



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:	13 – 328 – 056
1.2 Consortium Name:	Santa Monica Regional Consortium
1.3 Primary Contact Name:	Dr. Ellen Edeburn and Dawn Murphy
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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 Santa Monica Regional Consortium for Adult Education (Consortium), formed to assess the needs of the region’s adult learners, in order to plan for filling identified gaps in the system of educational services provided to adults seeking basic skills and workforce preparation. The Consortium will build seamless pathways in its Adult Education Programs that respond to workforce education and training needs of the region’s adults.

Through basic skills education, training, and support services that align the Adult Education Center and the community college Adult Education Programs, with regional resource agencies and industry partners, adult learners will be provided with services to accelerate their progression through basics skills development. Adult learners will prepare for employment in high demand/high growth industries. To ensure educational opportunities sufficient to meet the needs of the region’s adult learners, the consortium will enhance existing Elementary and Secondary Basic Skills services including High School Diploma, High School Equivalency and ESL/Immigrant Education. Furthermore the Consortium will develop new robust offerings in the areas of Workforce Preparation, Short-Term

Career Technical Education, and Adults Assisting Children to Succeed Academically in School. Existing programs will grow and be strengthened by collaborative and cooperative Consortium member efforts. The Consortium will provide alignment and share data to better inform both instructional practices and advisement, in order to ensure accelerated progression through the all programs. The Consortium's goals include improved employability and/or job opportunities for students through the development and enhancement of Workforce Preparation and Short-Term Career Technical Education, creation of new career pathways from Adult School Basic Skills and Adult Secondary Education through noncredit college instruction/certificates to recognized career fields and degree applicable coursework.

All members consider the leveraging of existing resources within the region a critical aspect of the Consortium including the implementation of coordinated efforts. Consortium members will operate with the goal of sustained integration of services between its member organizations. Collaborative and cooperative efforts through and between the consortium members and alongside community resources will become the standard practice of the 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.

None since the submission of previous plan.

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

No update response at this time

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)

Through the Santa Monica Regional Consortium for Adult Education the placement of adults seeking education and workforce services includes...

- placement in leveled elementary and secondary basic skills educational tracks;
- placement according to demonstrated skills sets and occupational motivations; and
- placement in workforce preparation.

All placements address areas of basic skills that are necessary to participate in employment and job-specific technical training.

Personnel at both Consortium member organizations facilitate placement through assessment, counseling, and career advisement 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)

Both consortium members, SMC and SMMUSD will not be addressing pre-apprenticeship programs at this time.

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)

The Consortium's partnership including the broader community allow both members to develop and launch programs for adults that are primarily designed to develop knowledge and skills to assist elementary and secondary school children.

For example the SMC Early Childhood Education and Education department offers a new cadre of courses targeting assistance in supporting not only cognitive abilities necessary for the success of children in their academic and non-cognitive social and emotional skill development, which is necessary for their academic and life success. A holistic approach to assisting children will lead to a better community of reflective support mechanisms in the lives of adults and the children they impact.

2.3d Collection and availability of data. (REQUIRED)

Collection and availability of data internally and between Consortium members has been made available through the development and maintenance of a shared database. The web based access to this data provides access to personnel in the areas of research, assessment counseling and instruction. Levels of access to this information are secured and delineated clearly to those skilled in the use of the database such as well as in analysis of data queries relevant to programmatic planning and instructional development. Elements and data tracks available to consortium members in aggregated form include but are not limited to demographic, educational progression, goal attainment, student goal motivations, and educational planning tools.

The progress indicators utilized for data collection will include such metrics as attendance, improvement as indicated by CASAS test scores, and the attainment of major outcomes. Major outcomes for the existing programs and those to be developed include course completion, certificate completion and transition to either postsecondary programs or the workforce.

The Consortium members recognize the importance of identifying key milestones in each pathway for better tracking of student progress.

Consortium members have agreed to data sharing, using complimentary platforms and providing consistent communication between both systems in order to best serve our students.

There is an understanding that the California Community College Chancellor's Office is reviewing a request from the field to allow for the collection of progress indicators of P (passing), NP (not passing) and SP (satisfactory progress) for noncredit courses, which traditionally have been ungraded. If implemented, a common database developed for the Consortium could capture

this data from both systems, providing for a clear indication of individual and overall student progress. The challenges of a shared database have been discussed among Consortium members, as it pertains to student privacy, creating data fields that are relevant to both SMC and AEC, cost and maintenance of such a system and how to best streamline data entry.

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

Qualifications of instructors varies amongst Consortium members. For example, Santa Monica College faculty who teach noncredit classes at must meet the same minimum qualifications for credit instruction in the appropriate discipline, or as listed in Title 5, Title 5, §53412. For example, faculty who teach noncredit ESL classes at SMC must possess a Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. These requirements exceed those listed in Title 5, which define the minimum qualifications for noncredit ESL instructors to be 1) a bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages. (2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/ 2014 Minimum Qualifications for Faculty and 83 Administrators in California Community Colleges bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor. (3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor. (4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.

Furthermore, SMMUSD all teachers within the Adult Learning Center must maintain an Adult Education Designated Subjects Teaching Credential, which authorize the holder to teach specific academic and non-academic subjects as named on the credential in courses organized primarily for adults, and in adult education programs

administered by elementary and secondary school districts. In addition, the holder may serve as a substitute in courses organized primarily for adults for not more than 30 days for any one teacher during the school year.

2.3f Alignment of academic content and curricula (OPTIONAL)

No update response at this time

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

No update response at this time

Section 3: Consortium Member Signature Block

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