



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-021

1.2 Consortium Name:

Salinas Valley Adult Education Consortium

1.3 Primary Contact Name:

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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).

Consortium Vision, Values, Objectives

The vision of the Salinas Valley Adult Education Consortium is that all adults in the Salinas Valley, particularly those underserved, will receive equitable access to the education and training they need to realize their educational and career goals. The new Adult Education Block Grant will help make that vision a reality by supporting the expansion and improvement of adult education services in the region. Valuing inclusiveness, collaboration, innovation, and accountability, the Salinas Valley Adult Education Consortium (SVAEC) will help build an effective adult education system that serves Salinas Valley adults and supports the education providers that serve them. This strong adult education system will also benefit families, community organizations, public agencies, and businesses, and will ultimately contribute to the economic prosperity of the region, as adults gain valuable knowledge and skills that increase their literacy levels and technical capabilities and thus can increase their earning potential and eligibility for gainful employment.

Per the AB104 Adult Education Block Grant legislation, all K-12 districts, community college districts, county offices of education, and joint powers authorities that offer adult education services in the region have been invited to join the SVAEC. The official SVAEC members are:

- Gonzales Unified School District
- Hartnell College
- Monterey County Office of Education (membership in process)
- North Monterey County Unified School District
- Salinas Union High School District
- Soledad Unified School District
- South Monterey County Joint Union High School District

The SVAEC (or “the Consortium”) members are working together to plan and implement strategies to effectively expand and improve adult education (AE) services in the region between 2015 and 2018. As guided by the State of California, this will be done by meeting the following objectives:

- Assess and evaluate the current AE services in the Salinas Valley and identify current gaps, barriers, and needs
- Address the identified gaps and barriers
- Integrate existing programs and ease transitions for adult learners between programs and into postsecondary education, job training, or the workforce
- Accelerate adult learners’ progress toward the achievement of academic and career goals using verified approaches like contextualized instruction
- Provide professional development opportunities for faculty and staff to help them achieve greater program integration and improve student outcomes
- Leverage regional structures and resources to benefit adult learners, including partnerships with community organizations, industry/employers/economic entities, and public agencies

A cohesive, purposeful, and efficient consortium is also a primary objective of the SVAEC. This is being achieved through the establishment of a more formal organizational structure and set of governance rules and procedures; consistent communication; collaborative planning; intentional and coordinated implementation; effective use of resources; and increased partner outreach.

The SVAEC envisions the Salinas Valley adult education system in 2018 as one where enough leveled ESL, Basic Skills, HSE, CTE, Workforce Prep, and Citizenship classes are offered to serve all adult learners seeking those services. Classes will be strategically offered throughout the region at different times of the day/week/year and using different methods (including distance learning) in order to maximize access. All classes and services will be well-advertised, easy to find and access, and affordable.

All adult learners will receive support from advisors and develop an education plan. Those wishing to continue on to postsecondary education will be appropriately guided by staff at adult schools and other AE providers and at Hartnell College; the transition will be smooth for students, instructors, and staff. The registration, assessment, placement, and tracking processes will be easily navigable and consistent across providers. There will be advisors and counselors specifically trained and dedicated to serve different populations with different needs, i.e. ESL, ABE, HSE, and CTE students. Adults with learning disabilities will have access to affordable and convenient assessments and accommodations.

All adult learners, instructors, and staff will have access to and training in computer technology and software that will enhance students' learning and advancement along college and career pathways. The digital divide among adults will begin to close as students increase their computer and technology skills. Other workforce preparation and technical training will be widely available, with a focus on high-demand, high-wage jobs. More affordable and short-term CTE and pre-apprenticeship programs will be available in regionally relevant industries.

All AE providers will have the tools and training necessary for accurate student assessment, placement, tracking, and other data collection and performance measure needs. Providers' systems will be aligned, using the same or compatible tools and methods. Sharing of data between providers will be possible, and assessment of program and Consortium progress will be conducted consistently and accurately.

Regional Needs and Priorities

A regional evaluation of services was conducted for the seven program areas mandated by the AB104 Adult Education Block Grant legislation. Programs for adults in correctional facilities were also examined.

The SVAEC has determined that the biggest regional adult education needs are in the areas of English as a Second Language (ESL) and Basic Skills and High School Equivalency (HSE). There are also significant needs for career technical education (CTE) and workforce preparation. These are the areas towards which most Consortium efforts and resources will be directed, particularly in the first and second years.

The biggest barrier to improving and expanding services in the region identified by the SVAEC is a lack of capacity due to shortages of facilities, instructors, and support staff, which has led to exceptional shortages in ESL and Basic Skills/HSE classes. For example, ESL enrollment dropped from over 10,000 at Salinas Adult School in 2008-09 to under 2,000 in 2013-14. Enrollment dropped drastically in Gonzales, Soledad, and North Monterey, as well, and adult education services offered by the South Monterey County school district ceased completely in 2012-13.

Major gaps were also found in adult learner support services, particularly student advising and counseling in education and career pathway planning. The shortage in support staff refers to advisors and counselors for this purpose, as well as staff to conduct student intake, registration, assessment, placement, and tracking. Staff and instructors are also needed for student workforce preparation services, particularly basic computer and office technology instruction. Increased access to and training in computers is needed to enhance students' learning as well as to assist in their college and career preparation and planning.

Other gaps, barriers, and needs of note include basic literacy instruction (including Spanish literacy), HSE testing sites, citizenship classes, affordable and accessible childcare and transportation, access to instruction at different times of the day and week, affordable short-term CTE instruction, and awareness of AE programs and services currently offered.

The program areas that will require more research and planning over the next three years are programs for adults with disabilities, older adults, adults in the correctional system, adults

training to support the academic success of school children, and pre-apprenticeship programs.

It must also be noted that an immense portion of adult learners in the Salinas Valley region are non-residents, and as we plan and implement adult education programming, we are continuously seeking new ways to increase their access to education and training. This has required increased communication among providers, collaborative problem-solving, and research into best practices and successful models in other parts of the state, all of which will continue.

More information about the region’s adult education needs can be found in Section 2.2

Regional Strategies & Activities

In order to reach its objectives and realize its vision, the SVAEC has developed and revised regional strategies to implement over the next three years.

SVAEC Strategies for Improving & Expanding Regional Adult Education Services

Objective 3:	Integrate existing programs and create smooth transitions into education programs, job training programs, and the workforce
Strategy 3A:	Increase college & career pathway support services, particularly advising
Strategy 3B:	Align student assessment and placement processes
Strategy 3C:	Develop adult school-to-college bridge courses and programs
Strategy 3D:	Develop career exploration and workforce preparation curriculum
Strategy 3E:	Align curriculum, particularly between adult schools and community college
Strategy 3F:	Align performance measures and assessment methods and coordinate the sharing of data between providers
Strategy 3G:	Develop a coordinated and effective regional adult education system through the Salinas Valley Adult Education Consortium

Objective 4:	Address the gaps in adult education services
Strategy 4A:	Increase course offerings and number of students served, particularly ESL
Strategy 4B:	Expand and improve outreach and recruitment efforts
Strategy 4C:	Increase capacity for program expansion by meeting needs for more facilities, instructors, and support staff
Strategy 4D:	Remove barriers that prevent students from attending class, particularly lack of childcare, lack of transportation, inconvenient class schedules, and unviable options for non-resident adult learners

Strategy 4E:	Increase access to and training in technology, particularly basic computer skills
Strategy 4F:	Increase services for adult learners at basic literacy levels (those with low literacy skills even in their native language)
Strategy 4G:	Begin offering citizenship classes
Strategy 4H:	Utilize common student assessment and student information systems
Strategy 4I:	Increase educational offerings for currently or previously incarcerated adults
Strategy 4J:	Research and develop plans for meeting the needs of other thus far unaddressed populations: adults with disabilities, older adults, and adults training to support the academic success of school children

Objective 5:	Employ Approaches Proven to Accelerate Student Progress
Strategy 5A:	Increase the number of short-term, affordable, accessible Career Technical Education (CTE) programs dedicated to adult learners
Strategy 5B:	Develop new courses and programs that utilize contextualized and integrated instruction, particularly ESL-CTE and Basic Skills-CTE courses (e.g. I-BEST, VESL, or other integrated curriculum models)
Strategy 5C:	Increase adult digital literacy by offering more computer training, through both stand-alone computer classes and technology-based activities in other classes, including Basic Skills, ESL, and CTE classes
Strategy 5D:	Develop new courses and programs that promote family learning, such as Family Literacy classes (e.g. CBET model)
Strategy 5E:	Research and develop new pre-apprenticeship and apprenticeship programs

Objective 6:	Collaborative Professional Development
Strategy 6A:	Expand regional collaborative professional development through Professional Learning Communities, expanding from the ESL PLC to Basic Skills, CTE, Data & Technology, Counseling & Advising, and Program Administration PLCs
Strategy 6B:	Utilize existing regional professional development resources, such as local OTAN trainers and trainings offered by the County Office of Education and local colleges and universities
Strategy 6C:	Coordinate professional development opportunities open to all Consortium members and partners (including instructors, counselors, support staff, and administrators), particularly in the areas of student acceleration, curriculum contextualization and integration, learning strategies for adult learners,

	addressing the unique needs of adult learners, career pathway development, technology, and data collection & analysis
Strategy 6D:	New teacher orientation, training, and mentoring
Strategy 6E:	Enable instructors, staff, and administrators to attend valuable trainings, workshops, and conferences within and beyond the region for targeted professional development that is relevant to their roles in the provision of adult education; require attendees to share the knowledge and skills they gain with colleagues in their districts and in the Consortium upon their return

Objective 7:	Build Partnerships and Leverage Regional Structures & Resources
Strategy 7A:	Increase outreach and partnership-building efforts to all relevant community partners, including community organizations, libraries, social services, the WIB, chambers of commerce, industry/employers, One Stops, the EDD, other educational institutions, and more
Strategy 7B:	Continue to learn more about member and partner program and service offerings through site visits and presentations at Consortium meetings
Strategy 7C:	Increase awareness of and advocacy for adult education needs and efforts in the region, and improve visibility of the Salinas Valley Adult Education Consortium and its members and partners in order to develop a strong support network
Strategy 7D:	Partner with employers and industry groups to learn what their needs are and to develop experiential learning opportunities (e.g. internships, job shadowing) for adult learners
Strategy 7E:	Leverage partner resources – funding, expertise, promotion, facilities, etc. – for the development and provision of new or expanded programs and services that help adult learners reach their education and career goals

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.

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

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

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

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220). Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium’s region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

An evaluation of regional offerings in the three new program areas introduced in AB104 – workforce preparation, training to support school children’s success, and pre-apprenticeship training – showed that there is a deficit of these types of adult education programs in the Salinas Valley. There are, however, a few programs of note.

Gonzales Unified School District and South Monterey County Joint Union High School District offer a Parent Engagement Education Program by the Parent Institute for Quality Education (PIQE), a free program for parents to learn how to create a positive educational environment for their children. Topics include dedicating a home study location and time of day for homework; creating ongoing dialog with their kids surrounding their academic successes and challenges; discussing children’s college expectations; how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system; and other information vital to the academic success of their children.

Salinas Union High School District ROP, with partner Mission Trails ROP JPA, offers a building trades pre-apprenticeship program in partnership with the local IBEW union, using the Multi-Craft Core Curriculum (MC3), which includes building trades math; labor history; training to recognize and prevent hazards in construction sites; first aid and CPR training; and an introduction to the trade industries. Salinas Adult School also continues to offer its Spanish for Professionals program (though much smaller than it once was), which focuses on speaking and emphasizes workplace communication.

Hartnell College started a not-for-credit Spanish Office Technology course in the Spring 2015 semester, serving 31 students from its High School Equivalency Program (HEP) and the Salinas Adult School. And several members have been working to infuse more computer training and career preparation into their ESL and Basic Skills courses. Unfortunately, Soledad Adult School had to discontinue its ROP CTE Office Careers course due to lack of staff.

Not many changes have occurred in the areas of Basic Skills or ESL – major shortages of classes remain, primarily due to shortages of facilities, qualified instructors, and support staff. Since last year, Soledad Adult School had to downsize its HSE program by eliminating one staff position, reducing the number of days and amount of class time for students. Gonzales Adult School, on the other hand, added one ESL class that meets two mornings per week (in addition to its one other ESL class that is offered four nights per week).

A major change this year is the addition of South Monterey County Joint Union High School District as an official member. Since 2012-13, this district has offered no adult education services, other than the PIQE program mentioned above. Soledad Adult School and Hartnell College have both been offering some ESL classes in the South Monterey County district.

This year Hartnell graduated its fourth cohort of inmates at Soledad Correctional Facility who participated in a five-week training that consisted of One-Stop Career Center Orientation, Transition Planning, Job Search Techniques, Job Applications, Resume Writing, Interview Preparation, and Financial Literacy. Salinas Adult School continues to provide HSE instruction at the Monterey County Jail for which the jail reimburses the adult school (no K-12 district funding received for this). No other adult education offerings are being provided by K-12 districts or the County Office of Education at correctional facilities for adults 18 + (or in the case of MCOE, none for 19+ year olds using their LCFF).

Hartnell College continued offering two non-credit basic level ESL classes in South County (King City campus and Greenfield High School) and expanded offerings of the same to the Alisal Campus (the Advanced Technology Center where CTE courses are held) in east Salinas. Work has begun at Hartnell to revive and rework their non-credit ESL series in order to put it through the enhanced non-credit approval process. Currently Hartnell offers non-credit education in no subject other than ESL.

As reported before, no Consortium members have offered Citizenship classes in years.

Both Salinas and South Monterey County provide a Transitions Program for adults with disabilities, which involves some job and life skills coaching, however they don't feel that the program involves enough workforce preparation to be able to report it on their allocations sheets.

Adult education services offered by the SVAEC's newest member, the Monterey County Office of Education, are still being evaluated.

CURRENT MEMBER PROGRAMS BY AB104 PROGRAM AREA

<u>MEMBER / PROGRAM AREA</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Gonzales	x	x		x			
Hartnell	x	x			x	x	
MCOE	x	x			x		
North Monterey	x	x					
Salinas	x	x			x	x	x
Soledad	x	x					
South Monterey				x	x		

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 and additional analysis utilizing other data.

The SVAEC took this opportunity to re-evaluate the region’s adult education needs. Although no new data was collected and most of the needs listed below were identified in the AB86 Plan, members would like to reiterate the major gaps, barriers, and needs that they face. For too long the needs of the majority of adult learners in the Salinas Valley have gone unmet and too many have been turned away due to programs’ limited capacity and lack of resources. Adult learners need improved access to affordable, convenient, and relevant education and training to reach their goals.

The program areas identified as having the biggest gaps are ESL and Basic Skills, and the primary barriers to increasing the number of classes offered and students served are insufficient facilities and a shortage of qualified instructors and support staff.

Soledad Adult School has a severe shortage of teachers. They regularly must turn students away because their ABE and HSE classes are full, and they have high demand for ESL/Citizenship classes and ESL classes at night. North Monterey County USD has also recorded high demand for ESL, HSE, and Citizenship classes. As a school district in an unincorporated area, there are

no additional city resources available to NMCUSD to provide support as in other districts that partner with city governments, and they lack facilities that are solely dedicated to adult education. Currently they are only able to offer Spanish GED and Diploma Plus courses.

Salinas Adult School has insufficient classroom space to expand its course offerings, and also has to turn students away because there is not enough staff to conduct new student intake, registration, and assessment. Gonzales Adult School has insufficient classroom space to expand offerings during the day, no support staff available in the evenings, and lack technology to deliver computer skills or workforce readiness classes. South Monterey County Joint UHSD does have sufficient facilities, but are starting from scratch and must build its program with new instructional staff, student assessment and placement tools, curriculum and materials, and students.

The program areas and adult learner populations for which minimal services are offered in the region and about which the Consortium has insufficient data include adults with disabilities, adults training to support the academic success of school children, older adults, and undocumented adults. Further research and development need to be conducted in order to better address these adults' needs.

Below is a comprehensive list of needs that must to be met in order for the Salinas Valley adult education system to successfully serve the region's adult learners.

Salinas Valley Regional Adult Education Needs in 2015-18
<u>STUDENT NEEDS</u>
<ul style="list-style-type: none"> • Increased access to ESL, ABE, HSE, CTE, Citizenship, and Family Literacy instruction • Increased access to technology and training in technology • Increased math instruction and support at all levels • Workforce preparation and career development services • Educational planning and college preparation services, including assessment test prep • Access to affordable postsecondary instruction, particularly non-credit • Affordable and convenient childcare services • Affordable and convenient transportation • Viable options for non-resident and undocumented adults • Alternative class schedules • Accelerated learning opportunities, such as integrated ESL and CTE instruction and short-term CTE programs • Learning disability assessment and support
<u>PROGRAM NEEDS</u>
<ul style="list-style-type: none"> • Facilities • Instructors

- Support staff for student intake, registration, assessment, and tracking
- Student outreach and recruitment strategies and resources
- Curriculum (materials, software) and curriculum development
- Curriculum and assessment alignment
- Equipment and software for technology-based instruction
- New/updated assessment tools and student information systems
- Training and guidance in data collection, analysis, and utilization
- Training in curriculum contextualization and integration (particularly ESL-CTE), student acceleration strategies, and workforce preparation instruction
- Learning disability assessment resources

CONSORTIUM NEEDS

- Communication, coordination, and collaboration of providers and partners within the region
- Alignment of assessment, placement, data collection/sharing/reporting
- Centralization of Consortium and provider information, i.e. website, brochures
- Collaboration with industry – employers, associations, Workforce Development Board, unions
- Student, service provider, and employer needs assessments
- Strengthened partnerships with community partners

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 2018, the SVAEC would like to offer more programs to help adults enter the workforce, including older adults. Training for entry or reentry into income-earning activities will focus particularly on computer skills, communication skills (including ESL), and other pre-employment training/workforce preparation. This workforce preparation will include services such as career exploration and pathway planning, resume-writing and interviewing skills, job search guidance, and other job readiness skills like time management, team building, and intercultural competency.

The Consortium will best serve adult learners in need of employment by communicating and collaborating with regional employers. Over the next three years we will work to build and strengthen industry partnerships, assess the current needs of employers, and continually adapt according to changes in regional workforce needs and opportunities.

Adult education providers will have re-training services for adults changing careers (either voluntarily or due to industry changes). There is a particular need for classes geared toward adults who already have a high school diploma (or equivalent), but need to “brush up on” their skills in order to prepare for reentry into the workforce or into postsecondary education. ABE/ASE instructors agree that this adult population’s needs are different from those in most ABE or HSE classes. Entrepreneurship and small business development will also be explored as potential components.

More research into best practices and successful models will be conducted in this program area so as to develop and offer relevant and effective services, for adults of all ages, including older adults with distinct needs in our region.

Evaluation and improvement of member and partner assessment and placement practices and resources will also be conducted. Development of common intake forms and procedures, comprehensive training for all support staff and instructors, consistent communication between members and partners, and mindfulness of adult learners’ goals will help encourage consistently appropriate placement or referral of adults seeking education, training, or job placement services.

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

Over the next three years, the Consortium will conduct more research and explore options for new pre-apprenticeship opportunities in the region.

The focus will be on programs that lead to regional apprenticeship programs, postsecondary training, other advanced technical training, and/or direct placement into jobs with high-earning potential. Ideally programs will be affordable (low or no cost to students), easily accessible to students in different parts of the region (geographically), and easily accessible to students in terms of program length and class schedules (evening and weekends options instead of or in addition to full-time daytime courses).

New and strengthened partnerships with the Workforce Development Board, industry associations, chambers of commerce, unions, and employers will be key to the success of any new pre-apprenticeship programs.

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)

SVAEC members are looking forward to bringing back several programs that had been discontinued for training adults to assist in the academic success of school children. This will include Family Literacy programs like Community-Based English Tutoring (CBET), which provides ESL instruction and tutor training, and Parent University, which includes workshops for parents on how to support their children’s academic success.

The Consortium is also very interested to see how the Parent Engagement Education Program by the Parent Institute for Quality Education (PIQE) succeeds in the South Monterey County Joint Union High School District. Already in its second year there, the community has responded positively, and other SVAEC members may look into offering it in their districts, as well. The Parent Engagement Education Program teaches parents how to create a positive educational environment for their children. Topics include dedicating a home study location and time of day for homework; creating ongoing dialog with their kids surrounding their academic successes and challenges; discussing children's college expectations; how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system; and other information vital to the academic success of their children.

Education has also been identified as a priority industry by the Consortium, as members see a great need for more qualified, trained teachers and teachers aides. The SVAEC plans to explore ways to train more adults for this career pathway, which may involve creating a VESL teachers aide training program.

All of these efforts will require strong collaboration with regional elementary and secondary schools. Local colleges and universities may also serve as important resources.

2.3d Collection and availability of data (REQUIRED)

By 2018, there will be considerable improvement in the alignment of the data collection, tracking, and sharing practices of adult education providers in the region. Within the SVAEC, common measures and methods for assessing student performance will be well-established; student enrollment and demographic data will be collected in compatible and consistent ways; and, to the extent possible, data will be tracked and shared across providers.

Strong alignment between the K-12 district programs will be made possible by their using the same assessment and student information systems -- CASAS/TopsPro and ASAP. There will be as much alignment as possible between the districts and Hartnell College and MCOE; it is still unclear exactly how that will be accomplished. Ideally, all adult education courses will be aligned with a common measurement tool.

Members would like to see longitudinal data available, with information commonly stored and shared virtually between providers, so paper records will no longer need to be kept by each district and program, and students records can follow them, allowing them to move between programs more seamlessly. This could also help with tracking two of the more difficult performance measures: student employment and wage increases, as records would ideally follow the student from different education and training programs and beyond.

The hope is that in the next 1-3 years, the State will provide regional consortia with significantly more guidance, resources, and support in this area.

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

The following input regarding the qualifications of ESL instructors has been provided by our Consortium's ESL Professional Learning Community:

Adult schools

Currently, a multiple or single subject teaching credential in any subject area is required to teach ESL in adult schools in California, but teachers with MATESOL who qualify to teach ESL at community colleges can't teach ESL at adult schools if they don't have a teaching credential. We'd like to suggest that the state permit adult schools to hire teachers with MATESOL degrees even if they don't have a teaching credential.

Hartnell Community College

MATESOL is required to teach ESL in credit courses at Hartnell College, and a teaching credential is not required. Currently, the only requirement to teach a noncredit ESL class in community colleges is a BA/BS degree in any subject. A teaching credential is not required. The requirements for noncredit ESL are less than for either community college credit ESL classes or adult school ESL classes. The Hartnell ESL program has suggested that hiring requirements for noncredit ESL teachers include either a BA/BS degree in a subject that applies to teaching English/ESL, an ESL certificate from an accredited school, or years of adult school ESL teaching experience.

Other challenges that the region faces and hopes to find solutions to include the difficulty of finding and hiring certified instructors for CTE courses, and a general shortage of qualified adult education instructors (of all kinds). These both may require increased outreach to industry partners (for CTE instructors) and universities (for all types of adult education instructors, including CTE). Another suggestion made was for one of the Consortium members to offer an AE/CTE credentialing program again, which Salinas Adult School once did.

2.3f Alignment of academic content and curricula (OPTIONAL)

Curriculum alignment is a priority for the SVAEC, and by 2018 there will be significant progress made in the alignment amongst adult schools, between adult schools and Hartnell College, and between the Monterey Office of Education and the other members. This will be primarily accomplished by the professional learning communities (PLCs) being established by the Consortium. For each PLC -- ESL, Basic Skills/HSE, and CTE -- curriculum alignment is a main objective.

The ESL PLC, which is made up of instructors from three of the five member adult schools and Hartnell College, started meeting in Fall 2015, and they have already begun to examine and compare the various curricula at different institutions to identify and address areas of misalignment.

Hartnell College recently began holding bi-annual Curriculum Institutes for Hartnell and

regional high school faculty, counselors, and administrators to come together to improve alignment between the secondary and postsecondary math, English, ESL, and counseling programs. The SVAEC would like for a similar institute to be held for the adult schools and Hartnell College, as well as other Consortium members and partners (as appropriate), with HSE, CTE, and adults with disabilities also addressed.

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

Regular communication and sharing of information is key to alignment of adult education services in the region. The establishment of the Salinas Valley Adult Education Consortium was the first step in creating a forum for this. Going forward, communication and coordination will be increased with the establishment of a SVAEC website and newsletter, expanded partner outreach, portions of regular Consortium meetings dedicated to highlighting a member or partner program and to networking, member and partner site visits, and a new annual or bi-annual adult education forum where all stakeholders will gather, including top member district leadership. Brochures listing all regional adult education programs and services will also help everyone in the region view providers as part of a unified regional adult education system.

The Professional Learning Communities (PLCs) are crucial to program alignment, as well. They bring instructors and practitioners together to exchange information and ideas, discuss best practices, identify gaps and needs, and collaboratively develop solutions. Each participant brings a different perspective from a different program and part of the region.


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Email:

Date:

Signature Box: