

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 16, 2021, 04:54 PM UTC Greg Camacho-Light

# 18 Gavilan Regional Adult Career and Education Services

## Plans & Goals - Consortium Approved

### Executive Summary

The vision of Gavilan Regional Adult and Career Education Services (ACES) is to expand existing programs and services and to connect students with community services and businesses in order to serve adult students and their families. Program areas to be served will continue to be English Language classes, High School Equivalency classes, Adult High School Diploma classes, and Short-Term Vocational Programs. These areas, detailed in ACES' Three Year Plan, specifically address the on-going challenges facing learners and the programs that serve them, particularly in regards to current difficulties including COVID-19, budget reductions, and systemic racial injustice. In addition to expanding resources to navigate these challenges in 2020-2021, ACES has integrated plans into the 2021-2022 Annual Plan that directly and specifically address these difficulties. In the 2020-2021 year, ACES is proud to have accomplished many previously established goals and to have pivoted very quickly in March of 2020 to providing all classes and training online. Once it was clear that distance learning was going to expand into the next school year, training in the areas of distance and online teaching were held in June and July of 2020, with an emphasis on using technology to build and deliver effective lessons. All ACES members were encouraged to participate and many teachers were trained in these programs. For the 2020-2021 year, ACES established further goals that addressed the broader vision of the Consortium and addressed the specific challenges of that year. One such goal was to ensure that learners continued to have access to educational and vocational opportunities and pathways despite the restrictions of COVID-19. By providing on-going training for teachers in methods of online teaching, by pushing vocational programs focusing on needed regional skills, and by offering continued counseling and personal services such as food banks, access to legal assistance, and personalized tutoring, ACES actively addressed the needs and challenges of adult learners during that time. In addition, ACES pivoted programs to address the safety concerns of COVID-19 and offered online classes; restructured High School Diploma assessments to be taken at home, via zoom, or in cars in the parking lot; all meetings and trainings were conducted online via Zoom; individual appointments were scheduled for CASAS testing; cleaning protocols were been put into place; and the HiSET testing center was updated to be in smaller groups with more space. In addition to safety, one of the most pressing goals of 2020-2021 was to focus on social justice and educational equity. The year kicked-off with a "Super Region" Professional Development series focused on trauma-informed teaching. In addition, one partner offered all staff the opportunity to participate in multiple trainings with an equity focus, both online or at their own pace. Our goal is to ensure that all who work with adult learners do so through the lens of social justice and work to reduce barriers for these students. Another critical goal was to continue programming despite budget reductions. With the use of carryover, the redistribution of funds, and the minimizing of funds going toward capital expenditures (rent and utilities), ACES was able to retain most current programs and offer more options for distance learning to additional learners in the region. However, the overall number of classes was reduced in 2020-2021 to support online learning instead of physical in-class sessions. An example is that we used rollover monies to fund two ESL classes from a local non-profit that closed in the community. The Three-Year Plan establishes three foundational goals: to increase performance in student transitions, to improve completion rates, and to expand short-term vocational programs and complementary services. In 2021-2022, ACES will continue to address these goals. In August of 2021, ACES will host a Consortium Workshop focused on matriculation. This workshop will bring together counseling staff, advisors, and student advocates from all four partner member programs to establish better systems of student transition between programs. While completion rates, much like enrollment numbers, were impacted by the pandemic in the 2020-2021 year, ACES is committed to continuing the dual approach of integrating and accelerating curriculum and providing complementary student services in order to support student completion. One such strategy is to rework the pathways map so students can see various options (academic/vocational/etc) and the clear road to completion. Another example is the creation of a student resource master list for the entire Consortium, highlighting resources and contact information for services across the region. Finally, Gavilan College is expanding vocational programs, with the Welding program starting in 2021 and work throughout 2021-2022 to establish additional vocational programs.

### Regional Planning Overview

The consortium holds regular meetings and has frequent partner updates and discussions regarding collaborative opportunities. The current planning process has laid the foundation for the consortium's three-year plan. The consortium has

conducted research, gap analyses, and asset mapping, which has led to highly detailed logic models. All of these efforts will ensure that the next three-year plan will be well-founded and data driven. In 20-21, due to the challenges of COVID-19, budget reductions, and racial injustice, adjustments were made in many areas of the annual plan to better support learners. All classes moved onto online platforms, some student services were reduced (ie childcare) and others were expanded (ie food bank and legal services), and the focus of professional development was on online/distance education, racial injustice, and educational equity. Looking ahead to the 21-22 year, the Consortium is analyzing student needs and adjusting accordingly. For example, while in-person teaching is beneficial to many students, others benefited greatly from online classes. Therefore, the Consortium will continue to offer both types of coursework. The option to physically be back in the community is shaping the budget and programming decisions once again, and the Consortium is re-establishing community partnerships, marketing opportunities, and collaborative programs.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

High school diploma and high school equivalency attainment continue to be a gap in our service area. A large proportion of our residents, particularly our Latinx residents, do not have a high school diploma. Outreach and marketing efforts will continue to target this population that will drive more students into these consortium services. However, we have a rise in numbers of Adult High School Diploma and HiSET test prep students, which tells us that this is an on-going need in our community. We are reaching out individually to reconnect to students and also develop better online and in-person experiences for these and all students. ESL enrollment has been affected by many students not being able to continue in the online modality as well as employment and housing events caused by the pandemic. Our hope is that by making ESL classes more accessible (through online, in-person, and hybrid options), we will then be able to offer High School Equivalency to those students as they move through their academic journey.

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

We have seen an increase in enrollment for High School Equivalency classes, which tells us there is an on-going need. For example, in 20-21 there was a significant rise in Adult HSD course enrollment at MHCAS and we believe that one reason for this was the option for in-person learning. Many students who struggled with online learning during the pandemic enrolled right when they turned 18 in order to go back to class. This shift brought about a noticeable number of 25 and under students in both HSD and HiSET test prep. We also used census information to confirm the educational attainment levels of residents in our service area and see this as compelling evidence as to the need for further education.

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

We will measure the rates of enrollment and completion of students in High School equivalency courses in our Consortium, including GED, HiSet, and Diploma options.

### Regional Need #2

#### Gaps in Service / Regional Needs

Due to COVID-19, the employment gaps are wider than before. Due to COVID-19, unemployment in California rose from 4.2% in April 2019 to 16.4% in May 2020, to 14.9% in June 2020. The rate as of June 2021 is down to 7.7%, demonstrating that jobs are back and workers are being employed, albeit in different sectors than pre-pandemic conditions. Before COVID-19, there had been a lull in hiring in our service region as several manufacturing businesses had closed and moved to other areas, but now, as businesses open after the pandemic, there is a need for workers in general. In addition, there has been a demographic shift in Morgan Hill as a higher number of people with employment and college degrees move to town, raising the price of housing. This, then, has led to a shift in movement for people to move to other areas within the Consortium. To compensate for this shift, more manufacturing companies are building businesses in Morgan Hill in order to bring manufacturing employment back to the area.

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

Previous reviews of Census data confirmed the need for programming across the region, with particular areas having greater levels of need. EMSI has been used to identify labor market trends. Additionally, we analyzed data in TOPsPro,

towncharts.com, the City of Morgan Hill Demographic Snapshot Report, 2020, WorldPopulationReview.com and the MHCAS 2021 Mid-Year WASC Report.

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

Program development will be measured by an increase in the number of short term vocational programs and their enrollments. Student program completion and job placement will be used to determine the effectiveness of the newly developed programs and hubs.

### **Regional Need #3**

#### **Gaps in Service / Regional Needs**

As with most adult and high need students, support for student transitions is exceedingly important. The consortium has three partner adult schools each with a limited amount of advisory and/or counseling services. In order to improve students' movement from adult ed to community college, transitions with more systematic and regular services are needed. Also important is the training of current staff in the K-12 adult programs on enrollment, registration, and financial aid information.

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

These gaps have been identified by our partners. A review of staffing allocated to transition services suggests a need to expand and improve these services.

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

Transition data will be tracked using Consortium enrollment and completion data.

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

The first strategy to increase enrollments and build awareness of services, including HSE, is to focus more budget and time on marketing campaigns. For example, MHCAS is going to do a marketing campaign in order to better advertise the school. Gavilan College is placing large banners in key high-traffic areas as well as doing in-person community outreach at farmer's markets, groceries, and other popular venues. The Consortium continues to utilize social media to share resources, class information, and student services access. In addition, post pandemic, off-site ESL classes are going to be in place again next year, allowing for more people to attend.

#### **Strategy #2**

Our data shows that there is a need for manufacturing employment. The Consortium, and Gavilan College in particular, will incrementally develop more short-term vocational opportunities for the service area. A Welding program is coming online with Dental Assistant program under development. An Electric Tech program is undergoing a feasibility review. Gavilan College has begun a partnership with the South County Annex which is a former elementary school that is housing multiple community programs include the region's high school alternative education. Gavilan College has entered into an agreement to locate Community Education Phlebotomy and Medical Assistant programs and the to be implemented Dental Assistant program to create a Medical Support hub at the South County Annex. This partnership will likely breed more short-term vocational opportunities for the community.

#### **Strategy #3**

As noted in the Executive Summary, the Covid-19 pandemic presented challenges and opportunities for the Consortium. One such opportunity was to provide courses online, which was a benefit for some (not all) learners. Now that California has reopened the option for in-person learning, the Consortium is offering three models of instruction, in order to engage and support a variety of learning needs. At our various service locations, we will offer a mix of learning models- online: in-person, and hybrid.

## Seamless Transitions

### New Strategies

#### Strategy #1

The Consortium continues to focus on counseling services in support of student transitions. Continuing Education (Gavilan College) has started to meet regularly with its counseling team to outline the presentations that will be conducted to adult ed partners and student groups (e.g. incarcerated students). These meetings have also generated a plan for which counselor will serve what group. In summer 2021, Program Directors, Counselors and Transition Specialists from each Consortium location will be meeting to update procedures for serving students transitioning from adult education program to college pathways.

#### Strategy #2

Articulation maps are in the process of being revised to describe current program-level equivalencies so students can move from program to program. These maps will be used by advisors to properly refer students across programs.

## Student Acceleration

### New Strategies

#### Strategy #1

Gavilan's acceleration of its ESL pathways is in the process of being implemented. The ESL sequence was compressed eliminating one level of instruction. For the past 3 terms, new students have entered into the accelerated cohorts. ESL and counseling faculty have begun mapping at what point in the ESL course sequence a student can articulate into a particular vocational program. For example, determining at what point an ESL student can articulate into the Heating, Ventilation, and Air-Conditioning program and be successful. This information will be on ESL program map and be communicated by counselors.

#### Strategy #2

In response to the college ESL redesign, the Adult Education partner schools have created an updated ESL grammar program to provide a more seamless transition to the local college. The updates in ESL curriculum will continue in the 21-22 academic year, focusing on a new skill area (ie. Reading / Writing).

## Professional Development

### New Strategies

#### Strategy #1

The Consortium has decided to postpone regional professional development until Spring 2022. This is a strategy to allow each member location to focus on their specific back-to-school (post pandemic) needs during the Fall. For example, MHCAS will do a series of professional development on teaching strategies over the course of Fall 2021. Gavilan College will focus on online and hybrid teaching practices. In the Spring of 2022, the Consortium is planning a full regional professional development series.

#### Strategy #2

Periodically, the Consortia of the super-region (Monterey, Santa Cruz, San Benito, and Southern Santa Clara Counties) collaborate to host a regional event. When one of the partners offers training, it is common to invite the staff of the consortium members. For example, the Community College often has training and events and this information is passed on to partners. In 2021-2022, the Super Region will host a Speakers Series on topics related to social justice and education.

## Leveraging Resources

### New Strategies

#### Strategy #1

Historically, there are a number of community partners who offer instruction, mainly ESL, in the area; most classes are multi-level and conversational or provide literacy. These classes are given in apartment buildings, center classrooms and in libraries. Future Teachers of America Club students act as aides in evening ESL classes hosted at the local high school and taught by community college instructors. HiSET classes are given at the jail and at a local nonprofit organization. Citizenship events are hosted by one non-profit partner to inform students of the process of citizenship acquisition. A 10-week Entrepreneurship class is offered by another nonprofit partner, and as students write their business plans, they may make use of their building to produce their products. Due to COVID-19, physical classes have been postponed at some locations, and some community partners have since closed their doors. ACES is committed to continuing educational and vocational services and is providing learning opportunities online. Additionally, a major focus of 2021-2022 is to rebuild site partnerships with elementary schools, libraries, low-income housing complexes, and local businesses. These partnership locations have been the key to providing access to traditionally underserved populations.

#### Strategy #2

To respond to student needs, a number of additional services are delivered: Counseling is provided through the community college at the adult schools and in the jail and transition centers. CalWORKS counselors also provide services to assist students in staying on track and completing their programs of study. To combat food insecurity, two local food pantries supply students with bags of food on a regular basis. In partnership with United Farm Workers, Gavilan College is providing free legal assistance to students. A number of state and local non-profits provide support for career exploration, counseling, job preparation and job placement, while one non-profit offers interview clothing. Two of the Adult Schools work with Work2Future to provide workforce opportunities and career support.

#### Strategy #3

The Consortium will increase work with the Santa Clara County Office of Education CTE programming and establishment of Industry connections through Earn and Learn, Pilot City and Next Flex programs.

## 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.**

Planned allocations in the following areas will extend the work of the prior plan: Disability services: testing and assistance with HiSET accommodations, and providing additional services to ESL students. Vocational programming: Development of new collaborations and programs in high need areas. Whole student services: Provision of food, legal aid, clothing, and counseling. Addressing gaps in services: A marketing campaign will target both Spanish and English-speaking residents without HS diplomas, focusing in particular in San Benito County. Seamless pathways: Regular meetings will occur with administrative leaders and counselors/advisers which will assist with articulation and student transitions. Acceleration: Gavilan ESL course sequence is compressed. ESL Curriculum will be modified and developed to enhance articulation from non-credit to College. Academic support: More systematic embedded academic support will be developed for students in the ESL course sequence, including embedded tutors. Professional Development: In addition to the extensive professional development currently provided, additional training focused on systemic racism and education equity will be continued. Leveraging: Continue to work with partners including an increased presence at county workforce development agencies and county corrections. Increase partnerships with local businesses to develop and offer training programs. In addition, an additional allocation has been designated to San Benito High School Adult Education in order to expand its Adult Diploma program. This additional allocation responds to a higher proportion of San Benito County residents who do not have a high school diploma. The program will use the additional monies to add a teacher and expand the program. An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.**

The “climb back” will be financed by carry-over funds generated by the Covid slow down. The reorganization of individuals will allow for more personal and direct instruction, completion and transition to post-secondary education and/or job attainment. Continuing Education will use its carry over funds to outfit its new Dental Assistant classroom at the South County Access. Additional carry over will fund direct student support such as free parking and books for transitioning students.

**Certification****Gavilan Joint CCD - Member Representative**

**Randy Brown**  
[rbrown@gavilan.edu](mailto:rbrown@gavilan.edu)  
 (408) 848-4847

Approved by Randy Brown

08/16/2021 08:18 AM PDT

**Gilroy Unified - Member Representative**

**Greg Camacho-Light**  
 Administrator of Alternative Educational Programs  
[gregory.camacholight@gilroyunified.org](mailto:gregory.camacholight@gilroyunified.org)  
 (669) 205-5291

Approved by Greg Camacho-Light

08/16/2021 09:54 AM PDT

**Morgan Hill Unified - Member Representative**

**Shannon Lane**  
 Principal  
[lanes@mhusd.org](mailto:lanes@mhusd.org)  
 (408) 201-6520

Approved by Shannon Lane

08/15/2021 02:49 PM PDT

**San Benito High - Member Representative**

**Elaine Klauer**

[eklauer@sbhsd.k12.ca.us](mailto:eklauer@sbhsd.k12.ca.us)

(831) 637-5840

Approved by Elaine Klauer

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