



South Bay Consortium Regional Comprehensive Plan

Southwestern College Service Area

*A status report for completing objectives 1 through 7 for the
AB86 Regional Comprehensive Plan*

Draft: December 31, 2014

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Contents

	<u>Page</u>
Executive Summary	i
Introduction	
Consortium Membership	1
Shared Leadership	2
Communication	2
Partners	3
The Planning Process	6
Vision, Mission and Goals	6
Chapter 1. Current Levels and Types of Adult Education Programs	8
Adult Education Program Operations	8
Evaluation of current levels and types of adult education programs	12
Elementary and secondary basic skills	12
Classes and courses for immigrants	18
Education programs for adults with disabilities	22
Short-term career technical education programs	24
Programs for apprentices	37
Table Notes	38
Chapter 2. Evaluation of Current Needs for Adult Education Programs	39
Demographics of the Current Adult Education Student Population	39
Demographics of the South Bay	39
South Bay Employment by Occupation and Industry	46
The San Diego Regional Economy	48
Current Needs for each of the AB86 Adult Education Program Areas	52
Table Notes	53

	<u>Page</u>
Chapter 3. Plans to Integrate Existing Programs and Create Seamless Transitions	54
Educational Pathways	54
Alignment	56
Transition Strategies	60
Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation	62
Chapter 4. Plans to Address Identified Gaps	68
Programming and Service Gaps	68
Strategies to Incrementally Increase Capacity in Identified Gap Areas	74
Resources Needed to Implement the Identified Strategies	77
Methods and Common Metrics Needed	80
Table 4.1: Implementation Strategies to Address Identified Gaps	82
Chapter 5. Plans to Accelerate Student Progress toward Goals	94
Strategies to Accelerate Student Progress	94
Measurable Improvement Metrics	98
Table 5.1: Workplan for Implementing Strategies to Accelerate Progress	99
Chapter 6: Plans to Collaborate in the Provision of Ongoing Professional Development Opportunities for Faculty and Staff	105
Topics for Professional Development	105
Collaborative Professional Development Activities	106
Table 6.1: Current Professional Development	107
Table 6.2: Collaborative Professional Development Plan	108
Chapter 7: Plans to Leverage Existing Regional Structures	112
Table 7.1: Leverage of Existing Regional Structures from Partners	114
Narrative Figures and Tables	
Table 1: Career Technical Education Courses at SUHSD Adult Education	21
Table 2: Demographic Information for the South Bay Region	42
Table 3: South Bay Residents with a Disability, 2008-1012	45
Table 4: Employment Information for the South Bay Region	47
Figure A: Map of the Southwestern College Service Area by Zip Code	40

South Bay Regional Consortium Regional Adult Education Plan

Executive Summary

The South Bay Regional Adult Education Consortium is a collaborative of three South County educational districts committed to strengthening and enhancing adult learner access, persistence and success in the higher education pipeline: Southwestern Community College District (SWC); Sweetwater Union High School District (SUHSD); and Coronado Unified School District (CUSD). A core group of partners has participated in planning the Regional Adult Education Plan, including the San Diego Workforce Investment Board/ San Diego Workforce Partnership; the South County Career Center; the San Diego County Public Library System; San Diego Job Corps; the San Diego Council on Literacy; and the California Department of Rehabilitation.

The South Bay Regional Adult Education Consortium was formed to address the requirements of the AB86 adult education legislation. The purpose of AB86 adult education legislation is to improve the delivery of adult education in five program areas and address existing gaps in programs and services through development of Regional Comprehensive Plans. The five program areas are:

- 1) Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.
- 2) Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.
- 3) Education programs for adults with disabilities.
- 4) Short-term career technical education programs with high employment potential.
- 5) Programs for apprentices.

The Planning Process

A Steering Committee made up of representatives from SWC, SUHSD and CUSD met twice monthly between March and December 2014 to develop the planning activities and provide input into plan strategies and priorities. Planning activities included (1) an inventory and analysis of existing adult education and college program offerings to identify current strengths and help identify service gaps and areas for improvement; (2) focus groups of representatives of the Consortium members to identify gaps and potential strategies in each of the five program areas and in student services; (3) five student roundtables to obtain student input into the plan; and (4) three community Forums to obtain partner and community input into the plan.

Need for Adult Education and the Number of Students Currently Served

Estimates from the U.S. Census Bureau’s American Community Survey were used to predict the level of need in the South Bay region for each type of adult education:

- *Needs for Adult Elementary and Secondary Education.* Approximately 22.3% of the adults over age 25 in the South Bay region do not have a high school diploma – almost 64,000 individuals. Over 31,000 of these individuals have completed less than a ninth grade education.
- *Need for Education in English as a Second Language.* Approximately 75,000 adults ages 18 and older in the South Bay region speak English “less than very well” and may need ESL education.
- *Need for Education for Individuals with Disabilities.* While the results of the American Community Survey estimate that at least 20,000 residents of the communities in the South Bay have a disability that presents difficulty with vision, hearing, cognition, ambulation, self-care and/or independent living, it is difficult to tell from this data how many of these individuals need education specifically designed for individuals with disabilities (rather than support services for regular adult education or community college classes).
- *Need for Career Technical Education.* Analysis of the regional employment and industry information suggests that there is additional need for CTE training in the areas of construction, manufacturing and transportation (including logistics). Residents of the South Bay region are more likely than residents of San Diego County as a whole to work in these industry areas, but there is relatively little CTE or job training available in these occupations.
- *Need for Education for Apprenticeships.* Very few adult education students in the South Bay region enroll in apprenticeships, and most of the apprenticeship opportunities in the San Diego region are through the San Diego Community College District.

The number of adult education students served in the 2013/2014 academic year is presented in the table below.

Program Area: 2013/2014	SWC	SUHSD	CUSD	Total
Elementary/Secondary Education and Basic Skills	6,278	7,654	7	13,939
Programs for Immigrants (ESL and Citizenship)	915	7,287	22	8,244
Programs for adults with Disabilities	0	0	0	0
Short Term CTE	750	5,871	0	6,621
Programs for Apprentices	0	19	0	19
Total	7,943	20,831	29	28,823

Please note in the table above that elementary and basic skills courses at SWC include credit basic skills courses; SWC's "programs for immigrants" includes both credit and noncredit basic skills ESL.

These enrollment figures represent a significant decrease in program enrollment over the past five years, due to state budget cuts in adult education:

- In 2013/2014, Consortium members served 13,939 adult learners in elementary and secondary education and basic skills, down 25% from the 18,600 students served in 2008/2009.
- Consortium members served 8,244 adult learners in ESL/citizenship in 2014.2014, down 35% from the 12,645 served in 2008/2009.
- Consortium members served 6,621 adult learners in short term CTE programs in 2013/2014, down 46% from the 12,189 students served in 2008/2009. Partners served another 632 adult learners in short term CTE in 2013/2014 (in federally-funded programs), down 4% from 2008/2009.

Vision and Mission for the South Bay Regional Adult Education Consortium

Vision

The AB86 South Bay Consortium is a collaborative of South Bay educational districts (Southwestern College, the Sweetwater Union High School District and the Coronado Unified School District) committed to an ongoing effort to strengthen and enhance adult learner access, persistence and success.

The AB86 South Bay 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 residents with disabilities, in strong collaboration with public and private partners.

Mission

Southwestern College, the Sweetwater Union High School District and the Coronado Unified School district build on the strengths and resources that each member of the Consortium brings to the partnership to create an integrated, dual-delivery system of high quality educational programs and services tailored to the needs of the adult residents of the region.

A range of adult education services help students to acquire the skills needed to participate fully in the community and succeed in educational programs, and to become ready for a career with a sustainable, living wage.

Adult learners in the South Bay receive integrated support. The AB86 South Bay Consortium members collaborate with other organizations to provide a continuum of services in the community and ensure that there is “no wrong door” for adults learners to enter the education pipeline.

The South Bay Regional Consortium Adult Education Goals and Strategies

Goals

- Goal 1. Students are able to access affordable educational services (in the five program areas) that enable them to learn foundational academic knowledge and skills, regardless of how long it takes them to achieve their goals.
- Goal 2. All adult education programs within the South Bay Consortium are aligned and offer clearly sequential coursework in academic pathways across Consortium members.
- Goal 3. Information about student assessments and academic achievement is available to all adult education providers in the region, without requiring that students complete duplicative assessment testing or paperwork.
- Goal 4. Adult education students have access to the support systems they need to learn effectively.
- Goal 5. Adult education programs serve adults with disabilities.
- Goal 6. Adult learners in the region are able to access online information about the adult education/noncredit programs available to them.
- Goal 7. All teachers of adult education/noncredit classes in the region are well-trained to facilitate adult learning in the five program areas.

Strategies to Address the Goals

The Steering Committee obtained community input about the gaps in adult education programs and services and priority strategies to address these goals. The strategies to address these goals are listed below in overall priority order, based on the community input and Steering Committee discussions.

1. Expand instructional capacity.
2. Develop a user-friendly website and mobile application for students, Consortium members and partners that defines adult education, non-credit and credit education and provides a one-stop online resource; utilize social media for

outreach and promotion to all users (including individuals with disabilities, caregivers, and support providers).

3. Create a noncredit basic skills academy at SWC.
4. 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.
5. Create educational pathway maps and checklists for every program pathway between adult education and college programs; develop a Master Schedule that aligns sequential courses.
6. Develop common assessments, align assessment scores, and share assessment interpretation.
7. Allocate student support services to adult learner students at SUHSD, Coronado, and SWC (including assessment, placement, counseling, tutoring, career exploration, employment services, disability services, mental health services).
8. Offer more distance learning and hybrid courses, with flexible course schedules and timeframes.
9. Create cohorts and learning communities of students (such as Adult Education cohorts transitioning into SWC, Job Corps graduates, transitioning prisoners, WIOA students).
10. Review and align curriculum across systems in Adult Basic Education (ABE), English as a Second Language (ESL) and Career Technical Education (CTE) .
11. Develop curriculum in ABE, ESL, and CTE specifically for adults with disabilities.
12. Develop new CTE curriculum in the areas of renewable energy, construction, manufacturing and transportation; ensure that internships are available in CTE programs.
13. Develop an Adult Education/noncredit identifier in the SWC application that facilitates granting of credit for articulated CTE coursework.
14. Provide supportive services for adult learners (such as childcare, transportation, and housing).
15. Provide a liaison for students with disabilities to support student transitions to sustainable employment.

16. Develop an orientation that educates students about needed preparation and program pathways, matriculation services, and student support services; follow-up this orientation with an 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 (no wrong door).
17. Offer College Survival seminars and/or Personal Development classes at SWC, SUHSD and Coronado Unified.
18. Adapt IBEST (Integrated Basic Education and Skills Training) model, in which two instructors collaborate and/or pair in the classroom, one teaching basic skills, the other teaching technical/professional content.
19. Create a regional asset map that details all resources, services, personnel, facilities used, goals, conflicting policies, etc., to streamline and create developmental, academic and career pathways.
20. Disseminate information about resources available and importance of disclosure of disabilities in education, with specific outreach to adults with disabilities and their families.
21. Create professional learning communities of teachers and faculty members in like programs (for example, CTE or counseling), including online collaboration and webinars.
22. Provide a noncredit student identification card at SWC so noncredit students can access all services.
23. Develop a 5-10 year marketing plan that includes informational materials and campus visits in Spanish and other languages.
24. Provide social work services to assist in student transitions, through collaboration with interns from local universities.
25. Implement shared professional development seminars and workshops on topics in adult education; include regional meetings with external experts.
26. Provide new teacher orientation.
27. Restructure ABE classes at Adult Education so that students are scheduled into homogeneous groups by skill level and course content.
28. Provide financial aid information and assistance for students in adult education/noncredit.

Chapters 3, 4, 5 and 6 group these identified strategies according to transitions, the identified gaps, strategies to accelerate student learning, and strategies for professional development.

Draft AB86 Budget for SWC

The amount of funding that may be available to fund the priority strategies developed by the South Bay Regional Adult Education Consortium will not be known until after the Governor's Budget is released on January 7, 2015. In the absence of this information, the Chancellor's Office instructed Consortia to construct a budget that would cover everything identified in the plan.

The Consortium Steering Committee made one critical assumption in the development of the draft budget for the Comprehensive Regional Adult Education Plan:

Assumption: The Governor's Budget will include both maintenance of effort funding for the Adult Education programs currently offered in the South Bay Region (predominately at SUHSD) and funding to address the goals and priorities of the Comprehensive Regional Adult Education Plan. If maintenance of effort funding is not provided in the Governor's Budget, the Consortium will include maintenance of the adult education programs currently offered as its top priority.

A draft budget for the South Bay Consortium's comprehensive adult education plan totals \$15,186,000 in Year 1, \$14,372,000 in Year 2, and \$29,558,000 over the two years.

Introduction

Consortium Membership

The South Bay Regional Adult Education Consortium is a collaborative of three South County educational districts committed to strengthening and enhancing adult learner access, persistence and success in the higher education pipeline: Southwestern Community College District (SWC); Sweetwater Union High School District (SUHSD); and Coronado Unified School District (CUSD).

- The Southwestern Community College District is located south of San Diego and extends to the U.S.–Mexico border crossings at San Ysidro and Otay Mesa. The District consists of multiple locations: the Chula Vista campus, three Higher Education Centers located in National City, Otay Mesa, and San Ysidro, an Aquatic Center in Coronado, and multiple educational access points via military bases, libraries, community centers, partner agencies, businesses, and an array of distance education opportunities. SWC serves as the primary source of college education for approximately 448,000 residents of the South San Diego County area including the communities of Bonita, Chula Vista, Imperial Beach, National City, Otay Mesa, San Ysidro, and Coronado. The current enrollment – at all locations – exceeds 19,000 students, with approximately 74 percent of students belonging to an ethnic minority group. SWC is actively engaged with five other area community college districts that make up Region 10.
- The Sweetwater Union High School District is the largest secondary school district in California, serving over 41,000 students in grades 7 through 12 and over 21,400 students in adult education. Located in the urban corridor between downtown San Diego and the International Border with Mexico, Sweetwater serves one of the most culturally and economically diverse populations in the state. Approximately 87 percent of district students belong to an ethnic minority group and over 40 percent qualify for the free or reduced lunch program. The majority of students are from ethnic groups currently underrepresented in higher education. A language other than English is spoken in the homes of one in four students. Included within district boundaries are the cities of National City, Chula Vista, Imperial Beach and the southernmost portions of the City of San Diego.
- The Coronado Unified School District is located in the city of Coronado, in South San Diego County. Coronado is connected to the city of San Diego by the San Diego-Coronado Bridge and to the city of Imperial Beach to the south by State Highway 75. Coronado is home to Naval Base Coronado, which includes Naval Air Station North Island and the Naval Amphibious Base. CUSD serves 3,176 students in grades K-12; 36 percent of students are connected to the military and 10 percent are inter-district transfer students. The district consists of five schools (Coronado High School, Palm Academy, Coronado Middle School, Strand

Elementary, and Village Elementary), a Preschool program for three and four year olds, and adult education classes.

The three member institutions have strong existing collaborative relationships for adult education, centered largely on course/program alignment and articulation. The three educational institutions provide various levels of basic skills and ESL development, and have an active, ongoing collaboration between their Career Technical Education programs.

Shared Leadership

Southwestern Community College District served as the fiscal agent during the development of the AB86 comprehensive adult education plan. This does not imply a governance role; regional planning has been driven by shared leadership and decision making. Consortium members made joint decisions about funds and program design. CUSD, SUHSD and SWC signed a Memorandum of Understanding (MOU) that delineates the following shared leadership strategies:

- Co-chairs from SWC and SUHSD lead Consortium meetings. Each of the three districts has an equal vote for decision making. The co-chairs rotate the meeting facilitation role and share agenda development. The co-chairs provide direction to consultants hired to assist with the development of the consortium plan.
- There is an executive committee consisting of two representatives from CUSD, six representatives from SUHSD and six representatives from SWC. The responsibility of the executive committee is discussion and making recommendations to the co-chairs. This committee works to consensus through discussion. The majority rules when consensus cannot be reached. Each of the three districts has determined its own internal leadership and decision-making process, with an ear to student, partner and community voices. The decision-making process of this consortium reflects the shared governance expectations of each district, wherein voting should adequately represent districts' constituent groups.
- A representative from each district has been identified as their project coordinator to serve as key contact person and to provide follow-up on communications and tasks to be completed. Southwestern Community College District is responsible for budget management and the timely submission of all required reports.

Communication

The Consortium used a variety of methods to communicate the planning process to the community, local school and college districts, adult education providers, and other organizations in the region. The co-chairs and executive committee started by determining all stakeholders. A multi-pronged approach involved all community stakeholders in order to ensure successful implementation of the program.

Communications were targeted in distinct phases beginning with internal staff among the consortium members and then incrementally rolled out to partner agencies, community organizations, business partners and the community in general.

Plans for the program have been presented to internal stakeholders (including instructors and students), and these groups received regular updates throughout the planning process. Meetings were scheduled with local social service agencies, employment development agencies, local business organizations (such as chambers of commerce) and other educational institutions. A web-based communication tool was used to make available to stakeholders and partners background materials on adult education and information about the planning process such as meeting and event schedules, meeting minutes, scheduled reports, contact information, and stakeholder distribution lists.

Partners

Coronado Unified School District, Sweetwater Union High School District and Southwestern Community College District each have an extensive list of partners that the consortium accessed during the planning process. These partnerships can provide resources and services that can be leveraged to enhance implementation of the AB86 comprehensive adult education plan. These partnerships represent the education pipeline, advisory boards, business and industry, public services, community based organizations, professional associations, workforce investment board and one-stop career centers, local government, literacy and basic skills, disabled student services, and corrections.

A core group of partnerships served as the primary focus for collaboration on this project. These partnerships include:

- *San Diego Workforce Investment Board (WIB) and San Diego Workforce Partnership (SDWP)*: San Diego County's Workforce Investment Board (WIB) is the local County and City of San Diego designee to receive state and federal funds for adult and youth job training and educational programs throughout the county. The San Diego Workforce Partnership oversees the operation of six community one-stop-career-centers located throughout the county and provides orchestration and oversight of a variety of workforce development services, partnerships and funding opportunities. The WIB and SDWP organization played an important role in this planning process by providing labor market information (LMI) to help determine employer and training needs and identifying resources to assist job seekers in preparing for the labor market and securing employment that leads to self-sufficiency. SDWP also provided data on training in the South Bay region that is funded by the Workforce Investment Act.
- *South County Career Center (SCCC)*: This is one of six one-stop career centers administered by the SDWP that provides an array of job seeker, employer and workforce development services. This includes employment and training referral

assistance to participants eligible under the Workforce Investment Act (WIA). SUSHD and SWC have both been principal partners of the SCCC since its inception in 1993, with co-located personnel providing WIA and universal access services such as intake/eligibility, assessment, career counseling, case management, job search workshops and assistance, Adult Basic Education (ABE), Vocational English as a Second Language (VESL), computer literacy, and noncredit courses. The two districts have served on the advisory board for the SCCC and, as a result, have established relationships with the more than twenty agencies that are partners of SCCC.

- *Chula Vista Library/San Diego County Public Library System:* The local public library system is accessible to the community at large and, as such, is the only resource for information, literacy, and computer access for many individuals. The libraries are partnered with community agencies and consortium districts to provide space for classes, informational sessions and educational outreach efforts. The unique way the library system connects with the local community and the ease of neighborhood access it provides will enhance implementation of the adult education plan, and will be especially beneficial to outreach and engagement of community members who have not previously sought post-secondary/higher education experiences.
- *California Department of Rehabilitation:* The San Diego District of the Department of Rehabilitation (DR) serves people with disabilities in all of San Diego County and Southern Orange County. It is the lead agency in the provision of services to people with disabilities in the community. Their mission includes being an integral, invaluable partner with other agencies in their service areas with an emphasis on increasing employment opportunities and outcomes for people with disabilities. In the South County, they are active partners with SWC and the SCCC in on-site delivery of eligibility services to potential clients, as well as interfacing with staff regarding progress and needs of clients participating in training/education and job search activities.
- *MAAC Project:* The MAAC Project is a community-based organization (CBO) established in 1965, whose mission is to maximize self-sufficiency for disadvantaged families and individuals through high-quality programs and advocacy in the community. As a multi-purpose social service agency they have served a million clients to date, providing a wide array of services, resources and referrals related to education and training, wellness, housing, immigration, and legal resources.
- *Able-Disabled Advocacy:* Able-Disabled Advocacy is a non-profit organization founded in 1975 that provides employment and training services to individuals with all types of disabilities and other barriers to employment.
- *San Diego Job Corps:* The San Diego Job Corps is a no-cost education and training program that helps eligible low income youth/young adults to prepare for

a career path, earn a high school diploma or GED, and secure employment. For many this is a first step on a career path that will require further education and training for advancement. The Job Corps interfaces with the local adult schools, SWC and the SDWP one-stop career centers to ensure next-step opportunities for their enrolled students and to recruit potential students for their training and educational programs.

- *San Diego Council on Literacy*: The San Diego Council on Literacy was originally established in 1988 to increase public awareness of literacy needs and services and to support cooperative efforts among literacy programs in the county. Today, the San Diego Council on Literacy unites the community to support literacy through leadership, advocacy and resources.

Workforce Investment Act (WIA) training providers. In addition, the South Bay region is served by private training providers that offer Workforce Investment Act (WIA) approved programs that are shorter than two years in duration. These training partners include:

- *Bellus Academy*, National City: offers training in cosmetology and spa nail technician.
- *Comprehensive Training Systems*, Imperial Beach: offers training in four WIA-approved programs: Administrative Assistant 1; Basic Manufacturing Techniques; Building Maintenance Technician; and Computer Repair/Service Technician.
- *Momax Truck Driving School*, National City: offers training in A/B Professional Driving, Class A Professional Driving, and Class B Professional Driving.
- *National University*, Chula Vista: offers a program in Emergency Medical Technician.
- *Pima Medical Institute*, Chula Vista: offers training in Dental Assistant, Medical Administrative Certificate, Pharmacy Technician and Veterinary Assistant.
- *OSC Sacramento Distance Education*: offers a number of online education programs, including: AIPB Certified Bookkeeper; Bookkeeping & Office Specialist; Business Administrative Assistant; Desktop Publishing and Office Specialist; Medical Billing/Coding for Hospitals; Medical Billing/Coding for Physicians; Medical Billing/Coding for Physicians & Hospitals; Microsoft Office Core Skills; Microsoft Office Specialist (MOS Cert) and Web Design & Programming.

The Planning Process

The work of the consortium was organized around the five program areas and the seven objectives specified in AB86, with an overlay of the legislative and/or system mandates that also direct the work of the districts (e.g. Accreditation standards, AB1456, SB 1070, Career Pathways Trust, WIA, etc.).

A Steering Committee made up of representatives from SWC, SUHSD and CUSD met twice monthly between March and December 2014 to develop the planning activities and provide input into plan strategies and priorities. Planning activities included:

- An inventory and analysis of existing adult education and college program offerings to identify current strengths and help identify service gaps and areas for improvement.
- Focus groups of representatives of the Consortium members identified gaps and potential strategies in each of the five program areas and in student services.
- Student roundtable discussion sessions scheduled at each Adult Education site, at SWC and at CUSD to obtain student input into the plan.
- Three community Forums to obtain partner and community input into the plan.

San Diego Regional Planning and Collaboration. Many students attend more than one community college or adult education program in the southern and eastern parts of San Diego County. Therefore, the South Bay Consortium has worked closely with the neighboring Region 10 college districts to engage in discussion, share best practices and plan possible collaboration in the delivery of services to students as each district developed its Consortium adult education plan. These Region 10 colleges include Grossmont-Cuyamaca Community College District, Imperial Valley College, MiraCosta College, Palomar College, and the San Diego Community College District.

Vision, Mission and Goals

The South Bay Regional Adult Education Consortium steering committee drafted a vision statement, mission and goals for adult education in the region, and reviewed these statements with community members and partners at the third community forum in December, 2014. The vision, mission and goals agreed-upon during those sessions are presented below.

Vision: The AB86 South Bay Consortium is a collaborative of South Bay educational districts (Southwestern College, the Sweetwater Union High School District and the Coronado Unified School District) committed to an ongoing effort to strengthen and enhance adult learner access, persistence and success.

The AB86 South Bay 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 residents with disabilities, in strong collaboration with public and private partners.

Mission: Southwestern College, the Sweetwater Union High School District and the Coronado Unified School district build on the strengths and resources that each member of the Consortium brings to the partnership to create an integrated, dual-delivery system of high quality educational programs and services tailored to the needs of the adult residents of the region.

A range of adult education services help students to acquire the skills needed to participate fully in the community and succeed in educational programs, and to become ready for a career with a sustainable, living wage.

Adult learners in the South Bay receive integrated support. The AB86 South Bay Consortium members collaborate with other organizations to provide a continuum of services in the community and ensure that there is "no wrong door" for adults learners to enter the education pipeline.

Goals:

- Goal 1. Students are able to access affordable educational services (in the five program areas) that enable them to learn foundational academic knowledge and skills, regardless of how long it takes them to achieve their goals.
- Goal 2. All adult education programs within the South Bay Consortium are aligned and offer clearly sequential coursework in academic pathways across Consortium members.
- Goal 3. Information about student assessments and academic achievement is available to all adult education providers in the region, without requiring that students complete duplicative assessment testing or paperwork.
- Goal 4. Adult education students have access to the support systems they need to learn effectively.
- Goal 5. Adult education programs serve adults with disabilities.
- Goal 6. Adult learners in the region are able to access online information about the adult education/noncredit programs available to them.
- Goal 7. All teachers of adult education/noncredit classes in the region are well-trained to facilitate adult learning in the five program areas.

Chapter 1

Objective 1: Current Levels and Types of Adult Education Programs

Adult Education Program Operations

Student Orientation

SUHSD offers orientation sessions for both Adult Basic Education courses and for ESL.

- *Adult Basic Education:* All new students who wish to complete their high school diploma, prepare for a GED certificate or improve basic skills in the areas of reading, writing and/or math must attend an orientation and complete the academic assessment.
- *ESL Orientation:* Students new to the SUHSD English as a Second Language (ESL) program go through a three (3) hour orientation session. This orientation provides an assessment of the student's English skills so the student can be placed in the appropriate class to begin instruction. This orientation also gives an overview of the program, talks about other classes available and assists the student in goal setting to promote success within the program.

Coronado USD integrates the orientation into the first class sessions in both ESL and Adult Basic Education.

Southwestern College does not offer a regular student services program for adult education. The counselor assigned to adult education does a short orientation for some classes. The counselor used to be co-located at the South County Career Center, but returned to the main campus after funding cuts.

Basic Skill Assessment

At SUHSD, all new students who wish to complete their high school diploma, prepare for a GED certificate or improve basic skills in the areas of reading, writing and/or math must complete the academic assessment. Students are placed in class(es) based on their Test of Adult Basic Education (TABE) score. Students contact the counseling office directly to make an appointment for the academic assessment.

Tests used to assess students' starting skills at SUHSD include:

1. Test of Adult Basic Education (TABE) is used in ABE to assessment competency and progress within reading, English and Mathematics. TABE testing is used to indicate levels of competency and progress within the areas of reading, English, and mathematics. SUHSD also administers a writing sample to determine

student skill levels in the area of writing. TABE tests 9 and 10 are comprehensive diagnostic tools used to assess student skill levels for appropriate placement in BCS (Basic Communication Skills) and ABE beginning, intermediate, and advanced math, reading, and writing courses.

2. CASAS is a competency-based assessment system used to measure basic skills, English language acquisition, and literacy skills needed in the workforce and in life. CASAS testing happens throughout the year to mark student progress. CASAS scale scores range from beginning literacy at 180 and below, to proficient skills (advanced adult secondary), at a score of 246 and above. CASAS is administered 4 times a year for all WIA classes
3. The SUHSD Math Assessment, an internally-developed test.

Coronado USD integrates assessment within the adult basic education and ESL courses.

Southwestern College uses the following assessments to place students into courses:

1. College Tests for English Placement (written by CCC faculty)
2. California Mathematics Diagnostic Testing Project (MDTP) Algebra Readiness Test
3. MDTP Elementary Algebra Test

At Southwestern College these assessments are not required for the non-credit program. Faculty do not know how low each student's skills are, just that they are below a certain cut score. Southwestern does not allow calculators in assessment, which reduces the scores for many students.

Advising, Guidance and Educational Planning

At SUHSD, the advising process depends on the specific adult education programs. After taking the initial placement tests, each student sits down with a counselor to determine which programs they should consider, how long they will take, etc.

- In ABE/GED/Diploma, there is a 1-to-1 counselor meeting for all students. The counselor helps students in the ABE/GED/HS Diploma program develop an educational plan to achieve their adult education goal. SUHSD counselors visit the ABE/GED/Diploma classes to talk about educational plans and next steps in the educational process.
- In ESL, the placement/orientation staff person scores test, then meets with students on a 1-to-1 basis to tell them what level they test into and at which level to start the program. SUHSD counselors visit the ESL classes to talk about what else students they can take when they finish their level in the ESL program and how to transition into courses in ABE.

- In CTE, the orientation and advising depends on industry/program; for example, the medical industry courses have a very structured process while the construction industry is less so. The Teacher on Special Assignment does all those orientations based on the pathway in which the student's selected program is located.
- New student veterans receive orientation on courses that qualify for VA benefits. SUHSD employs a part-time clerk who serves as the point of contact and provides support for veterans.

SUHSD has 11.0 FTE counselors altogether. A total of 6 FTE are contractually guaranteed and assigned to the four adult school sites. Any adult education student can access the counseling services, although the counselors spend about 75 percent of their time with ESL and high school students, rather than with the CTE students. In addition, there are four FTE Wahupa counselors, one at each school, funded through a U.S. Dept. of Education TRIO Educational Opportunity Center grant with San Diego State University.

Wahupa is a community-based non-profit organization funded 100% by the U.S. Dept. of Education TRIO grant. The Wahupa Educational Opportunity Centers program provides counseling and information on college admissions to qualified adults who want to enter, re-enter, or continue a program of postsecondary education, or adults who wish to complete high school diploma or GED. Counseling services include referrals and information on GED preparation and high school diploma classes; career information, exploration and planning; academic advising and course selection, assistance with financial aid information and applications (state and federal grants, loans, fee waivers, and scholarships), referrals to vocational training and community services, financial literacy counseling, and personal counseling.

Coronado USD integrates advising within the adult basic education and ESL courses.

At Southwestern College, noncredit students can access counseling services and use books and materials in the library. The Counseling Department receives noncredit matriculation funding from the state, but these funds are not used to provide separate counseling services for noncredit students. SWC does not currently generate transcripts for the non-credit courses. Counselors cannot readily see completed noncredit coursework on the district computer system when they are providing counseling services.

The Southwestern College computer system does show enrollment in noncredit courses, but not course completion or any kind of grade. Students who need documentation of course completion must obtain a letter from a counselor; they cannot obtain a transcript documenting their completed coursework. Noncredit students do not automatically get a College ID card and, because they do not pay credit fees, do not have access to campus health services.

Counseling for noncredit students is a topic under review as the district develops its Student Success & Support Program (SSSP) plan. SSSP applies to all students and will require Colleges to demonstrate how they help noncredit students matriculate.

Follow-Up

SUHSD follows-up only with students receiving WIA-approved training through California's Eligible Training Provider List (ETPL). WIA requires that SUHSD contact students in ABE, ESL & CTE for follow-up to assess their outcomes. They obtain feedback from 25 percent of the students they send requests out to, due to the transient nature of the Adult Education population.

Assessments of Student Learning

At SUHSD student progress in beginning, intermediate, and advanced math, reading, and writing courses is assessed using a pre and post TABE test. Student "benchmarks" are tracked on the web-based management system TOPS Pro Enterprise.

The CASAS assessments are administered four times a year for all WIA classes to track student learning. Benchmarks from these assessments provide data on whether students are learning and progressing through levels of their program areas.

The SUHSD Math Assessment is given as a post-test at the end of each semester to track student progress and inform placement for the following semester.

In addition, formative and summative assessments are built in to each Adult Education course for accountability and monitoring of progress.

SWC has developed Student Learning Outcomes (SLOs) for noncredit CTE courses and the three noncredit ESL courses. These are used as benchmarks for student learning as measured through in-course assessments.

Measures of Student Outcomes

SUHSD assesses student learning and outcomes differently for their different adult education programs:

- GED: Passing the GED exam is the benchmark used to assess outcomes in the GED program.
- HS Diploma: Students must pass a certain numbers of credits, all assessments within courses, the computer literacy requirement and the CAHSEE.
- ABE: SUHSD is mandated by the state to use the CASAS test; the levels tested are aligned to the National Reporting System (NRS).

- ESL: SUHSD uses the CASAS test for ESL outcomes and for WIA benchmarks, and uses course assessments for learning outcomes.
- Citizenship: This course prepares students for the oral USCIS exam; passing it is the benchmark for successful completion.

SWC does not track student completion of noncredit CTE programs. Only instructors can say how many students complete the courses; they award their own certificates in CTE. The instructor tracks student outcomes in Tax Preparer Courses; students receive a certificate if they pass the state tests.

Students who complete the Diversity Management series or three courses in the Customer Service Series can earn a certificate from the Continuing Education office, signed by the instructor. This certificate is not reflected on the student's college transcript.

Alignment

SUHSD noncredit CTE programs articulate to SWC credit CTE courses. There is no alignment of SUHSD and SWC noncredit ABE or ESL programs. SWC noncredit programs do not align to any SWC credit programs.

Evaluation of Current Levels and Types of Adult Education Programs

1) Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

Sweetwater Union High School District

Sweetwater Union High School District adult education classes offer students an opportunity to continue their education in elementary, high school, or post-high school levels suitable for adults. They are fully accredited by the Western Association of Schools and Colleges (WASC), and adult school graduates are eligible to be admitted to colleges and universities.

Adult Basic Education (basic skills/literacy) classes are for adult students who wish to improve their reading, writing and math skills in order to enter the GED or High School diploma program; better their skills in the workplace; transition to postsecondary education; or become more productive individuals in the community. Students must take an academic assessment for placement into the program. This is also a transition program for students who have completed ESL and wish to further their education, including individuals who want to study for the Armed Service Vocational Aptitude Battery (ASVAB).

- Vocational Adult Basic Education (VABE): This course uses interactive online curriculum to help students gain the reading comprehension skills necessary to pass the Reading Assessment test with 560+ score. This course is required for those Health Science/Medical Technology students scoring 518-559 on the Reading Assessment. It is also open to students in select CTE industries.
- Basic Communication Skills: This class is designed for students who wish to improve their oral communications skills in addition to improving their basic reading and writing skills. It is a transition class for students who have completed the ESL program and wish to further their academic studies.

Adult Secondary Education classes are designed to help students earn credits toward a High School Diploma. Students must take an academic assessment for placement into the program. Classes are offered in a variety of ways: whole class instruction, lab/individualized learning, and independent study (at home learning combined with weekly instructor appointment). Courses are offered in the following areas:

- California High School Exit Exam (CAHSEE) Preparation. State requirements direct that all high school diploma candidates must pass the California High School Exit Exam (CAHSEE) in order to be awarded a high school diploma. This course is designed for students who did not receive their high school diploma because they did not pass the CAHSEE. The course focuses on the specific areas the student needs to study to pass the CAHSEE.
- High School Diploma. These classes are designed to earn credits toward a High School Diploma. Students must take an academic assessment for placement into the program. Courses are offered in the following areas: English, Math, Social Science, Science and Arts. Upon completion students may participate in SUHSD's formal graduation ceremony, complete with cap and gown. Both daytime and evening classes are held throughout the school year. These are all multi-subject classes.
- Independent Study. Independent Study allows students to study for high school diploma credits at home and meet with the instructor one time per week. Students interested in Independent Study must meet specific qualifications, complete the academic assessment and see a counselor to enroll.

High School Equivalency (HSE) courses are also offered to help prepare students to take the GED or HiSet test for a California high school equivalency certificate. These courses focus on the test topics, and target student learning gaps. Classes are offered through whole class instruction, lab/individualized learning, and distance learning (at home learning combined with weekly instructor appointment). Courses offered include:

- General Education Development (GED). The GED test gives students the opportunity to earn a high school equivalency certificate. This program prepares students to take the GED test and covers the five subjects: Reading, Writing, Science, Social Science and Mathematics. Lecture courses are also available in Spanish. The test is available in English or Spanish. Graduates of the GED program participate in the SUHSD graduation ceremony, complete with cap and gown. Both daytime and evening classes are held throughout the school year.
- GED Distance Learning. This class prepares students to take the GED exam. Students meet individually with the teacher one day a week for one-half hour and complete their work independently using online curriculum and workbooks. Appointments must be kept and work must be submitted at each meeting.

Coronado Unified School District

Independent Study: Independent study is available conditionally as an instructional strategy for students enrolled in Adult Education. Students meet weekly and work independently to complete subjects for diploma requirements. Official transcripts are required for registration. Students may enroll at anytime during the school year. The Adult Education program is empowered to grant high school diplomas to those who meet the state and local requirements. Courses are offered in the following areas: English, Social Studies, Mathematics, Science, Practical Arts, Fine Arts or Foreign Language, Academic Electives, Health, and Other Electives. State Requirements direct that all high school diploma candidates must pass the California High School Exit Exam (CAHSEE) in order to be awarded an Adult Education High School Diploma.

Southwestern College

Assisting the underprepared student to attain the basic skills needed to succeed in college-level work has been a core function of community colleges throughout their history. This is a major task, with 70 to 80% of students in the California community colleges needing work in developmental mathematics, reading, English, and ESL courses. Southwestern College offers a series of basic skills courses in English, Reading and Math (see section 2 on ESL for the basic skills ESL courses offered). Please note that these are for-credit classes, not noncredit classes.

English:

- English 61: Sentence Skills: Verbs (.5 units). This half-unit course emphasizes writing correct verb forms in simple sentences, progressing from sentence modeling to sentence completion to sentence creation. The course provides students the opportunity to create their own model sentences that can be incorporated into required writing assignments for any class. English 61 is Pass/No Pass only, and recommended for concurrent enrollment with English 71.

- English 62: Sentence Skills: Sentence Structure (.5 units). This half-unit course emphasizes the basic use of simple, compound, complex and compound-complex sentence structures, progressing from sentence modeling to sentence completion to sentence creation, in order to avoid sentence fragments and run-on sentences. The course focuses on creating model sentences that can be incorporated into required writing assignments for any class. English 62 is Pass/No Pass only, and recommended for concurrent enrollment with English 71.
- English 63: Sentence Skills: Modifiers (.5 units). This course emphasizes the use of adjectives, adverbs, phrases used as adjectives and adverbs, and relative clauses in order to create effective sentences, progressing from sentence modeling to sentence completion to sentence creation. The course focuses on creating model sentences that can be incorporated into required writing assignments for any class. English 63 is Pass/No Pass only, and recommended for concurrent enrollment with English 71.
- English 64: Sentence Skills: Punctuation (.5 units). This course emphasizes the basic use of correct punctuation, progressing from sentence modeling to sentence completion to sentence creation. The course focuses on creating model sentences than can be incorporated into required writing assignments for any class. English 64 is Pass/No Pass only, and recommended for concurrent enrollment with English 71.
- English 67: Prepositions, Pronouns, Articles, Nouns and Passive Voice (.5 units). This course emphasizes writing a variety of sentences, progressing from sentence modeling to sentence completion to sentence creation, while focusing on common language challenges for basic skills students. The course provides students the opportunity to create their own model sentences that can be incorporated into required writing assignments for any class. English 67 is Pass/No Pass only, and recommended for concurrent enrollment with English 71.
- English 71: Basic Writing and Editing (5.0 units). The course focuses on the writing of paragraphs and short essays. It emphasizes the writing process, and includes paragraph structure, sentence construction, editing for grammar, usage, and punctuation errors. The course integrates reading with writing and critical thinking assignments. The recommended preparation for this course is ESL 40 and 104, or the equivalent skill level as determined by an approved Assessment.

Reading:

- Reading 52: Basic Reading (4 units). This course focuses on the specialized needs of the ESL and basic reading student. It provides effective strategies for reading: vocabulary development, reading comprehension, and critical thinking skills at the basic level. The recommended preparation for this course is ESL 50 or the equivalent skill level as determined by an approved Assessment. (This course is the same as ESL 52.)

- Reading 54: Developmental Reading (4 units). This course focuses on developmental reading skills which include application of effective reading strategies, vocabulary development, identification of main ideas, supporting details, patterns of organization, critical thinking skills, the reading-writing connection, study strategies, and technical skills. The recommended preparation for this course is Reading 52 or the equivalent skill level as determined by an approved Assessment.
- Reading 56: Introduction to College Reading (4 units). This course focuses on vocabulary development, identification of main ideas, supporting details, inferences, fact and opinion, patterns of organization, critical thinking skills, writing about reading selections, and application of study skills at the introductory college reading level. The recommended preparation for this course is Reading 54 or the equivalent skill level as determined by an approved Assessment.

Math:

- Math 20: Basic Mathematics (3 units). This course provides a review of elementary mathematics designed to upgrade computational skills in preparation for other mathematics classes. It includes operations with whole numbers, fractions, decimals, percentages, ratio and proportions, English and metric measurements, and geometry. The recommended preparation for this course is Reading 56 or the equivalent skill level as determined by an approved Assessment.
- Math 35: Pre-algebra (4 units). This course provides students with the strategies needed to make the transition from arithmetic to elementary algebra. It includes a review of basic mathematics, operations on real numbers and algebraic expressions, introduction to elementary topics in algebra, introduction to the Cartesian coordinate system, topics in geometry, English and metric measurements, and conversions. The prerequisite for this course is Math 20, Math 20C, or Math 20PL, or the equivalent skill level as determined by an approved Assessment. The recommended preparation for this course is Reading 56 or the equivalent skill level as determined by an approved Assessment.
- Math 45: Elementary Algebra (4 units). This course emphasizes elementary concepts of algebra, including real numbers, linear equations and inequalities in one variable, graphs of lines and inequalities in two variables, Pythagorean Theorem, 2x2 systems, exponents, polynomials, factoring techniques, rational expressions, and applications. It includes a mandatory lab. The prerequisite for this course is Math 35, Math 35PL or the equivalent skill level as determined by an approved Assessment. The recommended preparation for this course is Reading 56 or the equivalent skill level as determined by an approved Assessment.

Programs for Incarcerated Individuals

Several prison facilities are located in Otay Mesa, including the East Mesa Reentry Facility (EMRF), under the jurisdiction of the San Diego County Sheriff's Department; the Richard J. Donovan Correctional Facility, a state prison for men that is part of the California Department of Corrections and Rehabilitation; the federal San Diego Correctional Facility, a minimum/medium security facility for men which is privately operated by the Corrections Corporation of America; and the George Bailey County Detention facility, a maximum security prison for men.

The California Department of Corrections and Rehabilitation offers adult education programs at each of the state's adult prisons. These adult schools are WASC accredited, and offer programs in adult basic education, CTE, GED, high school diploma, and a Voluntary Education Program that supplements traditional education programming with opportunities for improvement in literacy and academic skills. Access to college courses also is available to inmates through the Voluntary Education Program; inmates are enrolled in over 50 nationally recognized, accredited college programs statewide.

The East Mesa Reentry Facility (EMRF) is located in Otay Mesa and has been designated to provide specific programs to help male inmates transition into the workforce. EMRF is a Type II medium security facility. It has a rated capacity of 360 beds and currently has over 500 inmates. Laundry and food production for EMRF and other facilities is coordinated with the use of inmate workers at the facility through the department's growing Inmate Industries Program. The Inmate Industry Program also includes print-shop skills, janitorial services, computer graphics and construction trades.

EMRF is able to provide more rehabilitative programs than other jails due to the working nature of the facility. In addition to earning a GED, inmates are able to earn certificates in construction trades, printing press operation, janitorial services, computer graphics and industrial laundry machine operation. The Grossmont Adult School, which is part of the Grossmont High School District, manages and teaches these programs in classrooms within the facility. The overwhelming majority of the inmates are not prepared for college as most did not graduate from high school. There are a small number of GED graduates from their current program. The inmates need more emphasis on basic skills development and college preparation.

The San Diego Community College District (SDCCD) has approached Southwestern College about a collaborative effort for serving San Diego County Sheriff's inmates at the EMRF. A small number of California Community colleges have offered classes at a correctional facility including Coastline, Chaffey, Lake Tahoe, and Palo Verde. Instruction is commonly through online or other distance education modality. The experiences of these programs also point to the necessity of student support services. Robust counseling, advising, EOPS (Extended Opportunity Programs and Services), and registration services were cited as factors contributing to the success of these programs.

Title 5 permits apportionment for courses for inmates; however, credit and non-credit courses are funded at the non-credit rate only. Courses for inmates are exempt from the open enrollment requirement; thus these courses do not need to be open to the general public to collect apportionment.

An Instructional Service Agreement would be needed to define specific arrangement and requirements for providing instruction at EMRF through a community college district. EMRF has proposed to develop plans with regional community college districts to determine the number of potential students; the academic preparation of the students (assessment, placement, etc.); the academic courses and programs of interest; the delivery of counseling, financial aid, registration, and other student support services; the instructional modality (instructor on-site, online, hybrid, etc.); the scheduling of classes; academic support (computers, internet access, laboratories, tutoring, etc.); and the coordination and integration with existing education programs at EMRF. A pilot may be warranted as one of the early outcomes for the plan.

Action on this is under discussion regionally with the other districts in the San Diego region as part of the regional approach to collaboration on adult education.

Discussion: Adequacy and Quality

Focus group members rated SUHSD programs as very good to excellent because the programs use standardized testing for placement (TABE, CASAS), the curriculum is Common Core aligned to increase rigor, and because courses are horizontally and vertically aligned. Focus group members agreed that while the programs are very good to excellent as currently offered, there is room for program improvement.

Focus group members noted that the number of course sections and class seats is inadequate to meet the need for adult education in elementary and secondary education. Approximately 22.3% of the adults over age 25 in the South Bay region do not have a high school diploma – almost 64,000 individuals. Over 31,000 of these individuals have completed less than a ninth grade education. However, enrollment has decreased significantly over the past five years, due to state budget cuts in adult education: In 2013/2014, Consortium members served 13,939 adult learners in elementary and secondary education and basic skills, down 25% from the 18,600 students served in 2008/2009.

2) Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

Sweetwater Union High School District

ESL Orientation: Students new to the SUHSD English as a Second Language (ESL) program go through a three (3) hour orientation session. This orientation provides an

assessment of the student's English skills so the student can be placed in the appropriate class to begin instruction. This orientation also gives an overview of the program, provides information about other classes available and assists the student in goal setting to promote success within the program.

English as a Second Language (ESL): The English as a Second Language (ESL) program is for all students 18 and older whose first language is not English. The classes begin at Beginning Literacy for students who do not speak English at all; Low Beginning for students who are extremely limited in English; High Beginning for students who speak limited English related to their immediate needs; Low Intermediate for students who respond correctly to common questions, can read simple passages and write simple sentences; and High Intermediate for students who can function independently in most familiar situations.

After Orientation, students are placed in the appropriate level to begin instruction. ESL students learn to speak and understand English, read and write English, talk to the doctor, talk to children's teachers, apply for a job, and understand American customs. Students in ESL classes learn about a different English Language Civics topic each semester (such as education, health, emergency communication, employment, low cost medical and dental insurance). Students learn about community resources and practice conversations and application forms related to these topics. ESL classes include:

- ESL Beginning Conversation 1 and 2: This class is for students who want to increase fluency and attain the language skills necessary for basic communication in the community and the workplace. Students increase fluency through guided conversation and practice. Students should also be enrolled in a High Beginning ESL class or above in order to be successful.
- ESL Advanced Conversation 1 and 2: This class is for students, educated in their native country, who have studied the English language in an academic setting, either in their homeland or in the U.S.A. Enrollees are often professionals seeking to perfect their language skills to be utilized in the workplace through guided conversation and practice. Students should have English speaking skills at a high intermediate level.
- ESL Pronunciation: This course is designed for students whose native language is not English and whose primary need is to increase conversational use of the English language. Students increase fluency through guided conversation and practice.
- ESL Distance Learning: This class offers students with limited time for daily classes a way to study English in their home. Students meet one-on-one with the teacher one day a week for one-half hour and complete their work independently using DVDs, the Internet, and workbooks. There are also on-site language labs available for student use both day and evening for those students who have limited or no access to home computers.

- ESL/Citizenship: ESL/Citizenship classes are specifically designed to help individuals pass the new citizenship exam and become U.S. citizens. The classes are for second language learners and provide practice in the United States Citizenship & Immigration Services (USCIS) exams as well as give a background in United States history and government. Students also learn citizenship requirements. Low Intermediate level in ESL and/or teacher approval is required to enroll.
- ESL/Citizenship Distance Learning: This class offers students with limited time for daily classes a way to study for the new citizenship exam and learn about United States history and government. Students meet one-on-one with the teacher one day a week for one-half hour and complete their work independently using DVDs and workbooks.

Coronado Unified School District:

English as a Second Language (ESL) multi-level classes are for non-native English speakers who want to learn or improve their speaking, listening, reading, writing and problem-solving skills so they can function more effectively in the English language and American society. Students may enroll at anytime during the school year.

Southwestern College:

Southwestern College offers both credit and noncredit ESL courses.

Noncredit ESL. Three free, noncredit courses are offered:

- NC 108: Introduction to Academic ESL I. This 24-hour lecture class introduces the first in a series of three courses designed to prepare non-native English speakers for the ESL certificate program. This course utilizes the corpus of 500-600 words and focuses on fluency in conversation, reading, and writing, and vocabulary development.
- NC 109: Introduction to Academic ESL II. This 24-hour lecture class is the second in a series of three courses designed to prepare non-native English speakers for the ESL certificate program. This course utilizes the corpus of 600-1000 words and focuses on fluency in conversation, reading, and writing, and vocabulary development.
- NC 110: Introduction to Academic ESL III. This 24-hour lecture class is the third in a series of three courses designed to prepare non-native English speakers for the ESL certificate program. It utilizes the corpus of 1000-1500 words and focuses on fluency in conversation, reading, and writing, and vocabulary development.

Credit ESL. Three options are offered within the credit ESL program:

Everyday ESL: The Everyday ESL Program prepares students to communicate with people in English and interact in stores, restaurants and offices around the community where they live, work, and study. The Everyday English program has two levels and two classes at each level (Oral Communication and Written Communication). Students can take both classes at the same time, or one at a time. No placement test is required to enroll in this program.

Learning English for Academic Purposes (LEAP): The LEAP daytime program is an intensive academic ESL program designed for students who already have English skills but who want a stronger foundation of academic and language skills to succeed in college courses. LEAP classes help prepare students for the academic classes they will take to earn a certificate or an associate degree at SWC. There are four levels. At levels 1, 2, and 3, students must complete the D and E classes. Each class is five units. Students can take these classes at the same time or separately during different semesters.

At level 4, students must take four classes at the same time: 59A, 59B, 159A, and 159B (for a total of 12 units). After level 4, students should be ready for college and English classes.

Level 1—ESL 29 D and E (10 units)

Level 2—ESL 39 D and E (10 units)

Level 3—ESL 49 D and E (10 units)

Level 4—ESL 159 A/B and ESL59 A/B (12 units, must be taken concurrently)

An assessment/placement test is recommended to take the LEAP classes. New students may not enroll in levels 2, 3, or 4 without this test.

ESL for Child Development: SWC also offers ESL courses that support the Child Development Spanish-to-English Associate Teacher’s Certificate program. The “Spanish-to-English” program is designed for Spanish-speaking students who want to learn more about Child Development in order to open a child care center or to go on with their major in Child Development. These courses are offered on the San Ysidro campus only.

ESL 27 A - ESL for Principles of Child Development (taken with CD 170)

ESL 27 B - ESL for Child Guidance (taken with CD 180)

ESL 27 C - ESL for Creative Curriculum (taken with CD 184)

ESL 27 D – ESL for Child, Family & Community (taken with CD 284)

Discussion: Adequacy and Quality:

Focus group members rated Consortium ESL programs as very good to excellent because the programs use standardized testing for placement (TABE, CASAS), the curriculum is Common Core aligned to increase rigor, it uses academic language with Daily Learning Targets, and because courses are horizontally and vertically aligned.

Focus group members noted that again the number of course sections and class seats are inadequate to meet the need for adult education for ESL. Approximately 75,000 adults ages 18 and older in the South Bay region speak English “less than very well” and may need ESL education. However, Consortium members served only 8,244 adult learners in ESL/citizenship in 2013/2014, down 35% from the 12,645 served in 2008/2009.

3) *Education programs for adults with disabilities.*

None of the three members of the South Bay Consortium provide education programs specifically for adults with disabilities, although each does offer support services for students with disabilities. Partners funded through the California Department of Rehabilitation provide all employment training programs for adults with disabilities. The types of employment training for individuals with disabilities include:

- Supported Employment
 - Individual Placement: Individual Placement is for clients who have already developed good work skills and have a successful work history. It is primarily in entry level jobs in many different types of businesses including grocery stores, restaurants, offices, coffee shops, and other small to large businesses. The individual is hired directly by an employer, and wages are the same as other employees in similar positions. Individuals are supervised by the employer, with frequent Job Coaching support for the first 90 days and then on-going Job Coaching support for as long as the person remains employed. Case management services are available as needed. Individual placement usually requires independence in transportation.
 - Group Placement: Group placement is for individuals who have some work history and are developing work skills, stamina on the job, and other work-related skills. Jobs are usually in janitorial work, landscaping, food service, vehicle washing, and assembly and packaging. Employers contract with agencies to provided needed services; the individual is paid by the agency, with wages commensurate with wages determined by time studies of productivity. Job coaching support is provided 100% of the time the person is working, and case management services are available as needed. Group placement usually requires independence in transportation to and from work.
- Work Activity Programs
 - Center Based Programs (Workshops): Individuals work in a center-based environment with others (usually 30 - 50 individuals). Work Activity Programs are for clients who do not have a history of working, have barriers to working at community based jobs, and are developing work and work related skills, attention to task and social skills. The work is primarily hand assembly, packaging,

collating and counting items. Clients are paid a piece rate for number of items completed, or an hourly rate based on productivity. Staff supervision and support including case management is available for all hours clients attend the program. Center-Based programs generally do not require independence in transportation.

- Community Based Program (CBP): These programs assist clients in achieving their maximum ability to use community resources including vocational skills training through either paid or volunteer opportunities, socialization training, community integration/Recreational skills, and self-advocacy/self-care skills. Most or all services are provided at various locations in the community.
- Vocational Rehabilitation Work Activity Program (VR-WAP): This provides the same working environment and support as the Work Activity Programs. Additional support is provided by helping the client to become eligible for services through the Department of Rehabilitation, providing the support of a Vocational Rehabilitation Counselor, and identifying and addressing the client's barriers to supported employment.

Providers of these programs with locations in South Bay include:

- The ARC of San Diego, Starlight Center. Services provided include:
 - Supported Employment Individual Placement
 - Supported Employment Group Placement
 - Vocational Rehabilitation / Work Activity Program
 - Work Activity Program
 - Community Based Program (CBP)
- Association for Community Independence, Inc. (ACI, Inc.). Services provided include: Community Based Program (CBP)
- Partnerships with Industry (PWI). Services provided include:
 - Supported Employment Individual Placement
 - Supported Employment Group Placement
 - Vocational Rehabilitation / Work Activity Program
 - Work Activity Program
- Stein Educational Center. Services provided include: Community Based Program (CBP)
- Unyeway, Inc. Services provided include:
 - Supported Employment Individual Placement
 - Supported Employment Group Placement
 - Vocational Rehabilitation / Work Activity Program
 - Work Activity Program

Source: The Arc of San Diego, 2010. *Time for Work! Employment and Training Opportunities for People with Disabilities in San Diego*. Download from California Department of Rehabilitation website at http://www.rehab.cahwnet.gov/sandiego/Advocacy_For_Employment_booklet.pdf

Discussion: Adequacy and Quality:

The availability of services for adults with disabilities in adult education programs is severely lacking. While the results of the American Community Survey estimate that at least 20,000 residents of the communities in the South Bay have a disability that presents difficulty with vision, hearing, cognition, ambulation, self-care and/or independent living, it is difficult to tell from this data how many of these individuals need education specifically designed for individuals with disabilities. SWC and SUHSD offer support services for students with disabilities in regular adult education or community college classes, but do not have educational programming and service structures available specifically for adults with disabilities.

Focus group members noted that adult education students with disabilities often do not have total understanding of their own needs and what to pursue once out of secondary school (and don't disclose at SWC to receive support), and lack basic preparation for postsecondary education. They also noted that many of these students lack work-readiness skills (social, workplace documents, consumer awareness, etc.).

4) Short-term career technical education programs with high employment potential.

In the area of Workforce Development, SUHSD and SWC are both long-standing partners in the South County Career Center. Both districts serve in an advisory role, and share in delivery of career and job readiness services and classes provided to the community at the South County Career Center.

The adult education consortium members have industry certifications for all articulated pathways and there are advisory meetings between the adult schools and SWC. The meetings and regular communication involve planning between adult education and college programs to keep pace with industry trends in curriculum, technology and workforce development.

Sweetwater Union High School District

Career and Technical Education (CTE) provides many opportunities to prepare for a specialized, high demand career, ensuring students will become skilled and productive workers. Most CTE courses are articulated with Southwestern Community College, so that students who complete the course will earn college credits through the 2+2 program, and get a jump start on a college degree.

Table 1 below lists the CTE courses offered by SUHSD, sorted by industry and career path and indicating the 2+2 credit courses that each articulates to at SWC.

Table 1. Career Technical Education Courses at SUHSD Adult Education

Industry	Career Pathway	SUHSD Course	WIA	Articulated SWC Courses
Agricultural and Natural Resources	Ornamental Horticulture	Floral Design I & II		LNT 138
Arts, Media and Entertainment	Design, Visual and Media Arts	Media Design for Photography, Graphics and Video	X	CIS123 CIS 158
Building and Construction Trades	Residential and Commercial Construction	Residential Construction Academy: Building Maintenance and Repair Floor covering Installation OSHA 10	X X X	N/A
		Construction-Worker (Apprenticeship)		
Business and Finance	Business Management	Administrative Professional File Clerk – Recordkeeping Keyboarding (includes typing certificate)		BUS 218 BUS 70, 71
	Financial Services	Accountant – Beginning and Intermediate	X	ACCT 7, ACCT 12
Education, Child Development, and Family Services	Child Development	Teacher – Early Childhood Development Theory Teacher – Early Childhood/Child/Family/Community		CD 170 CD 284
Health Science and Medical Technology	Patient Care	Health Care Essentials (Prerequisite) Certified Nurse Assistant	X	MEDOP 20 CNA 20/20L
	Health Care Operational Support Services	Health Care Essentials (Prerequisite) Medical Terminology – Online Medical Assistant – Clinical Medical Assistant – Administrative	X	MEDOP 20 MEDOP 230 MEDOP 234 MEDOP 231

Hospitality, Tourism and Recreation	Food Service and Hospitality	Culinary Arts – Food & Sanitation (Food Handler Card, Prerequisite Culinary Arts – Professional Cooking		CA 170
		Culinary Arts – Professional Baking/Pastry Skills Culinary Arts – Advanced Baking/Pastry Skills	X	CA 182
Information and Communication Technologies	Information Support Services	Intro to Computer Concepts (Prerequisite) Computer Applications – Microsoft Office 2010 (includes Microsoft Office Users Certificate, MOS)	X	CIS 120 CIS 121B; CIS 122B; CIS 129; CIS134, BUS 200A
		Networking		ELEC 10A, 10B, 260
		A+ Computer Repair Technician Cisco Certified Network Technician (CCNT) Cisco Certified Network Associate (CCNA)		ELEC 265; CIS 142; 144A, 144B, 144C
Manufacturing and Product Development	Welding and Materials Joining	Welder (all methods)		N/A
Marketing, Sales and Services	Professional Sales & Marketing	Real Estate Principles Real Estate Practices Computer Applications in Real Estate		N/A
Transportation	Systems Diagnostics, Service & Repair	Introduction to Automotive Technology		AT 101
	Operations	School Bus Driver		N/A

Coronado Unified School District

Coronado USD does not offer CTE as part of its adult education program.

Southwestern College

Southwestern College currently offers noncredit CTE courses in several areas:

Diversity Management Series. Students who complete all three courses earn a Certificate in Diversity Management. The three courses include:

- Diversity ≠ Political Correctness. (5 hours) Diversity is a dilemma from campus classroom to corporate boardroom. What do “culture wars” and “one America” mean? Can diversity be managed? Is a borderless world order the future?
- Simply Race and Sex. (5 hours) Latin-Asianization is creating a majority-minority California. What commodities are to be mediated in popular culture? How will “browning” affect public relations, advertising, and marketing?
- Beans, Bread, and Rice on the Plate. (5 hours) The 21st Century has been called the Pacific Century. What is defining the emerging Pacific Rim regionalism? Is South County a potential hub for fostering closer ties between Japan, Mexico, and the United States?

Superior Customer Service Series. Students who attend any three of the following classes receive a Certificate of Completion. The classes include:

- Customer Service: Customer Appreciation. (3 hours) This session explores key skills and attitudes necessary to effectively meet the needs of customers, and includes an introduction to concepts and appropriate techniques for dealing with internal and external customers, enhancing customer satisfaction, increasing customer retention, and ensuring positive communication.
- Customer Service: Dealing with Difficult People. (3 hours) This session explores the causes and impact conflict can have on customer service, and covers strategies and techniques for resolving tough issues and how to turn a difficult customer into a loyal one.
- Customer Service: Decision Making and Problem Solving. (3 hours) This session explores techniques for making business decisions and solving problems and covers decision-making styles and when each might be applied. Students review how to assess a situation and how to prioritize the urgency of tasks and select the steps for successful completion.

- **Customer Service: The Right Attitude.** (3 hours) This session explores how attitudes at work positively and negatively affect customer service, the company image, productivity, employee retention, and company growth. Students explore the techniques for maintaining a professional attitude.
- **Customer Service: Managing Change.** (3 hours) This session explores our natural tendencies and the tendencies of customers to resist change. Students learn the techniques for handling workplace change and how to introduce change to customers and practice change management techniques.
- **Customer Service: Team Building.** (3 hours) This session explores working as teams in business can increase productivity, enhance project management, reduce business conflicts and create superior customer service. Students identify team opportunities in their organization, learn the “roles” in a team and how to be both a leader and a team player, and practice new skills in typical business scenarios.

Tax Preparation

- **Tax Preparation/Income Tax Course I.** (30 hours) Part I of a 60-hour program that teaches students how to prepare their own state and federal income tax returns and introduces them to the career field of a registered tax preparer in the State of California. Successful completion of Part I and Part II enables a student to receive a Certificate of Completion.
- **Tax Preparation/Income Tax Course II.** (30 hours) Part II of a comprehensive 60-hour program that covers everything students need to know to prepare correct tax returns. This course emphasizes how students will learn a marketable skill that will enable them to prepare taxes for other people and earn extra income. Successful completion enables students to receive a Certificate of Completion that will make them eligible to become a registered tax preparer in the State of California.

Computers

- **Introduction to Microcomputers.** (3 hours) This course covers computer start-up; the graphic user interface; use of mouse and keyboard commands; basic file management; formatting and using a floppy disk; creating, saving, and printing a document using word processing software; and proper computer shutdown.
- **Developing High-Performance Charts in Microsoft Excel.** (12 hours) This course reviews the basics of spreadsheet use: structure data entry, formulas, and functions, with a focus on how to convert data into meaningful and high-impact charts.

Aquatics Program

- **Lifeguard Training. (36 hours)** This course provides students with skills and information which will help them effectively prevent, recognize, and respond to aquatic emergencies including in-and-out of water skills, CPR for professional rescuer, first aid, open water experience, and cardiovascular and swim conditioning elements. Certifications include American Red Cross Lifeguard Training (Includes First Aid and CPR for the Professional Rescuer).
- **Boating Safety Paddle Sports Leader Training. (24 hours)** Designed for those pursuing careers as recreation assistants in aquatic recreation programs, this course covers small craft safety, general operations, basic rescue, skill development and instructional methods in teaching kayaking, canoeing, and outrigger canoeing. Successful completion leads to certification in small craft, basic rescue and paddle sports leader. Recommended for American Canoeing Association (ACA) instructor preparation.
- **Ocean Lifeguarding for Recreation Assistants. (8 hours)** This course provides supplemental training to the student desiring to work as an ocean lifeguard or recreational assistant. Focuses on the skills and knowledge necessary to prevent and respond to emergencies in an ocean, bay, or beach environment. This course emphasizes instruction on maintaining a safe aquatic environment, demonstration of manipulative skills, injury prevention, facility surveillance, patron surveillance, and ocean rescue techniques.
- **First Aid for Public Safety Personnel. (16 hours)** This course covers first aid skills for public safety personnel as a first responder to provide initial care regardless of the emergency. The course is divided into four units: first responder assessment, specific injuries, muscle and bone injuries, and medical emergencies, and meets the skill and knowledge requirements of Title 22 of the California Code.
- **Basic First Aid and Adult CPR. (8 hours)** This course prepares individuals to recognize and treat injuries and sudden illnesses.
- **Oxygen Administration for the Professional Rescuer. (3 hours)** This course provides the student with the knowledge and skills necessary to provide care to victims of respiratory emergencies, by using breathing devices such as suction, oral and airway adjuncts, resuscitation masks, bag-valve masks, and supplemental oxygen. Follows both the American Red Cross and the National Safety Council (Green Cross) guidelines.
- **Pediatric Basic Life Support and First Aid (8 hours).** Provides individuals with the knowledge and skills necessary to prevent, recognize, and provide basic care for respiratory, cardiac and first aid emergencies in children and infants. The course

follows the American Heart Association Basic Life Support (BLS) and First Aid guidelines.

- Basic Life Support (BLS) Instructor. (16 hours) This course is designed to advance the Basic Life Support (BLS) provider to the position of instructor. It teaches the instructor candidate the components and delivery of cognitive and psychomotor skills training used for BLS training.
- CPR for the Professional Rescuer. (9 hours). This course provides the professional rescuer with the knowledge and skills to provide Basic Life Support (BLS) to a victim in an emergency. It is necessary for BLS instructor and follows the guidelines of both the American Red Cross and the American Heart Association.

South Bay Adult Education Partners

San Diego Job Corps

The federally-funded San Diego Job Corps (SDJC) offers seventeen Career Technical Education training programs under six career pathways. Each program includes a work-based learning component and advanced training opportunities. The SDJC programs and pathways include:

- Finance and Business Career Pathway
 - *Office Administration*: skills in keyboarding, data-entry, record-keeping, business English, telecommunications, office procedures, and Microsoft Office programs. Certifications include Internet and Computing Core and Microsoft certifications.
 - *Computer Repair Technician*: skills in hardware and software technologies, installation, troubleshooting and general computer repair, with A+ Network and STRATTA certifications.
- Hospitality Career Pathway
 - *Homeland Security*: training in law enforcement code, inspection, and patrol to attain a California Guard Card, and certifications in tear gas/pepper spray, community response and CPR/First Aid.
 - *Culinary Arts*: instruction in food preparation, kitchen safety and sanitation, catering, set-up and serving for the restaurant and hotel environment. Students who pass the exam earn a Food Handler Card, ServSafe and CPR/First Aid certifications.

- *Hotel and Lodging*: hotel operations including rooms, food and beverage, guest services, safety and professionalism, leading to a nationally recognized S.T.A.R.T CPR/First Aid certifications and a Food Handler Card.
- Health Care Career Pathway
 - *Nursing Assistant*: health care theory and clinical work to be able to manage patients' physical, social and emotional needs. Students must achieve a certain TABE Reading score to enter the program and graduates are certified (C.N.A.) through the state of California.
 - *Pharmacy Technician*: theory and hands-on work experience through a pharmacy externship. Students must achieve a certain TABE Reading score to enter the program and graduates are licensed through the state of California and can obtain the National Pharmacy Technician Certification.
- Automotive and Machine Repair Career Pathway
 - *Auto Mechanic*: skills in auto repair, including the operation of applicable equipment for diagnostics, electrical systems, emissions, brakes, tires, and lubrication. Upon passing exams students can earn ASE/NATEF certifications in Brakes, Engine Repair, Electrical Systems, and Suspension and Steering.
- Advanced Manufacturing Career Pathway
 - *Welding*: coursework and hands-on learning to obtain nationally-recognized AWS and SENSE Certifications.
- Construction Career Pathway

Construction Trades have union instructors who present coursework, hands-on learning, and direct experiences through projects on and off center. Students participating in some construction trades have the opportunity to join the sponsoring unions and obtain applicable certifications in OSHA, NCCER and a Green Certificate. Additional certifications could include CPR/First Aid and Scaffold. Work-based learning opportunities are available in the following areas:

 - Brick
 - Carpentry
 - Electrical
 - Plumbing
 - Floor Covering
 - Painting
 - Cement
 - Plaster

Private Training Providers (WIA-approved programs under 2 years)

Bellus Academy
1520 E. Plaza Boulevard
National City, CA 91950

- **Cosmetology.** (1600 hours) This program prepares individuals for practice as licensed cosmetologists in specialized or full-service salons. It includes instruction in hair cutting and styling, manicuring, pedicuring, facial treatments, shampooing, chemical applications, esthetics, shop management, sanitation and safety, customer service, and applicable professional and labor laws and regulations. The Cosmetology program of instruction meets the requirement for California State Board licensing. The program length for the Day Schedule is 46 weeks and the Evening Schedule is 64 weeks.
- **Advanced Cosmetology.** (1750 hours) Advanced Cosmetology extends the Cosmetology program with preparation for International Therapy Examination Council (ITEC) certification.
- **Spa Nail Technician.** (600 hours). The Spa Nail Technician program combines the basic fundamentals of nail care required by the 400-hour state mandated course with an additional 200 hours of intensive studies in spa treatments. The program length for the Day Schedule is 20 weeks and the Evening Schedule is 24 weeks.

Comprehensive Training Systems
497 11th St., #4
Imperial Beach, CA 91932

- **Administrative Assistant 1.** (8 weeks/312 hours). Administrative Assistant and Secretarial Science, General. This program prepares individuals to perform the duties of administrative assistants and/or secretaries and stenographers.
- **Basic Manufacturing Techniques.** (6 weeks/195 hours). Marine Maintenance/Fitter and Ship Repair Technology/Technician. This program prepares individuals to apply technical knowledge and skills to repair outboard and inboard engines; test, maintain, and repair steering devices; and electrical systems repair.
- **Building Maintenance Technician.** (11 weeks/429 hours). This program prepares individuals to troubleshoot and repair electrical, plumbing, appliance repair air conditioning and heating problems. Students learn to construct walls, repair drywall and replace switches and outlets, tile and flooring.

- Computer Repair/Service Technician. (8 weeks/460 hours). Computer Installation and Repair Technology/Technician. This program prepares individuals to apply technical knowledge and skills to assemble, install, operate, maintain, and repair computers and related instruments.
- Healthcare Information Technology. (11 weeks/429 hours). Health Information/Medical Records Technology/Technician. This program prepares individuals, under the supervision of health information administrators and other professionals, to construct medical records and clinical databases.

Momax Truck Driving School
302 W. 19th St., Suite C
National City, CA 91950

- A/B Professional Driving Course. (220 hours) This program prepares individuals to apply technical knowledge and skills to drive trucks and buses, delivery vehicles, for-hire vehicles and other commercial vehicles, or to instruct commercial vehicle operators.
- Class A Professional Driving Course. (184 hours) This program prepares individuals for the Class A license.
- Class B Professional Driving Course. (138 hours) This program prepares individuals for the Class B license only.

National University
660 Bay Blvd.
Chula Vista, CA 91910

- Emergency Medical Technician. (12 weeks) This certificate of completion provides entry-level basic knowledge, essential skills, and an understanding of emergency medical assistance in outpatient and emergency settings. Students become prepared to respond in various types of emergencies that require medical attention to assess emergency situations, provide care that can save a life, and transport patients to a hospital. Students learn how to respond quickly to high level emergencies such as a motor vehicle accident, heart attack, near drowning, childbirth, poisoning, and life threatening injury. Graduates meet the national guidelines for all areas of their didactic and clinical requirements. Students comply with all levels of legal, regulatory, and ethical requirements for EMTs.

Pima Medical Institute
780 Bay Blvd
Chula Vista, CA 91910

- Dental Assistant. (8 months) Dental Assisting/Assistant. A program that prepares individuals to provide patient care, take dental radiographs (x-ray photographs), prepare patients and equipment for dental procedures, and discharge office administrative functions under the supervision of a dentist.
- Medical Administrative Certificate (8 months) Medical Administrative/Executive Assistant and Medical Secretary. A program that prepares individuals to perform the duties of special assistants and personal secretaries for practicing physicians and nurses, health care facilities and services.
- Pharmacy Technician. (8 months) Pharmacy Technician/Assistant. A program that prepares individuals, under the supervision of pharmacists, to prepare medications, provide medications and related assistance to patients, and manage pharmacy clinical and business operations.
- Veterinary Assistant. (7 months) Veterinary/Animal Health Technology/Technician and Veterinary Assistant. A program that prepares individuals, under the supervision of veterinarians, laboratory animal specialists, and zoological professionals.

OSC Sacramento Distance Education
www.oscct.com

- AIPB Certified Bookkeeper. (25 weeks) Accounting Technology/Technician and Bookkeeping. A program that prepares individuals to provide technical administrative support to professional accountants and other financial management personnel.
- Bookkeeping & Office Specialist. (20 weeks) A program that prepares individuals to provide technical administrative support to professional accountants and other financial management personnel.
- Business Administrative Assistant. (21 weeks) Administrative Assistant and Secretarial Science, General. A program that generally prepares individuals to perform the duties of administrative assistants and/or secretaries and stenographers.
- Desktop Publishing and Office Specialist. (26 weeks) Graphic Design and Digital Imaging Design. A program that prepares individuals to apply technical knowledge and skills to the layout, design and typographic arrangement of printed and/or electronic graphic and textual products. It includes Adobe InDesign, Photoshop, Illustrator, Microsoft Word, Excel, PowerPoint, Basics of Design Concepts, and Designing a Digital Portfolio
- Medical Billing/Coding for Hospitals. (15 weeks)

- Medical Billing/Coding for Physicians. (25 weeks) Medical Office Management/Administration. A program that prepares individuals to manage the specialized business functions of a medical or clinical office. Includes instruction in business office operations, business and financial record-keeping.
- Medical Billing/Coding for Physicians & Hospitals. (40 weeks)
- Microsoft Office Core Skills (16 weeks) General Office Occupations and Clerical Services. A program that prepares individuals to provide basic administrative support under the supervision of office managers, administrative assistants, secretaries, and other office personnel.
- Microsoft Office Specialist (MOS Cert). (31 weeks)
- Web Design & Programming. (25 weeks). A program that prepares individuals to apply HTML, XML, Javascript, graphics applications, and other authoring tools to the design, editing, and publishing (launching) of documents, images, graphics, sound, and multimedia products on the World Wide Web.

Discussion: Quality and Adequacy

Focus group members felt that the services offered by Consortium members are excellent. The lack of services at Coronado was felt to be a drawback for that community. The focus group's reasons for the overall rating include the variety of courses, clear process for completing pathways, assessment of basic skills necessary for student success, articulation of coursework (2+2 credit awarded to students who transfer from adult education to SWC), internship and apprenticeship opportunities, the low cost of programs, the soft skills infused into the CTE course curriculum, ongoing community collaborations and partnerships, and a high student completion rate.

Focus group members noted that program access is more problematic. Consortium members served 6,621 adult learners in short term CTE programs in 2013/2014, down 46% from the 12,189 students served in 2008/2009. Partners served another 632 adult learners in short term CTE in 2013/2014 (in federally-funded programs), down 4% from 2008/2009. In addition, analysis of the regional employment and industry information suggests that there is additional need for CTE training in the areas of construction, manufacturing and transportation (including logistics). Residents of the South Bay region are more likely than residents of the County as a whole to work in these industry areas, but there is relatively little CTE or job training available in these occupations.

Programs for Apprentices

Sweetwater Union High School District

Sweetwater UHSD operates five state-approved apprenticeship programs through collaboration between the SUHSD Montgomery Adult School and the San Diego Job Corps. These apprenticeship programs include:

1. Tile Setter, with Tile Laying local 18 JAC
2. Cement Masons
3. Mason, with Bricklayers #4
4. Plasterers, with Plasterers Apprentice #200
5. Roofer, with Roofing Apprenticeship Local #45

Related and Supplemental Instruction (RSI) funding has been:

2008/09: \$35,987
2012/13: \$28,713
2013/14: \$28,713
2014/15: \$15,120

Coronado Unified School District: Does not offer apprenticeship programs.

Southwestern College:

Southwest Regional Apprenticeship Program (SWRAP) does not appear on the state-approved apprenticeship list and does not receive state funding. The program takes applicants from across the county.

Puget Sound Naval Shipyard and Intermediate Maintenance Facility, in partnership with Southwest Regional Maintenance Center, NAVAIR's Fleet Readiness Center Southwest, Portsmouth Naval Shipyard Point Loma and Southwestern College, offer a four-year, accredited, co-operative education opportunity leading to a Certificate of Completion (basic) in leadership and supervision and certification in one of 7 trades related to Navy Ship maintenance and Repair. Apprentices attend classes in the Apprentice School at NAS North Island and receive hands on training when classes are not in session and between semesters.

The program was founded in 2010, with approximately 24 apprentices in each cohort. Participation requires application for and hiring into one of the available positions. Applications are taken once per year. Applicants must be 18 years of age or older at time of hire; able to show proof of U.S. Citizenship; and meet Security and Physical Fitness requirements. Students must be assessed into English 115 and Math 45 or above.

Participating trades include:

- Marine Machinery Mechanic
- Machinist
- Rigger
- Marine Pipefitter
- Temporary Services Pipefitter
- Shipfitter
- Sheet Metal Mechanic
- Production Machinery Electrician
- Marine Electrician
- Temporary Services Electrician

Discussion: Quality and Adequacy

Focus group participants noted although the apprenticeship programs offered through SUHSD and the Job Corps are high quality, very few adult education students in the South Bay region enroll in apprenticeships. Most of the apprenticeship opportunities in the San Diego region are through the San Diego Community College District.

Table Notes

Table 1.1A:

Southwestern College's "programs for immigrants" includes both credit and noncredit basic skills ESL.

Table 1.2:

Comprehensive Training Systems offers training in Imperial Beach (its headquarters) and in San Diego. The data provided by the San Diego Workforce Partnership includes training at both sites.

Bellus Academy offers training in Chula Vista and in Poway. The data provided by the San Diego Workforce Partnership includes training at both sites.

The data provided by the San Diego Workforce Partnership includes training provided by Kaplan College. However, these programs are not on the State's ETPL.

The data provided by the San Diego Workforce Partnership for 2013/2014 goes only through April 2014, when SDWP switched from its own data system to the CalJOBS data system.

Chapter 2

Objective 2: An Evaluation of Current Needs for Adult Education Programs

Demographics of the Current Adult Education Student Population

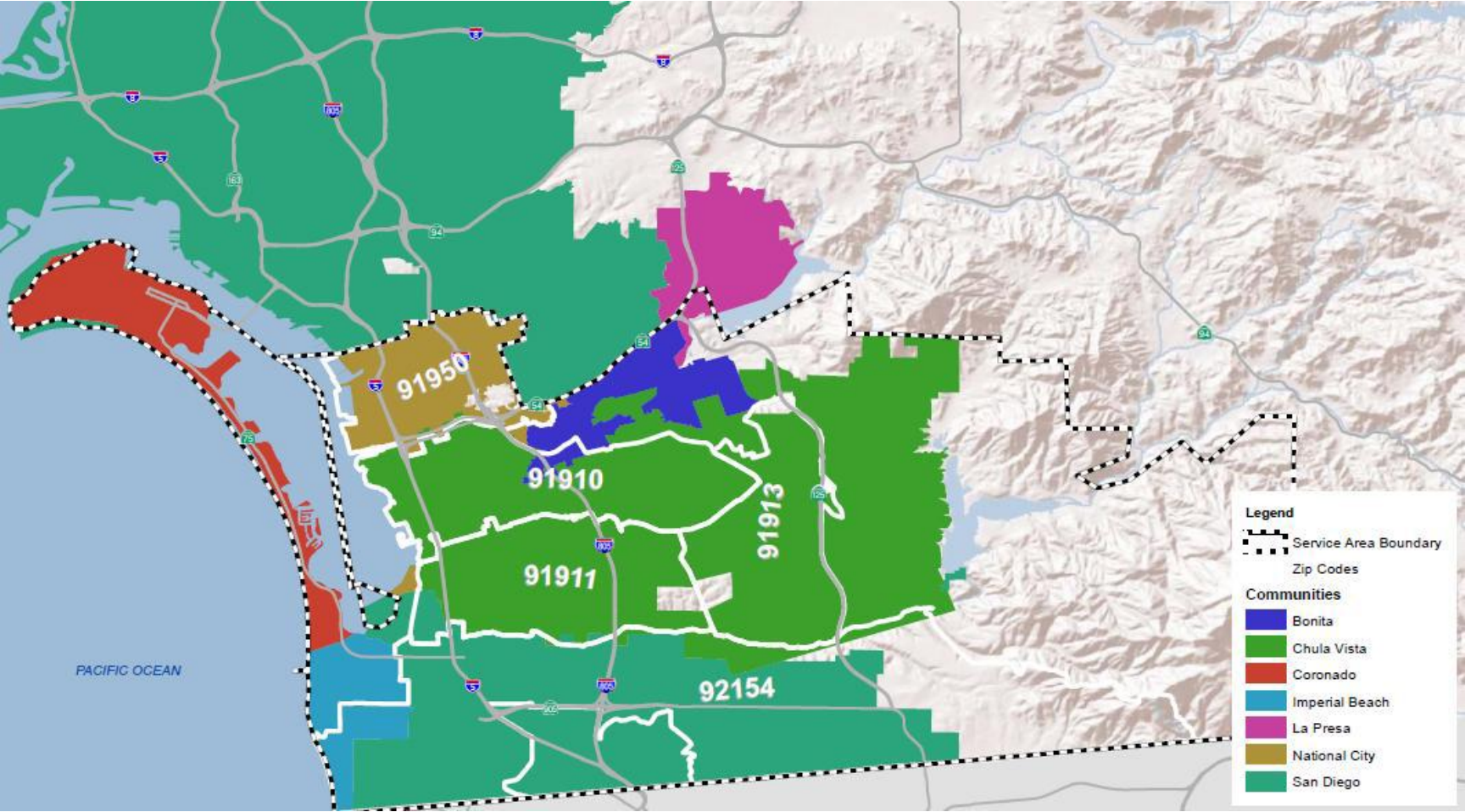
In 2012/2013, SUHSD served 21,431 students in its adult education programs. Of these students, 61% were female and 39% were male. The average age of adult education students was 30. Overall, 82% of the adult education students were Hispanic, 5% were white, 6% were Filipino, 2% were Asian, and 5% were African American. A total of 43% of the adult education students did not have a high school diploma, 20% had a high school diploma, and 3% had a GED. Another 3% had an associate's degree, and 6% had a four year college degree.

In 2012/2013 Southwestern College served a total of 3,543 students in noncredit programs. Of those students, 69% were female and 31% were male. A total of 42% of the noncredit students were Hispanic, 29% were white, 12% were Filipino, 4% were Asian and 5% were African American. About two-thirds of the students were age 35 or older.

Demographics of the South Bay

The South Bay Regional Adult Education Consortium serves the people who live within the Southwestern Community College District, which includes the southern portion of San Diego County, with Downtown San Diego to the north and the U.S. – Mexico border to the south. The SWC district boundaries encompass five cities and a portion of the City of San Diego (known as the communities of San Ysidro and Otay Mesa). The SWC district boundaries and boundaries of the cities served are illustrated in Figure A.

Figure A: Map of the Southwestern College Service Area by Zip Code



The population of the Southwestern Community College District was 488,947 in January 2103 (SANDAG, 2014). There were 360,074 people over the age of 18, the target group for adult education. The median age was 32.9. In 2013, about 56.6% of the people over age 18 were Hispanic, 23.3% were White, 13.7% were Asian/Pacific Islander, 4% were African American, 0.3% were Native American, and 2% were “other.” The median income was \$63,838 – below the countywide average of \$70,926.

Table 2 on the following page illustrates the significant differences in the demographics and economic characteristics of the seven communities that make up the South Bay region (note that data are five year estimates from the U.S. Census Bureau).

- Bonita is a community that lies east of Interstate Route 805, which runs through the center of the district. Bonita is a relatively small community (12,917 residents). The population is about 47% Hispanic, 39% White, 4% African-American, 1.3% Native American, and 7% Asian/Pacific Islander. Of the population aged 25 or higher, 89.7% have a high school diploma or higher, and 39% have a bachelor’s degree or higher. Almost 45% of the population over age 5 speaks a language other than English at home (37.8% of the people throughout the county speak a language other than English at home). About 13.7% of the population over age 5 speaks English “less than very well.” The median household income of residents of Bonita is higher than the income of the South Bay as a whole (\$82,214 compared to \$63,838 for the south bay region). About 7.7% of the population had income below the poverty level (in San Diego County the poverty rate was 13.9%).
- Chula Vista is the largest city in the South Bay region (and the second largest city in San Diego County), with 242,499 residents. Chula Vista has much of the waterfront in the southern part of San Diego bay, and is bordered by National City to the north, Bonita to the northeast, South San Diego to the south, and mountainous, sparsely populated areas to the east. About 57% of the Chula Vista population is Hispanic, 21.2% is white, 4.5% is African American, 0.3% is Native American, and 14.4% is Asian/Pacific Islander. Educational attainment is a bit lower in Chula Vista than in Bonita; 80.5% of the population has a high school diploma, and 25.5% has a bachelor’s degree or higher. Over 8% of the population has less than a 9th grade education. More than 56% of the population over age 5 speaks a language other than English at home, and about 21% speak English “less than very well.” The median household income of residents of Chula Vista is somewhat higher than the income of the South Bay as a whole (\$65,364 compared to \$63,838 for the south bay region). About 9.6% of the population had income below the poverty level between 2008 and 2012.

Table 2. Demographic Information for the South Bay Region

	Bonita	Chula Vista	Coronado	National City	Imperial Beach	San Ysidro	South San Diego	Regional Total	San Diego County
Demographics									
Total population	12,917	242,499	21,968	58,508	26,463	28,723	81,952	473,030	3,100,500
Population over age 18	10,422	175,288	17,614	43,291	19,633	19,929	61,063	347,240	2,377,016
Percent Hispanic	46.7	57.0	15.4	65.1	46.5	92.8	66.0	58.9	32
Percent White	39.5	21.2	77.2	9.8	35.8	3.2	11.9	21.0	48.5
Percent Black	3.9	4.5	1.6	4.1	3.7	1.5	6.1	4.4	4.8
Percent Native American	1.3	0.3	0.2	0.1	0.3	0.0	0.1	0.2	0.4
Percent Asian/PI	7.3	14.4	3.0	18.8	10.2	2.1	13.2	13.0	11.2
Educational Attainment (percent)									
Total population ages 25+	9,360	130,944	15,157	31,894	15,937	16,264	50,268	269,824	2,011,024
Less than 9th grade	4.5	8.2	0.7	16.7	9.2	29.7	13.6	10.9	7.5
9th to 12th grade, no diploma	5.8	9.9	1.4	15.4	10.5	18.1	14.9	11.4	7.1
High school graduate/equivalency	19.2	20.2	10.1	26.2	26.6	21.7	24.9	21.6	19.0
Some college, no degree	22.6	25.0	19.9	21.8	29.9	14.7	23.7	23.8	23.0
Associate's degree	8.9	9.6	8.1	7.2	8.3	6.3	7.8	8.7	9.0
Bachelor's degree	21.4	18.3	31.2	10.3	10.7	7.5	11.5	15.9	21.4
Graduate or professional degree	17.6	8.7	28.6	2.4	4.9	2.1	3.7	7.8	13.0
Percent high school or higher	89.7	80.5	95.0	62.9	81.5	52.2	71.6	77.7	85.4
Percent bachelor's or higher	39.0	25.5	56.2	11.8	16.1	9.6	15.1	23.7	34.4
English as Second Language									
% who speak language other than English at home (over age 5)	44.6	56.1	16.9	73.4	46.2	91.5	68.9	–	37.1
% who speak English "less than very well"	13.7	20.8	4.5	34.6	15.4	41.4	23.7	–	16.1
Number who speak English "less than very well"	1,679	46,742	933	18,839	3,761	11,004	18,039	100,997	466,119
Poverty									
Percent of all people living in poverty	7.7	9.6	6.4	23.2	19.2	27.3	13.1	–	13.9

Note: Data is from U.S. Bureau of the Census; reports available at factfinder2.census.gov. Data is the five-year average from surveys conducted between 2008 and 2012. Totals for SWC are calculated by summing totals for component communities.

- Coronado is a peninsula that forms the western side of the San Diego Bay. Coronado (also referred to as “Coronado Island”) is a popular tourist resort destination and is home to Naval Air Station North Island and the Naval Amphibious Base Coronado. Coronado has the best educated and highest-income residents of any of the communities in the South Bay. About 15.4% of Coronado residents are Hispanic, 77% are white, 1.6% are African American, and 3% are Asian/Pacific Islander. Over 95% of residents over age 25 have a high school diploma, and over 56% have a bachelor’s degree or higher. Less than 17% of the population over age 5 speaks a language other than English at home (compared to 37% countywide), and fewer than 5% speak English “less than very well.” The median household income of residents of Coronado is much higher than the income of the South Bay as a whole (\$89,277 compared to \$63,838 for the south bay region). About 6.4% of the population had income below the poverty level.
- National City, located just south of San Diego and north of Chula Vista, is the northern-most city in the South Bay region and home to both Navy and private shipyards along its western border fronting the San Diego Bay. About 65% of the National City population is Hispanic, 10% is white, 4% is African American, 0.1% is Native American, and almost 19% is Asian/Pacific Islander. Educational attainment is the second lowest in the South Bay region; only 63% of the population has a high school diploma, and 12% of the population has a bachelor’s degree or higher. About 16.7% of the population has less than a 9th grade education. Almost 73% of the population over age 5 speaks a language other than English at home, and almost 35% speak English “less than very well.” The median household income of residents of National City is the second lowest in the South Bay (\$38,798 compared to \$63,838 for the south bay region). About 23.2% of the population had income below the poverty level.
- Imperial Beach, the most southwesterly city in the United States, is located south of Coronado, west of South San Diego, and north of Tijuana, Mexico. About 46.5% of the Imperial Beach population is Hispanic, 36% is white, 4% is African American, 0.3% is Native American, and 10.2% is Asian/Pacific Islander. Educational attainment is a bit higher in Imperial Beach than in the South Bay region as a whole; 81.5% of the population has a high school diploma, and 16% has a bachelor’s degree or higher. About 9% of the population has less than a 9th grade education. Just over 46% of the population over age 5 speaks a language other than English at home, and over 15% speak English “less than very well.” The median household income of residents of Imperial Beach is somewhat lower than the income of the South Bay as a whole (\$46,975 compared to \$63,838 for the south bay region). About 19.2% of the population had income below the poverty level.
- San Ysidro is a community of the City of San Diego, and is located immediately north of the U.S. – Mexico border. San Ysidro is surrounded to the west, north and east by South San Diego/Otay Mesa. San Ysidro is home to the busiest

border crossing in the western Hemisphere, where Interstate Route 5 crosses into Mexico (this crossing accommodates only pedestrians and automobiles; trucks must cross at the Otay Mesa border crossing to the east). About 93% of the San Ysidro population is Hispanic, 3% is white, 1.5% is African American, 0.03% is Native American, and 0.06% is Asian/Pacific Islander. Educational attainment is the lowest in the South Bay region; only 52% of the population has a high school diploma, and 9.6% of the population has a bachelor's degree or higher. Almost 30% of the population has less than a 9th grade education. Almost 92% of the population over age 5 speaks a language other than English at home, and over 41% speak English "less than very well." The median household income of residents of San Ysidro is the lowest in the South Bay (\$35,680 compared to \$63,838 for the south bay region). About 27.3% of the population had income below the poverty level between the years 2008-2012.

- Otay Mesa/South San Diego is a part of the city of San Diego. South San Diego's boundaries are the city of Imperial Beach on the west, Chula Vista to the north, Otay Lakes to the east, and the U.S.-Mexico border with Tijuana on the south. Brown Field Municipal Airport is located in the Otay Mesa region of South San Diego. Otay Mesa is zoned as the industrial base for the City of San Diego and plays an expanding role in international manufacturing with Mexico. This region of the district includes the Otay Mesa border crossing, which accommodates all truck traffic between Tijuana and San Diego County. About 66% of the Otay Mesa population is Hispanic, 12% is white, 6% is African American, 0.12% is Native American, and 13.2% is Asian/Pacific Islander. Educational attainment is a bit lower than the district average; 71.6% of the population has a high school diploma, and 15% has a bachelor's degree or higher. Almost 14% of the population has less than a 9th grade education. Almost 69% of the population over age 5 speaks a language other than English at home, and almost 24% speak English "less than very well." The median household income of residents of Otay Mesa is similar to the income of the South Bay as a whole (\$56,413 compared to \$63,838 for the south bay region). About 13% of the population had income below the poverty level.

Residents with a Disability in the South Bay Region. The American Community Survey estimates that between 2008 and 2012 an average of 20,191 residents of the South Bay region between the ages of 18 and 64 had a disability. The most common type of disability is ambulatory difficulty, with 48.2% of the people reporting that their type of disability is ambulatory (respondents could report more than one type of disability, so the percentages will not total 100%). Cognitive difficulty is the second more frequently reported type of disability (with 36.5% of respondents indicating that their disability is related to a cognitive difficulty), followed by an independent living difficulty (35.3%). A total of 20.5% of respondents reported a vision difficulty, 19.4% reported a self-care difficulty, and 18.5% of respondents with a disability indicated that it was hearing-related. Residents of the communities of San Ysidro and Imperial Beach were more likely than residents of the other communities in the South Bay to report that they had a disability. Please see Table 3 on the following page for disability data.

Table 3. Residents with a Disability in the South Bay Region

	Bonita	Chula Vista	Coronado	National City	Imperial Beach	San Ysidro	South San Diego	So. Bay Regional Total	San Diego County
Estimated number with a disability									
Population 18 to 64 years	542	9,874	420	2,254	1,598	1,736	3,767	20,191	133,234
With a hearing difficulty	106	1,797	138	442	375	248	624	3,730	23,453
With a vision difficulty	84	1,853	25	557	356	481	789	4,145	21,775
With a cognitive difficulty	258	3,893	95	725	715	594	1,095	7,375	57,596
With an ambulatory difficulty	218	4,627	200	1,078	679	1,049	1,879	9,730	60,979
With a self-care difficulty	101	1,848	68	561	225	320	802	3,925	23,735
With an independent living difficulty	159	3,448	62	984	544	683	1,247	7,127	48,796
Percent with a disability									
Population 18 to 64 years	6.9	6.8	4.2	6.7	9.6	10.1	8.0	–	6.9
With a hearing difficulty	1.4	1.2	1.4	1.3	2.3	1.4	1.3	18.5	1.2
With a vision difficulty	1.1	1.3	0.2	1.7	2.1	2.8	1.7	20.5	1.1
With a cognitive difficulty	3.3	2.7	0.9	2.1	4.3	3.5	2.3	36.5	3.0
With an ambulatory difficulty	2.8	3.2	2.0	3.2	4.1	6.1	4.0	48.2	3.2
With a self-care difficulty	1.3	1.3	0.7	1.7	1.4	1.9	1.7	19.4	1.2
With an independent living difficulty	2.0	2.4	0.6	2.9	3.3	4.0	2.7	35.3	2.5

Note: Data is from U.S. Bureau of the Census; reports available at factfinder2.census.gov. Data is the five-year average from surveys conducted between 2008 and 2012. Totals for SWC are calculated by summing totals for component communities. Because data is not reported directly for the SWC region, the percentage of total residents who are ages 18-64 and have a disability is not available.

South Bay Employment by Occupation and Industry

The U.S. Census Bureau also reports estimates of the employment and unemployment of the residents of each community within the South Bay Region. This information is presented in Table 4 and summarized below.

Employment by Occupation. Overall, residents of the South Bay are more likely than are residents of San Diego County as a whole to work in sales and office occupations (27.9% vs. 24.8% countywide), service occupations (22.5% compared to 19.2%), natural resources, construction and maintenance (9.2% compared to 8.1% countywide), and production, transportation and materials moving (10.5% vs. 8.1%). South Bay residents are less likely to work in management and professional occupations (29.9% for South Bay residents vs. 39.8% countywide).

Across the South Bay, residents of Coronado and Bonita were most likely to work in management and professional occupations (at or above the countywide average), and residents of San Ysidro and National City were the least likely to work in management and professional occupations. Residents of National City and San Ysidro were more likely than the residents of other South Bay cities (or countywide) to work in natural resources, construction and maintenance, or in production, transportation and materials moving.

Employment by Industry. Overall, residents of the South Bay are more likely than residents countywide to work in construction (6.3% vs. 6.1%), wholesale trade (2.9% compared to 2.6%), retail trade (12.7% compared to 11.1%), transportation and warehousing (5.4% vs. 3.8%), education, health care and social services (22.4% compared to 20.9%) and public administration (8.6% in the South Bay compared to 5.5% countywide).

Across the South Bay, residents of Coronado and Bonita were more likely than residents across San Diego County to work in finance, insurance and real estate or in education, health care and social service occupations. They were more likely than the South Bay average to work in those occupations and also in professional, scientific, management and administrative occupations. Residents of all south bay communities except Chula Vista, Coronado and Imperial Beach were more likely than the countywide average to work in construction. Residents of all south bay communities except Coronado and National City were more likely than the countywide average to work in wholesale trade.

Unemployment. The unemployment rate throughout San Diego County averaged 9.6% between the years 2008-2012. Two of the seven South Bay communities had a lower than average unemployment rate: Coronado (5.5%) and Bonita (8.9%). Five communities had a higher unemployment rate than the countywide average: Chula Vista (11.9%), National City (11.8%), Imperial Beach (15.0%), South San Diego/Otay Mesa (11.7%) and San Ysidro (the highest at 15.5% between 2008 and 2012).

Table 4. Employment Information for the South Bay Region

	Bonita	Chula Vista	Coronado	National City	Imperial Beach	San Ysidro	South San Diego	So. Bay Regional Total	San Diego County
Employment by Occupation (%)									
Management/professional & related	40.0	33.8	58.9	16.8	26.5	15.9	23.4	29.9	39.8
Service occupations	12.5	19.8	12.4	30.8	25.6	28.2	26.9	22.5	19.2
Sales and office occupations	27.8	28.5	20.0	24.8	28.5	28.8	29.4	27.9	24.8
Natural resources, construction, maintenance	9.7	8.4	5.2	13.0	7.9	11.3	9.7	9.2	8.1
Production, transportation and materials moving	10.0	9.4	3.5	14.6	11.5	15.8	10.7	10.5	8.1
Employment by Industry (%)									
Agriculture/forestry/fishing/mining	0.0	0.1	0.3	0.5	0.9	1.4	0.6	0.4	0.9
Construction	7.8	5.7	4.8	8.8	4.5	7.4	6.7	6.3	6.1
Manufacturing	6.8	8.1	3.7	10.5	6.2	7.8	7.9	8.0	9.4
Wholesale trade	2.7	2.9	1.4	1.9	3.0	4.3	3.4	2.9	2.6
Retail trade	11.5	12.6	6.2	12.7	14.0	15.9	13.3	12.7	11.1
Transportation and warehousing, & utilities	4.7	5.4	4.6	4.8	5.0	6.5	6.1	5.4	3.8
Information	2.4	1.9	2.9	1.3	1.3	0.9	1.9	1.8	2.3
Finance, insurance, real estate	7.4	6.5	11.4	4.4	6.8	5.8	4.6	6.1	7.0
Professional, scientific, mgt, admin, waste mgt	11.7	9.6	17.4	9.1	10.9	8.0	9.1	9.8	14.2
Education, health care and social services	22.6	24.2	25.3	19.9	19.2	16.4	20.9	22.4	20.9
Arts, entertainment, recreation, accommodation, food services	5.8	8.6	10.5	15.0	15.1	11.4	11.3	10.3	10.9
Other services	7.6	4.6	4.2	6.6	4.9	9.3	5.3	5.3	5.4
Public administration	8.9	9.8	7.4	4.5	8.1	4.8	9.0	8.6	5.5
Unemployment									
Percent unemployed	8.9	11.9	5.5	11.8	15.0	15.5	11.7	-	9.6

Source: U.S. Census Bureau, 2008-2012 American Community Survey, five-year estimates. Reports may be retrieved at factfinder2.census.gov.

The San Diego Regional Economy

Activity centers are destinations that attract thousands of people, cars, and buses on a daily basis. SANDAG (2007) studied the activity centers in San Diego County's Major Statistical Areas (MSAs). These MSAs are aggregations of census tracts and divide the region into seven parts – Central, North City, South Suburban, East Suburban, North County West, North County East, and the rural East County. The South Suburban MSA region covers most of the communities included in the South Bay region, except National City, which is part of the Central MSA.

SANDAG (2007) analyzed eight categories of these activity centers:

1. Major employers: There were 88 major employers (companies that employ more than 500 people at one site) in the San Diego region in 2006, with 126,543 employees. Over half of the major employers (58%) are located in North City, and other 16% are located in Central MSA. Only 3 firms (3%) that are major employers are located in the South Suburban MSA.
2. Office buildings: There are over 1,000 buildings in the San Diego region with at least 25,000 square feet of net rentable space. North City MSA had two-thirds of the office space in the region, and three-quarters of the office buildings that were either proposed or under construction in 2006. Together, North City and Central MSA account for over 87% of the region's total office space. The South Suburban MSA accounted for 2.3% of the existing office space and 2.9% of the office space that was under construction or proposed in 2006.
3. Industrial sites: In 2006, the San Diego region had over 88 million square feet of industrial space at sites with 100,000 square feet or more. The South Suburban MSA had 17% of the industrial space in the region, with 14,640,285 square feet – the second largest concentration of industrial space (after North City with 47%). The South Suburban MSA also had the most industrial space under construction of any MSA (over 500,000 square feet) and was the fastest growing MSA (in terms of industrial square footage) between 1996 and 2006.
4. Hospitals: Together, Central MSA and North City MSA contained almost 75% of the hospital beds in the San Diego region; South Suburban had a lower than the regional average number of hospital beds per 1,000 population (1.4, compared to 2.3 average).
5. Retail centers: South Suburban accounted for 13% of the regional total of retail space (centers with 75,000 square feet or more) and had the highest percentage growth between 1996 and 2006, with a 49% increase in retail space.
6. Visitor attractions (including hotels): The South Suburban MSA did not contain any hotels with 200 or more rooms in 2005. The South Suburban MSA did not contain any of the major visitor attractions listed in the 2006 regional inventory.

7. Colleges and universities: Southwestern College is the primary postsecondary activity center in the South Suburban MSA.
8. Government facilities (including schools): Local government facilities (such as schools, police and fire stations, and city halls) are distributed throughout the San Diego region; most state employment is located at the two large public universities, San Diego State University and the University of California at San Diego.

Traded Industry Clusters in the San Diego Region. San Diego's regional economy was restructured in the 1990s in response to cuts in defense spending in the region. Before then, the manufacturing sector was the primary driver of the regional economy by bringing outside capital into the area. Through restructuring, the San Diego region has transitioned into a more export-driven economy. Today, "traded industry clusters" – groups of interrelated businesses – are better than the traditional industrial sectors in describing the emerging sources of new capital in the economy. These capital resources drive the local economy as firms use incoming money to buy goods and services from other regional businesses, and their employees spend their paychecks at local shops and restaurants (SANDAG, 2010).

Thirteen industry clusters drive the creation of wealth in the region as they export goods and services. The San Diego region's 13 traded industry clusters had a total of 331,410 local jobs in 2010. These cluster jobs represent 27 percent of the region's total employment. On average, industry cluster jobs paid higher wages (\$56,000) than the regional average (\$50,700). Listed in the order of number of employees, the 13 traded industry clusters include:

- (1) Entertainment and Hospitality (149,352 employees): San Diego has an international reputation as a tourist and convention center destination. Local hotel, transportation services, and restaurants (which accommodate the region's visitors) account for the bulk of the travel and hospitality portion of the cluster, while entertainment attractions include world famous museums and zoos; recreational activities such as theme parks, golf courses and country clubs; athletic events; race tracks; theatres; and numerous artists and performers. This cluster is the largest industry cluster by employment in the region. The average wage in this cluster is approximately \$21,800. This lower wage is partly the result of part time employees, many of whom are just entering the workforce or are employed by more than one firm. The Entertainment and Hospitality cluster shows a wide distribution of jobs throughout the region, mainly because of hotels and restaurants.
- (2) Information and Communications Technology (72,043): The Information and Communications Technologies (ICT) industry cluster includes communications, computer and electronics, and software industries. Firms in this cluster specialize in manufacturing radio and television broadcasting and wireless communication

equipment, audio and video equipment, semiconductors and associated products, computer and electronic components, and other communications equipment manufacturing. Many service-related industries support this cluster including engineering, custom computer programming, and software. Many companies in this cluster work on government and defense contracts as well as private commercial projects. The average wage in this cluster is approximately \$94,400. Information and Communications Technologies cluster jobs are concentrated in the central coastal area and also along the I-15 corridor.

- (3) Aerospace, Navigation and Maritime Technology (32,099): Industries in this cluster perform manufacturing, logistics and operations, and consulting-related services that include aerospace, navigation, maritime, security, and shipbuilding-associated products. The average wage in this cluster is approximately \$79,300. Aerospace, Navigation, and Maritime cluster jobs are concentrated along the southern coastal areas, including the City of San Diego, National City, and Chula Vista.
- (4) Biotechnology and Pharmaceuticals (22,636): The Biotech and Pharmaceuticals cluster primarily consists of research and development industries in fields related to chemical and biological technologies. This cluster also includes the manufacturing of medicinal and diagnostic substances. It generally consists of middle to smaller sized companies as well as world-renowned research institutes. The average wage in this cluster is approximately \$107,000, making it the industry cluster with the highest average wage in the region. The Biotechnology and Pharmaceuticals cluster shows high employment concentrations around the Golden Triangle and in North County.
- (5) Biomedical Devices and Products (12,012): This cluster consists primarily of firms producing surgical, medical, dental, optical, and ophthalmic devices and products as well as laboratory applications. It also includes firms conducting research and development activities. Most of the companies in this cluster consist of middle to smaller sized companies. The average wage in this cluster is approximately \$99,500. The Biomedical Devices and Products cluster shows high employment concentrations around the Golden Triangle and in North County.
- (6) Publishing and Marketing (11,848). This cluster includes traditional publishing activities such as book printing and newspaper and periodical publishing, as well as more recently emerged activities including music-related publishing, libraries and archiving, internet publishing, broadcasting, and other information services and Web search activities. Marketing-related companies are now part of the cluster because of the strong relationship between advertising, media, research, and public relations companies. Some firms in this cluster support publishing and marketing services for other clusters, such as the Entertainment and Hospitality and the ICT clusters. The average wage in this cluster is approximately \$56,600. Publishing and Marketing jobs are located in the region's urban areas.

- (7) Cleantech (7,986): Industries included in this cluster perform processes such as industrial products and semiconductor manufacturing (for solar panels); research and development; testing; and industrial and instrument manufacturing, as well as design, environmental, and technical consulting services. Firms included in this cluster specialize in energy efficiency (e.g., battery technologies, solar panels and related products, fuel efficient automobiles, and testing equipment); clean energy generation (e.g., solar engineering, management and consulting services, and biofuels/biodiesel); and energy storage (e.g., battery technologies, biomass, biofuels, and smart electricity). The average wage in this cluster is approximately \$87,400. Jobs in the Cleantech cluster are distributed around North City and downtown San Diego, the Golden Triangle, and in North County.
- (8) Horticulture (6,013): This industry cluster includes nursery, tree, and floriculture production in the region, along with their supporting service industries such as merchant wholesalers. It also includes mushroom production and other food crops grown under cover. The average wage in this cluster is approximately \$29,100. Horticulture cluster jobs are concentrated in the northern coastal area.
- (9) Advanced Precision Manufacturing (4,416). This cluster supports the region's metalworking and machine manufacturing operations. This cluster acts as an innovation hub between other industry clusters by integrating state-of-the-art technologies with customized product development to meet the needs of those clusters. The average wage in this cluster is approximately \$51,800. Advanced Precision Manufacturing is distributed widely throughout the region with many small firms. Some employment concentrations are seen in the eastern and southern areas of the region.
- (10) Fruits and Vegetables (4,241): This cluster includes companies engaged in the production and maintenance of fruit, melons, tree nuts, and vegetable crops. This cluster also includes wineries and farming production activities, such as soil preparation and planting, as well as related farm management services, support activities, and postharvest activities. The average wage in this cluster is approximately \$26,900. Employment in the Fruits and Vegetables cluster is predominantly located in North County on either side of the Interstate 15 (I-15) corridor.
- (11) Action Sports Manufacturing (4,177): This cluster includes manufacturers of golf clubs, surfboards, diving equipment, and other recreational goods, as well as sporting and recreational goods wholesalers. The average wage in this cluster is approximately \$65,300. Action Sports Manufacturing is concentrated in the north coastal area, which is home to many surf board and golf club manufacturing companies.
- (12) Apparel Manufacturing (2,870). This cluster includes companies that mostly produce clothing and apparel for action sports and military-related operations. This cluster also includes other industries such as screen printing, leather goods,

and canvas manufacturing that use similar manufacturing processes. The average wage in this cluster is approximately \$30,400. Apparel Manufacturing's smaller and midsized firms are evenly distributed around the region.

- (13) Specialty Foods and Microbreweries (1,717). San Diego has regional specializations in the production of foods such as tortillas, and microbreweries recently emerged in this cluster and have shown increased job growth and production. This cluster also includes food packaging industries. The average wage for employees in this cluster is approximately \$43,500. Specialty Foods (largely comprised of tortilla manufacturing) and Microbreweries tend to be concentrated in the inland areas of the region.

SANDAG (2010) also noted that uniformed military play an important role in the San Diego region economy. The Uniformed Military employs approximately 100,000 people in the San Diego region. The military is export-oriented because it brings in significantly more tax dollars than the region pays. However, because the size and future growth of the military cannot be influenced by local policy and information available about the cluster is more limited, SANDAG (2010) did not include this cluster in its analysis.

Several industry clusters showed wage and employment growth between 2008 and 2010, at a time when the region as a whole lost jobs: Biotech and Pharmaceuticals; Biomedical Devices and Products; Cleantech; and Aerospace, Navigation and Maritime Technology.

Current Needs for each of the AB86 Adult Education Program Areas

SUHSD and SWC both allow only 20 students to put their name on the course waiting list in any course, so waiting list information is not a good indicator of unmet need. Therefore, estimates from the 2010 U.S. Census and American Community Survey are used to predict unmet needs for each type of adult education.

Need for Adult Basic Education. Demographic estimates from the American Community Survey suggest that approximately 22.3% of the adults over age 25 in the South Bay region do not have a high school diploma – almost 64,000 individuals. Over 31,000 of these individuals have completed less than a ninth grade education.

Need for Education in English as a Second Language. The American Community Survey estimates that over 95,000 individuals over age 5 who reside in the seven communities that make up the South Bay region speak English “less than very well.” SANDAG (2012) estimated that 21.5% of the population of the Southwestern Community College District service area is between the age of 5 and 17. Therefore, approximately 75,000 adults ages 18 and older in the South Bay region speak English “less than very well” and may need ESL education.

Need for Education for Individuals with Disabilities. While the results of the American Community Survey estimate that at least 20,000 residents of the communities

in the South Bay have a disability that presents difficulty with vision, hearing, cognition, ambulation, self-care and/or independent living, it is difficult to tell from this data how many of these individuals need education specifically designed for individuals with disabilities (rather than support services for regular adult education or community college classes). Therefore, a more specific estimate of this need is pending further focus group discussions.

Need for Career Technical Education. Initial analysis of the regional employment and industry information suggests that there is additional need for CTE training in the areas of construction, manufacturing and transportation (including logistics). Residents of the South Bay region are more likely than residents of the County as a whole to work in these industry areas, but there is relatively little CTE or job training available in these occupations.

Need for Education for Apprenticeships. Very few adult education students in the South Bay region enroll in apprenticeships, and most of the apprenticeship opportunities in the San Diego region are through the San Diego Community College District. The South Bay Consortium members plan to work with the other community college districts in the region to take a regional approach to explore all apprenticeship options and determine the preparation needed for each.

Table Notes

Table 2:

Southwestern College's "programs for immigrants" includes both credit and noncredit basic skills ESL.

Chapter 3

Objective 3: Plans to Integrate Existing Programs and Create Seamless Transitions into Postsecondary Education or the Workforce

Educational Pathways

The South Bay consortium will align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment.

Current Status of Educational Pathways

Pathways in Elementary and Secondary Basic Skills. SUHSD offers adult education courses in Adult Basic Education to build basic skills and literacy, in Adult Secondary Education to prepare students to earn a high school diploma, and in General Education Development to prepare students to take the GED or HiSet test for a high school equivalency certificate. Coronado USD offers independent study courses to prepare students to earn a high school diploma. SWC also offers basic skills courses in English, reading and math to prepare students to succeed in college-level work. These basic skills courses are all credit classes. SWC does not currently offer noncredit basic skills courses. A new modularized noncredit math sequence, formerly offered as a single course (Math 20) in the credit program, will be available beginning in fall 2015.

The educational pathway in Elementary and Secondary Basic Skills flows directly from the high school diploma to credit college coursework. However, the Consortium members need to determine the extent to which students who have earned the high school diploma or equivalent through Adult Education assess into college-level coursework in English, reading and math, or whether they must enroll in further basic skills courses at the college to become college-ready.

Pathways in English as a Second Language. SUHSD offers noncredit ESL courses that begin at Beginning Literacy for students who do not speak English at all, and range up to High Intermediate for students who can function independently in most familiar situations. The ESL program is designed to prepare students to speak and understand English, read and write English, talk to the doctor, talk to children's teachers, apply for a job, and understand American customs. Coronado USD also offers noncredit ESL classes for adults who need to be able to function more effectively in the English language in the community.

SWC offers four levels of ESL: (a) noncredit ESL classes designed to prepare students for the ESL certificate program (and which are used as supplemental instruction for students in credit ESL courses); (b) Everyday ESL for students who need to learn to communicate in English in their community; (c) ESL for students in the Child

Development Spanish-to-English Associate Teacher's Certificate program, and (d) Learning English for Academic Purposes (LEAP), an intensive academic ESL program.

SWC faculty members indicate that many incoming adult students do not have the ESL preparation they need to succeed in college-level courses. Consortium members need to determine how well ESL assessments used at the Adult Education level predict student preparation for college without completion of the LEAP program.

Pathways in Services for Students with Disabilities. None of the three members of the South Bay Consortium provide education programs specifically for adults with disabilities, although each does offer support services for students with disabilities. Partners funded through the California Department of Rehabilitation provide all employment training programs for adults with disabilities. Consortium members noted that there are few services to adults with disabilities in adult education at SUHSD or Coronado. SWC representatives noted that many adult students do not disclose disabilities, and so do not receive the support services that are available at the college.

Pathways in Career Technical Education. Coronado USD does not offer career technical education in its adult education program. SUHSD's adult education program offers CTE in fifteen career pathways; there is articulated coursework at SWC in eleven of the fifteen pathways (see Table 1 on page 24 for a listing of CTE pathways and articulation agreements). However, Consortium members noted that many Adult Education students do not apply for the articulated credit they have earned at the adult school.

SWC offers more than 40 career and technical degree and certificate programs designed to help students upgrade their job skills in order to advance to a higher paying position. In many cases these CTE programs prepare students for transfer to a four-year college or university. SWC's CTE programs are designed to prepare students in two years or less to be ready for a promising career that leads to employment. Two CTE Transitions program faculty work with students transitioning their credit from their High School or Adult school program to Southwestern College. One faculty member works primarily with the articulation function of the program while the other maintains and develops the CTE Transitions website and reports. The CTE Transitions faculty visit the articulated classes and attend Workforce Development meetings as well as Industry sector related events. The CTE Transitions faculty members also work directly with their CTE Transitions counterparts in the Sweetwater and Coronado District High School and Adult Schools.

Pathways in Apprenticeship Programs. Sweetwater UHSD has five state-approved apprenticeship programs (Tile Setter, Cement Mason, Mason, Plasterers, and Roofer). These apprenticeship programs are administered through Montgomery Adult School and operated through the Job Corps. SWC does not offer any state-approved apprenticeship programs (except for the U. S. Navy's Southwest Regional Apprenticeship Program). Apprenticeship programs at the community college level are offered through other community college districts in the San Diego region. SWC offers certificate and degree

programs in Construction Inspection and Construction Management. These programs do not articulate to the apprenticeship programs.

Consortium members noted that South Bay adult education students need to be prepared to enter apprenticeship programs available throughout the San Diego region, and identified a need to determine the required preparation for those programs to ensure that students develop the requisite skills.

Strategies to strengthen pathways:

- Create educational pathway maps and checklists for every program pathway between adult education and college programs; develop a Master Schedule that aligns sequential courses.
- Review and align curriculum across systems in Adult Basic Education (ABE), English as a Second Language (ESL) and Career Technical Education (CTE).
- Develop curriculum in ABE, ESL, and CTE specifically for adults with disabilities.
- Develop new CTE curriculum in the areas of construction, manufacturing and transportation.

Alignment

The South Bay 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.

Current Status of Alignment across Delivery Systems

Alignment of Placement Tests used to assess students' starting skills. 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.

There currently is no alignment of the scores on these assessment tests or common and shared interpretation of test results and use in placement into appropriate coursework.

Advising, Guidance and Educational Planning. At SUHSD, the advising process depends on the specific adult education programs. After taking the initial placement tests, each student sits down with a counselor to determine which programs they should consider, how long they will take, etc. In ABE/GED/Diploma, there is a 1-to-1 counselor meeting for all students. The counselor helps students in the ABE/GED/HS Diploma program develop an educational plan to achieve their adult education goal. SUHSD counselors visit the ABE/GED/Diploma classes to talk about educational plans and next steps in the educational process.

In ESL, the placement/orientation staff person scores the assessment test, then meets with students on a 1-to-1 basis to tell them what level they test into and at which level to start the program. SUHSD counselors visit the ESL classes to talk about what else students they can take when they finish their level in the ESL program and how to transition into courses in ABE.

In CTE, the orientation and advising depends on industry/program; for example, the medical industry courses have a very structured process while the construction industry is less so. The Teacher on Special Assignment does all those orientations based on the pathway in which the student's selected program is located.

New student veterans receive orientation on courses that qualify for VA benefits. SUHSD employs a part-time clerk who serves as the point of contact and provides support for veterans.

SUHSD has 11.0 FTE counselors altogether. A total of 6 FTE are contractually guaranteed and assigned to the four adult school sites. Any adult education student can access the counseling services, although the counselors spend about 75 percent of their time with ESL and high school students, rather than with the CTE students. In addition, there are four FTE Wahupa counselors, one at each school, funded through a U.S. Dept. of Education TRIO Educational Opportunity Center grant with San Diego State University.

Coronado USD integrates advising within the adult basic education and ESL courses.

At Southwestern College, noncredit students can access counseling services and educational materials at the library. The Counseling Department receives noncredit matriculation funding from the state, but these funds are not used to provide separate counseling services for noncredit students. SWC does not currently generate transcripts for the non-credit courses. Therefore, counselors cannot readily see completed noncredit

coursework on the district computer system when they are providing counseling services.

The Southwestern College computer system does show enrollment in noncredit courses, but not course completion or any kind of grade. Students who need documentation of course completion must obtain a letter from a counselor; they cannot obtain a transcript documenting their completed coursework. Noncredit students do not get a College ID card and do not have access to campus health services.

Counseling for noncredit students is a topic under review as the district develops its Student Success & Support Program (SSSP) plan. SSSP applies to all students and will require Colleges to demonstrate how they help noncredit students matriculate.

Follow-Up. SUHSD follows-up only with students receiving WIA-approved training through California's Eligible Training Provider List (ETPL). WIA requires that SUHSD contact students in ABE, ESL & CTE for follow-up to assess their outcomes. They obtain feedback from about 25 percent of the students they send requests out to, due to the transient nature of the Adult Education population.

SWC does not identify and track incoming Adult Education students or follow-up with its noncredit students.

Assessments of Student Learning. At SUHSD student progress in beginning, intermediate, and advanced math, reading, and writing courses is assessed using a pre and post TABE test. Student "benchmarks" are tracked on the web-based management system TOPS Pro Enterprise. The CASAS assessments are administered 4 times a year for all WIA classes to track student learning. Benchmarks from these assessments provide data on whether students are learning and progressing through levels of their program areas. The SUHSD Math Assessment is given as a post-test at the end of each semester to track student progress and inform placement for the following semester. In addition, formative and summative assessments are built into each Adult Education course for accountability and monitoring of progress. In addition, as a condition for graduation, ASE students must pass the CAHSEE, which is administered three times per year.

SWC has developed Student Learning Outcomes (SLOs) for noncredit CTE courses and the three noncredit ESL courses. These are used as benchmarks for student learning as measured through in-course assessments. Pre and post assessments of student learning are conducted on a course-by-course basis at the discretion of the faculty member teaching the course.

Assessment of Course Completion. At SUHSD, ESL, ABE and adult HS students earn a grade or credit. SUHSD is mandated to use an assessment of whether the student met course objectives (the CASAS and/or TABE). In CTE there are industry assessments which lead to course certification in every course; students who pass these assessments can earn articulated SWC credit (they must apply to the college for the credit).

Sometimes these industry assessments also lead to an industry credential, such as in the Cisco Networking program.

At Southwestern College assessment of course completion is done by the instructor on a course-by-course basis. There are no standard assessments for course completion in noncredit or credit courses.

Progress Indicators and Measures of Student Outcomes SUHSD assesses student learning and outcomes differently for their different adult education programs:

- High School Equivalency: Passing the GED or HiSet exam is the benchmark used to assess outcomes in the High School Equivalency program.
- HS Diploma: Students must pass a certain numbers of credits, all assessments within courses, the computer literacy requirement and the CAHSEE.
- ABE: SUHSD is mandated by the state to use the CASAS test; the levels tested are aligned to the National Reporting System (NRS).
- ESL: SUHSD uses the CASAS test for ESL outcomes and for WIA benchmarks, and uses course assessments for learning outcomes.
- Citizenship: This course prepares students for the oral USCIS exam; passing it is the benchmark for successful completion.

SWC does not track student completion of noncredit programs. Only instructors can say how many students complete the courses; they award their own certificates in ESL and noncredit CTE. The instructor tracks student outcomes in Tax Preparer Courses; students receive a certificate if they pass the state tests.

Students who complete the Diversity Management series or three courses in the Customer Service Series can earn a certificate from the Continuing Education office, signed by the instructor. This certificate is not reflected on the student's college transcript.

Strategies to Align Student Services

- Develop common assessments, align assessment scores, and share assessment interpretation.
- Develop an orientation that educates students about needed preparation, including information about all program pathways, matriculation services, student support services; follow-up with an assessment to include Reading, Math, Computer Literacy, and career exploration.
- Regional Asset Map: Map out in detail all resources, services, personnel, facilities used, goals, conflicting policies, etc., to streamline and create developmental, academic and career pathways.

Transition Strategies

The South Bay Consortium will undertake strategies to promote smooth student transitions into postsecondary education and/or the workforce in the areas of communications and student services.

Transitions: Communications

- Sustain regional collaboration through the Consortium structure.
- Develop a user-friendly website and mobile application for students and Consortium members and partners that defines adult education, non-credit and credit education and provides a one-stop online resource; utilize social media for outreach and promotion to all users (including individuals with disabilities, caregivers, support providers).
- Develop a 5-10 year marketing plan that includes informational materials and campus visits in Spanish and other languages.

Transitions: Student Services. The South Bay Consortium members developed several strategies to facilitate student transitions from adult education to college or career:

- Deliver orientation that educates students about needed preparation, including information about all program pathways, matriculation services, student support services.
- Follow-up orientation with an assessment for Adult Education/noncredit students that includes Reading, Math, Computer Literacy, and career exploration and that identifies immediate and longer-term needs for student services (no wrong door).
- Offer College Survival seminars and/or Personal Development classes at SWC, SUHSD and Coronado Unified.
- Disseminate information about resources available and importance of disclosure of disabilities in education, with specific outreach to adults with disabilities and their families.
- Provide a noncredit student ID card at SWC so noncredit students can access all services.

Table Notes: Table 3.1

Strategies in Table 3.1 are presented in priority order as determined by the participants of the December 5, 2014 community forum and the South Bay AB86 Steering Committee. The Executive Summary provides a list of all strategies presented in this Plan in order of the number of priority votes received.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Transitions: Communications	Develop a user-friendly website and mobile application for students and Consortium members and partners that defines adult education, non-credit and credit education and provides a one-stop online resource; utilize social media for outreach and promotion to all users (including individuals with disabilities, caregivers, support providers). Program areas: all	Website development and maintenance providers; Counselor and instructor time for content development; technical support staff	\$125,000	SWC SUHSD CUSD Partners	Website is complete and links through each member website Website includes materials for students, instructors, community, partners, members Number of hits to website	7/15 – 3/16 to develop 3/16 – 5/16 to pilot 6/16 to implement fully

<p>Transitions: Communications</p>	<p>Create educational pathway maps and checklists for every program pathway between adult education and college programs (including countywide apprenticeship opportunities); develop a Master Schedule that aligns sequential courses.</p> <p>Program areas: all</p>	<p>Administrator time; Teachers on Special Assignment</p>	<p>\$50,000</p>	<p>SWC SUHSD CUSD</p>	<p>Pathway maps and checklists are complete for every program</p> <p>Master schedule demonstrates alignment of sequential courses</p>	<p>7/15 – 12/15 to develop pathways</p> <p>1/16 – 6/16 to develop master schedule</p>
<p>Alignment of Student Services</p>	<p>Develop common assessments, align assessment scores, and share assessment interpretation.</p> <p>Program areas: all</p>	<p>Counselor and administrator time; Assessment materials</p>	<p>\$355,000</p>	<p>SWC SUHSD CUSD Partners</p>	<p>Student assessment test scores from each Member are used to place students into appropriate classes</p>	<p>7/15 – 6/16 to develop and align</p> <p>6/16 to start sharing</p>
<p>Alignment of Pathways</p>	<p>Review and align curriculum across systems in Adult Basic Education (ABE), English as a Second Language (ESL) and Career</p>	<p>Instructor and administrator time</p>	<p>\$250,000</p>	<p>SWC SUHSD CUSD</p>	<p>Curriculum review and changes documented through curriculum review</p>	<p>7/15 – 6/16</p>

	<p>Technical Education (CTE).</p> <p>Program areas: ABE, ESL, CTE</p>				processes	
Alignment of Pathways	<p>Develop curriculum in ABE, ESL, and CTE specifically for adults with disabilities.</p> <p>Program area: Disabilities</p>	<p>Instructor time for curriculum development; Disabilities specialist time; Instructional materials; Interpreters, readers, scribes</p>	\$250,000	SWC SUHSD CUSD Partners	<p>Curriculum is approved through curriculum processes at each Member</p>	<p>7/15 – 12/15 to develop</p> <p>1/16 – 6/16 to pilot</p>
Alignment of Pathways	<p>Develop new CTE curriculum in the areas of renewable energy, construction, manufacturing and transportation, and make more internship opportunities available.</p> <p>Program areas: CTE, Apprenticeship</p>	<p>Instructor and administrator time; Instructional materials and equipment; Employment specialists</p>	\$500,000	SWC SUHSD	<p>CTE curriculum approved within each member</p> <p>Number of internships filled</p>	<p>7/15 – 12/15 to develop</p> <p>1/16 – 6/16 to pilot</p>

<p>Transitions: Student Services</p>	<p>Develop an orientation and follow-up orientation with an assessment that includes Reading, Math, Computer Literacy, and career exploration and that identifies needs for student services.</p> <p>Program areas: all</p>	<p>Counselor time; assessment staff time</p>	<p>\$50,000</p>	<p>SWC SUHSD CUSD</p>	<p>Materials developed</p> <p>Student attendance at orientation activities</p> <p>Student assessments and plans</p>	<p>7/15 – 11/15 to develop</p> <p>12/15 – 6/16 to implement</p>
<p>Transitions: Student Services</p>	<p>Offer College Survival seminars and/or Personal Development classes at SWC, SUHSD and Coronado Unified.</p> <p>Program areas: all</p>	<p>Counselor time; instructor time</p>	<p>\$25,000</p>	<p>SWC</p>	<p>Member records document seminars and classes offered</p>	<p>1/16 – 6/16</p>
<p>Alignment of Student Services</p>	<p>Create a Regional Asset Map that maps out in detail all resources, services, personnel, facilities used, goals, conflicting policies, etc., to streamline and create developmental,</p>	<p>Administrator and TSA time; partner time</p>	<p>\$25,000</p>	<p>SWC SUHSD CUSD Partners</p>	<p>Regional asset map is complete and identifies steps to be taken to streamline and create pathways</p> <p>Evidence that policies and</p>	<p>7/15 – 12/15 to develop map</p> <p>1/16 – 6/16 to develop new policies and</p>

	academic and career pathways. Program areas: all				procedures are reviewed and changed as needed by each Member	procedures as needed
Transitions: Student Services	Disseminate information about resources available and importance of disclosure of disabilities in education, with specific outreach to adults with disabilities and their families. Program area: Disabilities	Disabilities specialist time; counselor time	\$10,000	SWC SUHSD CUSD Partners	Information materials are printed and disseminated Number of disabled students and family members participating in outreach activities	7/15 – 9/15 to develop 10/15 – 6/16 to implement
Transitions: Student Services	Provide a noncredit student ID card at SWC so noncredit students can access all services. Program areas: all	Programming; Library and health services	\$25,000	SWC	Program records tracking noncredit student IDs and use of services	7/15 – 12/15 to develop 1/16 – 6/16 to implement
Transitions: Communications	Develop a 5-10 year marketing plan that includes informational materials and campus visits in Spanish and other	Marketing consultant; advertising costs; materials	\$100,000	SWC SUHSD CUSD	Marketing plan is on file with Consortium members	7/15 – 3/16 to develop 4/16 – 6/16 to implement

	languages. Program areas: all					
Transitions: Student Services	Provide financial aid information and assistance to students in adult education/noncredit programs. Program areas: all	Financial aid specialists; Counselor time	\$10,000	SWC SUHSD CUSD	Number of financial aid materials accessed and workshops offered Student hits on online financial aid info and participation in financial aid workshops	7/15 – 8/15 to develop 8/15 – 6/16 to implement

Chapter 4

Objective 4: Plans to Address Identified Gaps

Programming and Service Gaps

South Bay Consortium members and partners used the research for Chapters 1 and 2, faculty and staff focus groups, community forums and student input to identify gaps in programming and in the services provided.

Gaps in Curriculum and Instruction

Gaps in Educational Program Capacity. SUHSD had an unduplicated enrollment of 35,497 students in adult education in the 2007-2008 academic year. SUHSD's total funding for adult education was \$18,702,262 in 2007-2008. SUHSD received \$16,427,975 in the 2009/2010 academic year, a 12% cut in funding in two years. SUHSD has seen an almost 20% reduction in its adult education funding since the 2009/2010 academic year. Total funding in 2012/2013 was \$13,259,822. As a result of (and allowed through) Tier 3 Categorical Flexibility, the district swept some funds so the total general fund contribution to the adult education budget was \$11,650,000. In response to these cuts, SUHSD was forced to cut older adult programming and health and safety classes. Enrollment in the five AB86 program areas was reduced by almost 40%, from 34,435 students in 2008/2009 to only 20,831 in 2013/2014.

SWC's enrollment in adult education courses has fallen from a total of 35,039 students in 2006/2007 to 5,337 in 2012/2013 and 7,943 in 2013/2014. SWC made cuts across the board in response to funding cuts.

SUHSD and SWC both allow only 20 students to put their name on the course waiting list in any course, so waiting list information is not a good indicator of unmet need. Therefore, estimates from the 2010 U.S. Census and American Community Survey are used to predict unmet needs for each type of adult education:

- *Needs for Adult Elementary and Secondary Education.* Demographic estimates from the American Community Survey suggest that approximately 22.3% of the adults over age 25 in the South Bay region do not have a high school diploma – almost 64,000 individuals. Over 31,000 of these individuals have completed less than a ninth grade education.
- *Need for Education in English as a Second Language.* The American Community Survey estimates that over 95,000 individuals over age 5 who reside in the seven communities that make up the South Bay region speak English “less than very well.” SANDAG (2012) estimated that 21.5% of the population of the Southwestern Community College District service area is between the age of 5

and 17. Therefore, approximately 75,000 adults ages 18 and older in the South Bay region speak English “less than very well” and may need ESL education.

- *Need for Education for Individuals with Disabilities.* While the results of the American Community Survey estimate that at least 20,000 residents of the communities in the South Bay have a disability that presents difficulty with vision, hearing, cognition, ambulation, self-care and/or independent living, it is difficult to tell from this data how many of these individuals need education specifically designed for individuals with disabilities (rather than support services for regular adult education or community college classes).
- *Need for Career Technical Education.* Initial analysis of the regional employment and industry information suggests that there is additional need for CTE training in the areas of renewable energy, construction, manufacturing and transportation (including logistics). Residents of the South Bay region are more likely than residents of the County as a whole to work in these industry areas, but there is relatively little CTE or job training available in these occupations.
- *Need for Education for Apprenticeships.* Very few adult education students in the South Bay region enroll in apprenticeships, and most of the apprenticeship opportunities in the San Diego region are through the San Diego Community College District. The South Bay Consortium members plan to work with the other community college districts in the region to take a regional approach to explore all apprenticeship options and determine the preparation needed for each.

Gaps in Curriculum and Program Alignment. At present there is no articulation of SWC noncredit programs with SWC credit programs or SUHSD noncredit programs. SUHSD noncredit articulates to SWC credit programs but not to noncredit programs. The College and Adult Education basic skills courses need to be aligned with each other to ease transition to college and career technical programs. An understanding of Adult Education basic skills might also benefit students in credit programs.

SWC representatives noted that students leaving SUHSD ESL often struggle in the SWC college-level ESL courses. The SWC noncredit ESL program is currently used mainly as a supplemental tutoring program to the credit ESL, although it was originally designed to be a bridge from SUHSD’s ESL program. SWC ESL faculty chose to gear noncredit ESL courses to support students struggling in college ESL. SWC’s ESL students often do not move into the general credit program at SWC; only 20.4% of the students who started a below-transfer-level ESL course in 2007/08 had taken a college-level ESL course within six years. SWC offers four levels (years) of ESL that students can take before entering College-level English (even after finishing the SUHSD program). In fact, students can be full-time in ESL only; now with limitations on financial aid they need more counseling about how to use their benefits wisely.

Many of the Adult Education courses offered by SUHSD and CUSD include students with a wide range of academic skills and English language proficiency. Both instructors

and students expressed frustration with having such a wide range of foundational skills in a single class.

In CTE, the transition from non-credit to post-secondary education or the workforce is not smooth. Students in noncredit programs do not have the career information they need to plan short and long term career and educational goals. Students also do not have ready access to information about the career/educational progression from non-credit to credit coursework for certificates, Associate of Science degrees, and transfer. Although there is articulated coursework at SWC in eleven of the fifteen pathways (see Table 1 on page 24 for a listing of CTE pathways and articulation agreements), many Adult Education students do not apply for the articulated credit they have earned at the adult school. There also is a gap in the availability of soft skills training for students; soft skills are not infused into most CTE classes. Many CTE students do not have opportunities for internships and externships; instruction could also benefit from teachers also having opportunities for internships and externships.

Based on regional needs identified through the planning process, there are programming gaps in several areas, including a Green/Renewable Energy pathway, and in construction, manufacturing, and transportation logistics. Facility and technology limitations may make it difficult to add some programs.

In their focus groups students noted a need for more college preparation workshops, ESL conversation and grammar, internships for CTE students, online learning, and more homework.

Gaps In Matriculation and Student Services

Gaps in the Matriculation Process. The SWC application does not ask students if they went to adult education or where they received their high school diploma. This gap in information makes it difficult to identify and track adult education students.

Student Identification is not automatically made available to noncredit or grant-program students. This means that they cannot borrow from the library or access campus health services, including mental health services. In addition, online registration is not available for noncredit students.

Although SUHSD and SWC have articulated 2 + 2 programs in eleven career pathways, students must initiate the process to apply to have college credit granted for the courses completed. Many AE CTE students do not do this, and so do not get the benefit of the units already earned toward a postsecondary certificate or degree. In addition, this credit earned information is not available to students and counselors as they develop student educational plans.

Gaps in Assessment. Adult Education and Southwestern College 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.

There currently is no alignment of the scores on these assessment tests or common and shared interpretation of test results and use in placement into appropriate coursework.

Gaps in Student Support Services. SUHSD does not have the personnel needed to provide student support services to adult education students. Student support services and other programs (such as DSS programs, Student Employment, Financial Aid, Career Counseling, and Tutoring) are minimal. Adult Education students are unable to access tutoring support in subject areas in which they are experiencing difficulty (such as math). This results in these students testing into remedial math classes at the community college. In their focus groups, students stressed their need for more orientation to adult education and information about the programs available, more career information, access to tutoring, and computer access.

SUHSD does not offer employment services (such as job listings, assistance in creating resumes and completing job applications, and preparing for the interview) to Adult Education students to help them transition into the workforce.

At the college level, noncredit students do not have access to scheduled counseling appointments. Mental Health awareness and services (including appointments with school psychologists, Marriage & Family therapists, support groups and workshops dealing with various issues) are available to credit students but not to non-credit students. While support services for students with disabilities are available at Southwestern, Coronado, and Sweetwater, none of the Consortium members provide educational services specifically designed for students with disabilities.

SWC provides counseling hours dedicated to serving Foster Youth, but currently does not capture all foster youth students. Counseling and monitoring of foster youth at the adult education centers and development of a partnership could increase the number of foster youth reached and encouraged to consider post-secondary education. Counseling and monitoring could help ensure that foster youth receive the support services available to them.

Students, faculty and community members all identified gaps in wrap-around services available to students, particularly in the areas of childcare, transportation and parking, and access to off-campus family resource center services.

Gaps in Student Tracking and Follow-Up. SWC currently does not identify new students who are coming from adult education programs, and does not collect the same kinds of information about its students in noncredit programs as it collects about students in the credit programs. SWC does not identify and track incoming Adult Education students or follow-up with its noncredit students to assess employment outcomes of CTE cohorts.

Gaps in Programs for Adults with Disabilities

While support services for students with disabilities are available at Southwestern, Coronado, and Sweetwater, none of the Consortium members provide educational services specifically designed for students with disabilities.

Outreach to students with disabilities often focuses primarily on Associate degrees; little information is made available to both students and parents about the availability of short-term CTE certification programs. There are multiple options at Community College, Adult Education, and through community based organizations as well as opportunities to create cohorts of students to move through these programs together. Increased advertisement at local libraries, community agencies, one-stop centers, and educational facilities is necessary to broaden the outreach currently available.

There also are gaps in the transition to the workforce for students with disabilities. Students with disabilities require certain accommodations and may need direction in advocating for those accommodations and how to use appropriate resources in the community to help in the transition. There is a distinct difference in the reasons to advocate in educational establishments in comparison to the workplace, however. Disclosure requires an understanding of what is necessary for an employer to know and what may not be considered consequential (and at times detrimental to) to an employer.

There are few Professional Development opportunities offered at Adult Education and SWC about the needs of students with disabilities, Universal Design, accommodations, and the emotional, physical and educational needs of students with disabilities. There is no ongoing forum for discussions with local businesses to stay abreast on current needs. There are no regular opportunities for faculty and staff from services offered at SUHSD K-12, SUHSD Adult Education, the Department of Rehabilitation, the San Diego County Office of Education and SWC to have an ongoing discussion to specifically address the needs of students with disabilities and work towards a common set of goals and/or outcomes would provide vision, action steps, and follow through to see those goals to fruition in the best interest of students.

Gaps in Outreach and Bridge Programs

Students who want to transition from adult-education to post-secondary education often become lost in the shuffle and are unable to maneuver through the details of applying and seeking support services in college. In their focus groups, students stressed their need for more orientation to adult education and information about the programs available. Students need guidance and advising to successfully make the transition from adult education to college courses.

SWC offers limited outreach to Adult Education students about college programs and services. Adult Education students don't know what skills they may need for college programs, or what resources such as child care, tutoring, transportation, etc. are available in at the post-secondary level. Foster Youth students do not always receive information about the student support offered to them at SWC.

There currently is no referral process to literacy programs for people who are unable to read or write in any language and who come to Consortium members for adult education.

There are limited opportunities for counselors from the high schools, adult schools and college to meet to ensure that information about adult education options is available and presented to students.

Gaps in Professional Development and Collegial Relations

Credential requirements to teach in Adult Education and the community college are different. At SUHSD and Coronado USD, teachers must have an Adult Education Credential (the Adult Designated Subjects credential and CTE credential), Single-Subject Credential in the course area or Multiple-Subject Credential. At SWC, faculty members must have a Master's degree in most areas; in some CTE programs industry experience or other vocational-area experience is required to teach.

Teachers and faculty in adult education, noncredit and credit programs and student support services seldom interface. They lack information about each other's programs to share with students. Adult School and SWC CTE Instructors do not meet regularly, and SWC CTE instructors do not participate in Adult Education CTE Advisory Meetings.

Although multiple WIA-funded organizations provide training and job placement programs to students with disabilities throughout San Diego County, there are no regular forums to facilitate coordination of those programs with local Adult Education and Community College programs to avoid duplication of efforts. This would also provide meaningful guidance to student support services at both organizations.

Strategies to Incrementally Increase Capacity in Identified Gap Areas

Assumption: The Governor's Budget will include both maintenance of effort funding for the Adult Education programs currently offered in the South Bay Region (predominately at SUHSD) and funding to address the goals and priorities of the Comprehensive Regional Adult Education Plan. If maintenance of effort funding is not provided in the Governor's Budget, the Consortium will include maintenance of the adult education programs currently offered as its top priority.

Curriculum and Instruction

Goals. Two goals were identified to address the gaps in curriculum and instruction:

- Goal 1. Students are able to access affordable educational services (in the five program areas) that will enable them to learn foundational academic knowledge and skills, no matter how long it takes them to achieve their goals.
- Goal 2. All adult education programs within the South Bay Consortium will be aligned and offer clearly sequential coursework in academic pathways across Consortium members.

Priority Strategies for Curriculum and Instruction:

The strategies are listed in priority order for each of the five topic areas. A list of all of the program goals and the strategies in order of overall priority is presented in the Executive Summary.

- 1. Expand instructional capacity.
- 2. Create a noncredit basic skills academy at SWC.
- 3. Create educational pathway maps and checklists for every program pathway between adult education and college programs (including countywide apprenticeship opportunities); develop a Master Schedule that aligns sequential courses.
- 4. Offer more distance learning and hybrid courses, with flexible course schedules and timeframes.
- 5. Review and align curriculum across systems in Adult Basic Education (ABE), English as a Second Language (ESL) and Career Technical Education (CTE).
- 6. Develop new CTE curriculum in the areas of construction, manufacturing and transportation, and make more internship opportunities available.

7. Adapt IBEST (Integrated Basic Education and Skills Training) model, in which two instructors collaborate and/or pair in the classroom, one teaching basic skills, the other teaching technical/professional content.
8. Restructure Elementary and Secondary education and ESL classes at Adult Education so that students are scheduled into homogeneous groups by skill level and course content.

Matriculation and Student Services

Goals. Two goals were identified to address the gaps in student services:

- Goal 3. Information about student assessments and academic achievement will be available to all adult education providers in the region, without requiring that students complete duplicative assessment testing or paperwork.
- Goal 4. Adult education students will have access to the support systems they need to learn effectively.

Priority Strategies for Matriculation and Student Services:

9. Develop common assessments, align assessment scores, and share assessment interpretation.
10. Allocate student support services to adult learner students at SUHSD, Coronado, and SWC (including assessment, placement, counseling, tutoring, career exploration, employment services, disability services, mental health services).
11. Develop an Adult Education/noncredit identifier in the SWC application that facilitates granting of credit for articulated CTE coursework.
12. Provide supportive services for adult learners (such as childcare, transportation, housing).
13. Develop an orientation that educates students about needed preparation, including information about all program pathways, matriculation services, student support services (no wrong door). Follow-up orientation with an assessment for Adult Education/noncredit students that includes Reading, Math, Computer Literacy, and career exploration and that identifies immediate and longer-term needs for student services.
14. Create a Regional Asset Map that maps out in detail all resources, services, personnel, facilities used, goals, conflicting policies, etc., to streamline and create developmental, academic and career pathways.

15. Provide a noncredit student ID card at SWC so noncredit students can access all services for which they are eligible.
16. Provide social work services to assist in student transitions through collaboration with interns from local universities.
17. Provide financial aid information and assistance to students in adult education/noncredit programs.

Programs for Adults with Disabilities

Goals: One goal was identified to address gaps in services to adults with disabilities.

Goal 5. Adult education programs will serve adults with disabilities.

Priority Strategies for Programs for Adults with Disabilities:

18. Develop curriculum in ABE, ESL, and CTE specifically for adults with disabilities.
19. Provide a liaison for students with disabilities to support student transitions to sustainable employment.
20. Disseminate information about resources available and importance of disclosure of disabilities in education, with specific outreach to adults with disabilities and their families.

Outreach and Transition

Goals. One goal was identified to address gaps in outreach and transition.

Goal 6. Adult learners in the region are able to access online information about the adult education/noncredit programs available to them.

Priority Strategies for Outreach and Transition:

21. Develop a user-friendly website and mobile application for students and Consortium members and partners that defines adult education, non-credit and credit education and provides a one-stop online resource; utilize social media for outreach and promotion to all users (including individuals with disabilities, caregivers, support providers).
22. Create cohorts and learning communities of students (such as Adult Education cohorts transitioning into SWC, Job Corps graduates, transitioning prisoners, WIOA students).

23. Offer College Survival seminars and/or Personal Development classes at SWC, SUHSD and Coronado Unified.
24. Develop a 5-10 year marketing plan that includes informational materials and campus visits in Spanish and other languages.

Professional Development

Goal. One goal was identified to address the gaps in professional development:

Goal 7. All teachers of adult education/noncredit classes in the region are well-trained to facilitate adult learning in the five program areas.

Priority Strategies for Professional Development:

25. Conduct an annual Professional Development Conference for Consortium members that covers all adult education program areas (including teaching students with disabilities) and includes training on the use of technology in adult education.
26. Create professional learning communities of teachers and faculty members in like programs (for example, CTE, counseling, etc.), including online collaboration and webinars.
27. Implement shared professional development seminars and workshops on topics in adult education; include regional meetings with external experts.
28. Develop a new teacher orientation.

Resources Needed to Implement the Identified Strategies

Resources needed to implement the identified strategies include Consortium member personnel, instructional supplies and materials, and other operating expenses such as technical consultants, professional development providers, and providers of specialized student mental health services. Please note that the following resource list and the associated cost per strategy (in Table 4.1 below) is based on no-cost-limit budgeting.

Personnel Costs

Leadership and Administration. To manage the implementation of the identified strategies, Southwestern College requested part of the salary of a Dean of the School of Continuing Education, Economic & Workforce Development, part of the salary of a Director of Continuing Education, and a half-time Continuing Education Department Chair, who also will serve as the key Consortium Liaison. SUHSD requested an additional Administrator to coordinate AB86 implementation and administer Disabilities

programs and two Teachers on Special Assignment to support the activities at the Adult Education sites. CUSD requested one Teacher on Special Assignment to manage the implementation of the proposed ESL and ESE classes at employer sites.

Instructional Personnel. Teaching Each Consortium member has requested additional teaching capacity:

- SWC requests a three additional faculty positions (1.0 FTE each) in math, in ESL, and in reading/writing. These faculty members will serve as the core faculty for the proposed Basic Skills Academy.
- SUHSD requests 72 Adult Education instructors for classroom teaching (about 18 new positions at each of the four Adult Education sites).
- CUSD requests a new 1.0 FTE ESL instructor, a new 1.0 FTE Disabilities instructor, and .5 FTE positions for new math and English instructors.

Each Consortium member also requests hourly project faculty/teacher time for work in curriculum development and alignment, development of website content, and professional development.

In Year 2 SWC requests addition of a 1.0 FTE Instructional Specialist to support students with disabilities as they develop success skills.

Counseling. SWC has requested approximately 2000 hours of hourly counselors to provide academic and career counseling, teach personal development classes, and participate in professional development. SWC also requests a Disabilities specialist counselor.

SUHSD requests five new counselor positions (one per site plus one to work with students with disabilities) and hourly counselor time. SUHSD also requests hourly psychologists to provide mental health counseling to Adult Education students. CUSD requests one new .50 FTE counselor position to serve adult education students.

Classified Support. Each of the Consortium members identified a need for classified hourly workers to provide tutoring to adult education students and interpretation, scribe and reading services to students with disabilities.

Each of the Consortium members also identified a number of classified staff positions that would be needed to support implementation of the plan strategies. SWC identified need for an Administrative assistant to support adult education administration, a Clerical Assistant to support strategy implementation, a Tutorial Specialist/Instructional Services Specialist to implement tutoring services, and Instructional Specialist (to help develop program maps, support cohorts and learning communities), a Student Employment Specialist, a Student Services specialist for students with disabilities, a Disabled Student Services technician, and a Student Employment Specialist for students with

disabilities. SWC also identified the need for hourly time for a programming specialist for student identifier and ID card programming, some hourly research support, and hourly assessment database data entry clerks.

SUHSD identified the need for a new Administrative Assistant to assist the new adult education administrator/Principal position, two Office Assistant II positions to assist the two new TSAs, a new Office Assistant I to assist at each of the four Adult Education sites, Computer Technicians to support additional distance learning and hybrid courses, and hourly classified time for custodial and special project support, including database entry as needed.

CUSD identified need for a .75 FTE Administrative Assistant and hourly assessment database data entry support.

All personnel costs include associated fringe benefits and health and welfare benefits.

Supplies and Materials

Consortium members request assessment instruments (CASAS); career assessment software; adaptive software for students with disabilities; books, library materials, and other curriculum resources; and office and meeting supplies.

Other Operating Expenses and Services

The Consortium as a whole requests operating expenses in several categories: website development and maintenance, contract speakers for professional development, a CTE program development consultant, shared costs for assessment database development and maintenance, a marketing consultant and advertising costs, and a program evaluation consultant.

SWC also requests a curriculum development consultant for CTE programs and for programs for students with disabilities, a mental health provider contract, external trainers in the use of CASAS assessments, conferences and staff travel to project meetings, and printing, copies and postage. SUHSD requests additional professional development consultants, duplication costs, and marketing materials. CUSD requests additional professional development and conference funding.

Capital Outlay

Each of the Consortium members requests funding for student-use computers and peripheral equipment, licenses and software.

Methods and Common Metrics Needed

The Consortium focus groups considered the methods and common metrics needed to track the successful implementation of the plan and measure amelioration of identified gaps in the services/programming. They noted that there are gaps in the ways that course completion is measured and in the information needed to identify and track adult education students. SWC currently does not identify new students who are coming from adult education programs, and does not collect the same kinds of information about its students in noncredit programs as it collects about students in the credit programs.

Strategies to address this gap include development of an Adult Education/noncredit identifier in the SWC application and development of common assessments and shared student information across Consortium members. 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. This work will be part of the assignment of the proposed adult education administrators, with assistance from database consultants, district technical support staff, and data entry staff.

Focus groups identified a number of metrics to assess improvement in adult education programs that should be included in the shared database and analysis of program outcomes. These metrics 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 SE students who enroll at SWC
 - In basic skills courses
 - In ESL courses
 - In CTE programs
- 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

Developing processes and procedures by which the consortium will identify, gather and share the data needed to assess progress will be a key task of the first year of program implementation.

Table Notes: Table 4.1

The program areas affected by each strategy are listed in the cell that identifies the strategy: ABE (elementary and secondary education), ESL (programs for immigrants), Disabilities (programs for adults with disabilities), CTE (short-term CTE programs); and Apprenticeships.

Cost estimates are for year 1 only.

Timeline is for Year 1 only.

Table 4.1: Implementation Strategies to Address Identified Gaps						
Gaps Affecting Curriculum and Instruction						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the cost	Responsible Parties	Methods of Assessment	Timeline
Educational program capacity	1. Expand instructional capacity. Program areas: all	Instructor and administrator time; Instructional materials; Facilities	\$5,200,000	SWC SUHSD CUSD	Number of classes offered by program area; number of students served by program area	7/15 – 6/16
Educational program capacity	2. Create a noncredit basic skills academy at SWC. Program areas: ABE, ESL	Instructor and administrator time; Instructional materials; Facilities	\$750,000	SWC	Number of classes offered by program area; number of students served by program area	7/15 – 12/15 to develop 1/16 – 6/16 to implement
Curriculum and program alignment	3. Create educational pathway maps and checklists for every program pathway between adult education and college programs (including countywide apprenticeship opportunities); develop a Master Schedule that aligns sequential courses.	Administrator time; Teachers on Special Assignment	\$50,000	SWC SUHSD CUSD	Pathway maps and checklists are complete for every program Master schedule demonstrates alignment of sequential courses	7/15 – 12/15 to develop pathways 1/16 – 6/16 to develop master schedule

	Program areas: all					
Educational program capacity	4. Offer more distance learning and hybrid courses, with flexible course schedules and timeframes. Program areas: all	Instructor and administrator time; Technical infrastructure and support	\$2,000,000	SWC SUHSD CUSD	Number of classes offered by program area; number of student served by program area	7/15 – 6/16, with development ongoing
Curriculum and program alignment	5. Review and align curriculum across systems in Adult Basic Education (ABE), English as a Second Language (ESL) and Career Technical Education (CTE). Program areas: ABE, ESL, CTE	Instructor and administrator time	\$250,000	SWC SUHSD CUSD	Curriculum review and changes documented through curriculum review processes	7/15 – 6/16
Curriculum and program alignment	6. Develop new CTE curriculum in the areas of renewable energy, construction, manufacturing and transportation, and make more internship opportunities available. Program areas: CTE,	Instructor and administrator time; Instructional materials and equipment; Employment specialists	\$500,000	SWC SUHSD	CTE curriculum approved within each member Number of internships filled	7/15 – 12/15 to develop 1/16 – 6/16 to pilot

	Apprenticeship					
Curriculum and program alignment	<p>7. Adapt IBEST (Integrated Basic Education and Skills Training) model, in which two instructors collaborate and/or pair in the classroom, one teaching basic skills, the other teaching technical/professional content.</p> <p>Program areas: CTE</p>	Instructor and administrator time; Instructional materials and equipment	\$250,000	SWC SUHSD	Number of paired classes offered; number of students served	<p>7/15 – 8/15 to develop</p> <p>9/15 – 12/15 to pilot</p> <p>1/16 – 6/16 to implement</p>
Curriculum and program alignment	<p>8. Restructure Elementary and Secondary education and ESL classes at Adult Education so that students are scheduled into homogeneous groups by skill level and course content.</p> <p>Program areas: ABE, ESL</p>	Instructor and administrator time	\$1,000,000	SWC SUHSD CUSD	Course schedule documents leveled classes	<p>7/15 – 8/15 to schedule</p> <p>9/15 – 6/16 to implement</p>

Gaps Affecting Matriculation and Student Services						
Matriculation and student services: assessment	9. Develop common assessments, align assessment scores, and share assessment interpretation. Program areas: all	Counselor and administrator time; Assessment materials	\$355,000	SWC SUHSD CUSD Partners	Student assessment test scores from each Member are used to place students into appropriate classes	7/15 – 6/16 to develop and align 6/16 to start sharing
Matriculation and student services: student support services	10. Allocate student support services to adult learner students at SUHSD, Coronado, and SWC (including assessment, placement, counseling, tutoring, career exploration, employment services, disability services, mental health services). Program areas: all	Counselors; Career specialists; Tutors; Disability specialists; Employment specialists; Psychologists; Administrator time	\$2,500,000	SWC SUHSD CUSD	Number of adult students served in each type of student support service offered	7/15 – 6/16
Matriculation and student services: matriculation, student tracking and follow-up	11. Develop an Adult Education/noncredit identifier in the SWC application that facilitates granting of credit for articulated CTE coursework.	Programming; Counselor time	\$25,000	SWC	Noncredit students coming from SUHSD receive credit for CTE coursework	7/15 – 12/15 to develop 1/16 – 6/16 to pilot

	Program areas: CTE					
Matriculation and student services: student support services	12. Provide supportive services for adult learners (such as childcare, transportation, housing). Program areas: all	WIA funding; Community-based services	\$0	SUHSD (through WIA) Partners	Number of students served through WIA contracts; number of students referred to partners	7/15 – 6/16 to develop with partners
Matriculation and student services: orientation and assessment	13. Develop an orientation and follow-up orientation with an assessment that includes Reading, Math, Computer Literacy, and career exploration and that identifies needs for student services. Program areas: all	Counselor time; assessment staff time	\$50,000	SWC SUHSD CUSD	Materials developed Student attendance at orientation activities Student assessments and plans	7/15 – 11/15 to develop 12/15 – 6/16 to implement
Matriculation and student services	14. Create a Regional Asset Map that maps out in detail all resources, services, personnel, facilities used, goals, conflicting policies, etc., to streamline and create	Administrator and TSA time; partner time	\$25,000	SWC SUHSD CUSD Partners	Regional asset map is complete and identifies steps to be taken to streamline and create pathways	7/15 – 12/15 to develop map 1/16 – 6/16 to develop new policies and procedures

	developmental, academic and career pathways. Program areas: all				Evidence that policies and procedures are reviewed and changed as needed by each Member	as needed
Matriculation and student services: student support services, student tracking	15. Provide a noncredit student ID card at SWC so noncredit students can access all services. Program areas: all	Programming; Library and health services	\$25,000	SWC	Program records tracking noncredit student IDs and use of services	7/15 – 12/15 to develop 1/16 – 6/16 to implement
Matriculation and student services: student support services	16. Provide social work services to assist in student transitions through collaboration with interns from local universities. Program areas: all	Counselor time; interns and their supervisors	\$10,000	SWC SUHSD CUSD Partners	Number of students served by social worker interns	7/15 – 6/16 to develop
Matriculation and student services: student support services	17. Provide financial aid information and assistance to students in adult education/noncredit programs. Program areas: all	Financial aid specialists; Counselor time	\$10,000	SWC SUHSD CUSD	Number of financial aid materials accessed and workshops offered Student hits	7/15 – 8/15 to develop 8/15 – 6/16 to implement

					on online financial aid info and participation in financial aid workshops	
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Gaps Affecting Programs for Adults with Disabilities						
Programs for adults with disabilities	18. Develop curriculum in ABE, ESL, and CTE specifically for adults with disabilities. Program area: Disabilities	Instructor time for curriculum development; Disabilities specialist time; Instructional materials; Interpreters, readers, scribes	\$250,000	SWC SUHSD CUSD Partners	Curriculum is approved through curriculum processes at each Member	7/15 – 12/15 to develop 1/16 – 6/16 to pilot
Programs for adults with disabilities	19. Provide a liaison for students with disabilities to support student transitions to sustainable employment. Program area: Disabilities	Disabilities specialist time; counselor time	\$140,000	SWC SUHSD CUSD	Number of students serviced by liaisons	7/15 – 6/16
Programs for adults with disabilities	20. Disseminate information about resources available and importance of disclosure of disabilities in education, with specific outreach to adults with disabilities and their families. Program area: Dis.	Disabilities specialist time; counselor time	\$10,000	SWC SUHSD CUSD Partners	Information materials are printed and disseminated Number of students and family members participating in outreach	7/15 – 9/15 to develop 10/15 – 6/16 to implement

Gaps Affecting Student Outreach and Bridge Programs						
Outreach and bridge programs	<p>21. Develop a user-friendly website and mobile application for students and Consortium members and partners that defines adult education, non-credit and credit education and provides a one-stop online resource; utilize social media for outreach and promotion to all users (including individuals with disabilities, caregivers, support providers).</p> <p>Program areas: all</p>	<p>Website development and maintenance providers; Counselor and instructor time for content development; technical support staff</p>	\$125,000	<p>SWC SUHSD CUSD Partners</p>	<p>Website is complete and links through each member website</p> <p>Website includes materials for students, instructors, community, partners, members</p> <p>Number of hits to website</p>	<p>7/15 – 3/16 to develop</p> <p>3/16 – 5/16 to pilot</p> <p>6/16 to implement fully</p>
Outreach and bridge programs	<p>22. Create cohorts and learning communities of students (such as Adult Education cohorts transitioning into SWC, Job Corps graduates, transitioning prisoners, WIOA students).</p> <p>Program areas: all</p>	<p>Instructor time; administrator time</p>	\$25,000	<p>SWC SUHSD CUSD Partners</p>	<p>Course records document cohorts and learning communities</p>	<p>7/15 – 12/15 to develop</p> <p>1/16 – 6/16 to pilot</p>

<p>Outreach and bridge programs</p>	<p>23. Offer College Survival seminars and/or Personal Development classes at SWC, SUHSD and Coronado Unified.</p>	<p>Counselor time; instructor time</p>	<p>\$25,000</p>	<p>SWC</p>	<p>Member records document seminars and classes offered</p>	<p>1/16 – 6/16</p>
<p>Outreach and bridge programs</p>	<p>24. Develop a 5-10 year marketing plan that includes informational materials and campus visits in Spanish and other languages.</p>	<p>Marketing consultant; advertising costs; materials</p>	<p>\$100,000</p>	<p>SWC SUHSD CUSD</p>	<p>Marketing plan is on file with Consortium members</p>	<p>7/15 – 3/16 to develop 4/16 – 6/16 to implement</p>

Gaps Affecting Professional Development						
Professional development	<p>25. Conduct annual Professional Development Conference for Consortium members and partners that covers all adult education program areas (including teaching students with disabilities) and includes training on the use of technology in adult education.</p> <p>Program areas: all</p>	Instructor and administrator time; Speakers; Facilities; materials; technical support	\$950,000	SWC SUHSD CUSD Partners	Attendance at annual conference List of workshops and content areas	<p>7/15 – 4/16 to develop</p> <p>5/16 – 6/16 to implement</p>
Professional development	<p>26. Create professional learning communities of teachers and faculty members in like programs (for example, CTE, counseling, etc.), including online collaboration and webinars.</p> <p>Program areas: all</p>	Instructor and administrator time; Facilities; materials	\$120,000	SWC SUHSD CUSD	Records of instructor participation in professional learning communities	<p>7/15 – 12/15 to develop</p> <p>1/16 – 6/16 to pilot</p>
Professional development	<p>27. Implement shared professional development</p>	Instructor and administrator time;	\$400,000	SWC SUHSD CUSD	Records of instructor participation	7/15 – 9/15 to plan

	seminars and workshops on topics in adult education; include regional meetings with external experts Program areas: all	Speakers; Facilities; materials		Partners	in professional development workshops and seminars	10/15 – 6/16 to implement, with ongoing scheduling
Professional development	28. Develop a new teacher orientation. Program areas: all	Instructor and administrator time; Facilities; materials	\$30,000	SWC SUHSD CUSD	Number of new teachers completing orientation	7/15 – 8/15 to develop 9/15 – 12/15 to pilot 1/16 – 6/16 to implement

Chapter 5

Objective 5: Plans to Employ Approaches Proven to Accelerate Student Progress Toward Academic and/or Career Goals

Strategies to Accelerate Student Progress

The South Bay Adult Education Consortium members and partners plan to implement and improve several evidence-based strategies to accelerate student progress toward their academic and/or career goals. These strategies are listed in priority order below:

1. *Increase instructional capacity in all program areas.* Adult learners need more access to classes in elementary and secondary education, ESL and citizenship, programs for adults with disabilities, short-term CTE, and preparation for apprenticeship opportunities.

Estimates from the U.S. Census Bureau's American Community Survey were used to predict the level of need in the South Bay region for each type of adult education:

- *Needs for Adult Elementary and Secondary Education.* Approximately 22.3% of the adults over age 25 in the South Bay region do not have a high school diploma – almost 64,000 individuals. Over 31,000 of these individuals have completed less than a ninth grade education.
- *Need for Education in English as a Second Language.* Approximately 75,000 adults ages 18 and older in the South Bay region speak English “less than very well” and may need ESL education.
- *Need for Education for Individuals with Disabilities.* While the results of the American Community Survey estimate that at least 20,000 residents of the communities in the South Bay have a disability that presents difficulty with vision, hearing, cognition, ambulation, self-care and/or independent living, it is difficult to tell from this data how many of these individuals need education specifically designed for individuals with disabilities (rather than support services for regular adult education or community college classes).
- *Need for Career Technical Education.* Analysis of the regional employment and industry information suggests that there is additional need for CTE training in the areas of renewable energy, construction, manufacturing and transportation (including logistics). Residents of the South Bay region are more likely than residents of the County as a whole to work in these industry areas, but there is relatively little CTE or job training available in these occupations.

- *Need for Education for Apprenticeships.* Very few adult education students in the South Bay region enroll in apprenticeships, and most of the apprenticeship opportunities in the San Diego region are through the San Diego Community College District.

The number of adult education students served in the 2013/2014 academic year is presented in the table below. Please note that elementary and basic skills courses at SWC include credit basic skills courses; SWC’s “programs for immigrants” includes both credit and noncredit basic skills ESL.

Program Area: 2013/2014	SWC	SUHSD	CUSD	Total
Elementary/Secondary Education and Basic Skills	6,278	7,654	7	13,939
Programs for Immigrants (ESL and Citizenship)	915	7,287	22	8,244
Programs for adults with Disabilities	0	0	0	0
Short Term CTE	750	5,871	0	6,621
Programs for Apprentices	0	19	0	19
Total	7,943	20,831	29	28,823

These enrollment figures represent a significant decrease in program enrollment over the past five years, due to state budget cuts in adult education:

- In 2013/2014, Consortium members served 13,939 adult learners in elementary and secondary education and basic skills, down 25% from the 18,600 students served in 2008/2009.
- Consortium members served 8,244 adult learners in ESL/citizenship in 2014.2014, down 35% from the 12,645 served in 2008/2009.
- Consortium members served 6,621 adult learners in short term CTE programs in 2013/2014, down 46% from the 12,189 students served in 2008/2009. Partners served another 632 adult learners in short term CTE in 2013/2014 (in federally-funded programs), down 4% from 2008/2009.

SUHSD proposes to increase its instructional capacity by adding additional instructors at each of its Adult Education sites, expanding its CTE programs, and providing education programs for adults with disabilities.

CUSD proposes to increase its instructional capacity by developing adult education programs in ESL, providing more secondary education in English and math, and providing education programs for adults with disabilities.

SWC proposes to increase its instructional capacity by developing a Noncredit Basic Skills Academy. This is described in more detail in the following strategy.

2. *Create a noncredit basic skills academy at SWC.* Currently most of the secondary education/basic skills courses and ESL courses offered at SWC are offered through the credit program. However, credit courses come with tuition and book costs and have limits on the number of times students can take them. Students may use too much of the total amount of financial aid they can access trying to complete basic skills coursework. The Noncredit Basic Skills Academy will allow students to take these courses through the noncredit program, with lower costs and no limit on the number of times the student can repeat a class. This will enable adult learners to access more course sections to take the basic skills courses they need to prepare for college at a lower cost. The Noncredit Basic Skills Academy will increase instructional capacity at SWC for adult learners, increasing student access to adult education programming.
3. *Allocate student support services to adult learner students at SUHSD, Coronado, and SWC (including assessment, placement, counseling, tutoring, career exploration, employment services, disability services, mental health services).* Each Consortium member will hire the staff needed to provide counseling, tutoring and other student support services to its adult education students. This strategy will accelerate student progress by helping students access the counseling and academic assistance they need to succeed in their adult education program.
4. *Offer more distance learning and hybrid courses, with flexible course schedules and timeframes.* Faculty and teachers will develop curriculum to expand their course offerings in distance learning and hybrid courses. Program administrators will work with instructors to offer more flexible course schedules and timeframes. This strategy will help accelerate student progress by allowing students to find and take courses that fit their schedules.
5. *Create cohorts and learning communities of students.* Consortium members, particularly SUHSD and SWC, will create cohorts of students who can move through adult education courses and programs together. These cohorts will be able to form learning communities in which students get to know one another, participate in tutoring and study groups together, and provide each other with the social support that helps students maintain their motivation to continue their education. These cohorts may include groups such as cohorts of SUHSD Adult Education students transitioning into SWC, Job Corps graduates and those who are living at the Job Corps campus while attending SWC, adults who are incarcerated (in distance learning environments) or are on probation, and students who are receiving support services through WIOA.
6. *Develop an Adult Education/noncredit identifier in the SWC application that facilitates granting of credit for articulated CTE coursework.* This strategy will help streamline the process for students who have completed articulated CTE coursework at SUHSD to get college credit for those classes, increasing the number

of college credits they have earned and accelerating their progress toward their degrees.

7. *Provide supportive services for adult learners (such as childcare, transportation, and housing).* SUHSD students who are participating in programs funded through the Workforce Investment and Opportunity Act (WIOA) can receive supportive services through the WIOA program. The Consortium members will work closely with community partners to help adult education students gain access to community-based supportive services. Consortium members will not expend adult education funding to provide these supportive services.
8. *Provide a liaison for students with disabilities to support student transitions to sustainable employment.* Each Consortium member proposes to hire a staff member to help students with disabilities find sustainable employment. This will help accelerate the progress of students with disabilities by helping them meet their employment objectives.
9. *Adapt IBEST (Integrated Basic Education and Skills Training) model, in which two instructors collaborate and/or pair in the classroom, one teaching basic skills, the other teaching technical/professional content.* College faculty and Adult Education instructors will work to develop curriculum for this coursework. This strategy will help accelerate student progress by contextualizing the basic skills within the technical education program.
10. *Provide social work services to assist in student transitions through collaboration with interns from local universities.* SUHSD and SWC intend to collaborate with local universities to expand the support services available to students by providing placements for social work students to work in well-supervised internships serving adult education students. This will help accelerate student progress by providing help with managing the stresses of life that reduce their ability to complete their adult education courses.
11. *Restructure ABE classes at Adult Education so that students are scheduled into homogeneous groups by skill level and course content.* Students and faculty indicated that they would like to have adult education courses in which the students were at similar levels of background skills. Consortium members plan to provide leveled classes to the extent that instructor time and facilities are available. This will help accelerate student progress by allowing students who have more basic skills to move forward more quickly, while enabling those who need more time and assistance to access coursework that meets their needs.

Measurable Improvement Metrics

Metrics to assess improvement in adult education programs under discussion 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 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 SE students who enroll at SWC
 - In basic skills courses
 - In ESL courses
 - In CTE programs
- 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

SUHSD, CUSD and SWC must 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. How the Consortium will identify, gather and share the data needed to assess progress will be a key topic of discussion and collaborative work during the first two years of plan implementation.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Expand instructional capacity. Program areas: all	Develop class schedule, order materials needed Hire teachers Enroll students	Instructor and administrator time; Instructional materials; Facilities	\$5,200,000	SWC SUHSD CUSD	Number of classes offered by program area; number of students served by program area	7/15 – 6/16
Create a noncredit basic skills academy at SWC. Program areas: ABE, ESL	Hire faculty and staff Develop academy course curriculum and schedule Enroll students	Instructor and administrator time; Instructional materials; Facilities	\$750,000	SWC	Number of classes offered by program area; number of students served by program area	7/15 – 12/15 to develop 1/16 – 6/16 to implement
Allocate student support services to adult learner students at SUHSD, Coronado, and SWC (including assessment, placement,	Hire counselors and other student services staff Establish service scheduling and	Counselors; Career specialists; Tutors; Disability specialists; Employment specialists;	\$2,500,000	SWC SUHSD CUSD	Number of adult students served in each type of student support service	7/15 – 6/16

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
counseling, tutoring, career exploration, employment services, disability services, mental health services). Program areas: all	appointment processes Schedule students for services during assessment and throughout semester; provide services	Psychologists; Administrator time			offered	
Offer more distance learning and hybrid courses, with flexible course schedules and timeframes. Program areas: all	Determine which courses to provide through distance technologies Hire instructors as needed Enroll students	Instructor and administrator time; Technical infrastructure and support	\$2,000,000	SWC SUHSD CUSD	Number of classes offered by program area; number of student served by program area	7/15 – 6/16, with development ongoing
Create cohorts and learning communities of students (such as Adult Education cohorts transitioning	Hire staff to support learning communities	Instructor time; administrator time	\$25,000	SWC SUHSD CUSD Partners	Course records document cohorts and learning	7/15 – 12/15 to develop 1/16 – 6/16 to pilot

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
into SWC, Job Corps graduates, transitioning prisoners, WIOA students). Program areas: all	Determine cohort and learning community structure Recruit and enroll students Provide learning support services to cohorts				communities	
Develop an Adult Education/noncredit identifier in the SWC application that facilitates granting of credit for articulated CTE coursework. Program areas: CTE	Develop new application questions Revise application, with associated programming Implement revised application Develop	Programming; Counselor time	\$25,000	SWC	Noncredit students coming from SUHSD receive credit for CTE coursework	7/15 – 12/15 to develop 1/16 – 6/16 to pilot

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	outreach to students with CTE credit to advise them to apply for college credit					
Provide supportive services for adult learners (such as childcare, transportation, housing). Program areas: all	Identify sources of supportive services in community; develop agreements with service providers to refer students Refer students to supportive services	WIA funding; Community-based services	\$0	SUHSD (through WIA) Partners	Number of students served through WIA contracts; number of students referred to partners	7/15 – 6/16 to develop with partners
Provide a liaison for students with disabilities to support student transitions to sustainable employment. Program area: Disabilities	Hire staff Provide student employment and other services	Disabilities specialist time; counselor time	\$140,000	SWC SUHSD CUSD	Number of students serviced by liaisons	7/15 – 6/16

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Adapt IBEST (Integrated Basic Education and Skills Training) model, in which two instructors collaborate and/or pair in the classroom, one teaching basic skills, the other teaching technical/professional content. Program areas: CTE	Select faculty/teachers Develop collaborative curriculum and lesson plans Enroll students	Instructor and administrator time; Instructional materials and equipment	\$250,000	SWC SUHSD	Number of paired classes offered; number of students served	7/15 – 8/15 to develop 9/15 – 12/15 to pilot 1/16 – 6/16 to implement
Provide social work services to assist in student transitions through collaboration with interns from local universities. Program areas: all	Develop agreement with local universities to provide social work internships in adult education programs Recruit interns Supervise interns	Counselor time; interns and their supervisors	\$10,000	SWC SUHSD CUSD Partners	Number of students served by social worker interns	7/15 – 6/16 to develop

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<p>Restructure Elementary and Secondary education and ESL classes at Adult Education so that students are scheduled into homogeneous groups by skill level and course content.</p> <p>Program areas: ABE, ESL</p>	<p>Create additional course sections of ESE and ESL classes</p> <p>Schedule students into course section that suits their level of assessed skills</p>	Instructor and administrator time	\$1,000,000	SWC SUHSD CUSD	Course schedule documents leveled classes	<p>7/15 – 8/15 to schedule</p> <p>9/15 – 6/16 to implement</p>

Chapter 6

Objective 6: Plans to Collaborate in the Provision of Ongoing Professional Development Opportunities for Faculty and Staff

The South Bay Adult Education Consortium members and partners reviewed and discussed approaches to collaborate in ongoing professional development. The Consortium developed four priority strategies to deliver professional development opportunities for Consortium adult education faculty and staff. These strategies will also be aligned with a new professional development structure that SWC will implement in 2015-2016 under AB 2558.

Objective 6: Plans 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.

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 region. Collaborative professional development for faculty and staff from all local consortium members and partners is needed to foster alignment and to support ongoing assessment and improvement of student outcomes.

Topics for Professional Development

Topics identified to date for collaborative professional development include:

- General theory and practices in adult education
 - Research on, theories of and frameworks for understanding adult learning
 - Best practices in program alignment
 - Technology use and integration to enhance and expand technology in instruction
 - Intercultural competence for faculty, staff, and administrators
- Elementary and secondary skills
 - Practices in basic and secondary skills that build college readiness skills
- English as a Second Language
 - Best practices in accelerating student skill development and learning in ESL

- Students with disabilities
 - Training on working with students with disabilities
 - Using the IEP process to better acquaint students and parents with their different options
- Career Technical Education
 - Models and instructional strategies for contextualized and/or accelerated teaching and learning
 - Team building, critical thinking, problem solving, study skills, soft skills, and career assessment
- Apprenticeship
 - Apprenticeship programs available in southern California
 - Entry requirements for apprenticeship programs

Collaborative Professional Development Activities

The South Bay Adult Education Consortium members and partners discussed collaborative professional development activities and selected four specific activities. These professional development activities, in priority order, include:

- Conduct an annual Professional Development Conference for Consortium members and partners, to cover all adult education program areas and the use of technology in adult education.
- Create professional learning communities of teachers and faculty members in like programs (for example, CTE, counseling, etc.), including online collaboration and webinars.
- Implement shared professional development seminars and workshops on topics in adult education; include regional meetings with external experts.
- Provide new teacher orientation.

Table 6.1 Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Improving Adult Education Student Learning Outcomes	Teacher/faculty attendance at regional, state and national conferences on adult education, teaching English to speakers of other languages, literacy, and student assessment	Elementary and Secondary Education; ESL; CTE; disabilities	\$100,000
Using Technology in Instruction	Seminars on the use of technology in instruction in adult education	Elementary and Secondary Education; ESL; CTE; disabilities; apprenticeship	\$100,000
Accessing and Using Data and Evidence	Workshops and seminars on using student data to improve instruction and outcomes	Elementary and Secondary Education; ESL; CTE; disabilities	\$100,000
Student Educational Planning	Workshops and seminars on student goal setting and development of educational plans	Elementary and Secondary Education; ESL; CTE; disabilities	\$100,000

Table 6.2 Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<p>General theory and practices in adult education</p> <ul style="list-style-type: none"> ○ Research on, theories of and frameworks for understanding adult learning ○ Best practices in program alignment ○ Technology use and integration to enhance and expand technology in instruction. ○ Intercultural competence for faculty, staff, and administrators. 	<ul style="list-style-type: none"> ● Annual Professional Development Conference for Consortium members and partners, to cover all adult education program areas and the use of technology in adult education. ● Professional learning communities of teachers and faculty members in like programs. ● Shared professional development seminars and workshops on topics in adult education. 	<p>Elementary and Secondary Education</p> <p>ESL</p> <p>Disabilities</p> <p>CTE</p> <p>Apprenticeships</p>	<p>\$216,000</p>
<p>Building college readiness skills</p>	<ul style="list-style-type: none"> ● Annual Professional Development Conference for Consortium members and partners, to cover all adult education program areas and the use of technology in adult education. ● Professional learning communities of teachers and faculty members in like programs. ● Shared professional development seminars and workshops on topics in 	<p>Elementary and Secondary Education</p> <p>ESL</p> <p>Disabilities</p> <p>CTE</p>	<p>\$210,000</p>

	adult education.		
Best practices in accelerating student skill development and learning in ESL	<ul style="list-style-type: none"> • Annual Professional Development Conference for Consortium members and partners, to cover all adult education program areas and the use of technology in adult education. • Professional learning communities of teachers and faculty members in like programs. • Shared professional development seminars and workshops on topics in adult education. • New teacher orientation. 	ESL	\$223,000
Working with students with disabilities and using the IEP process to better acquaint students and parents with their different options	<ul style="list-style-type: none"> • Annual Professional Development Conference for Consortium members and partners, to cover all adult education program areas and the use of technology in adult education. • Professional learning communities of teachers and faculty members in like programs. • Shared professional development seminars and workshops on topics in adult education. • New teacher orientation. 	Disabilities	\$223,000
Models and instructional strategies for contextualized and/or	<ul style="list-style-type: none"> • Annual Professional Development Conference for Consortium members 	CTE	\$210,000

<p>accelerated teaching and learning in CTE.</p>	<p>and partners, to cover all adult education program areas and the use of technology in adult education.</p> <ul style="list-style-type: none"> • Professional learning communities of teachers and faculty members in like programs. • Shared professional development seminars and workshops on topics in adult education. 		
<p>Skills employers need in employees, including team building, critical thinking, problem solving, study skills, soft skills, and career assessment.</p>	<ul style="list-style-type: none"> • Annual Professional Development Conference for Consortium members and partners, to cover all adult education program areas and the use of technology in adult education. • Professional learning communities of teachers and faculty members in like programs. • Shared professional development seminars and workshops on topics in adult education. 	<p>CTE</p>	<p>\$215,000</p>

<p>Apprenticeship programs available in southern California</p> <p>Entry requirements for apprenticeship programs</p>	<ul style="list-style-type: none"> • Annual Professional Development Conference for Consortium members, to cover all adult education program areas and the use of technology in adult education. • Shared professional development seminars and workshops on topics in adult education. <p><i>Regional collaboration on apprenticeship.</i> Conduct regional focus groups and training on the subject of apprenticeships</p>	<p>Apprenticeship</p>	<p>\$193,000</p>
<p>Teacher roles and responsibilities in adult education</p>	<ul style="list-style-type: none"> • New teacher orientation. 	<p>Elementary and Secondary Education</p> <p>ESL</p> <p>Disabilities</p> <p>CTE</p> <p>Apprenticeships</p>	<p>\$10,000</p>

Chapter 7

Objective 7: Plans to Leverage Existing Regional Structures

Objective 7: Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

The South Bay Adult Education Consortium has identified several regional organizations and structures that may be leveraged to benefit the adult learners in the region:

Workforce Investment Board. The San Diego Workforce Partnership, the region's Workforce Investment Board, funds short-term career technical education in the areas of professional driving, manufacturing techniques, building maintenance, healthcare information technology, emergency medical technician, cosmetology, dental assisting, pharmacy technician and veterinary assistant. South Bay Adult Education Consortium members are considering ways to link these programs to CTE programs at SUHSD and SWC to allow students to stack credentials as they build their skills.

Chula Vista and County Library. The Chula Vista Library currently provides basic literacy services for individuals who cannot read or write in any language. The South Bay Adult Education Consortium will provide these individuals with information and guidance to enter adult education at an SUHSD, Coronado USD or SWC site.

The Chula Vista library also provides facilities for adult elementary and secondary education and ESL classes offered by SUHSD and SWC. In addition to classroom space the Library offers an auditorium, conference rooms, and a multimedia Hub that adult education programs can access. Students may access laptop computers and homework help/tutoring at the library. This provides these training and support services at community locations that may be more accessible to some students.

San Diego Council on Literacy. The San Diego Council on Literacy provides literacy materials and coordination services to literacy providers throughout the region. Representatives of the Council on Literacy are working with the planning process and Consortium members to identify additional opportunities for basic literacy services in the South Bay region.

Job Corps. The San Diego Regional Job Corps Center offers secondary education and career training in a residential setting for young adults ages 18-24. The Job Corps provides apprenticeship training offered in partnership with SUHSD. South Bay Adult Education Consortium members will work with the San Diego Job Corps to articulate these programs with postsecondary CTE opportunities, develop a medical assistant course and transition courses to the LVN program. In addition, the San Diego Job Corps can house continuing students in their residency program for an additional year while they are enrolled in postsecondary education and training. In addition to housing,

students can receive monthly bus passes and tutoring, medical and mental health services.

California Department of Rehabilitation. South Bay Adult Education Consortium members will continue to work with the California Department of Rehabilitation to develop strategies to leverage on-the-job training funding for students with disabilities.

The comprehensive planning process that the South Bay Adult Education Consortium has undertaken to develop the AB86 Comprehensive Plan for Adult Education has initiated discussions and other engagement strategies with these regional structures. Representatives of these regional structures have participated in the Consortium planning forums and focus groups. Discussions will continue throughout the implementation of the Adult Education Plan to refine strategies can leverage these regional structures, utilize existing regional resources, and position the South Bay Regional Consortium to be stronger, more effective and more responsive to economic needs.

Table 7.1 Leverage of Existing Regional Structures from Partners					
Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
San Diego Workforce Partnership/WIB	CTE	Align WIB-funded short term training with longer term CTE training through Adult Education and credit CTE postsecondary programs	SUHSD SWC	WIA funding for short-term training programs	7/15 – 6/16
Chula Vista Library	Elementary and Secondary Education ESL	Provide basic literacy training to individuals who cannot read or write in any language Entry-level ESL tutoring and support Use of facilities for classes Laptop access	SUHSD	In-kind contribution of facilities and support services; value \$50 per hour for facilities use	7/15 – 6/16
San Diego Council on Literacy	Elementary and Secondary Education	Provide literacy information and materials, and identification of regional literacy providers	SUHSD Coronado USD	In-kind staff time	7/15 – 6/16

Job Corps	CTE Apprenticeship	Align programs to postsecondary programs in CTE Placement of residential students into SWC degree or certificate programs Student support services, including housing, transportation, medical and mental health services, tutoring	SWC	In-kind value is \$26,000 per student per year	7/15 – 6/16
Department of Rehabilitation	Disabilities	Linkage to funded on the job training for individuals with disabilities	SUHSD SWC	Based on on-the-job training placements	7/15 – 6/16

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium’s partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.