



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

### Section 1: Consortium Information

<b>1.1 Consortium Planning Grant Number:</b>	13-328-51
<b>1.2 Consortium Name:</b>	South Bay Consortium for Adult Education
<b>1.3 Primary Contact Name:</b>	Co-Chairs: Bob Harper; Kishan Vujjeni
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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.**

The South Bay Consortium for Adult Education is proud of our three year Regional Plan. The attached executive summary of the planning process and the three-year goals has been shared broadly with our partners and is on our consortium website and other outreach materials (Board reports, meetings with community partners, etc.) We believe that, with our Governance Charter, it still describes our vision and goals.

Through our planning process we tracked supply and demand for adult education in our region and, not surprisingly, concluded that supply is woefully inadequate to meet the demand. In our planning process we spent considerable time to review our priorities if funding were not sufficient to achieve our ambitious vision and then aligned available resources to those priorities. In these discussions we affirmed the transition model we envisioned of “No Wrong Door” with common supports and services to build and expand career pathway options. We took seriously the additional focus areas of AB104 (see below in this document), and asserted again the need for immigrant integration as an important pathway in our region. We spend considerable time reviewing the possibility of transitional non-credit courses in the colleges to be developed, conforming to established protocols

in the college system, with resources from the consortium. We looked forward to having more counseling personnel for adult education students in both the colleges and adult schools. Our ambitions about curriculum alignment and professional development remain high – and through all the discussions since last March, we mark that the adult schools may not have resources to remain at 2013-2014 levels.

In short, our vision is ambitious and long-range, our executive summary still holds true, and the reality of adequately supporting all needs in all members' programs will be a challenge.

<http://www.sbcae.org/perch/resources/sbcae-executive-summary.pdf>

**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).

**Adequacy**, in its first definition, must include the number of students who are served as compared to the number of students who need our services. The study of supply and demand as outlined in our Regional Plan, and in 2.2b following, confirm that services are

inadequate.

Improving **quality** of services is, of course, the ongoing goal of the consortium's plan. The consortium's three year and annual plans target innovation, professional development, curricula alignment and revision, and transition/counseling support services to improve the quality of what adult education students receive in our region. Although the quality of current services are good, our planning will achieve higher quality and increased outcomes for students.

Since the plan was submitted in March, the adult schools finished the first year in which all five are WIOA funded programs. Data reported show increases in literacy gains and, proportionately, achieving other outcomes (HS diploma or equivalency, EL Civics assessments). The alignment of these metrics to what's described in AB104 will be important common data points to measure improvements in quality. The use of these metrics, as they align with assessments in the colleges, are exactly what the consortium's plan hopes to use, among other markers, to measure quality of service.

Maintenance of Effort as outlined in the AB104 legislation is appreciated by the adult schools. The formula as established, however, would mean reduced services by the all five adult schools. The SBCAE's planning process anticipated that funding might not allow adult schools to remain at capacity, and so create further gaps. The following table reports five year trend of lower enrollments in AEBG's seven program areas in the adult schools, including the 14-15 year totals aggregated since the March submission of the regional plan. Totals demonstrate how the consortium's funding Maintenance of Capacity arrests the trend:

	East Side	Campbell	Milpitas	Silicon Valley	Santa Clara	Total
FY11-12	6949	3218	959	2031	2988	16145
FY12-13	7250	2594	976	1598	3363	15781
FY13-14	6969	2715	1038	1479	3224	15425
FY14-15	6763	2353	1038	1207	3100	14461
FY15-16	6670	2200	856	1057	2580	13363
FY15-16 w/moc	6900	2450	1000	1479	3100	14929

The Maintenance of Capacity, as detailed in the annual plan template, is less than identified in the Regional Plan submitted in March – other priorities needed to be funded, of course.

What is possible with MOC, as outlined by this chart, shows that current level of services will approximate, or in some case exceed, what was provided in fiscal year 14-15.

During the planning phase of AB86 the community colleges' Research and Institutional Effectiveness (RIE) offices analyzed student enrollment data by Program Area in Credit, Noncredit and Enhanced Noncredit for both the SJECCD and WVMCCD. The data submitted has not changed to date.

The Projected Enrollment for SBCAE colleges in 2015-16:

<b><i>Credit, Noncredit &amp; Enhanced Noncredit</i></b>	<b>SJECCD FY15-16 Projected Enrollment</b>	<b>WVMCCD FY 15-16 Projected Enrollment</b>
Elementary and Secondary Basic Skills	10,000 Credit 5,000 Noncredit	WV = 260 Credit WV = 525 Noncredit
ESL and Citizenship	9,000 Credit -0- Noncredit	WV = 182 Credit WV = 60 Noncredit
Short Term CTE	To begin Spring 2016	To begin Spring 2016
Adults with Disabilities	No Noncredit	No Noncredit
Apprenticeships	To begin Spring 2016	To begin Spring 2016

The South Bay consortium community colleges, San Jose City (SJCC), Evergreen Valley (EVC), West Valley (WVC) and Mission (MC) colleges have not had a broad array of noncredit offerings, and as indicated in the SBCAE Plan they were not adequate in meeting the needs of adult learners. West Valley has had the most non-credit to date with GED Prep, Basic Skills in English-Beginning and Intermediate, Citizenship, Positive Parenting, Parenting Special Needs Children and Single Parenting. Mission College has had Adult Basic Education (GEP Prep, Math and English), as well as ESL and Citizenship, in the past and can reactivate the courses/programs easily. Other colleges have only had noncredit academic skills and supervised tutoring. Credit course offerings in Basic Skills, ESL, DSPS, and Short-Term CTE have adequately met the demand, yet are being revised and improved with a focus on meeting the needs of all adult learners. The need for a responsive, reflexive shift in program choice options for adult learners seeking Short-Term CTE is understood by the community colleges. In our region there program choices must meet the need for a sustainable high-wage in high-demand, high-growth occupations.

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To address the need the bridge and pathway Career Development and College Preparation (CDCP) programs being developed and scheduled to begin in Spring 2016 at SJCC and EVC. WVC and MC are developing noncredit programs in Short-Term CTE for Water Treatment and Hospitality. SJCC' new CDCP programs will be in Health Care, IT, and Advanced Manufacturing Preparation, and EVC's new CDDP programs will be in Automotive, Engineering and Surveying & Geomatics Preparation. With funding already inadequate to the goals and need outlined in the three year regional plan, the consortium hopes to leverage other funding to deliver these additional bridge programs.

**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

The South Bay Consortium for Adult Education is unique in that it encompasses the area of two community college districts stretching the width of the Silicon Valley. We serve a region where there is both affluence and significant pockets of poverty there is a critical need for adult education in the whole region.

The regional plan submitted in March, 2015, reported exhaustive demographic quantitative data on the need for adult education. It also reported important qualitative data from key

informants of the need for, and the kinds of adult education. Little has changed since those data were reported, and the demographics of need that determined consortium level funding for this year mirror those reported before.

**As of 2014:**

<b>Area</b>	<b>SJECCD</b>	<b>WVMCCD</b>
<b>Not HS Grad</b>	111,972	23,800
<b>HS Grad</b>	106,026	38,756
<b>Some College</b>	120,209	56,662
<b>Total</b>		
<b>Unemployed</b>	39,282	13,673
<b>Pop 18+</b>	652,759	339,985
<b>Poverty</b>	38,699	22,362
<b>Illiteracy</b>	83,142	18,382
<b>ESL</b>	104,613	25,593
<b>7th Grade Education</b>	49,671	8,355

*Source – American Community Survey (Census)*

Of a million adults in the region, 12% need ESL, 10% are pre-literate, 12% do not have a high school diploma and 5% have less than a seventh grade education. While the above tells a story, it is incomplete. In addition it's commonly understood in our region that many of these statistics under-report the need. The Santa Clara County Office of Immigrant Relations points to the percentage of immigrants in the region that make us comparable to Los Angeles and New York. They postulate that over 80,000 adults are unauthorized residents and so, by definition, are under-reported in these numbers. Immigrant integration is a critical need for our region by any statistical measure.

The Workforce Development Board (formerly Workforce Investment Board) reports that although the unemployment rate continues to lower in a heated economy, the reality in the region is that many are underemployed, and often working multiple jobs just to maintain any economic stability in what is one of the most expensive areas – housing, food, health care - in the world. Even in affluent regions in West County there are elementary schools where over 90% of the families qualify for free and reduced lunches (Burbank). The negative social implications of increasing income inequality is nowhere more apparent than in our region, and has been pointed to as a critical issue in the public sphere since our report was submitted in May (*Income Inequality in the Bay Area*, Silicon Valley Institute for Regional Studies, June, 2015). A characteristic of our local workforce is that there are higher skilled positions that remain unfilled by a local workforce that is unprepared (*Skills in Silicon Valley: Filling the Gaps*, National Immigrant Forum, October, 2015).

Community college, like adult schools, enrollments have decreased since FY 2008-09. Decreased enrollment, layoffs, cancelled courses, and fewer students supports all measure up to fewer program completions and fewer graduates. With new funds and program designs both of the SBCAE community college districts are in a transition period. The CCDs do pursue new grants and program initiatives that fit with our local economy and our Governing Boards guiding policies.

In response to the South Bay regions employers and industry's identified need for a "locally grown" STEM (Science Technology Engineering and Math) trained workforce prepared for career pathways in Information Communication Technology (ICT), Engineering Technology and Advanced Manufacturing the Silicon Valley Engineering Tech Pathways (SVETP) collaboration was created to prepare a single regional California Career Pathways Trust (CCPT), Round 2, application for a regional grant. Partners included: 9 community college districts, 8 K12 and alternative/charter school districts, 3 workforce investment boards, 3 California State Universities, 4 national laboratories and 20 computer science and programming small to mid-size employers. The SVETP model targets disadvantaged and nontraditional populations of students, promoting the STEM career pathways through accelerated and contextualized STEM core foundation courses, experiential and work based learning, and intensive student wrap-around supports. SVETP begin with STEM focused Career Awareness in middle school, Career Exploration in high school and/or adult school, leading to increased community college enrollments and supports. Successful students will enter employment and/or continue to complete Associate's to Bachelor's degrees. The SVETP grant was awarded June 1, 2015 in the amount of \$13,173,153, with term of July 1, 2015 – June 30, 2019.

In our South Bay region there are three additional CCPT grant awards, Round 2:

East Side Alliance      \$5,821,517      (SBCAE partner district)

- Transportation, Construction, Education and ICT

MetroED                      \$6,000,000      (SBCAE partner district)

- ICT, Medical Science, and Public Services

SIATech                      \$5,387,091      (alternative school)

- Advanced Manufacturing, ICT/Digital Media

And one CCPT, Round 1:

West Valley College      \$5,999,999      (SBCAE partner CCD)

- Utilities/Water Resource Management

The SBCAE is named in all these second round CCPT grants, as it was specifically named as a partner in one of the first round of CCPT grants (Manufacturability – CUHSD/De Anza College). The SBCAE three year plan specifies the need to seek and leverage other funds, like the CCPT grants, non-credit apportionment, social services, and other grants. We have made some progress since March, and the need, and potential, to leverage these additional resources is high.

Another example of such progress since March is the consortium's participation in a broad coalition of legal aid providers which received a significant (\$700k) Silicon Valley Community Foundation grant to identify and support unauthorized residents to receive expert immigration normalization assistance. Comprehensive immigration reform will put a strain on current services; even the intention of the administrative action initiatives by the President has incentivized thousands to seek adult education services. Economic, social, and potentially legal incentives mean that there are waiting lists in every adult school in the consortium. San Jose as a point of entry for refugees means that many of these students need special support, as some arrive from war and violence. The simple demographics of need affirm the need for the consortium's services, and in our region they don't fully document what needs to be done. Our consortium is excited that the Adult Education Block Grant this year will help us organize to partially meet the needs this year, and expand our services in years to come.

**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)

In our consortium we interpret the additional focus on older adults as a call to offer classes and support for older learners who need to re-skill or re-enter the workforce.

The entire regional plan, as developed with our faculty, students and key community partners, seeks to improve the outreach, support and placement for all adult learners seeing basic education and workforce development services. All of what is planned, including the development of common resources and protocols to achieve a "no wrong door" intake and placement system, will serve all adults better. In three years the no wrong door model will provide an individualized planning process for all learners. As assessments, placements in pathways, appropriate referrals, and differentiated supports are made accessible to all



students, the model will, by definition, serve older adults better. The alignment of curricula among institutions and between systems will assist all students to move along pathways more successfully. The practice of building individual educational plans no matter where a learner is on his or her pathway will support all adult learners better.

Also, with AB104's additional and specific focus on serving older adults, these systems-improvement activities will be informed by research and best practices to support the older learners to get the skills they need in the ways most successful for them. In three years we see professional development, and innovative instructional practices that will respond to the specific needs of older adults.

Many of the consortium's partners already have significant services for older adults, including pre-employment and reskilling opportunities (e.g. Catholic Charities, County Social Services). We are reaching out to others with the expertise and experience to inform our efforts, including Sourcewise (a senior adult employment services agency) and the Aging Services Collaborative (ASC) of Santa Clara County.

In truth there is already expertise and experience serving older learners among the consortium members. The adult schools in the consortium had run large older adult programs previous to the economic crisis of 2008-09. Some of these programs were restructured as fee-based classes and continue to run supported by the fees students pay for the class. Some computer literacy classes run as Career Technical Education classes currently have a significant number of older adults attending. The community colleges, especially WVMCCD, have continued to run successful quality-of-life non-credit classes for older adults. These were not included in the AB86 planning process. But with AB104's additional focus on the work readiness needs of older adults this familiarity with the needs of older students will help inform our planning going forward. We feel that the foundational activities and goals of our regional plan will facilitate this additional focus. In three years we will have developed better data reporting and analysis of outcomes, and so be able to measure our success with this population

**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 SBCE's community colleges have initiated great effort to address the weak pre-apprenticeship training programs since the Regional Plan was submitted in March 2015.

Mission College successfully lead a multi-college Department of Labor (DOL) American Apprenticeship Grant effort, receiving \$2.9 million for the creation of two registered apprenticeships in high-tech industry sectors of Silicon Valley: Computer User Support Specialist (Help Desk Specialist) and Data Center Technician.

The Chancellor's Office has multiple Request for Applications (RFAs) for the California Apprenticeship Initiative (CAI) Innovative, Accelerated and Pre-Apprenticeship solicitations, due 10/28/2015. In the SBCAE region applications for all three are in development. It is hoped that upon grant award announcements in January 2016 the region will have Department of Apprenticeship Standards (DAS) approved/initiated pre-apprenticeship programs to serve and promote the employment of under-represented groups and disadvantaged populations in the region. These populations include under represented ethnic and racial minorities, foster youth, second language English speakers, women, immigrants, adults with disabilities, unemployed adults, and LGBT adults.

The platform of pre-apprenticeship training is anticipated to include:

- Pre-Apprentice Bootcamp to explore individual interests, aptitudes, strengths and apprenticeship career exploration.
- Selection from pre-apprenticeship skilled trade/occupation options:
  - Building Trades, from the 25 Santa Clara Building Trades Council (SCBTC) options
  - High Tech options: Help Desk and Data Center
  - Transportation/Logistics
  - Hospitality

The community colleges are committed to expanding the current pre-apprenticeship training program options. All the new, planned pre-apprenticeship options will include contextualized math, English (reading and writing), problem solving, workplace behavior expectations and "soft skills". The adult schools, as we align curriculum and assessments, are prepared to provide "pre-pre" apprenticeship instruction – focusing and contextualizing instruction that prepares learners for success as they transition to these 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)

Both the adult schools and the colleges offer English as a Second Language classes and basic skills classes in which parents are acquiring literacy skills that will transfer to their school-age children's academic success.

In addition to general basic skills and ESL classes which serve parents, the colleges have offered non-credit parent education classes whose curriculum includes strategies to support children in school. Additionally Early Childhood Education classes have been offered in community locations and have attracted students who both want to pursue ECE as a career pathway and others who want to work as paraprofessionals in elementary and secondary school systems. The consortium has plans this year to offer a college ECE class on an adult school campus.

The adult schools have teachers and locations that, previous to 2009, were supported by the Community Based English Tutoring (CBET) program with classes located at elementary schools and curriculum and instruction specifically designed to assist English learning parents to acquire the language and cultural competency to support their children in school. Although the CBET funding was flexed, and for the most part swept, after 2009, many classes were still offered at elementary school sites and the relationships with those schools, their community liaisons, English Learner Advisory Councils, administrators, teachers and counselors continued. These ESL classes at elementary schools, middle schools and high schools, and family resource centers, connect parents' English language acquisition with acquiring skills and knowledge to support their children's success in school.

Additionally, the counseling and support goals for the consortium include expanded counseling and the development of an individualized Educational Plan for all students – there is no wrong door and all adult education students in the consortium will have access to this level of support. In the AB86 planning process the goals identified in these plans were focused on academic and career readiness, and the intent was to provide students with information about career pathways leading to employment with family-sustaining wages. It is, of course, well documented that a household's increased social-economic success correlates to a child's success in school. The achievement of work with family-sustaining wages will have a direct impact on the success of children in school.

Now, with this additional focus in the AB104 legislation, this counseling and guidance support will include identifying when adult students seek the knowledge and skills to help their children achieve in school. As we capture information about the learner in order to direct appropriate resources and services to her or him, the need, as a parent or other adult in a household with school-age children, will be identified and addressed.

The consortium's plan will continue to evolve to address these additional "permitted" goals, especially as the consortium directs effort and resources to develop an Immigrant Integration Pathway with metrics of achievement that will certainly include parents' cultural competency to advocate for and support their children's academic success. Some current ESL classes at community sites with older adults were questioned as to their relevance to the outcomes suggested by AB86. These classes, offered by both the colleges and adult schools, may be viewed differently now with AB104's new language. Older adults and non-working parents in these classes acquire language and cultural competency, which are enabling skills for employment, and also are critical for an immigrant family's integration. As described in the annual plan template, our consortium has ambitions to identify metrics of immigrant integration. An adult's engagement in school-age children's progress and achievement in school has already been identified (WIOA's EL Civics, CBET) as an important metric of integration.

### **2.3d Collection and availability of data. (REQUIRED)**

Each member, as was the case through the AB86 planning process, will be responsible for collecting, certifying and reporting all required data. Fiscal and student achievement data will be captured in the current student information systems that members are currently using. The co-chairs will present aggregation of data to the Steering Committee regularly, in publically help meetings.

For the colleges the California Community Colleges Chancellor's Office Management Information System, DataMart, tracks student counts, with demographic breakouts. It also provides access to reports showing student counts for students accessing services such as: CalWORKS, Disabled Student Program and Services (DSPS), Extended Opportunity Program and Services (EOPS), Financial Aid, Matriculation and other Special Population counts. DataMart counts courses and calendars with credit status, course and section enrollments. It also reports on Outcomes in enrollments and programs by cohorts, grades, transfer, awards, etc. Each community college district has a Research Office with staff trained to

produce reports from DataMart. (<http://datamart.cccco.edu/datamart.aspx>) Overall DataMart is the MIS system that provides data on how well the community colleges of California are: 1) preparing students for transfer to four-year universities; 2) workforce development and training; and 3) basic skills and remedial education.

The five adult schools are using student information systems that were “state approved” to collect and report Average Daily Attendance prior to 2009. Four of the adult schools are using the same SIS, ASAP, and are already planning on using a dashboard to share data among the adult schools. The fifth adult school has a district-developed system that has capacity for payroll that ASAP does not have, and is not ready to adapt this system yet. All five adult schools share data with the TopsPRO state WIOA accountability software, and this has the potential to be a place to collect student outcomes for the whole consortium. We are monitoring what CASAS claims is possible.

The three year goal is, without additional support or direction from the state, to have all the adult schools and colleges able to share data. Critical data collection and analysis cannot wait for a new unified data system and current data systems in each member district will be called on to extract and report whatever data are available. Still, the consortium has explored the capacity of current software, and also some other vendors, to have the different data systems talk to each other, or extrude data into a third party. But this ambitious goal will need more resources and direction; the consortium anxiously awaits what the CCCO and CDE will propose and achieve with the twenty five million allocated for these goals.

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

Consortium members understand and share the state’s goal of developing reciprocal qualifications between systems and among members. In this transition year, while we wait for guidance and directives from the Chancellor’s Office and the California Department of Education, the consortium members will need to observe the standards in each of the systems currently in place. The minimum qualifications in each college system will be maintained and respected.

In the community colleges the faculty associations and Academic Senates are in discussion and reviewing the qualifications of instructors that will be instructing in the CDCP courses and program areas. As of this time there is not a plan to revise the minimum qualification of

a Master's Degree or in disciplines not requiring a Master's Degree, an AA with 6 years' experience or 40 semester units in the assigned field, or a Bachelor's Degree with 20 units in the assigned field.

All adult education teachers are required by Ed Code and governing school boards to maintain appropriate credentials approved by the California Commission of Teacher Credentialing. All adult education teachers are incorporating and implementing College and Career Readiness Standards (CCRS) through agency sponsored professional development.

Appropriately credentialed instructors will deliver AEBG-funded courses in the adult schools. Human resource departments in each member district will assure that the appropriate qualifications of instructors are met.

Some adult education professionals in our region work in both systems now – meeting the appropriate, and different, qualifications in each system. In our faculty workgroups there were a significant number of instructors who worked in both the colleges and adult schools. The faculty with this familiarity of both systems were critical in the discussions and planning around curriculum alignment, instructional offerings strategies, and transitions between the systems. The workgroups will continue as an integral part of the consortium's plan, and as joint professional development is planned and delivered, common standards for instructors will be addressed. We look forward to the state's progress, through legislation or other directives, to have true reciprocity between the systems.

Section 3: Consortium Member Signature Block

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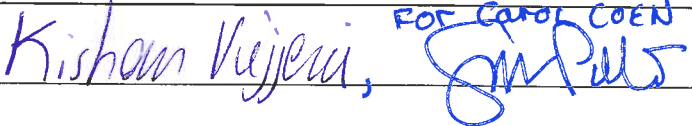
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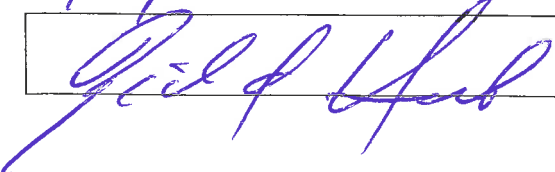
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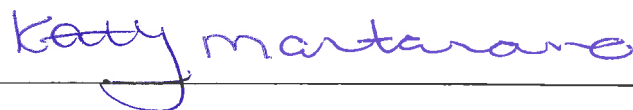
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