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Section 1: Consortium Information

Gavilan Regional Career and Adult Education Services

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

In this second three-year cycle, Gavilan Regional Adult and Career Education Services (ACES) plans to take logical next steps to expand existing programs and services and to connect with more community services and businesses. Program areas to be served will continue to be Classes for Immigrants, High School Equivalency/High School Diploma, and Short –Term Vocational Programs. Shifts will occur in numbers served in each program area according to community needs suggested by local data.

As first goal, ACES will strive to increase performance in student transitions, completion and activities related to short-term vocational program creation and workforce placement. In order to strengthen transitions, similar forms will be used upon entry and exit to create both “educational plans” and to collect exit data. There will be training for adult education staff to ensure their understanding of community college admissions and financial aid processes, and community college counselors will likewise visit the adult education campuses regularly to create connections with students to facilitate a warm hand off. Newly created ESL curriculum will be reviewed by instructors of both adult education and community college ESL programs in order to align and articulate programs. This alignment will outline the scope and sequence of each program so that gaps can be avoided in linguistic development and preparation. Collaboration with local high schools will continue to create dual enrollment courses and to transition vocational high school students to appropriate college certificate and degree programs. With these systems in place, ACES hopes to create pathways that are clear and followed by students to take them to the next step in their academic and workforce journey.

A second goal is to improve completion rates. While many students “stop out” on their educational journey, it will be less likely to occur if ESL programs feature compressed and integrated curriculum; the more quickly students can progress, the less possibility there is for them to leave before completing. Services also assist students on their path to completion: counseling and childcare already exist within our agencies but will be expanded in the second three-year cycle. Newer to the consortium and set to be expanded is the implementation of tutoring for ESL students. An ESL Program Specialist has begun to provide individual and small group tutoring and workshops for the daytime students and evening students will receive extra help before start of evening classes.

A third goal is the expansion of short-term vocational programs and complementary services. Curriculum will be developed for classes/programs to begin in our service area. In order to identify the best programs to develop, staff will partner with local businesses to determine local needs for specialized programs and training. As connections deepen, the agencies will seek internships or other partnerships with these and other businesses. Directors will also work with local agencies to offer job placement for students who have completed soft skills and program training.

2.2 Pre-Planning Assessment

- Consortium/member capacity: current levels and types of education and workforce programs and services

ACES is comprised of three K-12 districts and a community college, which represent northern, central and southern areas of the region and two different counties. Adult Education in the northern area serves two academic areas: courses for immigrant students and HSE, the latter the larger group served. The second and third K-12 districts focus all their efforts on the HSE population in the central and southern parts of the region. The community college noncredit program, by definition, is meant to serve the community; thus, it offers classes both on the college campus as well as in the entire region. It offers HSE courses to the general population and to those exiting the county jail but concentrates on offerings to the immigrant populations of the region. Most agencies are working to develop and expand vocational programs, and, overall, the consortium is collaborating to create hubs: one agency is creating a manufacturing hub (welding, CAD, Solid Works, soft skills) and the two centrally-located agencies as a medical hub (dental assistant, medical assistant, phlebotomy), as well as childcare and welding.

-Key partners: levels and types of educational and workforce programs and services:

There are a number of community partners who offer instruction, mainly ESL, in the area; most classes are multi-level and conversational or provide literacy. These classes are given in apartment buildings, center classrooms and in libraries. Future Teachers of America Club students act as aides in evening ESL classes hosted at the local high school and taught by community college instructors. HiSET classes are given at the jail and at a local nonprofit organization. Citizenship events are hosted by one non-profit partner to inform students of the process of citizenship acquisition. A 10-week Entrepreneurship class is offered by another nonprofit partner, and as students write their business plans, they may make use of their building to produce their products. A number of services are delivered: Counseling is provided through the community college at the adult schools and in the jail and transition centers. CalWORKS counselors also provide services to assist students in staying on track and completing their programs of study. Childcare is provided in three towns by federal and state agencies and for-profit programs and school districts. To combat food insecurity, two local food pantries supply students with bags of food on a regular basis, while one member agency provides both food and toys to students for the holidays, and a nonprofit supplies additional food. Medical health screenings are accessible onsite on a monthly basis

in two locations, and monthly workshops are provided to students on topics such as fair and equal housing at one location. Housing agencies and non-profits provide housing support as well.

A number of state and local non-profits provide support for career exploration, counseling, job preparation and job placement, while one non-profit offers interview clothing. Two local companies give workplace tours, encourage job shadowing, and offer jobs to students.

Recent relationship building with the local Chamber of Commerce led to work (construction and painting) being donated to one of the adult schools. Via one district grant, a job fair for local students will be hosted as well. Many of the partnerships listed above are not one-way. Facilities partnerships, in particular, have been mutually beneficial as the user has provided in kind to location needs.

-Alignment of other regional plans; e.g., WIOA, Title I and II, Carl Perkins, SWF, and other regional plans

In addition to CAEP funding, Morgan Hill Community Adult School (MHCAS) also receives WIOA Title II funds for ASE, ESL, and EL Civics; concurrent enrollment funds from the Morgan Hill Unified School District; and the Live Oak grant received from Morgan Hill Unified School District. While each fund is directed at a different group or task, they all come together to support the adult school students in Morgan Hill.

The WIOA Title II funds are fluctuating funds based on student learning gains. This fund supports both ASE programs: Adult High School Diploma and HiSET Test Prep in addition to ESL. An independent study Adult High School Diploma program both in the morning and evening is currently being offered. This fund also pays for an off-site class at a local non-profit to offer HiSET Test Prep in Spanish. In addition, MHCAS is also the home CalWORKs site for South Santa Clara County. This money is limited and is traditionally not enough to fund the program as a whole. WIOA Title II also supports ESL classes with integrated EL Civics, both on campus and off. The EL Civics portion of this fund supports dual enrollment for students in the ESL program to get vocabulary and situational practice for scenarios they might encounter. Examples are soft skills, job application and interview skills, how to decipher nutrition information, or arrange and attend a medical appointment. WIOA Title II supports funding for Professional Development for teachers in these programs, technology programs like Burlington English for ESL, and general classroom and office supplies to help these programs run. In order to receive continued WIOA Title II funds, the California Department of Education requires a PD plan for teachers in general, an EL Civics plan indicating how it will be integrated into the school, and a technology plan that shows how technology will

be actively integrated into the school as a whole. These, in conjunction with the CAEP plan, are the three largest funds that form the direction of the school for the year.

The Live Oak grant is a two-year grant from 2018-2020 with a focus on teacher professional development and a career expo targeting the Adult Education students. This year the grant has paid for teachers to meet regarding curriculum, in ESL/EL Civics, Adult High School Diploma, and HiSET. A plan for math alignment was created as well as two new electives and an update of two others. In ESL this grant has allowed the ESL department to have time to meet to review current standards and update curriculum. The other major component of this grant is the career expo. While the target of this expo is the Adult School students, the district has decided to open it up to all students and parents in the district. This allows the high school students to visit to look at available jobs, but it also allows parents in the community to see what MHCAS can offer, but also what other jobs might be out there in the community. This grant supports both CAEP and WIOA Title II by allowing opportunities of expansion and growth both in the way of curriculum but also in professional development and the career expo.

The final funding source comes from the Morgan Hill Unified School District. In order to support the current high school students in their endeavor of graduating on time, the district pays a small portion of the evening High School Diploma teachers' salary based on concurrent student enrollment. This allows continuation of this service to the high schools in the district.

Gavilan College *Noncredit/Adult Education* regularly meets with *Career Education* (SWP) and *Community Education* leads to share updates and collaborate. This team has formed a new *Program Development Review* process. Using this process, the feasibility of new programs is assessed and a potential program is compared against the criteria for each Division (Noncredit, Career Education, and Community Education). This process determines which, if any, Division will proceed towards developing a new vocational program. In some cases, it is decided that the best option is to incubate a program through Community Education where the startup time and costs are comparatively low. This team also keeps on running record of ongoing program development efforts that is updated at each meeting.

The Career Education lead is actively involved in regional efforts through the Bay Area Community College Consortium and the Community Education lead attends local Chamber of Commerce and Business Council meetings. Again, these leads are in regular contact with the Noncredit/Adult Education lead.

Gavilan College actively participates in the WIOAA planning and implementation for San Benito County. The Noncredit Division regularly coordinates with SBC WIOA efforts and supports weekly staff time to have a regular presence at the SBC One Stop center. The Associate Dean for Noncredit also serves on the WIOA Board.

In Gilroy Unified School District Adult Education, part of the Administrators salary is derived from indirect funds for the Career Technical Education Incentive Grant and Carl Perkins Grant which are utilized for K-12 CTE programs that the administrator leads in his position as Administrator of Alternative Educational Programs. With multi-duties in the district under one roof, it has enabled the full time Administrator to shift emphasis from one program to another and this has helped concentrate support and guidance to the Adult Education Program when needed. Part of the office secretary's salary is from CTEIG funds utilized for K-12 CTE programs and her focus is also able to be in place for all new student imputing, records and support. Also, with the support of the District we have been able to partner with one of our comprehensive high schools and Gavilan College Community Education to bring a state of the art welding program to not only Adult Ed students, but also high school and Gavilan Community Education students. This partnership is now making it possible for future collaborations in Child Care and Dental Assistant CTE courses that our Adult Education Students can attend.

The San Benito High School District receives no other funding to operate its High School Diploma Program.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			AB E	AS E	ES L	CT E	A W D	W R	PA	AC S		
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Gavilan College 5505 Santa Teresa, Gilroy, CA	Education	5055 Santa Teresa Blvd. Gilroy, CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a full array of instructional programs and student
First V of San Benito County	Nonprofit: Children and	351 Tres Pinos Rd., Suite 100-A,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	child care provider and facilities partnership
El Pajaro CDC	Community Development	23 East Beach St., Suite 209,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	small business development
San Benito County Chamber of Commerce	Nonprofit	243 6th St suite 100, Hollister,	X	X	X	X						Marketing partner
Morgan Hill Chamber of Commerce	Nonprofit	17485 Monterey Rd #105, Morgan Hill,	X	X	X	X						General Support
Department of Rehabilitation	State Government	8060 Santa Teresa Blvd # 200, Gilroy	X	X	X	X	X					Provide counseling, career exploration, financial support
San Benito County Jail	Jail	710 Flynn Rd., Hollister, CA 95023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilities partnership

Provider Name	Provider Type	Address or location(s) where AE services are	Program Areas								If other, provide a brief description of services provided
San Benito County Transition Center	County program	1111 San Felipe Rd. #101, Hollister, CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilities partnership
South County Reentry Resource Center	County program	8425 Murray Ave., Gilroy, CA 95020	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilities partnership
San Benito High School	Education	1220 Monterey St, Hollister, CA 95023				X					In-class aide support
San Benito County Library	Library	470 5 th St., Hollister, CA 95023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	literacy program and site for ESL classes
Santa Clara County Library: Gilroy	Library	350 W 6 th St., Gilroy, CA 95020	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	conversation classes
Santa Clara County Library: Morgan Hill	Library	660 West Main Ave. Morgan Hill, CA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	conversation classes
Catholic Charities	Nonprofit	7950 Church St, Gilroy, CA 95020/	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	collaborator on citizenship events; housing support
Work to Future Eckerd	Nonprofit	CAS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	career support 18+: career counseling, training, financial
Work to Future Foundation	Nonprofit	1601 Foxworthy Avenue, San Jose	X	X	X						Required training: soft skills, interviewing, typing;
Work to Future	Nonprofit	7800 Arroyo Circle, Gilroy	X	X		X					Job development, preparation, and placement
St. Joseph's Family Center	Nonprofit	CAS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	food pantry sponsor
Second Harvest Food Bank	Nonprofit	CAS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	food pantry sponsor

Provider Name	Provider Type	Address or location(s) where AE services are	Program Areas							If other, provide a brief description of services provided	
Learning And Loving Education Center	Nonprofit	16890 Church St. MH	X	X	X						Community Center/HiSET in Span
CalWORKs	County Program	CAS	X	X	X						Case management/goal support
Paramit	Business	18735 Madrone Pkwy MH	X	X	X						Hosting field trip/job provider
Creative Manufacturing Solutions	Business	18400 Sutter Blvd. MH	X	X	X						job shadow program/job provider
Edward Boss Prado Foundation	Nonprofit	CAS	X	X	X						Holiday food/toys; "career closet"
Kiwanis Club	Nonprofit	275 E Dunne Ave, Morgan Hill	X	X	X						Donation: paint job of school
EDD, Santa Clara County	County Government	17666 Crest Ave, Morgan Hill, CA	X	X	X	X					Job development, preparation, and placement
San Benito County One Stop	County Government	1111 San Felipe Road, Hollister, Suite	X	X	X	X					Job development, preparation, and placement
Health Trust	Nonprofit	CAS	X	X	X						Monthly workshops/medical screenings for students
Project Sentinel	Nonprofit	CAS	X	X	X						Monthly workshops for students: e.g., equal and fair
EAH Housing	Community	Park Place Apartments			X						Community Apts/Beg ESL
Gavilan College	Community college	5055 Santa Teresa Blvd		X							Transitional counseling

Provider Name	Provider Type	Address or location(s) where AE services are	Program Areas							If other, provide a brief description of services provided
Gavilan College Community Education	Comm. Ed. Program	560 Bailey Ave. MH				X				Partners in developing CTE courses for our students
SC County Head Start Program	County Child Social Program	7861 Murray Ave. Gilroy	X	X						Joint use of facilities and child care equipment
SC County Neighborhood Health Clinic	County Health Program	7871 Murray Ave. Gilroy	X	X						Facilities partnership to deliver High Blood Pressure
San Benito County Housing	County Government	3224 Southside Rd # A, Hollister, CA	X	X						
San Benito County Migrant Education	Education	Hollister, CA				X				Facility and recruitment partnership
Earthbound Organic Farms	Business	San Juan Bautista, CA				X				Facility and recruitment partnership

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	1,427,526	1,476,918	1,476,918
CalWORKs	22,236	20,000	20,000
CCD Apportionment	947,556	950,000	960,000
Corrections	\$10,000	\$10,000	\$10,000
LCFF / District Funds	20,000	\$20,000	\$20,000
Perkins V	\$0	10,000	10,000
WIOA II	118,205	\$0	\$0
Other	\$0	\$0	\$0
SEAP	\$100,000	\$100,000	\$100,000
Live Oak Foundation grant	28,575	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	1,715,687	2,586,918	2,596,918

2.3 Community Need and Customers

Describe the regional need for Adult Education and workforce services as it pertains to (1) your current customers, (2) the regional community, and (3) the regional labor market.

Census data informs us that there is a far greater number of residents who would benefit from consortium programs and services than are currently being served, particularly those in need of the High School Diploma in the central and southern areas. The northern region borders a large city and is a favored suburb of the Silicon Valley. While many years ago, courses for immigrants was quite a strong program, many foreign –born Silicon Valley types live there now, and the fields of the past have been replaced by concrete and their workers long gone. Due to its proximity to Silicon Valley, the adult school is seeking to form partnerships with local businesses to create a seamless pathway to the college or to employment.

The Gavilan Regional Adult and Career Education Services and its members, working with Gavilan College Career Technical Education and the Gavilan College Community Education Program are proposing a Medical training Center with training for Pharmacy Technicians, Dental Assistants, Phlebotomists, Veterinary Assistants and Medical Assistants. These trainings will be accessible to Adult Education, Community Education and regular Gavilan College students with some programs available for high school students.

All courses are currently up and running with the prospect of a central location for a campus within the Gilroy Unified School District. The unemployment rate for the San Jose Sunnyvale Santa Clara metropolitan statistical area - MSA (San Benito and Santa Clara counties) is currently at 3.1% (Jan 2019). The unemployment rate for this area has increased over the last three months (Nov-18, Dec-18, Jan-19) now at the same percent as one year ago (Jan 2018-3.1%).

Like many areas in the industrial marketplace, manufacturing businesses are indicating a great need to fill open positions. Due to there being so many jobs available, there are many options for workers to choose from so the market is changing in what it is requiring from workers as well as what businesses are offering potential new employees. Depending on the task required, some businesses are offering on-site training, more part-time positions, or

lowering educational and English proficiency requirements. However, the majority of businesses are still looking for knowledge in basic to intermediate computers, more advanced computer skills in programs like computer aided design (CAD) software or enterprise resource planning (ERP) software, Solid Works, and understanding of how to read blueprints.

Even with the current multiple opportunities for employment, market projections see this industry sector continuing to rise as high as 10% in some areas of manufacturing but as high as 15% for computer controlled manufacturing in the next 6 years.

Jobs in these fields grew 2.6% in the last year in Santa Clara and San Benito Counties. In a market that is falling in many other industries in the local area, this growth was one of the largest growths seen in all local industries in the last year (March 2019).

The Health Care & Social Assistance sector employment numbers (which the listed occupations are a part of) has risen by 2.1% in the last year which demonstrates some growth even in a plateaued economic environment. Overall the rate of change or growth of jobs predicted for the Health Care occupations listed over the 2017-22 time period run from 8.7% for Pharmacy Technicians to 15.6% growth for Phlebotomists and Medical Assistants.

Agricultural businesses in both South Santa Clara County and San Benito County are having labor shortages at all skill levels. Regional agricultural businesses continue to face issues that affect California agriculture overall such as: food safety, regulation, weather, and development pressures. As in most industries, prices pressures are constant.

Businesses are reporting not being able to fill open positions. There is an increased interest in the creation of partnerships to train existing employees to fill higher level positions. Additionally, employers are looking to our students to fill open positions.

San Benito County projects growth for agriculture to be relatively flat at under 2% for the next 10 years. As for labor market growth, it appears as if food safety professionals and food processor positions are both being projected to grow over the next 5 years at over 6%.

Define shared and unique customers, as well as service priorities and communities of need.

The Gavilan Regional Adult Career and Education Services (ACES) consortium runs the span

of 50 miles through South Santa Clara County starting in Morgan Hill, through Gilroy, and ending in Hollister. Within the consortium there are 3 Adult High School Diploma (HSD) programs, 2 High School Equivalency (HSE) programs, 2 Adult Basic Education (ABE) programs, and 2 English Language Acquisition (ESL) programs. Gavilan College offers a series of courses in the San Benito County jail. There are classes in Career and Personal Development, Math/English/HSE preparation, and an innovative Writer's Workshop program. Through the consortium meetings, common priorities have emerged: high interest and topical professional development; alignment between programs in areas of enrollment and curriculum; a unified recruitment plan; and practical transition plans for students so they leave programs in the consortium with more clarity about their future than when they started.

The communities of need may vary a bit since the consortium has a large mile span but there are a handful of needs that overlap. Consortium wide, many students have a need for basic supports like food so there are two shelf stable food pantries available to students at Morgan Hill Community Adult School and Gavilan Community College as well as hot food at an offsite location sponsored by the consortium. Another need that is seen consortium-wide is the need for transitional services. While the person providing the support varies by site, students in all schools across the consortium need support to transition to their next destination, be it a community college, a trade school, or employment. A third need seen across the consortium is providing more classes at off site locations in the community. There are currently ESL and HSE classes in multiple off site locations. Providing classes, and oftentimes childcare, in those community locations allows for more students to have access to formal curriculum when they might not have previously taken the opportunity.

Evaluate the alignment between needs and levels and types of services available within the region to meet Adult Education and workforce needs.

Even though the Gavilan Regional Adult Career and Education Services (ACES) consortium

offers similar educational programs in each area, not all sites offer all programs. The following programs are offered at each site as listed: Morgan Hill Community Adult School offers HSD, HSE, and ESL; Gilroy Adult School offers HSD and HSE; Gavilan Community College offers ESL; and San Benito Adult Program offers HSD only through the High School District and the County Jail. As member sites continue to expand, consideration of workforce needs is kept at the forefront. Examples of this can be seen with Gilroy Adult School and Gavilan Community College working together to form a Medical Hub, with programs in Dental, Phlebotomy, Medical and Pharmacy at its center. Morgan Hill Community Adult School is also working with Gavilan Community College to form a Manufacturing Hub, with classes such as welding, in addition to computer basics, blueprinting, custodial, and possibly Computer Aided Design (CAD) courses.

2.4 Identifying Goals and Strategies

Goal 1: Improve seamless transitions for adult education students. Consortium member staff will be trained on the opportunities, the processes, and procedures so that students can successfully navigate transitions within and across programs. Community College counselors will conduct regular visits to Adult Education sites to work with individual students. Articulation maps will be established so students can move from program to program. Joint agreements between high schools, adult schools, and community college will further strengthen the formal connections so that student can make progress and move seamlessly between programs. Indicators such as increased movement from program-to-program and enrollment will be monitored to assess improvement.

Goal 2: Improve student program completion rate. Consortium members will implement acceleration approaches to move students more quickly through chosen program. Integrated support services will be used to increase student success and completion. Additional services such as food provision, book vouchers, and child care will support the whole student. Program completion indicators will be used to monitor progress.

Goal 3: Establish and support student completion of short term vocational programs and placement into the work force. More vocational programs will be established and offered to students. Partnerships will be established to support specialized training for employees. Students will be provided internship and placement support. Student program completion and wage growth will be monitored.

Figure 1. Logic Model

Goal Statement: Improve seamless transitions for adult education students.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
AE and CC staff time for training (stipends \$)	Adult Ed staff training to be able to provide CC transition information students	Meetings will occur twice a semester to provide information to AE counselors	Increased knowledge of CC procedures	Increased number of students transitioning	Increased number of students completing CC programs
GC Counselor time (\$)	Weekly visits from CC counselors to AE sites	Counselors will visit sites at least 2 hours per week	At least 20 student contacts per semester	Increased number of students transitioning	Increased number of students completing CC programs
AE and CC faculty time (stipends \$)	3 ESL course articulation sessions conducted with MH ESL	An articulation map will be produced.	Increased number of students transitioning to CC ESL program	Increased number of students completing CC ESL program	Increased number of students completing CC programs
Staff, district administrator time	Joint development of articulation agreements between HS and CC	Six agreements will be completed	100 students will be dually enrolled in articulated CE coursework	50% of these students will continue with same or related enrollment in CC Career Education	Increased number of students completing CC programs
AE/CC administrator; departmental assistant	Develop a tracking system for student transitions between AE and CC.	System will be in place	First data pull completed	50% of incoming CC students will be tracked	Increased number of students transitioning to post-secondary programs

Assumptions	External Factors
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Assumptions	External Factors
<ul style="list-style-type: none"> • If they transition to GC programs, they will complete those programs. • Services provided at GC will support students completion • Counseling support in transition will enable students' transition • Students are interested in transitioning and furthering their education. 	<ul style="list-style-type: none"> • Decreases in AE enrollment due to economic circumstances. • Reductions in funding • Students' preference to go straight to the workforce rather than continuing their education

Goal Statement: Improve student program completion rate.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
Faculty stipends (\$) Instructional specialist (\$) .5) Tutors (\$), coordination time (\$) \$ for child care, facility space Part time and full time counselor time (\$)	Complete the CC ESL compression curriculum Small group instruction (ESL) Individual and group tutoring sessions (ESL) Childcare for parents Advising and transition sessions	New CC compressed courses will be offered A total of 3500 student small group hours per year 240 Individual and group tutoring session hours 125 student parents per year will utilize childcare Every student will have at least one counselor contact per academic year	All students will be enrolled in revised CC compressed curriculum Students will score higher on tests and other assignments Students will score higher on tests and other assignments Student daily enrollment will increase 100% of HSE students will complete an ed/career plan per academic year; 70% of ESL students will complete an ed/career plan per academic year	Decreased time of average time to completion Student will pass their courses at higher rates Student will pass their courses at higher rates Student semester-to-semester retention will increase Student semester-to-semester retention will increase	Increased number of students completing CC ESL program Increased number of students completing CC ESL program Increased number of students completing CC ESL program Increased number of students completing academic and vocational programs Increased number of students completing academic and vocational programs
<ul style="list-style-type: none"> • Student instructional supports such as tutoring contribute to completion rates. • Reduced numbers of ESL levels will improve student throughput. • Whole student services such as food or child care improve student completion. • Students who successfully complete their courses will return and complete subsequent levels. • All students will have access and participation in all services. 			<ul style="list-style-type: none"> • Economic factors such as unemployment decreases will affect student enrollment • Students' family and immigration status issues will affect enrollment and completion • Changes to funding support for services will affect whether services will be offered. 		

Goal Statement: Establish and support student completion of short term vocational programs and workforce job placement.

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
Curriculum development and Equipment and facilities (\$)	Curricula developed; Classes conducted with appropriate equipment in adequate facilities	7 new vocational program curricula completed by third year; 15 classes by third year	100 students will enroll in new STV programs by third year	50 students will complete the new STV programs by third year	Students will increase their wages by 5%
Staff and administrative time (\$)	Partner with employers to conduct specialized and targeted training for employees.	5 new partnerships will be established	100 students will be enrolled	50 students will complete the program	Students will increase their wages by 5%
Local business partnerships coordination time (\$)	Student internships offered	3 internships per year offered	15 student will participate in internships by third year	5 students will have job placement	Students will increase their wages by 5%
Staff and administrative time (\$)	Job placement services offered	5 placement centers will be used	40 students will be pre-screened regarding job placement per year.	10 students will be placed per year	Students will increase their wages by 5%

Assumptions	External Factors
<ul style="list-style-type: none"> Vocational training program completion will increase students' wages. Participation in an internship will lead to employment and increases in wages. Facilities and equipment will be available and cost effective. Businesses will be interested in providing internships. Students will enroll in the programs. 	<ul style="list-style-type: none"> Economic conditions will affect student enrollment and employment.

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

1. By May 2021, transitions will improve by 5%

2. By May 2021, student program completion rates will improve by 5%

3. By May 2021, 5% of students will complete short term vocational programs or will receive workforce job placement

- 4.

- 5.

2.5 Piloting and Implementation

Data Collection:

One of the new strategies that will be developed over the course of the three-year plan is a student transition tracking process. Currently, the consortium has no way of tracking students' movement from Adult Education programs to Gavilan College. As this is one of the goals of the three-year plan, a system will need to be developed. It is likely that it will include an annual data export and matching process that happens at the consortium level. The success of this effort will be determined by whether or not the data can be used to view transitions. A series of meetings will be used to outline a process and then the process will be tested and then put into place moving forward. Each year the process will be reviewed to determine if it is operating accurately.

Job placement/vocational programs:

Prototype new strategies and evaluate effectiveness

In order to develop a placement system, outreach will need to be conducted with business partners. As a part of this outreach, staff will meet with potential business partners to outline the goals and placement opportunities. Once the need is identified, tours, job shadowing, and direct placement of students will take place. On the educational side, teachers teach appropriate vocabulary to ESL students, how to fill out an application, testing and interview strategies, and explain the hiring process.

As a way to determine effectiveness, surveys or interviews will be conducted with both student and business partners. This will allow staff to gain both formative and summative evaluation data.

CTE Pilots

The development of any future short-term CTE courses will be preceded by the development of employability courses such as soft skills, customer service, job interview skills, and so on. This will enable students to have both short-term CTE course completion but also employability skills at the time of exit from the Adult Ed Program.

In collaboration with Gavilan Community College and Gavilan Community Education, CTE pathway pilots will be selected and created. These will be accomplished through multi-year steps of collaborative development from a single course, to a multiple course program pathway with college credit and/or industry certifications. Labor Market Information and an understanding of the capacity of both the Adult Ed Agencies and Gavilan College will help guide the collaboration of the pathway.

As a means of evaluation, CTE program enrollment and completion will be tracked over time. The data process outlined above will allow completion and transition data to be analyzed.

ED/Employment Plan

In order to keep track of students and student data and utilize that data for transitional support, a local system will be developed to gather, add to and deliver on data collected at intake, mid-year/term and exit that pertains to the student's education and employment plans. This information will keep both teachers and counseling support informed and communicating with each other to optimize student transitional services. Each year, a sample of teachers and students will be interviewed to assess the effectiveness of the process.