AB86: Collaborating To Better Serve the Educational Needs of Adults

Santa Cruz County Adult Education Consortium

Final Regional Comprehensive Plan

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Submitted by

Members

Cabrillo Community College

Santa Cruz City Schools

Pajaro Valley Unified School District

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Santa Cruz County Adult Education Consortium
Final Regional Comprehensive Plan

Overview of Consortium

The Santa Cruz County Adult Education Consortium is pleased to present its Final Regional Comprehensive Plan. This plan was developed over the course of a year-long collaboration between the following member agencies: Pajaro Valley Unified School District, Santa Cruz City Schools and Cabrillo College and was joined by its partner agencies representing ROP, CET, the Santa Cruz Center Literacy Project and the Workforce Investment Board. Meetings were held every other week with 30-35 staff participating at each meeting with 41 active members participating in the Consortium efforts.

The SCCAEC Consortium has been joined in these meetings with community partners representing ROP, CET, the Santa Cruz Center Literacy Project and the Workforce Investment Board. As previously reported, the SCCAEC has hired an AB86 Consultant, Rachel Perez, to coordinate and assist in the development of the Consortium's Regional Comprehensive Plan. As was also previously noted, Paul Downs, was engaged early on to facilitate a discussion on the planning process and design options for the SCCAEC. Downs was key in the formation of ALLIES (Alliance for Language Learners Integration, Education and Success) and has worked with other consortia on their AB86 planning processes. Perez currently serves on the ALLIES Steering Committee and works closely in this capacity along with the group to bring together adult schools and community colleges to meet the needs of adult English language learners in Santa Clara and San Mateo Counties. ALLIES' purpose is to accelerate student academic and economic success through collaboration and alignment across two systems. These goals are very similar to those of the AB86 Adult Education Planning Grant.

As the SCCAEC continued to meet and confer, discussion continued to focus on feedback emerging as important and critical to the planning work that is proposed. This feedback focused on future funding for adult schools and its uncertainty. Because these programs were substantially reduced during the recession, future funding which continues to be uncertain at this time, will have a direct impact on the adult schools ability to perform their operations, provide and accommodate access to students, and deliver effective programming in their communities. Insufficient funding limits the overall effectiveness of the adult education programs. Since the adult schools continue to provide most of the academic and career programming for adult learners in the Watsonville, Pajaro and Santa Cruz areas there are needs arising from these financial constraints that focus on student retention, wait lists, outreach, and the ability to

continue levels of service to adult learners. This Planning Process for many in the adult schools has been difficult when future funding is uncertain and unclear because it does not address how the institution will continue to provide these badly needed educational services for adult learners or the question of how it might sustain itself overtime. As the planning process develops, needs arising from these financial constraints will continue to emerge.

Another challenge continued to surface as the group discussed integration and alignment of the two systems was the impact that this alignment might have on the AB540 students who have to fulfill a three-year requirement in a recognized adult school program and receive a high school diploma or its equivalent. As the discussion evolves, both systems are examining strategies to align disciplines that provide optimal learning for students; however, this has posed unique challenges for the AB 540 students. For example, if ESL high intermediate/advanced levels are offered at the community college and lower levels offered at the adult schools, will this curriculum shift fulfill the three-year requirement for these students?

In addition, at the direction of the President of Cabrillo College, Cabrillo continues to explore the option of developing and implementing a Noncredit Program that would augment and support the work of the Adult Education Schools and the College. It would provide an opportunity for Cabrillo to develop an additional source of FTES and, further the collaboration, linkages and articulation between adult schools/noncredit and credit to grow programs and have better prepared students in the classroom. Relevant data indicates a community need with 32% of Santa Cruz County households speaking a language other than English in 2012. This is up from 28% in 2006. Other data shows 14% of county residents age 25 and above have less than a high school diploma, with Watsonville and Pajaro having significantly higher percentages at 48% and 68% respectively. This makes for a compelling reason to begin the process of exploring noncredit at the postsecondary level. The process of developing the noncredit program has made its way to college constituent groups and faculty meetings are currently being held to assist interested faculty in developing appropriate curriculum.

Over the years there has been an increasing interest in noncredit programs shown by the Academic Senate, the Chancellor's Office, the Legislature, and other professionals because of recent studies focusing on rapid demographic changes and the declining educational levels that are impacting California society and its economy. Noncredit instruction is viewed as a viable response to improving the educational opportunities for many immigrant populations, the working poor, those underprepared for college-level coursework, and for many who are not native English speakers. The proposal is being presented and explored with the college constituent groups and making its way through the Shared Governance process. There is much concern among the non-community

college members of the Consortium about the impact of the college offering instruction that could potentially overlap with what the adult schools provide. The discussion on the implications and its impact on the two institutions will continue to be discussed as questions and details are resolved. Updates will continue to be shared with members of the Regional Consortia and they are invited to participate in the noncredit orientations and future College discussions.

Organizational Structure, Decision-Marking, Shared Leadership, Planning Process
Cabinet

Overall leadership is provided by a cabinet composed of the three superintendents of the institutions currently offering adult education: Pajaro Valley Unified School District (PVUSD), Santa Cruz City Schools district (SCCS), and Cabrillo Community College District (CCCD). One of the Superintendents continues to attend the AB86 planning meetings and participates in work group pathway development. Additional K-12 superintendents may join this cabinet. The cabinet provides strategic and policy direction and serves as the final authority on the design of the planning process, allocation of the planning budget, and reviews and approves planning documents and resource requests submitted to the Chancellor's Office.

The cabinet has committed to the following three principles:

- Design a county-wide system for providing adult education that best meets the needs of adult education students.
- Seek the engagement of a broad range of stakeholders in aligning, coordinating, and integrating adult education services with the goal of increasing student success.
- Design for a level of service that is effective in serving students, sustainable with the anticipated funding streams, and includes resources that support continuous improvement of student learning outcomes.

As we continue to reach out to other school districts in the county and potential partners in each of the pathways, it is possible that representatives from those agencies will be invited to join the cabinet or working group (described below) depending on the investments they commit to aligning with the plan.

Cabinet met during this last reporting period and was given an update on the work to date of the AB86 work group and efforts to complete the Final Comprehensive Plan Draft. It was decided to engage the Work Group for a meeting to discuss the focus, the proposed Allocation Committee, Maintenance of Effort and other structures to support the recommendations of the Final Comprehensive Plan. Discussion also focused on those strategies to ensure following Cabinet principles.

Working Group

A Working Group composed of representatives from each of the three districts has the primary responsibility for designing and coordinating the planning process. Decision making by the Working Group is by consensus. When consensus cannot be reached, the issue at hand is escalated to the cabinet for resolution. Agendas for the Working Group and minutes are posted to the web and available to the public to ensure transparency.

During this reporting period a meeting of the Work Group was held and it was mutually agreed that the focus for the Consortium was on getting adults to employment and/or continued education, on increasing technology as appropriate to student needs and on the development of bridge for transitioning students between the adult education system and Cabrillo College. An immediate proposal was for the acceptance of the Maintenance of Effort funding and to use the next year for implementation and program specifics outlined in the Final Regional Comprehensive Plan (FRCP). It was decided that to ensure success of the FRCP it was necessary to hire an Executive Director to steer the plan and assist districts with next steps. The ED would also concentrate on transitions or pathways for bridging students between adult education programs and Cabrillo College and/or employment, creating and providing a foundation for documentable outcomes and student success.

Pathway Planning Teams – Faculty Engagement

The Working Group determined that the alignment and integration of services that we seek could best be planned by focusing on pathways that served the primary objectives of adult school students. Three pathways were identified:

- Basic Skills: serving students acquiring basic skills, often with the intention of obtaining a high school diploma or GED, or preparing for entry into higher education;
- ESL: serving immigrants learning English for a variety of reasons including to increase employability, enable career advancement, pursue higher education, or increase the ability to support school age children;
- CTE: serving students who wish to enter a career, advance in their career, or prepare for higher education within a CTE pathway.

Pathway Planning Teams have been formed to develop plans for each of these identified pathways and are comprised primarily of faculty representatives from each of the three districts. Teams met four times to continue the creation of the three student-goal oriented pathways in Basic Skills, ESL and CTE. Team facilitators worked with the three pathway work groups to ensure spirited discussion on the seven objectives: Rachel Mayo, Dean of Education Centers and Online & Innovative Learning, facilitates

the ESL Pathway, Rock Pfotenhauer, Dean of Career Education and Economic Development facilitates the CTE Pathway and Rachel Perez, AB86 Consultant, the Basic Skills Pathway. The key points that were considered for these student-goal oriented pathways were the identification of current pathway alignment and/or integration of the two systems and how to expedite the transition of adult learners to postsecondary education or into the workforce. The group has completed its discussions have been rich, thoughtful and informative. Faculty from both systems are learning about the existence of various programs in each of the respective programs, the unique challenges facing both and how to design and coordinate the planning process to better serve students.

Member and Partner Organizations

Cabinet and working group members have worked in collaboration to identify potential partners in the work of the consortium. Among the more notable partnerships are the *Santa Cruz County College Commitment* (S4C) and *SOS: Second Opportunity for Students*. The S4C is a county-wide effort that includes K-12 school districts, Cabrillo College, CSU Monterey Bay, San Jose State University, and UC Santa Cruz and aims at getting students on a pathway to college and career, aligning efforts, removing roadblocks and measuring success. Membership in S4C substantially overlaps with membership in the Adult Ed Consortium. The Consortium has benefitted greatly from the relationships established through working together on S4C projects. The SOS program provided by Watsonville/Aptos Adult Ed and, housed at Cabrillo College, serves at-risk students seeking to complete a high school diploma, GED or transition into Cabrillo College. Partners involved in this program include the Watsonville/Aptos Adult Ed., COE's Alternative Education, Cabrillo College, Regional Occupational Program (ROP), and Pajaro Valley Unified School District.

Other partnerships include those with the Workforce Investment Board (WIB), the Santa Cruz County Human Services Department, the Center for Employment Training, the County Office of Education, Shoreline Occupational Services and the Literacy Center, all of which add additional expertise, instruction and services in areas of workforce preparation, apprenticeship, as well as serving and working with at-risk populations, basic skills and English language learners. Cabrillo has a program, Fast Track to Work, jointly funded by the college, the WIB, and the Human Services Department that places students in short-term, credit, FTES supported CTE programs and provides wrap-around services to ensure student success. The relationships, practices, and business model of this long-standing partnership is informing the development of our adult education pathways.

Other partners that may join this effort include:

- Santa Cruz Volunteer Center Literacy Project
- Santa Cruz County Sheriff's Office - Rountree Medium Security Facility
- Communities Organized for Relational Power in Action (COPA)
- Santa Cruz County Business Council
- Chambers of Commerce
- Human Care Alliance
- Walnut Street Women's Center

Currently, Partners that have participated in the work group and pathway discussions during this reporting period are the Center for Employment Training (CET), the Santa Cruz Literacy Center Project, Live Oak Family Resource Center and the Workforce Investment Board (WIB). Their contributions and participation continue to assist the two educational systems by offering a unique perspective with their additional expertise in working with at-risk populations, instruction and services in areas of workforce preparation, apprenticeship and soft-skills education.

Communication
The proposed project builds on a long history of cooperative effort among the Adult Education Schools, Cabrillo College, and community partner agencies and to continue this effort, communication, will play a key role in the ongoing work of the Consortium. Communication with all school districts, adult education providers and other partner organizations in the region will be important to advancing the collaborative approach to adult education that the plan envisions. The dissemination of information will rely heavily upon an already established network of partnerships with community based organizations, business and industry, and social service organizations within the region to get the word out and to recruit additional partners not already part of the regional network.

Communication in the form of letters, emails, meetings, and orientations have been ongoing since September 2013. All members are accessing a shared tool, Google Drive, with topical folders in which completed documents have been posted and documents-in-process can be accessed and edited by all members. Other methods of communication are newsletters, fact sheets, social media and conventional methods of dissemination of information through already existing partnerships, board meetings, district and college committees, and social media. Each of the planning pathways work groups have established methods of exchanging work through emails and updates.

The SCCAEC has concluded that communication will be one of the challenges that the Planning Group will encounter; however, theAB86 Cabinet has assumed responsibility for communicating appropriately and effectively with their own governing boards and the

community at large. Examples of board communication to date include presentations at board meetings and board study sessions, agenda items related to participation in the AB86 grant, and a variety of formal and information interchanges with their boards.

Program Plan

Objective #1: Evaluation of Current Offerings

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

Pajaro Valley Unified School District. ABE/ASE and GED (offered in both Spanish and English) preparation classes are offered through the Watsonville/Aptos Adult Education (WAAE) Learning Center program. Students working toward a high school diploma or the GED are provided content area instruction through textbooks, workbooks, computer software instructional programs, and through "blended instruction" utilizing the District adopted web based e-learning program, Edgenuity (formally *education 2020* or e2020), which is aligned to Common Core State Standards (CCSS). The Learning Center teaching staff infuses group instruction and topic discussion groups into daily lesson plans. In addition, "pull out" groups are provided for students needing individualized instruction and support in specific skill areas. The small class sizes maximize learning time with a blend of individualized and group instruction.

ABE/ASE and GED classes are also offered through Distance Learning – an independent study format – to those students who find it challenging to include on-site school attendance into their busy work/family schedules. In addition, WAAE provides GED services for inmates housed at the local county men's correctional facility and provides a credit recovery opportunity to District high school students who are credit deficient.

Summative assessment is used to evaluate student learning at the end of instructional units by comparing the assessment scores with individual student learning goals. This information is then used to guide the instructional course for each student. ABE/ASE class instruction is based upon students' performance in the CASAS pre- and post-tests, GED practice tests, and CAHSEE exams. All WAAE Learning Center staff have participated in district sponsored CCSS in-service trainings, and instruction will be aligned with the District's full implementation of those standards by fall semester 2014.

The student information system (AIM) reflects that for the 2012-2013 school year, 615 students were enrolled in ABE/ASE/GED classes, with 110 students receiving their GEDs and 25 receiving their high school diplomas. For the 2013-2014 school year, 600 students were enrolled in ABE/ASE/GED, with 104 students receiving their GEDs and

38 receiving their high school diplomas. In March of 2014, WAAE became a Pearson Vue Testing Center to accommodate the new 2014 Computer Based GED. In addition to providing a GED testing opportunity to candidates within the testing area, WAAE also provides testing opportunities through Pearson Vue to candidates taking Evaluation Systems Exams, which include exams for educators such as: California Basic Skills, California Preliminary Administrative Credential, the California Subject Examination for Teachers, California Teachers of English Learners, and the Reading Instruction competence Assessment.

Santa Cruz City Schools. ABE/ASE, Independent Study High School diploma (IS diploma) and GED preparation classes are offered through the Santa Cruz Adult School (SCAS). Students working toward a high school diploma or the GED are provided content area instruction through small group direct instruction, textbooks, workbooks, one to one tutoring and computer software instructional programs. In our ABE/ASE class, "pull out" groups are provided for students needing individualized instruction and support in specific skill areas. The small class sizes maximize learning time with a blend of individualized and group instruction.

The IS diploma is also offered to those students who find it challenging to include school attendance into their busy work/family schedules. These students meet with their teacher weekly and have an individualized program of study based on their credit needs. Our GED preparation classes provide blended instruction that includes use of GED Academy, which students can access in class and from home. In summer 2014, we began offering GED Academy as a distance learning option for GED preparation. We also provide GED preparation services for inmates housed at the local county correctional facility. ABE/ASE and GED preparation class instruction is based upon students' performance in the CASAS pre and post tests, GED Academy assessments and GED practice tests.

Our student information system (AIM) reflects that for the 2012-2013 school year, 179 students were enrolled in ABE/ASE/GED classes, with 56 students receiving their GED and one receiving their high school diploma. For the 2013-2014 school year, 120 students were enrolled in ABE/ASE/GED, with 77 students receiving their GED, and 6 receiving their high school diplomas. In 2012-2013 80% of ABE Intermediate Low (4-5) students made one level growth as measure by the CASAS test. GED students achieving certificates were also strong with 81% of 192 students, (156 of the 192) enrolled earning their GED.

There is a need in our community for ABE/ASE and GED preparation in Spanish as is evidenced by the inquiries we receive requesting this service. We have provided this class in the past but do not have the resources to do so at this time. During the last semester of the 2013-14 school year we had difficulty meeting the needs of the students

enrolled in our IS diploma program due to the number of class offerings, limited class time, inadequate technology and lack of up-to-date textbooks. Our computer lab is woefully inadequate for meeting the needs of 21st century learning due to our 12-year old hardware. We would like to offer more blended and distance learning opportunities but are unable to at this time. Our staff is in need to professional development around the new CCSS and the College and Career Readiness standards for Adult Education. Again, the lack of funds has prevented us from providing this to our teaching staff.

Despite our needs and lack of funding we provide high quality instruction. The GED/ABE/ASE department has four part-time teachers qualified to teach basic academic skills to adults, prepare students for the GED and help students learn subject matter and concepts that lead to their high school diploma through independent study. The position's primary duty is to provide instruction that develops basic skills for passing the four sections of the 2014 GED examination. These teachers all hold valid CA teaching and adult learner credentials. Our teaching staff for ABE/ASE, IS Diploma and GED have an average of 27 years of teaching experience.

Cabrillo College. Cabrillo offers basic skills credit courses in English and mathematics. The Math department offers approximately 50 sections of Elementary and Intermediate Algebra and approximately 20 sections of Essential Mathematics serving roughly 2,200 students each semester. The department also offers noncredit tutoring assistance for basic skills math through Math Learning Center. About 1500 students are served each semester. The success rate for Essential Mathematics has increased over the last year 5 years from 54% to 62%. The success rate for the algebra courses hovers around 50%. Of even greater concern is the low rate persistence of through the basic skills math sequence to transfer level math. Of those who start with Essential Math only 8% make it all the way through to success in a transfer level math class within 3 years. The rate is better for those starting with Elementary Algebra: about 22%. For those who start with Intermediate Algebra, about 42% progress to successful completion of a transfer course. These low rates are typical across the country and are of national concern. The potential for shared curriculum and professional development across the AB86 partners is of interest.

Cabrillo's English department offers 12-15 sections of Basic English serving 200-300 students each semester. In addition it provides noncredit tutoring, although this serves students above the basic skills level as well. In order to meet the needs of basic skills students, the English department actively supports numerous learning communities (LC's). Learning communities pair an English course with a course in Business, Math, Counseling, Reading or ESL. Through participation in LC's, the English department actively works to establish pedagogies that work for basic skills students across various disciplines.

The success rate for Basic English hovers around 72%. About 24% of these students go on to successfully pass a transfer level English class within 3 years. The strong commitment to LCs was motivated by the department's desire to improve the success rate of basic skills students. In its recent program plan the English department gave high priority to professional development.

2. Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

Pajaro Valley Unified School District. WAAE offers ESL instruction in all levels from beginning through advanced, as well as multi-level classes and Vocational ESL (VESL) classes. As a supplement to class time, ESL students may also enroll in Distance Learning as an opportunity to accelerate their English acquisition. The ESL program provides an initial placement based on an assessment of the student's reading level and speaking ability. All ESL classes incorporate four basic skills: listening, speaking, reading and writing. Teachers engage in whole-group, small-group, pair-work and online instruction activities. One of WAAE's computer labs is dedicated to the support of English Learners, utilizing the web-based *English Discoveries* and English language development program. ESL exit exams and CASAS tests are used to assess student progress and curriculum. The majority of ESL students are employed in the local agricultural industry; consequently the typical class size in the fall ranges from 20-25 students, with a significant increase during the non-harvest winter months to 30-50 students.

WAAE also provides classes for students to prepare for their potential interview with Immigration in order to obtain their U.S. citizenship. WAAE offers ESL/Citizenship classes that focus on United States history and government. These classes concentrate on English grammar and conversation, as the greater part of the Citizenship application process is conducted in English. We served 1,177 in this program area in 2012-13 and 1,098 in 2013-14.

Santa Cruz City Schools. SCAS' ESL Department is comprised of seven part-time teachers. They offer ESL instruction in all levels from 1A through 5. They provide instruction in a positive learning environment that enhances the development of English language fluency in listening, speaking, reading and writing as appropriate to the particular proficiency level outlined in the ESL Model Standards. Some teachers integrate the use of technology into their instruction and ESL classes have access to our computer lab when it is not in use for ABE/ASE/GED classes. Some teachers take their students on relevant field trips into the community such as visiting the public library to get library cards. Guest speakers come in to share information on community services and areas of high interest such as immigration, citizenship, health care and

participation in democracy. In addition, they develop lessons that ensure student success in EL Civics assessments. Our ESL teachers are all credentialed to teach ESL and adult learners. ESL class size ranges from 15- 35 with evening classes larger than morning classes. Our morning classes tend to have students from a wide range of countries. Our evening classes are mostly Latino students. We had 456 ESL students in 2012-13 and 424 in 2013-14. This is our largest program.

Most semesters we offer a citizenship preparation class where students focus on preparation for the citizenship interview process. This is a fee based class.

Our program would benefit from resources to provide distance and blended learning options for ESL students as well as multi level and vocational ESL classes. Our outdated computer lab is a problem for delivering 21st century instruction and preparing students for the workplace. Funding to provide citizenship preparation classes at no cost would support a need in our community. Currently we offer classes four mornings a week for a total of twelve hours of instruction and two evenings a week for a total of six hours of instruction. Students have expressed interest in having more evening hours available, which would decrease the large class size for these classes.

Cabrillo College. The Cabrillo College English as a Second Language program serves both resident and foreign students from all over the world. The mission of the program is to improve the fluency of non-native speakers of English in order to promote future academic and professional success. The ESL program has 2 full time instructors and from 6-8 part time instructors. There are also 4-6 ESL LIAs that help tutor ESL students in the writing lab. The program operates under a four-level core acquisition sequence that begins at basic English development (201level) and continues to low intermediate English development (202), high intermediate English development (203), and finally to advanced English development (204).

The pedagogical focus of the core acquisition sequence is a holistic, content-based approach, which promotes language fluency, usage and comprehension over structural knowledge. The holistic approach reflects the real-world use of language and incorporates the four skill areas of reading, writing, listening and speaking into one core class, rather than separating the four skill areas into discrete courses. In addition to the core acquisition sequence, the ESL department also offers auxiliary courses, such as a three-level oral communication sequence, a three-level grammar sequence, and a three-level reading sequence. Finally, in order to assess students' knowledge and use of English, the Compass Test is offered through the assessment center.

The average rate of successful completion of ESL classes has averaged 68% over the five years ending in 2012-13, compared to a college-wide average of 71% over the

same time period. The department does not currently have any indicators of student persistence and advancement to college-level courses.

The ESL department has been challenged by low enrollments. Course enrollments dropped from 734 in 2008-09 to 398 in 2012-13, and from 114 FTES to 75. In its most recent program plan, the department listed as one of its highest priorities establishing a stronger relationship with the adult schools.

In the past, the ESL department has offered ESL classes that also delivered Early Childhood Education content, providing a pathway into Cabrillo's ECE program for English language learners. These offerings have been recently dropped because of low enrollments.

Partners. The Volunteer Center served 310 ESL students in 2012-13 and 337 in 2013-14.

3. Education programs for adults with disabilities.

Pajaro Valley Unified School District. WAAE offers activity enrichment classes to adults with disabilities at the County HOPE Services locations, as well as at convalescent and assisted living facilities within the Watsonville/Aptos communities. In 2012-13, there were 58 participants in these classes; that number jumped to 195 in 2013-14.

Santa Cruz City Schools. SCAS does not currently provide these services.

Cabrillo College. "The Stroke and Disability Learning Center" (SDLC) offers Special Education and Adaptive Physical Education classes to adults learning to live with functional losses after stroke and other disabilities. The program offers college level instruction and support services for people who have become disabled after a stroke or other health challenges. The goal of the program is to support independence and maximize function by teaching skills and strategies for adaptation. Starting where medical rehabilitation leaves off, this educational program provides instruction in the areas of mobility and fitness, speech and communication and counseling support. SDLC students benefit from formal instruction that provides adaptive education in a number of areas. They also benefit from participating in a community of learners among individuals who share their experiences and coping strategies together. Classes are offered in Orientation to Stroke and Disability Learning Center, Adaptive Speech and Language Skills, and Exploring Abilities. Approximately 120 students are served each semester. Success rates range around 96%.

The Adaptive Physical Education department serves students of all ages who have experienced trauma including war veterans, accident victims, industrial trauma, heart attacks, and penetrating injuries to the body or brain. It also serves students with developmental delays. This includes adults with congenital damage to the brain, mental

illness, and delay due to drug or alcohol abuse. This group must be served by law (Public Law 94-142 Individuals with Disabilities Education Act) until they are 22. Courses offered include Adaptive Swimming, Adaptive Bowling, Exercise and Fitness-Adaptive, Adaptive Tennis, and Adaptive Yoga. Enrollments average about 420 per semester. Course success rates range around 92%.

Partners. The Volunteer Center, through its College Connection Program, served 34 students with a psychiatric disability in 2012-13 and 51 students in 2013-14.

4. Short-term career technical education programs with high employment potential.

Pajaro Valley Unified School District. In response to the increase in demand for qualified health care workers, WAAE offers a Vocational English Learner Healthcare/Caregiver Training class, and a Certified Nurse Assistant program through which students earn a State Certified Nurse Assistant (CNA) Certificate. We also collaborate with Condensed Curriculum International (CCI) Certification Programs to provide certification in classes for those wishing to pursue careers as a Pharmacy Technician, an EKG Technician, a Clinical Medical Assistant, and those wishing to earn Continuing Education Units in, acute care and restorative care. Other CTE classes offered are: Office Skills, Computer Repair, Website Design, and Digital Photography and selling on eBay. CTE instructors assess and monitor student learning and target areas that need work, providing ongoing feedback that is used by students to improve their learning and by instructors to improve their teaching. Students identify their learning needs and goals, and the curriculum is tailored to meet those needs. During 2012-13, 229 students participated in our CTE courses; 195 students participated in 2013-14. Enrollment in all of our fee support classes has dropped as the fees have increased and the hours have been reduced. The fees for our CNA program have grown ten-fold for example. The Local Control Funding Formula currently in effect provides no revenue for Adult Education and our District is required to make difficult choices.

Santa Cruz City Schools. SCAS does not currently provide these services.

Cabrillo College. Cabrillo College does not currently offer non-credit CTE courses. Over 10 years ago, in cooperation with the PVUSD and SCCS Adult Ed programs, we developed a set of career paths in construction, allied health, office skills and childcare that began in the Adult Schools and continued with ROP and Cabrillo. That program benefited from grant funding and the support of the County's CalWORKs program. As those funding sources diminished and ended we lost the staff that provided the glue to hold this partnership together. We would welcome AB86 funding to re-establish these pathways.

Partners. The Regional Occupation Program offers courses in the following areas: Dental X-ray; Dental Assisting; Medical Assisting; and Hospitality/ServeSafe. In the last

two years 53 students were served in the Dental X-ray program; 85 students were served in the Dental Assisting program; 155 students were served in the Medical Assisting program; and 115 students were served in the Hospitality/ServeSafe program.

4. Programs for apprentices.

Pajaro Valley Unified School District. WAAE does not currently offer apprenticeship opportunities.

Santa Cruz City Schools. SCAE does not currently offer apprenticeship opportunities.

Cabrillo College. CCCD does not currently offer apprenticeship opportunities. The college does offer programs that are excellent preparation for students who wish to enter apprenticeships. These include Construction and Energy Management, Welding, and Engineering Technology.

Cabrillo, ROP, and other partners are currently working with the Santa Cruz County Workforce Investment to develop a pre-apprenticeship program that would link to apprenticeship programs in nearby counties.

Objective #2: Evaluation of Current Need

Demographic and Economic Profile of Region
Santa Cruz County reflects an extremely diverse socio-economic population. While 54% of families in the county report an annual income of over $75,000, 16% of kids under age 18 live in poverty. Half of K-12 students are eligible for free/reduced lunch, and this goes up to 76% for the Pajaro Valley Unified School District (in Watsonville).

While the county's unemployment rate has decreased from a high of 13% in 2009, it remains at nearly 11%, and in Watsonville it is 22%, both of which are higher than the state average. Santa Cruz has one of the most expensive housing markets in the country, with the median value of an owner-occupied house being $613,500, as compared to California average of $421,600 (U.S. Census Bureau, Median value of owner-occupied housing units, 2007-2011). Additionally, the median Santa Cruz County renter's income is $35,773 and given the price of rental housing, 74% of renters in the county are unable to afford a 2-bedroom fair market rental unit at $1,587 per month (National Low Income Housing Coalition, 2013). These conditions result in multiple families living together without adequate space and quiet for study and homework. In fact, recent studies reviewing the Self-Sufficiency Income Standard for California show that 28% of all county households are below the Self-Sufficiency Standards. Additionally 46.7% of Latinos, 58.5% of residents without a high school diploma, 56.5% of female-headed households with children and 36.7% of male-headed households with children also are below the Self-Sufficiency Standard (United Way Community Assessment Project Comprehensive Report 2013).

1. Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

In 2012-13, the high school cohort dropout rate for Santa Cruz County was 9.3%, with Latino students dropping out at almost double the rate of White students (11.7% compared to 6.1%). Overall, 15% of adults in the county do not hold a high school diploma.

Pajaro Valley Unified School District. The district has a total enrollment of approximately 20,000 students. The 2013-14 CBEDS data indicate that the student population is 16.2% White; .5% African-American; 81.1% Hispanic or Latino; .9% Filipino; .9% Asian; and .4% Other. Based on the 2013-14 CBEDS data, 76.6% of our students qualify for free or reduced lunch. In

2012-13, PVUSD had a 7.3% high school cohort dropout rate.

Approximately 40% of adults in Watsonville lack a high school diploma, with almost 29% having less than a 9th grade education. The majority of students served by WAAE live in, or live nearby, the community of Watsonville. Nearly half of the city's population is under the age of thirty, with 33% between the ages of five and nineteen.

Santa Cruz City Schools. Santa Cruz Adult School is part of the Santa Cruz City School District though SCAS students live and work in all areas of the county. In 2012-13, SCAS served a total of 1,321 students, with 822 coming from Santa Cruz City and an additional 499 coming from throughout the county. SCCS serves approximately 7,000 K-12 students each year. The 2013-14 CBEDS data indicate that the student population is 51.4% White; 1.7% African-American; 38.2% Hispanic or Latino; .7% Filipino; 3.2% Asian; and 4.8% Other. Based on the 2013-14 CBEDS data, 38% of our students qualify for free or reduced lunch. In 2012-13, SCCS had a 4.7% high school cohort dropout rate. Data internal to Santa Cruz City Schools shows that almost 25% of the students' parents are not high school graduates.

Santa Cruz Adult School provides numerous classes (GED/Basic Skills, Life/Job Skills, Computer Skills, Parenting, and Substance Abuse Education) at the County's Main Jail and the Blaine Street (Women's) correctional facilities, where the average daily population is over 465 inmates. Adult School teachers note that 95% of the jail students lack high school diplomas. During 2012-13, 161 students participated in SCAS' GED programs while in one of these jail facilities.

Despite limited budgets, the Santa Cruz Adult School served 523 students through our ESL, ABE/ASE/GED and High School Diploma programs in Academic Year 2012-13, representing a 10% increase in students from 2010-11, according to CASAS Data on California WIA Title I Learners. At the same time, adult school participation in the state

decreased by 29% and in Santa Cruz County as a whole by 34%. The Santa Cruz Adult School participants represented 44% of all adult school CASAS participants in the county in 2012-13, an increase from 2010-11 of 26% and an additional 25% in 2011-12.

Santa Cruz Adult School is proud of our ability to increase the number of students served over the last three years despite deep budget cuts. We plan to continue to increase the number of students in all classes and levels by investing in updated computer equipment and educational software so we can expand online and blended learning options. We also are working to develop teacher Professional Learning Communities, where teachers collaborate using a cycle of inquiry to inform and improve instruction, so students have the best possible educational experience and succeed in their careers and higher education goals. Increased funding would allow us to upgrade our technology and increase our class offerings. This would benefit our students and community by allowing our teachers to access professional development opportunities, use technology in the classroom and provide more distance and blended learning options.

Cabrillo College. 24% of the incoming high school students graduates in 2013 assessed into Basic Skills math, 21% into Elementary Algebra, and 34% into Intermediate Algebra. Only 18% were ready for transfer level math. In English 23% assessed at the Basic Skills level. In Reading 7% assessed at the Basic Skills level. Motivated in strong part by these statistics, virtually all of the public education institutions have joined together to form the Santa Cruz County College Commitment (S4C). The goal of this collaborative is to improve the college and career success rate for all of our students. S4C is focused on strengthening preparation in the K-12 system and has undertaken a number of collaborative efforts to help students get on a path to college and career success, align our efforts to support that, and measure how well we are doing so that we can do more of what works and less of what doesn't.

We would benefit from a similar collaborative effort focused on assisting adults who wish to acquire basic skills and move to higher education to be successful. Many of the strategies that are being employed by S4C could also apply to collaborative efforts to improve our success at providing basic skills education. One essential element of any effort to improve performance is measurement. The S4C effort was motivated and change efforts are now informed by data that is being collected and shared on an annual basis. This includes how many students are making the transition from one institution to another, how well prepared they are, and how successful they are. Similar data exchanges would help motivate and inform our efforts at serving adults. Ideally, a system for tracking students across multiple systems would be developed and deployed statewide. This could allow for benchmarking performance and identifying practices that are particularly successful and worthy of replication. CalPASS+ has been very

successful in building this data tracking system to serve the K-16 pathway. We would be well served if it could be extended to include adults.

Cabrillo, the adult schools, ROP, and the County WIB and social services department undertook a very successful collaborative effort to serve English language learners about a decade ago. Like S4C that effort also benefited from a data exchange we managed to do between all of the partners. Three other elements were also essential to its success. Most critical was having staff responsible for convening the partners, facilitating cross-institutional dialog, and then providing project management support to assist the partners in following through with their commitments. Professional development was another important factor. We were able to bring in several experts in English language instruction, who worked with faculty from all of our institutions to incorporate research-based practices, including most successfully vocational ESL. The third element was an investment in marketing. As ADA/FTES supported institutions we knew could fund the classes if we had sufficient enrollments. We knew from experience that offering new classes was always risky as it generally takes awhile for a class to reach full enrollments. With grant funds we were able to carry out sufficient marketing to fill all of our classes from the very beginning. All of these elements: data, facilitation and project management, professional development, and marketing if provided on a sustained basis would enable us to substantially improve our success at serving basic skills students.

Partners. The Volunteer Center cites data from their Friends Outside program that shows 25% of the 1,000 people they work with coming out of jail or prison lack a high school diploma but find it difficult to find the time and money to pursue one.

2. Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

Pajaro Valley Unified School District. Though approximately 30% of students in the county are English learners, in Pajaro Valley Unified School District they represent 47% of the student population. The California English Language Development Test (CELDT) data from 2013-14 shows that 7,666 students were tested and 5% scored at the Advanced Level, 27% at the Early Advanced level, 38% at the Intermediate level, 18% at the Early Intermediate level, and 12% at the Beginning level.

Within the Watsonville community, slightly over 60% of the population speak only Spanish in the home, compared with 25% county-wide. Seventy-three percent of those within the Watsonville area, who are identified as "foreign born," are not U.S. citizens, with 28% within that category having achieved naturalized citizenship status. (US Census Bureau, Santa Cruz Community Assessment Project, Census 2010)

Even with the economic stress and significant reduction in the allotted budget, WAAE continues to strive to serve the adult population in the most meaningful way possible. Our highest enrollment continues to be in the ESL Program. Although there has been a significant decrease from the nearly 3,000 ESL enrollment in the 2007-2008 school year, WAAE continues to provide vital ESL instruction to adults in the community.

Santa Cruz City Schools. Thirteen percent of the student population in SCCS is designated as English learners. The CELDT data from 2013-14 shows that 941 students were tested and 7.5% scored at the Advanced Level, 35% at the Early Advanced level, 35.5% at the Intermediate level, 13.5% at the Early Intermediate level, and 9% at the Beginning level.

English Learners in Santa Cruz County are overwhelmingly from Mexico and Central America. Approximately 18% of county residents were born outside of the U.S. and 30% speak a language other than English at home. Some immigrants are classified as "migrant" because they work in agriculture; however, for all practical purposes, most immigrant families in the county face the same challenges: the vast majority are monolingual Spanish speaking, few have completed high school, most work hard at low-paying jobs and do not have access to many social services due to their immigration status.

Cabrillo College. The high percentage of households in which a language other than English is spoken, the high percentages of English language learners at area schools indicate the importance to our county of developing a more integrated approach to delivering ESL instruction. There is a need for the same strategies discussed in the previous section on basic skills: commitment to collective action, shared data, facilitation and project management to support collective effort, shared professional development focused on researched based practices, and shared marketing.

Partners. The Volunteer Center currently has a waiting list of over 100 people to participate in their ESL program. Relatedly, the Live Oak Family Resource Center indicates there is always a demand for ESL classes in the community and recommends offering the courses nearby and providing childcare during the classes. The Resource Center also indicates there is always a demand for basic computer skills classes on such topics as email, word processing, and web browsing.

3. Education programs for adults with disabilities.

Pajaro Valley Unified School District. Data from the CDE reports that the Pajaro Valley Joint Unified School District's Special Education Local Plan Area (SELPA) provides service to 2,794 students with disabilities ages 3-22. WAAE provides service to adults with disabilities over the age of 22, and in the past that support has been mainly to those adults receiving support service through HOPE Services. This year, WAAE has

significantly expanded service to providing service to clients with disabilities who reside in local convalescent and assisted living facilities. WAAE has seen increased enrollment and service to Adults with Disabilities from 66 enrolled in the 2012-13 school year, to 192 enrolled in the 2013-14 school year, demonstrating a significant increase in demand.

Santa Cruz City Schools. SCAS does not currently provide these services.

Cabrillo College Cabrillo would benefit from exploring with our partners in the Adult Ed Consortium the ways in which we might work together to better serve adults with disabilities. Our Stroke and Disabilities Learning Center might benefit particularly from the inclusion of noncredit instruction for its students. We should consider how best to address the needs and opportunities for this program area in our planning process.

Partners. The Volunteer Center indicates that there is an increasing need for services to this population in the Watsonville area as housing for adults with disabilities is growing.

4. Short-term career technical education programs with high employment potential.

Pajaro Valley Unified School District. Farming and Production account for slightly over 30% of the occupations in Watsonville, with an additional 17% identified as working in the Service area. A little over 9% of occupations are classified as working in Construction, and approximately 21% of the employed are working in Sales/Office occupations. Those identified as being employed as Professionals in the City of Watsonville account for about 23% of the employed population (www.freedemographics.com).

With the majority of those employed in the Watsonville area who are in lower skilled jobs, in conjunction with the high number of residents having less than a 12th grade education level, there is an ongoing and critical need for CTE, job training, and apprenticeship opportunities.

The Watsonville/Aptos Adult Education CTE program has several courses of study which allow for more advanced training. Health career offerings can start a student with Certified Nurses Assistant training which would allow a student to progress to certification as a Clinical Medical Assistant, EKG Technician, or Pharmacy Technician. The Office Skills class offers a basic introduction to Microsoft Office software and allows a student to continue studying more advanced features. WAAE also offers basic accounting courses featuring the QuickBooks accounting software, and uses the same workbooks as used by Cabrillo in their entry level accounting course. CTE classes are also offered in computer repair, web design, and digital photography.

Santa Cruz City Schools. SCAS does not currently provide these services.

Cabrillo College. Cabrillo looks forward to the anticipated increase in the noncredit FTES rate for short term CTE. We see a number of ways in which this will allow us to leverage our existing assets to better serve our community. For example, recent discussions with local employers have identified the need for their employees to have better computer skills. Short-term, non-credit classes would be well suited to meeting this need and the college has computer lab facilities that could be readily applied to meeting this need.

There is a need to coordinate the efforts across the providers of CTE instruction to avoid oversupplying the market with graduates and to avoid offering more classes than there is student demand for.

The college, our education partners, employers and our students would benefit from a regular shared dialog with employers about their workforce development needs. Cabrillo has been leading such a dialog in the area of healthcare for over a decade. It has proven to be quite productive for all parties. A similar approach could be carried out in other sectors or employers and education providers could be convened around particular skills sets that cut across industries, such as computer technology, ESL, or customer service.

5. Programs for apprentices.

Pajaro Valley Unified School District. WAAE is in the process of exploring potential apprenticeship opportunities for students.

Santa Cruz City Schools. We would be interested in providing these opportunities if future funding and resources permit.

Cabrillo College. Santa Cruz County is within commuting distance of a number of apprenticeship programs. Our residents would be better served by developing a pre-apprenticeship program that could feed into one of the existing programs. The Santa Cruz County WIB recently obtained a planning grant to explore how such a program could work. Cabrillo and a number of our partners are involved in that effort.

Objective #3: Plans for members and partners to integrate existing programs and create seamless transitions into postsecondary education in the workforce

ESL Pathway
Educational Pathway

The ESL Work Group created a map of the ESL pathway, identifying students who travel the pathway, their entry points, end goals, a description of the typical student population served by the program and identified pathway destinations for ESL students. The information gleaned from this exercise yielded the following information.

Student Characteristics were listed as low income, undocumented, immigrant populations, seasonal workers, literacy needs (less than six years of formal education or less), growing population of Mixtecos who are not Spanish-speaking, incarcerated, language isolated, diverse group with range of language needs (illiterate to international well-educated in native country non Spanish-speaking), interrupted studies, more 18-20 year olds presenting, and parents with school-age children.

Student Destinations were acculturation through either Adult Education or Cabrillo, English improvement, help kids with homework, citizenship, certificate programs/and/or careers, literacy, GED (Spanish and English), job advancement or entry into employment, resources improvement, job skills, and work readiness.

Entry Points were identified as Cabrillo College, Watsonville Adult Education, Santa Cruz City Schools Adult Education, Community-Based Organizations: Live Oak Family Resource Center, Shoreline, Santa Cruz Volunteer Center Literacy project and referrals from churches or other agencies. There are no wrong doors at the entry points.

Identified Gaps in the ESL Pathway were pre-literacy needs among those not literate in Spanish; classes scheduled to accommodate student availability; classes in jail facilities; educational conferences for migrant education; CBET (Community Based English Training Program) Programs; coordination of adult education and Cabrillo ESL levels which are aligned; low enrollments in existing classes at Cabrillo; services for growing population of indigenous (Mixtecos) who are not Spanish-speaking; educational conferences for professional development; individualized educational plans for increased accountability; better marketing in the community; strategies to use for immigrant populations integration into existing programs and services; conduct community and student surveys to gauge need and customer satisfaction; integrate professional development and coordinate staff development days when appropriate between the two systems.

Progress Indicators or Metrics to use were the numbers of students achieving English language instruction, assessment tests, the number of students using existing services now, persistence from semester-to-semester, persistence from course-to-course, transitioning students from institution-to-institution, and the number of referrals from the regional consortia area.

Alignment of ESL Pathway
The ESL Work Group has discussed possible strategies to use in alignment of placement, curriculum, assessments, progress indicators and major outcomes for integration of existing programs and creation of the seamless transitions into the community college or the workplace.

The groups presented their assessment instruments for discussion and examined writing samples and descriptors as the first step in their alignment process. ESL writing samples from Cabrillo's various ESL levels were distributed with descriptors and a chart was also presented with Cabrillo, Adult Ed/CASAS, and ACTFL levels in attempts to line up the four systems to ACTFL scale. This information will be made available electronically for the group to review. Writing samples from the Watsonville Adult Education Center was also distributed.

Further discussion focused on a need for a writing component for the Compass which is the ESL Assessment instrument for Cabrillo. WAAE will look at Compass samples on-line to examine this assessment instrument. In addition, Rachel Mayo, the facilitator, will follow-up with Cabrillo's Basic Skills Initiative Coordinator to see if there is still funding available in the BSI budget to activate this portion of Compass. Since grading is electronic and probably less accurate than holistic grading which brings in multiple measures, it would not require the ongoing cost involved for paying instructors to evaluate the samples, This would make the process sustainable in the long run and provide more information than is available now for initial placement.

A significant major issue that was mentioned in the introduction of the Regional Comprehensive Plan and has been discussed within the ESL Work Group is the need for an AB540 track through WAAE in order for undocumented students to accumulate the required 3 years of instruction at Adult Education before completing a GED or HS diploma (The group was informed that any time spent after these benchmarks are achieved does not count) so that they can pay in-state tuition when they matriculate as Cabrillo students.

Another need that was identified was the continual involvement of community partners in ongoing discussions. Alia Ayyad, Director of CET (Center for Employment Training), was present and shared her story of learning English through Adult Ed when she came to the country, and also shared her concern that it was important that partners and

members maintain flexibility in curriculum offerings throughout the Consortium and that location was also important for student access.

Transition Strategies among the Consortium Participants' System
Transition strategies that the ESL Work Group indicated are important and identified are the following:

Additional meetings for collaboration and communication with a set schedule for maximum participation from partners and members to continue dialogue on curriculum, articulation and matriculation of students between the two systems

Collaboration with external agencies: support service agencies, childcare centers, partnerships with business to supplement resources and to promote "packaged courses" or VESL to employers.

Need for current information and updates on the state assessment under discussion which will be provided by Terrence Willett, the Cabrillo Researcher.

Closure of all the lingering questions and processes: for example, whether the six levels of ESL currently offered at the adult education level necessary to maintain federally funded CASAS assessment and those taught through credit ESL at Cabrillo will need to be examined closely so that descriptors may accurately reflect reality.

Also discussed was the need for a well coordinated marketing plan to advertise joint academic services at nontraditional locations (grocery stores, laundromats and taquerias) with a referral system and regional website that includes all program and class offerings. Outreach necessary to let the community know about the changing structures and options of ESL education in the community as we go forward.

The need to use a standardized data tracking system for a well coordinated data collection effort and the sharing of this information as students transition from one system or community partner agency to another. This is particularly important with regard to student completion and assessments. This standardization will greatly improve the flow of student and program information.

The need for additional student support services in the form of counseling, guidance and follow-up which can be provided by specialists who are familiar with both programs and can assist in the identification of a cohort of students who are ready to transition from one system to the other or to the workforce.

Basic Skills Pathway
Educational Pathway

The Basic Skills Work Group created a map of the Basic Skills pathway, identifying students who travel the pathway, their entry points, end goals, a description of the typical student population served by the program and identified pathway destinations for Basic Skills students. The information gleaned from this exercise yielded the following information. Basic Skills students also face multiple barriers at all levels throughout the region running the gamut from personal preparedness, inadequate coping skills in dealing with the complexities of life, language barriers with little or no academic preparedness.

*Student Characteristics listed were the followi*ng: Second generation 'immigrants' or born in the U.S., parents do not speak English, failed high school or dropout (many educational, social or economic reasons), students with learning disabilities including Special Education, gang involved, perseverance lost, family demands, ABE – Literacy, Grade Level 3.5 through 7th grade, ASE (Secondary) GED(7.0 and above), college preparation, need credit recovery for high school diploma, mandated reason in specific programs, migrant adults who are underage workers who return to school as an adult, transitioning and students who are moving from "family life" to workforce.

Pathway destinations for basic skills students were identified as the following: High school diploma, certificate programs, apprenticeship programs, the pride of completion, preparation for entrance tests at CET or two-year college, remedial or developmental learning, GED (Spanish or English), job skills preparation, help children with homework, and CAHSEE preparation for passing the high school exit examination.

Entry Points were identified as Cabrillo College, Watsonville Adult Education, Santa Cruz City Schools Adult Education, Community-Based Organizations (Live Oak Family Resource Center, Shoreline, Santa Cruz Volunteer Center Literacy Project) and referrals from churches or other agencies. There are no wrong doors identified as entry points.

Identified Gaps in the Basic Skills Pathway were the following: Basic Skills and/or ESL Counselor or Program Specialist, more sections of classes at appropriate times, more ABE/GED/ASE instruction, computer access for on-line and computer assisted learning, more classes for the incarcerated, services for special needs populations, articulation of programs into/with Cabrillo, literacy and tutoring services.

Progress Indicators or Metrics for use in the Basic Skills Pathway: The flow of information needs more follow-up and tracking of our students with real analysis, teacher research for best practices with basic skills students, adequate qualitative and quantitative measurements, numbers of students at entry points that complete and

persist from class-to-class or semester-to-semester, track numbers passing the GED and transitioning to community college, academic improvement in assessments and *Alignment of the Basic Skills Pathway*

The Basic Skills Work Group discussed possible strategies to use in alignment of the Adult Basic Elementary education which would include those students with a 3rd grade level to 7th grade level and the Adult Basic Secondary with an identified grade level equivalent of 7th grade and above to those basic skills courses taught at Cabrillo. The initial task was difficult because students that present to Cabrillo College can attend any entry-level course whether or not they have the ability or skill to successfully pass the course. The question of where to identify the 'bottoms' for college basic skills courses is still under discussion and the likelihood is that the adult schools would attempt to align their curriculum in Math and English to at least the 7th grade level and then transition students who wanted to the community college. Students would be prepared to this point with the college encouraging students to attend programs like ACE (Academy of College Success) or other instructional support services on campus.

Another area of discussion for the Basic Skills group was the use of assessment instruments and the lack of uniformity and consistency in their administration. Specific concern was voiced with the use of the CASAS assessment and perhaps its "overuse" as a valid instrument for tracking individual student progress at the adult schools. Other concerns were that this overexposure could encourage "cheating" or "sharing" by students. This prompts the discussion of researching new assessments or scans for joint use between the two systems that can be used for student placement and progress. The group would like to investigate and use an assessment that could be used as an exit exam for the adult school and as an entrance exam for Cabrillo for placement. These assessments should be understood by all from both systems. The group also felt that there was value in sharing data on students as they progress from one system to the other and that the goal should be a centralized student tracking system that contains student data that can be shared.

The Basic Skills Work Group spent much of the time learning and sharing the various programs that are available through each of the systems. Previously much of the information that the adult schools were receiving about Cabrillo was from student feedback so that the collaboration that is occurring now is very valuable to the participants from both systems because they are receiving first hand information on academic/instructional programs and student support services and programs available for students. Two Cabrillo programs that the group would like to see expanded to the adult schools are ACE (Academy for College Excellence) and Running Start (pre-orientation process for incoming students).

Additional services that were discussed as important for the Basic Skills students were up-to-date college information that is consistent, accessible and accurate for adult education students that is delivered by a knowledgeable articulation specialist or counselor who would be grounded in the nuances of the career pathways. The group discussed the sufficient funding necessary for attracting these highly qualified staff that would support the comprehensive programs of each system and deliver the matriculation information for first time students in college areas of orientations, categorical programs, assessment, guidance, counseling and career counseling.

Transition Strategies among the Consortium Participants' System
The Basic Skills Work Group identified the following transition strategies as crucial for student success and those they would continue to explore and discuss:

Well defined educational pathways in ESL, Math and English that are understood by all students for receiving a diploma/GED, certificates or skill upgrades. Develop an effective marketing/outreach plan integrated with these pathways as informational tools that can be used in the form of electronic messaging (i-message, email, and Facebook).

Strong and continued partnerships among all stakeholders: K-12, Community College, Business/Industry with regularly scheduled regional meetings for dissemination of academic/career programs, employment/labor needs and consistent collaboration.

Another identified transition strategy is the need for counselors or articulation specialists to strengthen student support with sufficient funding particularly at the adult schools where many of these services have been reduced or eliminated. This staff would work exclusively with adult/noncredit students and develop a relationship of trust to increase the cohort of students transitioning to Cabrillo. These connections are reciprocal between the two systems with built in safety nets on both sides for students who opt to drop out. Cabrillo would also dedicate a counselor whose prime responsibility would be to work with the adult schools/noncredit and the community.

Continue to improve entrance and exit exams at the adult school level and build rigor and validity into the CASAS for placement, ABE, ASE and GED

Explore aspects of ACE Academy for acceleration and replication that can be integrated into adult education ABE/ASE and GED curriculum and programs.

Student data system that transports student data from either system that allows easy access by each institution. Data would follow students as they transition to community college or work.

CTE Pathway

The CTE Group created a map of the CTE pathway (following page), identifying students who travel the pathway, their entry points, end goals, a description of the typical student population served by the program and identified pathway destinations for CTE students.

Pathway Destinations were varied and included the following: entry into new employment, maintaining current employment, advancing within current employment, entry into more advanced training and education within a career path through an apprenticeship program, entry into ROP, Cabrillo, or other CTE programs.

*Entry Points w*ere listed as the County Career Centers, EDD, Suenos, VA, Dept of Rehab, Cabrillo Career Center, Vocational Rehabilitation Center, County Probation Department, CET, job fairs, social services agencies and other community-based organizations in addition to those enter the programs without the assistance of these programs.

Identified Gaps in the CTE pathway included lack of clearly mapped pathways; lack of career guidance for students; lack of course offerings in areas that labor market information indicates a need due to lack of funding; lack of policies, practices, and personnel focused on on-going alignment of instruction across the providers of CTE serving adult students.

Progress Indicators or Metrics that were identified were the following: Employer satisfaction, wage advancement, job placement and job placement within the field of study, certificate/degree completion, course completion, successful transitions from one institution to another institution, student satisfaction.

Santa Cruz County Adult Education CTE Pathways

DRAFT 1/30/15

Primary Student Populations - Starting Points

Gateways

Incumbent Workers
- Those with previous successful work experience including:
  - dislocated workers,
  - re-entry workers,
  - veterans,
  - disabled seeking new careers

Gateways: Workforce Santa Cruz County Career Centers | Dept of Rehab | WAAE Counselor

English Language Learners
- Migrant seasonal farm workers
- Class schedule accommodates ag seasons
- More likely to be non-resident

Gateways: Migrant Parent Assn | WAAE Counselor | Migrant Education | Migrant Seasonal Farmworker Program

At-Risk Youth
- No successful work experience
- Limited academic success
- Foster Youth

Gateways: Suenos | SOS | WAAE Counselor | Probation

Ex-Offenders

Gateways: Roundtree Jail | Probation | GEMMA

ESL Classes placeholder for ESL/Basic Skills classes

CTE Pathway Destinations

Employment $
- Lower skilled
- Part-time, Temporary
- Gain work experience, build resume

Employment $$
- Some job-related skills required
- More likely to be full-time

Employment $$$
- Min 6 months training required

Workforce Santa Cruz County Career Center

Shoreline OJT & WEX (CalWORKs)

Internships/Externships for Medical Occupations

Watsonville/Aptos Adult Ed
- Health Occupations
  - Certified Nurse Assistant
  - Acute Care Cert
  - Medical Assisting
  - Pharmacy Tech
  - Restorative Care
  - EKG Tech
- IT Skills
  - Keyboarding
  - Computer Literacy
  - Microsoft Office
  - Computer Repair/Upgrade
- E-Bay
- Accounting/Quickbooks
- Driver's Ed & Training
- Green Gardener

Santa Cruz Adult School
- Computer Basics
- Google Word Processing
- Excel

CET
- Custodial Services
- Green Building Construction Skills
- Medical Clerk
- Retail Operations Specialist
- Welding Fabrication
- Logistics/Forklift Cert

Watsonville/Aptos Adult Ed
- WIN Career Readiness
- WorkKeys

WIB Funded Cohort
- Specific training based on WIB approved Demand Occupation List and available training providers

ROP Adult Programs
- Medical Assistant
- Dental Assistant
- Smog Technician
- ServSafe Training

Shoreline Occupational Services
- Cosmetology
- Esthetician
- Office Skills
- Retail Operations Specialist

Shoreline Vocational Evaluation

Cabrillo College
- Accounting
- Business
- Finance
- Computer Applications & Business Technology
- Computer Science
- Computer and Information Systems
- Digital Media
- Engineering Technology
- Construction & Energy Management
- Welding
- Human Services
- Early Childhood Education
- Culinary Arts & Hospitality Management
- Horticulture
- Criminal Justice
- Fire Technology
- Nursing
- Radiation Technology
- Dental Hygiene
- Medical Assisting

Knowledge, Skills, and Abilities our students will acquire as they traverse our pathways

Career Goal
- Immediate and longer-term career objective

Career Education Plan
- Sequence of programs/courses that will lead to career goal, tailored to individual circumstances

Basic Skills
- English and Math skills required for success in chosen occupation

Job Skills
- Essential job-related knowledge, skills and abilities

Work Readiness
- Workplace behaviors & culture
- Job search skills

Credentialing
- Certification of job skills

Financial Literacy
- Basic budget management
- Checkbook, credit card management

Resource Awareness
- Knowledge and ability to access community resources that support advancement on a career path and financial independence

Key Performance Indicators
- # students entering pathway
- Course completion
- Course-to-course persistence
- Institution to institution transition
- Post transition persistence/success
- Program/Cert completion
- Job placement
- Wage advancement
- Employer satisfaction
- Job retention
- WIOA indicators

The CTE Work Group refined their pathway indicators to include the following pathway indicators which could be used within a year to measure the efficacy of the CTE Pathway. These were listed as the following:

- Number of students entering the CTE Pathway as measured by enrollments in courses that are considered first steps on a CTE Pathway
- Program completion as measured by the number of students completing a sequence or certificate
- Transition as measured by the number of students that have been enrolled in one member institution and subsequently enroll in another
- Job Placement as measured by the number of students working within 1 year of completion of a program. This is currently done by way of a survey of students completing Cabrillo's CTE programs one year after completion. The WIB also surveys completers of their programs. If AB86 provides funds, the Cabrillo survey could be expanded to include completers of other programs.
- Wage Advancement as measured by the difference in wages before program entry and one year after program completion. This is also captured by Cabrillo's survey and by the WIBs survey. Cabrillo's survey could potentially be expanded to include completers of all of the consortium's members if AB86 funds were available for this purpose.

The work group compared the current data systems used by participating members and partners and found that they used the following data systems:

- AIM - Watsonville Aptos Adult Education
- ASAP – Regional Occuptation Programs (also conducts annual survey)
- Virtual Career Center, CalJobs – WIB
- CalPASS, Lauchboard, CTE Employment Outcomes Survey, COMIS – Cabrillo
- Quarterly Surveys of Program Completers – CET

There was consensus that there was a need for a common data platform for tracking student outcomes across these multiple systems. Ideally this would be developed at the state level rather than consortium by consortium. This could allow tracking of students across consortia boundaries, benchmarking to identify particularly effective programs, and reduce costs over what would be required for each consortium to develop its own system. The community colleges are currently investing in the development and deployment of CalPASS Plus. It would make sense to build on this platform rather than start something new.

Transition Strategies among the Consortium Participants' Systems
Developing successful CTE pathways requires engagement of the faculty teaching the courses that may become part of the pathway. The CTE Work Group has decided to form teams to carry out the tasks listed below for specific pathways.

Team Tasks

1. Map pathway
2. Populate indicators to extent possible
3. Identify and quantify the need in this pathway
4. Identify gaps
5. Develop short term (can be implemented in 2015) and longer-term plans for developing this pathway including most particularly how to improve outcomes through better integration and alignment
6. Determine professional development that would support plan implementation

CTE Pathways

The team decided to initially focus on the development of three pathways: Office Worker/Office Skills; Early Childhood Education; and Healthcare. These were chosen based on 1) LMI for Santa Cruz County that identified the in-demand occupations directly reachable through an Adult Ed CTE pathway and 2) our existing programs that can serve these pathways.

Office Work

Office Work pathway will focus on computer applications and instruction. The instruction will target those entering careers in this field and those working in the field seeking to upgrade their skills to keep or advance in their careers.

Team members
Cabrillo: Calais Ingel, Jennifer Vered; WAAE: Jack Carroll

Healthcare

Focusing on CNA, Medical Assisting, Pharm Tech, EKG Tech, Dental Assisting, and Phlebotomy

Team Members
Cabrillo: Pam Sanborn; CET: Allie; ROP: Deb Tracy, Debbie Raynon;
WAAE: Barbara Miyoshiwaae

Early Childhood Education

This pathway will prepare students for careers providing childcare or career advancement for those working in this field with a focus on ESL pathways into ECE.

Team Members
Cabrillo: Kim Sakamoto, Jean Gallagher-Heil; ROP: Lora Hunter; WAAE: Sara Mast

Members of the CTE Pathway Planning Team developed the following workplan for the three pathways.

For each pathway

- Identify targeted occupations and for each
    - identify knowledge, skills, abilities required
    - labor market demand and supply, entry and median wages, primary employers
    - target number of people to prepare for this labor market
- *Resource the Planning and Research Office to carry out this*

- Convene employers to assess interests, workforce development needs, interest/willingness to engage in sustained partnership
    - *Convene stakeholders including EDD, Career Center Staff, Employment Agencies, employers to review LMI, identify interests.*
    - *Seek to merge advisory committees into this where useful. Make use of existing advisory committees where that works.*

- Convene faculty from institutions serving pathway to map pathway to jobs from existing curriculum and to identify gaps - possibly engage employers in review of this. Identify cross-institutional pathways, transition points.

    - *Create pathway team, composed of representative from each partnering institution. Ideally these reps would have decision-making authority.*
    - *Look at how to meet needs across county. Note north county not served with adult ed offerings in these pathways.*

- Identify entry points and "on-boarding" process for bringing students into a pathway.

- Resource team to develop curriculum necessary to fill gaps, plan for implementing curriculum, professional development necessary to effectively deliver curriculum.

- Develop and implement information sharing/marketing strategy for educating students, community, employers, stakeholder staff, about pathway, entry points

- Track students as they move through the pathway and into employment, measuring persistence, completion, job placement, career/wage advancement

- Develop regular cycle of engagement of stakeholders to review performance data, labor market data, to maintain curriculum alignment, and to identify, plan and review efforts to facilitate student success. Seek to create a "community of practice" among the practitioners serving this pathway.

Fundamental Work Skills

We also discussed three career-related skill sets that employers and job seekers often mention as being essential for employment, but often lacking.

Basic Skills

The lack of fundamental English and Math skills is often a major barrier to employment and career advancement. Yet many who need these skills do not enroll in basic skills classes. In the past we have found that contextualized instruction that combines basic skills with career skills draws and retains more students and has better educational and career outcomes.

Business Skills

Self-employment is common in horticulture/landscaping, childcare, and construction. Those working for themselves would benefit from very pragmatic instruction in the basics of entrepreneurship.

Soft Skills

Work readiness, self-efficacy, self-management, customer service, time-management, and motivation. All of these skills are essential to success in work and school. The members of the committee thought that the lack of these skills is the biggest barrier that many adult education students face. Our most successful efforts to develop these skills have been immersive, intensive, and contextualized.

The Work Group is investigating if there is a way to bring these elements together in an instructional noncredit program that develops soft skills, basic skills, and fundamental career skills. We have done this before with the year-long Achieve Office Skills program.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Create Pathways in ESL, BS and CTE	Mapping Exercise to design Pathway, engage members and students. Identify resource staff who will integrate pathways into existing instructional planning process.	Staff for coordination for convening work of data by category	50,000	Cabrillo College, PVUSD, SCCS and other community stakeholders	Data collection on students entering pathways and engaged according to progress indicators	10/31 - 11/7/14
Alignment of curriculum into the educational pathways for student transitions regionally with the flow of student information and tracking from one provider to another.	Convene faculty from member agencies to identify opportunities for convergence and complementary interface without duplication of effort.	Technology support for information flow and student data from one institution to another. Staff professional development for best alignment strategies for the region. Staff support for development of alignment model.	75,000	Cabrillo College, PVUSD, SCCS and community members	Data collection on students entering and completing pathways and transitions	10/31 - 12/14

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Alignment of Assessment and identification of progress indicators and the development of a student transition model	Examine ways to address the use of various assessment tools and determine how to align if possible also examine common standards and practices of placement of students between providers.	State and regional support for standard- and their efforts to work with vendors. Project management for assistance with implementation of a plan for aligning the assessment tools used regionally.	15,000	Cabrillo College, PVUSD, SCCS and community members	Initial and post assessment scores and student success in subsequent courses-this will require follow-up	10/31 - 12/14
Identify Progress Indicators and metrics to determine student success	Convene members to determine unique progress indicators for student populations regionally	Faculty and Staff time for coordination		Cabrillo College PVUSD, SCCS and community members	List of Progress indicators and coordination of information between members	10/31/- 12/14
Establishment of informal or formal relationships (MOUs) between members to expedite flow of student information between institutions.	Template development for MOUs/ agreements. Technology support to align software used by members	Staff time for coordination of this effort. Software development	10,000	Cabrillo College PVUSD, SCCS community members	Templates Software Development	3/15 - into impleme ntation phase

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Development of a well-defined student bridge program which addresses bridge model which addresses student support in counseling, guidance, and follow- up	Development of student bridge model to transition students from K-12 to Cabrillo. Engage counselors from both institutions for smooth transition.	Purchase or development of bridge program. Counselor time for outreach and recruitment.	100,000	Cabrillo College PVUSD, SCCS community members	Student data in enrollment, assessment and outreach efforts	3/15 -

Objective #4: Plans to Address the Gaps

Through our consortium meetings, we have identified a number of gaps (included in Table 4.1) that can be grouped into four categories. These "gap categories" are: Professional Development & Instruction; Support Services; Unserved Populations; and Information. This section will describe the gaps contained in each category and the tentative plan at this point to address them.

1. Professional Development & Instruction

The consortium has identified a need for professional development for faculty across all stakeholder institutions in a variety of areas including: adult learning theory, contextualized instruction, integration of technology into instruction, on-line instruction, consistent leveling of instruction across institutions. We plan to address this need by convening a countywide team with representation from all districts to assess and take advantage of opportunities to align and coordinate professional development investments.

The members have identified a need to align curriculum levels across the county, if not regionally, to facilitate horizontal movement between providers and vertical movement to higher education. To address this need, we plan to convene faculty from different institutions that are teaching similar courses to identify opportunities for improving student success through better alignment and coordination of courses.

There is also a need for easy access to robust, research-based, field-tested curriculum. It is our plan to address this need by advocating for state or regionally organized repositories of curriculum supported by the technology and human resources necessary to support utilization and continuous improvement of the curriculum. It will be important to provide professional development and other supports and incentives for utilizing curriculum that is effective in delivering outcomes.

Finally, we have realized that different assessment instruments are used across the county resulting in students having to be reassessed as they move between institutions. To address this issue, we plan to assess the extent to which this is a problem and work towards common assessment instruments and common standards for placement across different providers.

2. Support Services

The consortium members believe that Adult Education students would benefit from increased counseling and guidance services to help them set educational goals, develop education plans to reach those goals, and to identify and obtain support

services needed to be successful in reaching those goals. A plan of action for addressing this gap in service will be developed through a collaborative planning process.

Additionally, there is a strong need for additional computer labs and upgrades to computers and software in existing labs in order to best meet the needs of the students. We plan to assess the specific needs and determine the costs of acquisition, operation and replacement and then develop a plan for meeting the identified needs within the available resources. We will also look for ways to reduce costs, including increasing computer access to students through partnerships.

3. Unserved Populations

The consortium members do not currently have any apprenticeship programs. There is a strong need to develop pathways into these programs. We plan to address this gap by participating in the WIB-led planning effort to establish a pre-apprenticeship program in the county that provides a pathway to full apprenticeship programs.

There are a significant number of people in our community with disabilities that could benefit from greater access to non-credit instruction; however we lack data about the extent of these needs and full knowledge of the ways in which non-credit instruction could be of benefit to this population. Our plan to address this gap is to assess the extent to which we can better serve those with disabilities through better utilization of non-credit instruction and through better coordination and alignment of services and then develop and implement a plan to improve services within the resources available. The needs of those with disabilities should be considered in the planning process for each of the pathways.

There are insufficient GED testing sites to meet the needs of our county's population. For instance, GED testing is not available in the jails. To address this problem, we plan to assess the needs for GED testing and determine the optimum solution given those identified needs, the available delivery mechanisms, costs, and available funds.

Scotts Valley and the San Lorenzo Valley are currently not served by our existing adult education programs. Possible strategies to addressing this gap include expanding the service delivery area for existing adult education programs; working with the school districts serving these areas to begin offering adult education; partnering with the County Office of Education to offer classes in these underserved areas; and forming a new entity, such as a JPA, to serve the entire county.

Due to the rural nature of many parts of our county and limited transportation options, many potential students are prevented from accessing non-credit

instruction. We plan to address this gap by increasing the offerings of on-line/distance non-credit instruction.

4. Information

The existing pathways are not well mapped nor well known by institutions or students. We will address this issue by mapping the pathways, and informing stakeholders and students about them. We will also identify and resource staff responsible for updating the pathways and integrate the updating of pathways into stakeholders' instructional planning processes.

We currently do not have access to data on the numbers of students that transition from one institution to another and their success at the next level. To address this gap, we would like to see the integration of adult education systems into CalPASS+ and would request that CalPASS+ develop tools for importing, reporting, and exporting data to enable consortia members to measure successful transitions, retention and other indicators of success.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Pathways not well mapped and well known by institutions or students.	Map pathways, inform stakeholders and students. Identify and resource staff responsible for updating pathways. Integrate updating of pathways into stakeholders instructional planning processes.	Planning process may accomplish initial mapping. Need to integrate updating of mapping into stakeholders curriculum planning, development, scheduling and review processes. Potential need for some party to take the lead in coordinating a regular review.	Unknown at this point	Cabrillo College PVUSD SCCS Potentially other stakeholders	Measure efficacy of pathways by number of students that transit the pathway	Initial mapping 2014-15
Need to align curriculum levels across the county, if not regionally, to facilitate horizontal movement between providers and vertical movement to higher education.	Convene faculty from different institutions that are teaching similar courses to identify opportunities for improving student success through better alignment and coordination of courses.	Convening and facilitating meetings of faculty. Potential need for project management to assist with alignment across multiple institutions. Potential need for professional development and curriculum development resources to support efforts to make changes.	Unknown at this point	Cabrillo College PVUSD SCCS Potentially other stakeholders	Numbers of students successfully transiting pathways to their intended goals.	Identification of needs and opportunities: 2014-15 planning process. Subsequent steps to be determined by planning process.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Different assessment instruments are used across the county resulting in students having to be reassessed as they move between institutions.	Assess the extent to which this is a problem and work towards common assessment instruments and common standards for placement across different providers.	State and regional efforts to standardize and to negotiate with vendors will have an impact on the level of effort and resources required at the local level. Absent that convening/facilitating and project management assistance will be required to bring the different institutions together to develop and implement a plan. Funds may be required for acquiring assessment instruments, establishing cut scores, curriculum development, and professional development.	Unknown at this point	Cabrillo College PVUSD SCCS Potentially other stakeholders	Numbers of students taking assessments, student success in courses placed in and in subsequent courses.	Identification of needs and opportunities: 2014-15 planning process. Subsequent steps to be determined by planning process.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Insufficient GED testing sites to serve population. GED testing not available in the jails.	Assess needs for GED testing. Determine optimum solution given needs, available delivery mechanisms, costs, and available funds.	Convening, facilitating meetings of stakeholders. Research into options. Funds for acquisition of testing systems, fees.	Unknown at this point	PVUSD, SCCS	Numbers of students taking GED.	Identification of needs and opportunities: 2014-15 planning process. Subsequent steps to be determined by planning process.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
No data on the numbers of students that transition from one institution to another and their success at the next level.	Integrate adult education systems into CalPass+. Request CalPASS+ to develop tools for importing, reporting, exporting data to enable measuring successful transitions, retention and other indicators of success.	Agreement from CalPASS+ to include Adult Education and other providers in their system. Development of processes, technology required to import data from adult ed and other providers into CalPASS+. Integrating use of this data into stakeholders' institutional planning, evaluation and resource allocation cycles.	Unknown at this point	Cabrillo College PVUSD SCCS Potentially other stakeholders	On implementation of system: # of participating institutions Frequency of data uploads #s of students entered into the system Utilization of data in planning, evaluation, resource allocation cycles.	Dependent on CalPASS's ability to support and complexity of assembling data into uploadable format.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Scotts Valley and the San Lorenzo Valley are not served by our existing adult education programs.	Possible strategies include expanding the service delivery area for existing adult education programs; working with the school districts serving these areas to begin offering adult education; partnering with the County Office of Education to offer classes in these underserved areas, forming a new entity, such as a JPA to serve the entire county.	Funds for instruction, room use fees, administration, other costs associated with delivering instruction in a new location.	Unknown at this point	To be determined through planning process	Utilization of services as measured by enrollments, course completions.	Identification of needs and opportunities: 2014-15 planning process. Subsequent steps to be determined by planning process.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Need additional computer labs and upgrades to computers and software in existing labs.	Assess needs, determine costs of acquisition, operation and replacement. Look for opportunities to reduce costs, increase availability through partnerships. Identify available resources. Develop plan for meeting needs within available resources.	Planning assistance, funds for acquisition, installation, operation including technical support, and periodic replacement.	Unknown at this point	Cabrillo College PVUSD SCCS Potentially other stakeholders	Utilization of computer labs. Course completion rate for those utilizing labs.	Identification of needs and opportunities: 2014-15 planning process. Subsequent steps to be determined by planning process.
Adult Education students would benefit from increased counseling and guidance services to help them set educational goals, develop education plans to reach those goals, and to identify and obtain support services needed to be successful in reaching those goals.	To be developed through planning process	To be determined through planning process.	Unknown at this point	Cabrillo College PVUSD SCCS Potentially other stakeholders	To be determined through planning process.	To be determined through planning process.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Need for professional development for faculty across all stakeholder institutions in a variety of areas including: adult learning theory, contextualized instruction, integration of technology into instruction, on-line instruction, consistent leveling of instruction across institutions.	Convene county-wide team with representation from all districts to assess and take advantage of opportunities to align, coordinate professional development investments.	Staff time to coordinate professional development across all participating institutions. Funds for delivering professional development (presenters, instructional materials). Stipends for part-time faculty.	Unknown at this point	Cabrillo College PVUSD SCCS Potentially other stakeholders	Retention, success of students, persistence to completion.	Planning 2014-15, Implementation on-going.
Due to the rural nature of many parts of our county and limited transportation options, many potential students are prevented from accessing noncredit instruction.	Increase the offerings of on-line/distance noncredit instruction.	Learning management system such as Blackboard. Professional development on on-line/distance instruction for faculty. Curriculum designed for distance/on-line delivery. Infrastructure to support on-line registration.	Unknown at this point	To be determined through planning process	Courses offered, enrollments to assess demand. Retention, completion, persistence in pathway to measure efficacy.	To be determined through planning process.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
There is a need for easy access to robust, research-based, field tested curriculum.	Advocate for state or regionally organized repositories of curriculum supported by the technology and human resources necessary to support utilization and continuous improvement of the curriculum. Provide professional development and other supports and incentives for utilizing curriculum that is effective in delivering outcomes.	Curated, on-line repository.	Unknown at this point	To be determined through planning process	Frequency of shared curriculum being utilized.	To be determined through planning process.
The county does not have any apprenticeship programs, although there are some in neighboring counties. There is a need to develop pathways into these programs.	Participate in the WIB-led planning effort to establish a pre-apprenticeship program in the county that provides a pathway to full apprenticeship programs.	To be determined through planning process.	Unknown at this point	Workforce Investment Board	# of students transitioning to apprenticeship programs. Success of students in apprenticeship programs.	To be determined through the planning process

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
There are a significant number of people in our community with disabilities that could benefit from greater access to noncredit instruction, however we lack data about the extent of these needs and full knowledge of the ways in which non-credit instruction could be of benefit to this population.	Need to assess the extent to which we can better serve those with disabilities through better utilization of noncredit instruction and through better coordination and alignment of services and to then develop and implement a plan to improve services within the resources available. The needs of those with disabilities should be considered in the planning process for each of the pathways.	To be determined through planning process.	Unknown at this point	To be determined through planning process	To be determined through planning process	To be determined through planning process

Objective #5: Plans to employee approaches proven to accelerate a student's progress toward his or her academic or career goals

The three career pathway groups have identified a number of effective practices, some currently offered within the Consortium, and others emerging as excellent approaches for use in accelerating student progress towards their academic or career goals. Discussions on these "best practices" have focused on enhancing and scaling several existing; however, analysis of resource needs and costs makes clear that this cannot be achieved with existing apportionment funding alone. The SCCADC have prioritized these approaches according to those determined to be most important overall in demonstrated effectiveness for student success within the Consortium. These specific approaches are the following:

- Articulation Specialists – Staff that is identified and who are a consistent presence at both Cabrillo and the Adult Schools and can also provide accurate information to students from both educational systems is a critical ingredient in many of the proven models to accelerate Adult Education student success. Also embedded into these services are counseling, academic advising, college navigation support, Education Plan development and career pathway advising, as well as referrals to an array of college and community-based support services. Other services that should be provided are a working knowledge of high-need vocational areas and on-going collaboration with business and industry sectors.

- Bridge or transition programs that combine short-term vocational courses with stackable modular skill-based sequenced learning with basic skills in reading, writing, math and communication skills. Investigate model bridge programs like Career Advancement Academy (CAA), Career Ladders Project and/or I-BEST models. In addition, research the use and feasibility of cohort-based bridge programs, inclusive of contextualized basic skills instruction, career or vocational focused coursework, and the use of extensive student support services.

- Access to and training in robust research based, field tested curriculum in the academic areas of ESL, ASE, Math and English and the investigation of other options for instructional delivery methods that complement and supplement face-to-face instruction: Hybrid, Noncredit, On-line, Intensive preparation courses ("boot camps") and those with a strong affective, non cognitive approach (ACE). These strategies facilitate transitions for adult learners to employment or post-secondary education.

- Peer mentoring has been shown to deepen student connections to the campus community, provides accessible advising and navigation support, and may expand the capacity of the counseling department.

- Development of region-wide progress indicators for student success and a method for tracking this data

- Development of a common data tracking system region-wide that will compile all relevant areas of student success: entry points, pre and post assessments, enrollment data, the number of certificates earned, job placement, and other progress indicators. This tracking system should include a student portfolio capable of following the student through a referral or transitional process from one entity to the next.

- Pre-apprenticeship and apprenticeship programs are a demonstrated earn-and-learn strategy that supports students along an educational pathway and into a high-demand field. The expansion of apprenticeships with accessible on-ramps has the potential to benefit increased numbers of Adult Education students.

- Training on programs that concentrate on student social and interaction skills which are known to effect student academic success with higher retention strategies and reducing perceived academic barriers. Programs like, ACE, (Academy of College Excellence) a Cabrillo College Program, which focuses on the affective, non-cognitive areas of student development and teaches elements of self-knowledge and self-discipline and other programs with access to licensed social workers/wellness centers to assist with barrier removal and retention strategies.

5.1 Work Plan for Implementing Approaches Proven to Accelerate a Students Progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Need to have access to robust research based, field tested curriculum in academic areas of ESL, ASE, Math & English and training	Advocate for state or regionally supported repositories of curriculum supported by technology that members can obtain easily. Staff development that allows for faculty to review, articulate, and update curriculum with community partners to continuously ensure that instructional content is viable and still appropriate	Curated, on-line repository Staff and department time for curriculum review annually Funding	N/A 75,000	Possibly outside facilitators and faculty from Cabrillo and the adult schools	Enrollment, persistence, transitioning students pre and post testing & surveys	3/15 -
Articulation Specialists	All student support	Funding	75,000	All members	Data	1/1/2016
Investigate other options for instructional delivery	Research other instructional options that complement and supplement face-to-face instruction: Hybrid, Noncredit on-line, intensive courses (boot camps), & affective, non cognitive approach, ACE expansion	Outside facilitator Staff time to review other options Technology learning systems: Blackboard Curriculum designed for these learning options	20,000	Instructional leaders from both systems Outside facilitators & professional experts	Enrollments in classes and demand from the community. Retention, completion and persistence rates	3/15 -

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Bridge or transition programs that combine short-term vocational courses with stackable certificates	Research Career Advancement Career Ladders and I-BEST Programs Investigate cohort, contextualized and intensive student support services	Staff time Consultants Training	100,000	Cabrillo, WAAE & SCCS	Data, Enrollment	6/15/2015
Peer Mentoring	Strategies to deepen student connections	Counseling and articulation specialists	75,000	Cabrillo, WAAE & SCCS	Student Present ations and participants, referrals	6/15/2015
Region-wide Progress Indicators	Each system will identify through Asset Mapping	Staff time/funding Outside facilitator	7,500	All members organizations	List of Progress Indicators	6/15/2015
Common Region-Wide tracking systems	Universal forms with common questions, capability of a student portfolio with all essential student data transferrable from one system to another	Researcher, funding Software	50,000	Researcher, All member organizations	Referrals, facilitation of transitions	9/15/2015
Establishment of more CTE cohorts of students transferring to 4 year colleges or universities or entering pre-apprenticeship or apprenticeship programs	Research and expand on Metro/Stem/Academy with CSUs and UCs	Outreach, Marketing Staff time	15,000	Counseling, Outreach at member organizations Labor Unions, CET, WIB	Transfer data Enrollment numbers, certificates	9/15/2015

Objective #6: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff

To date the Work Group/Planning Team has identified three professional development opportunities that are currently in practice within the Consortium. They are the Cabrillo College Flex Week, the Pajaro Valley Unified School District, and the Santa Cruz City Schools In-Service Training. Some of these events could be made available to other Consortium members at little or no additional cost.

As AB86 planning progresses, the Consortium and its workgroups are noting priorities and opportunities for professional development to support effective implementation strategies outlined in Objective 5 of AB86. For example, the Consortium would like to conduct an inventory of current professional development activities, region-wide to identify those that could serve broader numbers of people. The collaborative professional development plan to be developed will identify activities, participants, delivery modes, frequency and costs associated with each professional development proposal. The plan will be aligned with the strategies identified in Objectives #3, 4 and 5.

The Consortium has identified the following professional development needs or strategies to use region-wide involving all stakeholders. This is only a partial laundry list. As our plans expanding programming, aligning pathways and implementing new teaching methodologies are prioritized and resourced we plan to make strategic investments in professional development that support those initiatives.

- "Asset Mapping" for a more comprehensive approach in building awareness in who, where and how adult learners access our services, a directory of what these services are and where they are located. This 'Asset Mapping" should also include a method for a county-wide referral process for adult learners for them to easily access these services and for member agencies to easily refer.

- Training in the following instructional strategies: the development of appropriate curriculum for adults and meaningful student learning outcomes; learning communities; cohort based instruction; peer mentoring; contextualized, modularized and accelerated learning; technology enhanced instruction; and effective retention strategies.

- Vocational ESL instruction that integrates occupational skills and language instruction such that English language learners can acquire language and work skills in the same program of instruction.

- Alignment of professional development calendars across the partnering institutions to enable countywide training on topics that would be of value to multiple partners. We see sharing of professional development as being of value well beyond our AB86 interests.

- Development of an email list or other Internet enabled method for communicating professional development opportunities across our systems.

- Continuous striving towards cultural competency among staff, faculty and administrators to ensure that all instructional practices are culturally relevant to adult learners in our community.

Table 6.1 Current Professional Development
In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Cabrillo College Professional Development Days	Include member and partner agencies when appropriate	BS, ESL, CTE, Adult with substantial disabilities	0-10,000 depending on whether staff must be paid for attendance.
PVUSD and SCCS In-Service Training	Include Cabrillo and other member or partner agencies when appropriate	BS, ESL, Adult with substantial disabilities	0-10,000 depending on whether staff must be paid for attendance.
An assessment of current Professional Development.	Identify existing professional development offerings that could be made available to consortium members. Develop a process and technology for sharing these opportunities across the consortium.	All five areas	2,000-5,000

Table 6.2 Collaborative Professional Development Plan

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Professional Development Asset Mapping	Building a comprehensive approach in awareness of who the adult learners is and what their academic needs are to develop a method for county-wide referrals for them to easily access these services	Directory of County-wide services Participant Data	10,000-20,000

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Professional development for faculty across all stakeholders institutions in a variety of areas including adult learning, modularized, contextualized and accelerated learning strategies. Integration of technology into traditional and distance education with consistent leveling of instruction across institutions.	The development of learning communities between members regionally working at least quarterly for the development of key concepts in basic skills, workforce preparation, ESL, cultural competency, Consortium "Big Picture Topic," integrated reading and writing, Vocational ESL and CTE career development. Topic areas to identify could be pre- collegiate skills, soft skills training, critical thinking, computer literacy and problem-solving. Professional experts to engage in the facilitation of learning communities and provide training regionally. Engage all constituent groups in professional development from the two institutions that would include administrators, faculty and staff to facilitate a specific "learning culture" regionally. Vocational ESL and CTE career development. Topic areas to identify could be pre- collegiate skills, soft skills training, critical thinking, computer literacy and problem-solving	Addresses all five program areas: Basic skills, ESL, apprentice- ships, short-term vocational and adults program areas: Basic skills, ESL, apprentice- ships, short-term vocational and adults with disabilities	Unknown at this time
Innovative Technology Uses	Method of information sharing and member participation and the development of a database for instructor teaching and learning. Develop websites, blogs and chatrooms for continued collaboration. A method of continued collaboration workshops regionally of additional topics of interest for example, on workforce development, cultural competency, communication	Addresses all five areas	Unknown at this time

Objective #7: Plans to leverage existing regional structures, including but not limited to local workforce investment areas.

The Consortium members and partners have joined together in many different configurations to undertake collaborative efforts over the last few decades. Examples most relevant to the AB86 work include the Ladders Project, Fast Track to Work, S4C, and WD 2.0.

The Ladders Project was a collaborative effort on the part of Cabrillo, the Adult Schools, the Workforce Investment Board, the County Social Services Department, EDD, ROP, Shoreline and others to build CTE pathways for English language learners in construction, office work, child care, and health careers. This highly successful project was funded by the Packard Foundation and the County Social Services department with TANF and JTPA funds.

Fast Track to Work provides wrap-around services to CalWORKs and WIA students at Cabrillo and is funded by the college, the WIB, and the County Social Services Department.

Workforce Development 2.0 (WD 2.0), funded by the Bay Area Workforce Funding Collaborative, and the Santa Cruz County CTE Collaborative (funded by SB1070) brought many of the same partners as the Ladders Project as well as the county's middle and high schools together to create career pathways for youth and adults. These two efforts provided the foundation for the on-going S4C.

Santa Cruz County College Commitment (S4C) brings every publicly funded institution, from pre-K to university, together to undertake collaborative activities that promote college success. Examples include the Fourth Grade and Seventh Grade Experiences that bring the entire fourth grade cohort to Cabrillo for a day and the seventh grade cohort to UCSC or CSU Monterey Bay for a day, College Awareness Week, and CollegeSpring that provides low-income youth with an intensive college test preparation and college application course.

The above efforts all have had a funding source that could be utilized to support collaboration. Where the funding source has endured, the collaborations have endured. In most cases, when that source has ended, the collaborations have not been able to be sustained. The benefits of these collaborations have been quite substantial and have fueled a desire to collaborate more and to do so in a more sustainable way that is less dependent on short-term funding.

We have also learned a great deal about what it takes to make a collaborative successful. Among the ingredients are these: use of skilled facilitators/conveners who

can ensure that when we bring partners together the meetings are well organized and productive; light-weight project management services that help coordinate the efforts of multiple institutions to get real work accomplished; data about collaborative outcomes that makes visible and measurable the results of collaborative work so that partners have a yardstick by which to measure the return on their investment; information sharing technology that facilitates communication across institutional boundaries; and finally an approach to collaboration that is focused on surfacing partner's real interests, finding the intersections of those interests, and focusing efforts on shared investments that meet those shared interests in a tangible way.

AB86 holds the promise of providing a sustainable funding stream to resource strategies we know how to execute. We have used the planning process to surface interests of the different stakeholders, to identify where those interests intersect and how we might work together to realize them. We have also built consensus on the importance of developing a shared data system that enables us to track student progress across multiple institutions, completion of courses and programs, and success in the labor market. As funds become available to build our capacity to better serve our shared students, this data will become essential to evaluating the many possible areas for investment, choosing those which have the greatest potential for improving outcomes, and evaluating these efforts so that we can make adjustments as we better learn what works. We have also used the process to build relationships at multiple levels within our institutions, particularly among faculty. Our experience has been that collaborative investment requires that the partners know each other's institutions, services, and values. The speed and effectiveness of collaboration depends on how widely this knowledge is shared within the partnering institutions and how many personal connections there are between institutions at multiple levels.

Our plans in this area will become more concrete as information essential to making those plans becomes available. We look forward to knowing the level of funding, how that funding will be allocated, what constraints there will be on how the funding is used, what outcomes we will be held accountable for, and what state level support will be provided for data sharing across our systems.

We do know that having staff that are dedicated to building cross-institutional collaboration is essential. In accordance with this the AB86 Cabinet has determined that the highest priority for AB86 funds beyond the maintenance of effort is to resource an Executive Director position that will be responsible for working across the member and partner institutions to facilitate our collaborative efforts.

Below and in table 7.1 we list organizations that have a stake in adult education and are potential partners. Which of these partnerships we pursue and in what order will be determined as the funding and requirements of AB86 become clearer.

- The WIB (Workforce Investment Board): Pre-employment training and job training services are provided by the WIB, High school Equivalency Programs, Computer training and provides a regional assessment of labor market and trends

- Center for Employment: Pre-Apprenticeship services that would link to apprenticeship programs in nearby counties, job prep, placement and work experience training

- HOPE Rehabilitation Services provides training for adults with disabilities: job training and placement, and work experience

- Santa Cruz County Correctional facilities: High School Equivalency Programs, Parenting, Drug Rehabilitation, ESL, Tutoring and Assessments

- The Volunteer Center provides courses for immigrants eligible for educational services in: citizenship, ESL, workforce preparation, psychiatric services to adults with disabilities, high school equivalency prep, basic skills, literacy, and reentry services for jail or prison (Friends Outside).

- The Watsonville and Santa Cruz County Libraries: ESL instruction, tutoring, computers

- Live Oak Family Resource Center: ESL, basic computer skills, tutoring, accessible child care, and parenting

- Shoreline: Basic job interview and soft skills, cosmetology

- Migrant education: parenting workshops, child care and Family Literacy, ESL

- Casa de la Cultura: ESL, Literacy

- CAB Community action Group provide services to day workers: ESL, job prep

- ROP offers courses in the follow vocational areas: Dental x-rays, Dental Assisting, Medical Assisting, Hospitality (Serve/Safe), construction, allied health, office skills and childcare.

- Employment Development Department: makes referrals to various organizations on behalf of job seekers

Table 7.1 Leverage Resources

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
ROP, Cabrillo, WIB	Pre-apprentice-ship & Apprenticeships	Identify instructional need/gaps that member groups can support	Cabrillo, PVUSD, SCCS	Instructional support,staff time and facilities	6/15/15
PVUSD Certification programs	Short-term vocational	Identify additional pathways within a vocational areas so students can acquire more skill development to move up within the career; for example, CNA to LVN.	Cabrillo, SCCS	Provide facilities for potential expansion	6/15/15
The Volunteer Ctr.	Basic Skills, ESL, workforce preparation, HS Equivalency, literacy, re-entry for corrections, Adults with disabilities	Investigate ways to increase GED enrollments with expansion of facilities and noncredit instruction. Provide outreach and recruitment and other student services. Provides psychiatric disability services	Cabrillo, PVUSD, SCCS	Provide facilities, referrals. In-kind student support from college counselors, admissions and records, and specific categorical programs: EOPS, CalWORKs etc.	6/15/15

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Workforce Investment Board	ABE, BS, Short-term Voc	Investigate the program offerings and identify areas that can be integrated and provided by partner. Develop a specific referral process and procedure to their career training and programs	Cabrillo, PVUSD, SCCS	Facilities, referrals and enhancement of curriculum	6/15/15
EDD	CTE	In-service training to determine levels of service. Labor market analysis for SCCo	Cabrillo, PVUSD, SCCS	Referrals for job seekers	6/15/15
CET	Pre-apprenticeships, job prep, placement and work experience	Align programs with class offerings at Cabrillo and Adult Schools, Outreach and branding activities	Cabrillo, PVUSD/WAAE, SCCS	Referrals, Instructional materials, and staff time	6/15/15
HOPE	CTE, Workforce training, & work experience	Services for adults with disabilities	Cabrillo, PVUSD/WAAE, SCCS	Facilities, staff time and referrals	6/15/15
County Libraries	ESL, Tutoring, Computer Trng	Outreach and alignment	Cabrillo, PVUSD/WAAE, SCCS	Faciltiies, Tours, library cards	6/15/15

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Correctional Facilities	HS Equivalency, Parenting, drug rehabilitation, assessments, ESL	Materials, Instruction, Outreach and Alignment of programs and assessments	Cabrillo, PVUSD/WAAE, SCCS	Assessments, Facilities, Instructors, materials	6/15/15
Live Oak Family Resource Center	ESL, computers, tutoring, child care, parenting	Scheduling and alignment of programs assessments, and outreach	Cabrillo, PVUSD/WAAE, SCCS	Assessments, faciltiies, instruction, materials,	6/15/15
Shoreline	Job interviews, soft skills, Outreach, recruitment, alignment of schedules, Cabrillo, PVUSD/WAAE, SCCS	Outreach, alignment of programming, scheduling	Cabrillo, PVUSD/WAAE, SCCS	Workprep materials, soft skills, materials	6/1/16
County Office of Education	ROP, Migrant Education	Marketing, Outreach, Articulation of programming	Cabrillo, PVUSD/WAAE, SCCS	Job training in vocational areas	6/1/16

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