

## **Steering Committee Meeting**

March 21, 2017; 1:00 PM – 2:30 PM  
Foothills Adult Education, Conference Room

### **MINUTES**

Attendees: Robyn Wiggins, Nikki Middleton, Maripat Nevins, Jeff Wood, Sam Lund, Kim Bellaart, Chuck Passentino, Carol Otjens, Sally Cox, Pamela Blyth, Larry McLemore, Javier Ayala, Ute Maschke

1. Adult Education Block Grant (AEBG) and East Region Adult Education (ERAE)
  - a. Reports and Updates (*Robyn Wiggins, Director of Adult Education & Ute Maschke*)
    - A San Diego & Imperial Counties Adult Education Roundtable: Regional Partners Meeting (March 14) brought together representatives from the six regional consortia, and stakeholders career centers and community-based organizations to provide new partners with an overview of AEBG activities, and to discuss coordination and collaboration considering recent grant initiatives. (See Appendix A for a list of regional consortia.)
    - The consortium will hold an Adult Education Celebration, April 6 – 8, 2017
      - April 6 Open Houses
        - HOC: 4 - 6 pm
        - Foothills: 9:30 - 11 am and 5:30 - 7:30 pm
        - ECCC 2 - 4 pm
        - ECAC 12 - 3 pm
      - April 7 Business and Community Panel Presentation
        - Foothills 9 - 11 am
      - April 8 Street Fair
        - Foothills 10 am - 1 pm (see Appendix A)
    - Year 3 Planning Highlights (see Appendix B)
  - b. Progress Reports
    - Transition Services (*Nikki Middleton, Sr. Transition Coordinator*)
      - a team of 5; all transition specialists (TS) have experience in adult education and/or social services programs; transition services are overarching and support students in moving within and out of adult education; TS work closely with college outreach programs, develop education maps with the students and will conduct exit interviews soon. (See Appendix C for a description of general workflow)

- Data Tracking and Data Analysis (*Ute Maschke*) – The consortium is collecting data with the help of documentation provided by the TS team, in addition to attendance and assessment records collected through ASAP and CASAS. We are looking for a management system for future data collection and analysis.
- Doing What Matters – Regional Data Resources (*Sally Cox, Executive Director, GCCCD Foundation*) – a brief presentation on <http://doingwhatmatters.cccco.edu/ResourceMap/SanDiego.aspx> and future work to be done by the colleges under the ‘Strong Workforce’ initiative. (<http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx>)

## 2. Breakout Session: Innovation – Sustainability – Student Success – Year 3

Groups discussed the following topics:

- a. Seamless Transitions and Closed Gaps: A thought(ful) experiment  
*Envision a “career and college preparedness curriculum” that encompassed all foundational programs (ESL, ABE, ASE, introductory CTE), at all levels of competencies. What could such a curriculum look like? Design an initial curriculum outline. (Design backwards, with sustainable outcomes in mind.)*

Report:

- Such a curriculum would need to reflect core content that matters across and in all programs, and need to address benchmarks toward career- and college readiness.
- The curriculum could be a menu of modules (possibly stackable) designed along pathways.
- Some modules would fit into many if not all pathways (e.g., soft skills; resume writing); many would be pathways specific (e.g., working on the factory floor).
- Students would be able to select specific modules. Different modules could also be tailored (better) to different student needs.
- Modules should be designed with business needs in mind.
- Guest speakers and field trips to businesses should be included.
- Short exposure to the workplace and learning on the job would support students in making informed choices.
- Formative and summative assessment would accompany the modules (a digital portfolio could serve both.)
- A mentor-type relationship with college students could also be added. (nota vico: Maripat recalled working with an Adult Ed curriculum developed 20 years ago that captured some of these aspects/)

b. PAC activities: A proposal

*Based on your own experience and based on the year 3 planning highlights, where do you see the PACs' roles and responsibilities in 2017-18? Design an initial scope of work that includes an all-PAC meeting.*

Report:

- An all-PAC meeting would be good and should include a summary of recent activities (transition services, marketing, PAC work).
- We need to think about ways in which we can improve participation.

c. Leveraging Structures: A call to action

*What are the common elements of our work, events, and activities across institutions (and structures)? How can we benefit from and support each other? Set an initial schedule of action steps.*

Report:

- Collaboration is our biggest opportunity at this moment in time.
- Structures and value emerge when there is a collective focus and a "we-system."
- At this moment, we do have (and should utilize) funding to bring people together and build viable conversations that focus on what we need to do collectively.
- Colleges are already tasked with developing sustainable connections with HS; now we need to build on this work and design strong connections between Adult Ed and colleges.
- Provided student success is our goal (defined by benchmarks such as improved literacy and career skills, employment, etc.) we need to help students understand all their options within and across education and training programs.
- Career technical education could be (one of) the important ways in which students gain competencies across and specific to pathways.

Meeting was adjourned at 2:30.



## Appendix A – San Diego and Imperial Counties Consortia

Coastal North County Adult Education Consortium  
*Mira Costa Community College District*

The Education to Career Network of North San Diego County  
*Escondido Union High School District*  
*Palomar Community College District*  
*Poway Unified School District*  
*Ramona Unified School District*  
*San Marcos Unified School District*  
*Vista Unified School District*

East Region Adult Education  
*GCCCD*  
*Grossmont Union High School District*  
*Mt Empire Unified School District*

San Diego Adult Education Regional Consortium  
*San Diego Community College District*  
*San Diego Unified School District*

South Bay Adult Education Consortium/Southwestern  
*Coronado Unified School District*  
*Southwestern Community College District*  
*Sweetwater Union High School District*

Imperial County Adult Education Consortium  
*Brawley Unified School District*  
*Calexico Unified School District*  
*Calipatria Unified School District*  
*Central Union High School District*  
*Holtville Unified School District*  
*Imperial Community College District*  
*Imperial County Office of Education*  
*Imperial Unified School District*  
*San Pasqual Valley Unified School District*

## Appendix B – Year 3 Planning Highlights

The goal of the design is to support adult students, with additional education and workforce needs, to enter our systems at multiple sites—college workforce centers, or local adult education centers— and experience a consistent process with the following: integrated marketing catalogs, common placement assessments, shared advising and student support services, sequenced pathways within an academic or workplace program, aligned rigorous curriculum and relevant exit competencies, integrated transition services, and real-time access to economic community partner opportunities.

- Consortium Infrastructure
- Transition and Support Services to increase goal completion and transition to college/career training
- Crosswalk Construction to college/career
- Common Information and Technology Process:
- Shared Systems of Student Data:
  - developing shared accountability and progress monitoring systems
- Economic and Social Community Partnerships
- Regional Centralization and Coordination of services
- Assessment and Orientation
- Standardization: Intra-program and Inter-program Pathway Alignment
- Program Growth:
  - ABE
  - ESL
  - Workforce
  - Adult Literacy Participation
  - AWLD
  - CTE
  - Apprenticeships
- All Program Innovation: developing innovative, accelerated, and integrated academic/career delivery systems
- Relevant and Rigorous Curriculum Reform: implementing curriculum and instruction for effective preparation for career/college
- Professional Development: teacher training on technology and instruction

In 2017-18, ERAE will have established, evaluate, and revise:

1. Incoming and current students will follow an individualized transition/education map developed, documented, and regularly reviewed together with an assigned Transition Specialist, who accompanies the student from entrance to graduation, to matriculation, or through transitions.

2. Students will visit Cuyamaca and Grossmont College campuses on field trips before matriculation, participate in matriculation and onboarding events, and explore careers and examples of multiple career pathway programs during a bi-annual Adult Education (Alt Ed) Week and regional job fairs.
3. Trained staff will conduct exit conferences with transitioning and/or graduating students; and follow up with students quarterly for at least 12 months after completion of an educational and/or career technical pathway.
4. GUHSD will pilot data-driven, managed enrollment.
5. Consortium members will revise existing course outcomes and develop syllabi to ensure that education, training and applied learning pathways relate to 21st century competencies. Curriculum and syllabi need focus on access, success, and sustainability that meet the needs of businesses and the community.
6. Students will actively participate in the evaluation of courses and programs through the student advisory council.
7. Students will have the option to take accelerated classes. Accelerated courses will be developed in coordination with regional business leaders.
8. Students will work with embedded tutors trained by community college faculty.
9. Offer new contextualized language courses, developed from existing ESL courses and based on best practices in VESL courses and insights provided by local Refugee Resettlement Agencies and refugee newcomers themselves. One of the new language courses – a shorter but more intensive than usual pre-pathway VESL course – will provide learners an opportunity to fast track and/or co-enroll into one of our CTE pathway programs. The other course will prepare students for re-entry into and/or re-certification for professional fields in which they have work experience already.
10. Consortium members will have reviewed existing CTE pathways for their sustainability and developed at least two new pathways at GUHSD and in response to a gap analysis conducted in the East Region.
11. Services will be made available for the newly defined program for adults "that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school."
12. The design of AWD needs to be reshaped to include educational opportunities to meet students' goals of career and/or academic preparation.
13. To develop our consortium infrastructure and systems alignment, we need to co-align with our partner program GUHSD SPED and the community college DSPTS to move forward in standardizing assessment alignment.
14. Regionally determine specific skills needed to qualify for apprenticeship programs. This framework will include a pre-apprenticeship Skills Panel composed of major industry employers, unions, LEAs, educators, career counselors, transition specialists, and workforce development representatives to identify and quantify workforce needs and practical training opportunities. ERAE will have meetings to start discussions on identifying potential work-based learning sites and employers willing to incorporate apprenticeship structures into their

businesses. At the course level, the Consortium will explore linking professional or "professional skills" courses that prepare adults with essential relational skills that companion with their "hard skill" training.

15. Collaboration with the East County Career Center to plan the integration of basic career- and job-readiness training modules in all our programs and classes.
16. GUHSD and GCCCD will provide instructor support for Mountain Empire's Division for Adult and Alternative Education through coordinated field trips for students from Mountain Empire, and will explore coordinated CTE programs that meet the needs of businesses in the Mountain Empire region.
17. Professional Development events will be offered monthly, in coordination with the regional business community, and initiated to train education providers to comprehend available services so they will be able to explain or connect an adult learner with the appropriate services.
18. ERAE will have established a comprehensive understanding of the needs an integrated system for collection and availability of data within the Consortium.
19. ERAE will coordinate and participate in activities between and among San Diego's six regional consortia.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Develop standardized objectives, course outlines, and syllabi at Grossmont Adult School	07/14/2016 to 12/15/2016	Grossmont Union High School District	Unified curriculum	Review of created outlines and materials; higher retention and transition rates (measured through CASAS and ASAP)
Develop new CTE programs	08/18/2016 to 04/28/2017	Grossmont Union High School District Grossmont-Cuyamaca Community College District Mountain Empire Unified School District	Accelerated progress to academic and/or workforce goals	Data on student completion of program; entrance into workforce training or employment; and increased wages
Conduct research on needs of underserved population and regional labor market (needs, demands, hiring profile)	07/13/2016 to 12/15/2016	Grossmont Union High School District Grossmont-Cuyamaca Community College District	gap analysis and business council (consisting of consortium and community members) action plan	Report; consistent communication with business community

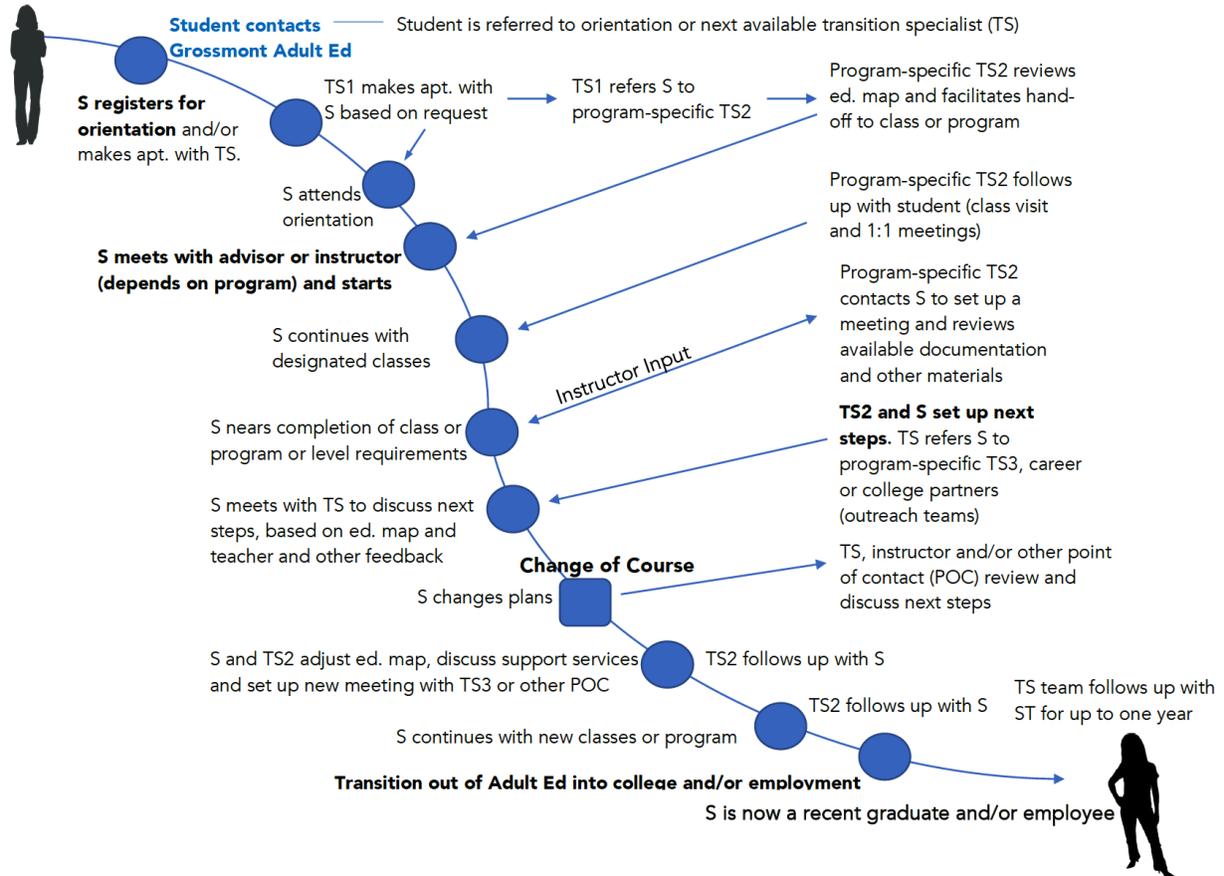


**EAST REGION  
ADULT EDUCATION**  
Education That Works

Activity	Timeline	Partners	Partner Contributions	Members	Outcomes Expected	Method of Assessing Impact
Development of job readiness modules	07/12/2016 to 12/20/2016	East County Career Center	connector to businesses; input on business needs and labor market demands; best practices aligned with WIOA processes	Mountain Empire Unified School District Grossmont Union High School District Grossmont-Cuyamaca Community College District	flexible training modules that can be implemented into Adult Ed classes "on demand and just-in-time"	data on student retention, completers, and transitions into college or workforce; improved wages
Active partnership between East County Education Alliance and Consortium	07/12/2016 to 06/30/2017	East County Education Alliance	share pathways and activities	Grossmont Union High School District Grossmont-Cuyamaca Community College District	Mutually beneficial sharing of resources, developed pathways and best practices	data on students' transitioning from K-12 through Adult Ed to career and/or college
All-stakeholder celebration event (Adult Ed Week)	09/23/2016 to 10/28/2016		various partners and stakeholders providing resources and information (workshops, etc.) for the event(s)	Mountain Empire Unified School District Grossmont Union High School District Grossmont-Cuyamaca Community College District	raised awareness of consortium's role as the resource and provider of adult education and of the partnerships existing between stakeholders; rejuvenation of the community	data on student enrollment, retention, completion, and placement into employment

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Provide adult basic skills preparation in Math, aligned with GCCCD	07/12/2016 to 06/30/2017	Grossmont Union High School District Grossmont-Cuyamaca Community College District	ABE course with clearly defined benchmarks and outcomes, geared toward students' individual needs	Data on retention and passing scores for HSE math portion (Accuplacer)
Provide basic skills preparation in English, aligned with GCCCD	07/12/2016 to 06/30/2017	Grossmont Union High School District Grossmont-Cuyamaca Community College District	ABE course with clearly defined benchmarks and outcomes, geared toward students' individual needs	Data on retention and passing scores for HSE math portion (Accuplacer)
Revise implemented VESL course (Medical Terminology) to serve as a template for design of VABE and new VESL courses	07/12/2016 to 06/30/2017	Grossmont Union High School District	Students accelerate in CTE programs and transition goals	Data on program completion and entrance to workforce training or employment
Integrate career and college readiness training in all consortium classes and programs	08/16/2016 to 12/15/2016	Grossmont Union High School District	Students transition with improved literacy skills and high levels of soft skills	Data on transition into job readiness programs or employment
Design and implement accelerated CTE and/or VESL course following the i-Best model	08/16/2016 to 12/20/2016	Grossmont Union High School District Grossmont-Cuyamaca Community College District	Students accelerate in transition goals and transition to college or employment in a more effective timeframe	Data on student retention, improved literacy skills, transition and job placement
Embedding tutors (peer-mentors) into Math and English ABE and ESL classes	08/16/2016 to 06/30/2017	Grossmont Union High School District Grossmont-Cuyamaca Community College District	Improvement of literacy skills; smoother transition for students to college or the workforce; higher completion rates	Data on retention and placement

## Appendix C – Transition Support Services



**Steering Committee Meeting**  
July 13, 2017; 1:00 PM – 3:00 PM  
Foothills Adult Education, Conference Room

**MINUTES**

1. Minutes and Welcome
2. Report – Adult Education Block Grant (AEBG) and East Region Adult Education (ERAE)
  - Summary by Grant Manager:  
Data reports compiled by CASAS and the fact sheet created by AEBG’s state office present an incomplete and somewhat distorted picture of the consortium’s achievements and activities. Guidelines for those reports were rather vague, and numbers reported during the summer of 2016 and spring of 2017 were a snapshot of *all* students in ESL and WIOA programs, across GCCCD and GAE. Beyond attendance (disaggregated by program areas and demographic factors), only basic hours for transition services were collected. However, these reports also provide us with some guidance on what future reporting requirements might look like.
  - Sally Cox emphasized that the consortium has many reasons to celebrate success. She added that new measurements of effectiveness and new rubrics will also be expected for the colleges, and suggested that AEBG should have a stronger influence on what colleges should be doing.
  - Updates:  
Budget reports and narratives for the community colleges chancellor’s office are due July 31, 2017. All reports have been submitted for approval already. Reports to AEBG are due August 1, 2017. Reports have to be submitted through TopsPro Enterprise, a database that was developed for WIOA reporting. The database format alone will change how we report AEBG achievements and performance. There is a strong push toward workforce development (over other program areas AEBG also set out to promote.)  
Year 3 plans have to be submitted to the AEBG office August 15, 2017. This initial submission will present an overall ‘master plan.’ In October, each consortium member will be required to submit member-specific and more detailed plans.
  - CLASP reports summary (see also “[Prosperity through Partnership.](#)”) Please see the attached ppt for details.
3. Discussion: Innovation – Sustainability – Student Success
  - Clarifying East Region Adult Education’s vision and mission  
*“Our consortium envisions a responsive and comprehensive educational system that supports a thriving social and economic community in East San Diego County by providing adults with universal access to education through relevant, targeted learning opportunities and pathways for accelerated and successful transition into the workforce or college.” (AB86 to AB104 Three Year Consortia Plan Update – Final Plan, Spring 2015)*

*"Education that works." (Fall 2016 – unveiling of new consortium website, Grossmont Adult Ed catalog, social media)*

- Recommendations to the Governing Board: The steering committee requests clarification and guidance from the board. Based on the Governing Board's recommendations, the steering committee and the PACs will review the consortium's mission statement
- How do we further incite systematic transformations?  
*Alignment of classes and courses (e.g., ESL to English and/or CTE; ABE/ASE to English/math/CTE; CTE to CTE and/or transferable courses)*
  - Jeff Wood:
    - Facilitate access to advisory boards
    - New class in the works to capture students interested in CTE programs. The class could function as a survey class and support students in developing communication, work-readiness, and other soft skills. The class would be a core module, to be augmented by other modules tailored to students' needs. ESL and academic modules, for example, could be offered before and/or after the core module.
    - Initial meetings with CTE program coordinators at the colleges are a promising start.
  - Larry McLemore
    - Consortium's success will go further if we advocate for opportunities (not obstacles).
    - There is something for every student at the colleges. We can support students (and faculty) in finding the right fit. Applicable skills should be the focus for all of us; and partially already are. We would need to bring in teachers, faculty, staff from academic programs.
  - Kim Bellaart
    - PACs should work together, especially CTE and academic programs
    - All classes need to be contextualized.
    - PACs need goals
  - Robyn Wiggins
    - Conversations need to change to "what's in for the student"

→ Jeff Wood and Ute Maschke will attend CC CTE division meeting.

*Counseling and Advising (onboarding; transition-to-college)*

- Robbyn Wiggins
  - GAE would benefit from having one dedicated counselor at each college
- Nikki Middleton

- Partnership is being developed as we speak: aside from field trips and special events, we are working on developing a point-of-contact model for our students
- Transition maps are a ways to connect transitions specialists and college counselors
- Department faculty and chairs are ready for working with GAE and for co-facilitating smooth transitions into college
- Sally Cox
  - Transition services are well-structured.
- Larry McLemore
  - Career Services are a resource; will help to deliver collaboratively basic skills foundation that will guide students into CTE programs
  - Career Services directly tie in workforce development; transition maps could be helpful here, too.
- Sally Cox/Robyn Wiggins
  - Embedded tutors will fit well into this model

#### *Data collection, sharing, and analysis*

- Ute Maschke
  - Probably an area that needs a lot of development. We need to clarify why we want to track which data beyond AEBG requirements.
  - How do we want to measure our students' success once they move to college? Currently, there is no mechanism.
- Sally Cox
  - We need to look into this. It might also advocate to adding a question/box to the enrollment/application form.

#### *Professional development*

- Ute Maschke
  - On the docket are: Development of syllabi, assessments (rubrics), benchmarks and other curriculum materials for student-centered teaching and learning
  - All GAE staff can participate in FLEX week at the colleges. Ute M. will send out more information as soon as it is available.

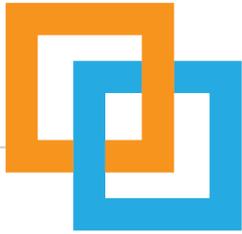
4. Adjourned at 2:45 pm.



EAST REGION  
**ADULT EDUCATION**

Education That Works

---

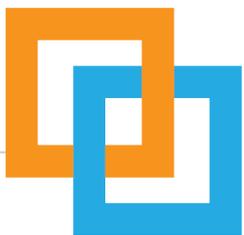


# AEBG

PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

## 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.



**AEBG**

PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

## **Common Elements**

### Objectives

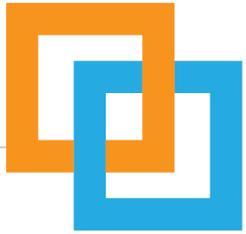
1. Seamless transitions
2. Addressing gaps in services
3. Accelerated learning
4. Professional development
5. Leveraging structures

### Supportive Services

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



EAST REGION  
**ADULT EDUCATION**  
Education That Works



# AEBG

PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

## CASAS Report (based on data submitted January 2017)

	ESL/ ELL	ABE	HSD	HSE	CTE	School Success	Workforce (Re-entry)
GCCCD	325	1,907					20
GUHSD	2,403	203	969		3,982	85	1



## How are Consortia Meeting Regional Needs?

Total Students Served in AEBG Program Areas in 2015-16 academic year:

**21,179**

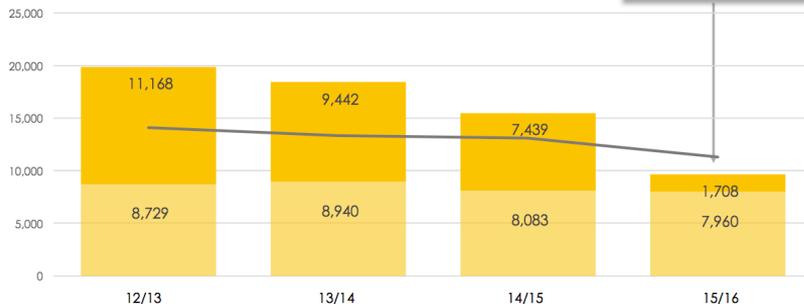
### Elementary and Secondary Basic Skills

#### STUDENTS SERVED

State Avg. = 12%  
Community of Need = 76,991

Credit\* Noncredit #REF!

**13%**  
of needs met†



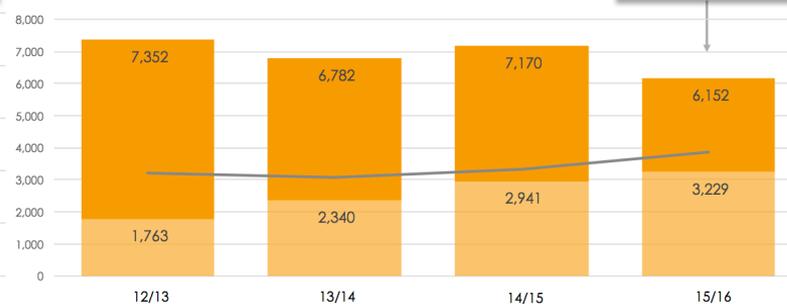
### English as a Second Language

#### STUDENTS SERVED

State Avg. = 17%  
Community of Need = 20,333

Credit\* Noncredit #REF!

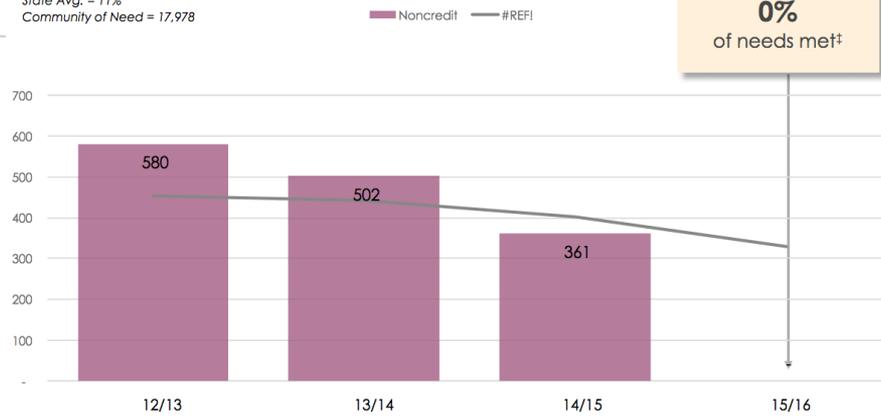
**30%**  
of needs met†



## Programs for Adults with Disabilities

### STUDENTS SERVED

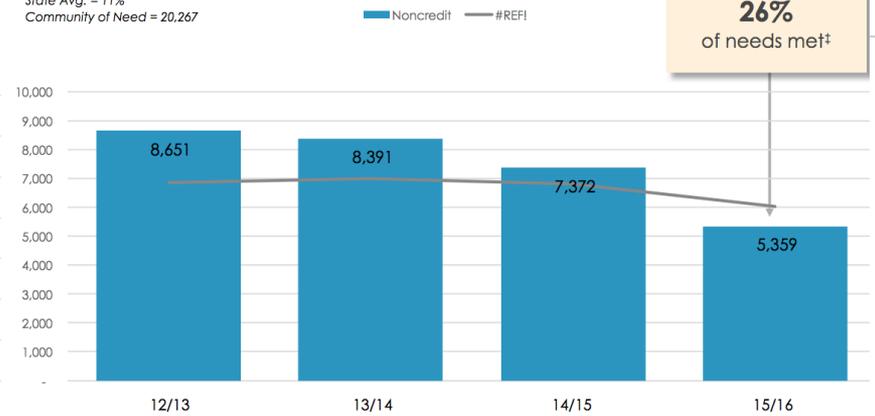
State Avg. = 11%  
Community of Need = 17,978



## Career and Technical Education

### STUDENTS SERVED

State Avg. = 11%  
Community of Need = 20,267



\* Credit Non-transferrable

† Noncredit vocational and basic skills

‡ Percent of needs met significantly higher than state averages warrant further investigation, but should not be construed as an indicator service levels exceed regional needs.

2017-06-30



Center for Law and Social Policy (CLASP) project to study the implementation of AEBG initiative  
*“program rich and system poor” – “Re-imagine adult education as a strategic partner”*

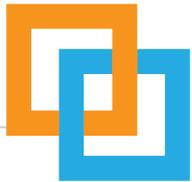
19 detailed recommendations, in four categories:

- Clarify AEBG’s mission and vision;
- Use AEBG to drive a comprehensive pathways system;
- Tie AEBG accountability to impact through the establishment of a cross-system accountability structure;
- Provide comprehensive technical assistance and professional development.



## Mission and Vision:

- Clearly identify and articulate the major differences between the legacy CA adult education system and AEBG (“rename to reflect vision: Adult Regional Consortia – AERC initiative”)
- Connect to identified community of need and evaluate extend of aligned work;
- Improve data and accountability;
- Strengthen governance and empower AEBG to issue joint guidance that is equally binding for Adult Schools and Community Colleges



**AEBG**  
PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

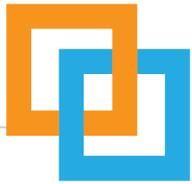
A comprehensive pathways system:

- Create educational pathways through guidance strategies (incl. incentives, credit for prior learning, and guidance on ability to benefit – also without HSD);
- Promote internal alignment (SSSP; SEP; etc.)
- Design career pathways with WIOA core partners;
- Strengthen “priority of service” link;
- Promote immigrant integration



Tie AEBG accountability to impact through the establishment of a cross-system accountability structure:

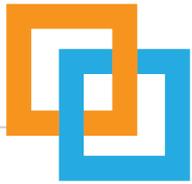
- Delineate and distinguish “populations” from “services” in reporting to gain a more precise picture of who is receiving services and what those services are;
- Align data definitions and processes among AEBG, WIOA II, and Community Colleges
- Maximize use of WIOA Measurable Skill Gain
- Measure progress across providers



**AEBG**  
PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

Provide comprehensive technical assistance and professional development:

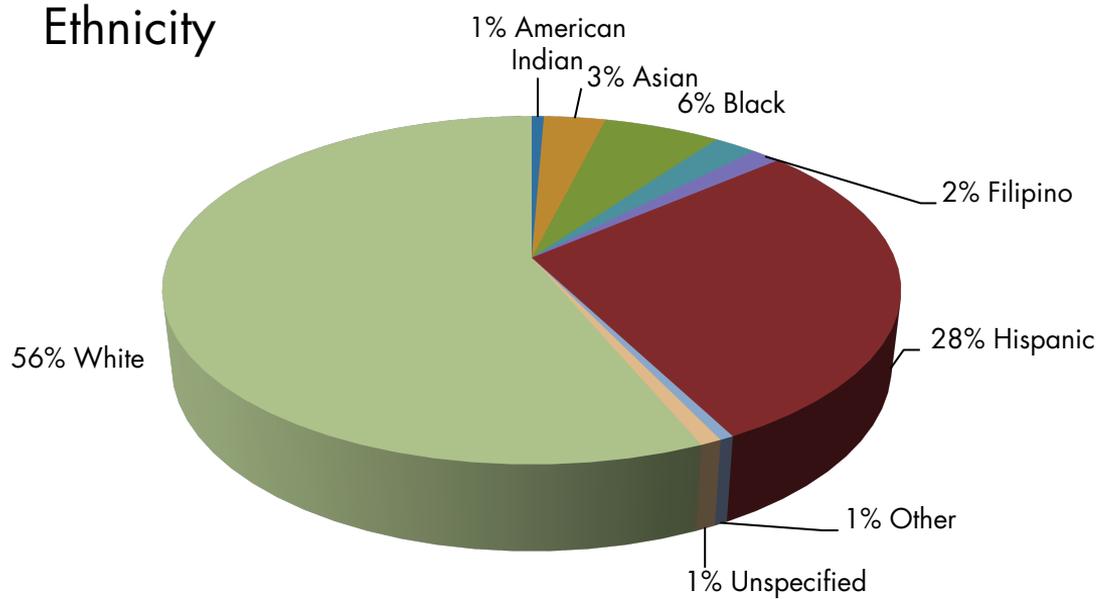
- Amplify leadership messaging and build capacity of leaders;
- Establish common standards for instructors and staff working with low-skills adults;
- Build capacity of local consortia leaders to understand the other adult-serving systems in the region;
- Incentivize faculty-led models and learning communities;
- Performance improvement plans for underperforming consortia



**AEBG**  
PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

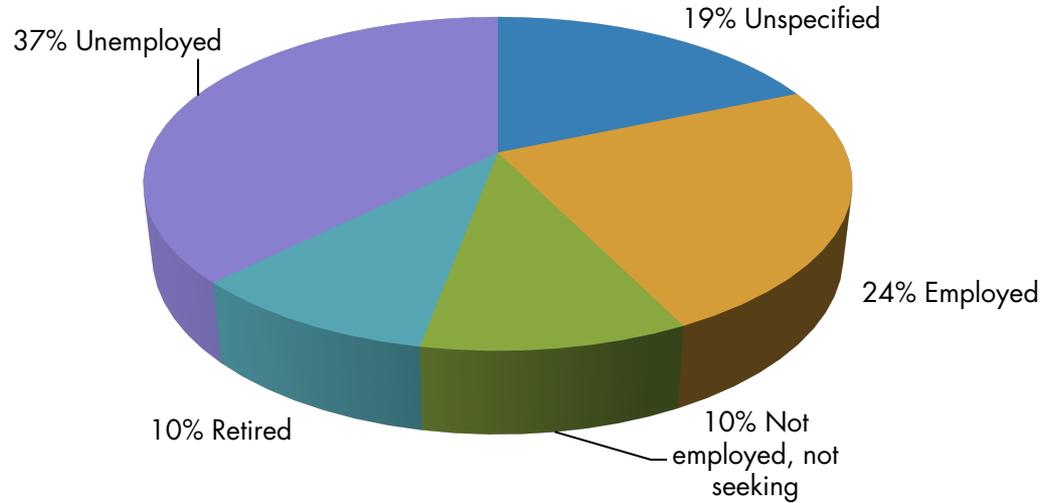
“There should not be an incentive to transition Adult School students to semesters of Community College developmental education, [...] AEBG leadership needs to consider institutional behaviors the WIOA MSGs transition metric will incent. Additionally, AEBG leaders must support efforts between Adult Schools and Community Colleges to truly build bridges from Adult Schools to college level postsecondary education.”

# ”Community/Communities of Need”



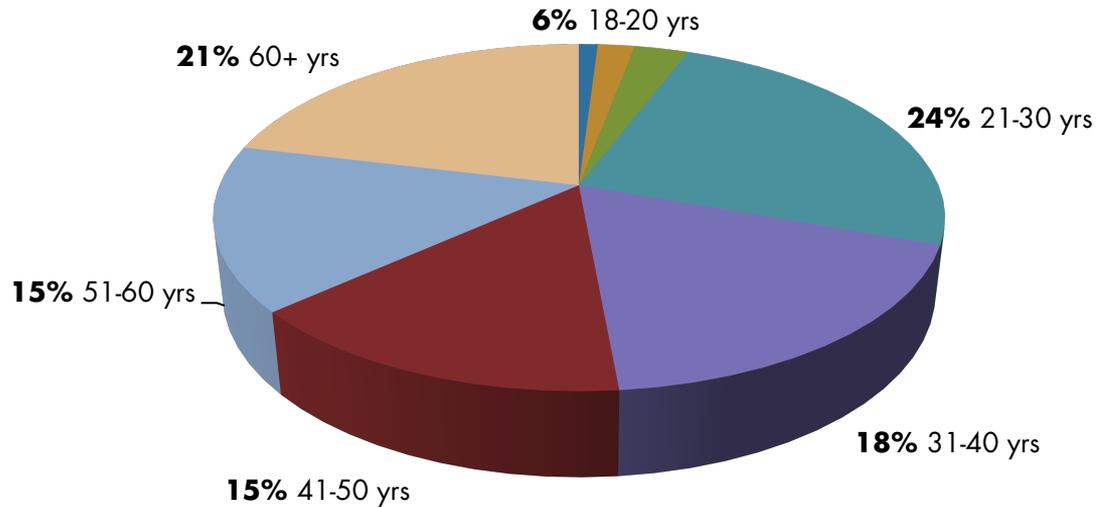
# ”Community/Communities of Need”

## Labor Force Status



# ”Community/Communities of Need”

## Age Range



## ”Community/Communities of Need”

### Primary Languages

Arabic (1625)	English (10,402)	Kurdish (68)	Swahili (11)
ASL (4)	Farsi (231)	Lao (2)	Tagalog (145)
Azerbaijan (1)	French (35)	Malaysian (1)	Thai (10)
Bahasa (1)	German (12)	Mandarin (6)	Tigrinya (6)
Benjali (1)	Greek (2)	Pashto (23)	Turkish (9)
Cambodian (8)	Hebrew (5)	Persian (38)	Uganda (1)
Chaldean (50)	Hindi (5)	Polish (1)	Ukrainian (2)
Chinese (64)	Hmong (3)	Portuguese (29)	Urdu (5)
Creole (2)	Italian (9)	Punjabi (1)	Uzbek (9)
Czech (2)	Japanese (40)	Romanian (9)	Vietnamese (57)
Danish (1)	Kirundi (2)	Russian (57)	Other (159)
Dari (3)	Kiswahili (2)	Slovak (21)	Unspecified (2,747)
Dutch (5)	Korean (8)	Spanish (2,071)	



## State of the Consortium

---

### New Career Programs

- Introduction to CADD (Computer-Aided Design and Drafting)
- Introduction to Digital Fabrication
- Administrative Assistant I and II
- English for Manufacturing – A Partnership with GKN
- Advanced Academic Foundations (High School Diploma English)
- K-12 Parent Success
- Career Exploration and Preparation Workshops

### Expanded Transition Services

### Professional Learning



## State of the Consortium

### Mission Statement

*Our consortium envisions a responsive and comprehensive educational system that supports a thriving social and economic community in East San Diego County by providing adults with universal access to education through relevant, targeted learning opportunities and pathways for accelerated and successful transition into the workforce or college.*

(AB86 to AB104 Three Year Consortia Plan Update – Final Plan, Spring 2015)

### *Education that works*

(Fall 2016 – unveiling of new consortium website, Grossmont Adult Ed catalog, social media)



## Talking points – How to ...

---

- Move beyond grant compliance to development of cross-system strategies.
- Reimagine adult education as a strategic partner in strengthening individual economic mobility and regional economic competitiveness through communitywide skill development.
- Ensure adults with foundational skill needs are gaining those skills and occupational skills in a manner that will build, over time, toward higher levels of credentialing.
- Define target populations for career pathway programs to include out-of-school youth, individuals with disabilities, non-native English speakers, individuals with basic skill deficits, and others.
- Establish common protocols. This is especially true in areas of accountability.



**EAST REGION**  
**ADULT EDUCATION**  
Education That Works

---

Lead Contact: Ute Maschke, Ph.D., Grant Manager  
[ute.maschke@gccd.edu](mailto:ute.maschke@gccd.edu)