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

Section 1: Consortium Information

- 1.1 Consortium Planning Grant Number: 15-325-020
- 1.2 Consortium Name: Grossmont-Cuyamaca CCD
- 1.3 Primary Contact Name: Gary Schwartzwald
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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

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

**San Diego East Region Adult Education Consortium
Three-Year Plan Executive Summary**

Vision

Our Consortium envisions a responsive and comprehensive educational system that supports a thriving social and economic community in East San Diego County by providing adults with universal access to education through relevant, targeted learning opportunities and pathways for accelerated and successful transition into the workforce or college.

Who We Are and How We Work Together

Our Consortium is comprised of Grossmont Adult School with the Grossmont Union High School District (GUHSD) and the Grossmont Cuyamaca Community College District (GCCCD). Each entity has decades of adult education service in San Diego's East Region.

Motivated to prioritize and direct resources toward serving the unmet needs of our community, Consortium members collaborated in Program Area Councils (PAC) to identify solutions to institutional barriers that limit access to educational services. To develop and strengthen the ability to respond flexibly to the greatest needs in our community, leadership at the community colleges also fostered a constructive environment in which to build the Consortium's infrastructure by practicing inclusion and collaborative leadership opportunities for Grossmont Adult School directors.

The Executive Director of GCCCD's Auxiliary, the Executive Director of the Consortium, and the Director of Adult Education from GUHSD developed a flexible, joint decision-making governing body. They value flexibility in making allocation decisions, and they have worked to create additional accountability through initiating the establishment of an Executive Board for the Consortium, and by exercising the collaborative process with the Consortium Steering Committee. What emerged is exciting--the decentralized nature of Grossmont Adult School encourages the Program Area Councils to initiate uncomplicated implementation of pilot strategies for improvement and expansion of services. The collegiate inclusivity models a positive attitude toward our opportunities for change with our joint goal of enhancing the effectiveness and consistency of educational opportunities for our economically and culturally diverse student population.

Whom We Serve

According to the Legislative Analyst's Office, Adult Educational Regional Planning Report, the San Diego/ Imperial Region serves only 12.83% of the region's 1,021,864 adults in need of adult education services. 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%) of the adult residents are Adults with Disabilities, and require extensive help to obtain the academic, language and vocational skills necessary to obtain and retain employment or to advance to community college or job training.

The 2010 US Census reports that 25.5% of El Cajon's residents are employed in service occupations, a sector typically with the lowest wages, and 28.2% are foreign born. The needs of this region's refugee population are urgent. This population is expected to grow

significantly over the next five years according to the US Census Bureau. East County remains a high-demand destination for thousands of people from other countries who want to improve their lives and build a new future for their families. Our community also needs assistance from the adult school to integrate and engage these refugees. Many refugees do not have the language skills necessary to gain employment, help their children with homework, or participate fully in the communities in which they live. To assist our population with acquiring skills that will assist with these essential needs, the consortium is excited about creatively enhancing community ties, so it can coordinate expanded services based on targeted workforce input from the economic partners in the community.

Strategic Opportunities

SDERAEC’s three-year plan was created from various stakeholders: adult school and community college faculty, community partners and key administrators. The compiled data directed our planning toward two common focus areas: Consortium Infrastructure, and Systems Alignment and Development of Programs and Faculty.

1. Consortium Infrastructure

During our planning activities, stakeholders consistently prioritized student support services as an integral component for successful completion of educational goals. All adult learners should have access to educational pathway planning and transition services to college or career training. SDERAEC expects to enhance, expand, and implement comprehensive support and transition services to assist learners. As we carry out our plan, we will be able to better facilitate student access and promote pathways and transition throughout the region. Our Consortium Steering Committee has established reciprocity-building events for consortium members. For instance, the college district helped integrate adult education administrators in college functions like convocation participation and extended cabinet inclusion to build communication bridges between entities. Table 1.0 sets forth the general focus area and goals to be achieved over the next three years.

Table 1.0

	2015-16	2016-17	2017-18
Consortium Infrastructure	Design job description of and hire a Grant Manager to oversee consortium creation and implementation blueprints; coordinate change with Steering Committee	Coordinate and increase capacity of consortium member interaction; manage aligning student support services; transition process; program area enhancement and expansion	Reevaluate and revise, as necessary

Transition and Support Services to increase goal completion and transition to college/career training	Develop job description and hire a Senior Transition Specialist to create transition program. Hire a team of transition specialists and provide transition support to students.	Expand number of on-site transition specialists; hire as necessary; implement program	Revisit, assess, and revise transition services
	2015-16	2016-17	2017-18
Crosswalk Construction to college/career	Meet to outline points for bridging across delivery entities in crosswalk construction	Construct bridging across delivery entities Create college/career exploration events	Implement transition pathways
Common Information and Technology Process:	Analyze access and costs for infrastructure technology and data reporting plan	Coordinate implementation of identified technology; data collection and reporting	Evaluate and revise
Shared Systems of Student Data: developing shared accountability and progress monitoring systems	Determine and suggest essential data to be shared; identify progress indicators; create sharing concept Research current student data systems to determine compatibility	Implement and evaluate pilot data collection and availability program	
Economic and Social Community Partnerships	Grant Manager designs a community event to learn about needs and opportunities of community, share the consortium vision, invite community engagement	Works with community stakeholders and Steering Committee to develop mutual economic and social reciprocity for student success, workforce entrances, community development	Implements and evaluates effectiveness of plans and practices of economic and social partner involvement
Regional Centralization and Coordination of services	Explore ways to expand access to services in region; regional consortia meeting to address apprenticeship preparation	Create community partnerships to expand student opportunities	Implement coordination of regional services

2. Systems Alignment and Development of Programs and Faculty

As our Steering Committee and leadership tackle systemic centralization and infrastructure for the consortium, the individual PAC groups are implementing micro-changes to existing services at the program level. The benefit of keeping micro-change at the grassroots level is that improvement and expansion of student services can be implemented on a small scale and assessed quickly for effectiveness. These pilot strategies need coordination and supervision, and the consortium will hire a Grant Manager in 2015-16 to assist in the organization and supervision of the change process.

Transitions that increase goal completion rates need to be seamless and integrated, and SDERAEC will pursue alignment and articulation of services, programs and courses to establish college and career pathways. The alignment process will ascertain program integration and expansion opportunities. The MOUs and articulation agreements will also support consortium infrastructure efforts for accelerated progress of student educational plans. To support program growth, innovation, and consortium collaboration, professional development for faculty and staff will also be implemented. Where possible, our strategies will build off of existing structures, but we will also embrace innovative approaches. For example, prototypes of new learning structures for HSE and ABE are already running in the Basic Skills program. To progress in aligning strategies, coordinating and integrating academic or workforce content delivery in 2015-2016, our Grant Manager and Steering Committee will organize an all-PAC integration taskforce. This will help create the master blueprints for implementation in 2016-17 and evaluation of efforts in 2017-18. Table 2.0 identifies the Systems Alignment and Program Development goals.

Table 2.0

	2015-16	2016-17	2017-18
Assessment and Orientation Standardization	Determine framework and possible tools for standardizing placement assessments and common orientation process	Implement aligned placement assessments and common orientation elements	Evaluate and revise as necessary
Intra-program and Inter-program Pathway Alignment	Discuss and outline framework necessary for creating sequenced pathways within and across program areas; Identify articulation areas; Formalize goal embedding process	Implement created sequenced pathways; articulation agreements; embedded short-term goals into long-term career/college goals that bridge consortium members	

<p>Program Growth:</p> <ol style="list-style-type: none"> 1. ABE 2. ESL 3. Workforce 4. Adult Literacy Participation 5. AWLD 6. CTE 7. Apprenticeships 	<p>Each PAC works to determine needs and costs to expand programs; Identify needs and costs to improve existing programs; create assessment tools</p>	<p>Implement and monitors expansion efforts; Implement improvement strategies and monitor student progress; evaluates assessment data</p>	
	2015-16	2016-17	2017-18
<p>All Program Innovation: developing innovative, accelerated, and integrated academic/career delivery systems</p>	<p>Grant Manager supports all PAC activities to design framework to integrate overlapping pilot programs in support of acceleration or sequencing goals</p>	<p>Implement innovative, accelerated, and integrated academic/career plans across programs; design effectiveness assessment</p>	<p>Evaluate and revise, as necessary</p>
<p>Relevant and Rigorous Curriculum Reform: implementing curriculum and instruction for effective preparation for career/college</p>	<p>Identification by all PACs the outcomes of a student effectively prepared for college or career training</p>	<p>Identify curriculum and instruction revisions and any alignment necessary to actualize effective preparation; Identify ways to assess effectiveness</p>	<p>Implement revisions and assess outcomes</p>
<p>Professional Development: teacher training on technology and instruction</p>	<p>Align professional development goals with content and skills changes; design professional development events; create assessment tool for effectiveness of PD</p>	<p>Implement professional development events to strengthen program instruction; evaluate results of PD effectiveness</p>	<p>Expand or revise professional development events</p>

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

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

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.

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

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

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

Current Levels of Service for SDERAEC

Program Area 1: We have expanded our placement testing for ABE/HSD/HSE and ESL courses. We have also expanded two classes in HSE and ABE. We expect to also add another HSD class this fall. We hired one additional academic instructor and added teaching hours to another instructor. We have created and piloted a short-term math intensive course to accelerate student progress in completion of the HSE certificate and higher placement on the Accuplacer for college math assessment. 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 longstanding 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.

Program Area 2: In 2013-14, the SDERAEC ESL programs enrolled total 6,857 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. In addition to language acquisition services, ESL has added one Vocational ESL pilot class to accelerate entrance into the workforce. The VESL is team-taught by a Medical Assistant instructor and an ESL instructor.

Program Area 3: Our region is presently serving only 12.83% of the 1,021,864 adults with need for educational/workforce services. With regard to workforce training, 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 locations and represent a variety of industries and workforce/economic development agencies, who sit on various CTE advisory committees.

Program Area 4: Our consortium presently has no services available for this newly defined program for adults “that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.” A committee of stakeholders from the community, ESL, academic programs, and leaders will form to gather data and identify the level of need for this program in our community.

Program Area 5: 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 DSPS 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 DSPS department.

Program Area 6: Programs in career technical education that are short-term in nature with high employment potential are in demand. In 2013-14, SDERAEC enrolled 8,347

(unduplicated) students in a wide variety of CTE programs. Current levels of service are unchanged from SDERAEC's March 1, 2015 program evaluation. The CTE Program Area Council continues to work to ensure seamless transitions for students in two main pathway areas: Health and Medical, and Business Office Technology.

Program Area 7: There are no changes in levels of service from our initial narrative in this program area. Apprenticeship programs exist in firefighting and iron-workers. We have established a relationship with masonry.

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

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

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

Current Needs for SDERAEC

According to the Legislative Analyst's Office, Adult Educational Regional Planning Report, the San Diego/ Imperial Region serves only 12.83% of the region's 1,021,864 adults in need of adult education services. The 2010 US Census reports that 25.5% of El Cajon's residents are employed in service occupations, a sector typically with the lowest wages, and 28.2% are foreign born. The needs of this region's population are urgent.

Program Area 1:

Our region is experiencing an increase in adults seeking placement for basic skills. In 2013-14, we tested and advised 939 adults. From July to October of 2015, we have already tested and advised 751 learners. Economic and Social Research Institute (ESRI), demographic data in 2014 indicate that of our population in the Grossmont-Cuyamaca district, 44,109 adults are not high school graduates. 2009-2013 data report that 14,273

residents have only a 7th grade education. 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 of pathways and transitions to postsecondary education from adult school.

Program Area 2:

ESRI data estimate that the ESL population in need is 20,333. From October of 2014 through July 2015, San Diego County received 1,850 refugees from twenty-nine countries. Lack of sufficient services is prevalent in the ESL program. Students need childcare services, transportation, translators and ESL-oriented counseling, more VESL classes, strategies to increase student participation and progress, full-time ESL instructors, a common data-tracking system, and joint professional development for those who serve the ESL community. The program also needs an ESL Transition Specialist to assist our ESL residents to college or the workforce.

Program Area 3:

In the Grossmont-Cuyamaca region, unemployment numbers equaled 20,267 in 2014. In addition research from ESRI notes that this region has 33,728 people living in poverty. Many of these unemployed seek to reenter the workforce and need basic skills or specific training. The adult school needs to expand services to those adults seeking to enter the workforce. Students in the adult school also need assistance to guide them to successful careers, but a clear educational pathway to higher education and/or career training needs to be created by the transition specialists. Most students enrolling in workforce training 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.

Program Area 4:

Our consortium presently has no services available for this newly defined program for adults "that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school." A committee of stakeholders from the community, ESL, academic programs, and leaders will form to gather data and identify the level of need in our community, inventory existing regional services, and identify gaps and potential strategies to address this newly defined program.

Program Area 5:

Adults with Learning Disabilities is a new program area for the adult school. While the community colleges have an established program to assist with a wide range of disabilities, students under 22 only receive services in the K-12 school system. We identified a lack of standard assessments or standard evaluation process to properly place a student for services. We also need standardized curriculum. The AWLD program has an immediate need of hiring a part-time (20 hours a week) clerk to oversee student support services for the program. We also need to develop, publish, and distribute an AWLD staff resource guide. To develop our consortium infrastructure and systems alignment, we need to co-align with our partner program GUHSD SPED and the community college DSPS to move forward in standardizing assessment alignment. AWLD would like to initiate discussions with the community college DSPS and the consortium's basic skills programs for collaboration curriculum alignment.

Program Area 6:

There is a significant turnover rate in our industry-based instructors for our health career programs. Because they support the value of career training opportunities, many of these instructors work for below-industry wages in order to provide career training for our students. Additional funding is needed to lower the turnover rate, offer excellent training in a competitive market, and provide consistency for our students. In addition, short-term training to enter gainful employment is needed for the 20,267 unemployed adults in the Grossmont-Cuyamaca region. The Consortium needs to expand CTE opportunities to meet the demands of this population. Grossmont Adult will be adding two new classes in the spring semester of the 2015-16 school year to meet the goals of the community medical employers. These new classes are Physical Rehabilitation Aide and Electronic Medical Records.

Program Area 7:

SDERAEC joined in a conversation with other regional consortia about the need for a regional meeting to identify common basic skills for pre-apprenticeships. Beyond this identified gap, pre-apprenticeship training needs have not changed from the narrative. We are also initiating efforts to develop the manufacturing pathway.

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

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

By 2017-18, SDERAEC will have a placement structure that will assist adult learners in planning educational and career goals and supporting students in achieving their goals.

Our Consortium will have a Grant Manager and a team of Transition Specialists to carry out a comprehensive transition program, throughout our delivery system. The Senior Transition Coordinator will work with the Grant Manager, the Steering Committee, and stakeholders to design an aligned placement process for adults seeking education and workforce services. The goal of the design is to support adult students, with additional education and workforce needs, to enter our systems at multiple sites--college workforce centers, or local adult education centers-- and experience a consistent process with the following: integrated marketing catalogs, common placement assessments, shared advising and student support services, sequenced pathways within an academic or workplace program, aligned rigorous curriculum and relevant exit competencies, integrated transition services, and real-time access to economic community partner opportunities.

Through research of best practices and studies of successful adult education models, every effort will be made to remove institutional barriers to gaining education or workforce training. Extensive planning and cross-training of staff, support services, instructors, and administrators is essential to achieving this effort. Joint professional development events will be organized and initiated to train education providers to comprehend available services so they will be able to explain or connect an adult learners with the appropriate services to receive a comprehensive placement process entry at a level that is appropriate to the adult learner. Placement services will be adapted to meet specific student needs. For example, for adults reentering workforce training, the Consortium will create targeted, accelerated instruction to benefit our adult learners, instructors will team teach vocational basic skills courses, accelerated review for high-demand industry job skills, regular progress reports and goal-setting to motivate and to focus an adult learner and rapidly prepare him/her to reenter the workforce.

Some program areas may overlap and can be integrated. The Consortium will have the specific Program Area Councils (PAC) meet to identify areas that can be integrated. The ESL PAC will use the transition services to navigate students from ESL at ECAC to Grossmont and Cuyamaca College. The Adults with Learning Disabilities program plans to have established the framework for articulation to community college basic skills program. With approximately 30% of the East County's population foreign born, language acquisition is a foundational need. SDERAEC will conduct meetings to identify and outline additional coordinated social services with our community partners such as Catholic Charities. Our English learner placement process will be sequential and adapted to provide language capacity efficiently, so these learners can mainstream into academic and workforce opportunities.

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

On a regional level, the Consortium plans to collaborate with South Bay/Southwestern Consortium to inventory the skills requirements for apprenticeship programs in order to provide regional apprenticeship opportunities to adult learners. SDERAEC will also pursue grants similar to the Department of Labor's American Apprenticeship Grant and the CCCCCO's recent apprenticeship grant opportunities and have constructed a comprehensive framework to augment existing apprenticeship programs in firefighting and iron-workers. We have established a relationship with masonry, and expect to have approved apprenticeships in health-care, and manufacturing. This framework will include a pre-apprenticeship Skills Panel composed of major industry employers, unions, LEAs, educators, career counselors, transition specialists, and workforce development representatives to identify and quantify workforce needs and practical training opportunities. SDERAEC will have meetings to start discussions on identifying potential work-based learning sites and employers willing to incorporate apprenticeship structures into their businesses. At the course level, the Consortium will explore linking professional or "professional skills" courses that prepare adults with essential relational skills that companion with their "hard skill" training. These courses may be delivered through a suite of coursework such as: ACT Key Train, ACT Soft Skills Suite, and ACT Career Ready 101.

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

By the end of the 2017-18 fiscal year, SDERAEC will have assessed the current needs in the region for a program that teaches parents reading, writing, math, study skills, and critical thinking skills to assist children in school activities. The Consortium will have identified pertinent stakeholders and organize collaborative meetings, and gather research on the current levels of these services in the region. We will identify and outline the strategies and necessary funding to fill the needs. An innovative strategy to consider is having the Consortium locate such classes at local schools, and offer the training and real-time practice in an after-school setting. Teachers can support parental involvement in completing homework assignments, learning pertinent vocabulary, and enhance community engagement with a program modeled similar to our existing CBET structure.

2.3d Collection and availability of data. (REQUIRED)

In 2017-18, SDERAEC will have established a comprehensive understanding of the needs an integrated system for collection and availability of data within the Consortium. It will explore a variety of collection systems and meet with our current Adult School vendor to consider how this program can meet identified needs. It will have conducted meetings with member representatives to decide how to revise its intake process to reflect data collection in compliance with Consortium accountability. Areas of standardization will be identified throughout the adult education system and will be available to relevant stakeholders for consideration. In particular, CTE will need data collected in accordance

with Perkins funding requirements. Students will identify participation or membership in sub-groups that make the program eligible for Perkins funding. WIOA funding is linked to WIOA student participation, and performance will need to be collected and analyzed. One innovative approach we imagine is a data-sharing information hub with consistency of intake at our multiple points of entry into, and exit points from our region's adult education system. We also hope that the State will have developed a data-sharing software to assist us in the implementation of integrated data collection and availability.

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

By July of 2016, the California Senate sub-committee formed to make recommendations for aligning instructor qualification should have published those findings. Currently, for academic instructors for adult school require a four-year degree, field experience, a pass on the C-BEST and current teacher credentialing. For our non-academic instructors with industry-based experience, passage of the C-BEST competency exam is essential. For all instructors without a credential, we would have mandatory teacher training development with a program like Beginning Teacher Support and Assessment (BTSA), or workshop or online training with CALPRO and OTAN.

2.3f Alignment of academic content and curricula (OPTIONAL)

For developmental reading, writing, and math courses, the alignment of course outlines and curricula is already underway. By 2017-18, the Consortium will have conducted meetings to share and discuss common goals within course outlines, exit competencies, and curricula. Individual program area councils will also meet to Align outcomes and move toward a common curricula and passing exit competencies.

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

Section 3: Consortium Member Signature Block


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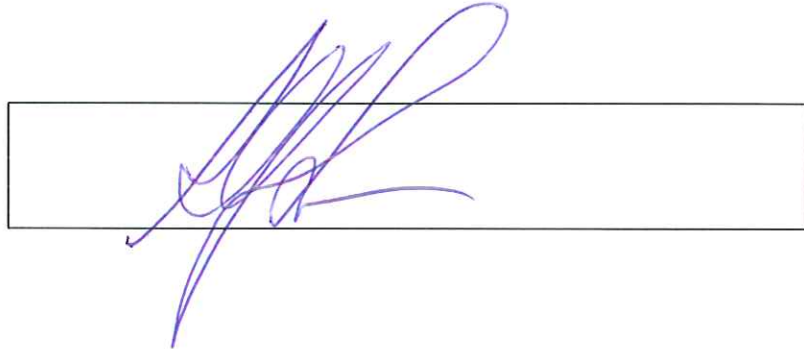
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