South Bay Adult Education Consortium/Southwestern
2017-2018 AEBG Annual Plan Responses
Executive Summary

Vision: The South Bay Adult Education Consortium/Southwestern is committed to an ongoing effort to strengthen and enhance adult learner access, persistence and success. The Consortium members offer well-aligned educational programs that provide the region's adults with equitable access to educational services that will prepare them for citizenship, for completion of a high school equivalent degree, to gain skills for high demand jobs, and to transition to postsecondary institutions and/or the workforce. Adult education includes programs designed specifically for adults with disabilities.

Accomplishments of Prior Year:

Each member provided ongoing noncredit and adult education courses. Six workgroups of faculty/staff from SWC, SUHSD, and CUSD (in math basic skills; CTE; ESL; student support services; assessment; and professional development) worked to identify gaps in services and curriculum in their area and identify strategies to address those gaps.

Marketing plan implementation included development of a Consortium website, a Facebook page, and a digital ad that will appear over social media.

SWC developed a noncredit identifier in the noncredit application and added items to capture data elements required under AEBG and WIOA.

SUHSD and CUSD provided student support services to students as identified in the three-year plan. SWC began implementing Student Support Service Program (SSSP) orientation and counseling services for eligible noncredit students.

Over eighty adult education students participated in a field trip to SWC and had the opportunity to take a SWC noncredit student success skills course offered at their adult education school site.

The Consortium developed and offered a new series of collaborative professional development seminars on programs and services for adults with disabilities.

Primary goals for upcoming program year:

To maintain/increase the number of students served Consortium-wide, SWC may offer new noncredit ESL, ABE, and Workforce Development courses at SUHSD adult schools, libraries, etc. to augment student access to these courses. AEBG funding may be used to pay for facilities costs, SWC instructor and curriculum development, marketing expenses, administration of the SWC AEBG program, and to provide students with free books and materials. No Member instructors will be displaced as a result of these noncompeting agreements.

The marketing plan will be further implemented, including advertising, print materials in English and Spanish, the website, and a social media campaign.

SWC will continue to develop a SWC Basic Skills Academy, will offer short workforce readiness courses, and will develop curriculum to prepare adults to tutor and support elementary and secondary school students. SUHSD will develop and offer courses in pre-algebra to ensure that adult education students are prepared for the basic skills math courses offered at SWC.

SWC will develop noncredit co-requisite classes that will help accelerate adult education students into Intermediate Algebra (Math 60) and English 115.

The Consortium will investigate the use of asynchronous, online professional development activities and platforms to enhance instructor access.

The Consortium will develop 211 informational workshops/courses and a student Resource Guide, and will provide more student-access computer labs to help adult education students access resources/information.

All planned allocations are consistent with the three-year plan.

South Bay Adult Education Consortium
2017-2018 AEBG Annual Plan Responses

Section 1: Plans & Goals

Gaps in Services (Objective 4)

- Gaps in service/regional needs
- How do you know? What resources did you use to identify these gaps?
- How will you measure effectiveness / progress toward meeting this need? Please be sure to indicate any local indicators planned for measuring student progress.

1. *Gap*: The number of adult education Elementary and Secondary Basic Skills (ABE) classes available to meet the needs of students with low educational attainment/no high school diploma has been declining due to rising program costs and a static funding level.

How do you know? Resources used to identify gaps include census data on educational attainment and the AEBG Regional Fact Sheet.

How will you measure effectiveness? Progress will be measured using data that meets the 2017-2018 data requirements, which may include counting the number of students served, successful course completions, program completions, and the number of students who transfer from adult education to SWC noncredit or credit courses.

2. *Gap*: The number of adult education ESL classes available to meet the needs of students who are not proficient in English has been declining due to rising program costs and a static funding level.

How do you know? Resources used to identify gaps include census data on English proficiency and the AEBG Regional Fact Sheet.

How will you measure effectiveness? Progress will be measured using data that meets the 2017-2018 data requirements, which may include counting the number of students served, successful course completions, program completions, and the number of students who transfer from adult education to SWC noncredit or credit courses.

3. *Gap*: Availability of services and the number of students with disabilities served by Consortium programs has not kept pace with the demand.

How do you know? Resources used to identify gaps include census data on the number of regional residents with disabilities and the AEBG Regional Fact Sheet.

How will you measure effectiveness? Progress will be measured using data that meets the 2017-2018 data requirements, which may include counting the number of students served, successful

course completions, program completions, and the number of students who transfer from adult education to SWC noncredit or credit courses.

4. *Gap*: Availability of CTE programs and courses, and the number of students served throughout the region, have not kept pace with the demand.

How do you know? Resources used to identify gaps include census data on employment and unemployment, regional labor market information, and the AEBG Regional Fact Sheet.

How will you measure effectiveness? Progress will be measured using data that meets the 2017-2018 data requirements, which may include counting the number of students served, successful course completions, program completions, and the number of students who transfer from adult education to SWC noncredit or credit courses. Progress also will be measured by comparing service numbers with regional labor market information and the number of industry-recognized credentials awarded.

2017/2018 strategies planned to increase capacity in identified gap areas:

The Consortium has been able to increase the number of students served by increasing the number of classes offered at SUHSD (with a few more offered at CUSD). In Year 1 the SUHSD Board of Education funded increases in Adult Education teacher salaries and fringe benefits through the general fund, making AEBG funds available to add more classes. However, SUHSD is now facing budgetary constraints, and the board may not elect to make contributions to Adult Ed from the general fund. Salaries and fringe benefits will continue to increase annually, making this an ongoing challenge to the Adult Education budget. SUHSD's Adult Education program will be required to cut many adult education courses. Recognizing that the need to offer educational opportunities to students remains regardless of cuts, and keeping in mind the consortium goal of serving more students consortium-wide, consortium members should leverage their partnership in a way that serves as many students as possible. SWC may offer noncredit courses at SUHSD adult schools, libraries, and other locations that are readily accessible in the community. SWC has recently obtained CCCCO approval for new noncredit ESL courses, and new noncredit workforce development and ABE courses are in the CCCCO review pipeline. SWC may teach the new noncredit ESL, ABE, and Workforce Development courses at SUHSD adult schools, libraries, etc. to augment access to English language, basic skills, and workforce development. AEBG funding may be used to pay for facilities costs, cover SWC instructor and curriculum development costs, fund marketing expenses, contribute to the administration of the SWC AEBG program, and provide students with free books and materials. The objective is to offer enough classes so that the same or a greater number of students are served consortium-wide. This could also help serve as a bridge to SWC for SUHSD adult ed students.

Implement the three-year outreach/marketing plan developed in Years 1 and 2, including implementing media public relations, purchasing advertising and other planned communications, and implementing media services (including print materials, website, and a social media campaign). All informational materials will be available in English and Spanish.

Continue development of curriculum and student services plan for SWC Basic Skills Academy; Develop curriculum as needed for Basic Skills Academy and submit through SWC curriculum approval process; Pilot test noncredit identifier in the SWC application and information system.

Offer short workforce readiness courses at SWC designed to teach the employability skills necessary to succeed in a high-performance work organization.

SWC will develop curriculum as needed to 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; submit new curriculum to the curriculum approval process.

Seamless Transitions (Objective 3)

3.1   Map current curriculum and CTE pathways; Draft roadmap and component parts, with plan for Roadmap website; Develop curriculum to address preliminary gaps identified

- *To what extent have these strategies been implemented?* 3
- *What challenges prevented full implementation?* Challenges include (a) difficulties in getting the workgroups together each semester, (b) the time it takes to get new community college courses approved; and (c) budget cuts at SUHSD making it difficult to start new classes.
- *What intervention strategies are planned for the future?* Completion of planned new community college courses, pending approval at the state level. Workgroups will complete the roadmap and post it online.
- *What state support would be most helpful to fully implement this strategy?* More training and support in development of guided pathways in noncredit and adult education programs.

3.2   Review and align current assessments; Make recommendations for assessment changes, including accommodations for students with disabilities.

- *To what extent have these strategies been implemented?* 4
- *What challenges prevented full implementation?* Uncertainty about using CASAS and HiSET scores as part of multiple-measures assessments at SWC. Need to provide stipends for college faculty in doing CASAS pre-and post-testing for assessment analysis.

- *What intervention strategies are planned for the future?* Expand study comparing HiSET scores with college placement tests to determine if they can be used in college assessment and placement; add analysis of CASAS scores to the study.
- *What state support would be most helpful to fully implement this strategy?* Approval from CCCCO to use HiSET and CASAS as part of multiple-measures placement at the community college. Guidance on impacts that moving to common assessment initiative will have on adult education.

3.3 Identify the student learning outcomes expected at the start and end of the ABE, CTE and ESL programs, and courses at the transfer points; Make recommendations for curriculum changes and for new courses and programs

- *To what extent have these strategies been implemented?* 5
- *What challenges prevented full implementation?* Budget challenges at SUHSD limit ability to develop and implement new classes that meet the gaps in learning outcomes identified.
- *What intervention strategies are planned for the future?* SWC will implement new course NC 220, Transitioning to College ESL.
- *What state support would be most helpful to fully implement this strategy?* More funding for ESL and ABE to help cover increased costs at SUHSD and CUSD, which are eating into AEBG funding available to provide services to students.

New strategies:

The SWC credit program deactivated Math 20 and created three noncredit courses to take its place (NC 1025 Arithmetic Refresher 1; NC 1026 Arithmetic II, and; NC 1027 Arithmetic Refresher III). The lowest level credit class is currently Math 35. Adult ed students may enter at that level with the requisite knowledge and skills. The noncredit classes would remain an option, and SWC could arrange to offer those courses at the Adult Ed sites.

SUHSD adult education students will be encouraged to complete the SWC noncredit and/or credit application as part of targeted transitional adult education classes. This also will help track students from adult education to SWC.

Student Acceleration (Objective 5)

5.1 Identify modifications to existing curriculum needed to offer more distance learning and hybrid courses

- *To what extent have these strategies been implemented?* 4
- *What challenges prevented full implementation?* SUHSD budget challenges prevent expansion of the online courses currently offered in all program areas. SWC had a moratorium on development of new online/hybrid courses throughout 2016; first priority now that moratorium has been lifted is on credit courses. SWC currently does not have any online noncredit courses, and lacks an online application process for noncredit online courses. CUSD does not offer distance learning courses and does not plan to do so.
- *What intervention strategies are planned for the future?* None in this three-year cycle; SWC may start to develop online noncredit courses in 2019.
- *What state support would be most helpful to fully implement this strategy?* More funding to restore lost online and hybrid courses and expand offerings.

5.2   Review existing contextualized learning models in practice; Develop curriculum and students services plan for contextualized learning models

- *To what extent have these strategies been implemented?* 2
- *What challenges prevented full implementation?* SUHSD has been forced to cut a contextualized workforce readiness class due to budget constraints. SWC had to wait for CCCCO approval of a new contextualized ESL noncredit course.
- *What intervention strategies are planned for the future?* SWC will implement new Workplace ESL contextualized learning class.
- *What state support would be most helpful to fully implement this strategy?* More funding, state support for increased costs, including salaries and fringe benefits (PERS, STRS).

5.3 Develop curriculum and students services plan for cohorts of students, with input from current SWC adult learner students

- *To what extent have these strategies been implemented?* 2
- *What challenges prevented full implementation?* Noncredit SSSP student services were not available at SWC until partway through Year 2.
- *What intervention strategies are planned for the future?* SWC will plan, develop and implement a pilot-project cohort of incoming adult education students in the 2017-18 academic year, now that noncredit SSSP services are available.
- *What state support would be most helpful to fully implement this strategy?* Continued support for noncredit SSSP services.

New strategies:

SWC will develop noncredit co-requisite classes that will help accelerate adult education students into Intermediate Algebra (Math 60).

SWC will develop a noncredit co-requisite class that students who do not have the prerequisites for English 115 can take to accelerate into that course.

SUHSD will plan new Integrated Educational Training elements, in which ESL students will receive greater support with increased focus on English language development toward vocational goals.

Shared Professional Development (Objective 6)

6.1 Survey instructors and faculty to identify top needs for collaborative professional development activities; Arrange, schedule and offer seminars and workshops as planned

- *To what extent have these strategies been implemented?* 4
- *What challenges prevented full implementation?* SUHSD offered professional development seminars and professional learning communities in all program areas, and invited CUSD and SWC faculty to attend. SWC faculty did not attend due to scheduling constraints (teaching schedules).

- *What intervention strategies are planned for the future?* Faculty from all three Consortium Members will be surveyed annually to identify professional development needs.
- *What state support would be most helpful to fully implement this strategy?* State-supported access to professional development seminars (particularly online seminars) in adult education topics.

6.2 Plan collaborative Professional Development Workshop Series, including timelines and objectives (first series will be in year 2); Arrange and schedule seminars and workshops for series as planned

- *To what extent have these strategies been implemented?* 5
- *What challenges prevented full implementation?* SWC faculty did not attend workshop series on services for students with disabilities due to scheduling constraints (teaching schedules).
- *What intervention strategies are planned for the future?* Consortium PD will focus on CASAS, TOPS, and other training offered through AEBG Technical Assistance Project (TAP), for all AEBG faculty, counselors, administrators, and support staff
- *What state support would be most helpful to fully implement this strategy?* State could provide a series of online seminars available to all AEBG faculty, counselors, administrators, and support staff

New strategies:

To ensure that all adult education/noncredit faculty can access professional development, the Consortium will investigate the use of asynchronous, online professional development activities and platforms.

SWC will investigate paying part-time noncredit faculty to attend professional development activities in their program areas.

Leveraging Resources (Objective 7)

7.1 Inventory community-based support services, including eligibility for services, requirements to participate and service schedules; Design regional asset map for supportive services; Develop agreements with regional supportive service providers to offer these services to eligible adult education students

- *To what extent have these strategies been implemented?* 4
- *What challenges prevented full implementation?* In developing this activity, the Consortium staff found that 211 San Diego already provides a comprehensive inventory of community-based support services. 211 San Diego provides access to information via their website (which include a regional asset map) and by telephone. Therefore, the team concluded that it would be duplicative to create another asset inventory and map. However, the resources available at each Member are not included in the inventory and

map, so the workgroups developed a graphic map of these services. Members noted that SUHSD/CUSD adult education students with an undiagnosed learning disability could be assessed at SWC by enrolling in PD9, a 0.5 unit credit course which includes diagnostic assessment of potential learning disabilities. The current cost for a 0.5 unit course is $23. If the student is eligible for financial aid, the cost would be covered.

- *What intervention strategies are planned for the future?* Provide more student-use computers to enable them to access the resource information available. Implement partnership formed with the Department of Rehabilitation and Workability II program (SUHSD). Have a representative from the South County Career Center on site at each adult education school one day per week.
- *What state support would be most helpful to fully implement this strategy?* Funding to allow the community colleges to provide assessment of learning disabilities at no cost to adult education and noncredit students.

7.2   Make arrangements with library and elementary school districts to offer classes developed

- *To what extent have these strategies been implemented?* 4
- *What challenges prevented full implementation?* SUHSD partners with National School District, South Bay Union School District, Chula Vista Library and Otay Mesa Library to offer adult education classes at their sites. Funding challenges limit the number of courses that can be offered. SWC offers some credit ESL courses at the Chula Vista Library.
- *What intervention strategies are planned for the future?* Members will continue to offer adult education courses at partner sites as negotiated.
- *What state support would be most helpful to fully implement this strategy?* More funding would allow the Consortium to offer more adult education classes in the community.

7.3 Continue to provide adult education and referral services as outlined in the WIOA MOU

- *To what extent have these strategies been implemented?* 2
- *What challenges prevented full implementation?* The San Diego Workforce Partnership has requested that the San Diego region's Consortia work with them to develop a regional MOU to cover WIOA adult education and referral services, rather than developing separate MOUs with each Consortium in the region.
- *What intervention strategies are planned for the future?* The San Diego Super Region Consortia will continue to work together to develop a regional MOU with the San Diego Workforce Partnership.
- *What state support would be most helpful to fully implement this strategy?* Guidance in development of MOUs with the regional Workforce Investment Board.

New strategies:

Develop 211 informational workshops/courses and student-access computer labs to help adult education students access resources and information.

Expand agreement with the San Ysidro Health Center to provide disability verification services for SUHSD adult education students from all adult education sites.

Develop a noncredit/adult school Student Resource Guide and a noncredit Faculty Handbook.

Develop a noncredit orientation (in person and online) at SWC.

Section 2: Fiscal Management

Please identify challenges faced related to spending or encumbering AEBG funding.

The main challenge in spending AEBG funds to date has been the restriction on community colleges using AEBG funds to cover the cost of courses for which they can collect FTES. This was not expected when the Consortium prepared the three-year AEBG plan. In 2017-18 SWC can use AEBG funds to pay for any college course while collecting FTES.

Although AEBG funds can be used to pay equipment, books and supplies, SWC has tried to keep these costs to a minimum to make noncredit courses as inexpensive as possible. This has made it difficult for SWC to expend its AEBG funding as originally planned, and has resulted in SWC (and other community colleges across the state) having to inaccurately report significantly reduced enrollment this year. These reports do not reflect actual enrollments in basic courses at SWC.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18 (250 words max)

The central approach to incorporating remaining funds from 2015-16 and 2016-17 into the activities planned for 2017-18 has been maintaining the focus of the 2017-18 annual plan on the key activities identified in the three-year plan. The Year 3 plan does not change program activities, although several new strategies have been identified to further implement program activities.

Each Consortium member will expend any remaining 2015-16 funds first, on activities central to the three-year plan. They will then expend all remaining 2016-17 funds before they start charging AEBG activities and costs to the 2017-18 budget.

SWC's original AEBG budget focused on providing faculty time to develop noncredit courses and provide counseling services to noncredit students. However, the college has found that it needs significantly more administrative and data management time dedicated to AEBG than was originally allocated in the budget. Therefore, SWC has strengthened its focus on building the infrastructure needed to effectively manage the AEBG funding and develop noncredit courses. SWC will use AEBG funding to pay part of the salary of an administrator dedicated to the noncredit program, as well as more data management and support staff. This will provide the infrastructure and support that college faculty need to develop and implement new noncredit courses.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	$13,670,302	$13,465,485	$204,817
2016-17	$13,728,936	$12,930,334	$798,602
Total	**$27,399,238**	**$26,395,819**	**$1,003,419**