

05 Greater Opportunity Through Adult Learning

Plans & Goals

Executive Summary

For this first year of the three year plan, we will be focused on implementation in the context of recovery from the pandemic. Outreach, recruitment, and retention will be key in supporting our community and stabilizing programs as we innovate via IET (Integrated Education & Training) and expand career education opportunities for more students. Momentum on these areas addressed in our prior three year plan were stymied by the pandemic and CZU Fire however we still have expanded our consortium team with several new transition specialists. We are continuing on with many strategies enumerated in the prior year with this recovery and outreach emphasis.

Our 2022-2023 Annual Plan is consistent and aligned with GOAL's 3-Yr Plan. The focus for our consortium is on supporting adult education students to advance to employment and/or postsecondary education and on the development of a bridge for transitioning students between the adult education system, college, and/or workforce. COVID19 has hit our community especially hard in addition to the devastation of the CZU fire in August 2020. The demographic characteristics of our consortium students represents the most marginalized adults in our County, e.g. no high school diploma, limited English proficiency, low income, low-literacy, and unemployment. Many students continue to receive emergency assistance grants from both private and public sources (e.g. CARES Act). All consortium partners, adult school, community college, and county office of education continue to deliver much instruction online with increased experimentation with hybrid and hybrid models.

The adult school currently has limited distance ed/online options. The reality is that there are limited resources to share with students, e.g. internet connection, devices to access resources. There are a myriad of different professional development and training opportunities continuing to be provided to instructors and staff by all consortium agency partners. Through district and county leadership projects to equity and digital academies and equity and race training. Programming in correctional facilities will continue through the Fall. While the earlier budget cuts proposed by the Governor were restored by the legislature, the budget is clearly vulnerable where future low tax revenues could facilitate legislative action that results in reduced allocations. The devastating racial violence amidst the backdrop of COVID19 along with the CZU Fire has made more evident the incredible disparities and oppression that many people of color experience on a daily basis. Our consortium is committed to the prioritization of equity and justice and will continue to use data, focus groups, student voice, and engagement with the community to focus on identifying and addressing disparities.

Regional Planning Overview

As outlined in our Annual Plan last year (2021-2022), multiple strategies and efforts were conducted to understand the needs of the community and the alignment between the two. In an effort to learn more about the needs of the community the GOAL consortium completed a Community Needs Assessment. A two-pronged approach was used to ascertain the career and educational aspirations as well as the challenges of the adult community in Santa Cruz County and enrolled adult education students in our programs. To focus on the immigrant community, a more detailed survey was administered to the members of Senderos, an indigenous organization in Santa Cruz County. Current students were asked for information about their educational goals, class interests, career goals, and interests, as well as educational barriers. The survey was available online in Spanish or English and was distributed to students by consortium members from a pool of students that include students of both Cabrillo College and the Watsonville Santa Cruz Aptos Adult School combined. As a result, the results of this survey are generalized across institutions. Findings from this assessment were presented to consortium members and used to develop the three-year plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The GOAL Consortium is strengthening and expanding specific bridge classes from Adult Education to Community College. We launched two new IBEST classes co-taught by Adult Education and Community College teachers focused on career pathways in Early Childhood Education and Personal Care Assistant which also align with the Adult School's WIOA Integrated English Literacy and Civics Education (IELCE) Plan during the Spring of 2020. Adult English language learners face significant barriers in attaining necessary literacy skills that include restrictive work schedules, low wages, and the need for childcare. These students need flexible evening programs with wrap-around support. Day labor worker centers that were surveyed expressed high interest in having both ESL and Construction job literacy training classes in the evening. GOAL's 3 Year Planning, conversations, focus groups as well as Community Action Board of Santa Cruz county in partnership with the GOAL Consortium, conducted a year long county wide study of adult learners. Conclusions of Board members from interacting with key agencies, results of our 3 Year Plan, students, and community members; low numbers of students transitioning from adult schools to college. Lack of established structures for outreach and transition support among member entities. Our consortium will create opportunities for counselors to meet and to develop common messaging and better communication.

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

In Santa Cruz County, approximately 66,745 people over 18 years old speak a language other than English at home according to the 2020 US Census. Current census data indicate 32,512 adults in the county speak English "less than well." In the past four years, together Cabrillo College and the WASCAE enrolled 6,173 students in their English as a Second Language programs. In addition, reviewing enrollment trends along with feedback from the community assessment highlight the challenges of pursuing education in the conditions we have had in the last two and a half years.

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

The consortium will continue to monitor the data presented here and note the increase and/or decrease in the number of students who progress, transition or earn a degree or certificate or High School diploma/Equivalency using CASAS and local MIS. Specific outcomes will include:

- Increased enrollments in all program areas especially ESL and CTE
- Graduation rates
- Students will graduate from high school with increased math and English proficiency, improv

Address Educational Needs

2022-23 Strategies

Strategy Name

Strategy #1

Activity that Applies to this Strategy

Integrated Education & Training

Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Gaps in Service / Regional Needs. Our consortium will continue to address the low number of adult learners transitioning from WASCAE to Cabrillo College utilizing dual enrollment, Noncredit application, and enhance onboarding for adult learners. Adult learners need clear pathways and supportive access points to navigate the transition from adult school to community college. During last school year (2020 - 2021) we piloted two IBEST career pathway programs that were co-taught by an Adult Education teacher for the literacy instruction and a Cabrillo College teacher for the career technical content. These contextualized learning models have been implemented to create smoother transitions and likelihood for success for adult learners. Contextualized basic skills and language development and included in CTE specific career pathway courses. Cabrillo College offered courses with IBEST supports in two programs, Early Childhood Education, and Health Sciences. In 2018-19 60 students attended these courses and in 2019-20 the numbers increased to 95 students. During the 2019 - 2020 school year our consortium implemented a co-located HSE class on the Cabrillo campus in the hopes of serving Ability to Benefit eligible students as well as other learners who might find an HSE class on the college campus more convenient. The class never gained much traction and with COVID-19 restrictions, all the instruction will now be online (at least for the first semester). At WASCAE most instruction is in-person this fall. As previously mentioned, Cabrillo will implement two IBEST co-teaching models this year (also online). How do you know? What resources did you use to identify these gaps? Cabrillo College students have access to a broad selection of English as a Second Language (ESL), Career Technical Education (CTE) and basic skills courses in both credit and noncredit. Students may choose their own path of coursework to meet their needs but we hope that they take the pathway from noncredit ESL to credit ESL and on to transferable or credit courses. Cabrillo College Student Information System reports reveal that many students successfully took noncredit courses, meaning they passed. Eighty four percent of Cabrillo College adult education students succeeded in passing noncredit and ESL courses in 2019 and 63% in 2020 and 35% in 2021. Of enrolled Adult Ed students in 2019, 36%, transitioned to taking a credit course in 2019, 2020 or 2021 and 31% transitioned in 2020. Extensive local and regional data, interviews with consortia members, interviews with community partners as well as students and staff from Cabrillo College and WASCAE review of student academic performance are some of the resources used to identify these gaps. How will you measure effectiveness / progress towards meeting this need? The Cabrillo Research office will be conducting an evaluation of the IBEST program to determine its effectiveness. In the coming year they will be asking qualitative questions of faculty, staff and students. In addition, they will compile and summarize quantitative student success and transition data from the student information system. They will present the resulting evaluation for the GOAL board's review. We will continue to monitor course offerings of member organizations.

Strategy Name

Strategy #2

Activity that Applies to this Strategy

Pathways & Noncredit Development

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

The top ten occupations in Santa Cruz County do not require Post-Secondary education. While these jobs provide needed income for local families, the community would be well served if there were more middle skill jobs available. Adult learners need clearer pathways and access points to navigate adult school to college pathways. Articulation between adult schools and college CTE courses is needed. Development of short stackable CTE credit and noncredit courses in high and in demand jobs to help adult learners transition to the workforce and post secondary studies. Measure the progress towards the development of NonCredit CTE courses focused in high in demand sectors in the Santa Cruz Region, # of students that transition from adult school to Cabrillo's CTE courses. How do you know? What resources did you use to identify these gaps? As part of our 3 Year Plan, Pedroso Consulting was contracted by Santa Cruz County's Adult Education Consortium to conduct

a community needs assessment to meet planning requirements set forth by California's Adult Education Program. They conducted focus groups to study the educational and career goals and aspirations as well as barriers faced by the community in meeting those needs and understand respondents' thoughts about course offerings, They also summarized enrolled student satisfaction surveys from adult education programs and services. The following key findings illustrate the needs and perceived gaps of the focus group respondents. These findings short term stackable CTE credit and noncredit courses in high demand sectors. Become an entrepreneur. Being economically self-sufficient is pressing for many and they believe that owning their own business can help them achieve it. Learn a skill, trade, or profession. Others shared that they would like to secure a better financial future by learning a new and valued skill, trade, or profession. Flexible class schedule. Participants would like to take courses that meet their family and work commitments. Contextualize learning and apprentice opportunities. Participants would like to work while they learn a new skill through apprenticeships or on-the-job training and would like opportunities to engage in real-world application of skills and the English language. How will you measure effectiveness / progress towards meeting this need? A review of the Community College and Adult School Course Catalog finds that class schedules do not offer the flexibility that the community is asking for. WASCAC offers ESL, ABE/ASE, and CTE courses during the day and at night and weekend classes in Watsonville. WASCAC offers ESL, ABE/ASE and CTE during the day M-F and M-Th evenings and we run a summer school program. At Cabrillo, one third of CTE sections are offered in the evening and only two sessions during the weekend. Under COVID nothing is being offered during the weekends, stumping innovation and movement on NonCredit. We will continue to monitor course offerings of member organizations that use the IET model to assist students in transitioning and track the time of day and day of week courses are offered.

Strategy Name

Strategy #3

Activity that Applies to this Strategy

Data Informed Decision Making

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

Strategy Description

Data systems across GOAL members existed in silos and were not aligned to ensure quality data in decision-making, understanding, and acknowledgement of program needs across the region. We needed a robust and dynamic data system to ensure quality data and accountability in tracking student progress, transitions, and decision making in our consortium. Lack of data systems to measure student transition and tracking to support student learning and success had been a struggle. Through working leadership meetings and dialog among GOAL consortium members, it was apparent that data systems across the consortium were not consistent. In preparing the 3 year plan, a specific focus and request was made when analyzing regional needs and data. The plan revealed that there were gaps in how services were provided and captured across consortium member systems. Meeting objectives, frequency, timeline, and outcomes will be reviewed regularly. An established system to continuously review data and the regional impact is now being developed and will continue to be an on-going process of learning, measuring, and growing. This established process is allowing us to facilitate the alignment of the data collection across the consortium. The goal is that consortium members will have an aligned data system that will allow agencies to have a better understanding of gaps in data collection. Additionally, data quality and procedures are being developed and implemented. Utilization of Community Pro which integrates data across all our members data systems, measures transitions, and provides a tool for case management and tracking. We continue to work to encourage full integration across our consortium. How do you know? What resources did you use to identify these gaps? GOAL members

each have their own student management systems and those systems are not connected to each other. As a result, it is difficult to see the complete picture of student enrollment, transition and success across county organizations. It is virtually impossible to track students without using technology to match and sort students' progress. The GOAL staff Research Analyst reviewed the available data from each member organization and state available data and reported that it was incomplete and/or outdated. It would be much more effective to have our own system that is updated weekly with local data. How will you measure effectiveness / progress towards meeting this need? To address this gap in information, the consortium purchased Community Pro, a software solution. Members submit their data to the Community Pro system automatically. It uses the data to provide student transition reports in addition to providing a system for linking students to resources and providing a warm handoff between member organizations. We are specifically measuring the number of students who transition between the Adult School and other community partners to the Community College. We are also measuring the number of students who are referred between member organizations and their outcomes.

Strategy Name

Strategy 4

Activity that Applies to this Strategy

Improve contextualized class offerings IELCE

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Through our partnerships with Condensed Curriculum, The Monterey Bay Central Labor Council and The Monterey Bay Optometry Society WASCAE is able to offer Internships (and externships which are not paid) with known employers including pharmacies, construction industry contractors and optometrists. Several local skilled nursing facilities host our nursing assistant students to complete their required clinical rotations at their sites. Continue to build-out and support existing partnerships that provide extern/internship opportunities. Develop other possible internship opportunities with our IELCE Plan helping language learners access career pathways and industry experience. Partner with initiatives such as Strong Workforce and Perkins to support adult learner pathways and contextualized learning opportunities.

Strategy Name

Strategy #5

Activity that Applies to this Strategy

Outreach & Marketing

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

Strategy Description

Adult Learner Registration Fairs –Fairs will be conducted by leveraging the staffing capabilities of community college, adult school, COE, WDB in order to enhance community presence. Fairs will have a focus on adult immigrants and coordinated in an adult learner friendly environment with opportunities to make connections with instructors, counselors, and financial aid staff

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

Strategy 1

Activity that Applies to this Strategy

Integrated Education & Training

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Contextualized learning models have been implemented to create smoother transitions and likelihood for success for adult learners. Contextualized basic skills and language development will be included in CTE specific career pathway courses. Implementation of a co-located HSE class on the Cabrillo campus and tracking transitions to Cabrillo and other postsecondary options for adult learners. That was a pilot for one semester that never gained traction (no enrollment). Tracking transitions to Cabrillo and other postsecondary options for adult learners is one strategy along with working with other Agencies, Departments and Instructors interested in learning more about contextualize learning i.e.. Construction, Welding, CABT, Allied Health at Cabrillo. 2.) Build on current marketing to fill co-located class. 3.) Expand use of Community Pro and and continue to have transition specialist, counselors, coordinators to assist students transition.

Strategy Name

Strategy 2

Activity that Applies to this Strategy

Pathways & Noncredit Development

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Development of short stackable CTE credit and noncredit courses in high and in demand jobs to help adult learners transition to the workforce and post secondary studies. Establish/Strengthen Career Pathway in Allied Health. Explore curriculum bridges, field trips, faculty/counselor visits to adult school. Bridge program from WASCAE Learning Center to Friday Dental noncredit class at the Cabrillo Aptos/Watsonville locations.

Strategy Name

Strategy 3

Activity that Applies to this Strategy

Data Informed Decision Making

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

Strategy Description

Fully implement Community Pro to ensure quality data and accountability in tracking student progress, transitions, as decision making tools and resources in our consortium. Aligned data system will allow agencies to have a better understanding of gaps in data collection. We will identify and adopt a dynamic data systems to ensure quality data and accountability in tracking student progress, transitions, as decision making tools and resources in our consortium.

Strategy Name

Strategy 4

Activity that Applies to this Strategy

Cabrillo's Transition Specialist

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Strengthening On & Off Ramps for students from adult education programming to CTE, certificates credit courses. Institutionalizing Noncredit applications and full consortium onboarding of Community Pro. Creation of a Counselors, Coordinators, Transition Specialist work group. Engage local workforce entity to transition track transitions to local job training programs, scholarships, apprenticeships, and resources. Continue to explore co-location of courses that support students transition from adult schools to CC.

Strategy Name

Strategy 5

Activity that Applies to this Strategy

Review and improve CTE programs

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

Strategy Description

Design bridge programs and develop Adult Career Pathways to college and workforce. Development of secondary and ESL bridges at AE that can support CTE at post-secondary as part of a transition strategy Continue to explore co-location of HSE, IELCE, CTE among consortia agencies. Ex. ESL students getting contextualized instruction and entering a CTE pathway at the college. Adult school partner has contingency plans for continuing online instruction if necessary. We have expanded our CTE offerings online (CNA, other health careers) and trying to do that at reduced costs.

Strategy Name

Strategy 6

Activity that Applies to this Strategy

Cabrillo's Transition Specialist

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Expand educational interventions and will provide a broader scope of support services to include implementation of career exploration learning, college counseling, registration, financial aid. Hire a Transition Specialist that will support the wraparound and onboarding of adult education students and helping navigate the community college culture. Transition Specialist, Counselor, Coordinators role in responsive/intrusive intervention strategies: visiting classrooms, onboarding, navigation, field trips.

Strategy Name

Strategy 7

Activity that Applies to this Strategy

Review and improve CTE programs

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

Strategy Description

Design bridge programs and develop Adult Career Pathways to college and workforce. Development of secondary and ESL bridges at AE that can support CTE at post-secondary as part of a transition strategy Continue to explore co-location of HSE, IELCE, CTE among consortia agencies. Ex. ESL students getting contextualized instruction and entering a CTE pathway at the college. Adult school partner has contingency plans for continuing online instruction if necessary. We have expanded our CTE offerings online (CNA, other health careers) and trying to do that at reduced costs.

Strategy Name

Strategy 8

Activity that Applies to this Strategy

Integrated Education & Training

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Formerly “Student Acceleration” . ESL program alignment between Cabrillo and WASCAE continues to be underdeveloped. More work is needed to align our adult education programming and transition. We need to continue to have cross-level engagement meetings on ESL instruction sequences within the county. Explore Contextualized Literacy (ESL) in preparation for CTE.

Strategy Name

Strategy 9

Activity that Applies to this Strategy

Integrated Education & Training

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Formerly “Student Acceleration” . Contextualized instructional strategies such as Integrated Education and Training (IET) models. Develop/Strengthen IET Models (i.e. IBEST, VESL). Continue to have cross-level engagement meetings on ESL instruction sequences and demand within the county. Contextualized Literacy (ESL) in preparation for CTE

Strategy Name

Strategy 10

Activity that Applies to this Strategy

Pathways & Noncredit Development

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

formerly "Student Acceleration". Development of short term stackable certificates. Continue creating stackable certificates within agencies and continue to build bridge courses between WASCAE, COE and Cabrillo CC. Continue to build stronger collaboration between GOAL & Cabrillo CTE to support more Noncredit Dev & Stackable Certificates. Formalizing bridge courses from AE to CC: IET to CTE and workforce prep to CTE

Improve Effectiveness of Services**2022-23 Strategies****Strategy Name**

Strategy #1

Activity that Applies to this Strategy

Enhance Community Outreach

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Collaborate with key partners to leverage and braid existing resources in order to better serve our community. Co-location, IET/IELCE course development. Partner with community to expand services into neighborhoods such as school and family resource center. Offer a WASCAE GED class at Cabrillo. Strengthen our consortium with the addition of WIOAll grant and the expansion of programs and services including education in the jails. Continue our involvement with our Super Regional professional development in collaboration with Salinas Valley and Gavilan consortia. Topics include: the role of adult education in addressing racial injustice, trauma-informed teaching and learning, and andragogy. Members will continue to integrate Equity and Racial Justice training and pedagogy into curriculum and student support services.

Fiscal Management

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

All spending across our consortium is consistent with CAEP Fiscal Guidance and AB104. The consortium Director reviews member spending by major object code before certifying expenditures to the CAEP Office. Monthly consortium meetings provide governance around policies and procedures.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

Remaining carry-over funds from prior-years will be reviewed by consortium members to examine possibilities for applying them to the following year strategies in alignment with 3-Year Plan.

Certification

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