

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 8:32 PM UTC Action Taskman

05 Greater Opportunity Through Adult Learning

Plans & Goals - Consortium Approved

Executive Summary

Our 18.19 Annual Plan is consistent and aligned with GOAL's 3-Year Plan. The focus for our Consortium is on supporting adult education students to advance to employment and/or continued education, on increasing technology as appropriate to student needs and on the development of a bridge for transitioning students between the adult education system college and/or workforce. The alignment and integration of services that we seek is best achieved by focusing on pathways that serve the primary objectives of adult school students: Basic Skills, GED, ESL, CTE in serving students who wish to enter a career, advance in their career, or prepare for higher education within a CTE pathway. We will continue to strengthen the collaboration and partnership among Consortia members to one that is cohesive, collaborative, and cooperative and with a focus on student success. Support the on-boarding of our new funded partner Santa Cruz County Office of Ed; expand community awareness of adult education system opportunities for academic and career advancement through intensive and targeted marketing and outreach. Training and supporting new Transition Specialists and adult school and community college as well as expanded counseling services at the adult school to address increased need of counseling services for basic skills students transitioning to postsecondary. Develop a plan to expand adult education services in underserved areas of the Santa Cruz area such as San Lorenzo Valley in North County and Beach Flats; strengthen partnerships with CBOs and explore unique/new access points in existing service areas. We will align CTE, basic skills, and ESL pathways across our member institutions and expand ESL course offerings, including bridge classes, to meet community needs and help students transition to the postsecondary institution or workplace. Implement professional development activities centered on adult learning theory, CASAS assessment, technology application, and other best practices in adult learning. We will continue to articulate pathways in ESL, Basic Skills and CTE and facilitate improved communication & coordination among transition specialists/counselors/advisors of different consortium members. Development of a comprehensive outreach & counseling plan for adult learners for transitional pathways to post-secondary institution/gainful employment. Explore the Immigrant Integration Framework and focus on populations with barriers to economic success.

Regional Planning Overview

GOAL will work with its member entities, partners, and stakeholders to analyze regional LMI data and identify long-term trends in high-growth sectors that will influence the planning at the Consortium level. Focus groups and working group, ad hoc committees, and board will be scheduled to collaboratively inform the development of the new Three-Year Plan. We plan to explore Human Centered Design with more focused intention as a framework to follow to inform the direction of our 3 Year Plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Lack of awareness of regional adult system; need for integrated information regarding programming, outreach, community awareness and counseling/advising. There is need for more coordination among counseling personnel of consortium members in terms of guidance and pathways.

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

Conclusions of Steering Committee members from interacting with key agencies, students, and community members; low numbers of students transitioning from adult schools to college. Lack of established structures for outreach and transition

support among member entities. Our consortium has not offered opportunities for counselors to meet on a regular basis and to develop common messaging, tools and materials.

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

Surveying increased awareness of GOAL initiatives; increased # of students enrolled in aligned pathways (ESL, CTE); increased knowledge of on and off ramps between education and career pathways; consistency of messaging through marketing by all consortia members; at least one collaborative (AE/CC) community event promoting educational opportunities for adults and bridges to community college, job training, and employment. Partner with existing counselor conference to add specific break out sessions for consortia member counselors and transition specialists .

Regional Need #2

Gaps in Service / Regional Needs

Low number of adult learners transitioning from adult schools to Cabrillo College. Adult learners need clearer pathways and access points to navigate adult school to college pathways. Articulation between adult schools and college CTE courses is needed. Contextualized learning models will be explored to create smoother transitions and likelihood for success for adult learners. Contextualized basic skills and language development should be included in CTE specific career pathway courses.

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

Extensive local and regional data, interviews with consortia members, interviews with community partners as well as students and staff from Cabrillo College and Adult schools.

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

Working closely with college and adult school faculty in the successful expansion of CTE curricula to include contextualized basic skills and language development into courses will be evaluated through faculty input, surveying course enrollment and successful pass rates will help inform the implementation and student outcomes.

Gaps In Service

New Strategies

Strategy #1

The lack of awareness of regional adult education system and a need for integrated information regarding programming, outreach, community awareness and counseling/advising. We plan to develop strong collaborations with Strong Workforce, BACCC and Workforce Development Boards to share information about the job training opportunities available in the county and share how employers have a role in helping their employees improve their job skills.

Strategy #2

Expand Adult Ed services for HS equivalency in under-represented, under-served areas in Santa Cruz County. By working with community based organization (CBOs), family resource centers, and other adult serving organizations to research and better define adult education needs and pockets of underserved communities. Open an Adult Learning Center in San Lorenzo Valley by August of 2018 and expansion of ESL services in Beach Flats area. Expanded services will include ABE/ASE.

Strategy #3

There is need for more coordination among counseling personnel of consortium members in terms of guidance and pathways. We will facilitate meeting of county high school, adult education and community college counseling staff to develop common messaging, tools and materials. Conduct a counseling needs assessment. Identify current counseling models and resources for each consortia member. Investigate strong consortia counseling models. Partner with local initiatives bringing counselors together.

Strategy #4

Need to address equity gaps for adults in terms of education and employment. Explore the Immigrant Integration Framework and focus on populations with barriers to economic success including immigrants, recently incarcerated, low income, farm workers, single parents, adults living in poverty, etc.

Strategy #5

Development of a comprehensive marketing plan; Implement Phase 1 of a multi-strategy marketing and outreach campaign which consists of joint messaging, career pathways, consortia website development, brochure, and targeted bilingual outreach materials. Phase 2 will consist of development and implementation of grassroots community marketing efforts such as radio shows, radio announcements, community outreach events, presentations at day labor worker centers and 'boots on the ground' strategies.

Seamless Transitions

New Strategies

Strategy #1

Align academic and social support for adult educational system, including increased alignment of assessment, placement and counseling guidance among consortium members. Articulate pathways in ESL, Basic Skills, and CTE between community partners, adults school, county office of education, and community college, and careers skills. Increase communication and coordination among counselors for improved guidance

Strategy #2

Hiring of new Transition Specialists will facilitate improved communication among the transitions specialists, counselors, outreach staff, and faculty of consortium members. WASCAE and Cabrillo College will be hiring Transition Specialists that will assist in transition paths development, communication between institution counselors and outreach staff and support student transition from adult school and community settings to college and/or workforce.

Strategy #3

Support the development of contextualized ESL courses aligned with Allied Health curricula. Expand course offerings, including bridge classes, to meet community needs and help students transition to the postsecondary institution or workplace. Explore co-locating basic skills, ESL, GED and CTE Adult School and other bridge programs, at at the community college and other community and neighborhood sites.

Strategy #4

We will work towards integrating a multi-system approach. Exploring partnerships at the community college with Strong Workforce, BSI, Guided Pathways, and SSSP to support the transition of students from adult schools and community based setting to Cabrillo. Collaborate and expand partnerships with our local Workforce Development Board, BACCC, and SWP to explore workforce development training initiatives. Aligning efforts with our new funded K-12 partner delivering WIOA youth & LCFF programs.

Student Acceleration

New Strategies

Strategy #1

Accelerate student progress through basic skills and CTE sequence by adding supports to basic skills courses and using contextualized language models such as exploring IBEST Work with Cabrillo's Basic Skills and initiative to put basic skills into

the context of student's career path, and to integrate student support into targeted basic skills classes so they make progress towards goals & career path.

Strategy #2

Work with college partners to develop stackable certificate and shorter courses as well as increase the number of noncredit course offerings to accelerate students' progress through basic skills and CTE sequences, contextualized learning models. Continue to utilize labor market information, dialogue with employers, and surveys of students to identify a CTE pathways in which classes/courses can be offered using contextualized language and job skills instruction

Strategy #3

Explore GED, ESL and basic skills competencies acquired at the Adult School could be awarded academic credit at Cabrillo so students can enroll in college level courses and contextualized CTE classes.

Strategy #4

Develop and explore career pathways bridging member institutions and aligning marketing messaging. Consortia members in partnership with COE and Corrections to support student transitions from incarceration facilities to college, career pathways, employment.

Strategy #5

Expand course offerings, including bridge classes, to meet community needs and help students transition to college or workplace. Explore co-locating basic skills, ESL, GED and CTE Adult School and other bridge programs, at member institutions.

Professional Development

New Strategies

Strategy #1

Explore new models and instructional strategies for contextualized and/or accelerated teaching and learning and agree upon how to evaluate effectiveness of professional development offerings.

Strategy #2

Conducting joint professional development activities among member institutions such as Strong Workforce, CTE, Adult School Professional Learning Communities and other initiatives. Continue to explore and expand partnerships to offer neighborhood based adult education services that leverages facilities, resources, constituency, outreach opportunities, etc. Share and communicate initiatives that might impact students in the adult education system.

Strategy #3

Targeted Integrated Education and Training professional development linking basic skills to transitional programs. More training in CASAS with a focus on assessment for instruction and accountability; instruction using competency and test reports for optimizing learning, staff support, and understanding accountability and data collection related to AEP.

Leveraging Resources

New Strategies

Strategy #1

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Strategy #2

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Fiscal Management

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

The consortium has developed a process to review and validate member expenditures and budgets accounting procedures to monitor grant allocations and expenditures by programs, objectives, and budget codes. The GOAL Director facilitates the review of quarterly expenditures, verifies members spending. Each partner member will maintain accurate records for audits or local reviews and is accountable for their own expenditures and questions regarding AEBG guidelines and regulations, and alignment to the Consortium's annual plan.

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

GOAL consortium plans to use carry-over funds for one-time expenditures such as focused and intensive consortia-wide marketing campaign, professional development, training, travel/conference, instructional supplies and curriculum and program alignment between its member institutions such as contextualized curriculum and exploring models such as IBEST, Human Centered Design, 3-year planning, etc.

Certification

Cabrillo CCD, Member Representative
Kelly Williams Matthew Wetstein
Approved
2018-08-14
Pajaro Valley Unified School District, Member Representative
Michelle Rodriguez Helen Bellonzi

Approved

2018-08-14

Santa Cruz City School District, Member Representative

Kris Munro

Approved

2018-08-15

Santa Cruz County Office of Education, Member Representative

Michael Watkins
Faris Sabbah

Approved

2018-08-13



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