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CALIFORNIA WORKFORCE

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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-040

1.2 Consortium Name:

Palomar / Vista

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). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

THREE-YEAR PLAN EXECUTIVE SUMMARY

The San Diego North Adult Education Partnership (SDNAEP) is one of five consortia in San Diego County. It includes Palomar College (PC) and the school districts of Escondido Union High School District, Poway Unified School District, Ramona Unified School District, San Marcos Unified School District and Vista Unified School District.

The geographic region covers more than 2,255 square miles, which creates the largest adult education service area in the county. From suburban neighborhoods to rural mountain communities, the San Diego North Adult Education Partnership coverage area includes the largest, most diverse adult population in the county as well.

Vision and Goals

Throughout the AB86 grant process, SDNAEP members have engaged in a thoughtful and strategic process, including key stakeholders and partners, to examine adult education in our region. As a result of this planning, the Partnership established the following vision and goals for the consortium:

SDNAEP will promote student achievement and preparation for employment by providing relevant educational programs that allow adults to contribute productively to their communities. In collaboration with our community partners, we will create pathways and seamless transitions to post-secondary education and/or the workforce. We will ensure students have the support services to accommodate their diverse needs.

With extensive involvement from our community, the Partnership members have considered data, testimony and feedback from faculty, staff, students, partner organizations, and other key stakeholders, SDNAEP established the following priorities, in order of importance, for future investment in our adult education programs:

- Priority 1: Maintenance of Current Capacity*
- Priority 2: Improved Transition and Acceleration Systems*
- Priority 3: Regional Infrastructure and Collaboration*
- Priority 4: Expanded Capacity*
- Priority 5: Promising Practices Research and Development*

These priorities were established to do two things: first, to better address the current level of need for adult education in our region, and second, to improve the quality and adequacy of the adult education services provided.

Careful review of the SDNAEP findings, from research, summit meetings and surveys of stakeholders, led to the identification of six themes for the work to be undertaken. These themes are:

- 1. Maintain capacity to serve adult learners (in identified program areas and in alignment with demonstrated need);*
- 2. Curriculum alignment among courses and programs and development of new programs;*
- 3. Marketing and access;*
- 4. Successful transitions;*
- 5. Student support; and*
- 6. Data collection and analysis.*

Further, the San Diego North Adult Education Partnership members have adopted Guiding Principles as we work together to implement the Partnership's plan for Adult Education in the region. Those guiding principles are:

- focus on the **needs of adult education students** first*
- work with **transparency and inclusion** with all stakeholders*
- embrace **collaboration and partnership** to have a positive collective impact on our region*
- explore **expansion and innovation** in adult education services in the region*
- seek other **community partnerships and connections** to leverage resources and achieve better outcomes*
- commit to ideas, decisions and practices that **anticipate the future needs** for adult learners in our region*

- Maintain a **balanced approach** to serving the region.

The Adult Education programs of the SDNAEP member districts have felt the strain of the recession and educational budget reductions, which led to a steady decline in enrollment. Compared to 2008-09 enrollments, Escondido Unified High School District has decreased by 38%, Poway Unified by 49%, Vista Unified by 26% and Palomar College by 22%, in the 2013-14 fiscal year. All of this has been in the face of significant documented need for adult education in the regional population.

The data gathered by the SDNAEP for the plan submitted in March 2015 indicate that less than 5% of the regional population's need for adult education services was met in the 2008-09 period and this declined even further in 2013-14. The impact to the regional economy; the availability of skilled workers, and the inability of workers to improve their earnings with advanced skills, has a down line cost to all in the region.

The SDNAEP, in its initial plan, proposed a budget for the years 2015—16 through 2018-19, based on funding levels from 2012-13 and increasing at a rate of each year. Even with the proposed increases, a large unmet need for service to adult learners will remain.

In March, the SDNAEP's first priority in funding was to ensure that its member institutions are able to maintain their 2012-2013 capacity in 2015-2016. It should be noted that, as indicated by the priorities listed above and the guiding principles the SDNAEP has adopted, maintaining capacity does not equate to business as usual. The Partnership is committed to doing things differently, and with the first-year implementation of the Adult Education Block Grant funding, the members are committed to aligning systems and serving existing students in more focused ways that will bring about more successful transitions of students to post-secondary education and the workplace. Additionally, in planning for the first-year implementation, member districts identified action plan elements that would have the biggest impact on expanding our adult education services. Priorities for implementation include addressing costs of programs, distance learning capacity, transportation, and opening new classes.

The Adult Education Block Grant provides the San Diego North Adult Education Partnership with a way to move forward in this new era and to create a comprehensive and cost-effective adult education program that supports adult learners in reaching their academic and workforce goals. The SDNAEP's plan provides the evidence, rationale and the specific strategies to re-invent adult education in this region.

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

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

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

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

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

No changes or updates are submitted at this time. The data submitted by the San Diego North Adult Education Partnership with our Regional Comprehensive Plan in March 2015 is still valid and current.

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

At this time, the SDNAEP is not submitting additional updates to the gaps and needs identified in our plan in March 2015.

The members of the SDNAEP are continually updating and assessing gaps and needs through the involvement of partner organizations. For example, SDNAEP, in partnership with local chambers of commerce, the economic development council, local cities and other targeted economic development efforts in the region, has engaged a research house to survey local employers to determine employers' current and future needs. The plan is for these survey results to be finalized in May of 2016. The findings from this survey are expected to assist and guide adult education providers in determining needed offerings.

Another example of the SDNAEP's commitment to continually assess the region's needs is that the SDNAEP intends to map the existing locations of adult education programs with an overlay of the populations needing services. Mapping needs and offerings in this way is expected to help us expand services strategically by identifying which programs are needed and where specific programs are needed.

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)

It is the vision of SDNAEP that by 2017-18, the intake, assessment, and placement practices among SDNAEP members will be aligned and, when possible, standardized. With that end in mind, beginning in the 2015-16 school year, teams of teachers and curriculum specialists will be working to align entry and exit criteria for English-as-a-Second Language and Adult Basic Education throughout the region. Meanwhile, the Leadership Council will begin exploring aligned marketing, recruitment and enrollment practices.

During the planning process, members of the Leadership Council, Program Area Councils, and community-based organizations considered the needs of adults (including but not limited to older adults) when planning adult education services for the region. Although the SDNAEP has not called out programs specific to older adults in the plan, the SDNAEP members will serve older adults in all of the seven program areas.

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

The SDNAEP identified gaps in awareness of apprenticeship programs as the avenue to a successful career and apprenticeship preparation programs. The SDNAEP created goals to develop preparatory coursework that will prepare students to complete for approved apprenticeship programs, and to create marketing materials that will provide students with an overview of approved apprenticeship programs.

The San Diego County community colleges support a large number of apprenticeship programs approved by the Division of Apprenticeship Standards. Palomar College, Southwestern College, San Diego City College, and San Diego Community College Continuing Education collectively support apprenticeship programs in carpentry, electrical, machining, pipefitting (welding), plumbing, and sheet metal. In October 2015 the four colleges partnered to create a “preparation for careers in the trades and technology” pre-apprenticeship program using grant funding from the California Community College Workforce and Economic Development Division. The preparatory program will provide students with the foundation skills to prepare and compete for openings in apprenticeship programs as well as enroll in other technology based training programs. All four colleges will deliver the new program in conjunction with their adult schools.

Palomar College will initially deliver the new program in conjunction with Escondido Adult School and may expand the programming to other adult schools in the future. By 2017 the SDNAEP will be able to provide interested students with an understanding of the opportunities the apprenticeship trades provide, as well as deliver introductory coursework in preparation for entrance into State approved 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)

Through the Community-Based English Tutoring (CBET) programs, several of the SDNAEP member districts have experience providing 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.

By 2017-18, SDNAEP members intend to address this program area by working with the population in the context of other programs, particularly, English-as-a-Second Language, Adult Basic Education and Adult Secondary Education instruction to parents of school-aged children. The Leadership Council will guide curriculum specialists to consider how teachers can address students' individual goals in all program areas. For example, curriculum offered to these students might be personalized to address the student's goal of assisting school-aged children to succeed academically. In some districts, Newcomer Centers (or Family Learning Centers) are already connected with the district's adult school; that connection can be leveraged to provide additional instruction to students with

this goal.

2.3d Collection and availability of data. (REQUIRED)

By 2017-18, the SDNAEP expects to collect and share data among all members and partners in the region. To that end, beginning in 2015-16, the SDNAEP has created a position, a Data and Reporting Coordinator, whose role it will be to identify data elements to be collected and to work with member organizations to assist them to gather the data.

As noted in the annual plan, Escondido, Poway and Vista Adult Schools are each WIOA-funded agencies, and so, all use the same data collection system known as TOPs PRO Enterprise. This system collects data such as demographics; student level gains; high school diploma/high school equivalency completion; goal attainment; and becoming employed.

For student attendance and other student records, Escondido and Vista Adult School both employ the Administrative Software Applications Program (ASAP). Poway Adult School uses Synergy to house student attendance and course completion information and Lumens for its online registration system. Palomar College uses People Soft as its student information system.

It is our expectation that the systems currently used to remain in place as the programs wait for the development of a statewide comprehensive data collection system.

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

The SDNAEP Leadership Council does not view the differences in necessary teacher qualifications among the K-12 districts and Palomar College to be a major stumbling block for our progress in implementing a new adult education system in the region. To the extent that it's possible, the SDNAEP vision is to create a flexible, adaptable, and permeable partnership, so that we can hire high quality instructors for all program areas. It is our intent to explore inter-agency agreements that might allow for teachers in one system to serve in another system "on loan." These types of arrangements might help to resolve the possibility that the best instructor might meet the qualifications of one system, but not the other.

More central to our vision is that we define common elements of high quality teaching and to subscribe to common standards across entities. Although not identified as a year-one priority, this is an area to address in year two and beyond.

2.3f Alignment of academic content and curricula (OPTIONAL)

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

Section 3: Consortium Member Signature Block

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