

Section 1: Consortium Information

# Salinas Valley Adult Education Consortium

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## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

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The Salinas Valley is an area of great opportunity. Located in Monterey County, which is the third largest agricultural county in California and as of 2016 had a total Gross Domestic Product (GDP) of \$21,449,870,000 (the largest portion contributed by the agriculture industry), the Salinas Valley is known as “the Salad Bowl of the World” (due to its high production of leafy greens and other crops, including berries and grape production for wine) and considered a land of plenty. Indeed, the agriculture industry far surpasses all other sectors in the region in terms of job openings, particularly the occupation titled “Farmworkers, Laborers, Crop, Nursery, and Greenhouse Workers” which had 66,551 openings in 2017. However, the median average wage for that occupation category is \$12.07 in an area where the living wage for a household with two adults (one working) and two children is \$29.21. The high cost of living, high number of low-wage and seasonal jobs, and high poverty rate also make this a land of disparity.

In a region characterized by high rates of unemployment (37% in certain areas at certain times of year) and poverty (36%) and low rates of education attainment (32% of adults are without a high school diploma), there is a great need for increased living wage job opportunities and improved education and training services to prepare adults for those jobs. These opportunities and services are imperative for increasing equity and economic prosperity for individuals, their families, and the region. They are also necessary for ensuring a robust regional economy fueled by a well-trained and stable local workforce.

The Salinas Valley Adult Education Consortium (SVAEC) is committed to providing the education and training services needed by adults to advance along viable career pathways and reach their professional and personal goals, particularly adults who need to improve their basic skills (language and math) in order to access secondary and post-secondary-level education and training that leads to certificate/degree obtainment and employment gains. The SVAEC also strives to support adults in attaining other types of goals, including increased civic participation and ability to support their children’s success in school.

The SVAEC’s boundaries are those of the Hartnell Community College District and the Consortium is comprised of seven Members: Gonzales Adult School (Gonzales Unified School District), Hartnell College (Hartnell Community College District), MCOE Adult Education Program (Monterey County Office of Education), North Monterey County Adult Education Services (North Monterey County Unified School District), Salinas Adult School (Salinas Union High School District), Soledad Adult School (Soledad Unified School District), and South Monterey County Adult School (South Monterey County Joint Union High School District).

Since its inception, the SVAEC has greatly expanded both in breadth and depth the adult education services it provides to its communities. In addition to increased services in the larger cities like Salinas and Soledad, its Members now offer instruction in areas previously unserved or underserved, such as King City, Greenfield, Gonzales, Chualar, and Castroville. The number and types of classes and services have increased, as well, with more programming for workforce readiness, basic English and Spanish literacy, digital literacy, and citizenship preparation, in addition to more leveled ESL classes, High School Diploma (HSD), and High School Equivalency (HSE) (in English and Spanish) classes and testing services. Finally, a wider array of student populations are being served, including currently incarcerated adults in the Monterey County Jail, adults with disabilities in Salinas, and immigrants in the Greenfield area originally from Oaxaca, Mexico, who predominantly speak Triqui and Mixteco.

Through an extensive assessment process in 2018 and planning process in 2019, the SVAEC has established five new goals for the next three years (2019-22) to further fulfil its mission to “foster the expansion, improvement, and accessibility of adult education services in the region” and to realize its vision that “all adults in the Salinas Valley will receive equitable access to the education, training, guidance, and support needed to set and achieve their educational and career goals.”

Using the 2018-19 program year as its baseline, the SVAEC has set the following goals for 2019-22:

1. Increase student enrollment in SVAEC programs by 10%;
2. Increase the number of SVAEC adult learners achieving their education goals by 10%;
3. Increase the number of SVAEC students making workforce gains by 10%;
4. Adopt the new CAEP Immigrant Integration metrics and promote increased support for immigrants; and
5. Adopt practices that ensure equity, efficacy, and efficiency through data-driven decision making and alignment of adult education services and resources with regional needs.

The SVAEC’s three-year plan describes the current (2018-19) adult education assets and resources in the region, the continuing community need for adult education services, the Consortium’s strategies for achieving its five goals, and the plan to pilot some new activities. The two new activities highlighted in the final section address two major gaps in the Salinas Valley: insufficient support and opportunities for immigrants and lack of accessible childcare services.

The Salinas Valley Adult Education Consortium Members look forward to working together and with community and industry partners to make progress toward achieving the five goals and the overarching objectives of the California Adult Education Program (CAEP) objectives: to fill gaps in services, facilitate smooth transitions for adults into postsecondary education/training and the workforce, and to accelerate student progress toward their goals. The SVAEC and its partners will accomplish this through effective engagement of stakeholders, coordination of services, leveraging of assets, alignment of resources with regional need, capacity-building, and collaborative development and implementation of strategies that move the needle towards prosperity for all adults, families, and communities in the Salinas Valley.

## 2.2 Pre-Planning Assessment

### PRE-PLANNING ASSESSMENT PROCESS

The Salinas Valley Adult Education Consortium (SVAEC) conducted several assessment activities in 2018 and 2019 in order to better understand the current need for and gaps in adult education services in the region. A regional Adult Education (AE) Environmental Scan was conducted in 2018 and then updated in 2019, resulting in a comprehensive AE Services Inventory organized by CAEP Program Area (data reflected in tables below). A regional AE Community Needs Assessment Survey was conducted in 2018 to hear from currently unserved adults about their education and career goals, interests, and needs and how best to serve them [see Appendix C]. Four Consortium Planning Retreats were held in 2019 to develop the SVAEC 3-Year Plan for 2019-22. At the first retreat, the group of 15 teachers, staff, and administrators worked together on visioning for 2025, conducting a SWOT Analysis, reviewing and updating the AE Services Inventory, discussing regional needs and assets, and assessing the Consortium’s current capacity to meet ongoing needs [see Appendices A and B]. At the second planning retreat, the group of 12 reviewed and discussed regional data together, including census data [see Appendices D and E] and Member District student data [see Appendix F], revealing current levels of need and service by Member and Program Area. The CAEP Consortium Self-Assessment Survey was also used (in a modified version) to gather feedback from Members about the SVAEC’s current levels of capacity and effectiveness. Below are highlights from this pre-planning assessment work; see referenced appendices for more information.

### CURRENT LEVELS & TYPES OF SERVICES

As of the end of the third quarter (March 31, 2019), the SVAEC had served 4,476 adults so far in the 2018-19, with 2,168 of those enrolled in an ESL class provided by one of our Member Districts. This represents a significant increase since 2014-15 (the year before AB104 and the beginning of the Adult Education Block Grant Program), when five of the current member districts provided services to 2,821 adults that year. There remain significant gaps in adult education services in the Salinas Valley; however, the SVAEC and its partners have made great strides and continue to work together to meet regional need. The program area tables below show the SVAEC Members’ current instructional services, locations, primary partnerships, and number of students served. An additional table is provided to list current student support services. Following the SVAEC Service Inventory is a Regional Adult Education Provider List (Table 1), which includes SVAEC Members as well as community partners that provide services within the seven CAEP program areas.

#### Inventory of Current SVAEC Member\* Instructional Services – 2018-19

| Language Development: ESL, Basic English Literacy, Basic Spanish Literacy |  |   |   |                          |                               |
|---|--|---|---|--------------------------|-------------------------------|
| Member  | Service Descriptions                                     | Locations Served  | Partnerships Leveraged                        | Students Served in 17-18 | Students Served in 18-19 Q1-3 |
| Gonzales  | ESL classes: Beginning Intermediate/Advanced Multi-level | Gonzales: Gonzales Adult School (at GUSD Parent Resource Center and Alternative Education Center) | Centro Binacional Para el Desarrollo Indigena | 184                      | 228                           |
|   | Basic English and Spanish Literacy                       | Greenfield: Centro Binacional Para el Desarrollo Indigena Greenfield Union School District        | Greenfield Union School District              |                          |                               |

|                 |  |   |  |              |              |
|-----------------|--|---|--|--------------|--------------|
|                 |  | Chualar: Chualar Union Elementary School  |  |              |              |
| <b>Hartnell</b> | ESL Non-Credit Classes   | Salinas:<br>Hartnell College (Main and East Alisal Campuses)<br>Alisal Family Resource Center<br>Monterey County Jail<br><br>King City: Hartnell College (King City Campus) | Alisal Family Resource Center<br><br>Monterey County Jail<br><br>Driscoll's (Farmworker Education Program – data not reflected in students served) | 123          | 205          |
| <b>NMC</b>      | ESL classes:<br>Intermediate<br>Multi-level<br><br>Basic English and Spanish Literacy                          | Castroville:<br>Castro Plaza Family Resource Center<br>Castroville Elementary School<br>North Monterey County High School   | Castro Plaza Family Resource Center<br><br>Castroville Elementary School   | 174          | 161          |
| <b>Salinas</b>  | ESL classes:<br>Beginning<br>Intermediate<br>Advanced<br>Multi-level<br><br>Basic English and Spanish Literacy | Salinas:<br>Salinas Adult School<br>Saint Mary's Catholic Church<br>The Haciendas (CHISPA site)   | Saint Mary's Catholic Church<br><br>CHISPA   | 1,730        | 1,375        |
| <b>Soledad</b>  | ESL classes:<br>Beginning<br>Intermediate  | Soledad: Soledad Adult School (at Gabilan Elementary School)  |  | 147          | 160          |
| <b>SMC</b>      | ESL classes:<br>Beginning<br>Intermediate  | King City:<br>South Monterey County Adult School (at Portola Butler High School in King City)<br>King City Library  | King City Library  | 146          | 92           |
| <b>Total</b>    |  |   |  | <b>2,504</b> | <b>2,221</b> |

**ABE/ASE: Adult Basic Education and Adult Secondary Education,  
including High School Diploma and High School Equivalency**

| <b>Member</b>   | <b>Service Descriptions</b>  | <b>Locations Served</b>   | <b>Partnerships Leveraged</b>   | <b>Students Served in 17-18</b> | <b>Students Served in 18-19 Q1-3</b> |
|-----------------|--|---|---|---------------------------------|--------------------------------------|
| <b>Gonzales</b> | High School Diploma<br><br>HiSET/GED (Spanish & English) Instruction and Testing | Gonzales: Gonzales Adult School (at GUSD Parent Resource Center and Alternative Education Center) | Centro Binacional Para el Desarrollo Indigena<br><br>Greenfield Union School District | 211                             | 136                                  |

|                 |   |   |   |              |              |
|-----------------|---|---|---|--------------|--------------|
|                 | Introduction to Reading/Writing   | Greenfield:<br>Centro Binacional Para el Desarrollo Indigena<br>Greenfield Union School District  | High School Equivalency Program for Farmworkers (HEP) at Hartnell College                     |              |              |
| <b>Hartnell</b> | High School Equivalency<br><br>Bridge to High School Equivalency Program  | Salinas: Hartnell College Alisal Campus   | High School Equivalency Program (HEP)   | 129          | 154          |
| <b>MCOE</b>     | High School Diploma<br><br>HiSET (English)  | Salinas:<br>Monterey County Office of Education<br>Monterey County Jail   | Monterey County Jail  | 281          | 783          |
| <b>NMC</b>      | High School Diploma<br><br>GED (Spanish & English)  | Castroville:<br>Castro Plaza Family Resource Center<br>North Monterey County High School  | Castro Plaza Family Resource Center   | 142          | 113          |
| <b>Salinas</b>  | High School Diploma<br><br>HiSET/GED (Spanish & English) Instruction and Testing<br><br>Math & Writing Basic Skills<br><br>Developing English | Salinas: Salinas Adult School   |   | 1,120        | 1,275        |
| <b>Soledad</b>  | High School Diploma<br><br>HiSET (Spanish & English) Instruction and Testing<br><br>Adult Basic Education                                     | Salinas: One-Stop Center<br><br>Soledad: Soledad Adult School (at Pinnacles Continuation High School)<br><br>King City: One-Stop Center | DSS/CalWORKS<br><br>High School Equivalency Program for Farmworkers (HEP) at Hartnell College | 85           | 200          |
| <b>SMC</b>      | High School Diploma<br><br>HiSET<br><br>Beginning Literacy  | King City: South Monterey County Adult School (at Portola Butler High School)   |   | 31           | 22           |
| <b>Total</b>    |   |   |   | <b>1,967</b> | <b>2,393</b> |

| Citizenship Preparation |                         |  |                              |                          |                               |
|-------------------------|-------------------------|--|------------------------------|--------------------------|-------------------------------|
| Member                  | Service Descriptions    | Locations Served   | Partnerships Leveraged       | Students Served in 17-18 | Students Served in 18-19 Q1-3 |
| <b>Gonzales</b>         | Citizenship Preparation | Gonzales: Gonzales Adult School (at GUSD Parent Resource Center) | Holy Trinity Catholic Church | #s included with ESL     | #s included with ESL          |

|                |                         |  |                      |                      |                      |
|----------------|-------------------------|--|----------------------|----------------------|----------------------|
|                |                         | Greenfield: Holy Trinity Catholic Church |                      |                      |                      |
| <b>NMC</b>     | Citizenship Preparation | Castroville: Andy Ausonio Library        | Andy Ausonio Library | #s included with ESL | #s included with ESL |
| <b>Salinas</b> | Citizenship Preparation | Salinas: Salinas Adult School            |                      | #s included with ESL | #s included with ESL |
| <b>Soledad</b> | Citizenship Preparation | Soledad: Soledad Adult School            |                      | #s included with ESL | #s included with ESL |
|                |                         |  |                      |                      |                      |
| <b>SMC</b>     | Citizenship Preparation | King City: King City Library             | King City Library    | #s included with ESL | #s included with ESL |

**Training to Support Child School Success in K-12**

| Member          | Service Descriptions                  | Locations Served   | Partnerships Leveraged    | Students Served in 17-18 | Students Served in 18-19 Q1-3 |
|-----------------|---------------------------------------|--|---------------------------|--------------------------|-------------------------------|
| <b>Gonzales</b> | Latino Family Literacy Project        | Gonzales: Gonzales Adult School (at GUSD Parent Resource Center) |                           | 15                       | 27                            |
| <b>NMC</b>      | Family Literacy (New Project 2018-19) | Castroville: Andy Ausonio Library                                | Andy Ausonio Library      | 0                        | 96                            |
| <b>Soledad</b>  | Latino Family Literacy Project        | Soledad: Soledad Transition Center                               | Soledad Transition Center | 50                       | 77                            |
| <b>Total</b>    |                                       |  |                           | <b>65</b>                | <b>200</b>                    |

**Workforce Readiness (including Digital Literacy) and Career Technical Education**

| Member          | Service Descriptions   | Locations Served   | Partnerships Leveraged      | Students Served in 17-18 | Students Served in 18-19 Q1-3 |
|-----------------|--|--|-----------------------------|--------------------------|-------------------------------|
| <b>Gonzales</b> | Forklift Certification<br>CPR/First Aid Class<br>Food Safety<br>Paraprofessional Certification<br>MOS Certification<br>Clerk Typing Certification<br>Computer Literacy | Gonzales Adult School (at GUSD Alternative Education Center)                                 | Loaves, Fishes, & Computers | 183                      | 188                           |
| <b>Hartnell</b> | Beginning Keyboarding<br>Basic Computer Skills   | Hartnell College, Main Campus and King City Campus<br><br>CHISPA housing site in Castroville | CHISPA                      | 86                       | 137                           |
| <b>MCOE</b>     | Career Exploration and Readiness using ACT   | Monterey County Jail   | Monterey County Jail        | 48                       | 173                           |



|                |  |   |  |            |            |
|----------------|--|---|--|------------|------------|
|                | WorkKeys, Virtual JobShadow, Odysseyware   |   |  |            |            |
| <b>NMC</b>     | Food Safety<br>Computer Literacy   | North Monterey County High School   |  | 42         | 38         |
| <b>Salinas</b> | Culinary Class<br>Basic Computer Skills<br>Business Office Technology  | Salinas Adult School  | Goodwill Central Coast<br><br>Mission Trails ROP   | 0          | 170        |
| <b>Soledad</b> | Certified Nursing Assistant<br>Registered Dental Assistant<br>Community Health Worker<br>Basic Computer Literacy | Soledad Adult School  | Mission Trails ROP<br><br>Eden Valley Care Center<br><br>Monterey County Workforce Development Board<br><br>Hartnell College | 24         | 147        |
| <b>SMC</b>     | Computer Literacy (New project 2018-19)  | South Monterey County Adult School (at Portola Butler High School in King City) |  | 0          | 10         |
| <b>Total</b>   |  |   |  | <b>383</b> | <b>863</b> |

**Programming For Adults with Disabilities**

| <b>Member</b>  | <b>Service Descriptions</b>          | <b>Locations Served</b>   | <b>Partnerships Leveraged</b>                                    | <b>Students Served in 17-18</b> | <b>Students Served in 18-19 Q1-3</b> |
|----------------|--------------------------------------|---|--|---------------------------------|--------------------------------------|
| <b>Salinas</b> | Project Search (New project 2018-19) | Salinas:<br>Salinas Adult School<br>Salinas Valley Medical Center | Project Search (Hope Services) and Salinas Valley Medical Center | 0                               | 162                                  |
| <b>Total</b>   |                                      |   |  |                                 | <b>162</b>                           |

**Inventory of Current Member\* Student Support Services – 2018-19**

| <b>Member</b> | <b>Support Services</b>   |
|---------------|---|
| Gonzales      | <ul style="list-style-type: none"> <li>• Post-secondary transition advising and support</li> <li>• Citizenship events, Immigration/legal support through partners</li> <li>• Family Digital Literacy Workshops (low-cost Chromebooks through Loaves, Fishes, and Computers)</li> <li>• Training services: Clerical Typing Testing; Paraprofessional Testing; ServSafe Food Handling and Food Managers training and certification; Microsoft Office Suite training and certification; Driver's training (behind the wheel and DMV test prep)</li> <li>• Family Math Academy</li> <li>• Childcare</li> <li>• Food bank deliveries</li> <li>• Transportation assistance</li> </ul> |
| Hartnell      | <ul style="list-style-type: none"> <li>• High School Equivalency Program for farmworkers (HEP)</li> <li>• MiCASA services for Dreamers, including student advising and legal/immigration support</li> </ul>   |

|         |   |
|---------|---|
|         | <ul style="list-style-type: none"> <li>• Parent Outreach (Parent Organizer and new Parent Curriculum in development)</li> <li>• ACE and services for formerly incarcerated, homeless, and foster youth</li> <li>• College Pathways and Counseling services</li> <li>• Learning Disabilities assessments and other services for adults with disabilities through Disabled Students Programs &amp; Services (DSP&amp;S)</li> <li>• Tutoring</li> <li>• Food bank deliveries</li> <li>• Student Parent Club</li> </ul> |
| MCOE    | <ul style="list-style-type: none"> <li>• College and Career Advising/Planning/Transition Support</li> <li>• Wrap-around services provided by other partners in the county jail and post-release</li> </ul>  |
| NMC     | <ul style="list-style-type: none"> <li>• Driver's training (behind the wheel and test prep)</li> <li>• Childcare</li> </ul>   |
| Salinas | <ul style="list-style-type: none"> <li>• Welcome Center staffed 8am-8:30pm</li> <li>• New student orientations</li> <li>• College &amp; Career Advising</li> <li>• Field trips and college tours</li> <li>• Job Fairs</li> <li>• Student Council</li> <li>• Student Newsletter</li> <li>• Tutoring</li> <li>• Para-Educator Assessment</li> </ul>   |
| Soledad | <ul style="list-style-type: none"> <li>• Post-secondary transition advising and support</li> <li>• Childcare</li> </ul>   |

\*Member District names/abbreviations key: Gonzales (Gonzales Adult School of Gonzales Unified School District), Hartnell (Hartnell Community College District), MCOE (Monterey County Office of Education Adult Education), NMC (North Monterey County Adult Education Services of North Monterey County Unified School District), Salinas (Salinas Adult School of Salinas Union High School District), Soledad (Soledad Adult School of Soledad Unified School District), and SMC (South Monterey County Adult School of South Monterey County Joint Union High School District).

**Table 1. Regional Service Providers**

**Regional Adult Education Service Providers List for the Salinas Valley – 2018-19 (Table 1)**

| Provider Name  | Provider Type | Primary Address<br>(Many providers serve multiple locations)                                   | Program Areas |     |     |     |     |    |    |     | Notes   |
|--|---------------|--|---------------|-----|-----|-----|-----|----|----|-----|---|
|  |               |  | ABE           | ASE | ESL | CTE | AWD | WR | PA | ACS |   |
| Agriculture & Land-Based Training Association (ALBA)   | Nonprofit     | 1700 Old Stage Road, Salinas, CA 93912   |               |     |     | X   |     |    |    |     |   |
| Alisal Family Resource Center                          | Nonprofit     | 1441 Del Monte Avenue, Salinas, CA 93906   | X             |     | X   |     |     |    |    | X   | ESL provided by Hartnell College; HSE provided by HEP   |
| Alliance Career Training Solutions                     | Private       | 333 Abbott Street, Suite B, Salinas, CA 93901  |               |     |     | X   |     |    | X  |     |   |
| California Department of Education - Migrant Education | Public        | Migrant Education at Monterey County Office of Education, 901 Blanco Circle, Salinas, CA 93901 | X             | X   | X   |     |     |    |    |     |   |
| California Rural Legal Assistance                      | Nonprofit     | 3 Williams Road, Salinas, CA 93905   | X             |     | X   |     |     |    |    |     |   |
| Castroville Family Resource Center                     | Nonprofit     | 10601 McDougall Street, Castroville, CA 95012  |               |     | X   |     |     |    |    | X   | Parent education services to encourage child school success; ESL provided by NMC Adult School |
| Catholic Charities                                     | Nonprofit     | St. Mary's Catholic Church, 1705 2nd Avenue, Salinas, CA 93905                                 |               |     | X   |     |     |    |    |     | Citizenship preparation (not ESL)   |
| Center for Employment Training (CET)                   | Private       | 24 Alvin Drive, Salinas, CA 93906;<br>930 Los Coches Avenue, Soledad, CA 93960                 |               |     |     | X   |     |    | X  |     |   |

|   |           |  |   |   |   |   |   |   |  |   |   |
|---|-----------|--|---|---|---|---|---|---|--|---|---|
| Central Coast College   | Private   | 480 S. Main Street, Salinas, CA 93901  |   |   |   | X |   |   |  |   |   |
| Door to Hope  | Nonprofit | 130 W. Gabilan Street, Salinas, CA 93901   |   |   |   |   |   |   |  | X | Parent education services to encourage child school success   |
| America's Job Centers of California                                   | Public    | 730 La Guardia Street, Salinas, CA 93905;<br>599 El Camino Real Greenfield, CA 93927 | X | X |   | X | X | X |  |   | WIOA partners collaborate to provide services, incl. adult schools, colleges, DSS/CalWORKS, EDD/Office for Employment & Training, and DOR |
| Farmworker Institute for Education and Leadership Development (FIELD) | Nonprofit | 945 S. Main Street, Suite 101, Salinas, CA 93901                                     |   | X | X |   |   |   |  |   |   |
| Gonzales Adult School (GUSD)  | Education | 650 Elko Street, Gonzales, CA 93926  | X | X | X |   |   | X |  | X |   |
| Goodwill Central Coast  | Nonprofit | 1566 Moffett Street, Salinas, CA 93905   |   |   |   | X |   | X |  |   |   |
| Hartnell College  | Education | 411 Central Ave, Salinas CA 93901  | X | X | X | X | X | X |  | X |   |
| Loaves, Fishes and Computers  | Nonprofit | 938 S. Main Street, Salinas, CA 93901  |   |   |   |   |   | X |  | X | Digital literacy  |
| Mexican American Opportunity Fund                                     | Nonprofit | 11 Quail Run Circle, Suite 101, Salinas, CA 93907                                    |   |   |   |   |   | X |  |   | Digital literacy  |
| Monterey Bay Economic Partnerships                                    | Nonprofit | 3180 Imjin Road, Suite 104B, Marina, CA 93933  |   |   |   |   |   | X |  |   | Career exploration and job placement tools  |

|   |                         |  |   |   |   |   |   |   |  |   |   |
|---|-------------------------|--|---|---|---|---|---|---|--|---|---|
| Monterey County Free Libraries              | Public                  | 615 Williams Road, Salinas, CA 93905;<br>11160 Speegle Street, Castroville, CA 95012;<br>401 Gabilan Drive, Soledad, CA 93960;<br>404 Broadway Street, King City, CA 93930 | X |   | X |   |   |   |  |   |   |
| Monterey County Jail                        | Government/ Corrections | 1410 Natividad Road, Salinas, CA 93906   | X | X | X |   | X | X |  | X | Educational services provided by MCOE and Hartnell College Adult Education Services |
| Monterey County Office of Education         | Education               | 901 Blanco Circle, Salinas, CA 93901   | X | X |   | X |   | X |  |   |   |
| North Monterey County Adult School (NMCUSD) | Education               | 8142 Moss Landing Road, Moss Landing, CA 95039   | X | X | X |   |   | X |  | X |   |
| Papas                                       | Nonprofit               | 1410 Natividad Road, Salinas, CA 93906   |   |   |   |   |   |   |  | X | Parent education services to encourage child school success                         |
| Partners for Peace                          | Nonprofit               | 855 E. Laurel Drive, Salinas, CA 93906   |   |   |   |   |   |   |  | X | Parent education services to encourage child school success                         |
| Project Search                              | Nonprofit               | 450 E. Romie Lane, Salinas, CA 93901   |   |   |   |   | X |   |  |   | Salinas Adult School partners to provide basic skills instruction                   |
| Rancho Cielo                                | Nonprofit               | 710 Old Stage Rd, Salinas, CA 93908  |   |   |   | X |   | X |  |   |   |
| Salinas Adult School (SUHSD)                | Education               | 20 Sherwood Place, Salinas, CA 93901   | X | X | X |   | X | X |  | X |   |
| Salinas City Elementary School District     | Education               | 840 South Main Street, Salinas, CA 93901   | X |   | X |   |   | X |  |   |   |

|  |                     |   |   |   |   |   |  |   |   |   |   |
|--|---------------------|---|---|---|---|---|--|---|---|---|---|
| Salinas Public Libraries   | Public              | 350 Lincoln Avenue, Salinas, CA 93901   | X | X | X |   |  | X |   | X |   |
| Salinas Valley Community Church  | Nonprofit           | 368 San Juan Grade Road, Salinas, CA 93906                                    | X |   | X |   |  |   |   |   | Basic literacy program  |
| Salvation Army   | Nonprofit           | 2460 North Main Street, Salinas, CA;<br>10351 Merritt Street, Castroville, CA |   |   |   |   |  | X |   |   |   |
| Soledad Adult School (SUSD)  | Education           | 690 Main Street, Soledad, CA 93960  | X | X | X | X |  | X |   | X |   |
| South Monterey County Adult School (SMCJUHS)                             | Education           | 760 Broadway Street, King City, CA 93930                                      | X | X | X |   |  | X |   |   |   |
| Tri-County Electrical Joint Apprenticeship and Training Committee (JATC) | Union               | 10300 Merritt Street, Castroville, CA 95012                                   |   |   |   |   |  |   | X |   | Partners with Hartnell College to offer Electrician apprenticeship and with Pacific Grove Adult School for pre-apprenticeship |
| Turning Point  | Nonprofit           | 116 E San Luis Street, Salinas, CA 93901                                      |   |   |   |   |  | X |   |   |   |
| UFW Foundation   | Nonprofit           | 118 E Gabilan Street, Salinas, CA 93901                                       |   |   | X |   |  |   |   |   | Citizenship prep (not ESL)  |
| Veterans Transition Center of Monterey County                            | Government/Military | 1441 Schilling Place, Salinas, CA 93901                                       |   |   |   |   |  | X |   |   | Collaborates with MCOE, Hartnell College, and MC Workforce Development Board  |

**Table 2. Funding for Adult Education Programs and Services**

**FUNDING**

In 2018-19, the SVAEC received \$3,640,641, a slight increase from the annual allocations in previous years (\$3,490,139 in 16-17 and 17-18). Members leverage and braid funding from many other sources for their adult education (AE) programs, enabling them to expand beyond what could be achieved with CAEP funds alone. Three of the seven SVAEC Member Districts receive WIOA Title II funding – Salinas Adult School (\$438,200 in 17-18 and \$356,534 in 18-19), Soledad Adult School (\$71,951 in 17-18 and \$44,083 in 18-19), and Gonzales Adult School (\$40,130 in 17-18, its first year as a WIOA recipient, and \$41,382 in 18-19) – totaling \$441,999 in 2018-19 (although decreases in this funding source have caused a strain for Salinas and Soledad).

Member Districts have demonstrated their commitment to adult education by contributing significant amounts of LCFF and In Kind funds. For example, in 2017-18, four out of the five K-12 Adult Schools and the COE spent a total of \$1,429,737 of LCFF funds and together all seven Member Districts made \$174,596 worth of In Kind contributions to their AE programs. Table 2 below shows that ongoing commitment by Members to support adult education programs with LCFF/District funds.

**SVAEC Funding for Adult Education Programs & Services (Table 2)**

| Source and Type of Funds | Funding Estimated FY 2019 - 20 | Funding Estimated FY 2020 - 21 | Funding Estimated FY 2021 - 22 |
|--------------------------|--------------------------------|--------------------------------|--------------------------------|
| State/Federal Funding    |                                |                                |                                |
| AEP                      | \$ 3,759,327                   | \$ 3,759,327                   | \$ 3,759,327                   |
| CalWORKs                 | \$ 47,623                      | \$ 47,623                      | \$ 47,623                      |
| CCD Apportionment        | \$ 53,632                      | \$ 53,632                      | \$ 48,389                      |
| Corrections              | \$ 20,000                      | \$ 20,000                      | \$ 20,000                      |
| LCFF/District Funds      | \$ 1,340,723                   | \$ 1,335,688                   | \$ 1,332,811                   |
| Perkins V                | \$ -                           | \$ -                           | \$ -                           |
| WIOA II                  | \$ 441,999                     | \$ 438,974                     | \$ 438,974                     |
| Other                    |                                |                                |                                |
| Grants                   | \$ 122,019                     | \$ 122,019                     | \$ 35,000                      |
| Contracted Services      | \$ 107,420                     | \$ 107,420                     | \$ 107,420                     |
| In-Kind                  | \$ 683,530                     | \$ 683,530                     | \$ 683,530                     |
| <b>Total</b>             | <b>\$ 6,576,273</b>            | <b>\$ 6,568,213</b>            | <b>\$ 6,473,074</b>            |

## 2.3 Community Need and Customers

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To drive its planning for 2019-22, the SVAEC utilized regional census data, county labor market information, and data from its own regional adult education community needs assessment survey conducted in 2018. The data show great need for adult education and workforce development programming in the Salinas Valley, particularly for adult English Language Learners (over 90% of whom speak Spanish at home, and 34% of whom speak English less than very well); immigrants (43% of adults in the region are foreign-born); adults with low educational attainment (32% are without a high school diploma or equivalent, the majority of which are at 8th grade skill levels or lower, including high numbers of adults with low literacy and numeracy levels); low-income adults (36% live in or near poverty); and those who are unemployed, underemployed, or only seasonally employed (37% are unemployed). [See Appendices D and E.]

Although the labor market information (LMI) for the region projects significant job growth between 2017 and 2027 in both the Agriculture and Health Care industry sectors, the fastest growing occupations are low-wage jobs (Farmworkers and Agricultural Equipment Operators, Personal Care Aides and Home Health Aides), ranging in median hourly wages from \$12.07 to \$14.99. This poses a challenge for adults struggling to make ends meet in Monterey County, where the poverty wage is \$5.84, the minimum wage is \$11.00, the living wage is \$13.83, and the California self-sufficiency wage is \$14.43 (all for one adult). For a household with two adults (one working) and two children, the living wage is \$29.21 (an annual income before taxes of \$60,752). [See Appendices G and H.]

The high cost of living and the high number of families living in poverty in the Salinas Valley signals to the SVAEC that we must work with our industry and community partners to create career pathways that lead to living wage jobs. Interestingly, the LMI aligns with the goals and interests of the adults surveyed in the Salinas Valley Adult Education Community Needs Assessment Survey (see Appendix C), in which the top career priorities of survey participants were to get a better job (65%), learn a new skill or trade (63%), or get job training for a new career (48%), with the top industries of interest listed as Agriculture, Education, and Healthcare, industries in which the majority of participants already work. This means that adult learners are ready and willing to pursue opportunities to advance in their current industry sectors – it is up to us and our partners to develop viable career pathways to facilitate their advancement.

In the attached documents [Appendices C - H] are the data that inform our Consortium's decisions about how best to align resources and services with regional needs in order to help alleviate poverty in the Salinas Valley. That data included new census data from the American Community Survey (2013-17) and CAEP Consortium Fact Sheets, labor market information from the Monterey County Workforce Development Board and CAEP Consortium Fact Sheets, data from the 2018 SVAEC Community Needs Assessment, and SVAEC student demographic data. Programs that increase the education and skill levels of adults create opportunities for economic mobility for adults and their families and provide a skilled local workforce for employers.



## 2.4 Identifying Goals and Strategies

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Based on its assessments of regional needs, assets, and current levels of capacity, the Salinas Valley Adult Education Consortium has established five overarching goals to drive its work over the next three years (2019-22). Those five goals are to:

1. Increase student enrollment;
2. Increase the number of adult learners achieving their education goals;
3. Increase the number of students making workforce gains;
4. Adopt the new *CAEP Immigrant Integration* metrics and promote increased support for immigrants; and
5. Adopt practices that ensure equity, efficacy, and efficiency through data-driven decision making and alignment of adult education services and resources with regional needs.

These goals were developed at several Consortium Planning Meetings with over a dozen teachers, staff, and administrators from all seven Member Districts and at Steering Committee Meetings, also with Member District administrators, staff, and teachers as well as community partners.

### **Goal 1: Student Enrollment**

There remains a large gap between the census data and student data, showing that thousands more community members need our services. Data from the SVAEC Community Needs Assessment Survey showed that many community members still are unaware of the adult education programs in the region and/or that they do not know how to access or enroll in the programs. Thus, a primary focus of the SVAEC's efforts is enrollment. The three main strategies it will use to achieve its enrollment goals are outreach, marketing, and improved access.

The highly effective methods used to conduct the SVAEC Community Needs Assessment will be utilized in the SVAEC's outreach efforts. Outreach and marketing efforts will be tailored to the needs of adults who are English Language Learners, immigrants, have low literacy levels, have had limited formal education, are unfamiliar with the U.S. school system, low-income, and speakers of Spanish, indigenous Central American languages, and Arabic. Increased "high-touch" community outreach through engagement of stakeholders, leveraging of partnerships, and consistent presence in locations where our target prospective students are commonly found will lead to opportunities for information-sharing and relationship-building. This will also provide opportunities for feedback from the community and continuous needs assessment.

Key stakeholders include K-12 schools, libraries, employers, WIOA partners, and numerous community-based organizations. Engagement of teachers and current students will also be critical to recruitment efforts; the idea of Student Ambassadors will be explored. Key locations/opportunities for recruitment include K-12 school meetings and events, public libraries, AJCCs/One Stop Centers, company events (especially agriculture companies), food bank distribution sites, affordable housing sites and farmworker housing sites, laundromats, and churches. The emphasis will be on going out to where the prospective students are, rather than waiting for them to come to us, and trying new approaches like on-site registration at community events.

The SVAEC will continue to build a strong referral network by collaboratively developing and implementing cross-referral tools and processes with WIOA partners, the regional Active Referral Network and Prosperity Advisory Group coordinated by the United Way and Goodwill Central Coast, Monterey Bay Economic Partnership, other neighboring adult education consortia, and other partners and initiatives.

Marketing efforts will include new marketing collateral, website improvements, newsletters, increased media (radio, TV, newspaper) and social media presence, and overall more use of student testimonials and success stories.

In addition to increased outreach and marketing efforts, access to programs will also be improved by making enrollment processes more student-centered and standardized across the consortium; establishing spaces at schools that are clearly and consistently dedicated to adult education; and identifying and addressing the reasons why some students do not attend after going through intake and/or orientation.

To implement these strategies, new Consortium-level staff will be hired for outreach and recruitment; a new strategic marketing campaign will be developed and launched; more research will be conducted and applied; and a new detailed outreach and recruitment plan will be developed with targeted recruitment strategies to increase visibility, close information gaps, build stronger relationships with communities and partners, improve onboarding processes, and create welcoming spaces where prospective and current students feel safe and secure.

See Figure 1: Goal 1 Logic Model

### **Goal 2: Student Educational Goals Attainment**

The goal of increasing the number of students reaching their educational goals hinges on increased student persistence and success through relevant programming, high-quality instruction, and wrap-around support services. Improvements in data collection, tracking, reporting, and analysis are also essential. More viable pathways need to be developed for adults to transition from adult schools and other community partner programs into college and the workforce. Those pathways will require new courses and curriculum, new instructional models and strategies, and alignment between programs and with academic and industry standards.

New curriculum/courses/programs to be developed include bridge courses to help students transition into college; short-term certificate programs; contextualized instruction (IET, VESL, Integrated EL Civics) in new courses and integrated across all curricula; workforce readiness curriculum in the form of new courses and integrated across program areas and levels; and CTE (Healthcare, Agriculture, Education, Hospitality, and Building Trades). Curriculum must be aligned with academic standards, such as the College and Career Readiness Standards and English Language Proficiency Standards; industry standards and workforce needs; and the new immigrant integration metrics that capture student goals related to family, civic, financial, health and wellness, and other areas of growth for immigrants, in addition to academic and career goals. It is also important that trauma-informed and equity-minded practices be integrated into the classroom, curriculum, and all services.

Student support services are also key to students attaining their goals. Ongoing student-centered advising and counseling services that include the development of individualized education plans for each and every adult education student will be essential. Mentoring can also be a powerful way to help students persist; mentor and peer mentor activities will be piloted. Teachers, advisors, other staff and administrators, and students will be engaged in promoting student persistence and success through programming and messaging that is supportive of students -- regardless of their goals, interests, backgrounds, barriers, or needs -- and encourages students to push themselves beyond what they thought was possible (do not have to stop at learning English -- continue to high school equivalency and college!). Mapping the education and career pathways options for students and providers will also show students what is possible, help facilitate their planning, and provide smoother transitions into college or career.

Professional development will be essential to the successful development and implementation of this new and revised programming. Specific training topics will include individualized education planning for adult learners; career pathways, career readiness, and workforce development; CCRS and ELPS; immigrant integration; social-emotional needs of students and trauma-informed practices; and student-centered and equity-minded programming and instruction that addresses all students' needs and learning styles, is culturally responsive.

The SVAEC has made progress in and will continue to work on its practices related to student data collection and reporting, particularly student outcomes data. Better capturing student outcomes data will provide a more accurate picture of the Consortium Members' effectiveness in helping students attain their goals. The Consortium also wants to begin setting consortium-level and member-level outcomes targets and to regularly review and analyze student data together for continuous program quality improvement purposes, as part of its overall aim of becoming more effective through data-driven decision making.

See Figure 2: Goal 2 Logic Model

**Goal 3: Student Workforce Gains**

One of the primary objectives of the California Adult Education Program is to help adult learners reach their career goals, and it is clear from the data that adults need access to pathways that lead towards living wage jobs and that industry needs a skilled workforce. The SVAEC's role in meeting these needs is to help adult learners in the Salinas Valley gain the basic skills, employability skills, and technical skills needed to move from unemployment, underemployment, or low-wage jobs into middle-skill, middle-wage jobs. Our aim is to provide instruction, training, and advising to help students reach their career goals. Those goals may include moving from unemployment to employment or from part-time to full-time work; qualifying for jobs with increased responsibility and increased earning potential; advancing to positions in their current company or industry sector or transitioning over to a completely new career pathway or sector; or finding jobs with improved working conditions, schedules, or locations that are more convenient.

Employing strategies to help adult learners make workforce-related gains remains one of the biggest areas of growth for the SVAEC. The strategies for this goal are similar to those for Goal 2: expansion and innovation in curriculum and instruction; increased student support services; leveraging of industry and community partnerships; and data collection.

More short-term certificate CTE programs need to be developed, particularly in the form of noncredit programming at Hartnell College, with pre-CTE bridge courses to help students with lower basic skill levels transition into the college-level CTE programs. Curriculum for new Integrated Education and Training (IET) curriculum and programming needs to be developed to help students with lower basic skills levels – especially English Language Learners – accelerate their progress by improving basic and technical skills simultaneously; these models require faculty buy-in and adequate training, time, and funding. Career pathways and workforce readiness needs to be integrated across the curricula into all program areas and levels and across all services; this also requires significant professional development for teachers and staff. And more opportunities need to be cultivated for collaboration with the Monterey County Workforce Development and WIOA-funded job training for adult learners.

Advising services for all adult learners is key and individualized career planning services will be made available to all students regardless of program area or level. Salinas Adult School and Hartnell College have College and Career advisors, counselors, and staff who can provide some support to adult education students; if resources allow, the SVAEC would also like to develop new Career Coach positions. Besides the individualized career planning, support services will include providing clear and comprehensive career pathways maps and information for students and providers; job fairs specifically for adult learners and the community; and referrals to job training programs, work-based learning opportunities, and job opportunities.

Further developing relationships with employers and other industry partners will be crucial. Partners include employers, industry associations, the AJCC and WDB and other public agencies that provide career services and job training and placement, and other job training programs. These partnerships will be leveraged for access to prospective students for outreach and recruitment; referrals; co-location of workforce development staff from other agencies to provide basic career services to students; new program development (providing industry input to ensure curriculum aligns with employers' needs); job training for students; job and internship placement opportunities for students; and collaboration in the development of a regional workforce development plan. If resources allow, the SVAEC would like to engage an Industry Liaison to deepen relationships with industry partners to increase collaboration and optimize opportunities for students.

Options for undocumented workers remain limited. The SVAEC is committed to serving all adults, regardless of residency status, and helping them find pathways to prosperity. This will require further research, training, and stakeholder engagement, which is all related to the intent of Goal 4 – to promote increased support of and opportunities for immigrants.

Collecting data on student workforce gains remains a challenge for adult education programs and additional resources and training will be dedicated to this work. Student surveys will help programs understand students' barriers to achieving workforce gains and how best to support them. Teacher and staff surveys will identify gaps in

knowledge around career pathways and workforce readiness and help determine what types of training are needed to enable to teachers to integrate employability skills and career readiness into all classes and services. The Consortium will research and communicate industry needs to the program administrators, teachers, and staff.

See Figure 3: Goal 3 Logic Model

#### **Goal 4: Immigrant Integration**

Per CA Assembly Bill 2098 [Appendix I], the California Adult Education Program (CAEP) has been developing recommendations for a set of immigrant integration measures that adult education consortia may use to document adult education's contributions to immigrants and their families and communities. Goal 4 reflects the SVAEC's commitment to better serve the immigrant populations in the Salinas Valley by adopting those measures and following those guidelines from the State (when available), collecting and analyzing relevant data, conducting additional relevant research and needs assessments, and improving programs and services accordingly. The SVAEC also aims to engage regional stakeholders in efforts to develop a strong network of partners and a regional plan to improve services and create more opportunities for immigrants in our communities, similar to the immigrant integration network called ALLIES in the south bay region.

ALLIES developed an Immigrant Integration Framework [see Appendices J and K] that encompasses three (overlapping) areas of integration: Linguistic, Social, and Economic. The framework lays out eight goal areas within the three areas of integration:

- English language proficiency
- First language literacy
- Educational and Career Advancement
- Financial Security
- Health and Well-Being
- Providing for Family
- Credentials and Residency
- Participation in Civic and Community Life

The SVAEC will consider adopting and/or adapting this Immigrant Integration Framework and using it to develop and implement a Regional Immigrant Integration Plan. Conducting further research and awaiting guidelines from the State CAEP Office will be the first steps, followed by professional development to ensure that the Consortium's administrators, teachers, and staff are informed of and versed in immigrant integration. Training will also be extended to stakeholders, who will then be engaged to partner in collaborative planning efforts.

Once guidance is received from the State, the SVAEC programs will adjust their data collection tools and procedures in order to capture local student data related to the new immigrant integration metrics. Once collected, the data will be reviewed and analyzed collectively by the Consortium Members. This data will inform planning, curriculum and program development, and service enhancement. Data will likely show a need for increased partnerships with providers of non-instructional services, such as healthcare, legal, social, and financial service providers, as well as industry and civic partners, including city councils.

In addition to gathering information from national and state sources on relevant policies and practices, the SVAEC will conduct regional research, including needs assessments and an environmental scan of current services for immigrants, resulting in a regional asset map and identification of gaps in services and needs to be addressed. This research will inform the regional immigrant integration plan to be developed with partners. Partners needed for collaborative planning will include Migrant Education, Hartnell's MiCASA Program, Catholic Charities, the UFW Foundation, FIELD, Centro Binacional, Action Council, United Way, Salinas Public Libraries, Monterey County Free Libraries, Goodwill Central Coast, the 5 Cities Initiative, the Monterey Bay Economic Partnership, and more.

See Figure 4: Goal 4 Logic Model

**Goal 5: Consortium Equity, Efficiency, and Efficacy**

Continually refining its governance policies and operational procedures has been a major priority for the SVAEC, particularly as they relate to decision-making processes, member accountability, and resource allocations. It is committed to continue the work of developing a data-driven and equity-minded culture and establishing processes for which the primary objectives are equity, efficiency, and efficacy with a sturdy foundation of quantitative and qualitative data to ensure alignment of regional needs, services, and resources.

Improving the consortium's data collection, reporting, and sharing practices remains a primary focus of the SVAEC, for compliance, accountability, and program improvement purposes. This requires ensuring that all Member Districts utilize the same data collection and student assessment tools, definitions, and practices consistently across the Consortium; significant time, effort, and resources will continue to be dedicated to this, including training and technical assistance. The Data Workgroup will meet regularly again beginning in 2019-20, and the new TE (TopsPro Enterprise) Users Group will continue to meet virtually monthly and in person quarterly. Data will be reviewed and discussed at least quarterly at Steering Committee meetings, and annually it will review regional census data, labor market data, and other relevant regional data. Although the SVAEC is not using a shared data system, it will incorporate a data sharing agreement or clause into its new Member MOUs.

Regular review of student enrollment and outcomes data will be an important part of evaluating Member effectiveness. Members will also be required to conduct a presentation to the Steering Committee on a bi-annual basis to report on their progress, including student data, spending, program changes, successes and challenges, and changing needs or gaps in their service area(s). The Consortium will work on developing additional methods of evaluating member effectiveness, primarily for the purposes of oversight and program improvement, as well as to inform funding decisions (allocation changes or reallocation decisions). The SVAEC continues to seek solutions to address the need for a more formal funding process that leads to increased equity, efficiency, and efficacy.

To operationalize or "institutionalize" these data and accountability practices, the Consortium will regularly review and revise as needed its governance policies, procedures, and agreements, including its bylaws, MOUs, and fiscal agreements.

See Figure 5: Goal 5 Logic Model

Logic Models

Figure 1: Goal 1 Logic Model

**Goal 1: Increase student enrollment in SVAEC adult education programs.**

| Inputs   | Activities  | Outputs   | Immediate Outcomes  | Intermediate Outcomes  | Long-Term Outcomes   |
|--|---|---|---|--|--|
| <p><u>OUTREACH</u><br/>New Consortium Outreach &amp; Recruitment Staff</p> <p>Funding for staffing, supplies &amp; materials, and mileage</p> <p>Current Consortium and Member staff involved in AE outreach and recruitment</p> <p>AE teachers and students willing to engage in outreach</p> <p>Professional development</p> <p>Community and industry partnerships</p> <p><u>MARKETING</u><br/>Marketing &amp; Communications contractor(s)</p> <p>Funding for marketing, advertising, collateral, events</p> | <p><u>OUTREACH</u><br/>Hire new Consortium staff to conduct outreach and recruitment</p> <p>Develop a new outreach, marketing, and recruitment plan</p> <p>Conduct more community outreach and targeted recruitment through engagement of stakeholders, leveraging of partnerships (especially K-12 schools and employers), and increased presence in the community</p> <p>Build a stronger cross-referral network with other providers and pilot co-location of counselors/advisors/case managers</p> <p>Host more tours and events at the AE program sites</p> <p>Consistently follow up with students who have expressed interest or who signed up but did not attend</p> <p><u>MARKETING</u><br/>Implement a strategic marketing campaign</p> <p><u>ACCESS</u><br/>Improve and better communicate enrollment processes across consortium to make them consistent, clear, and student-centered</p> | <p>Enrollment data, including information on how students learned of programs and sources of referrals</p> <p><u>OUTREACH</u><br/>Estimated number of prospective students reached at events attended, presentations given, and events hosted</p> <p>Students enrolled onsite at events or out in community</p> <p>Time spent at partner sites and students enrolled or referred there</p> <p>Clear and effective referral processes</p> <p><u>MARKETING</u><br/>Advertisements and marketing collateral providing information on program offerings and enrollment processes</p> <p><u>ACCESS</u></p> | <p>Increased awareness of AE programs and services and their enrollment processes</p> <p>Improved student access to AE programs and services</p> <p>Increased student enrollment</p> <p>Improved retention of students post-intake and post-orientation</p> <p>Increased and strengthened partnerships with industry and community partners</p> | <p>Increased student enrollment in AE programs</p> <p>Classes at capacity</p> <p>Increased student persistence, completion, and achieving desired outcomes</p> <p>Strong regional referral network and increased referrals</p> | <p>Increased number of students gaining new skills, obtaining certificates and degrees, increasing their earning potential, and reaching their education and career goals</p> <p>Progress towards:</p> <ul style="list-style-type: none"> <li>Economic prosperity and upward mobility for adults and their families and communities</li> <li>Workforce, economic, and community development in the Salinas Valley leading to equity, poverty alleviation,</li> </ul> |

|   |  |   |  |  |                             |
|---|--|---|--|--|-----------------------------|
| <p><b>ACCESS</b><br/>Adult education-dedicated space provided by schools</p>  | <p>Contact/survey students who did not attend post-intake or post-orientation to identify and address reasons</p> <p>Establish more AE-dedicated spaces at schools</p> | <p>Common intake forms and procedures that are student-centered</p> <p>Data on students who did not attend post-intake or post-orientation</p> <p>Spaces at schools that are clearly, consistently, solely dedicated to AE programs</p> |  |  | <p>and a robust economy</p> |
| <b>Assumptions</b>  |  |   | <b>External Factors</b>  |  |                             |
| <ul style="list-style-type: none"> <li>Prospective students who learn about the AE programs and how to enroll will do so (assuming the primary reasons for low enrollment are lack of awareness and information)</li> <li>Our AE programs offer classes and services that meet the needs of the community</li> <li>Quality partnerships with industry and community partners will result in increased access to or referrals of prospective students</li> <li>Funding will remain stable</li> <li>Once we identify reasons for student attrition, we will be able to increase student retention.</li> </ul> |  |   | <ul style="list-style-type: none"> <li>Hiring process for new staff</li> <li>Access to qualified candidates for outreach and recruitment</li> <li>Processes for training and potentially compensating staff, teachers, and students to conduct outreach</li> <li>Access to high-quality marketing &amp; communications experts</li> <li>Willingness of employers and community partners to partner in meaningful ways</li> <li>School district support of AE programs</li> <li>Potential students motivation to enroll and complete</li> </ul> |  |                             |

Figure 2: Goal 2 Logic Model

**Goal 2: Increase the number of SVAEC adult learners achieving their education goals.**

| Inputs   | Activities   | Outputs  | Immediate Outcomes   | Intermediate Outcomes   | Long-Term Outcomes   |
|--|--|--|--|---|--|
| <p><b>CURRICULUM &amp; INSTRUCTION</b><br/>Teacher/faculty and administrator buy-in and participation</p> <p>AE teachers</p> <p>Curriculum</p> | <p><b>CURRICULUM &amp; INSTRUCTION</b><br/>Develop pathways from AS to CC</p> <p>Develop new curriculum and courses: bridge/transition courses, short-term certificate programs, contextualized instruction (IET, VESL, Integrated EL Civics), workforce readiness, and CTE (Healthcare, Agriculture, Education, Hospitality, Building Trades)</p> | <p><b>CURRICULUM &amp; INSTRUCTION</b><br/>New teachers hired</p> <p>New curriculum and programs developed and offered</p> | <p>Increased number of students setting goals, developing education plans, and persisting in AE programs – start with Intermediate and Advanced Students, then</p> | <p>More AE programs and pathways developed that meet the needs of adult learners and industry</p> <p>Increased number of students achieving desired</p> | <p>Increased number of students gaining new skills, obtaining certificates and degrees, increasing their earning potential, and reaching their</p> |

|   |  |  |  |                           |   |
|---|--|--|--|---------------------------|---|
| <p>Professional development</p> <p>Funding for classroom instruction, curriculum development, and professional development</p> <p><u>STUDENT SUPPORT</u><br/>Tools and expertise for Individualized Education Planning and other transition support for AE students</p> <p>Current transition support staff</p> <p>All AE teachers and staff</p> <p>Professional development</p> <p><u>DATA</u><br/>Student Information Systems that have the capacity to track student goals, barriers, progress, and outcomes</p> <p>Staff trained in student assessment and student data collection, reporting, and analysis</p> | <p>Align curriculum across AE programs, with the college curriculum, with industry standards and needs, with academic standards like CCRS and ELPs, and with new immigrant integration metrics</p> <p>Integrate college and career readiness skills and career pathways and workforce development knowledge into all curricula across program areas and levels</p> <p>Develop more programming for special populations, like adults with disabilities and undocumented students</p> <p>Integrate trauma-informed and equity-minded practices into the classroom and all services</p> <p>Provide professional development for teachers, staff, and administrators</p> <p><u>STUDENT SUPPORT</u><br/>Conduct individualized education planning with every AE student</p> <p>Provide ongoing advising, mentoring, and support to all AE students</p> <p>Map education and career pathways for each program area</p> <p>Provide professional development for teachers, staff, and administrators</p> <p><u>DATA</u><br/>Improve data collection practices to better capture student goals, progress, and outcomes</p> <p>Utilize student assessment data to inform placement and instruction</p> | <p>Curriculum aligned to standards and across programs and institutions</p> <p><u>STUDENT SUPPORT</u><br/>Education pathways maps tailored for different program areas and audiences</p> <p>Individualized Ed Plans for every AE student in the Consortium</p> <p><u>DATA</u><br/>Assessment and progress data for every ESL and ABE/ASE student</p> <p>Data on student goals, barriers, and outcomes for every AE student</p> <p>Consortium and Member student outcomes targets</p> | <p>expand to students at all levels</p> <p>Smoother transitions for students between levels, programs, and institutions</p> <p>Courses that are relevant to adult learners' lives and goals</p> <p>Staff and teachers who are trained in goal-setting, ed-planning, career exploration and career development, and who are well-informed of educational and career resources for their students and regional workforce development information</p> <p>Improved student data collection</p> | <p>outcomes and goals</p> | <p>education and career goals</p> <p>Progress towards:</p> <ul style="list-style-type: none"> <li>• Economic prosperity and upward mobility for adults and their families and communities</li> <li>• Workforce, economic, and community development in the Salinas Valley leading to equity, poverty alleviation, and a robust economy</li> </ul> |
|---|--|--|--|---------------------------|---|



|  |   |  |   |  |  |
|--|---|--|---|--|--|
|  | As a Consortium set consortium-wide and member-level targets for student progress and completion; regularly review student data together for continuous program quality improvement |  |   |  |  |
| <b>Assumptions</b>   |   |  | <b>External Factors</b>   |  |  |
| <ul style="list-style-type: none"> <li>• There are adults in the region who have goals of continuing their education and have the desire and capacity to attend school to make progress towards those goals</li> <li>• Teachers, staff, and administrators will participate in professional development opportunities and meetings to work on curriculum development and program alignment</li> <li>• Transition support, ed-planning and goal-setting, and understanding of college and career pathways will contribute to students' persistence and success</li> <li>• Funding will remain stable</li> </ul> |   |  | <ul style="list-style-type: none"> <li>• Access to qualified teachers/faculty for instruction, curriculum development, and new collaborative teaching models</li> <li>• Teachers credentialing requirements, particularly CTE</li> <li>• Cost of and infrastructure required for CTE instruction</li> <li>• Curriculum approval processes</li> <li>• Schedule coordination and availability of teachers and staff to participate</li> <li>• Districts' support of cross-institution collaboration and alignment</li> <li>• Factors in students' lives that impact persistence: work, family, health, childcare, transportation</li> <li>• Large percentage of population with very limited English or first language literacy skills</li> </ul> |  |  |

Figure 3: Goal 3 Logic Model

**Goal 3: Increase the number of SVAEC adult learners making workforce gains.**

| Inputs  | Activities  | Outputs  | Immediate Outcomes  | Intermediate Outcomes  | Long-Term Outcomes  |
|---|---|--|---|--|---|
| <p><u>CURRICULUM &amp; INSTRUCTION</u><br/>Academic instructors and industry experts willing to collaborate</p> <p>Professional development</p> <p><u>SUPPORT SERVICES</u><br/>College &amp; Career Advisor located at Salinas Adult School</p> | <p><u>CURRICULUM &amp; INSTRUCTION</u><br/>Increase career pathways available to adult learners, particularly in Healthcare, Agriculture, STEM, and Education:</p> <ul style="list-style-type: none"> <li>• Increase number of CTE classes with certificates at Hartnell College and at the adult schools through collaboration with the college and other job training providers, including the WDB.</li> <li>• Provide more mid-level job skills such as supervisor/manager training, human resources, and information technology instruction (per industry)</li> </ul> | <p><u>CURRICULUM &amp; INSTRUCTION</u><br/>New curriculum, courses, and programs that enable students to make measurable workforce gains</p> <p><u>SUPPORT SERVICES</u><br/>Career pathways maps to be used by students, teachers, staff, and partners</p> | <p>Career advising services and Individualized Career Plans offered to all students regardless of level or program area</p> <p>More CTE and Workforce Readiness programming</p> | <p>Increased number of students receiving workforce readiness and CTE services</p> <p>Increased number of students making workforce gains, including: progressing from unemployment to employment, part-time to full-time work, new positions/advancement,</p> | <p>Lower unemployment rate</p> <p>Decreased poverty rates</p> |

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| <p>Faculty and staff at Hartnell College, including CTE Job and Internship Placement Coordinator and other CTE/Workforce Development staff</p> <p>If resources allow, hire additional staff to serve as Career Coaches (or leverage current AE teachers or staff) and someone to serve as an Industry Liaison</p> <p>All AE teacher and staff at all Member Districts</p> <p>Professional development</p> <p><u>PARTNERSHIPS</u><br/>Industry and community partnerships</p> <p><u>DATA &amp; RESEARCH</u><br/>Staff with expertise in workforce-related student data collection, reporting, and analysis</p> <p>Staff with expertise in survey development, administration, analysis</p> <p>Regional workforce development resources and labor market information</p> | <ul style="list-style-type: none"> <li>• Develop pre-CTE bridge courses to help students transition to postsecondary-level CTE programs</li> <li>• Incorporate “micro-certificates” into programs to create incentive and “momentum points” for students</li> <li>• Align curriculum with industry standards and changes (particularly increased automation and advanced technology in agriculture in healthcare)</li> <li>• Develop contextualized curriculum that integrates basic skills and technical skills instruction</li> <li>• Use innovative models for Integrated Education &amp; Training, such as VESL and I-BEST</li> <li>• Integrate workforce readiness into all curriculum across all levels and program areas</li> </ul> <p>Research and develop viable career pathways and programming that leads to increased workforce opportunities for undocumented adults.</p> <p><u>SUPPORT SERVICES</u><br/>Provide advising services, develop Individualized Career Plans for students, provide ongoing support and follow up, and conduct workforce-related data collection</p> <p>Career Coaches to advise and assist students and hire at least a PT Industry Liaison to build relationships with employers and industry associations, promote industry collaboration, inform new CTE and Workforce Readiness program development, and facilitate internship and job placement</p> | <p>Individualized Career Plan template to be utilized across consortium</p> <p>Co-location of WIOA Partner staff at AE program sites</p> <p>Job fairs at AE program sites</p> <p><u>PARTNERSHIPS</u><br/>Meetings and collaboration with employers and other industry partners</p> <p><u>DATA</u><br/>Utilization of consortium wide case management system / active participation in collaborative regional referral networks and case management / co-enrollment</p> <p><u>DATA &amp; RESEARCH</u><br/>Complete and accurate data on student workforce gains across the Consortium</p> <p>Data from survey results on student barriers to workforce gains and on teacher needs for additional training in</p> | <p>developed and offered</p> | <p>wage gains, improved working conditions</p> |  |
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|  | <p>Possible co-location of AJCC staff or other WIOA Partner Agency staff at AE program sites to provide career services to students</p> <p>Hold job fairs at adult schools (develop shared employer/partner list).</p> <p><u>PARTNERSHIPS</u><br/>Further develop relationships with employers and other industry partners – including employers, industry associations, the AJCC and WDB and other public agencies that provide career services and job training and placement, and other job training programs – for outreach and referrals, new program development, job and internship placement opportunities for students, and collaboration in the development of a regional workforce development plan. Leverage existing opportunities to interface with employers, e.g. industry advisory committees and meetings.</p> <p><u>DATA &amp; RESEARCH</u><br/>Improve data collection at intake and follow up, ensure collection of student goals and barriers related to employment and career (find ways to monitor student progress, e.g., job retention, work quality, wage gains, advancement)</p> <p>Survey students to better understand barriers to achieving workforce gains</p> <p>Conduct a needs assessment survey for teachers and staff related to the additional training/PD they need related to workforce readiness and career pathways</p> <p>Research employer/industry needs and better communicate those needs to AE programs and</p> | <p>workforce readiness and career pathways</p> <p>Improved communication and training on industry needs</p> |  |  |  |
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|   | provide relevant training to AE teachers and staff |   |  |  |
| Assumptions   |  | External Factors  |  |  |
| <ul style="list-style-type: none"> <li>• There are adults in the region who have goals of continuing their education and have the desire and capacity to attend school to make progress towards those goals</li> <li>• Teachers, staff, and administrators will participate in professional development opportunities and meetings to work on curriculum development and program alignment</li> <li>• Transition support, ed-planning and goal-setting, and understanding of college and career pathways will contribute to students' persistence and success</li> <li>• Industry is willing to advise and collaborate with our programs. Employer engagement and collaboration will result in programs and partnerships that lead to increased opportunities for adult learners and a skilled workforce that meets industry needs</li> <li>• Funding will remain stable</li> </ul> |  | <ul style="list-style-type: none"> <li>• Access to qualified teachers/faculty for instruction, curriculum development, and new collaborative teaching models</li> <li>• Curriculum approval processes</li> <li>• Schedule coordination and availability of teachers and staff to participate</li> <li>• Districts' support of cross-institution collaboration and alignment</li> <li>• Employers' and other industry entities' willingness to partner</li> <li>• Economic trends (market and growth or decline, job availability)</li> <li>• Number of jobs available that pay living wages (currently limited)</li> <li>• Industry trends resulting in need for advanced skills training (automation)</li> <li>• Percentage of workers in the region that are undocumented</li> <li>• Immigration policies that restrict employment opportunities for immigrants without Right to Work status</li> </ul> |  |  |

Figure 4: Goal 4 Logic Model

**Goal 4: Adopt the new CAEP Immigrant Integration metrics and promote increased support for immigrants in the Salinas Valley.**

| Inputs  | Activities   | Outputs   | Immediate Outcomes   | Intermediate Outcomes   | Long-Term Outcomes   |
|---|--|---|--|---|--|
| <u>RESEARCH &amp; DATA</u><br>Research, guidance, and training from CAEP and other State programs/agencies<br><br>Staff with expertise in survey development, administration, analysis<br><br><u>PROFESSIONAL DEVELOPMENT</u> | <u>RESEARCH &amp; DATA</u><br>Research Immigrant Integration and new guidance from CAEP and provide training for Consortium and partners<br><br>Inventory and map current immigrant integration assets in the region and identify opportunities for improvement and expansion<br><br>Conduct an immigrant integration-oriented needs assessment that also captures data related to barriers preventing immigrants from | <u>RESEARCH &amp; DATA</u><br>Policies, procedures, and best practices developed for collecting and reporting immigrant integration data<br><br>Immigrant Integration asset maps<br><br><u>PROFESSIONAL DEVELOPMENT</u> | As a Consortium we will be better informed of: <ul style="list-style-type: none"> <li>• What immigrant integration means and the impact relevant programming has on our communities</li> </ul> | Stronger partnerships between the Consortium and regional stakeholders (including LEAs, CBOs, public agencies, and industry) that can be leveraged for improving services and increasing opportunities for immigrants | Increased number of immigrants who are reaching or making progress towards their goals<br><br>Immigrant students have basic skills, soft skills (including cross-cultural competency), and technical skills needed to succeed in |

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| <p>Local, regional, state, and national professional development on immigrant integration, intercultural competency, EL Civics, ELL/Immigrant Career Pathways, etc.</p> <p><u>PARTNER ENGAGEMENT</u><br/>Partnerships with key stakeholders, particularly those who directly serve immigrants</p> <p>Leverage Hartnell College industry partnerships and current programs like the Farmworker Education &amp; Advancement Program, MiCASA, SVHPPP, 5 Cities Initiative, and its new Parent Curriculum</p> <p>Leverage MCOE's county-wide programs like Migrant Education and Head Start as well as other LEA programs and services</p> <p><u>PLANNING</u><br/>Leverage current and future staff and teachers to adopt new metrics and related program guidelines, develop and implement new strategies, and participate in efforts to improve services for immigrants</p> <p><u>CURRICULUM</u></p> | <p>accessing resources; utilize data to inform program/services improvement and expansion</p> <p>Include new immigrant integration metrics into Consortium data practices</p> <p><u>PROFESSIONAL DEVELOPMENT</u><br/>Provide training to increase knowledge and skills of adult education program administrators, teachers, and staff related to immigrant integration policies, metrics, best practices and effective program models, etc. Extend training to community and industry partners.</p> <p><u>PARTNER ENGAGEMENT</u><br/>Establish partnerships with key stakeholders, specifically providers who serve immigrants, including other LEAs, social services, legal/immigration entities, churches, libraries, and food banks, as well as employers who currently or plan to employ immigrants</p> <p><u>PLANNING</u><br/>Develop collaborative regional plan for immigrant integration with partners and stakeholders, which will include the creation of new career pathways for immigrants, including those who are undocumented</p> <p><u>CURRICULUM</u><br/>Revise or develop new curriculum with EL Civics and Immigrant Integration-related skills integrated throughout</p> <p>Work with partners to develop and implement a workshop series for immigrants related to immigrant integration and available resources</p> | <p>AE teachers and staff who are knowledgeable of immigrant integration and relevant best practices</p> <p><u>PARTNER ENGAGEMENT</u><br/>Strong network of partners committed to collaboratively supporting and creating more opportunities for immigrants</p> <p><u>PLANNING</u><br/>A regional plan for immigrant integration and improved services and opportunities for immigrants</p> <p><u>CURRICULUM</u><br/>New/revised curriculum with Immigrant Integration-related skills instruction integrated across program areas and levels</p> | <ul style="list-style-type: none"> <li>• What the immigrant integration needs and assets are in our region</li> <li>• What the new State metrics and guidelines are for immigrant integration</li> <li>• Best practices for creating career pathways for immigrants and English Language Learners, including those who are undocumented</li> </ul> | <p>Data to inform program improvement and new program/service/course development and to establish a baseline for tracking student progress and community impact</p> <p>Immigrant Integration-related skills integrated into curriculum across program areas and levels</p> <p>New career pathways for immigrants who do not meet the Right to Work requirements</p> <p>Immigrant community is aware of services and opportunities available</p> <p>Sufficient trust is established that immigrants feel safe and confident enough to access resources and integrate into the larger community</p> | <p>school and the workplace, access essential resources like healthcare and financial services, and advocate for their families and engage in civic life</p> <p>Comprehensive data on immigrant integration metrics</p> <p>Strong network of stakeholders collaborating to serve and provide opportunities for immigrants and all adult learners, particularly English Language Learners, those with low literacy or education levels, and low income</p> <p>Progress in the areas of:</p> <ul style="list-style-type: none"> <li>• Workforce, economic, and community development in the Salinas Valley leading to equity, poverty alleviation, and a robust economy</li> <li>• Economic prosperity and upward mobility for immigrants,</li> </ul> |
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| Teachers, staff, and partners to work on curriculum   |  |  |  |  | their families, and communities |
| Possibly new instructional resources and materials  |  |  |  |  |                                 |
| Assumptions   |  |  | External Factors   |  |                                 |
| <ul style="list-style-type: none"> <li>• There are adults in the region who have goals of continuing their education and have the desire and capacity to attend school to make progress towards those goals</li> <li>• Teachers, staff, and administrators will participate in professional development opportunities and meetings to work on curriculum development and program alignment</li> <li>• Transition support, ed-planning and goal-setting, and understanding of college and career pathways will contribute to students' persistence and success</li> <li>• Partners will be willing and able to engage in this work together</li> <li>• Funding will remain stable</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Availability of CAEP guidance on new Immigrant Integration metrics and relevant training</li> <li>• Partner interest and capacity to participate in collaborative efforts to promote immigrant integration</li> <li>• Schedule coordination and availability of teachers and staff to participate</li> <li>• Districts' support of cross-institution collaboration and alignment</li> <li>• Immigration policies</li> </ul> |  |                                 |

Figure 5: Goal 5 Logic Model

**Goal 5: Adopt practices that ensure equity, efficacy, and efficiency through data-driven decision making and alignment of adult education services and resources with regional needs.**

| Inputs   | Activities  | Outputs  | Immediate Outcomes   | Intermediate Outcomes  | Long-Term Outcomes   |
|--|---|--|--|--|--|
| <p><u>DATA &amp; ACCOUNTABILITY</u><br/>All Member District AE personnel</p> <p>SVAEC staff</p> <p>Data Workgroup comprised of Member administrators, staff, and teachers</p> <p>TE Users Group, comprised of data clerks and intake staff</p> <p>District staff from the offices of IT, Institutional</p> | <p><u>DATA &amp; ACCOUNTABILITY</u><br/>Incorporate regular review and discussion of data into Steering Committee meetings</p> <p>Convene the Data Workgroup, comprised of Member administrators, staff, and teachers, more frequently</p> <p>Convene the TE Users Group, comprised of data clerks and intake staff, more frequently</p> <p>Continue to improve data collection practices at the adult schools, MCOE, and Hartnell College to close data gaps through regular training and technical assistance; adequate staffing with qualified personnel who have the expertise to</p> | <p><u>DATA &amp; ACCOUNTABILITY</u><br/>Regular Steering Committee meetings, Data Workgroup meetings, and TE Users Group meetings where Members collectively review, analyze, and discuss data</p> <p>Annual Consortium and Member performance targets; quarterly data reports; and bi-annual progress reports</p> | <p>Better coordination of cross-program and cross-institution data sharing, resulting in greater transparency and accountability, as well as smoother transitions for students</p> <p>Collaboration between Consortium Members to use data to identify and</p> | <p>Ability to better identify regional community needs and student needs through the collective sharing and analysis of data at the Member and Consortium levels</p> <p>Improved collaboration between Members to provide services that meet student</p> | <p>Progress in the areas of:</p> <ul style="list-style-type: none"> <li>• Workforce, economic, and community development in the Salinas Valley leading to equity, poverty alleviation, and a robust economy</li> </ul> |

|  |  |   |   |  |   |
|--|--|---|---|--|---|
| <p>Research &amp; Effectiveness, and Admissions &amp; Records</p> <p>Professional development resources</p> <p>Student information systems and data collection tools that meet the needs of providers and are student-centered</p> <p><u>GOVERNANCE</u></p> <p>Consortium Steering Committee and subcommittees and workgroups</p> <p>SVAEC staff</p>   | <p>ensure availability of accurate data; and sufficient program-level oversight of data collection and reporting practices</p> <p>Align and bridge data collection and reporting practices between different programs and systems (TE and MIS)</p> <p>Develop new processes and tools for evaluating Member effectiveness, including requirements to regular reporting on student progress, program changes, spending, etc.</p> <p><u>GOVERNANCE</u></p> <p>Consider forming a separate Governance or Accountability subcommittee to consistently review Consortium policies and procedures (similar to the current ad hoc committee)</p> <p>Develop more Consortium-level policies and procedures to ensure accurate data collection and to facilitate sharing, collaboration, and transparency between Consortium Members</p> <p>Review and modify as needed the Consortium bylaws, MOUs, fiscal agreements, and other relevant documents related to Consortium governance and Member accountability and effectiveness, including requirements for Member data reporting</p> | <p>presented by Members to the Steering Committee</p> <p>New processes and tools for evaluating Member effectiveness</p> <p><u>GOVERNANCE</u></p> <p>Updated Consortium bylaws, MOUs, and fiscal agreements</p> <p>Protocol to address gaps in service</p> <p>Funding process (possibly with a funding formula)</p> | <p>fulfill regional adult education needs</p> <p>Data-driven decision making around funding allocations, capacity building, and program development</p>   | <p>and community needs</p> <p>A Consortium that functions efficiently and effectively</p> <p>Equitable distribution and effective use of resources</p> | <ul style="list-style-type: none"> <li>Economic prosperity and upward mobility for immigrants, their families, and communities</li> </ul> |
| <p>Assumptions</p>   |  |   | <p>External Factors</p>   |  |   |
| <ul style="list-style-type: none"> <li>Members will come to agreement on common data collection tools, practices, requirements, definitions, etc.</li> <li>The Consortium and its Members have the capacity and resources (fiscal, human, and capital) to conduct this data, accountability, and governance work (including data software and systems)</li> <li>Improved data collection and reporting practices will lead to data-driven decision making, program improvement, increased Member and Consortium effectiveness, and equitable and effective use of resources</li> <li>Effective policies and procedures founded on data-driven decision making will lead to improved collaboration within and efficacy of the Consortium</li> </ul> |  |   | <ul style="list-style-type: none"> <li>Ability to find and hire qualified personnel with expertise in data collection, reporting, sharing, and analysis</li> <li>Access to adequate training and technical assistance related to data, accountability, and governance, at local, regional, and state levels</li> <li>Availability of data tools and systems that meet the needs of providers and students</li> <li>Lack of a connected/integrated data system across providers</li> </ul> |  |   |

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|  | <ul style="list-style-type: none"><li>• Lack of a common student identifier</li><li>• Disconnect between adult school and community college data systems and practices</li><li>• Willingness of Districts to provide support and technical assistance related to data and accountability for their AE programs</li></ul> |
|--|--|



**Table 3. Progress Indicators**

*Note: Program Year 2018-19 will serve as the baseline for these progress indicators, including 18-19 student enrollment and outcomes data.*

By 2022, the SVAEC will...

| Goal | Progress Indicators  |
|------|--|
| 1    | Increase its student enrollment by 10% through increased community outreach, stakeholder engagement, and targeted recruitment efforts.                   |
| 2    | Increase its number of students achieving their education goals by 10%.  |
| 3    | Increase the number of students making workforce gains by 10%.   |
| 4 A  | Adopt the new Immigrant Integration metrics and related guidelines from CAEP.  |
| 4 B  | Engage stakeholders in an effort to adopt an immigrant integration framework and develop a plan for increasing support and opportunities for immigrants. |
| 5 A  | Collectively review and analyze student data on a quarterly basis and regional data (census and otherwise) on an annual basis.                           |
| 5 B  | Adopt new tools and practices for evaluating member effectiveness.   |

## 2.5 Piloting and Implementation

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Two of the new strategies the SVAEC will pilot in the next three years are:

1. The evaluation and improvement of immigrant integration services; and
2. Addressing the significant need for accessible childcare.

### Immigrant Integration

With 43% of its adult population foreign born, 34% with limited English skills, 32% without a high school diploma or equivalency, and 36% living in poverty, there is significant need for expanded and improved services and opportunities for immigrants in the Salinas Valley. The SVAEC's adult education programs provide essential services for immigrants in its communities: English language instruction, English and Spanish literacy instruction, EL civics instruction, high school diploma and equivalency instruction and testing, citizenship preparation, workforce readiness services and instruction, Career Technical Education, and programming to train parents/guardians to support their children's success in school. The adult education programs also partner with public agencies, community based organizations, and private entities to provide additional services to their students, the majority of whom are immigrants, including career services and social services.

The Consortium will begin by conducting research about immigrant integration and collecting data based on the new CAEP Immigrant Integration metrics and guidelines (expected summer 2019), which it is developing in response to Assembly Bill 2098 [Appendix I]. In addition to student data collected through the standard student intake process at the Member District adult education programs, surveys will be also be developed and administered to determine student needs related to immigrant integration. A community needs assessment may also be conducted, if similar data cannot be found from other sources. An environmental scan of services and asset mapping of resources for immigrants will be conducted in order to connect more immigrants to services and resources and to identify remaining service gaps that need to be addressed. The Consortium will form an internal workgroup or subcommittee to work on this research and data collection and subsequent planning.

The Consortium will also seek external assistance from regional and state experts, specifically the California Adult Education Program (CAEP) Immigrant Integration Field Team and ALLIES, the immigrant integration network affiliated with the South Bay Consortium for Adult Education (SBCAE). The ALLIES report titled Immigrant Integration Framework: From English Learning to Full Participation [Appendix K] "reviews how immigrants' success must include more than the acquisition of English language skills. The proposed framework suggests that a broader, more balanced set of goals and associated metrics can more accurately record an immigrant's progress. This framework can be foundational in supporting individual immigrants more holistically, as well as assessing the capacity of programs that serve immigrants, and identifying support gaps in individual communities." Aspects of the ALLIES model, including its approaches to stakeholder engagement and collaborative regional planning and its resulting Immigrant Integration Framework, will be strongly considered for adoption (with necessary adaptations) in the Salinas Valley.

Other models and best practices will be researched, as well, including the English Language Learner (ELL) Navigator Pilots and ELL Co-Enrollment Pilots funded by the California Workforce Development Board, Employment Development Department, and Labor & Workforce Development Agency with Governor's Discretionary WIOA funds in 17-18 and 19-20.

Key to this work will be stakeholder engagement and the formation of a strong network of partners to work collaboratively on regional plan development and implementation to collectively improve services and opportunities for immigrants and their families in the region. This may expand beyond the Salinas Valley into neighboring adult education consortia and counties; the Monterey Peninsula Adult Education Consortium (MPAEC) and GOAL, the adult education consortium of Santa Cruz County, have both expressed interest in collaborating on this effort. Some essential partners can be leveraged through the SVAEC's Member Districts: MCOE's Migrant Education and Head Start Programs; Hartnell College's MiCASA Program, Salinas Valley Health Professions Pathways Partnership and Parent Organizer, 5 Cities Initiative and the Salinas Valley Workforce Development Intermediary Advisory Board, and Industry Advisory Committees; and Salinas Union High School District's Mission Trails Regional Occupation Program.

Other important regional partners include all K-12 Schools, Catholic Charities, churches and other faith organizations, California Rural Legal Assistance, Centro Binacional para el Desarrollo Indigena, the UFW Foundation, FIELD, Action Council, Salinas Public Libraries, Monterey County Free Libraries, United Way of Monterey County, Goodwill Central Coast, Monterey County Workforce Development Board, Monterey Bay Economic Partnership, Monterey County Health Department, US Citizenship & Immigration Services (USCIS), and more.

As mentioned above under Goal 4, the SVAEC aims to have immigrant integration data collected and a regional collaborative planning process underway (if not a final regional plan for immigrant integration completed) by 2022.

#### Childcare

Lack of access to affordable and convenient childcare repeatedly shows up as a major barrier to accessing adult education in student surveys and community needs assessments. In early 2018, a group of teachers, staff, and administrators participated in the pilot Human Centered Design training provided by CAEP and WestEd. During that course, the group chose a design challenge that addressed student retention, asking the questions, “Why do students leave?” and “What can we do differently?” The group interviewed a handful of students who had stopped attending classes; those interviews led to the identification of childcare as a barrier for some of those students who had not persisted. The challenge led the group to ask: “How might we provide childcare to meet our students’ needs and enable them to attend class?”

This is a question that the Consortium is still asking itself and it would like to pick up where that course left off with collecting more data from former, current, and prospective students; conducting more research on effective models and best practices in the field of adult education; and developing and piloting potential strategies to address this community need. Consortium capacity to undertake this work is a barrier, so the Consortium will leverage related work being done by regional partners and consider contracting with an expert to lead efforts on this project for the SVAEC.