

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 14, 2018, 9:38 PM UTC Action Taskman

64 State Center Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The State Center Adult Education Consortium will continue to depend on concepts and principles set forth by our members to help guide the strengthening of adult education in our region. These principles form our vision of providing our adult learners with the skills needed for employment, continuing education, career advancement and personal growth. We will persist in enhancing adult education programs, expand course offerings, and nurture collaborative partnerships between educational institutions, workforce development organizations, employers, industry representatives, and community members, all while being focused on student success. This year's planned allocations are consistent with our three-year plan, as we continue to grow, and close gaps in service by implementing intervention strategies discovered from best practices gathered from our region, and throughout the state while consulting data from our Regional Fact Sheet. The 2017-2018 year has shown numerous success stories including increased CTE/ESL/HSD/HSE offerings, hiring additional instructional staff, increased transition services to all students/members, developed and implemented programs. We continued to bridge the gaps from adult school to community college, purchased and updated needed technology equipment, planned and began implementation of new adult school facilities for Selma, Sanger, Kings Canyon and Sierra. We improved collaboration with local Workforce Boards by working closely on the ELL Navigator Pilot. Our primary goals for this year will be to increase adult basic education availability, especially in rural areas, expand courses for immigrants, concentrating on ESL and Citizenship classes, improve adults with disabilities services, offer new, high demand, short-term CTE courses, as recommended by industry and current labor market information, and provide more resources for students to better understand career options, pathways, and opportunities. All members with the exception of the colleges will be using the ASAP Student Information System and AZTEC Software. All consortium members and workforce partners will utilize Community Pro Suites to highlight regional success. In conclusion, we are confident that through our strong leadership, our guiding vision, and our sharp focus on continually improving adult education and student success, State Center Adult Education Consortium will be able to meet and/or exceed all of our goals as set forth by our 2018-2019 Annual Plan.

Regional Planning Overview

The State Center Adult Education Consortium will be organizing and planning for the next 3-year plan by creating workgroups that will be responsible for providing in-depth research on the region's needs, compiling all data and information, analyzing data, making necessary recommendations to the board, and spearheading the data visualization needed to craft a well-composed narrative on the continual demand to bolster adult education in our region. The goal is to provide SCAEC's leadership team with the insight needed to accurately, as possible, predict future trends in economic, education, and workforce development, which in turn, will provide our adult learners with exemplary training in current and future skill development needed for employment, career advancement, and personal growth. The SCAEC will help oversee the objectives of workgroups and provide deadlines for action items needed to progress. The above planning process will be different than the original process over 3 years ago because of the relationships that we have built with our college members, workforce partners, and community organizations. We now have a better understanding of our members and partners and understand how we are able to leverage resources to impact and serve our communities. Since our consortium is so large, we will plan regionally and sub-regionally to be able to dive deeper into the needs of those sub-regions that were established last year. Now that we have more guidance from the State, we will utilize data to assess if a new funding structure is necessary as we plan for the future. In conclusion, we believe that following this planning process, SCAEC will be able to create an exemplary AEP 3-year plan, that will provide its members with the guidance needed to navigate through all processes, challenges, and successes within adult education.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Need to offer more short term CTE courses, as recommended by employers and LMI data.

How do you know? What resources did you use to identify these gaps?

Basing their decisions off of LMI data, we have heard requests for specific, short-term CTE courses from Local Workforce Development Boards, employers, advisory committee members, and industry - education partnership groups, such as the San Joaquin Valley Manufacturing Alliance. Often our adult schools do not have the curriculum, nor the instructors, to provide needed CTE classes.

How will you measure effectiveness / progress towards meeting this need?

We will measure effectiveness by collecting data on enrollment, attendance, program completion rates, the number of students employed or advanced, and students transitioning into community college.

Regional Need #2

Gaps in Service / Regional Needs

Insufficient ASE/adult basic education, and basic skills availability, especially in rural areas.

How do you know? What resources did you use to identify these gaps?

This gap was identified by the region in its original analysis of gaps during AB86 planning, and it still continues today. These findings were based on gathering data from CASAS, TOPS, and Census Data, which have found there is a low graduation rate from high school, a high request for HSE and HS classes, with many courses at maximum capacity.

How will you measure effectiveness / progress towards meeting this need?

We will measure student progress through CASAS post-test results, High School Diploma/Equivalency graduation rates, benchmarks, and achievement scores. We will also track the number of students who enroll and complete these programs, as well as the number of students who transition to college.

Regional Need #3

Gaps in Service / Regional Needs

Need to expand courses for immigrants, including VESL, ESL and Citizenship classes.

How do you know? What resources did you use to identify these gaps?

This gap was identified by the region in its original analysis of gaps. According to the data and statistics gathered from the Census and Regional Fact Sheet, there is a high immigrant population and a limited number of noncredit, introductory ESL classes.

How will you measure effectiveness / progress towards meeting this need?

Monitor the increase in ESL course offerings, as well as, track students' level advancement, retention, and completion rates.

Regional Need #4

Gaps in Service / Regional Needs

Need more resources for students to better understand career options, pathways and opportunities.

How do you know? What resources did you use to identify these gaps?

This gap was identified through in-depth conversations with various industry partners, employers, deputy-sector navigators, the Fresno Workforce Development Board (Workforce Connection), Federal, State and Local agencies, and community. Also, insight was gained through teacher exit interviews with students and self-referrals.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness and progress will be measured by the reporting of the number of students enrolled in career option workshops or speaking to career counselors/job developers/transition specialists. Tracking employment rates and continuing education of current and former students.

Regional Need #5

Gaps in Service / Regional Needs

Lack of adults with disabilities programs or resources in this area.

How do you know? What resources did you use to identify these gaps?

Statewide data TOPS, ASAP program, enrollment of special education students, surveys and word of mouth were used to identify the gaps.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be measured by enrollment of special education students, graduation rates, and at a later time, job placement.

Gaps In Service

New Strategies

Strategy #1

#1 - Need to offer more short-term CTE courses • Use LMI to determine regional needs • Work with Workforce Development Boards to identify needs. Provide training in those areas • Additional marketing to boost enrollment • Provide more day and evening short-term CTE courses • Partner with VROP and other district/partner CTE programs • Create pathways with multiple entry points • Transitions Specialists to increase connections with American Job Centers to explore support options

Strategy #2

#2 – ABE/ASE availability • Offer additional course sections in ABE/ASE/HSD/HSE • Marketing to promote ABE throughout the region • Provide Aztec Software to Workforce Connection and consortium members - increased distance learning opportunities • Transitions Specialists will work with college students lacking high school completion, will use potential reverse credit recovery at adult schools • Continue with and expand local partnerships to provide more student access to programs

Strategy #3

#3 - Expand courses for immigrants, including VESL, ESL and Citizenship • Hire more ESL faculty/teachers • DREAM Resource Center – staffed full-time with partners and events helping with public awareness • Partner with community organizations in order to offer additional ESL/Citizenship courses and services • Offer more evening and possible weekend courses • Provide childcare/babysitting and/or transportation

Strategy #4

#4 - Need more student resources to better understand career options, pathways, and opportunities • Create a pathway of information from diploma to career that will be giving to each student during intake • Provide community job fair opportunities • Create noncredit certificate programs in relevant areas of CDCP, specifically targeting Career Development • Create noncredit certificate program in College Success • Create hybrid noncredit programming for Career Development targeting rural areas

Strategy #5

#5 - Lack of adults with disabilities programs or resources • Hire teachers/staff to meet, support, and case manage all enrolled special education students • Provide more transitional services for this population • Maintain communication with district student services to ensure continued case management services • Incorporate instructional technology, electronic tools, textbooks in alternate formats

Seamless Transitions

New Strategies

Strategy #1

Create Transition Teams that can consist of teachers, counselors, Workforce Development Board members, SCAEC Transition Specialists, and representatives from Workforce Connection, TRIO, and community colleges. These teams will help establish procedures on helping adult students transition to post-secondary education or to the workforce.

Strategy #2

Transitions Specialists will work closely with: • college personnel to assure students complete the matriculation process, i.e. orientation, assessment testing, etc • adult students who are interested in transitioning to community college • instructors and adult students to develop an individualized learning plan for each student with attainable goals and timelines, and meet throughout the year to modify plans as needed • local workforce developers and employers to help students find employment

Strategy #3

Hire more counselors and embedded tutors to assist students with transitions

Strategy #4

Develop and/or continue: • hosting Education & Career Fairs on campus for adult students • holding college and career focused classroom presentations from a wide-variety of speakers • creating college success transition courses to help students better understand their career choices and education opportunities • establishing pre-apprenticeship programs • aligning adult education curriculum to entry level college courses

Strategy #5

Collaborate among the SCAEC partnering agencies and adult education programs to provide a smooth transition to education programs once students are released from the county jail. As well as, continuing to collaborate with Transition Specialists to provide a smooth handoff to adults transitioning from the county jail to out of custody programs.

Student Acceleration

New Strategies

Strategy #1

Increase the use of innovative educational technology: • Continue to use or start to use programs for ESL, ABE, and ASE, such as Edgenuity, Odysseyware, Aztec, and Lexia Learning to accelerate student learning. • Use of online curriculum for new CTE courses as needed based on regional workforce demands.

Strategy #2

Embed ESL teachers to CTE courses (IET) to allow access to all adult second language learners, thereby accelerating their progress towards college and/or career.

Strategy #3

Provide a competency-based educational program, and include contextualized curriculum resources, that meets the individualized academic needs of students.

Strategy #4

Collaboration between colleges and adult schools to: • implement mandated AB 705 placement policies to align placement in transfer English, EMLS, and Math. • design backward articulation (reverse credit recover), so college students can obtain high

school diplomas. Adult Schools would accept college courses into their high school diploma program so that students can apply those credits toward their high school diploma.

Strategy #5

Increase overall accessibility to courses, by extending offerings throughout the entire year, expanding hours of operation, and compressing and/or combining courses.

Professional Development

New Strategies

Strategy #1

Teachers, faculty, and staff will participate in more relevant state and local training, including CCAE, COABE, CASAS training, and other relevant conferences.

Strategy #2

Utilize the centralized professional development calendar, shared in Google Drive with all staff detailing all PD opportunities for the year.

Strategy #3

Continue to use CALPRO and OTAN professional development opportunities, such as ESL best practices, adult education teaching strategies, data utilization and technology use.

Strategy #4

Offer more participation in professional development opportunities, such as, CAE to CCC Career Technical Education Bridge Program, Get Focused-Stay Focused Career Pathway, Model Schools, WIOA EL Civics and Citizenship conferences and workshops, and provide ongoing technology professional development for staff to build technology capacity, specifically Google Classroom, so that staff can begin to utilize it as a method of instruction delivery and management with our adult students.

Strategy #5

Maintain a periodic embedded professional development and meeting time for adult school staff, including allowing adult school faculty to visit and observe college faculty/classes and college faculty to visit adult school classes. Provide sub-regional network opportunities.

Leveraging Resources

New Strategies

Strategy #1

Maintain or create new partnerships with Workforce Development Boards, Adult Education Council, ACSA Better Blackstone, Economic Development Corporations, Small Business Development Centers, and Chambers of Commerce, by becoming advisory members, partners, or board members of these groups. This will allow adult education to have a voice and ear at the table when determining the region's workforce development needs.

Strategy #2

Leverage resources from organizations, such as the Red Cross, California Highway Patrol, Workforce Connection, Central Valley Immigrant Integration Collaborative, US Forest Service, Family Literacy, Parent Education Transitions Counseling, Reading and Beyond, Fresno County Social Services-CalWORKs, Department of Rehabilitation, Veterans Administration, California Board of Health, Fresno Housing Authority, Hands On, Central California and more.

Strategy #3

Utilize space at local partner institutions to provide courses. For example, adult education classes can be held at K-12 schools, fire stations, skilled nursing facilities, local Native American Rancherias, etc.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

Members will spend their allocated AEP funds with the goal of closing any gaps in service and in meeting regional needs, as detailed in our 2018-2019 Annual Plan, and based on the 3-year AEP Plan. AEP allocation funds are aligned with the Consortium’s goals of increasing education services and job training to meet the region’s needs in elementary/secondary basic skills, English as a Second Language, high school diploma programs, career and technical education, and programs for adults with disabilities. Our members are committed to continued progress towards the realization of the vision and goals of the SCAEC 3-year Plan and will continue to implement identified strategies. These identified strategies will fill the regional delivery gaps, support the seamless transition of students, increasing professional development opportunities for staff, and to accelerate transitions for learners across the State Center Adult Education Consortium region. Members will be able to work with their district’s CBO or CFO to ensure that all AEP expenditures are in alignment with the SCAEC Annual Plan and 3-year Plan. Budgets are reviewed on a regular basis.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Our consortium will incorporate remaining carry-over funds primarily through the following:

- Expand our range of course offerings and increase the number of instructional hours by hiring additional faculty, and funding certificated salaries
- Purchase or lease initial start-up materials and/or equipment required for any new course offerings
- Purchase or lease needed equipment for existing programs
- Expand facilities to accommodate the increase in enrollment
- Utilize funds to contract with Valley ROP to offer more CTE courses in our region
- Data and Accountability Specialist and Transitions Specialist salaries and benefits

Carry-over funds will be used to maintain current services and provide additional services as described in the regional needs and gaps, which are to increase CTE, basic skills, and ESL course offerings, while also upgrading career pathway and adults with disabilities services and programs.

Certification

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