

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Jul 31, 2018, 9:09 PM UTC

18 Gavilan Regional Adult Career and Education Services

Plans & Goals - Consortium Approved

Executive Summary

ACES vision is for consortium member agencies to work in sync with one another to provide adult education instruction and services in accordance with the evolving needs of our service area. Services will target communities that are traditionally underserved. Students entering the adult education system will be welcomed, supported and will move seamlessly through educational, training, and career placement opportunities. The consortium accomplishments included: Providing previously unavailable services in enrollment, counseling, learning disability intakes, assessment/data, and childcare. Development of map and marketing materials for the vocational pathways for students from HS to CC. Dramatic increase (from 5%-26%) in student transitions from community to college ESL. For professional development, several day long mental health workshops, a 3 day professional development symposium, a first super-regional professional development day, and biannual lesson sharing events were offered. Established partnerships to develop and offer new training classes and provide classes for students transitioning out of county jail. Consortium goals 18/19:

- Conduct more intensive-targeted marketing to reach underserved populations.
- Increase vocational training and programs.
- Procure another fulltime counseling position for a consortium member
- Implement in-reach marketing for K-12 vocational students.
- Provide mental health support for Morgan Hill Adult Education students
- Develop a system for securing accommodations for learning disabled student taking the HiSet.
- Conduct regular meetings with consortium staff who provide student support.
- Organize regular meetings for all consortium counselors
- Redesign ESL curriculum to further accelerate students through developmental sequence.
- Map and make systematic the offering of student support services throughout the ESL course sequence.
- Provide Math bootcamps at the Morgan Hill Adult School and explore possible collaboration of lower level Math classes at the adult school.
- Provide professional development opportunities across the consortium and in tandem with the super region.
- Promote development and expansion of jail course offerings and presence at the transition center to accelerate learning and to transition students effectively and efficiently. These goals take into account roles and activities that have been ongoing and that are logical extensions of current practices.

Regional Planning Overview

The consortium has begun its planning process. Members reviewed the original three year plan and discussed how to accomplish unmet objectives and how to further the gains already achieved . Members brainstormed new areas of need. In this next phase, member performance and evaluation will be reviewed; labor market and demographic data will be analyzed to identify areas of need as well. The planning process will be different in that partnerships and relationships have provided a foundation for our collaboration. Members are more familiar with the work of one another, so the new plan will be able to dig deeper into services and solutions for students.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Data shows increased poverty and lack of HSE in the southern region. Expansion of HSE preparation programs is needed. To date, service has not met need due to a variety of factors including: Administrators assigned oversight of the programs also oversee other areas; allotted space is small or in use by other services at other times of the day, making expansion difficult; a high quality, targeted marketing effort has not been conducted; availability of AE, HSE teachers is limited.

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

The need for High School Diploma/Equivalency services in the southern part of the service area is particularly great. According to census data, in San Benito County 23% of adult residents do not have a high school diploma. For Hispanic males, the percentage that does not have a high school diploma is 42%, while the rate for females is 37%. Similar patterns exist in Gilroy, the second of three areas of the region. Twenty-four percent of residents do not have a high school diploma. For the Hispanic residents, the rate is 44% for males and 42% for females. The rates of high school level attainment for both Gilroy and San Benito County are much lower than the state average. For example, Gilroy residents have a 30% lower rate of high school diploma attainment as compared to the state overall.

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

The numbers of participants enrolling in either a High School Diploma program or High School Equivalency program will be used to determine the effectiveness of outreach and capacity building efforts. The number of High School Diploma and High School Equivalency completers will be used to assess the effectiveness of program services.

Regional Need #2

Gaps in Service / Regional Needs

More career education classes/programs will be explored and developed, and bridge programs are being planned to connect high school and adult school students to community college and apprenticeship programs. Additionally, members plan to select online programs for both career exploration and soft skill development. A Career Faire will also be hosted by one of the member schools.

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

Several resources identified gaps. First, labor market data showed areas of demand in particular jobs in the region, so there was immediate understanding of programs that could serve labor market demand. Additionally, while meeting regularly with high school career education staff, the consortium was able to pinpoint current college vocational programs that provided a reasonable bridge for current high school students. These programs will be the target for outreach and marketing so that these students can transition seamlessly into vocational programs. These meetings also led to new partnerships in the development of more vocational programming. Individually, partners made connections with local businesses and thus began to build vocational programs that lead students directly to jobs in the community. All three of these sources directed consortium members to collaborate on the development and offering of viable vocational classes or programs.

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

While in progress, members will recognize success as new vocational programs are created and piloted. Later, progress will be marked by the number of graduates of those programs and their ability to secure work as a result.

Gaps In Service

New Strategies

Strategy #1

CONTINUED: LD Specialist: develop service for ESL students; test students and assist in securing HiSET test accommodations; Counseling: coordinate duties consortium-wide and collaborate in service implementation; Assessment Specialist: continued; Enrollment Clerks: continued; Childcare: explore building modification at one member site; co-locate CC ECE students class observations at member site. NEW: Mental Health: sub-contract with MFT interns to provide services; One FT counselor at one agency.

Seamless Transitions

New Strategies

Strategy #1

The Noncredit counselor, the Basic Skills Counselor, and ESL faculty are creating a Readiness Mapping and Implementation tool that delineates the teaching of study skills and the presentations and intrusive counseling efforts of the two counselors to seamlessly integrate college readiness and transition into the fabric of the ESL program.

Strategy #2

As changes occur in the State (AB 705), and ESL students must successfully complete their first college-level English class within three years, changes in college ESL curriculum is being considered. These changes will bring a domino effect, requiring changes to both Noncredit and Adult School curriculum in order to align and feed successfully into the college program. Meetings are currently being planned so that all players may be apprised of the situation, provide input, and plan for change.

Strategy #3

Dual Enrollment of several Career Education classes will be completed and put into place in the 2018-19 year.

Student Acceleration

New Strategies

Strategy #1

ESL teachers will be working to create a more accelerated pipeline through the program so that their ESL students will complete their first college-level class in three years. This will mean compression of levels, steady scaffolding of writing skills, and teaching of integrated, rather than discrete, skills, with less of an emphasis on grammatical patterns.

Strategy #2

AE teachers are learning about acceleration techniques/strategies and will create curriculum to offer immersion math. Math boot camps are meant to help two types of students: AE students who do not have sufficient level of skills to undertake hs level math courses or community college students who must complete their first college-level math course in one year. Students will register for lower level math at the adult school in order to gain the skills to succeed in college level math.

Strategy #3

At one member agency site, industry partners will come to the school to infuse content language into ESL class; at another school, contextualized ESL curriculum has been written but is planned to be offered in the 2018-19 academic year.

Professional Development

New Strategies

Strategy #1

One partner plans to host technology trainings the first couple of months of the 2018-19 year; all consortium members will be invited.

Strategy #2

Since most consortium partners now have advisors or counselors, regular meetings will be scheduled for these professionals to share information and resources.

Leveraging Resources

New Strategies

Strategy #1

ACES will work to support courses at the San Benito County Jail and inmate transition center. A staff person will also have a regular presence at the San Benito County Employment Development One Stop.

Strategy #2

The College Community Education Program, a local high school, and an industry partner will work together to create and offer a blueprint and welding class, taught by the industry partner, that will feed trained students into that industry.

Strategy #3

Co-location of various classes will be implemented: Early Childhood Education classes at the adult school; low-level math courses for community college students will be offered at an adult school.

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.

Planned allocations in the following areas will extend the work of the prior 3 year plan: Disability services: testing and assistance with HISet accommodations, and providing additional services to ESL students. Vocational programming: Development of new collaborations and programs in high need areas. Distance education: Consortium members will review and select new online instructional programs and MH Adult will offer open lab using career exploration tools. Whole student services: Offering mental health services at MH adult, and counseling services at all agencies. Addressing gaps in services: A marketing campaign will target Spanish-speaking residents without HS diplomas. HS diploma testing: Offering additional testing sites across the region. Seamless pathways: Regular meetings will occur with administrative leaders and counselors/advisers which will assist with articulation and student transitions. Acceleration: Math immersion boot camps will be offered and the Gavilan ESL course sequence will be compressed. Academic support: More systematic embedded academic support will be developed for students in the ESL course sequence. Professional Development: In addition to the extensive professional development currently provided, a new technology workshop will be offered along with new training for those who work with incarcerated students. Leveraging: Continue to work with partners including an increased presence at county workforce development agencies and county corrections. Increase partnerships with local business to develop and offer training programs.

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

As done previously, the consortium plans to use rollover funds for one-time expenditures such as travel/conference, instructional supplies, and curriculum and program development. They will also be used for an intense marketing campaign.

Certification

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| Gavilan Joint CCD, Member Representative |
| Randy Brown |
| Approved |
| 2018-07-31 |

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| Gilroy Unified School District, Member Representative |
| Greg Camacho-Light |
| Approved |
| 2018-07-31 |

Morgan Hill Unified School District, Member Representative

Heather NURSEMENT

Approved

2018-07-31

San Benito High School District, Member Representative

Elaine Klauer

Approved

2018-07-31



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