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**GAVILAN REGIONAL ACADEMIC AND  
CAREER EDUCATION SERVICES**

**DUE: 3.1.15**

**FINAL PLAN**

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## Project Management Narrative

The region defined as the Gavilan Joint Community College District will comprise the geographical boundary of the Gavilan Regional Academic and Career Education Services (GAVILAN REGIONAL-ACES). Participating members in the Gavilan Regional Academic and Career Education Services includes the following school districts: Morgan Hill Unified School District, Gilroy Unified School District, San Benito High School District and the San Juan-Aromas School District, which are all served by the Gavilan Community College District. All participating districts serve adult learners within their district boundaries in some capacity. In addition to participating members, the GAVILAN REGIONAL-ACES also includes other partner/entities that provide adult education services and activities to the community at large.

Gavilan Joint Community College District was established in 1919, initially as San Benito Junior College and later became Gavilan College in the mid 1960's. Gavilan is one of the top five oldest community colleges in the California. Gavilan serves southern Santa Clara County and most of San Benito County. The roughly 2,700 square-mile service area located in California's agricultural belt has a Hispanic population of 57%. The area remains largely agricultural with related business and industry in seed production, wineries and the garlic refining industry. Other light industry exists in the Morgan Hill and Hollister areas. The area is also home to a huge Gilroy Retail Complex, which provides retail jobs to many of its residents. According to the "Quickfacts" Census Data, educational attainment with those at age 25+ with a high school diploma averages 77%, which is below the average for California at 81%. Other data includes between 40-51% residents speaking a language other than English and the socio-economic status of those living below the poverty levels at 10-14%. The data is particularly dire in some areas of San Benito County where per capita income, median income and persons below the poverty levels are higher than other areas of the GAVILAN REGIONAL-ACES area. This snapshot of the economic profile of the GAVILAN REGIONAL-ACES area is repeated in all areas of the two-county district, with data on English Language Learners fairsing worse.

As the leading institution of higher education in the GAVILAN REGIONAL-ACES area, Gavilan and its members welcome the opportunity to "rethink and redesign" their respective educational systems to establish linkages for the adult education students who enter the respective systems and to collaborate. This planning grant will allow consortium membership to examine their respective systems, find common ground, cross the historical geographic and cultural boundaries to provide the necessary academic, career skills and seamless transitions for all students who enter the various programs and utilize the services and activities that are provided to become economically self-sufficient. Collaborative discussions have already begun during preparation meetings

for this phase of the grant application process and all participants are enthusiastic about the planning phase.

### Organizational Structure

The Consortium Membership consists of Gavilan Community College and four (4) school districts in the defined geographical area: Gilroy Unified School District, Morgan Hill Unified School District, San Benito High School District and San Juan Aromas Unified School District.

Historically, there has been a rich, collaborative, formal relationship between Gavilan College Non Credit Program and Gilroy Unified Adult Education School, which began in 2004 with the Hispanic Serving Institution Assisting Communities (HSIAC) grant that renovated facilities on a middle school campus for Adult Learner classrooms. At the height of enrollment in 2008-09, both programs together were serving approximately 2,000 adult learners annually. State economic challenges, coupled with the change of formula funding (ADA) to grant funded, reduced, eroded, and weakened the value of Gilroy Adult Education School within its K12 district system, resulting in its total elimination in June 2013. Currently, a new Memorandum of Understanding between Gilroy Unified and Gavilan College was created in November 2013 authorizing Gavilan College to begin to implement an Adult Education program for the Gilroy community. Gavilan Adult Education program was launched in January 2014, and the current services provided are English as a Second Language (ESL), Vocational English as a Second Language (VESL), General Education Development (GED, Computer Literacy, Citizenship, California High School Exit Exam (CAHSEE) Prep and Parent Academy Workshops.

A collaborative informal relationship between Gavilan College Non-Credit program and Morgan Hill Community Adult School (Morgan Hill Unified School District) began in 2005 with the implementation of the older adult classes in Morgan Hill. This collaborative relationship flourished and expanded with Gavilan College Non-Credit program providing more services such as ESL Citizenship, Life Skills Fundamentals 1A, and 2A and ESL Literacy 1. This informal relationship between Morgan Hill Community Adult School and Gavilan College Non-Credit Program continues today but at a far reduced enrollment and staffing capacity. Morgan Hill Community Adult School continues to provide classes in Adult Basic Skills, GED Preparation, Adult High School Diploma, and English as a Second Language, although the program has been significantly downsized since 2008/09 due to budget reductions. Morgan Hill Community Adult School has been a GED Test Center for more than thirty years, and has been approved as a Pearson Vue Test Center for the 2014 GED tests.

An informal, collaborative relationship between Gavilan College Non-Credit and Hollister Elementary School District began in 2008 allowing facilities use for ESL and Older Adult classes. Gavilan College Older Adult classes were cancelled in 2011 in light of the State budget funding requirements. Currently, Gavilan College Non-Credit program provides ESL classes for Adult Learners in two of Hollister's elementary schools. In addition, Gavilan College Non Credit program collaborates with San Benito County to provide Adult Basic Ed, VESL, GED and Career Development classes at the San Benito Library and San Benito County Jail. The Hollister Elementary School District actively refers adult learners to the Gavilan College satellite campus (Briggs Building) to enroll in Adult Education classes through Gavilan College Non-Credit program.

An informal, collaborative relationship with San Juan-Aromas School District with Gavilan Non-Credit program began in 2010 to provide older adult classes at the San Juan Community Center. These classes ended two years later because of changes in State budget funding requirements. Gavilan College provides outreach materials and class schedules to the district. For Spring 2015, the program added a Beginning ESL course at San Juan School in San Juan Bautista.

To summarize, the existing organizational structures among the districts are mainly informal. They rely on personal relationships among the districts and staffs that are interested in assisting parents and adult learners. The informal collaboration was driven by community need and the districts' willingness to leverage dwindling resources to provide adult learners with access to ESL and Basic Skills classes, adult secondary education and workforce training. The limitations of these informal relationships depend on the continuity of staffs and personal commitment. This planning process will allow us to develop a sustainable manner of providing services to our respective communities.

There must be a more in-depth discussion about the value of Adult Education programs for each district and agreements to formalize the organizational structures that support Adult Education programs. The formalization of these agreements will sustain and support Adult Education because it will require the districts to continue the agreements and orientate any new leadership or staff members involved in the support of Adult Education programs.

Although the GAVILAN REGIONAL-ACES is currently partnering with and has established relationships with community groups, there still exist gaps in available resources to adult learners. Developing the Consortium will enable the GAVILAN REGIONAL-ACES to identify potential partners and coordinate services to the adult learners in our community.

Partner organizations, such as Work2Future, College Non-Credit Program, Head Start Pre-School, Community Solutions, Center for Employment Training, Work-Force Investment Board (WIB), Learning and Loving Center, will help in communicating, informing and referring prospective adult learners who want to complete their education.

Learning and Loving Educational Center: There is a long standing partnership between Morgan Hill Community Adult School and the Learning and Loving Education Center (a non-profit community based organization sponsored by the Sisters of the Presentation). In this partnership, the Learning and Loving Education Center provides child care and classes for adult learners in English as a Second Language, computer skills, and workforce preparation, while the Adult School provides GED Preparation classes in Spanish. Gavilan College Non-Credit Program also conducts an ESL Pre-Literacy class at the Learning and Loving Education Center.

Santa Clara County CalWORKs Program: The partnership between Morgan Hill Community Adult School and Santa Clara County Department of Social Services provides CalWORKs clients with access to a wide range of services. The Department provides the services of a site representative on the adult school campus and a range of counseling, assessment, and support services. The adult school provides students with instruction in adult basic skills, GED Preparation, and Adult High School Diploma classes. Gavilan College also serves CalWORKs clients with vocational training, certificate programs and degree track programs.

Work2Future: Gavilan College partners with Work2Future to deliver specific training courses for their clients through contract training.

Head Start Pre-School: Gilroy Unified leverages facilities use for parent education workshops, and both programs refer adult learners to their respective programs.

Center for Employment Training: In Santa Clara County, all school districts refer adult learners to the various CET programs.

The GAVILAN REGIONAL-ACES will build upon these existing partnerships and will identify and develop additional community partners to coordinate services to the adult learners in our community.

### Shared Leadership Strategies

The GAVILAN REGIONAL-ACES will operate as a cohesive and organized leadership unit. GAVILAN REGIONAL-ACES has selected the following model of shared leadership: the chair person represented by Gavilan Community College District (fiscal agent) and four (4) directors each represented the four (4) member districts,

Gilroy Unified School District, Morgan Hill Unified School District and San Benito High School District and San Juan-Aromas School District. GAVILAN REGIONAL-ACES has agreed to develop a 14 month calendar of scheduled meetings, events and trainings that all stakeholders have committed to participate in. GAVILAN REGIONAL-ACES members have agreed that their preferred method of communication is email for scheduling meetings, sharing data, and drafting document reviews. The group has agreed to meet twice a month for discussion. GAVILAN REGIONAL-ACES has prioritized the planning goals and developed a budget for resource allocation to address these planning objectives. The GAVILAN REGIONAL-ACES budget will be reexamined often as planning objectives are accomplished. The GAVILAN REGIONAL-ACES members have all agreed to formalize their relationships between all Districts and Gavilan College with a Memorandum of Understanding. The GAVILAN REGIONAL-ACES will evaluate the current MOUs that have existed for many years between Gilroy Unified School District and Gavilan College as a viable template. Initial planning includes that the GAVILAN REGIONAL-ACES will establish an advisory board that includes stakeholders, such as, Adult Student Learners, Adult Education Instructors, Community Service Agency members and business/industry and workforce representatives. In addition, the GAVILAN REGIONAL-ACES will establish partnership agreements that address sharing data, survey results, statistics and, more importantly, sharing information that publicize GAVILAN REGIONAL-ACES districts' Adult Education programs. Lastly, GAVILAN REGIONAL-ACES will establish policy agreements as a body to share their expertise, data, and responsibility in creating the Final Regional Comprehensive plan.

Ultimately, the GAVILAN REGIONAL-ACES leadership strategy is to establish a planning group that comes together over time with a common agenda that integrates existing adult education programs and creates seamless transitions into postsecondary education or the workforce for all adult learners regionally.

### Project Planning Roles and Responsibilities

After lengthy discussions on the overall organizational structure, the GAVILAN REGIONAL-ACES participants decided on the identification of the following Key Personnel: one (1) chair and six (6) Project Directors. The configuration is as follows:

- Project Chair: Gavilan College (Mary Ann Sanidad, ESL instructor);
- Project Director: Morgan Hill Community Adult School (Dennis Browne, Adult School Principal);
- Project Director: Gilroy Unified School District (Alma Quintana, Gavilan-GUSD Program Director Adult Education);
- Project Director: San Benito High School District (Cindi Krokower, Director of Educational Services, San Benito High School District);

- Project Director: Aromas-San Juan School District (Ruben Zepeda, Superintendent, Aromas-San Juan School District);
- Project Director: Gavilan College (Randy Brown, Interim Dean of Noncredit Programs);
- Project Director: Gavilan College (Nicole Cisneros, Department Chair, ESL);
- Gavilan College (Fran Lopez, Associate Dean, Disability Resource Center);
- Gavilan College (Sherrean Carr, Dean of Career and Technical Education);
- Gavilan College (Marcela Serrano, Noncredit Counselor);
- One (1) Program Specialist;
- One (1) Office Assistant;
- Consultant: Applied Survey Research;
- Consultant: Career Ladders Project;
- Teachers/Faculty;
- Advisory Board.

A Project Chair was selected to serve as the lead for the AB86 Planning Process and oversee the Project Management Plan for the overall success and continuity of the program. Because Gavilan Community College was selected as the fiscal lead, the group made the decision that Gavilan should also provide the leadership in this area as well. The Project Chair will ensure the project remains in compliance with the AB86 regulations and achieves the seven (7) management objectives as described in the Appendix C, the Regional Comprehensive Plan. The Project Chair will oversee project development and act as a liaison between the partnering school districts. The Project Chair roles and responsibilities will include the following:

- Provide leadership for and direct all aspects of the GAVILAN REGIONAL-ACES AB86 planning process;
- Work closely with the Program Directors to identify and develop all planned strategies;
- Supervise and collaborate with the GAVILAN REGIONAL-ACES AB86 staff, Advisory Board, Teachers participants and internal and external consultants on the project;
- Supervise fiscal management of the project, ensuring that all established AB86 and Gavilan College fiscal policies and procedures are followed;
- Communicate the progress of the Planning Management Plan to campus administrators, teachers and all stakeholders on a regular basis including Board of Trustees, and identified school district and community college groups;
- Disseminate all relevant evaluation results and findings on and off campus;
- Submit the periodic reports due by deadline dates: Regional Comprehensive Plan, Draft Regional Comprehensive Plan, Expenditure Report and Final Regional Comprehensive and Expenditure Reports;



- Assist in the hiring, supervision and evaluation of all AB86 staff.

A Project Director was selected at each participating member site. The Project Director will be the central point person for coordinating the project from start to finish at each site. They will work closely with each other, meeting with the Chair on a regular basis to discuss project achievements and obstacles. Each will oversee project faculty/staff on their campuses to ensure that project AB 86 activities remain on track and all seven (7) project objectives are achieved. The following roles and responsibilities are identified:

- Monitor all objectives, data and identify barriers to progress in the AB86 Planning Process;
- Assist in the hiring, supervision and evaluation of all AB86 staff;
- Manage activity reporting according to AB86 criteria;
- Purchase equipment, manage funds according to grant and program criteria;
- Supervise activity objectives, gather data and work with Consultant to prepare reports;
- Manage feedback loop from data analysis to refinements in processes and products;
- Work closely with the Chair and all staff to achieve seven (7) activity outcomes;
- Report to the Project Advisory Committee on all aspects of the AB86 Planning Grant.

Other staffing that is necessary for fulfilling the objectives and activities of the grant includes a classified Program Specialist who is skilled in all office technologies, able to understand reporting requirements, set up and track project expenditures by spreadsheet, write and edit reports, take minutes for all meetings and communicate clearly with AB86 staff and work within the two institutional systems and provide assistance to the six (6) Project Directors and Chair.

In addition, a clerical assistant to the Chair and the Program Specialist will assist in the daily operations and functions by receiving and distributing communications, maintaining supplies and equipment, picking-up and delivering items, and serving students.

ESL, HSE, and HSD facilitator-instructors will report to the planning group on the progress made in their small work groups, which are dedicated to discussion of the development and identification of educational pathways, alignment of curriculum, placement, assessment and transition strategies among the consortium instructor-contributors. Stipends will be made available to participating faculty.

Lastly, consultants will assist and provide expertise to the planning process for AB86 with the ability to solve issues, create value, maximize growth, improve work with adult learners, and place the consortium and its collective services in the community. One will provide branding and development of a consortium website and informational materials, while another will explore the career and academic goals, challenges and support needed by students via focus groups. A third will provide professional development in the area of *Contextualized Learning and Stackable Certificates* and will guide the consortium in the creation of a series of certificates in the area of one career path.

### Communication

The proposed project builds on a long history of cooperative effort among the school districts and the college; however, very few of these partnerships have sustained over time. In some cases, these partnerships were very informal and loosely arranged and in other cases were formalized through an MOU and subsequent reporting of data. In either case, it has been determined that communication to all school districts, adult education providers and other partner organizations in the region will be a top priority in informing every stakeholder in the GAVILAN REGIONAL-ACES geographical region of the objectives of the Planning Process. The Chair, along with the Project Directors and other AB86 staff, will be challenged in keeping these stakeholders informed of progress of the objectives of the planning grant due to the size of the area. The dissemination of information will rely upon a very premeditated effort with heavy reliance on already established partnerships with community based organizations, business and industry, social service and religious organizations to get the word out. The plan will consist of plugging into existing networks of adult education providers and working to find new ones. Asset mapping of resources will help point to gaps in outreach throughout the region and identify groups without adult education services. An inventory of adult education services and activities can be identified to use in the region and point to non-participants from each region. The planning process will engage leaders from the GAVILAN REGIONAL-ACES schools and college and other community sectors by asking them to participate in the objectives of the Regional Comprehensive Plan. Some may have innovative programs or strategies that work well with adult learners. Other methods of communication are the web, newsletter, fact sheets, social media and conventional methods of dissemination of information through already existing partnerships, board meetings, district and college committees, and social media.

The GAVILAN REGIONAL-ACES has concluded that communication will be one of the challenges that the planning group will encounter; however, the Planning Management Narrative has already identified a way for the leading educational institutions to forge a collaborative relationship which will focus on a common agenda for adult learners district-wide and engage partners in innovative ways to create career

pathways, align programs, develop seamless transitions and improve the success of our adult learners. The project objectives directly evolved from a thorough analysis of the challenges identified by the GAVILAN REGIONAL-ACES members. The results of this analysis will be summarized in the Regional Comprehensive Plan. By the end of the planning process, each of the objectives will be studied and addressed for the implementation process to ensure that strategies are based on current research on best practices.

## **Regional Comprehensive Plan**

**Objective #1: An evaluation of current levels and types of Adult Education Programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).**

San Benito High School District currently provides an Adult High School Diploma program. Classes are offered two evenings a week from 5:30 p.m. to 8:30 p.m. to accommodate working adults. Students work independently, with teacher support, to complete courses for credit. The California High School Exit Exam (CAHSEE) is offered to adult diploma students several times a year. The 2013-2014 Adult Education program had 104 students enrolled with over half earning credits. Nineteen (19) students earned the 190 credits needed to earn an adult education diploma.

Gilroy Unified School District (GUSD) closed its Adult Education School in June 2013 and collaborated with Gavilan College to develop and provide programming for the Gilroy community in January 2014. The Memorandum of Understanding between GUSD and Gavilan College authorizes and funds the following classes: English as a Second Language (ESL), Vocational English as Second Language (VESL), General Education Development (GED), Computer Literacy, Citizenship, California High School Exit Exam (CAHSEE) Prep and Parent Education classes.

Gilroy Unified School District's current level of funding budgeted for Gavilan College delivery of adult education programming is 1/3 of the funding provided in 2008/09, prior to state reductions and district flexing of categorical funds. Services provided were made available from the school district for this purpose. The services were provided to continue a level of services to meet known needs. In addition to monies provided by GUSD, the College is providing some nominal services as a result of local grant funding provided by 21st Century Family Literacy. In the twelve month period that Gavilan College provided adult education, it enrolled 425 students in its spring, summer and fall program. All of the students are residents of the Gilroy community. Gavilan College provided three (3) levels of ESL instruction: beginning, intermediate and advanced. Students are assessed for placement and post learning growth results with CASAS e-tests (electronic version). The Comprehensive Adult Students Assessment System (CASAS) is a State and National assessment program that provides data for placement, learning growth results and instructional improvement. In addition, a writing sample and a CASAS English oral assessment is implemented to provide more information for proper student placement.

Gavilan College is providing GED preparation in English and Spanish. There has been a renewed interest in the GED prep classes from adult students seeking workplace employment promotion and financial aid to continue college education. Computer Literacy skills have been incorporated into the Advanced ESL class. The Citizenship class, for which there is a renewed interest, was successfully implemented on Saturday mornings.

The CAHSEE prep class was also successfully implemented. There is a steady stream of enrollment from students who did not graduate high school due to failure to pass the CAHSEE. Ninety (90%) of the enrolled students are English Learners. High School districts provide intensive instruction and services for two (2) additional years to students who did not pass the CAHSEE by the end of grade 12. Gavilan College is also offering a summer school CAHSEE class for students who did not pass the CAHSEE in June 2014.

The parent education class was implemented, but it closed because of poor attendance. A Driver's Education class (AB60) is planned for the spring of 2015, as a parent education class. Gavilan adult supports all evening classes with free childcare. Child care providers help older children with homework and guide younger children in educational and fun activities.

Morgan Hill Community Adult School (MHCAS) currently offers adult education courses in Adult Secondary Education (Adult High School Diploma and GED/Test Preparation), Adult Basic Education, and English as a Second Language. The school serves CalWORKs clients in ASE and ABE classes.

Current levels of service reflect the funding provided to the MHCAS by Morgan Hill Unified School District for the 2013-14 school year. The amount budgeted for adult education is approximately 55% of the funding that was provided in 2008-09, prior to state reductions and the district flexing of categorical funds. Supplemental funding for these programs comes from the Workforce Investment Act, with annual allocations based on completion of CASAS levels, and completion of high school diplomas and high school equivalency credentials.

Morgan Hill Community Adult School serves approximately 750 students each year. 70% of students are residents of Morgan Hill Unified School District (Morgan Hill, San Martin, and the southern part of San Jose), and about 30% come from Gilroy, Hollister, and other communities.

Adult Secondary Education: MHCAS offers independent study classes for adults leading to the completion of the Adult High School Diploma. Students who complete all requirements (180 credits and successful completion of the California High School Exit

Examination) earn an accredited high school diploma. Classes are held four evenings each week. In the 2012-13 school year, 54 adults completed the adult high school diploma. Current enrollment (2013-14 school year) is 190 students. The school offers a high school diploma through its Independent Study program. Students are assessed for readiness by means of CASAS Reading and Mathematics tests. Classes are scheduled four evenings each week from 5:30 to 9:30. The school admits concurrently enrolled high school students upon referral by counselors at the three district high schools. Between June 2005 and December 2011, 136 students enrolled in these classes and earned the Adult High School Diploma. Enrollment (2010-2011): 125 adults, 196 high school students.

ABE and GED/Test Preparation: Morgan Hill Community Adult School offers classes for adults who seek to improve their literacy and mathematics skills. Most students in these classes seek to acquire skills for successful completion of high school equivalency tests. The students in these classes also develop skills for workforce participation and continuing education. The school currently offers four English-language classes and two Spanish-language classes for adult students. Classes are offered at the Adult School site and at two partner agencies in the community (Mariposa Lodge and Learning and Loving Education Center). In the 2012-13 school year, 46 students in these classes passed the GED tests. Current enrollment (2013-14 school year): 300. MHCAS offers students the opportunity to develop basic English and Mathematics skills and to prepare for the GED tests in English and Spanish. The school offers four combined ABE/GED morning classes and two evening classes each week. Adult Basic Education assists students in developing English language and mathematics literacy skills. Classes serve students whose assessment test results indicate that they are in need of further study before entering GED Preparation or Adult High School Diploma classes. Several of the ABE/GED classes are designed to serve students with specific needs and challenges:

- One morning class serves mostly CalWORKs clients and assists them in developing academic and social skills while preparing for the work force and continuing education. Between June 2005 and December 2011, 83 CalWORKs students have earned the GED Diploma.
- A class conducted at the court-mandated rehabilitation center at Mariposa Lodge assists students in developing academic and social skills needed to return to the workforce.
- One class offered at the Learning and Loving Educational Center helps students prepare to take the GED tests in Spanish. Between June 2005 and December 2011, 29 students at the Learning and Loving Center have earned the GED Diploma.

Students in ABE/GED classes are assessed for readiness by means of CASAS Reading and Mathematics tests, and students' progress is measured by the use of Official GED Practice Tests. Between June 2005 and December 2011, 357 adult school students enrolled in these classes have earned the GED Diploma.

English as a Second Language: Morgan Hill Community Adult School offers three ESL classes two evenings each week. Classes assist newcomers in learning the English language skills needed for full participation in the community and workforce. MHCAS offers classes in Beginning, Intermediate, and Advanced ESL. Until the 2010/11 school year, Adult School offered morning and evening classes. In response to declining enrollments and reductions in funding, the school discontinued morning classes. CASAS Appraisal tests, administered every Tuesday evening, assist in placing students at appropriate instructional levels. Student progress is measured by CASAS pre- and post-tests and teacher-designed assessments. Classes are offered at Beginning, Intermediate, and Advanced levels. Current enrollment (2013-14 school year): 130.

CalWORKs: Current enrollment (2013-14 school year): 53.

Test Center: From 1974 to 2013, Morgan Hill Community Adult School served as a GED Test Center, and is currently serving as a HiSET Test Center.

MHCAS is an authorized test center for the GED Tests, serving a population that extends from the southern part of San Jose through Morgan Hill, and southward to Gilroy, San Juan Bautista, and Hollister. Testing is available once every week during the school year. In 2010, 159 examinees took the GED tests at the center (124 in English, 35 in Spanish). In 2011, the number of examinees was 180 (146 in English, 34 in Spanish).

Gavilan College serves approximately 565 Full Time Equivalent Students (FTES) annually in noncredit instruction with the majority being provided as services to disabled students and approximately 50 to 75 FTES in adult education. Currently, the Gavilan College Noncredit Program offers classes year-round in fall, spring, and summer. A total of 36 course offerings are provided throughout the year. Classes include the following: Citizenship, Beginning ESL, Pre-Literacy ESL, GED Preparation, Beginning VESL, Information Competency for Nursing, Nutrition, & Life Cycle, Intro to On-line, Personal and Career Development, On-line Basic Academic Skills, and Library Research classes.

The noncredit courses are held throughout the Gavilan College District, which includes the cities of Hollister, Morgan Hill, San Martin, Gilroy and South San Jose.

Gavilan College noncredit students receive matriculation services and are given access to admissions and registration information, assessment, guidance and counseling and also receive information on transitioning to credit classes. GED, VESL and Personal and Career Development classes are also held at the San Benito County Jail.

The challenges facing Gavilan College's Noncredit Program are as follows:

- Expand course offerings in ESL that are currently limited by availability of state funding;
- Develop a pipeline of beginning ESL students who meet the requirements to transition to credit classes:
- Create Adult Basic Education classes for adults needing remediation and basic skill development;
- Expand articulation, collaboration and alignment of programs and services within the College community and the feeder high school districts to better serve the adult learners through career ladders and pathways for future success;
- Continue discussion and collaboration on best practices for Adult Learners;
- Leverage existing resources within the College and with high school districts for expansion of services as funding permits;
- Manage enrollment and course offerings so students who are tested are placed in appropriate levels of GED and ESL.

The Gavilan College Credit ESL Program provides English language instruction to native speakers of other languages from beginning to advanced ability levels and offers two certificates of proficiency. This multi-level academic program includes instruction in reading, writing, grammar, listening-speaking, study skills, computer literacy, and cultural awareness. It aims to prepare students for a successful transition into mainstream English classes, academic courses, and vocational programs, and to provide personal and cultural enrichment. In order to provide bridges, the credit ESL Program works with both the non-credit ESL Program and with the English Department to articulate course work so that as students enter from non-credit or exit to mainstream English, they are appropriately prepared. As part of its ongoing mission to meet the needs of a diverse population of students in an ever-changing environment, the ESL Department continually evaluates, modifies, and develops its curriculum. Just as the students continue to learn, so do the faculty and staff of the ESL Credit Program. They are committed to their professional growth and development and regularly collaborate with each other and those from other college departments, the latter, for example by participating in Service Learning projects, Habits of Mind, Student Success Center activities, integrated reading/writing workshops, and Reading Apprenticeship. The faculty also share pedagogies and ideas; present and attend ESL and technology workshops; take classes in their field; and attend professional conferences. In short, the vision of the ESL Department is to give its students the tools and English language



skills they need to be successful in college, on the job, and in their personal endeavors in today's ever-changing and diverse society.

### ESL Credit Program Levels

- Advanced II level: Students take reading, grammar, and composition at this level. They practice critical thinking, inference, and main idea, learn about adjective, noun, and adverb clauses, and review the essay form in writing.

ESL 562 (Reading)	ESL 563
(Composition)	ESL 564
(Grammar)	

- Advanced I level: Students take reading, grammar, and composition at this level. They learn about inference and critical thinking, learn advanced grammar structures, and focus on the paragraph form in writing.

ESL 552 (Reading)	ESL 553
(Composition)	ESL 554
(Grammar)	

- Intermediate II level: Students take listening/speaking, reading, and grammar at this level. They practice listening and speaking skills, learn to figure out unfamiliar vocabulary from context, and expand their grammar repertoire.

ESL 541 (List/Sp)	ESL 542 (Reading)
	ESL 543
(Grammar)	

- Intermediate I level: Students take listening/speaking, reading, and grammar at this level. They practice listening and speaking skills, learn vocabulary and reading skills, and review and expand upon basic verb tenses.

ESL 531 (List/Sp)	ESL 532 (Reading)
	ESL 533
(Grammar)	

- Beginning level: Students take listening/speaking, reading, and grammar at this level. They learn to listen to selections for main idea and details, learn introductory reading skills, and review basic verb tenses.

ESL 521 (List/Sp)	ESL 522 (Reading)
	ESL 523
(Grammar)	

### Digital Literacy in the ESL Credit Program

The ESL credit program recognizes the need to teach digital literacy at all levels, and it encourages its students to take a Keyboarding course as they enter the program. At the Intermediate Level, an Introduction to Computers for ESL Students (ESL 546) is

offered. It introduces basic Windows terminology and how to use Word. Incoming students are given an orientation in the ESL Computer Lab to gain access to their Gavilan email and Gavilan learning management system. Some of the ESL credit courses also incorporate the use of online programs such as Voice Thread, Popplet, and companion websites and workbooks for textbooks. Students also learn to use the internet for research, Power Point to make presentations, and Word to type their compositions as they progress through the program.

The Gavilan College Disability Resource Center (DRC) offers many types of courses both on and off campus to serve persons with disabilities in the community.

Adapted Physical Education courses are specifically designed for students with physical and psychological disabilities in order to improve flexibility, increase range of motion, improve circulation and improve physical fitness. Classes include a number of water and gym activities.

Career Prep is a program offered on campus for the high school special education class graduate or equivalent who may require additional specialized instruction or training for appropriate entry-level employment. Practical job preparation and independent living skills are emphasized in a series of classes designed for individualized progress.

Classes in assistive technology are given and general access to assistive technology is made available on campus at the state-of-the-art Gavilan College High Tech Center. Featured in the High Tech Center are products such as the Kurzweil machine, Read and Write Gold (text to speech software), Dragon Naturally Speaking, JAWS (functioning screen reader for the blind), Zoom Text screen magnification, a Braille translator, Phonic Ear (portable assistive listening devices), smart pens, and more.

For those who suspect they may have learning disabilities, the Learning Skills Program provides testing appointments available via a Learning Skills Evaluation course. This evaluation gives people information on their individual cognitive / perceptual abilities and academic strengths and weaknesses, as well as determines whether or not they are eligible to receive services from the program. For those who have been determined to have learning disabilities, specialized instruction is available for those needing special help. Specialized instruction is handled on a one-to-one basis or with small group instruction in the Learning Center.

The Vocational Training Program for Adults with Intellectual Disabilities is designed to provide training in social development and vocational skills through various activities. Students progress through classes at their individual rates of achievement. In addition to vocational goals, the program seeks to promote in each student self-reliance in the activities of daily living so that he or she may assume a more independent role in or out

of the parental home. Classes are offered at the HOPE Services facility in Gilroy and Hollister in conjunction with a work activity program.

The WorkAbility III Program-Job Placement Center provides job readiness and job placement for students eligible for the Department of Rehabilitation Services. The program responds to the needs of local employers by matching interests, skills and abilities to specific jobs.

Gavilan College offers a wide variety of Career Technical Education (CTE) courses and programs meeting business needs, industry skill standards and labor market demands in the communities the campus serves. Students may choose, from a variety of disciplines, to complete courses or programs leading to employment, certificates or Associates degrees, or continue their educational careers at the university level. Students enrolled in CTE courses and programs have ongoing access to student and academic support services. Students successfully completing Gavilan College's CTE courses will attain a foundation of basic academic and career and technical skills. All CTE course content meets all state standards of rigor in academic and career technical skill areas as specified Title 5 of the California Education Code. CTE course sequences and content have been approved by the College and California Community College Chancellor's Office as well as by advisory committees in each of the approved CTE programs. Gavilan's CTE programs undergo regular and comprehensive review and assessment to ensure that programs meet the College's academic requirements as well as industry's technical skill needs. The following CTE programs are offered at Gavilan College:

- Accounting
- Administration of Justice (Law Enforcement, Corrections)
- Allied Health (Home Health Aide, Certified Nurse Assistant, Medical Assistant, Licensed Vocational Nurse, Registered Nurse)
- Aviation Maintenance Technology
- Business
- Carpentry Apprenticeship
- Child Development
- Computer Graphics & Design
- Computer Science & Information Systems (Hardware Maintenance, Computer Programming, Networking)
- Cosmetology and/or Esthetician
- Digital Media
- Drywall/Lathing Apprenticeship
- Fire Technology
- Law Pathway
- Water Resource Management

**Objective #2: An evaluation of current needs for adult education programs within the consortium's region.**

In San Benito High School District Adult Education, many parents and community members have requested evening, noncredit ESL classes. Although adults in the community may attend the Adult diploma class to earn credits for a diploma, there are no offerings for GED testing within Hollister, forcing students to travel to Morgan Hill or Salinas. Public transportation within Hollister and from Hollister to surrounding communities is very limited.

Gilroy Unified School District currently needs a full comprehensive High School Diploma program whose curricular goals are rooted in Common Core. GUSD currently has disconnected and unsupported parts of a High School Equivalency program. The District has an MOU with Gavilan College to provide GED in Spanish and the CAHSEE prep class. Its collaborating program with Gavilan College is used to provide the GED in English. The weaknesses in the current program are:

- No High School Diploma program or the authorization to confer a High School diploma;
- No basic English and Math skills courses that transition students into the high school diploma program;
- No supporting secondary preparation classes, such as Basic Math & Algebra. The current program has a CAHSEE Prep direct instruction class that is helping adult students who failed to graduate because they failed to pass the CAHSEE test;
- No “new” GED/HiSET curriculum and software support for both GED in English and Spanish;
- Few diagnostic assessments for proper placement into required classes for High School Diploma program.

In the area of classes and courses for immigrants, the College offers educational services in citizenship, English as a Second Language, and workforce preparation classes in basic skills. The Gilroy Unified MOU with Gavilan College is addressing the needs in this area. The current program has experienced instructors who teach ESL, VESL and Citizenship classes. The College is implementing managed enrollment for the development of homogenous sequential classes, i.e. beginning, intermediate and advanced ESL classes.

The weaknesses in the current program include:

- Alignment of curriculum within the noncredit and credit academic offerings;
- Alignment of assessment and curricular goals;
- Alignment of faculty training in curriculum, learning and assessment goals.

In reference to educational programs for adults with disabilities, Gavilan College currently has an extensive Disability Resource Center that provides noncredit services for adults with disabilities. Those services will continue and expand, should additional demand warrant an increase in service provision. There are no identified weaknesses in the current programming for adults with disabilities who seek educational services from Gavilan College.

In reference to short-term career technical education programs with high employment potential, the current program is addressing the workplace and life communication skills. Gavilan College has three levels of noncredit English as Second Language courses, and adult students are learning basic English communication skills for the workplace and career advancement.

The weaknesses in the current program are:

- No short term Technical and Career certification programs;
- No collaboration with community colleges or adult education programs who have established Technical and career certification programs;
- No career or educational pathway planning.

In reference to programs for apprentices, Gavilan College currently provides services in support of Carpentry and Dry Wall apprentice programs offered at a site in Morgan Hill. Noncredit curriculum does not currently exist for apprenticeship training but could be developed to support adult education needs, should those services be necessary.

In the Morgan Hill Unified School District, current needs are as follows:

- ESL morning classes;
- Child care;
- Test centers throughout the region;
- Access to online classes;
- Services for adults with disabilities;
- Career Technical Education classes;
- Counseling services;
- CalWORKs regional contract and coordination of services.

The Gavilan College noncredit program is very successful in its outreach efforts and in retaining students; however, its limitations include the following: restrictions of only beginning levels of ESL, limited ABE programs, space allocations, restrictions on FTES generating potential, no High School Diploma nor High School Equivalency program, and students who do not meet the legal requirements for admission to the college.

Current needs for Gavilan College noncredit program are the following:

- Access to all levels of VESL and ESL for noncredit students;
- Adequate and comprehensive support services for non-credit students;
- CASAS Assessment;
- Expansion of ABE in English and Math;
- Educational and Career Planning for noncredit students;
- Development of short-term vocational noncredit programming;
- Articulation of credit apprenticeship programs for noncredit students;
- Counseling services for noncredit students;
- Collaboration with business and industry;
- Leveraging of community and school district resources;
- Test center for High School Equivalency Diploma;
- Computer technology and keyboarding classes;

Gavilan College credit ESL Program enrollment has been decreasing possibly due to a drop in immigration to this area of California. The ESL Credit Program needs higher enrollment in order to maintain its current offerings. To move more students from the non-credit program into the credit program, a law needs to be passed to help the students change their residency status to Permanent Residents. Non-residents do not qualify for financial aid and they are often unable to afford the out-of-state fees for credit classes. An alternative may be offering scholarships to pay for classes and books for immigrants who are not permanent residents.

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

In responding to this objective, the consortium will document the plans to align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment. Plans should address how the consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include a description of program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals.

**Educational Pathways**

The GAVILAN REGIONAL-ACES has mapped out the pathways of each of the five targeted areas of adult education, with the exception of ESL; since ESL is the most widely offered of the courses among all stakeholders, members felt that the pathway would be clearer and better defined after prolonged conversation within the consortium-wide faculty-led work groups.

**Alignment**

The question of alignment is the most difficult of all objective 3 to address in a timely manner. The consortium steering committee has put it in the hands of the faculty; to that end, small faculty work groups have been formed to discuss what they do in the areas of placement, curriculum, assessment, progress indicators and major outcomes. Instructors are discussing the processes of their individual programs and are working toward a consensus of the best way to operate as a larger group. Due to the fact that faculty have multiple jobs, they are meeting 4 hours a month from now to the end of February. Veteran instructors are facilitating each work group in order to develop a more cohesive and integrated system for students.

**Transition Strategies**

The GAVILAN REGIONAL-ACES is currently working on a website to unite all the adult school, noncredit, credit and community programs so that local students have just

one place to go to find all the information they need regarding their educational interests and pathways. Additionally, printed materials are planned that will give students the information about specific program requirements and opportunities and the pathways that are possible therein. At the same time, we are advocating for an outreach specialist, counselor, and a learning disabilities specialist who will be made available to serve among the various programs.



**Table 3.1**

## Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy to be employed	Resources	Cost Estimate	Responsible Parties	Assessment	Timeline
1 Transition from Adult Ed to Educational Pathway Cont'd	1A Counselor/ Advisor	1A (a) one full-time bilingual counselor to rotate among sites	1A (a) \$100,000	Lead Institution and Consortium Partners	Registration data Surveys	Fall 2015
1 Cont'd	1B Outreach	1B (a) Informational Materials; 1B (b) Bilingual Outreach Specialist at off sites	1B (a) \$2,000  1B (b) \$70,000	Lead Institution and Consortium Partners	Registration data	Fall 2015
1 Cont'd	1C Learning Disabilities Assessment and associated services	1C (a) Learning Disability Specialist (to test off sites)	1C (a) \$40,000	Subsidize LD specialist		
1 Cont'd	1D Embedded contextualized curriculum	1D (a) Professional Development workshops and stipends to rework curriculum	1D (a) \$7,500 (to pay workshop provider, workshop attendee, and curriculum development)	Lead Institution and Consortium Partners	Success, retention and persistence data	January 2016 to May 2019
2 Transition from Adult Ed to Career Pathway	2A Partnership with organizations	2A (a) Professional Development workshops and stipends to rework curriculum	2A (a) see 1C(a)	Lead Institution and Consortium Partners	Success, retention and persistence data	January 2016 to May 2019

2 Cont'd	2B Counselor/ advisor	2B (a) one full-time bilingual counselor to rotate among sites	See cost above in 1A.	Lead Institution and Consortium Partners	Registration data Surveys	Fall 2015
2 Cont'd	2C Outreach	2C (a) Informational Materials; 2C (b) Bilingual Outreach Specialist at off sites	See cost above in 1B.	Lead Institution and Consortium Partners	Registration data	Fall 2015
2 Cont'd	2D Learning Disabilities Assessment	2D (a) Learning Disability Specialist (to test at off sites)	See cost above in 1C.	Subsidize LD specialist		
2 Cont'd	2E Embedded contextualized curriculum	2E (a) Professional Development workshops and stipends to rework curriculum	See cost above in 1D.	Lead Institution and Consortium Partners	Success, retention and persistence data	January 2016 to May 2019
3) Articulation of Programs	3A. Develop monitoring system (software)	3A(a) Programmer/ software	\$20,000	MOU with all district partners	Use of data	

**Objective #4: Plans to address the gaps identified pursuant to paragraphs (1) and (2).**

The GAVILAN REGIONAL-ACES has used these last few months for planning purposes and discussion on how best to confront gaps in regional offerings and services. The process of analysis of these services and programs is continuing. A number of gaps exist between respective academic programming currently available and what is needed to assist in moving adult learners along on their educational pathways. Existing programs, services, and “specialties” are considered and are expected to provide information about which agency in the region is best equipped to complete each component of service available through AB86. There is agreement among the partners that methods used to assess students and the sequencing of instructional course work and services to meet program goals and objectives will need further study.

An important strategy identified is for the districts to reduce duplication of services, reduce competition for participant numbers and to leverage existing resources. Because the Consortium serves smaller communities with specific and diverse needs, community based organizations including social services, workforce training, and faith-based agencies have been invited to assist in this effort. Initial analysis of existing relationships has made this initial work easier as a common agenda is the main focus of effort.

Initial reviews have identified the following gaps:

- a. Scheduling of classes at appropriate times for adult learners;
- b. Alignment of curriculum, student learning outcomes and assessments;
- c. Streamlining of the transition of adult learners from adult education programs to follow on community college course work and degree track programs;
- d. Teacher training;
- e. Growth in Adult Basic Education courses (ABE);
- f. Development of High School Diploma programs throughout the consortium;
- g. Accessibility to free or affordable child care;
- h. Counseling and guidance for educational and career planning;
- i. Access to on-line classes with improved/updated technology;
- j. Articulation with college programs in CTE and apprentice programs to create the career pathways;
- k. Implementation of all levels of ESL and VESL;
- l. Address the needs of adults with disabilities;
- m. Development of short-term noncredit vocational programs;
- n. Collaboration with business and industry for student employment;

- o. Coordination of community based organizations and consortium partners' resources available for adult education training;
- p. Regional or multiple test centers for High School Equivalency Diploma.

The GAVILAN REGIONAL-ACES will continue in-depth discussions about adult education programs for each district and formalize the relationships to develop a sustainable plan using existing resources. An asset mapping activity of existing resources within the regional will identify existing services. In addition, the GAVILAN REGIONAL-ACES will include community based, as well as business and industry partners, to assist in creating the additional programming and services for adult learners. Currently, the participating districts work with a total of fourteen community-based organizations, two training programs and limited articulation with business and industry. Research in best practices with adult learners is necessary in order to determine the professional development and training for staff and implementation of best practices. A common agreement for an evaluation process to determine overall program effectiveness and student success is an important metric.

The resources that are necessary for implementation of the GAVILAN REGIONAL-ACES plan are outlined below:

- Hiring of staff to support the research and daily operations of the consortium activities;
- School District and Community College resources to facilitate data collection;
- Research to assist in developing data collection models for monitoring all objectives outlined in AB86 Project Management Plan;
- Teacher cohorts to articulate curriculum, identification of common teaching materials, and alignment of assessments;
- Assessment Center;
- Common matriculation process to be used in admissions, orientation assessment, guidance and counseling;
- Articulation model to track student transition from adult education to community college;
- A common website to direct adult learners to local programs;
- Resident experts from both educational systems to provide professional training for adult learners;
- Models for best practices in collaborating with business and industry.

**Table 4.1:**

## Implementation Strategies to Address Identified Gaps

\* one-time costs

\*\*ongoing costs

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
Lack of Adult Basic Education courses (ABE)	Offer ABE across consortium	Instructors, materials and training	Curriculum development- \$1,143 (10 hours X 3 courses) 3 classes @\$5,810/classes = \$17,430x 2 semesters =\$34,860 Training =\$500 Supplies=Supplies = \$500 Total = \$1,143* Total=35,860**	Consortium Partners	Tracking of transitions of ABE students to Adult Ed/ Comm College programs	Beginning Fall 2015
High school diploma programs not offered throughout the consortium	Implement a High School diploma program in Gilroy	Instructors, materials and training	2 classes @\$5,810/classes X 2 semesters  Total =\$23,240 **	Gavilan Adult Education Program	Enrollment and diplomas granted	Beginning Fall 2015
Need for streamlining the transition of adult learners from adult education	Provide counseling support and information to support students' transitions. Integrate bridging	Informational Materials; Bilingual Outreach Specialist at off sites One full-time	\$2,000 materials  \$70,000  \$100,000	Lead Institution and Consortium Partners	Registration for credit classes Success, retention and persistence data for credit	Beginning Fall 2015

programs to advanced educational pathways.	activities into all courses.	bilingual counselor to rotate among sites Professional Development workshops and stipends to rework curriculum	\$2,500 curriculum development \$5,000 training Total = \$179,500 **		courses	
Inadequate accessibility to free or affordable child care for children of students	Identify funds to pay for childcare and childcare expenses.  Provide service for sites	Staff	3 sites @ \$20,000 per year per site  Total = \$60,000**	Gavilan Adult Education Program, Morgan Hill Adult, San Benito Adult Ed.	Establishment of child care services at multiple sites	Beginning Fall 2015
Lack of disability assessment and support services for students in adult education and non-credit courses.	Learning Disabilities Assessment and associated services	Learning Disability Specialist (to test and provide services to off sites)	Total = \$40,000**	Subsidized LD specialist	Identified students and provided services	Fall 2016
Inadequate number and breadth of classes.	Offer more classes at appropriate times across the region avoiding duplication.	Additional \$ for instructors, support staff, and materials.	15 classes @ \$5,760 + \$50 for materials = \$5,810 per class = \$87,150 .1 FTE staff = \$7,000 Total = \$94, 150**	All Consortium Partners	Enrollment counts across consortium	Five classes per term starting in Fall 2015

Lack of short-term vocational programs	Work collaboratively to develop new short term vocational options for adult education students. Collaborate with employers to provide internship opportunities for adult students.	Curriculum development Instructional materials/ equipment, faculty, staff support.	Curriculum development courses @ \$1,000 = \$3000 Materials/equipt. \$20,000 Faculty 3 classes @ \$5,810= \$17,430 Staff support In-kind Total = \$23, 000* Total= \$17,430**	Consortium partners	Completion of short-term certificates	Fall 2016
Lack of articulation with college programs in CTE and apprentice programs for career pathways.	Coordinate with CTE and other local vocational training organizations to develop clear and articulated pathways.	Staff time	In kind	Consortium partners	Completed career certificates/diplomas by non-credit/adult ed. Students	Spring 2017
Need for alignment of curriculum, student learning outcomes, and assessment/placement.	All districts will articulate assessment methods and curriculum	Improved assessment capacity and funds for facilitators and articulation and curriculum meetings.	\$3,000 for curric., assess., & SLO meetings. \$25,000 for staff \$7,500 assess. licenses for all sites Total = \$35,500**	Consortium Partners	Completed alignments and increased numbers of students assessed and placed.	Beginning Fall 2015
Limited access to on-line classes with improved/updated	Provide additional online courses. Additional lab access	Course development time or software, staffing, and mobile lab	Curriculum development or software purchase for 3 courses @ \$1,000 = \$3000 2 mobile site lab carts at \$42,000	Consortium Partners	Enrollment numbers in online courses	Spring 17

technology		capabilities.	3 classes @\$5,810/classes = \$17,430x 2 semesters =\$34,860  Total= \$45,000* Total=\$34,860**			
Lack of test centers for High School Equivalency Diploma across region.	Additional testing sites	Funds to support additional testing opportunities.	Staffing for additional testing Total= \$20,000**	Consortium partners	Number of assessment conducted	Spring 16
Lack of coordination of and communication with community-based organizations that serve adult learners.	Have regular communication and meetings for improved coordination.	Staff time to conduct meetings and newsletters	In kind staff time for meeting and communication \$1,000 meeting expenses Total= \$1,000**	All Consortium partners	Number of meetings conducted and numbers of participants.	Fall 15

\* one-time costs

\*\* ongoing costs



**Objective #5: Plans to employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.**

Several ideas emerged to accelerate student progress, most of which are not currently being implemented. The consortium is interested in learning more about Contextualized Learning and in integrating it in ESL and ASE courses. First, training in Contextualized Learning is crucial. With the assistance and coordination of the AB 86 Project Director, instructors across the system will work together to write CL-based curriculum. Instructional materials will also need to be developed or purchased. The consortium is interested in implementing this and would like to start training as soon as possible to begin writing the curriculum in Fall 2015; the process is expected to take one year. An estimated cost of \$11, 669 includes the cost to pay stipends for course development, the cost of supplies, and a percentage of coordinator pay. The measurement of success will be in sustained program enrollments and completion, as well as placement into college-level courses.

Since many students who enroll in HSE courses enter with below high school level skills, another accelerating practice that will be implemented is intensive preparation courses (“boot camps”) in order to prepare them to be successful in the HSE preparation course. Stipends for curriculum development, salaries of instructors for classes, and instructional materials and training will be needed, totaling \$37,003. Records of the test centers will confirm that this method of acceleration has impacted students’ ability to advance. Instructors will be responsible for this curricular development and will begin in Fall 2015, completing and implementing changes within one year.

Short-term CTE courses no longer exist among the stakeholders’ schools in this consortium; the courses that previously existed (Business/computing) are outdated. There is an interest in developing short-term courses, one at a time, with one area being targeted and developed with three sequential courses. First, a regional assessment of labor market and trends will be done (in-kind). Then the coordinator will work with area organizations to designate structural needs of the new program. Local instructors, in collaboration with partners, will write the curriculum. Equipment will be purchased and faculty hired to run the three courses. The number of certificates earned, the placement into jobs, and a program evaluation will apprise the committee of the strength of the program. This, also, is set to take one year, starting in Fall 2015, funds approved. To start this program, a cost of \$ 40,430 is attached to this work.

Another fourth, and final, accelerated practice that the group would like to pursue is the use of online and hybrid learning opportunities to supplement face-face instruction.

When given other formats to enhance their learning, students can speed themselves through the courses they are taking. In order to implement this strategy, local learning centers would have to be able to provide staffed labs (or mobile labs). Software may need to be purchased in addition to the use of internet-based learning programs. These tools will be integrated into the current curriculum as appropriate. For additional courses, salary for instructors, purchase of computers on wheels and software will run a total of \$45,000 for three courses, offered each semester. (Cost is for first-time implementation. After the cost of the computers and software, subsequent cost per location would only be the cost of the instructor, or approximately \$11,620, per year per course and location). This activity is projected to start in Fall 2016 and will take one year. Pre and post assessment and enrollment data will assist in determining the effectiveness of the courses.

**Table 5.1**

Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

\*One-time costs

\*\*Ongoing costs

Description of the Approach	Activities Needed	Resources	Cost Estimate	Responsible Member
Develop intensive Adult Basic Education classes to prepare students for success in Adult Secondary Education and community college classes	Develop curriculum for intensive "boot camps" in Math and Language Arts and implement	Faculty, curriculum	Curriculum development- 3 classes @ \$381 = \$1,143 3 classes @\$5,810/classes = \$17,430x 2 semesters = \$34,860 Training = \$500 Supplies=Supplies = \$500 Total=\$1,143* Total = \$35,860 **	Faculty
Provide contextualized curriculum integrating ESL and Adult Secondary Education (ASE) with career pathways.	Development and implementation of curriculum; coordination of ESL, ASE and CTE programs	Coordinators, instructors, technology; instructional resources	\$2669 (10 hrs X 7 courses) curriculum + \$3,000-resources/supplies + \$6,000 - 5% coordinator pay TOTAL\$11669*	Faculty and AB 86 coordinator
Develop and offer short-term Career Technical Education course (1)	Assessment of regional labor market; coordination with employers and training programs; development and implementation of curriculum	Curriculum, instructors, coordination with employers, EDD, Social Services, instructional resources	Curriculum development courses @ \$1,000 = \$3000 Materials/equipt. \$20,000 Faculty 3 classes @ \$5,810= \$17,430 Staff support In-kind Total = \$23, 000* Total= \$17,430**	Consortium Agency Administrators
Develop online and hybrid Distance Learning opportunities for students in Adult Secondary Education to supplement face to face instruction.	Provide students with greater opportunities for course work by providing access to online learning	Instructors; staffed lab; internet access; mobile labs; software	Curriculum development or software purchase for 3 courses @ \$1,000 = \$3000 2 mobile site lab carts at \$42,000 3 classes @\$5,810/classes = \$17,430x 2 semesters = \$34,860  Total= \$45,000* Total=\$34,860**	All

**Objective #6.1, 6.2: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.**

Several practices are in place at the Community College that will be shared with adult school and noncredit programs: The committee plans to host a Professional Development Day once a semester so that instructors from all groups can gather. Presentations such as Enrollment Information Processing, Consortium Big Picture, and Student Profiles will figure prominently as an understanding of what is happening systems-wide. There will be a mentor/mentee pairing so that new instructors will have the guidance of a knowledgeable instructor to help with the practices and requirements of the system; also, strand/level meetings will bring ESL instructors together each term. In level meetings, instructors of the same level will gather to talk about the objectives of the level, the intended outcomes, the assessment of those outcomes, instructional approaches and possible activities. Instructors will learn from one another while being clear about course expectations. Using the Moodle shell, a database for instructor learning will be established where links, tools, teaching tips can be shared widely with one another. Many other potential professional development workshop topics for instructors were identified: Acceleration, Integrated Reading/Writing, Technology topics, Student Learning Outcomes, Information Competency, and Identifying Learning Disabilities. Administrators of the two systems are also interested in learning more about how to start an HSE program or how to start a HSD program on a college campus.

**Table 6.1**

## Current Professional Development

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

<b>Topic</b>	<b>Professional Development Strategy</b>	<b>Program Area(s) Addressed</b>	<b>Estimated Cost to Implement Consortium-wide</b>
All	Providing workshop series: <ul style="list-style-type: none"> <li>• Acceleration</li> <li>• Integrating Reading/Writing</li> <li>• Technology</li> <li>• SLOs</li> <li>• Contextualized Learning</li> <li>• Information Competency</li> <li>• Identifying Learning Disabilities</li> </ul>	ESL, HSD, HSE	\$10,000/6 hours prep and follow up/ 6 hours each workshop/10 attendees per workshop
All	Conducting Professional Development Day summits	All	\$9,000 / Pay attendance and one guest speaker, 2 semesters/~30 instructors
All	Strand/level meetings	ESL	\$2,500/once a semester for two semesters, ~30 instructors @meeting rate
All	Developing and conducting a mentoring program	All	\$4,000 / *lab rate, mentor/mentee, 1 hr/mo., 1 pair in each school/two semesters
All	Developing and promoting web-based links, sharing tools, tips, etc.	All	\$300/ 1 hr/month X 8 mo., meeting rate

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

**Existing Regional Structures and their resources:**

WIB, (San Benito and Santa Clara counties)-resource materials, job search workshops, resume assistance, job search, re-training, interview assistance

Gilroy Library- ESL instruction, literacy;

Vision Literacy Program (CBO)-family literacy, ESL, computer literacy, leadership development, health;

CET- job training;

CTCNC-carpentry apprenticeship;

CET – San Jose, Salinas, Watsonville – offer various types of job training at each site.

Current Engagement Strategies

The Gavilan College Disability Resource Center (DRC) and Career and Technical Education (CTE) programs have strong connections to the local community. The Disabilities programs work with HOPE industries and the California State Department of Rehabilitation to offer job training throughout the consortium area. The College opens the doors of its Adaptive Physical Education (APE) Gym and offers rehabilitative physical education to the community both on the campus and in the community. The Dean of Career and Technical Training has assisted in developing career training courses through the College credit program and in fee-based Contract Education and has been engaged with the local JPA and formerly ROP.

The consortium is interested in communicating with the carpentry union to see if a referral program can be started; when students desire to enter the carpentry apprenticeship program and do not have the required skills, they will be referred to the College programs for remediation. Additionally, a relationship is being built with the Gilroy library; the hope is to arrange cross referrals to one another's programs.

**Table 7.1**

Leverage of Existing Regional Structures from Partners

<b>Partner Institution Supporting Regional Consortium</b>	<b>Program Areas to be Addressed</b>	<b>Task/Activities Needed to Implement Support of the Program</b>	<b>*Member Counterparts</b>	<b>Partner Contribution</b>	<b>Timeline</b>
CET (Center for Employment Training San Jose, Salinas, Watsonville)	Short-term CTE	Arrange referrals of local students to occupational programs	All	Staff time	Fall 2015- Spring 2017
CTCNC (Carpenters Training Committee for Northern California)	Short-term CTE	Refer needy students to consortium adult schools and noncredit programs to prepare students for apprenticeship programs	Gavilan College	Staff time	Fall 2015- Spring 2017
WIB (Workforce Investment Board), San Benito and Santa Clara Counties	Short-term CTE	Short-term training for students	All	Staff time	Fall 2015- Spring 2017
Gilroy Library	ESL	Continue ESL instruction and make cross referrals	All	Staff time	Fall 2015- Spring 2017