

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 17, 2018, 8:59 PM UTC Action Taskman

21 Salinas Valley Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

In program year 18-19, the SVAEC will continue the work it did in 17-18 to offer comprehensive adult education services throughout the region. In the new program year there will be even more emphasis on outreach and marketing; counseling and transition support; basic literacy and digital literacy instruction; and workforce development through job training & placement programs and stronger industry partnerships. Great gains have been made and the SVAEC will continue to meet the objectives of AB104 by employing the strategies in our three-year plan. Gaps in service are being filled by increasing the amount of ESL, basic literacy, ABE/ASE, HSE, HSD, citizenship, and digital literacy instruction as well as the diversification of course levels, schedules, and locations. Programs are being aligned and student transitions facilitated by ongoing curriculum alignment; standardization of intake, assessment, and data collection/reporting practices; and improved support for adult learners transitioning to college or the workforce. Students are progressing faster due to blended learning strategies and the use of instructional technology; increased offerings of short-term CTE programs; and contextualized academic support for CTE students. Some accomplishments to highlight from this past year include increased services in the county jail by MCOE & Hartnell College, including more HiSET instruction & testing, new workforce readiness & pre-CTE instruction, new college classes, and new college & career pathways support for inmates before and after release; new Forklift Certification and Food Safety Certification classes at Gonzales Adult School; a new Registered Dental Assistant program and planning for a Community Health Worker program at Soledad Adult School; collaboration by Salinas Adult School with Project Search, an internship program for adults with disabilities; new noncredit ESL courses at Hartnell; increased Citizenship Prep courses throughout the region with great success – North Monterey County Adult School alone had 27 students pass the Citizenship Exam; new bilingual computer classes in King City provided collaboratively by South Monterey County Adult School & Hartnell; and new basic English & Spanish literacy courses started at North Monterey County, Salinas, and Gonzales Adult Schools. Now with a stronger foundation established, the SVAEC's primary goal is to increase student enrollment, completion, and progression.

Regional Planning Overview

The following activities will be conducted for developing the next 3-year regional plan: Use findings from the Salinas Valley Adult Education Needs Assessment and Environmental Scan conducted in 2018 and other regional data to inform the Plan; continue the work of the Consortium Planning Workgroup and Data & Accountability Workgroup; incorporate recommendations from the Consortium Professional Learning Communities; consider work done by our consortium's Human-Centered Design Team and research and development they may do in the future; leverage existing consortium, member district, and partner advisory activities, e.g. LCAP meetings, adult school community advisory meetings, student surveys, OneStop Core Partner meetings, etc.; hold a Consortium Planning Retreat; incorporate planning into regular Steering Meetings throughout the year; align Plan with the Monterey County Workforce Development Board Regional Plan; consider Hartnell College and BACCC initiatives such as Strong Workforce, Perkins, SSSP, SEP, BSI, etc., regional initiatives such as the WDB Project Slingshot and the new CWDB Corrections-Workforce Partnership, and regional studies by CAEL conducted for the MCWDB and MBEP and by MDRC for the Irvine Foundation; and utilize resources provided by the AEBG and AEBG TAP offices, CCAE, CATESOL, COABE, and other state and national associations and initiatives. This process will differ greatly from that of the development of the original 3-year plan. This time we will have more information to guide our planning, including more regional demographic data; data from regional adult education-specific research; input from stakeholders; knowledge of our gaps, barriers, assets, and opportunities; knowledge of best practices and effective models; and important lessons learned from our successes and failures the last three years.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

ESL & BASIC LITERACY (English & Spanish) INSTRUCTION: More classes needed; additional locations & improved access, esp. in south county; schedules aligned w/ ag industry; faster student progression; more awareness of programs. To meet these needs, programs need more credentialed instructors & qualified staff; facilities; capacity to teach learners in distant locations; flexible teacher contracts; PD; alignment w/ standards; increased outreach & recruitment; improved data & assessment practices

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

Needs were identified through regional demographic data (% of adults with limited English skills), our Regional Adult Education Needs Assessment (being completed in summer 2018, funded w/ D&A funds), and feedback from adult education providers and community partners based on service demand (student/client inquiries, student enrollment and assessment, waiting lists, and student surveys)

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

Progress will be indicated by increased enrollment in and completion of ESL classes, advancement to higher level courses, and increased literacy and English Language EFL gains. Indicators will be measured using CASAS assessments and TE data that indicate skills gains, course completion, advancement to higher level courses, advancement to post-secondary education, advancement to CTE or other job training programs, and increased wages or employment. Other qualitative measures like adults' ability to help children with school work and communicate with children's teachers and school staff will be considered, as well.

Regional Need #2

Gaps in Service / Regional Needs

CITIZENSHIP PREPARATION, EL CIVICS INSTRUCTION, & IMMIGRANT INTEGRATION: More Citizenship classes offered in additional locations, esp. south county; more EL Civics instruction; more career-related support for immigrants; additional support services for immigrant/migrant students that enable increased civic participation and access to resources. In order to meet these needs, programs need more qualified instructors; professional development; and curriculum alignment with approved COAPPs.

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

Needs were identified through our Regional Adult Education Needs Assessment (being completed in summer 2018, funded w/ D&A funds) and feedback from adult education providers and community partners based on student/client demand

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

Progress will be indicated by increased number of students enrolling in Citizenship courses and EL Civics courses (tracked in TE); number of students passing the Citizenship Exam (self-reporting, tracked in TE); progress in civic objectives and corresponding language and literacy objectives assessed with CASAS and tracked in TE; and qualitative measures like increased student involvement in civic activities and access to community resources as described in the ALLIES Immigrant Integration Framework (self-reporting).

Regional Need #3

Gaps in Service / Regional Needs

HSD & HSE INSTRUCTION & SERVICES: Classes in more locations, esp. south county; more HSD through accredited schools; more HSE testing year-round; consistent testing policies/pricing; awareness of programs; recognition of student success. Programs need more qualified staff for transcript eval, advising, ed planning; adult school accreditation; consortium-wide testing policies/pricing; increased outreach & recruitment; improved data & assessment; communication of student progress & success

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

Needs were identified through regional demographic data (% of adults without a HSD or equivalent), our Regional Adult Education Needs Assessment (being completed in summer 2018, funded w/ D&A funds), and feedback from adult education

providers and community partners based on student/client demand (student enrollment and assessment, student/client inquiries, and student surveys)

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

Progress will be measured by increased enrollment in and completion of HSD & HSE courses and increased number of students obtaining a HSD or HSE, all of which is tracked in TE. Student transition to college or employment or wage increases at least in part due to HSD/HSE obtainment will also be tracked in TE.

Regional Need #4

Gaps in Service / Regional Needs

WORKFORCE READINESS & CTE INSTRUCTION, JOB TRAINING & PLACEMENT: More short-term CTE leading to high-wage high-demand jobs; work exp. & OJT opportunities; contextualized basic skills (English, math, computer) & soft skills instruction; career pathways for immigrants (esp. entrepreneurship & small business ownership). Programs need more credentialed CTE instructors; facilities & equipment for CTE; collaboration w/ industry for CTE program development & student work experience & job placement; PD.

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

Needs were identified through regional demographic data (% of unemployed/underemployed adults and household poverty), regional LMI data, our Regional Adult Education Needs Assessment (being completed in summer 2018, funded w/ D&A funds), and feedback from adult education providers, community partners, and employers and industry associations (including local WDB)

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

Progress will be indicated by students' improved job search skills and knowledge, e.g. resume-writing, interviewing, and job seeking skills; employability/soft skills; and knowledge of career options and interests -- all leading to increased job placement. Also by increased enrollment in and completion of Workforce Readiness and CTE courses; obtainment of CTE certificates and degrees and industry-recognized certifications; and employment, wage gains, and earning capacity. Tools used to measure and track these indicators include TopsPro Enterprise, MIS, and Launchboard.

Regional Need #5

Gaps in Service / Regional Needs

DIGITAL LITERACY: More basic, intermediate, and advanced computer skills instruction, in English & Spanish, esp. in south county; instruction contextualized for career pathways; access to affordable internet & technology; "digital citizenship" and training for effective & responsible use of technology. To fill gaps, programs need more facilities/locations w/ computers; qualified instructors; curriculum; and collaboration w/ each other and w/ partners for new programs & pathways development.

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

Needs were identified through our Regional Adult Education Needs Assessment (being completed in summer 2018, funded w/ D&A funds) and feedback from adult education providers, community partners, and employers and industry associations (including local WDB).

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

Increased enrollment and completion of computer classes; improved digital literacy as measured by Northstar Digital Literacy certificates or other program assessments or certificates (possibly MOS or IC3 certifications). Also by increased student employment and advancement in jobs due to improved computer skills; improved transitions to and greater success in college due to digital literacy; greater ability to participate in online/distance learning; and greater ability to assist children with technology (self-reporting).

Gaps In Service

New Strategies

Strategy #1

INSTRUCTION: Maintain instructional services in current areas. Expand into new locations by leveraging partnerships, esp. in King City, Greenfield, & Salinas. Explore different modes of delivery. Increase rigor & improve quality. Schedule classes according to community needs. Strive to offer ESL, Basic Literacy, EL Civics, Citizenship, HSD, HSE, Digital Literacy & Workforce Readiness in all service areas. Some will continue or start new CTE, Inmate Ed, Parent Ed, Family Literacy, & AWD programs.

Strategy #2

WORKFORCE DEVELOPMENT: Increase workforce readiness instruction, short-term CTE programs that lead to industry-recognized certificates, contextualized basic skills support, work experience opportunities, and job training & placement services. Qualified CTE instructors and new facilities & equipment for CTE instruction will be sought. New opportunities will be developed through partnerships w/ the WDB & other job training providers, industry groups, and employers.

Strategy #3

OUTREACH: Increase outreach, recruitment, and transition support activities to ensure adult learners access programs that will help them reach their goals. Build trust with and create safe spaces for learners and their families, becoming integral parts of our communities. Hire additional qualified staff to conduct high-contact community-based outreach; leverage partnerships more; increase marketing/advertising.

Strategy #4

CHILDCARE: Increase the amount of convenient, affordable, low-barrier childcare, which has been identified as one of the biggest barriers to accessing adult education services. Work with school districts and partners to eliminate as many obstacles to childcare as possible.

Strategy #5

ADVOCACY: Strengthen relationships with district boards, city councils, etc. to continue advocacy for adult education within districts and communities and to also advocate for affordable internet access, affordable housing, and additional public transportation routes/times, all of which are major barriers to accessing adult education and employment opportunities and to improving social and economic mobility for a large percentage of our region's population.

Seamless Transitions

New Strategies

Strategy #1

TRANSITION SUPPORT: Increase advising & counseling support for adult learners in all programs. Hire qualified staff to help learners develop education & career plans & transition into college, training, & employment. Increase college tours & presentations for adult learners re: admissions, financial aid, etc. Train staff & teachers to conduct follow-up, track student progress, & document outcomes. Cross-train & establish active referral network w/ partners.

Strategy #2

PROGRAM ALIGNMENT: Through Professional Learning Communities, Workgroups, & Special Projects, continue work to align curricula with the new College and Career Readiness Standards and English Language Proficiency Standards, and standardize program levels and transition points across the consortium. Train teachers and support staff in common assessment and reporting practices.

Strategy #3

POSTSECONDARY OFFERINGS: The College will continue to develop more noncredit & bridge programming to smooth the transition for students into college-level courses. The College & adult schools will work together to create viable education pathways through postsecondary levels, including in ESL, digital literacy, & CTE. Hartnell & MCOE will also work in county jail to provide programming for inmates while incarcerated & help them transition to postsecondary ed or training upon release.

Strategy #4

DATA & ASSESSMENT: Improve data and assessment practices across all programs and services for both reporting and program improvement purposes. Increase qualified staff with expertise in data and assessment, and increase training for staff and teachers to ensure best practices are followed and data collection and reporting is aligned and consistent throughout the consortium. Continue to seek system for inter-agency data sharing & case management to better serve students & improve data integrity.

Student Acceleration

New Strategies

Strategy #1

BLENDDED LEARNING: Various software and online learning platforms will be utilized for competency-based and contextualized hybrid instruction, including Burlington English, Odysseyware/Virtual Job Shadow, Work Keys/Career Ready 101, Apex, Acellus, Aztec Software, Plato, Northstar Digital Literacy, and ICEV online CTE instruction and industry certifications, IC3 and MOS certification software.

Strategy #2

CONTEXTUALIZED INSTRUCTION/ACADEMIC SUPPORT: Basic skills support will be provided for students enrolled or preparing to enroll in CTE programs, including language/ESL, math, and soft skills training contextualized for the building trades, healthcare, culinary programs. Tutoring and other general academic support will be provided for all students. Study skills and learning strategies will also be taught in all programs.

Professional Development

New Strategies

Strategy #1

LOCAL TRAINING: Regional collaborative PD will be provided locally to build capacity in Adult Learning Theory, Trauma-informed practices, Task-based language instruction, Project-based instruction, Integrated Education & Training program development and instructional strategies, Blended learning/hybrid instruction, Support for Adults with Disabilities, Intercultural competency, Mindfulness in the classroom, CASAS assessments, data collection & reporting, Human-Centered Design, and more.

Strategy #2

CONFERENCES: Teachers, staff, and administrators will be encouraged to attend conferences and trainings in and out of state, and to participate in more online training. Training providers may include AEBG, CATESOL, TESOL, CCAE, COABE, CASAS, CalPro, OTAN, TDLS, HiSET, GED, CCCAOE, ACCE, 3CSN

Strategy #3

PLCs: Professional Learning Communities and Workgroups will continue and/or be established to move the Consortium forward in professional development, program alignment, quality improvement, and new program development. Areas may

include ESL, Basic Skills/HSD/HSE, Workforce Development, Outreach and Transition Support, TopsPro Enterprise Users Support, Adult Ed Administrators Support, Data & Accountability, and Planning.

Leveraging Resources

New Strategies

Strategy #1

Build on existing partnerships: Monterey Co. WDB, AJCC/One Stop Centers, WDB Project Slingshot, Monterey Bay Economic Partnership, Salinas Public Libraries, Monterey Co. Jail, Goodwill Industries, United Way, Centro Binacional, Family Resource Centers, CSUMB, Mission Trails ROP, Salinas Valley Health Professions Pathways Partnership, Salinas Valley Workforce Dvlpt Advisory Group (5 Cities), HEP @ Hartnell, MiCASA @ Hartnell, and the regional Prosperity Advisory Group & Active Referral Network

Strategy #2

Develop new partnerships, especially with employers, industry groups, and job training and placement entities. New partners may include: Action Council of Monterey County, MCOE Migrant Education, Loaves Fishes & Computers, Digital Nest, Hartnell Agricultural Business & Technology Institute, and employers in the agriculture, building trades, healthcare, hospitality, education, and other sectors.

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.

Activities in the 3-year plan, the consortium annual plan, and the individual member workplans all align. The member budgets and the consortium shared fund budget all support the activities in the plans, with the majority of expenditures going to teacher and support staff salaries for direct student services like instruction and student intake and assessment.

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

The carryover is being integrated in Member Workplans. However, a new policy was adopted by the Consortium on 8.8.18 to automatically reallocate carryover after 18 months of the original issue date (e.g. 17-18 funds must be spent by December 2018 or else reallocated) to ensure funds are spent in a timely manner. Some carryover from the Consortium Shared Funds will likely be made available sooner than December for Members to apply for additional funding.

Certification

Gonzales Unified School District, Member Representative

Candice McFarland

Approved

2018-08-15

Hartnell CCD, Member Representative

Kathy Mendelsohn
Ana Gonzalez

Approved

2018-08-15

Monterey County Office of Education, Member Representative

Joseph DeRuosi
Dawn Tovey
Chris Devers

Approved

2018-08-15

North Monterey County Unified School District, Member Representative

Emily Tsai Brownfield
Margarita Palacios

Approved

2018-08-15

Salinas Union High School District, Member Representative

Ana Aguillon
Tatiana Roganova

Approved

2018-08-15

Soledad Unified School District, Member Representative

Jeff Lopez
Francisco Pinedo

Approved

2018-08-15

South Monterey County Joint Union High School District, Member Representative

Jonathan Sison
Paige Leebrick

Approved

2018-08-17



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