment, and monitoring progress.

Student Placement

The development of an assessment procedure to identify the appropriate students in the Grossmont Union High School District (GUHSD) Special Education Department (SPED) and GCCCD is vital to identifying and serving the appropriate students in the consortium. An assessment process and referral procedure will need to be established at the referral side (GUSHD SPED) along with intake procedure and receiving process at other milestones of the pathways to GCCCD, GAS or employment. In addition, a procedure for the referring agency to send students to other social services will need to be developed. The consortium has identified students would most benefit from services as having cognitive skills that do not qualify them for Regional Center eligibility, but lack the level of support and skills to succeed in consortium or community college or gainful employment. Department of Rehabilitation may be available to support students who are determined eligible, but the level of support is limited. Therefore, our first priority is to create “curriculum centered dialogue” forums to establish a collaborative partnership with the Grossmont Union High School District Special Education Department Staff, Grossmont Union High School District Counselors, and Grossmont Adult School staff, Grossmont-Cuyamaca Community College District DSPS Counselors. The consortium recognizes that we need to develop a Specific Educational Plan (SEP) for students within the consortium realm. However, special educators, consortium instructors, and counselors lack the knowledge and curriculum content. The AWD council will be using 2014-2015 and 2015-2016 to create the curriculum centered dialogue forums to develop and implement appropriate programs for the “in-betweeners” for 2016-2017. These students have exited out of the GUHSD Special Education Transition Program, or the high school system with a high school diploma or a certificate of completion, and are enrolled in consortium or community college courses.

In addition, this student placement process will focus on the placement of identified students in an appropriate academic or career pathway. Also in some cases functional academics (reading, writing, math) skill building support from GAS with an instructional unit of Workplace skills infused. The enrollment of students in program classes is the



short-term goal. The long-term goal is the completion of their pathway leading to a seamless transition into the workforce. This long-term goal would be a vital progress indicator for the program.

Student Assessment

The use of student assessment tools in the student placement process will be extremely valuable. The selection of these assessment tools will be a collaborative effort of the stakeholders mentioned in Objective 4 and in the “curriculum centered dialogue” forums. Each individual student will be assessed to create a student support prescription from the referring agency GUSHD SPED, then placed based on that prescription in one or more positions along the

Facilitation of Instruction in the Classroom

The facilitation of the curriculum aspect of the program is mutually important. The development of a facilitation process guiding student participation and retention in the pathways is the core of the program. The student assessment process will be instrumental in placement and progression of the student in their pathways. The task of all program stakeholders will be to build a structure consisting of a basic education pathway and a career pathway consisting of at least two selected job training/certificate program areas for students to be identified in the future based on student assessments and interest inventories. The council has identified the Hospitality and Tourism Industry Sector as an area of focus to develop general education requirements and transferable credits to community college. However, this suggested industry may change as planning continues and involves all stakeholders.

Monitoring Student Progress

Monitoring of student progress is a component of seamless transitions for adults with disabilities identified as “in-betweeners”. Developing this aspect of the program will be a student-centered communication process between support staff and instructors and students. The development of a student post-program follow-up procedure will be instrumental for the outcome of the program. This system will center on technology to track students during and after completion of their pathway and will include options for students to provide feedback and help create improvements in the program through data-driven decisions.



Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation Among Consortium Participants.

Transition to be Addressed	Strategy/Approach To Be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific School District or Community College)	Method of Assessment	Timeline
Develop program procedures identifying/qualifying students within GUHSD SPED meeting District program criteria	a) Communication from GUHSD SPED w/ facilitator/support staff of GCCCD DSPS coordinators and GAS	a) Staff, Facilities	\$100,000	GUHSD SPED/GAS GCCCD DSPS	a) Host 4 curriculum centered dialogue forums	Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017
Identifying student placement review process to place student in academic or career pathway	b) Communication from GUHSD SPED w/ facilitator/support staff of GCCCD DSPS coordinators and GAS	a) Staff, Facilities	\$10,000	GUHSD SPED/GAS GCCCD DSPS	a) Host four curriculum centered dialogue forums	July 2015 – June 2016
Identify monitoring procedure of student completion of academic or career pathway plans	Communication from GUHSD SPED w/ facilitator/support staff of GCCCD DSPS coordinators and GAS	Staff, Facilities	\$10,000	GUHSD SPED/GAS GCCCD DSPS	a) Host four curriculum centered dialogue forums	Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017



Approaches Proven to Accelerate Adult with Disabilities Student Progress

The AWD council identified approaches to address this objective specific to the AWD program area along with Section II common key findings #10 proposed strategies. The committee agreed that the population of AWD students lack inclusion options. Additionally, 18-22 aged AWD students within the K-12 special education program are defined by “categorical” placement. The parameter of this system is driven by a “one-size-fits-all” model (e.g., L4 classes for students with learning disabilities and B4 classes for students with behavioral disabilities). These adult students receive a diploma without the academic knowledge needed to be successful in college. This lack of knowledge many times results in these students not having the necessary skills and training to gain employment or be successful in post-secondary education options. The AWD council would like to remove the categorical placement ideology in East County region and create effective educational programs that employ approaches such as involving the student in the transitional planning from high school to adult school and community college. This approach would assist in the acceleration of the AWD students’ progress towards his or her academic or career goals.

The AWD council agreed that some special education classes are too easy and do not challenge students sufficiently. The committee has identified the following areas to explore and further elaborate on as they continue to meet and involve other stakeholders mentioned:

- Promote greater use of technology to help teachers address the diverse learning needs of students and to help students access information and higher order skills. An example could be using the online educational software Edgenuity to individualize instruction to students placed in the program for Functional Academies skill building along with self-study course unit on Workplace skills.
- Examine best practice community-based vocational models from other school districts, community college district, and out-of-state models.
- Create more community partnerships and opportunities for students to experience vocational opportunities; promote integration at all levels.
- Actively involve students in their own transition planning process to develop self-advocacy and self-determination skills, and have opportunities to share their interests and the options they would like to explore with their team.



Table 5: Implementing Approaches Proven to Accelerate a Student’s Progress Toward His or Her Academic or Career Goals

Description of Approach	Task/Activities Needed to implement approach	Resource Needed	Estimate of Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
Develop advising processes and support systems to monitor student progress and provide meaningful feedback to students and educators	a) Promote greater use of technology to help teachers and Examine best practice community-based, vocational models from other school districts, community college district and out-of-state models.	a) Educational hardware and software; best practice resources	\$50,000	Local High School District, Adult school and Community Colleges	a) Development of a defined support system to monitor student progress	Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017
Strengthen the capacity of leaders and influencers at many levels to effectively engage internal and external stakeholders as constructive partners	a) Create more community partnerships to provide students w/ vocational opportunities and Involve students to a greater extent in their transition planning process	a) Community partnerships; student support system	\$50,000	Local High School District, Adult school and community colleges Department of Rehabilitation, San Diego Regional Center, Partnership With Industry, Community Employment Options and other partners as developed through the process.	a) Development of community partnerships for student vocational opportunities and effect changes in the student transition planning process	Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017



Professional Development (Objective 6)

The consortium addresses professional development activities, proposed strategies, estimated funding, and topics for all program areas in Section II common key findings #8, 6.2 table. The following topics listed in 6.2 table below are recommended by the AWD council for funding of \$30,000.

The committee discussions to address this objective were limited due to current lack of regular communication between GUSHD SPED, the adult school, Grossmont-Cuyamaca Community College District, and the Adult Service agencies in East Region. The council also recognizes the importance of developing a high quality Student Education/Career Technical Education Plan at the middle school and that transitions students to higher education or workforce opportunities with all parties mentioned above. The transition from receiving special education services in high school to being served by an Adult Service Agency is a major turning point in the lives of students with disabilities. It is also important for the transition planning process to focus on an individualized vision for the student’s future as mentioned as an approach to explore in objective five to accelerate student progress. For example, if the vision for the student includes attending post-secondary education, the IEP and EP must lay out the goals and services that will enable the student to get there. If the student requires the acquisition of life skills, the IEP and EP must include appropriate goals and services to address this particular need.

Currently, GUHSD SPED offers special education teachers professional development (see table) in writing effective IEP’s and using Specially Design Academic Instruction in English (SDAIE) strategies in the classroom for all students. The AWD committee agreed that these activities should be accessed consortium-wide. The need to teach skills that are transferable across all spectrums and environments is imperative in the acquisition of skill development and success.

Table 6.2: Professional Development - AWD

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium Wide
Meeting the needs of the adult learner with disabilities	Individual Educational and Transition Planning	AWD	\$10,000
Developing teaching	Specifically Designed Academic Instruction in English	AWD	\$10,000

strategies for all learners			
Teaching transferable skills and development	Understanding and Using Learning Styles for Transferable Skills Development	AWD	\$10,000

The council would like to recommend the additional topics listed below.

- Effective transition planning, including the use of transition assessments for adult with disabilities.
- Methods to address behavioral challenges more effectively with students with disabilities
- Creating effective Student Education/Career Technical Education Plan, including drafting high-quality, standard-based goals that are connected to the general education curriculum.
- Provide training on how to effectively collaborate and use Adult Service Agencies. Teaching students how to connect with agencies specific to their needs and eligibility requirements such as: Department of Rehabilitation, San Diego Regional Center, East County Career Center.

Leveraging Existing Regional Structures for Adult with Disabilities (Objective 7)

The AWD program within the consortium is completely original and new. Therefore, no history exists of current engagement strategies that leverage regional structures and resources. However, the plan does envision the potential of leveraging of regional entities to address critical components of this plan such as existing student support personnel, educational based hardware/software, curriculum development resources, educational instructional materials, funding, and professional development opportunities.

This potential leveraging will occur both in the primary stakeholders of the program (GUHSD SPED, Grossmont Adult school, and Grossmont-Cuyamaca Community College District) and the regional partnerships such as, Department of Rehabilitation. The council views these existing regional structures as an opportunity to utilize existing facilities, curriculum software, educational materials and more. These regional partnerships position the AWD program to be student-centered, economically sound, and operationally efficient. The result of the marrying of these resources will create a stronger student-centered, outcome-orientated program that will assist and benefit our target population in becoming valued and productive members of society.

7.1 Leverage of Existing Regional Structures from Partners

Partner Institution supporting Regional Consortium	Program Area(s) to be addressed	Task and activities needed to implement support of the program	Member Counterpart(s)	Partner Contribution	Timeline
GUHSD Department of Rehabilitation, San Diego Regional and other partners as developed through the process.	Existing Student Support Personnel	Develop program procedures identifying/qualifying students within GUHSD SPED meeting District program criteria. Identify monitoring procedure of student completion of academic or career pathway plans. Identify monitoring procedure of student completion of academic or career pathway plans	Consortium	Facilities, staff, curriculum, and instructional materials from GUHSD, GCCCD, GAS, and other partners as developed through the process	Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017
GUHSD; Department of Rehabilitation, San Diego Regional Center, Partnership With Industry, Community Employment Options, and other partners as developed through the process.	Educational Based Hardware/Software	Collaboration of all AB86 program areas to enhance & develop courses that lead to academic and career pathways for adults with disabilities. Identify standardized curriculum for core common standards and career pathways including updating course outlines/syllabus.	Consortium	Establish communication between consortium partners by sharing information about programs and opportunities. Create curriculum advisory committees to include K-12 general education, community college, counselors, adult school, community organizations	Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017



<p>GUHSD; Department of Rehabilitation, San Diego Regional Center, Partnership With Industry, Community Employment Options and other partners as developed through the process.</p>	<p>Curriculum Development Resources</p>	<p>Collaboration of all AB86 program areas to enhance & develop courses that lead to academic and career pathways for adults with disabilities. Identify standardized curriculum for core common standards and career pathways including updating course outlines/syllabus.</p>	<p>Consortium</p>	<p>Establish communication between consortium partners by sharing information about programs and opportunities. Create curriculum advisory committees to include K-12 general education, community college, counselors, adult school, community organizations</p>	<p>Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017</p>
<p>GUHSD; Department of Rehabilitation, San Diego Regional Center, Partnership With Industry, Community Employment Options, and other partners as developed through the process.</p>	<p>Educational Instructional Materials</p>	<p>Collaboration of all AB86 program areas to enhance & develop courses that lead to academic and career pathways for adults with disabilities. Identify standardized curriculum for core common standards and career pathways including updating course outlines/syllabus.</p>	<p>Consortium</p>	<p>Establish communication between consortium partners by sharing information about programs and opportunities. Create curriculum advisory committees to include K-12 general education, community college, counselors, adult school, community organizations</p>	<p>Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017</p>



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<p>GUHSD; Department of Rehabilitation, San Diego Regional Center, Partnership With Industry, Community Employment Options, and other partners as developed through the process.</p>	<p>External Funding</p>	<p>Create more community partnerships to provide students w/ vocational opportunities and Involve students to a greater extent in their transition planning process</p>	<p>Consortium</p>	<p>Development of community partnerships for student vocational opportunities and effect changes in the student transition planning process</p>	<p>Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017</p>
<p>GUHSD Department of Rehabilitation, San Diego Regional Center, Partnership With Industry, Community Employment Options, and other partners as developed through the process.</p>	<p>Professional Development Opportunities</p>	<p>Identify three targeted professional development opportunities for the consortium through quarterly advisory committee meetings. Staff attendance at professional Development</p>	<p>Consortium</p>	<p>Quarterly advisory committee meetings. Create professional Development workshops</p>	<p>Transition Phase July 2015 – June 2016 Implementation Phase July 2016 – June 2017</p>



Section V - Conclusion

The consortium plan is to provide the adult learner multidirectional pathways to include career and/or academic paths. The common themes across all program areas are identified in Section II of Key Findings. However, our priority is to develop an infrastructure for shared data, design and implement pathways and associated articulation agreements, provide consistent and comprehensive student support services, and align basic skills in both systems to decrease educational system roadblocks. Collaborative and collective input from faculty, teachers, advisors, counselors, administrators, stakeholders, students, and community will be imperative. We want our adult learners to have access to the wide variety of educational options within our consortium.

SDERAEC consortium members are committed to addressing the educational needs of our adult learners in East region collectively. We plan to build on the current groundwork established during the planning year and develop our shared data system in 2015-16 fiscal year to ensure accountability and sustainability for years to come.

Our consortium recommends funding to increase beyond the total operation cost of \$37,954,166 (includes other sources of funding of \$19,622,708) as follows:

(Program Area or Consortium)	Total Operational Cost	\$Beyond Current Capacity (Expansion)	Total \$ with expansion + (Total Operational Cost)
Consortium (address 10 themes across all areas)	\$0	\$7 million	\$7 million
ABE-HSE-HSD	\$6,618,983	\$2 million	\$8,618,983
ESL	\$7,345,939	\$2 million	\$9,345,939
CTE-APP	\$3,989,700	\$2.5 million	\$6,489,700
AWD	\$376,836	\$2 million	\$2,376,836
TOTAL	\$18,331,458	\$15,500,000	\$33,831,458

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