



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-18

1.2 Consortium Name:

Gavilan Regional Adult Career and Education

1.3 Primary Contact Name:

Mary Ann Sanidad

1.4 Primary Contact Email:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

Gavilan Regional Adult and Career Education Services (ACES) seeks, first and foremost, to become completely aligned and work as one using as similar intake/enrollment, assessment/placement procedures, course levels and labeling as possible, and knowing each program and its classes well so as to be able to make appropriate cross referrals. It is the intention of the consortium to expand curriculum and services in order to meet the gaps in the community.

Several key personnel will be hired at the outset: One fulltime and two part-time itinerant counselors will work morning and evening in each of the nearly twenty sites to give workshops and meet with students to disseminate information about the pathways, exploration of interests, and to provide individualized educational plans. Each program will hire its own bilingual peer advisors to provide information on classes and resources/services and will also serve as outreach in the community. A Learning Disabilities specialist will assess, diagnose, and make educational plans to advocate for and support learning disabled students.

Best practices will be encouraged by use of joint professional development opportunities, furthering the sense of community and shared purpose and goals among consortium members. This work will

lead to the development of new programs to provide balanced access to classes and services. Furthering the work begun during a recent Curriculum Institute, ACES proposes to write and offer contextualized, CTE-based ESL curriculum in order to 1) offer a pathway for those who are not academically bound and 2) to prepare students for the workplace by simultaneously developing their language skills and building them vocational skills. Additionally, Adult Basic Education classes will be developed and offered in order to support the math and English skills of those desiring to pursue GEDs and High School Diplomas. The consortium will also create a second High School Diploma program within the region. Curriculum for a set of short-term Business courses will prepare students for office work.

As new curriculum and programs begin to solidify, expansion of format will occur; efforts will be made to add online instructor and services to create increased access to technology-enhanced education.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

The needs of the community have not changed significantly, nor has the level of programs and services, since the March 1 report.

2.2a Objective #1: An updated 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).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

There have been no changes in levels or types of programs in the region.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

There have been no changes in levels or types of programs in the region.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

Currently, no courses for adults/older adults seeking education and workforce services are planned,

but ACES will research the needs in the community and will reconsider if appropriate.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

The region currently only has two apprenticeship programs; these programs already provide contextualization within their courses. Within the next year, ACES will reach out to see if students in these programs are interested in pursuing GEDs or High School Diplomas.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

There is no current need within the community due to the direction that has already been taken with adults.

2.3d Collection and availability of data. (REQUIRED)

ACES is currently in discussion with CASAS for use of their TOPSpro Enterprise (TE) system, which will link the consortium districts' student data and enable a view of aggregated student outcomes; CASAS is currently exploring the establishment of auto-created IDs so that student movement from one program to the other can be monitored as well. On the classroom level, outcomes are measured differently from school to school and program to program. At the college, both noncredit and credit instruction outcomes are measured by *Student Learning Outcomes*. When curriculum is written, outcomes are identified. These outcomes are regularly assessed by scores on various types of assessments, and reflection is done to ascertain that the outcomes are appropriate to the class, that the students are learning the material, and that the assessment tools are suitable.

At the Adult School, outcomes are assessed in a variety of ways, depending on the course: In ESL classes, teachers measure student learning by observing student participation in class, by administering teacher-generated tests, and by implementing EL Civics Additional assessments. In High School

Diploma classes, teachers grade student work, administer unit tests and final examinations, and evaluate student performance in project-based learning activities and demonstration; In High School Equivalency Test Preparation classes, teachers measure student learning by observing student work on course materials and by administering and grading official HiSET practice tests. In all courses, students are pre and post-tested with CASAS after having completed 40-60 hours of instruction.

2.3e Qualifications of instructors (including common standards across entities).
(REQUIRED)

A plan is needed for expectations of standards of instructors. Adult schools have a different standard than noncredit or credit college programs: at the adult school, a Bachelors Degree and Adult School credential are required, while a minimum of a Bachelors Degree is required in the Noncredit program. The college credit program requires a Masters Degree.

2.3f Alignment of academic content and curricula (OPTIONAL)

2.3g Alignment of educational services supported by this grant . (OPTIONAL)

Section 3: Consortium Member Signature Block

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Consortia Member:

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