



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

### Section 1: Consortium Information

**1.1 Consortium Planning Grant Number:**

15-328-048

**1.2 Consortium Name:**

San Diego Adult Education Regional Consortium

**1.3 Primary Contact Name:**

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### Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

**2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.**

The San Diego Adult Education Regional Consortium (SDAERC), which includes the San Diego Community College Continuing Education (SDCE) and the San Diego Unified School District Adult Education (SDUSD) serves the entire City of San Diego. The SDCE includes seven campuses and over 200 off-campus sites. The SDUSD adult education program comprises five site locations with facilities on high school campuses throughout the school district. SDCE served almost 26,000 students and SDUSD adult education program served just over 800 adult learners in Fall 2013. It is important to note that the SDUSD adult education program provides classes in only one adult education program area, (Secondary Basic Skills) while SDCE provides classes in all adult education program areas. It is also important to note that SDUSD adult student enrollment has dropped by approximately 66% due to K-12 funding flexibility which resulted in budget reductions to the SDUSD adult education program.

The SDUSD Adult Education Program and the SDCCD Continuing Education program have provided a joint adult education program in Adult Basic Secondary Education (high School Diploma completion) since 1979. This long lasting collaborative partnership has enabled thousands of adult learners to

obtain the high school diploma and continue on by successfully transitioning to career pathway training, community college study, and/or the job market. The AB86 process has not only strengthened this long-standing partnership but has also provided a much greater opportunity to evaluate current services, identify regional student needs, and to develop a 3-year plan to address these needs. Some focus areas identified for the jointly offered Program Area 1 included the need for congruence and alignment with regard to student expectations, curriculum rigor, placement assessment, course mastery assessment, data collection, contextualized career technical education embedded content, and overall standardized operational structures. As these areas are jointly addressed by both agencies, it is anticipated that this long-standing bond between the programs will become even stronger with an increase in mutual respect and trust of all participants. The SDUSD Adult Education Program, like numerous other K-12 adult education programs in California, experienced major reductions in program services due to ongoing budget cuts resulting from categorical funding flexibility. The SDUSD program will make every effort to reestablished services/programs that were forced to be eliminated while developing new services to meet the ever-changing needs of the adult learners in the region. This program restoration/development will include the establishment of two new Adult Secondary Education (high school diploma) sites as well as the two new Adult Basic Education sites. These additional program services will afford a much greater number of students the opportunity to successfully transition along the various available pathways leading to gainful employment. . AEBG funding has made this program restoration possible, and it is anticipated that student enrollment will increase significantly.

While the collaboration between the two institutions is not a new one, AB 86/AB 104 has renewed the conviction to achieve what is the most ambitious goal in the past 100 years: to change the structure of adult education in the San Diego region. When this goal is met, opportunities for adults will grow in both breadth and depth, transitions into the workforce or post-secondary learning will improve; individuals who are learning English, obtaining a high school diploma or those with disabilities will see opportunities increase. The mission and vision is to provide ongoing learning opportunities and prepare diverse students for advancement—assisting students to transform their lives.

### 3-Year Vision and Goals:

- Develop and implement systems and infrastructure with ample human capital to efficiently provide and maintain aligned services, programs, and resources that accommodate the diversity of students' needs, categorically including but not limited to: common assessments, placement systems, tracking systems both unified and program specific, outreach strategies, marketing, website revision/upkeep, data analysis/integration, curriculum revision/creation, effective program planning, orientations, organizational flow, career pathway performance measures, student “navigators,” communication and articulation pathways between SDUSD,

SDCE, SDCCD, & community partners, job placement services, inter and intra-department communication, tutoring, and counseling.

- Research and integrate products, technology, and systems to provide efficient, accurate placements into programs which can provide current, relevant instruction through the following activities but not limited to: identifying an alternative to TABE test, establishing a net lab, procuring specialized CTE equipment, and updating classroom technology.
- Develop and offer professional development that includes but is not limited to: dissemination of information gained from conferences/advisory boards, utilization of products, technology, or systems, integration of teaching pedagogy or field advancements/changes, expansion into online offerings, and delivery of services in a manner which aligns with SDCE's mission.
- Foster community collaboration and establish/maintain active participation on advisory committees for the purposes of but not limited to: constructing employment pathways with partners, integrating industry standards/advancements into curriculum, aligning programs, leveraging resources, and broadening outreach.
- Develop and revise programs and courses for the purposes of but not limited to: aligning curriculum within SDUSD/SDCE/SDCCD colleges, maintaining relevancy, incorporating advances in the field, creating a modified I-Best model, expanding the depth and breadth of offerings including prevocational sections and certificates, integrating industry standards for job placement including entrepreneurial and soft skills, contextualizing curriculum, accelerating learning/completion, and accommodating DSPS students.
- Expand the reach of programs and services through the following methods but not limited to: additional course offerings/sections, online counterparts to new and existing courses, increased locations, broadened marketing, and routine evaluations.
- Proactively amass and utilize resources, systems, relationships, and human capital to provide a timely response to: workforce demand increases, student successes, outreach needs, rise in enrollment, student challenges such as transportation or childcare, demographic population fluctuation, low-incident disability enrollment, and legislative changes.

**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.

**UPDATE: Addition of Program Area 4**

To improve children's success in school, Parent Education courses at SDCE instruct caregivers on the leading cognitive, emotional, social and physical theories of child development while utilizing a laboratory setting to illustrate how children's play facilitates integration of cognitive, social, physical and emotional development. Students learn the effects of family systems on the development of children with differing viewpoints represented through the presentation of current research. Caregivers are exposed to developmentally appropriate concepts, activities, materials and resources to facilitate and accelerate a child's growth toward future personal and academic success.

Parent Education facilitates adult-child dynamics and processes essential for building strengths of character and competence in children, and for teaching the concepts of mutual respect and inclusion. Hereditary, cultural and environmental factors are inherent to children's ability to effectively navigate the school system, so Parent Education courses assist caregivers in evaluating the effects of society and culture upon the family system, and the subsequent systems with which they co-exist.

Maintaining discipline in a classroom is essential to school success, therefore Parent Education courses disseminate strategies for parenting effectively and assist caregivers in developing plans for optimal physical, cognitive, social and emotional growth for each family member.

School-age success begins with proper care from the earliest stages of life, knowing that research has proven that development is compounding. Parent Education at SDCE therefore offers caregivers the opportunity to gain competency in the needs of children from infancy through pre-school. Multi-level course beginning in infancy proactively address indicators of developmental delays and establishes a solid foundation which in turn increases a child school-age success.

The Parent Education Department offers courses for students to demonstrate the following competencies to aid in school-age success:

#### Development

1. Demonstrate understanding of realistic expectations in regard to normal infant to 5 year old development.
2. Demonstrate understanding of strategies to create an environment which nurtures and enriches normal development, especially literacy and social activities.
3. Demonstrate understanding of warning signs indicative of abnormal development.
4. Articulate resource which may help families concerned with problems related to development.
5. Describe parenting strategies to nurture healthy self esteem in children.

#### Behavior Management

6. Describe common behavioral challenges within every stage of development from infancy to 5 years old.
7. Demonstrate understanding of positive discipline techniques for children, especially to increase compliance.

#### School Readiness

8. Articulate the important behavioral and social skills related to school readiness, and how to nurture these behaviors in preparation for kindergarten.
9. Demonstrate understanding of the cognitive skills related to school readiness, including memory and literacy skills, and how to enhance these skills.

#### Social Skills

10. Articulate the processes of attachment and separation, the role of parenting behaviors in creating these experiences, and the impact of these experiences on each stage of development.
11. Describe strategies to facilitate healthy separation as a child grows, especially in preparation for school.
12. Demonstrate understanding of normal peer interactions, including struggles to share, and articulate strategies to intervene as needed to model skills in negotiation and conflict resolution.
13. Describe strategies to nurture a sense of culture and tradition in one's family.
14. Describe the benefits of exposing children to other cultures and traditions.

## Health and Wellness

15. Describe common safety risks for each stage of development from infancy to 5 years old, and important strategies to child-proof a home or childcare area while still allowing age-appropriate exploration.
16. Describe current recommendations regarding car seat safety.
17. Demonstrate understanding of common health problems for each stage of development, appropriate comfort measures, and when to seek professional medical care.
18. Describe current recommendations regarding infant, child and family nutrition.
19. Demonstrate understanding of child abuse laws and strategies to prevent child abuse.
20. Describe effective stress and anger management strategies especially as related to parenting and childcare.
21. Articulate current recommendations regarding infant to 5 year old development and media (including television viewing and computer use).

## Classroom Management Skills for Vocation or Volunteer

22. Successfully plan and facilitate an age appropriate craft activity.
23. Demonstrate the ability to effectively interact with and manage students and children in a classroom environment.
24. Successfully lead a developmentally appropriate and stimulating activity for a small group of children.

## Gaps to be addressed:

The quality of Parent Education's programs will be improved with updated curriculum and course outlines that reflect the most current child development research with professional development developed and offered to maintain faculty expertise.

Access to Parent Education courses will be improved with additional sites including sites offering courses on all the stages of a child's development.

Parent Education has identified gaps in student services related to course completion and transfer due to insufficient human resources dedicated to assessment, data collection, and program refinement in response to data analysis.

Access would be improved by expending human resources to strategically market the Parent Education program.

**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

**UPDATE: SDUSD Program Area 1 –**

**Program Area 1 - SDUSD**

- Hire a special education support teacher to support the needs of diploma-bound special education students at all Adult School sites.
- Purchase CASAS TOPSpro Enterprise to track enrollment, demographics and learner outcomes, and CASAS eTests to track learning gains and Performance
- Purchase a Student attendance accounting and academic history program to replace the current outdated FileMaker program.
- Employ a marketing campaign to address declining enrollment.

Special Education student enrollment has increased by 20% over the past few years... In order to ensure the success of special education students as they earn the high school diploma before transitioning to post-secondary institutions, career pathways or the workforce, a special education support teacher is needed to provide academic and/or employment related services.

- The need for the utilization of a common student assessment system by both member agencies of the SDAERC was identified in the AB86 Plan. Through further evaluation of this need, it has been determined that the CASAS TOPSpro (TE) Enterprise system will be utilized. TE is the system used by all WIOA/AEFLA Title II federally funded agencies in California.
- The current student attendance accounting and academic history system is more than 15 years old. The currently used FileMaker program can no longer meet the needs of the school. Available systems for purchase will be explored, and the goal is to have the new system operational by the end of the 2015-16 school year.

- In an effort to increase adult education student enrollment in the region, the SDUSD and SDCCD/CE adult education programs will join together in a multifaceted marketing campaign. A committee, comprised of all interested stakeholders, will be established for the purpose of exploring and researching best practices for the marketing of adult education programs. Marketing efforts will be employed as soon as possible to ensure adult learners in the region are fully aware of the many adult education opportunities available that will ultimately serve as the bridge to gainful employment.



**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)

**TBD**

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

**[Neither program offers pre apprenticeship programs. Discussions are underway within the Super Region to work with on this]**

**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)

**UPDATE: Parent Education**

To improve children's success in school, Parent Education courses at SDCE instruct caregivers on the leading cognitive, emotional, social and physical theories of child development while utilizing a laboratory setting to illustrate how children's play facilitates integration of cognitive, social, physical and emotional development. Students learn the effects of family systems on the development of children with differing viewpoints represented through the presentation of current research. Caregivers are exposed to developmentally appropriate concepts, activities, materials and resources to facilitate and accelerate a child's growth toward future personal and academic success.

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

**SDAERC will use CASAS TOPSpro Enterprise (TE) to track enrollment, demographics and learner outcomes, and CASAS eTests to track learning gains and performance. TE is the system used by all WIOA/AEFLA Title II federally funded agencies in California and complies with all of the OCTAE National Reporting System (NRS) data requirements for both state and federal reporting. It has been implemented successfully for state and federal reporting for over 15 years. CASAS assessments are approved by OCTAE for monitoring of student progress and level and program completion for all levels of Adult Basic Education, English Language Acquisition, and Adult Secondary level, and the CASAS appraisals are also approved by the California Community College Chancellor's Office (CCCCO) for program placement in the California Community Colleges.**

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

[TBD]

**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