



AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-064

1.2 Consortium Name:

State Center Adult Education Consortium

1.3 Primary Contact Name:

Sherri Watkins

1.4 Primary Contact Email:

Sherri.Watkins@statecenter.com

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 overall goal is for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

The three main goals of the consortium are 1) ensure that adults have access to services; 2) increase system effectiveness and quality, 3) prepare students for success in their next steps in college and further training, at work, and in the community.

The vision to obtain these goals consists of providing additional support for programs by reaching diverse populations and expand service delivery options (i.e. face-to-face, hybrid course, distance learning, community campuses). Opportunities for collaboration between faculty at adult schools and community colleges will be created to enable programs to meet local and regional needs. Support will be given to seek and provide innovative programming that better serves adult learners. Focus groups will be created and will meet on a systematic basis to create a collaborative environment in order to strengthen and contextualize student centered curriculum, expand student access to support services, and ensure that students gain the academic skills needed to succeed in their next steps.

State Center Adult Education Consortium will support a Program Area Coordinator for each program area. This coordinator will facilitate collaboration and sequencing across educational institutions and assist in the alignment of educational pathways to create a clear "roadmap" for students. These content area experts would also work with counseling departments to ensure that Student Educational Plans (SEP) are generated accurately and effectively to assist students in defining their long term goals. Fresno City College will be piloting a new Student Educational Plan (SEP) system in 2015-16. We are planning to expand this to the adult school level to allow the Student Education Plans to transition across institutions and follow students. Adult school and community college counselors will be trained to use the SEP system in conjunction for student success. An education pathway orientation will also be put into place to help students choose a specific path. An advisor or counselor will be involved in this orientation.

In a Pathway Planning event that included members from colleges, school districts, and partner organizations, 15 educational pathways that included all five program areas were developed. Due to time constraints, not all pathways were mapped, so additional pathways will be mapped. Further work will be done to identify entry points into the established programs for multiple student goals and work will be done to bridge programs between adult schools and community colleges.

Assessment data must be shared among partners. Adult schools will begin work on a crosswalk that will allow adult school schools to match assessments through multiple measures to improve student transitions and proper placement. With each college having its own assessment process, adult schools who have students that transition to those colleges would partner with the colleges in order to have a clear understanding of the various assessments and entry requirements.

Student progress indicators and outcomes will be established throughout the region in order for the consortium to establish baseline data and goals for improvement. Data will be shared across institutions to accurately measure how many students have transitioned effectively. Employment data will also be shared. State Center Adult Education Consortium is moving to establish the same partnerships and collaborations that high schools and community colleges share. The collaboration will focus on transitions such as college and career readiness, student matriculation to college, and student services.

Public awareness, partnerships, and resources are needed at both the regional and state level to support the system and student success. SCAEC will develop, participate in and sustain formal and informal partnerships with state and local agencies and the private sector to make it possible for more adults from across the region to access services, build the core skills needed for success in today's economy, and actively participate in their community as involved parents, family members, and informed citizens.

Further exploration will be given to currently used tracking tools such as Cal-Pass PLUS and National

Student Clearinghouse, as there is currently a lack of a coordinated tracking system for students beyond their immediate contact or program immersion. Updating and maintaining correct student data and contact information is of utmost importance.

A liaison/coordinator will help create a stronger partnership between the adult schools and the community colleges. Adult schools may begin to implement the already-in-use Registration-To-Go system which is a function of the State Center Community College District. The main component of this system is connection with high school seniors to help them orient, plan, and register for their first semester college courses. In addition to the consortium liaison/coordinator, providing space on the adult school campuses for community college counselors to provide assistance to adult school students will be implemented.

Dual enrollment will be examined as a possible option for students who need to complete a high school diploma or GED while they work towards an associate's degree. Offering satellite or community campus courses at adult school locations will be explored. Fresno City College and Fresno Adult School have developed a program that offers students an opportunity to take the FCC ESL 264 and 264W course on the FAS campus. An FCC faculty person instructs the class and students have the opportunity to gain skills and the perspective of a community college course. This practice will continue and possibly be expanded.

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.

Data for 3, 4, and 7 will be provided in the individual school worksheets.

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.

Sanger Adult School

Sanger Adult is supporting the efforts of Sanger Unified School District (SUSD) to provide adults (parents, grandparents, foster youth parents, etc) to develop the skills and knowledge of available resources to assist preschool, elementary and school children to succeed academically. Currently Sanger Adult School has dedicated a fully credentialed teacher with a master's degree in early childhood development to hold parent education nights throughout the school year. This teacher works closely with the director of the SUSD Pre-School Director who oversees both the state-run preschools and the district-run preschools.

SUSD offers 7 district-funded and 13 state-funded preschool classes that operate 3 hours per day. State run preschools are low income based. The district-run preschools are available to all parents whose income does not allow them to enroll in the state-run preschools. The preschools are aligned in their format, design, curriculum, and expected outcomes. Parents attending the no-cost district-funded preschools are expected to attend a variety of parent educational events. The goal is for the parents to develop the skills and knowledge needed to assist them in preparing their children for academic success.

The adult school teacher organizes and teaches several parent-as-educator classes. In addition to teaching, the instructor promotes via email and phone calls, the numerous events our district offers and public events (County Library, Social Services) that can provide information and resources for addressing a number of topics. Topics range from: Special Education (i.e. autism, non-specific learning disabilities, etc.), Social and Emotional Well Being, Early Literacy, How to Assist with Homework,

Technology as a Tool and more. The adult school teacher markets these events to the parents of these students. She also manages attendance and collects homework for those in attendance. Parents may choose which educational event they want to attend. The goal of allowing parents to choose the events they want to attend by topic is so all parents have the opportunity to gain knowledge specific to the needs of their child's academic success. Sanger Unified and Sanger Adult School are in their second year of this partnership.

2014/2015 Adult Education Enrollment	FY 2015/2016 Adult Education Enrollment
115	130

Sanger Adult School has partnered with the Wilson Community Library Media Center. Sanger Adult School provides a bilingual technology instructor, a bilingual assistant to work with the district library tech to teach and operate the media center 2 nights per week for 3 hours per night. State of the art computer technology is available to the adults and students in our community. Classes taught are on a variety of topics and skills based on the needs and requests of the adults.

Uses include but are not limited to:

- Parents learning to access Power School (SUSD's student data information for parent involvement)
- Familiarizing parents of the applications of technology for enhanced student
- Parents engaged in College and Career Searches (in partnership with Paramount Grant for Education)
- ESL learners
- Basic Skills - email, word, excel, Google Docs, Google searches

Our school district knows the importance of educating the parents of students using 1 to 1 devices and the need for a Wi-Fi accessible center. The goal of SUSD through the Sanger Adult School is to bring families together to learn how to use technology as a tool for academic success. In the first 62 days of the Media Center opening, 981 people have utilized the center: 513 Adults + 401 Students + 67 children under age of 5.

Due to the high number of ESL learners and the low educational attainment of parents in SUSD, the need for parent education is great. Research has shown that preschool and early literacy education positively impacts the number of students reading on grade level by third grade. SUSD is committed to having all students reading at or above grade level by third grade. Parents as educational partners can and will help make this happen through our coordinated efforts.

Chawanakee Academy Charter

Chawanakee Academy Charter (CAC) offers high school Adult Basic Education diploma classes. CAC does not offer the GED. CAC is an independent study program, where our teachers service not only adults but tk-12 students as well. CAC services roughly 10 -15 adults at any given time, with a current waiting list of 9 students. During the 2014-2015 school year we serviced 23 different adults students through our program. None students graduated (39%), eight continued enrollment this year (35%), two transferred to another program (9%) and three dropped out (23%). We currently are looking at ways to allow more adults to be enrolled in our program . We are looking at ways to offer more CTE

classes to our adult education students.

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 State Center Adult Education Consortium region is the state's leading agricultural center with a total population of 1,050,924. The region has a diverse population of 78 different nationalities. This diversity is reflected in the Consortium's student population.

The current needs for adult education remain as was originally documented in the regional comprehensive plan.

Program Area 1: Basic Skills

There are three key needs in this area: funding, persistence, and transition/completion.

There are no clearly defined paths for current adult school students to have a seamless transition to the community college system. Current data supports the lack of student success when they transition from either their comprehensive high school or K-12 adult school and the need for basic skills education. Funding continues to be a key issue in ensuring availability and access of basic skills education. The flexing of Title II funding in 2007/08 resulted in a decrease in services within the region. Some adult schools began charging enrollment fees but due to high levels of poverty in our region, the consortium does not recommend charging fees for basic skills classes as it might result in adding additional access barriers. Suburban and rural communities are also affected as there is little access to basic skills provided for rural residents.

Program Area 2: ESL

The region's diversity is evidenced by over 22% of the population being foreign born and over 44% of the household speaking another language other than English. These data points stress the continued need for a robust ESL program. There is a great need for US Citizenship classes as well. In addition to the need for additional ESL classes, there is also a need for both systems to collaborate alignment of an instructional framework. A need has been identified for adult school and community college faculty to meet regularly to collaborate for better alignment.

Program Area 3: Adults with Disabilities

Two needs were identified: 1) the need for codified processes from high school to adult school and community colleges, 2) improved access to courses at the postsecondary level

Students do not effectively transition from their comprehensive high schools to either an adult school or community college. Both the adult schools and community colleges agreed that there is a need for a transition process and two-way communication with comprehensive high schools to increase the number of SPED students transitioning. Having a dual system with a focus on transitioning SPED/Adults with Disabilities students to postsecondary and/or the workforce is needed to ensure student success. There is a need to hold regular adult education and community college meetings, plan for parent workshops to communicate the transition process for student and also to create a tighter partnership with community-based organizations to help leverage their services to increase student success.

Program Area 4: CTE

There is a need to transition students from both K-12 and adult schools to certificated CTE programs at the community college. Students lacking a high school diploma or GED provided another need for both systems. There is also an identified need for students in CTE programs to be connected and informed on how to complete their high school diploma or GED.

Program Area 5: Apprenticeships

Three needs were identified in this area: 1) pre-apprenticeship programs with trained teachers; 2) greater two-way communication between education, trades and employers, 3) students who transition to the workplace with both soft and technical skills.

There was also the identification of the disconnection in communication and collaboration amongst all stakeholders, resulting in the need to promote apprenticeship offerings to students and counselors, including the benefits of apprenticeships. The need to increase basic reading and math skills and persistence in programs was also identified with the task ahead of creating contextualized learning lessons and projects to ensure that soft, academic, and technical skills are addressed in the (pre)apprenticeship training.

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)

Students will meet with a counselor in order to develop an educational plan. They will be placed into programs based on meeting the minimum entry requirements as determined by an agreed upon assessment tool.

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

Adult Schools and/or community colleges will provide pre-apprenticeship training in basic skills including and not limited to trade-specific math, English, computer training and soft skills. Students will then transition to pre-apprenticeship programs at the college level, and then to apprenticeship programs. Pre-apprenticeship pathways will be created with the

assistance of the pre-apprenticeship coordinator, counselors and industry partners.

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)

There will be increased offerings of ESL, ABE, GED classes at elementary schools where parents will enhance their skills to not only work towards their own educational and career goals, but to also academically assist their children enrolled in elementary and/or secondary education. Babysitting may be provided to provide greater access. Transportation may also be provided as it is a major roadblock in the rural areas.

2.3d Collection and availability of data. (REQUIRED)

Adult schools and community colleges will be able to share data across a common platform in order to track students throughout their educational programs. Assessment data will be shared in this system as well as well as education and work goals. Acquisition of employment would be included. Data would be available to the consortium staff as well as the individual participating schools and the student him/herself.

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

Adult school instructors will continue to meet the adult education credentialing qualifications as stated by the Commission on Teacher Credentialing. Community college faculty will meet the minimum qualification as per the Minimum Qualifications for Faculty and Administrators in California Community Colleges document.

The consortium will continue to investigate the possibility of adult school teachers teaching non-credit ESL classes at the community colleges.

2.3f Alignment of academic content and curricula (OPTIONAL)

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

Section 3: Consortium Member Signature Block

Name:

Barbara Hioco

Consortia Member:

State Center Community College District

Email:

Barbara.hioco@scccd.edu

Date:

10/28/15

Signature Box:

Barbara Hioco

Name:

Tod Tompkins

Consortia Member:

Caruthers Unified School District

Email:

ttompkins@caruthers.k12.ca.us

Date:

10-28-15

Signature Box:

T. Tompkins

Name:

Paul Birrell

Consortia Member:

Central Unified School District

Email:

pbirrell@centralusd.k12.ca.us

Date:

10/28/15

Signature Box:



Name:

Gary Talley

Consortia Member:

Chawanakee Unified School District

Email:

gtalley@mychawanakee.org

Date:

10/28/15

Signature Box:



Name:

Ed Schmalzel

Consortia Member:

Clovis Unified School District

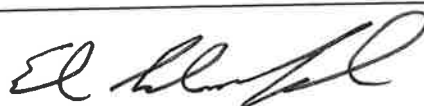
Email:

edschmalzel@cusd.com

Date:

10/28/15

Signature Box:



Name:

Barbara Thiesen

Consortia Member:

Dinuba Unified School District

Email:

bthiesen@dinuba.k12.ca.us

Date:

10/28/15

Signature Box:

Barbara Thiesen

Name:

Andre Pecina

Consortia Member:

Fresno Adult School

Email:

Andre.Pecina@fresnounified.org

Date:

10.28.15

Signature Box:



Name:

Kuljeet Mann

Consortia Member:

Golden Valley Unified School District

Email:

kmann@gvUSD.k12.ca.us

Date:

11/2/2015

Signature Box:

Kuljeet Mann

Name:

Rich Ishimaru

Consortia Member:

Kings Canyon Adult School

Email:

ishimaru-r@kcsud.com

Date:

10/28/15

Signature Box:



Name:

David Raygoza

Consortia Member:

Madera Adult School

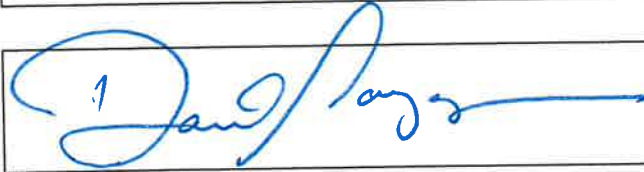
Email:

davidraygoza@maderausd.org

Date:

10/28/15

Signature Box:



Name:

Nancy Penny

Consortia Member:

Sanger Adult School

Email:

nancy_penny@sanger.k12.ca.us

Date:

10/28/15

Signature Box:



Name:

Drew Sylvia

Consortia Member:

Selma Adult School

Email:

dsylvia@selma.k12.ca.us

Date:

10/28/15

Signature Box:



Name:

Ara Keledjian

Consortia Member:

Sierra Unified School District

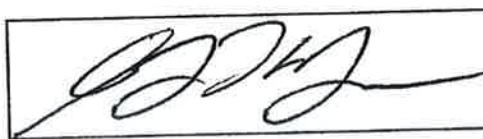
Email:

akeledjian@sierrausd.org

Date:

10-21-2015

Signature Box:



Name:

Dr. Randy Haggard

Consortia Member:

Yosemite Unified School District

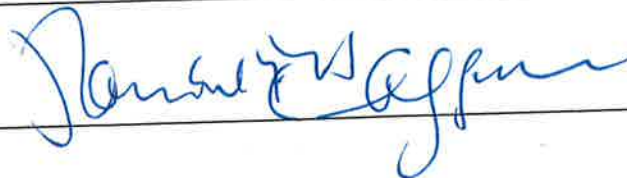
Email:

rhaggard@yosemiteusd.org

Date:

10/28/2015

Signature Box:



Name:

Valerie Vuicich

Consortia Member:

Fresno ROP/CalWORKS

Email:

vvuicich@fcoe.org

Date:

October 31, 2015

Signature Box:

Valerie Vuicich

Digitally signed by Valerie Vuicich
DN: cn=Valerie Vuicich, o=Fresno County Office of
Education, ou=ROP, email=vvuicich@fcoe.org,
c=US
Date: 2015.10.30 17:10:10 -07'00'

Name:

Pam Coronado

Consortia Member:

FCOE - Adults in Correction

Email:

pcoronado@fcoe.org

Date:

November 2, 2015

Signature Box:

Pam Coronado

Digitally signed by Pam Coronado
DN: cn=Pam Coronado, o=FCOE, ou=Court
School, email=pcoronado@fcoe.org, c=US
Date: 2015.11.02 14:48:27 -08'00'

Name:

Deborah Marvin

Consortia Member:

Valley ROP

Email:

dmarvin@valleyrop.net

Date:

Signature Box: