

California Adult Education Program Produced: 06/01/2022 11:53 AM PDT Elaine Klauer

18 Gavilan Regional Adult Career and Education Services: Certified

Details

Consortium Information

Consortium Name:

18 Gavilan Regional Adult Career and Education Services

Consortium Short Name:

18 Gavilan

Address:

5055 Santa Teresa Blvd. | Gilroy, CA | 95020

Website:

<https://aces.gavilan.edu>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$1,615,513

CAEP Funds 2021-22:

\$1,533,763

CAEP Funds 2020-21:

\$1,474,063



GAVILAN REGIONAL
ACES ADULT & CAREER
EDUCATION SERVICES

Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Aidee Farias	afarias@gavilan.edu	Director	(831) 240-9865
Primary Contact	Kristen Arps	kristen2211@gmail.com	Director, Gavilan Adult Education Consortium	(831) 759-6021

Member Agencies

Member Agency	Member Type	Contact	Phone
Gavilan Joint CCD	District	Randy Brown	(408) 848-4847
Gilroy Unified	Unified School District	Greg Camacho-Light	(669) 205-5291
Morgan Hill Unified	Unified School District	18 Shannon Lane	(408) 201-6520
San Benito High	High School District	Elaine Klauer	(831) 637-5840

Executive Summary

Executive Summary *

Gavilan Regional Adult and Career Education Services (ACES) aims to address the interruption to programs and class offerings caused by the COVID -19. It will address focus on rebuilding past program offerings, expand existing programs and services, improve transitions, develop and implement community outreach and needs assessment tools in order to serve adult students in the community. 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.

Assessment

Overview and Preparation *

GRACES reviewed enrollment, student and community survey, CAEP Fact Sheet and labor market data. In addition to regular monthly meetings, several work sessions to place between February and May to share and review this data. Members gathered data from CASAS, Local Control Accountability Plan Annual Community Survey, student surveys. Member level data was pulled from the U.S Census American Community Survey and labor market data was collected from the Centers for Excellence for Labor Market Research. Members discussed program alignment, delivery and shared any changes to program offerings, locations and COVID-19 related impacts. Based on the data and discussions, gaps, objectives, strategies and activities were identified.

Regional Alignment and Priorities *

Morgan Hill Community Adult School (MHCAS) receives WIOA Title II funds for ABE, ASE, ESL, and EL Civics and concurrent enrollment funds from the Morgan Hill Unified School District. The WIOA Title II funds are fluctuating funds based on student learning gains. This fund supports ABE (Adult Basic Education), both ASE programs (Adult High School Diploma and HiSET Test Prep in English and Spanish), in addition to ESL. In addition, MHCAS is also the home CalWORKs site for South Santa Clara County. This money is limited and is traditionally not enough to fund the program as a whole. WIOA Title II also supports ESL classes with integrated EL Civics, both on campus and off. The EL Civics portion of this fund supports dual enrollment for students in the ESL program to get vocabulary and situational practice for scenarios they might encounter. WIOA Title II supports funding for Professional Development for teachers in these programs, technology programs like Burlington English for ESL, and general classroom and office supplies to help these programs run. In order to receive continued WIOA Title II funds, the California Department of Education requires a Continuing Improvement Plan, requiring 3 SMART goals that combine WASC, CAEP, technology, and PD goals. In addition, Morgan Hill Unified School District pays a portion towards concurrent teacher's salaries based on concurrent student enrollment. Gavilan College Members of the Gavilan Adult Education Consortium meet regularly with representatives from each of the feeder high school and the college vocational programs in a Workforce Consortium meeting. Some of the work of this team has included a mapping of high school vocational programs to Gavilan programs. A tailored marketing program grew from this mapping process so that each high school area received flyers that provided job and educational information that was aligned to each high school program area. The meetings also provide opportunities for the schools to update partners and to discuss joint planning efforts. College and feeder schools' representatives also attend regional workforce planning meeting and share the results of these meeting at the Workforce Consortium meetings. Gavilan College works closely with the WIOA boards. One of the Gavilan Adult consortium members serves on the San Benito County Board. He shares the work of the Consortium and works with other members to better serve adults seeking employment. For example, a new Welding program was developed and marketed with WIOA members to serve those seeking training in this important skill. As a result of these relationships, the Economic Development Corporation of San Benito County planned a mini job fair for students enrolled in the Welding program. There is a great need for further short term vocational program development that are grounded in the regional economies. In Gilroy Unified School District Adult Education, part of the Administrator's salary is derived from indirect funds from the Career Technical Education Incentive Grant, Carl Perkins Grant funds which are utilized for K-12 CTE programs that the administrator leads in his position as Administrator of Alternative Educational Programs and a bit through the District's Local Control Funding Formula (LCFF). With multi-duties in the district under one roof, it has enabled the full time Administrator to shift emphasis from one program to another and this has helped concentrate support and guidance to the Adult Education Program when needed. Part of the office secretary's salary is from CTEIG funds utilized for K-12 CTE programs and her focus is also able to be in place for all new student imputing, records, and support. The Gilroy Unified Adult Education Program has recently added an hourly counselor who works with Gavilan College personnel to strengthen the pathway from K12 to Community College. They will be working on transition to college and career. The San Benito High School District (SBHSD) operates with an alternative education clerk who is partly funded by the adult education program. Additionally, the program includes two adult education teachers and one instructional aide. SBHSD receives no other funding to operate its high school diploma program.

Evaluate the Educational Needs of Adults in the Region *

GRACES has not developed a comprehensive consortium level education needs evaluation process. Each member, however, does assess current student needs using various formats. They include a review of CAEP Fact sheet data, labor market data and member specific data collection. Member specific data include pre and post enrollment student surveys and local control accountability plan community survey data. Members review data regularly to drive program improvement and monitor alignment of program objectives with student educational goals. The Consortium plans on developing a more comprehensive evaluation plan that includes annual review of data and creating and integrating consortium wide survey collection. According to the American Community Survey 2020 Demographic Data by Key Subgroup report, GRACES region has 19.1% of its overall population with below high school educational attainment and 26% with less than well English language ability, 41% not in labor force and unemployed. The overall population that has income near poverty or less makes up 39.4% of the population with below high school educational attainment, 60% of those not in labor force and 32% of those that are currently employed. Nearly half of the population with less than well 40% and very well 45% English language ability have

income near poverty or less. Among the overall population with no high school diploma, 61% have less than well English language ability and 55% are either not in labor force or unemployed. ACS data disaggregated by member census county divisions (CCD) indicates that San Benito County has the highest percentage of population between the ages of 18 to 24 with less than high school educational attainment compared to other member census county divisions at 37.9%. Labor Market data from the Centers of Excellence for Labor Market Research for the San Francisco Bay Region, which includes San Benito/Santa Clara Counties, in 2021 identifies the following top 5 in demand jobs: registered nursing, sales representatives, first line supervisors, customer service representative and general and operations managers. According to this data, employment levels in nonfarming jobs increased overall however, frequency of job postings remained consistent throughout the year among these top 5 jobs. The top 3 in demand skills for the Silicon Valley are as follows: customer service, scheduling, sales, repair and budgeting. Overall, the bay area regions top skill clusters in 2021 are in health care, administration, sales, business and finance. As a part of Gavilan College's effort to better understand the instructional and support needs of its students, both quantitative and qualitative methods are used. As a part of the Gavilan's application process, students report their interest in different instructional approaches and topics and support services. Students provided input directly related to peer mentors, students who have successfully completed their program and are on to credit instructional programs and are assigned to most continuing education classes. Students are very comfortable passing on concerns and issues directly to peer mentors. This input has led to small and large program improvement and is crucial to the Continuing Education program model. For Gilroy Unified School District Adult Education, a Local Control Accountability Plan Survey is conducted annually and for the first time it includes a section for Adult Education Programming. The survey asks questions related to overall program experience, helpfulness and supportiveness of staff, teachers and administrators, awareness of continuing education programs and services, student understanding of course work and credits and finally whether they would recommend the GUSD Adult Education programs to others. For Morgan Hill Community Adult School, CASAS enrolment entry survey information collected in 2018-19 indicates students have a desire to achieve personal goals, obtain better jobs, improve basic skills and enter college or training programs. ESL students identified personal goal, improve basic skills, and get a job as secondary goals additionally English language skills are a primary employment barrier. Among HSD and HSE students in 2018-19, students identified enter college or training, achieve a personal goal, and get a job as top secondary goals following HSD/HSE as a primary goal. Presently while we have counseling support, we do not have seamless transitions between adult school and community college. San Benito Adult Education Program. Currently, SBHSD's Adult Education Program serves approximately 70 students per year with approximately 10-12 graduations annually. SBHSDs Adult Ed Program has not conducted a survey with their adult students over the past three years. Most adults reported wanting to advance in their current jobs or continue their education at a community college or certification/trade school as the primary educational need.

Contributions by Entities *

Gavilan Joint CCD, Gilroy Unified, Morgan Hill Unified, San Benito High School, each member contributed to the completion of the 3-year plan. Members met regularly to develop to work on the plan. GRACES is supported by a interim director which assisting in facilitating the planning and collaboration process. For Gavilan College contribution, input was provided by faculty, staff, and peer advisors. The Continuing Education team meets weekly to resolve immediate issues and conduct long term planning. At most meetings, input from students and peer advisors is brought forward for discussion. Faculty and staff are able to help shape short- and long-term goals. As a part of the shared governance process at Gavilan College, Continuing Education is required to submit a program review document. The submission is reviewed by the college's Program Review committee for its alignment to the college's strategic planning goals and other college initiatives. This review process provided further input that helps shape the work of Continuing Education. Morgan Hill Community Adult School (MHCAS) collects input from students in multiple ways. When a student enrolls, there is a needs survey that lets school know if they need food, housing, employment, medical, or holiday support. Between the MOU's with multiple programs and a food and personal pantry on site, we are able to help with basic needs. We also do a student entry, mid-year, and exit student survey on personal goals, the school, programs, teachers, and support. Teachers provide input via different surveys and polls each month. District administration visit and provide feedback on programs and Principal evaluation. Gilroy, continuously asks students how their experience is with our program. In addition, we collect feedback from the community through the GUSD Local Control Accountability Plan. San Benito Adult Education Program regularly communicates with adult students on a weekly basis through one-to-one conversations and support as well as digitally through school-issued emails and Google Classroom. Adult Education meetings are held regularly throughout the year with the Adult Ed Clerk, teachers, and the

instructional aide. The team discusses curriculum needs, student barriers, and ways to improve program communications and supports.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Pa
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Gavilan Joint CCD	Member Representative	0	156	951	0	343	0	24	36	0	
*Gilroy Unified	Member Representative	0	55	0	0	0	0	0	0	0	
*Morgan Hill Unified	Member Representative	157	201	80	0	0	0	0	0	0	
*San Benito High	Member Representative	0	43	0	0	0	0	0	0	0	
Total Participants		157	455	1031	0	343	0	24	36	0	

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
San Benito High School	Community Organization	x	x	✓	x	x	x	x	x	x
San Benito County Library	Community Organization	✓	x	✓	x	x	x	x	x	x
San Benito County Transition Center	Other	x	x	x	x	x	x	x	✓	x
Santa Clara County Library: Gilroy	Other	x	x	✓	x	x	x	x	x	x
Santa Clara County Library: Morgan Hill	Other	x	x	✓	x	x	x	x	x	x
Catholic Charities	Community Organization	x	x	✓	✓	x	x	x	x	x
Work to Future Equus	Community Organization	x	x	x	x	x	x	x	✓	x
Work to Future Foundation	Community Organization	x	x	x	x	x	x	x	✓	x

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

GRACES is comprised of three K-12 districts and a community college, which represent northern, central and southern areas of the region and two different counties. Adult Education in the northern area serves two academic areas: courses for immigrant students and HSE, the latter the larger group served. The second and third K-12 districts focus all their efforts on the HSE population in the central and southern parts of the region. The community college noncredit program offers classes both on the college campus as well as in the entire region. It offers HSE courses to the general population and to those exiting the county jail but concentrates on offerings to the immigrant populations of the region. Most agencies are working to develop and expand vocational programs, and, overall, the consortium is collaborating to create hubs: one agency is creating a manufacturing hub (welding, CAD, Solid Works, soft skills) and the two centrally-located agencies as a medical hub (dental assistant, medical assistant, phlebotomy), as well as childcare and welding. Currently, due to COVID-19 all workforce opportunities that were in place prior to COVID-19 are no longer in place. 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. Service and education needs identified by member level suggests a continued focus on improving English language abilities, completing college and training programs as their primary need and regional data suggests the need is particularly strong for the southern part of our service area.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Long Term Unemployed (AE 309 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ Success: Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Median Change in Earnings (AE 801 - Overall)
- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	2,180	1,638		1,900	2,100	2,325
Student Barriers	English Language Learner (AE 305 - Overall)	1,210	803		735	750	760
Student Barriers	Low Literacy (AE 311 - Overall)	1,750	1,277		1,000	1,050	1,125
Student Barriers	Low Income (AE 310 - Overall)	520	405		600	625	650
Student Barriers	Long Term Unemployed (AE 309 - Overall)	12			700	775	825

Member Level Metric Targets

* Mandatory for all members

Gavilan Joint CCD (Reported by Gavilan District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,400	1,151		1,000	1,100	1,200
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	301			0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	23	36		30	34	38
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	282	260		250	250	270

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	33			25	30	35
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	65			55	60	68
Transition	Participants with Transition to ASE (AE 500 - Overall)	61			55	60	62

Gilroy Unified (Reported by Gilroy Unified School District (GUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	55	86		80	85	88
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	20	36		30	35	38
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Morgan Hill Unified (Reported by Morgan Hill Unified School District (MHUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	252	183		175	185	190
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	21			0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	65	14		14	15	17
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	87	62		62	65	67
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	28			28	30	32

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	28	33		33	35	37
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	15			15	17	19
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)	69			69	70	72

San Benito High (Reported by San Benito High School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	43	38		38	40	42
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	11			11	13	15
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Gavilan Joint CCD	100%	78%	0%	75%	85%	100%
Gilroy Unified	100%	81%	0%	90%	95%	100%
Morgan Hill Unified	100%	63%	0%	75%	85%	100%
San Benito High	100%	11%	0%	90%	95%	100%

Objectives

Address Educational Needs

Description of Objective *

Overall, the consortium aims to maintain current program offerings that focus on learning English and high school diploma or equivalency while reestablishing programs disrupted by the COVID-19 pandemic. Additionally, the consortium will aim to establish any other high demand areas identified by labor market data: nursing and business. To deepen its understanding of regional educational needs, the consortium will plan to conduct a community and enrolled student needs assessment as well as integrate consortium wide data collection with member surveys. Data collected by members via survey or anecdotal observations indicates basic and resource needs remain high. High School level educational attainment continues to be a larger gap for the San Benito County service area. For MHCAS, continue current class offerings in addition to expanding program offerings in the area of Spanish HiSET Test Prep and ESL literacy to intermediate level classes. We also plan to raise marketing strategies to raise English HiSET Test Prep student numbers. For Gavilan Continuing Education, the focus will be on re-building its community-based ESL offerings. Courses were located at community sites such as schools, libraries, migrant and low income housing, and businesses. This distributed model provided easier and more comfortable access for a traditionally difficult population to serve. In Fall 22, a restart will locate classes at four different locations across the regions. An emphasis will also be on increasing the capacity to serve more Spanish speaking HSE students in San Benito County. Currently, the in-person and online courses are at full and we are trying to find an additional instructor to improve access. Lastly, Continuing Education will need to provide more Medical/Health related short-term vocational options.

Improve Integration of Services & Transitions

Description of Objective *

The counselor at MHCAS is meeting with students for short and long-term goal setting. The goal setting forms are also shared with teachers to help support students in achieving these goals. The counselor also tracks credits earned in HSD, HiSET tests taken in HiSET Test Prep, and level gains for ESL. Students meet with the counselor on a periodic basis to review and update graduation plans as needed. She also exits students from campus by ensuring they have done all exit testing and paperwork, that they have applied for all appropriate local scholarships, and (if applicable) that they have applied to their post secondary school. In addition, the counselor supports in the areas of WASC, Safety Team, and Data Team. Gavilan College will need to track Adult School transfers by adding the regional Adult School codes into the application process. This will allow the college to track how many students transferred from our member institutions. Gavilan College is building its capacity to provide Career Services to its students. A new position is to be hired to extend Career Services across the college including Adult Education students. Services will include career panel, internships, resume and job search workshops and career counseling. The intent is to have that individual be bilingual to provide greater service to English language learning students. The college will also continue to provide counseling and peer advisors to serve Continuing Education students.

Improve Effectiveness of Services

Description of Objective *

For the consortium, Gavilan College will need to add the Adult Education School codes to its application so that transitions from the feeder schools can be tracked. Gavilan Continuing Education will continue to track students transitions from Life Skills ESL to Academic ESL and movement out of ESL to other academic programs. Certificate attainment will also be tracked. Our academic programs in the jail are also important. For these students, their transition to Gavilan College post-release and their success at the college will be tracked.

Activities & Outcomes

Activity Name *

Rebuild ESL and HSE Offerings

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

For Gavilan Continuing Education, the focus will be on re-building its community-based ESL offerings. Courses were located at community sites such as schools, libraries, migrant and low income housing, and businesses. This distributed model provided easier and more comfortable access for a traditionally difficult population to serve. An emphasis will also be on increasing the capacity to serve more Spanish speaking HSE students. Currently, the in-person and online courses are at full and we are trying to find an additional instructor to improve access.

Short-Term Outcomes (12 Months) *

Reconnect with our past community partners to re-establish what is needed to bring back course offerings within the community.

Intermediate Outcomes (1-3 Years) *

Begin offering classes again at past community partners based on updated information received in the short term.

Long-Term Outcomes (3-5 Years) *

Increased numbers of community-based students transitioning to credit college instruction.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Aidee Farias
Elaine Klauer
Greg Camacho-Light
Randy Brown
Shannon Lane

Activity Name *

Community Outreach

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Increase community outreach efforts by assessing member's current marketing and communications information and identifying gaps in messaging. Develop outreach campaigns that include program offering information, highlight program outcomes and accurately target adults in the community. This may include development of multilingual collateral, student and partner testimonials, reaching out to partners to help promote awareness of program and class offerings through their onsite and online websites, and paid advertisement.

Short-Term Outcomes (12 Months) *

Identify the staff or contractor that can assist with implementing this activity. Assess and develop outreach and communications materials and best methods.

Intermediate Outcomes (1-3 Years) *

Identify and connect with partners to assist with the dissemination of outreach materials, begin disbursement of outreach materials among members and key partners.

Long-Term Outcomes (3-5 Years) *

Expand outreach with more partners and continue dissemination of materials across all partners.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Aidee Farias
Elaine Klauer
Greg Camacho-Light
Randy Brown
Shannon Lane

Activity Name *

Improve Transitions Tracking

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

The counselor at MHCAS is meeting with students for short and long-term goal setting. The goal setting forms are also shared with teachers to help support students in achieving these goals. The counselor also tracks credits earned in HSD, HiSET tests taken in HiSET Test Prep, and level gains for ESL. Students meet with the counselor on a periodic basis to review and update graduation plans as needed. The counselor also exits students from campus by ensuring they have done all exit testing and paperwork, that they have applied for all appropriate local scholarships, and (if applicable) that they have applied to their post secondary school. In addition, the counselor supports in the areas of WASC, Safety Team, and Data Team. For Gavilan College, will address the need to track Adult School transfers by adding the regional Adult School codes into the application process. This will allow the college to track how many students transferred from our member institutions. Partner counseling teams will hold periodic meetings to update and exchange information about contacts, financial aid, graduates, and other services. The Gilroy Unified Adult Education Program has recently added an hourly counselor who works with Gavilan College personnel to strengthen the pathway from K12 to Community College. The counselor will be working on transition to college and career. The counselor will also function as the go between for our other secondary schools and Community Colleges.

Short-Term Outcomes (12 Months) *

Add regional adult school codes for application process

Intermediate Outcomes (1-3 Years) *

Calendar quarterly counselor meetings in order to better support tracking information.

Long-Term Outcomes (3-5 Years) *

Increase in the number of students transitions from adult education programs to Gavilan.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)

Responsible person(s)

Name
Aidee Farias
Elaine Klauer
Greg Camacho-Light
Randy Brown
Shannon Lane

Activity Name *

Develop integrated needs assessment tools

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Develop needs assessment that can be integrated with each members current assessment collection efforts creating a more aligned set of core needs assessment fields to better assess the needs of both student and community adult populations.

Short-Term Outcomes (12 Months) *

Hire consultant to assist in the development of additional needs assessment tools, methods and data analysis

Intermediate Outcomes (1-3 Years) *

Begin impl
Characementation of needs assessment tools and data review

Long-Term Outcomes (3-5 Years) *

Analyze data and identify areas of need.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Aidee Farias

Activity Name *

Build Capacity for Career Services

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Gavilan College is building its capacity to provide Career Services to its students. A new position is to be hired to extend Career Services across the college including Adult Education students. Services will include career panel, internships, resume and job search workshops and career counseling. The intent is to have that individual be bilingual to provide greater service to English language learning students. The college will also continue to provide counseling and peer advisors to serve Continuing Education students.

Short-Term Outcomes (12 Months) *

Hiring of Career Service staff

Intermediate Outcomes (1-3 Years) *

Adult education students will receive career services.

Long-Term Outcomes (3-5 Years) *

An increased number of adult education students will transition into careers that increase their annual income.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Aidee Farias

Activity Name *

Offer Additional Short Term Vocational Programs

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Use regional LMI data and partners with regional business and workforce agencies to offer additional short-term vocational programs

Short-Term Outcomes (12 Months) *

Develop and offer new Short-term vocational programs

Intermediate Outcomes (1-3 Years) *

Increase the number of adult education students who complete short-term vocational programs.

Long-Term Outcomes (3-5 Years) *

Increase the income of short term vocational graduates.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name

Aidee Farias

Funds Evaluation**Member Allocations and Expenditures**

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Gavilan Joint CCD	\$1,955,428	Certified
Gilroy Unified	\$270,955	Certified
Morgan Hill Unified	\$643,689	Certified
San Benito High	\$49,161	Certified
Totals	\$2,919,233	4/4 Certified

Funds Evaluation *

All members have agreed to provide the consortium with budgets and expenditure reports for state, federal, local, and other funds used to provide services to adult students. Members will review budgets and expenditure reports at meetings of the governing board. After reviewing the Program Area Reporting, the representatives agreed that the funding will largely be used to rebuild programs and community outreach. COVID dramatically affected enrollment and capacity. The funding will largely be used to rebuild enrollment and the ability to serve students. The data also suggested that we will use the available funds to build the capacity to track student and community input and student transitions to college

Certification**Gavilan Joint CCD - Member Representative****Randy Brown**rbrown@gavilan.edu

(408) 848-4847

Approved by Randy Brown

06/01/2022 08:24 AM PDT

Gilroy Unified - Member Representative

Greg Camacho-Light

Administrator of Alternative Educational Programs

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(669) 205-5291

Approved by Greg Camacho-Light

05/31/2022 04:31 PM PDT

Morgan Hill Unified - Member Representative

18 Shannon Lane

Principal

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Approved by 18 Shannon Lane

05/31/2022 05:35 PM PDT

San Benito High - Member Representative

Elaine Klauer

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Approved by Elaine Klauer

06/01/2022 11:53 AM PDT



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