EAST REGION

ADULT EDUCATION

Education That Works

Grossmont Adult Education (before AEBG)

Prior to AB86 and AB104, K-12 adult education programs and community college noncredit programs operated separately and autonomously.

Grossmont Adult Education (before AEBG)

Established in 1946 as part of the Grossmont Union High School District

in response to a need to offer high school diploma classes to returning WWII Veterans

1952 – additional classes at limited locations within Grossmont School District boundaries

Sites:
Foothills Adult Education
Health Occupations Center
East County Career Center
Steele Canyon Campus
El Cajon Adult Campus

programs at 8 detention facilities

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Grossmont Adult Education (before AEBG)

Grossmont

18,624

Adult Ed and Lifelong Ed Students in 2015-16

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Grossmont Adult Education (moving into AEBG)

STAFF & STUDENTS	
Students Served	18,624
Employees	286
SITES	
Total Sites in the Community	53

ENROLLMENT BY PROGRAM AREA		
Program Area	# Students enrolled	% of total enrollment
Adult Secondary Education	1,642	7.32%
Basic Skills	291	1.30%
Career & Technical Education	5,713	25.47%
English as a Second Language	3,646	16.25%
Correctional Education	5,528	24.64%
Lifelong Education	5,613	25.02%

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AEBG

PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

Why AB86/AB104 (AEBG)?

- Adult Schools and Community Colleges are major providers of Adult Education
- Inconsistent coordination among Adult Schools and Community Colleges across the state, and between California Department of Education and California Community College Chancellor's Office
- Economic Challenges impacting ability to serve adult learners in our communities
- Perception of overlapping funding and duplication of services
- Unclear missions and conflicting policies
- Educational opportunities and pathways not clearly communicated

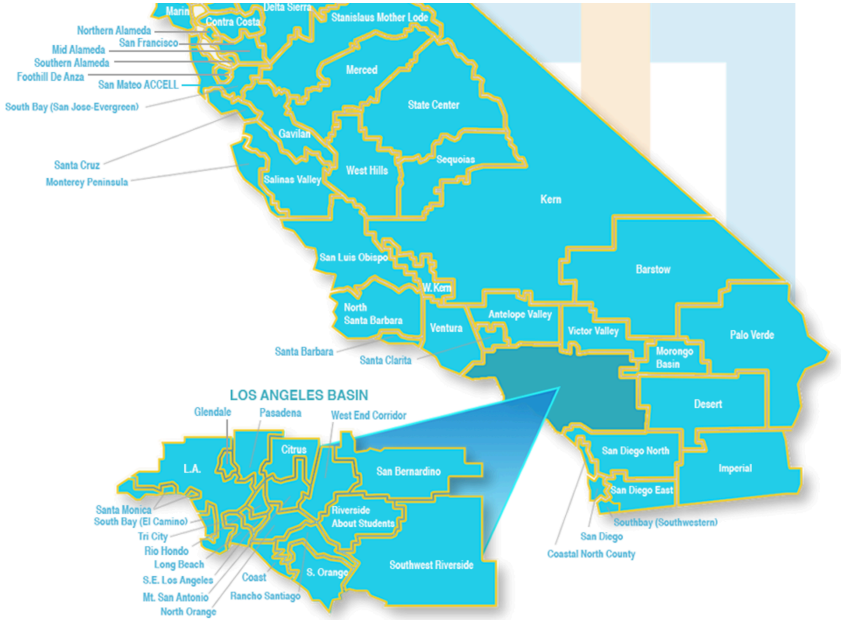
AEBG

PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

There are 71 AEBG consortia in California.

The southern most portion of the state is represented by six AEBG consortia in the San Diego and Imperial Counties.

In addition to addressing adult learner needs in their local communities, these six consortia have formed a Regional Roundtable to address regional needs and concerns, and to work more effectively with regional partner agencies.



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Seven Program Areas

1. Elementary and secondary basic skills
2. ESL/Citizenship/Workforce preparation for immigrants
3. Programs for adults with disabilities (AWD/DSS)
4. Short-term CTE programs
5. Pre-apprenticeship programs
6. Programs for adults (including older adults) that are primarily related to entry or re-entry into the workforce.
7. Programs for adults that are primarily designed to develop knowledge and skills to assist elementary and secondary school children's academic success.

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Common Elements

Objectives

1. Seamless transitions
2. Addressing gaps in services
3. Accelerated learning
4. Professional development
5. Leveraging structures

Supportive Services

Leveraging resources and services within and between institutions, and with community partners, is essential to adult student success.

Transforming institutions of adult education through its members:

Grossmont Adult Education (GUHSD)

Grossmont Cuyamaca Community College District (GCCCD)

Mountain Empire Unified School District (MEUSD)

Strategic – Innovative – Sustainable

- New career programs
- Curriculum innovation
- Expanded transition services
- Aligning program growth with strategic objectives

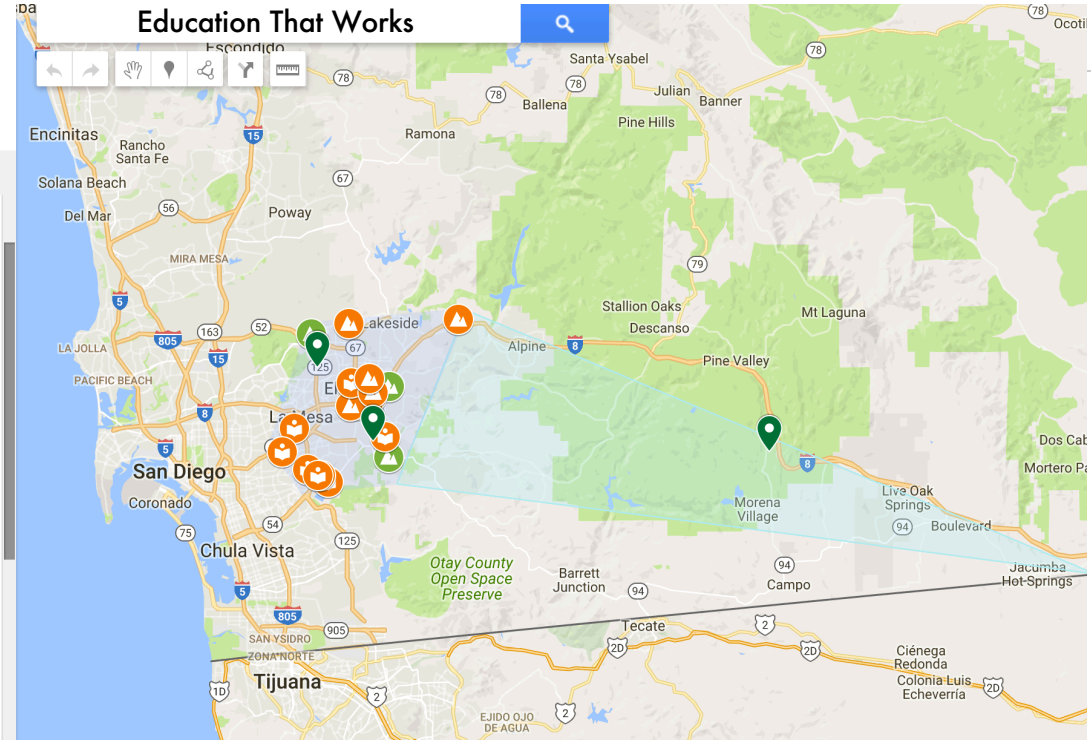
East Region Adult Education

Education That Works
34 views

All changes saved in Drive

Add layer | Share | Preview

- El Cajon Adult Education
- Foothills Adult Education
- East County Career Center
- Grossmont Health Occupati...
- Steele Canyon Adult Educati...
- El Cajon Library
- Kurdish Human Rights Watch
- Avondale Elementary School...
- La Mesa Dale Elementary Sc...
- La Presa Elementary School
- San Miguel Elementary School
- Santana Adult Center
- Cajon Valley Middle School
- Spring Valley Branch Library
- Anza Elementary School
- Blossom Valley Elementary ...
- Chase Avenue Elementary S...
- Emerald Middle School



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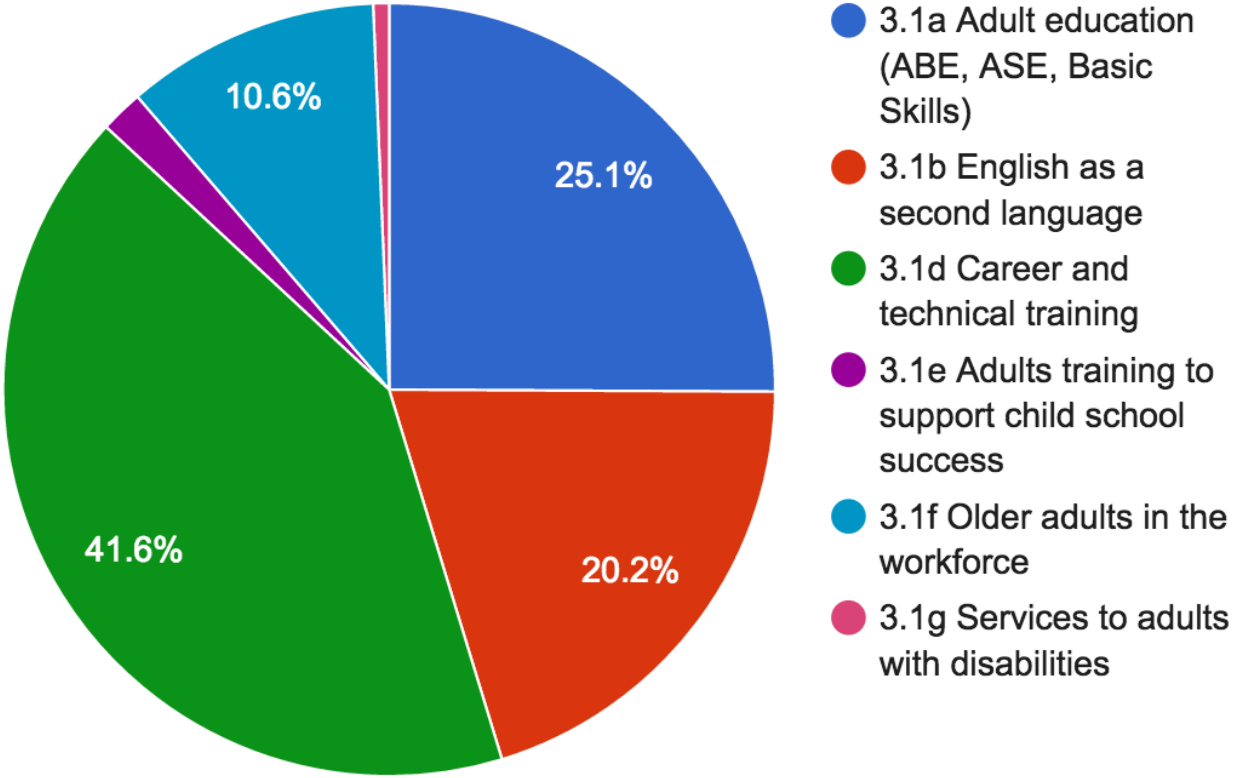
Budget – Priorities



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New Career Programs

Introduction to CADD (Computer-Aided Design and Drafting)

- High-Demand = High Wage Career
- Cutting-edge computer technology
- Project-based, hands-on practice
- Academic support teacher teaming with CADD instructor
- Utilizing Santana HS facilities

Introduction to Digital Fabrication

- High-Demand = High Wage Career
- State-of-the-Art Manufacturing
- Hands-on practice
- Academic support teacher teaming with D-FAB/CNC instructor
- Utilizing Santana HS facilities

New Career Programs

Administrative Assistant I and II

- Professional office training
- Project-based, adaptability skill building
- Smooth transition to Grossmont College's BOT program

English for Manufacturing – A Partnership with GKN

- Provide English language instruction to GKN employees
- Program and syllabus have been developed in close consultation with GKN management
- 8 weeks (2.5 hours per week)

Curriculum Innovation

Advanced Academic Foundations (High School Diploma English)

- For Advanced ESL students ready to transition into academic classes
- Aligned with College and Career Readiness Standards

K-12 Parent Success

- For adults whose children attend a Spanish immersion program
- Parents attend classes at Grossmont Adult Ed and work in the (school) classroom

Curriculum Innovation

Career Exploration and Preparation Workshops

- Module One: tailored to needs and qualifications of students in Career Technical Education (focus on health occupations)
- Module Two: tailored to needs and qualifications of students in ESL and academic programs (transitions students into extended services at Grossmont Adult's Career Center)
- Module Three: Cohort model developed for newcomer refugees

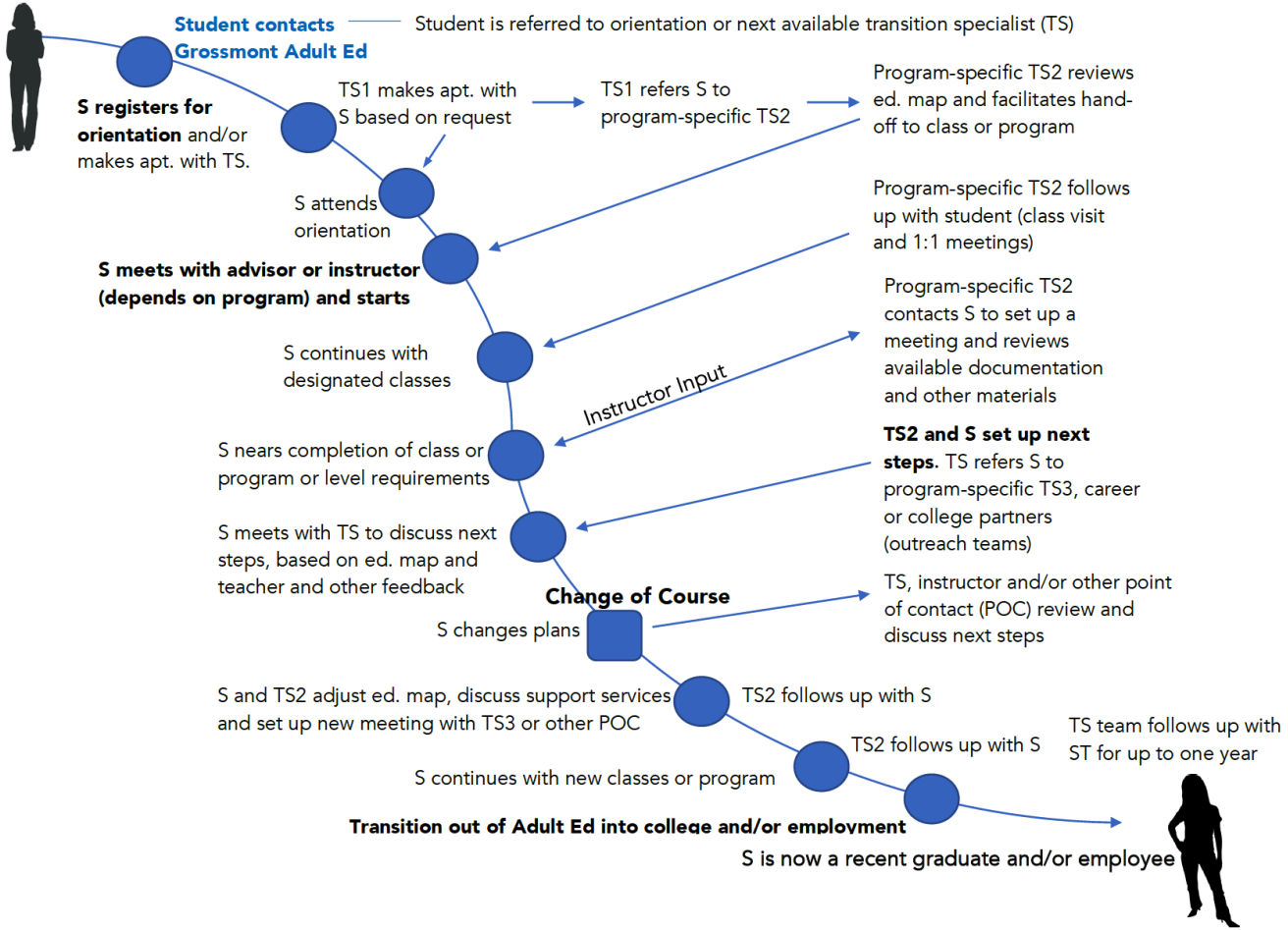
Resource Development

- Creation of disability resource kit for Adult Education teachers
- Professional development series for Adult Education teachers and staff
- Peer observations across institutions

Expanded Transition Services

- In-depth knowledge of program sites and the colleges
- Trained in all relevant areas (academic and non-academic) that have a direct impact on the student's well being and success
- Integrated at program sites (designated points of contacts)
- Provide orientations and develop education maps
- Intrusive advising
- Incremental support services beyond program participation

- Mapping and monitoring student's progress in transitioning to college and career



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Ensuring Sustainability

- Standing Data Committee
- Joint Job Market Research Project
- Curriculum Alignment Project
- Bottom-up decision making process: Student Council, PACs, Steering Committee, Governing Board
- Leveraging Connections to Workforce Development System and other educational initiatives
- Planning Year 3

Points to talk about

Given that there are many projects, efforts, and initiatives underway:

- How do we facilitate (more) seamless transitions?
- How can we address gaps in services more effectively and systemically?
- How do we truly foster "accelerated learning" across our institutions?
- How can we leverage existing student support systems and structures?
- Which other structures can we leverage?

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