



# Revised Adult Education Block Grant Annual Plan Template for 2015-16

Updated 10-7-2015

## Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

**Table 1.7 – Consortium Membership (add rows as needed)**

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
<b>SWC</b>	Kathy Tyner	619-482-6337	ktyner@swccd.edu	10/13/15
<b>SUHSD</b>	Joe Fulcher	619-691-5533	Joe.fulcherjr@sweetwaterschools.org	10/12/15
<b>SUHSD</b>	Kevin McClelland (alternate)	619-600-3800	Kevin.mcclelland@sweetwaterschools.org	10/12/15
<b>SUHSD</b>	Crystal Robinson (alternate)	619-796-7200	Crystal.robinson@sweetwaterschools.org	10/12/15
<b>CUSD</b>	Kevin Nicolls	619-437-7256	Kevin.nicolls@coronadousd.net	10/15/15
<b>CUSD</b>	Claudia Gallant (alternate)	619-522-8900	cgallant@coronadousd.net	10/15/15

**1.8** Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

Please see file 15-328-063\_Southwestern\_10\_31\_15\_Governance Template

Please see file 15-328-063\_Southwestern\_10\_31\_15\_Governance Rules and Procedures for the documentation of the Consortium's governance rules and procedures.

**1.9** Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

Please see file 15-328-063\_Southwestern\_10\_31\_15\_Organizational Chart

**1.10** Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

The Project Director will work closely with Fiscal Agent staff to set up the budget for the AEBG, based on the expectation that funds will be paid from the State in equal monthly installments.

Each Member will submit a monthly invoice to the Project Director detailing their AEBG budget expenditures for the prior month, and requesting any budget changes needed. The Project Director will review each invoice to ensure that expenditures are in keeping with the expectations of the AEBG Annual Plan and budget, and will follow-up with the Member liaison with any questions. Once all issues are resolved the Project Director will approve the monthly invoices and send them to the Fiscal Agent for review and payment. The Fiscal Agent will notify the Member and the Project Director if they have any additional issues to resolve as a result of their invoice review.

The Project Director will develop a revised program/Member budget based on the budget changes requested, and will review it with the Member liaisons before approving it and passing it along to the Fiscal Agent to enter the change into the grant system. Budget changes that change the program plan will be referred to the CDC for approval. The Fiscal Agent will request State approval of the change if required.

The Fiscal Agent will roll up all expenditures into a single report and provide quarterly budget updates to the Project Director. Each quarter, Member liaisons will report on their AEBG activities to the Project Director, who will use these reports as the foundation of the required semi-annual reports to the State. The Fiscal Agent will prepare the semi-annual budget reports and submit all required budget reports to the State. The Southwestern College Vice President of Business and Financial Affairs will be the Certifying Officer on these reports.

Please note that this plan is for Year 1 only, and will change when MOE funds are rolled into the Consortium funding.

## Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the this purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**” Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

**2.1** Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? **See Guidance document for more information about this narrative.**

In the first year of the AEBG, the South Bay/Southwestern Consortium will focus on building regional capacity in the adult education system. Consortium work groups will create educational Roadmaps/pathway maps for every program pathway between adult education and college programs; crosswalk current assessment processes and share assessment interpretation; and identify the student learning outcomes expected at the start and end of the ABE, CTE and ESL programs.

Consortium members will add new course sections in ABE, ESL and CTE adult education programs at SUHSD/CUSD and provide student support functions and services for new students enrolled. The Consortium will develop a three-year outreach plan and a user-friendly AEBG website. The Consortium will develop a curriculum and student services plan for Basic Skills Academy at SWC, add counselor time to provide guidance and educational planning services to adult learners, and purchase assessments as needed. The Consortium also will identify shared professional development needs and offer collaborative seminars and workshops.

Consortium work groups will develop new or enhanced curriculum in several areas, including ABE, ESL, and CTE specifically for adults with disabilities; workforce readiness; and how to tutor and support elementary and secondary school students. Work groups also will develop recommendations for new CTE programs; determine the specific skills students need to qualify for apprenticeship programs offered throughout San Diego County; review existing contextualized learning models; and develop a plan to support more learning communities.

The Consortium will begin to address gaps in Member information systems in Year 1 by developing an

Adult Education/noncredit identifier in the SWC application for use in tracking students.

### Section 3: Consortium Services and Funding Allocations

**3.1 Consortium Services by Program area, Member and Funding Source (Estimated).** Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

**Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.**

**Table 3.1 Consortium Services by Program area, Member and Funding Source (Estimated)**

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										\$0
3.1b - English as a second language										\$0
3.1c - Pre-apprenticeship training										\$0
3.1d - Career and Technical Education										\$0
3.1e - Adults training to support child school success										\$0
3.1f - Older Adults in the workforce										\$0
3.1g - Services for Adults with Disabilities										\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).**

**NEW INSTRUCTION:** Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

**3.2 Consortium Allocations by Member (Estimated)**

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		\$ Amt	%	\$ Amt	%
3.2a - Maintenance of Effort (MOE)	\$50,000	\$300	1%		0%
3.2b - Consortium Allocation					
<b>Total</b>	<b>\$50,000</b>	<b>\$300</b>	<b>1%</b>	<b>\$0</b>	<b>0%</b>

**Section 4: Overview of 2015-16 Action Plans**

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium’s top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

**4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce.** How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
  - Placement
  - Curriculum
  - Assessments
  - Progress indicators
  - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants’ systems including:
  - Communication paths among Consortium participants and higher education

institutions

- Defined and articulated pathways to postsecondary education or the workforce
- Embedded access to student services including counseling, guidance, and follow-up

**4.1a** Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

SUHSD and SWC currently have separate assessment tools for basic skills, resulting in students being required to take additional assessments. At Coronado USD assessments are done within the ABE or ESL course. SUHSD and SWC use completely different placement tests. At SUHSD, the Test of Adult Basic Education (TABE) is used in ABE to assess competency and progress within reading, English and Mathematics. SUHSD also uses the TABE to determine whether CTE students need an ABE component to their training. SUHSD also uses the CASAS, a competency-based system used to measure basic skills, English language acquisition and literacy. The CASAS is administered four times a year for all WIA classes. SUHSD also uses its own staff-developed Math Assessment.

Southwestern College uses different assessment tests: the College Tests for English Placement (written by CCC faculty); the California Mathematics Diagnostic Testing Project (MDTP) Algebra Readiness Test; the MDTP Elementary Algebra Test; and an in-class assessment in ESL used by instructors on the first day of class to ensure proper placement. This assessment was developed by SWC faculty. SWC uses Student Learning Outcomes (SLOs) as benchmarks for student learning, measured through in-course assessments in the noncredit CTE courses and the three noncredit ESL courses.

The key assessment activity for Year 1 of the AEBG is to begin the work of cross-walking the scores on these assessment tests and developing common and shared interpretation of test results. The Consortium's Assessment Work Group also will discuss the use of assessments in placement into appropriate coursework. SWC will purchase CASAS assessments. SWC counselors have been trained to administer the CASAS. SWC will pilot CASAS implementation in assessment, advising and in selected noncredit classes.

**4.1b** Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

SUHSD, CUSD and SWC need to develop a collaborative data collection and sharing system to track adult education students through their programs, into the community college or employment, and through postsecondary certificate and associate degree programs. However, there are significant gaps in the collection of information needed to identify and track adult education students:

- SWC currently does not identify new students who are coming from adult education programs
- SWC does not collect the same kinds of information about its students in noncredit programs as it collects about students in the credit programs

Creating the information systems need to address this gap will be a focus of Year 1, and will include (a) development of an Adult Education/noncredit identifier in the SWC application and (b) crosswalks of student assessment systems currently in use. Members will review their current data systems and possible ways to share data through the systems.

In Year 1, the Implementation Team (the Project Director and Member Liaisons) will develop a manual system to collate and share student and performance outcome information across Consortium Members. The Team will identify the specific data items to be collected by each Member, determine how the data will be collated, and the schedule by which data should be provided to the Project Director. All data will be collated student outcome information only; individual student data will not be shared in the manual system.

Student data to be collected will include:

- Total number of students
- Overall demographics of the student population (age, gender, ethnicity)
- Number of students in each program
- Number of students who complete each program
- The specific performance outcomes in Table 6.2.

The Consortium plans to implement the TOPSpro system in Year 1 to collect and share student data. The Project Director will collate the data with the help of the Project Administrative Assistant. The collated data and a summary of program progress will be shared with the Advisory Committee and the Consortium Directors' Council as part of the annual planning process.

**4.1c – Objective 3 continued:** List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

**Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)**

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
3.1 Three-Year Strategy: Create educational Roadmaps/ pathway maps for every program pathway between adult education and college programs.				
3.1.1 Map current curriculum and CTE pathways	10/1/15 – 12/31/15	SWC SUHSD CUSD	Map of how curriculum fits together is completed	Curriculum map is used to draft Roadmap
3.1.2 Draft roadmap and component parts, with	1/1/16 – 6/30/16	SWC SUHSD	Roadmap document and attachments	Roadmap document is complete and available

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
plan for Roadmap website		CUSD	Written plan for Roadmap website	to students Materials are ready for Website development
3.2 Three-Year Strategy: Crosswalk current assessment processes and scores, and share assessment interpretation.				
3.2.1 Review current assessments to identify areas of similarity and interpretation, and align where feasible	11/1/15 – 12/31/15	SWC SUHSD CUSD	Members understand assessments and common interpretation	Document explaining assessment similarities and current alignment is on file in project office
3.2.2 Make recommendations for assessment changes, including accommodations for students with disabilities	12/1/15 – 12/31/15	SWC SUHSD CUSD	Recommended assessment changes are presented to Advisory Committee	Recommended changes are on Advisory Committee agenda
3.3 Three-Year Strategy: Develop and initiate process to review and align curriculum across systems in Adult Basic Education (ABE), English as a Second Language (ESL) and Career Technical Education (CTE).				
3.3.1 Based on map of current curriculum developed in 3.1.2, identify the student learning outcomes expected at the start and end of the ABE, CTE and ESL programs, and courses at the transfer points	11/1/15 – 5/1/16	SWC SUHSD CUSD	Members agree on expected learning outcomes in ABE, ESL and CTE	List of current learning outcomes for each program area is completed and on file in program office
3.3.2 Make recommendations for curriculum changes and for new courses and programs	5/1/16 – 6/30/16	SWC SUHSD CUSD	Recommended curriculum changes are presented to Advisory Committee	Recommended changes are on Advisory Committee agenda

**4.2 - Objective 4:** Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs* within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might



include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

**Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)**

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
<p>4.1. Three-Year Strategy: Maximize instructional capacity, including related support functions and services.</p> <p>4.1.1 Add new course sections in ABE, ESL and CTE adult education programs at SUHSD/CUSD to meet additional community needs</p> <p>4.1.2 Provide student support functions and services for new students enrolled</p>	<p>11/1/15 – 6/30/16</p> <p>11/1/15 – 6/30/16</p>	<p>SUHSD CUSD</p> <p>SUHSD CUSD</p>	<p>Approximately 30 students served in each course section added</p> <p>All support functions are in place for additional students served</p>	<p>Count of enrollments</p> <p>Member student service records, number served</p>
<p>4.2 Three-Year Strategy: Develop a three year outreach/marketing plan.</p> <p>4.2.1 Hire outreach/marketing consultant; consultant develops three-year outreach/marketing plan</p> <p>4.2.2 Hire website developer; design a user-friendly AEBG website, with all informational materials in Spanish and other languages</p>	<p>11/1/15 – 4/31/16</p> <p>4/1/16 – 6/30/16</p>	<p>SWC as fiscal agent Consultant</p> <p>Consultant SWC SUHSD CUSD</p>	<p>Outreach plan is complete and approved by Advisory Committee</p> <p>Website design and plan are complete and approved by Advisory Committee</p>	<p>Documents completed; Advisory Committee minutes</p> <p>Documents completed; Advisory Committee minutes</p>
<p>4.3 Three-Year Strategy: Create a noncredit basic skills academy at SWC.</p> <p>4.3.1 Develop curriculum and student services <i>plan</i> for Basic Skills Academy</p>	<p>11/1/15 – 3/31/16</p>	<p>SWC</p>	<p>Basic skills academy plan is developed and approved by SWC faculty and</p>	<p>Plan completed with required approval signatures</p>

4.3.2 Develop curriculum as needed for Basic Skills Academy and submit through SWC curriculum approval process	1/1/16 – 5/30/16	SWC	administration Curriculum proposals are in the approval pipeline	New curriculum is registered with SWC curriculum approval process
4.3.3 Develop an Adult Education/noncredit identifier in the SWC application and information system	1/1/16 – 6/30/16	SWC	Programming to change the SWC information system and application is complete	Noncredit students can be tracked through the SWC information system
4.4 Three-Year Strategy: Allocate student support services to adult learner students at SUHSD, Coronado, and SWC in alignment with district policies.				
4.4.1 Identify counselors for adult education/noncredit students	11/1/15 – 12/31/15	SWC SUHSD CUSD	More counselor hours available	Number of counselor hours available
4.4.2 Counselors provide guidance and educational planning services to adult learners	1/1/16 – 6/30/16	SWC SUHSD CUSD	More adult learners access counseling	Number of students served
4.5 Three-Year Strategy: Provide assessment for Adult Education/noncredit students that includes Reading, Math, Computer Literacy, and career exploration and that identifies immediate and long-term needs for student services.				
4.5.1 Purchase assessments as needed to address recommendations in 3.2.2	1/1/16 – 6/30/16	SWC SUHSD CUSD	All members have access to assessments	Number of assessments completed
4.5.2 Train faculty and staff as needed to administer and interpret assessments	1/1/16 – 6/30/16	SWC SUHSD CUSD	All members have certified staff	Number of certified staff
4.5.3 Provide assessment to adult learners	1/1/16 – 6/30/16	SWC SUHSD CUSD	Students take assessments	Number of assessments completed
4.6 Three-Year Strategy: Develop curriculum in ABE, ESL, and CTE specifically for adults with disabilities.				
4.6.1 Identify modifications and possible accommodations to existing	11/1/15 – 1/31/16	SWC SUHSD CUSD	Current curriculum modifications/ accommodations are	Member records from Disabilities offices

curriculum needed for students with disabilities			available to students	
4.6.2 Create priority list of new curriculum needed	11/1/15 – 1/31/16	SWC SUHSD CUSD	Curriculum team has priority order for work on new curriculum proposals	Priority curriculum list is complete and on file
4.6.3 Initiate the curriculum development process	2/1/16 – 6/30/16	SWC SUHSD CUSD	Curriculum teams are working on new curriculum	Progress reports from curriculum teams
4.7 Three-Year Strategy: Develop new CTE curriculum that aligns with current labor market needs, in areas such as renewable energy, construction, manufacturing and transportation.				
4.7.1 Develop recommendations for new CTE programs, including curriculum outlines, lists of equipment, and costs to implement	11/1/15 – 6/30/16	SUHSD SWC	New CTE program plan is developed and submitted to SUHSD and SWC curriculum committees and administration	Written CTE plan is on file
4.8 Three-Year Strategy: Develop and offer short workforce readiness courses designed to meet the needs of any adult entering or re-entering the workforce (including but not limited to resume development, job search strategies, applications, and interviewing skills).				
4.8.1 Review and develop curriculum as needed and submit to curriculum approval process	11/1/15 – 5/30/16	SWC	Curriculum proposals are in the approval pipeline	New curriculum is registered with SWC curriculum approval process
4.9 Three-Year Strategy: Determine the specific skills students need to qualify for apprenticeship programs offered throughout San Diego County; modify or develop adult education and noncredit courses as needed to teach these skills to South Bay Consortium adult education students.				
4.9.1 Coordinate pre-apprenticeship meetings with other regional adult education Consortia and regional apprenticeship	11/1/15 – 12/31/15	SWC SUHSD CUSD	Consortia in San Diego region agree to meet about pre-apprenticeship	Minutes from regional meetings

programs				
4.9.2 Review skill requirements for each apprenticeship program and create an inventory of program requirements	1/1/16 – 6/30/16	SWC SUHSD CUSD	All regional Consortia have information about skills required for apprenticeships	Inventory document is on file
4.10 Three-Year Strategy: Create a noncredit/adult education course or course sequence designed to prepare adults of any age in the requirements of the Common Core State Standards, and how to tutor and support elementary (K-12) and secondary school students learning those subjects.				
4.10.1 Develop curriculum as needed	11/1/15 – 4/30/16	SWC	Curriculum plan for tutoring K-12 students is approved by SWC	Approval documents with signatures on file
4.10.2 Submit new curriculum to the SWC curriculum approval process	5/1/16 – 5/30/16	SWC	Curriculum proposals are in the approval pipeline	New curriculum is registered with SWC curriculum approval process

**4.3 - Objective 5:** Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed by faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and

research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress.

**Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)**

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
<p>5.1 Three-Year Strategy: Offer more distance learning and hybrid courses, with flexible course schedules and timeframes.</p> <p>5.1.1 Identify modifications to existing curriculum needed to offer distance learning and hybrid courses</p>	<p>11/1/15 – 6/30/16</p>	<p>SUHSD SWC</p>	<p>The modifications that need to be made to curriculum for distance education are identified and team has priority order for work on curriculum</p>	<p>Written plan is on file</p>
<p>5.2 Three-Year Strategy: Investigate integrated/contextualized learning models.</p> <p>5.2.1 Review existing contextualized learning models in practice</p> <p>5.2.2 Develop curriculum and students services plan for contextualized learning models</p>	<p>11/1/15 – 1/31/16</p> <p>2/1/16 – 6/30/16</p>	<p>SWC SUHSD</p> <p>SWC SUHSD</p>	<p>Results of review of existing models presented to Advisory Committee</p> <p>Curriculum and student services plan for contextualized learning is presented to SWC and SUHSD</p>	<p>Advisory Committee minutes</p> <p>Curriculum plan is complete and on file</p>
<p>5.3 Three-Year Strategy: Create cohorts and learning communities of students (such as Adult Education cohorts transitioning into SWC, Job Corps graduates, transitioning prisoners, WIOA students).</p> <p>5.3.1 Develop curriculum and students services plan for learning communities, with input from current SWC adult learner students</p>	<p>11/1/15 – 6/30/16</p>	<p>SWC</p>	<p>Curriculum and student services plan for learning communities is presented to SWC</p>	<p>Curriculum plan is complete and on file</p>

**4.4 - Objective 6:** Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium's plans to

improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the “college readiness” skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

**Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)**

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
6.1 Three-Year Strategy: Implement shared professional development seminars and workshops on topics				

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
<p>in adult education; include regional meetings with external experts.</p> <p>6.1.1 Survey instructors and faculty to identify top needs for collaborative professional development activities</p> <p>6.1.2 Arrange, schedule and offer seminars and workshops as planned</p>	<p>11/1/15 – 12/31/15</p> <p>1/1/16 – 6/30/16</p>	<p>SWC SUHSD CUSD</p> <p>SWC SUHSD CUSD</p>	<p>Needs assessment identifies priority topics for professional development</p> <p>Faculty and staff learn more about working with adult learners</p>	<p>Needs assessment document in on file</p> <p>Faculty and staff feedback after professional development activities</p>
<p>6.2 Three-Year Strategy: Conduct an annual Professional Development Conference for Consortium members and partners, covering all adult education program areas and the use of technology in adult education.</p> <p>6.2.1 Plan collaborative Professional Development conference, including timelines and objectives (first conference will be in year 2)</p> <p>6.2.2 Arrange and schedule seminars and workshops for conference as planned</p>	<p>1/1/16 – 3/31/15</p> <p>4/1/16 – 6/30/16</p>	<p>SWC SUHSD CUSD</p> <p>SWC SUHSD CUSD</p>	<p>Conference plan is complete/ presented to Advisory Committee</p> <p>Conference agenda is prepared, activities scheduled</p>	<p>Conference plan is approved and on file</p> <p>Conference agenda is on file</p>

**4.5 - Objective 7:** Leverage existing regional structures, including, but not limited to, with local

workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a

career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

Examples of activities include:

- Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- Expanding utilization of existing regional resources for Adult Education students
- Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

**Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)**

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
7.1 Three-Year Strategy: Identify available community-based supportive services for adult learners (such as childcare, transportation, and housing) and create a regional asset map for informed referral and to help remove barriers to accessing services.						



4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
7.1.1 Inventory community-based support services, including eligibility for services, requirements to participate and service schedules	Able-Disabled Chula Vista Library Job Corps San Diego Council on Literacy Workforce Investment Board	Information	SWC SUHSD CUSD	11/1/15 – 2/31/16	Adult education students	Results of inventory presented to Advisory Committee
7.1.2 Design regional asset map for supportive services	Able-Disabled Chula Vista Library Job Corps San Diego Council on Literacy Workforce Investment Board	Information	SWC SUHSD CUSD	3/1/16 – 6/30/16	Adult education students	Asset map design and additional development plans are completed
7.2 Three-Year Strategy: Coordinate with the regional library system to provide tutor training to adults to help elementary and secondary students succeed.						
7.2.1 Make arrangements with library to offer classes developed in 4.11	Chula Vista Library	Space for classes	SWC	4/11/16 – 6/30/16	Adults with children or grandchildren in K-12	Schedule of classes with locations is prepared and on file

## Section 5: Estimated Allocations by Objective

**5.1 Allocation by Objective, Member and Funding Source (Estimated).** Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

**Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in**

Table 5.1 should not include those expenses.

Table 5.1 - Allocation by Objective, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										\$0
5.1b - Obj. 4: Gaps in Services										\$0
5.1c - Obj. 5: Accelerated Learning										\$0
5.1d - Obj. 6: Professional Development										\$0
5.1e - Obj. 7: Leveraging structures										\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

## Section 6: Levels of Service and Assessment of Effectiveness

**6.1 Projected Levels of Service.** Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the [Performance Measures Workbook](#) for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.1 Levels of Service by Program Area and Member (Projected Targets)

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

**6.2 Project Performance Outcome Targets.** Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

**Table 6.2: Performance Outcomes by Member – Projected Targets**

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

Southwestern College needs to develop an Adult Education/noncredit identifier in the SWC application and student information system to be able to provide data for table 6.2, Performance Outcomes by Member – Projected Targets. This change to the SWC student information system is necessary before the Consortium can develop a collaborative data collection and sharing system to track adult education students through their programs, into the community college or employment, and through postsecondary certificate and associate degree programs. Updating the SWC information system will be a focus of Year 1 implementation.

**6.3** List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium’s plan efforts. (Optional – see Guidance document for information)

Please see 6.4 below.

**6.4** List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

A Program Consultant will conduct a formative evaluation of the AEBG implementation twice each year to assess whether the Annual Plan activities have been implemented as planned. The Program Consultant also will work with the Implementation Team to develop and implement data collection for a summative evaluation of the AEBG.


The Consortium will develop processes and procedures to identify, gather and share the data needed to assess progress in the first three years of AEBG implementation. Please note, however, that Year 1 will focus on development of student tracking data; tracking the metrics listed below is *not a Year 1 activity*.


Metrics that could be used to assess summative improvement in adult education programs and that should be included in analysis of program outcomes include:

- Percentage of students who begin an adult education course who complete it successfully
- Percentage of students who enroll in a second AE semester/course
- Percentage of AE students who have identified an educational pathway
- Percentage of AE students awarded a high school diploma or equivalent
- Percentage of AE students who complete a CTE program/certificate
- Percentage of AE students who enroll at SWC
  - In basic skills courses
  - In ESL courses
  - In CTE programs
  - In college-level credit courses
- Average number of units of articulated credit AE CTE students have at their entry into the SWC CTE program
- The percentage of AE students who return for a second semester at SWC, by program
- The percentage of AE students who complete a SWC certificate or degree

During Year 1, SWC will focus on the critical first step in developing a summative evaluation system by implementing an adult education/noncredit student identifier to track Adult Education students who enroll at the College. SUHSD and CUSD will review their data collection systems to determine whether there are changes they need to make to facilitate collection of student outcomes information.

Section 7: Consortium Member Signature Block

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