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SALINAS VALLEY AB86 ADULT EDUCATION CONSORTIUM

REGIONAL ADULT EDUCATION PLAN

March 1, 2015

Submitted by:

Salinas Union High School District
Hartnell Community College
South Monterey Joint Union High School District
Soledad Unified School District
Gonzales Unified School District
North Monterey County High School District

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TABLE OF CONTENTS

Statement of Need.....	1
Organizational Structure.....	2
Member Organizations.....	3
Partner Organizations.....	3
Shared Leadership Strategies	4
Description of Planning Process.....	4
Description of Teacher and Faculty Involvement.....	4
Communication Plan	5
Demographic Profile of Region	1
Economic Profile of Region	1
Objective One: Services and Programs Currently Provided.....	6
Objective Two: Summary of Assessment of Current Needs.....	15
Objective Three: Integration of Existing Programs and Creation of Seamless Transitions	23
Objective Four: Responses to Gaps.....	31
Objective Five: Accelerating Student Progress	59
Objective Six: Professional Development.....	63
Objective Seven: Leveraging Resources	69

STATEMENT OF NEED

In the Salinas Valley, a region characterized by large numbers of migrant workers and families, chronic high unemployment, high rates of poverty, and low educational attainment, there is a great need for improved education and training opportunities that lead to high-paying jobs. The overall poverty rate in the region is 15 percent – higher than the state and national averages – and nearly 50 percent of area families are classified as low income (U.S. Census, 2010). More than 45 percent of regional residents did not complete high school; languages other than English are spoken in over 60 percent of area homes; and unemployment rates range from 12-20 percent depending on which crops are being harvested in the Salinas Valley (California Employment Development Department, 2013).

The economic barriers have always been great in the Salinas Valley, but the Great Recession took an additional toll. According to data from the Monterey County Economic Forecast (2013), the region lost 11,800 jobs, or 7 percent, of all jobs between 2006 and 2010; the unemployment rate rose from 7 percent in 2006 to almost 13 percent in 2010; and taxable sales dropped by \$1 billion.

The population of the region is 61 percent Latino. A major concern is the low representation of Latinos in high-wage, high-skill occupations (Pew Center, Statistical Portrait of Hispanics in the U.S., 2011). Latinos represent over 16 percent of the total U.S. population and 15 percent of the workforce. However, they are over-represented in low-skill jobs (Food Prep/Serving – 21 percent, Cleaning/Maintenance – 32 percent), and under-represented in high-skill jobs (Science and Engineering – 7 percent, Health Practitioners – 9 percent, Education 9 percent). Women, especially Hispanic women, have low participation rates across STEM fields (NSF, 2013).

The metropolitan area of Salinas exhibits the following characteristics:

Total Population	Population per sq mile	Average family size	%of homes where languages other than English are spoken	% of residents who live below the poverty level	% who have not earned a high school diploma
150,441	6,479.8	4.05	68%	18%	40.5%

*2010 US Census information from QuickFacts.census.gov

The challenges in the Salinas Valley are great, as are the opportunities. According to a recent Monterey County labor market survey, the fastest growing jobs in through 2018 include jobs in health care such as home health aides, pharmacy technicians, medical assistants, certified nursing assistants and nurses. This is especially significant because as the 60-plus age group continues to reach retirement age, increasing demands on the healthcare industry will require an expansion of healthcare training programs.

The revolution in agricultural technology in the Salinas Valley provides an especially promising opportunity for students working in the agricultural field to advance their careers.

These potential employment opportunities will require technological competence as well as rigorous academic preparation. The need to educate students to be able to read technical manuals, perform analytical work, interpret data and generate reports underscores the importance of securing additional computer technology, qualified instructors, and support staff to advance the region's academic and career technical education programs for adult learners.

One of the goals of the Consortium is to create and connect K-12 adult education programs to Hartnell Community College, particularly the CTE programs offered at Hartnell's Advanced Technology Center (ATC), which includes the Agricultural Business & Technology Institute. The programs at the ATC have been designed in cooperation with leading agricultural businesses to meet the demands of industry and offer high employment potential to adult education students. Such collaboration between education institutions and industry is merely one example of how the Salinas Valley AB86 Consortium will leverage the vast resources of the region's educational, industrial, governmental, and community structures to meet the educational and training needs of its adult learners.

ORGANIZATIONAL STRUCTURE

The Salinas Adult School and Hartnell Community College have long seen the mutual benefits of joining forces to best serve the needs of our students. Our institutions have maintained a strong working relationship, which now spans several years, driven by a shared goal to successfully transition adult students to the community college and regional workforce opportunities.

In 2011–2012 we developed a joint partnership focused on the goal of assisting students to successfully transition to college and implemented strategies with a Policy to Performance grant. To begin the process, an essential element was to place a Hartnell College counselor at the adult school that would meet with students to assist them with applications, financial aid, and provide guidance related to college programs and services. The new collaborative relationship allowed staff from both institutions to become more knowledgeable about the challenges students face and to regularly discuss ways to eliminate barriers. A professional learning community had been forged and the relationship grew to include more partnerships between staff in other programmatic areas.

Today, Hartnell College administrators and teachers regularly attend Salinas Adult School meetings to engage in discussion on best practices on topics ranging from ESL and GED programs to Comprehensive Safety Plans. We have also partnered on other grants, and programs such as the High School Equivalency (HEP) program. Hartnell College provides the test preparation and contracts the testing service to the adult school. Other forms of partnerships include the Building Healthy Communities Initiative, Academic College Excellence Program, Advisory support for Career Technical Education programs and steering committee participation related to various grant funded programs.

Member Organizations

The AB 86 planning grant partnership between the two institutions began in December of 2013. The Salinas Adult School Leadership Team, which was comprised of two

Administrators, three Program Specialists and a few lead teachers met with a team of Hartnell College teachers and administrators with oversight of the English as a Second Language, Career Technical Education and Community Collaborative programs at the Hartnell College Advanced Technology Center. The purpose of the meeting was to discuss the possibility of joining forces to lead the AB86 Regional Consortia and to begin the discussion on the current level of programs and services and the gaps we needed to address. Our discussion was focused on career pathway programs, ESL and Basic Education, and the challenges and barriers students must overcome to transition to the degree, diploma and certificate programs available at Hartnell College. Our in depth discussion involved identifying the barriers students experience as they begin transitioning to college, overlapping instructional areas, credit/non credit courses, the requirement of the Student Success Act and related data collection and accountability. We came away from the meeting with a solid understanding that the AB 86 planning grant was a great opportunity for us to form a regional collaborative to address these issues and align systems and structures to be more effective.

The Salinas Adult School meets quarterly with Soledad and Gonzales Adult Schools to discuss ways to coordinate and expand services to meet the needs of the under-served sections of the South Valley region. Hartnell Community College maintains a satellite campus there to provide ESL and Basic Education programs to South Valley residents. It was an obvious conclusion that all of the adult school providers across the Salinas Valley should be invited to participate in the regional planning and with the addition of North Monterey County Unified School District, the Salinas Valley Regional Consortium was formed.

Partner Organizations

On January 16, 2014 the Salinas Adult School held a Community Advisory meeting for the purpose of discussing the AB 86 Regional Planning Grant opportunity and to take inventory of our current level of programs and services, encourage participation from partner organizations and begin the process of identifying gaps. There were 32 people in attendance representing education, local business, and community based organizations. We provided the Community Advisory Committee with a brief overview of the purpose behind the AB 86 Regional Planning Grant and asked for their input in small group discussions. Focus areas included educational pathways, student needs, current partnerships, barriers and gaps in programs and services. When everyone returned to whole group discussion we shared ideas to support the development of a seamless pathway structure.

The most active stakeholders in the Consortium included: Saint Mary's Church, the Boy's and Girl's Club, the Central Coast Citizenship Project, Workforce Investment Board, Mission Trails Regional Occupational Program, K-12 school districts, Monterey County Literacy Foundation, Center for Employment Training, Salinas Public Library Literacy Center, Monterey County Office of Education, Salinas One Stop Career Center, Monterey County Jail, Juvenile Hall Detention Center, Soledad, Gonzales and King City Adult Schools, Plaza Comunitaria-Centro Familiar, and Monterey County Social Services. During the sharing out session, it became clear that our collective goal was to

identify and address barriers our students struggle with so that they are able to progress through educational pathways that lead to career and higher education opportunities.

To support this goal, we decided it would be important to explore ways to improve our coordination. Each of our institutions would have to commit staff that would be dedicated to continuing the work in our plan who would meet on a regular basis. They would utilize a shared leadership model, to guide and monitor the work of the regional plan and make sure all facets were implemented with fidelity. Support staff would be necessary as well, such as before when our students greatly benefited from a dedicated counselor. The programs and services put in place would need to be supported by staff that provide information, guidance, monitoring and transitions support. Additionally, industry and workforce development partner participation would continue to be necessary to insure that all programs are aligned to the regional economy and meet the needs of the labor market.

Shared Leadership Strategies

To forge a formal agreement between the fiscal agent, Salinas Union High School District, and all three campuses of Hartnell Community College district, a Memorandum of Understanding was created to define the shared leadership responsibilities of each institution. It was decided that two key staff members would be Project Directors leading the work of the Consortium, one representing the community college and one representing the K-12 school districts. The steering committee would be comprised of members from the Gonzales, Soledad, King City, Salinas and North Monterey County school districts and various deans and administrators from Hartnell College and the Salinas Adult School would also provide oversight of the collaborative. The members of the Salinas Community Advisory group comprise the Consortium partners. It was agreed that meeting would mostly occur at the Salinas Adult School, or Hartnell College to take advantage of their technology center to convene meetings via teleconferencing. To eliminate geographical barriers and increase participation, e-mail, Google drive, and web conferencing have been essential communication tools to keep the collaborative work moving forward. It also allowed all parties across the region to provide input on the plan and to access the archive of work already accomplished.

Description of Teacher and Faculty Involvement

The Salinas Union High School District appointed Melissa Casillas as the Project Director of the Consortium. She was the ideal choice since, all of the Consortium partners were experienced at working with her as the SB 70 CTE Community Collaborative Grant coordinator for the past several years. Melissa was appointed for her experience leading the region in CTE pathway development and her experience as a administrator in charge of post-secondary bridge programs and partnerships. Melissa has been a valued liaison to the Hartnell College staff in several departments and has established relationships across multiple agencies and districts to deliver on the work plans of various initiatives including the Alisal Heath Workforce Pathways Partnership, the K-16 Bridge Steps to Success Program, the CTE Community Collaborative Grant and various bridge programs she has helped institute as an administrator in the Mission Trails Regional Occupational Program.

Hartnell Community College assigned a part-time co-director, Kristen Arps, who will provide balance to the leadership team. Kristen's experience comes from working at the Hartnell

College Advanced Technical Center in the East Alisal region of Salinas. She has been instrumental in working on grant programs with the administrative staff of the Career and Technical programs at the ATC and will continue to work with the various deans of the targeted program areas of the grant to gather data and information necessary to inform the regional plan. Both directors jointly and separately convene meetings with faculty from the K-12 and community college institutions and are provided guidance and support by their supervisors.

Through a variety of work group meetings the project directors actively seek input from all Consortium members, especially the teachers belonging to the five programmatic areas. These faculty members play a major role in all planning decisions affecting their programs and are in the best position to gather pertinent data to assist in the decision making process. Together, the directors are responsible for convening meetings among all Consortium members to gather data and input for the plan, provide necessary communication updates, track process, submit reports and monitor the recording keeping and accounting process. They will be also responsible for submitting the final regional plan by the March 1, 2015.

Communication

Outreach has been strategic and has utilized existing collaborative structures in addition to the regularly scheduled Consortium meetings. Several members of the Consortium are involved in other collaborative endeavors where information was disseminated and discussed such as the Mission Trails Regional Occupational Program Joint Powers Executive Board. Other collaborative work groups exist between organizations as well such as the Salinas Adult School Community Advisory Committee which doubles as the membership for the AB 86 Consortium. At every Community Advisory meeting progress updates were shared and discussions helped to further inform the five programmatic areas of the regional plan.

Demographic Profile of Region

See statement of need above.

Economic Profile of Region

See statement of need above.

Objective 1: CURRENT PROGRAMS & SERVICES

An Evaluation of Current Levels and Types of Adult Education Programs within the Region

The AB86 Salinas Valley Consortium spans the Salinas Valley region from King City in the southern part of Monterey county to Moss Landing in the northern part of the county. The member school districts that provide adult education include South Monterey County Joint Union High School District, Soledad and Gonzales Unified School Districts, Salinas Union High School District and North Monterey County Unified School District. Hartnell Community College offers adult education programs at a main campus in central Salinas, at an Advanced Technology Center in eastern Salinas, and at a satellite campus in the southern portion of the Salinas Valley, serving King City and the cities of Soledad, Greenfield and Gonzales.

The adult education programs provided by Salinas Valley Consortium members and partners are a vital link for students to successfully transition to career and postsecondary education opportunities throughout the region. With the dramatic cutbacks to adult education in recent years, the region has been limited to serving a mere 25% of the population once served prior to 2008. While a variety of community-based organizations have filled some of the gaps, the need to expand programs and services to meet the needs of an underserved population still remains.

Census data indicate the region has a large immigrant population, many living in poverty, with a language other than English spoken in 68% of the homes in the Salinas Valley. Finally, the process of analyzing gaps in our programs and services has informed the Salinas Valley Consortium that guidance and support services, which need to be improved and expanded, are critical to ensuring all adult students make successful transitions to postsecondary education and training opportunities and employment. Support services are also essential increasing adult learners' access to and success in programs related to all five of the AB86 target areas.

Target Area 1: BASIC SKILLS & HIGH SCHOOL EQUIVALENCY

Elementary and Basic Skills programming is also offered through the Salinas Valley Consortium school districts, adult schools, and community college. An evaluation of program intake data showed that 44% of the GED/HSD students enrolling in Salinas adult education programs stated that improving employment status or enrolling in college or other postsecondary training was their primary educational goal.

The Salinas Adult School currently offers ABE, GED and HSD programs through a memorandum of understanding with the Monterey County Jail, and Hartnell College offers independent living programs for probationers through the Soledad Correctional Training Facility and its Foster & Kinship Care Education program, but there are very limited

assessment, guidance, outreach and recruitment services to support released inmates in making successful transitions to employment and higher education opportunities.

Adult Schools – ABE and HSE Programs

Salinas Adult School -

ABE and HSE instruction; HSE testing services for the region through its Pearson Vue testing center.

North Monterey County -

ABE and HSD

Gonzales Evening High -

ABE and HSE

Soledad Adult School -

ABE and HSE

Hartnell College – ABE and HSE Programs

Basic English courses –

ENG253 Fundamentals of Composition and Reading (2 levels below transfer)

ENG101 Intermediate Composition and Reading (Prerequisites: ENG253 or ESL265) (1 level below transfer)

Basic Math courses –

MAT200/MAT200L Arithmetic of Whole Numbers (3 levels below transfer)

MAT201/MAT201 L1-3 Pre-Algebra (2 levels below transfer)

MAT121/MAT121 L1-4 Elementary Algebra (2 levels below transfer)

MAT123/MAT123 L1-4 Intermediate Algebra (1 level below transfer)

Special Programs -

Academy for College Excellence (ACE)

TRiO

CalWorks/EOPS

Hartnell College Pre-Collegiate Basic Skills course offerings include English as a Second Language (ESL) courses and Learning Skills (LSK) courses (all for-credit). Some LSK courses are available to any Hartnell student, others are only for students with disabilities (see more details under Basic Skills courses for Adults with Disabilities below). Students may not take more than 30 units in pre-collegiate basic skills courses. However, this limit doesn't apply to ESL classes or to students identified by the College as having a verified learning disability.

The High School Equivalency Program (HEP) at Hartnell College is funded by the US Department of Education Office of Migrant Education. HEP is a migrant education program

designed to assist migrant and seasonal field workers obtain their high school equivalency (HSE) and either employment, military service, apprenticeship, Certificate of Skills Acquisition, Certificate of Achievement, or Associates Degree.

HEP offers day and evening courses in English and Spanish for 125 students per fiscal year, and a high percentage successfully obtain a GED (the majority take the Spanish version). Support services provided by HEP include academic counseling (individual educational planning and guidance), including college admission guidance; career counseling (individual career planning and guidance); learning support services (supplemental instruction, tutoring, study skills, basic computer skills, etc.); accommodations for students with disabilities; transportation assistance; childcare assistance; and referrals to social services.

Supplemental Instruction (SI) is an award winning, peer-led academic support program that helps students enrolled in certain historically challenging courses. SI sessions are free, voluntary, and open to the entire student population of each designated course. SI's goal is to aid all students in a class regardless of their knowledge or ability level. In the sessions, which meet on a regular schedule several times a week, students work together under the guidance of their SI leader comparing notes, discussing readings and concepts, working on handouts, and taking practice quizzes. Students who attend the sessions gain a greater understanding of the course content, learn helpful strategies, earn higher grades, and are more likely to successfully complete the course. At Hartnell, the over 1,000 students that attend SI sessions each year earn an average of ½ a letter grade higher and are 30% more likely to successfully complete their courses than their classmates.

Hartnell College's Tutorial Services offers free English and ESL workshops, Math and Chemistry Academy Lifeline Tutoring, Supplemental Instruction (SI), study groups, online resources, and peer tutoring for a variety of academic courses. The center recruits, hires, and trains supplemental instruction leaders, group tutors and drop-in tutors, as well as coordinates SI and tutorial services to students, individually or in small groups. Tutorial Services provide students with qualified student tutors in various academic areas. Tutors support a student's regular instructional program through individual and small-group tutoring, providing support, motivation, and encouragement. These services are free to all Hartnell College students.

Current Collaboration with community Partners in ABE and Adult Literacy includes Hartnell College's King City Education Center in South County implementing a Promoting Access to Literacy (PAL) program with grant funding through the Community Foundation for Monterey County. Basic Skills and ESL tutoring as well as computer basic skills workshops are being offered at the King City and Greenfield Libraries.

Target Area 2: ESL & OTHER PROGRAMMING FOR IMMIGRANTS

There is a moderate amount of ESL offerings throughout region. Many programs have long waiting lists. English as a Second Language (ESL) classes and Adult Basic Education (ABE) are the most in-demand adult education services in the region. The Salinas Adult

School (SAS), the largest provider of courses for immigrants, is able to offer multiple levels of ESL courses thanks to the Adult Education and Family Literacy Act grant. Currently, approximately 1,600 students take ESL courses at SAS. And yet an extensive waiting list averaging 200 people per program cycle validates the need to offer more.

Adult Schools - ESL Instruction

Salinas Adult School -
3 levels of ESL (beginning, intermediate, advanced)
Morning and evening

North Monterey County Adult School -
Multiple levels, multiple classes

Gonzales Evening High -
1 multi-level course
Evenings and summers

Soledad Adult School -
3 levels of ESL (beginning, intermediate, advanced)
Morning (Mon-Fri) and evenings (Mon/Tues)

Hartnell College - ESL Instruction

ESL courses

For-credit and non-credit ESL courses are offered at Hartnell College's Main Campus and King City Education Center, plus high schools, libraries, and correctional training facilities throughout the county.

Courses are offered during days and evenings by a total of two full-time faculty and seven part-time faculty.

For-Credit Courses:

4 levels of language acquisition (high-beginning to high-intermediate)

- Courses in grammar/reading and speaking listening offered at levels 1-3
 - Separate writing & reading courses at level 4

2 levels of academic English for non-native speakers

- Equivalent to credit courses in the English Department for native speakers

Non-Credit Courses:

1 course of low-beginning

1 course of beginning level

- all language skills

Pre-Collegiate Basic Skills

Hartnell College Pre-Collegiate Basic Skills course offerings include English as a Second Language (ESL) courses and Learning Skills (LSK) courses (all for-credit). Some LSK

courses are available to any Hartnell student, others are only for students with disabilities (see more details under Basic Skills courses for Adults with Disabilities below). Students may not take more than 30 units in pre-collegiate basic skills courses. However, this limit doesn't apply to ESL classes or to students identified by the College as having a verified learning disability.

Technology-based Instruction

Hartnell ESL students improve their computer skills as they improve their English skills. Students must take lab class in all 4 lower levels (for-credit) in which they use computers to access websites, email, Google Drive, and lab software to complete assignments. Workshops on basic computer skills are given during lab hours. Students email and share documents with the lab instructor. Students also use computers to complete & submit assignments for higher-level writing classes.

ESL Tutoring Services

Hartnell College's Tutorial Services offers free English and ESL workshops, Math and Chemistry Academy Lifeline Tutoring, Supplemental Instruction (SI), study groups, online resources, and peer tutoring for a variety of academic courses. The center recruits, hires, and trains supplemental instruction leaders, group tutors and drop-in tutors, as well as coordinates SI and tutorial services to students, individually or in small groups. Tutorial Services provide students with qualified student tutors in various academic areas. Tutors support a student's regular instructional program through individual and small-group tutoring, providing support, motivation, and encouragement. These services are free to all Hartnell College students.

Current Collaboration with Community Partners in ESL and Adult Literacy

Hartnell College's King City Education Center in South County has begun implementing a Promoting Access to Literacy (PAL) program with grant funding through the Community Foundation for Monterey County. Basic Skills and ESL tutoring as well as computer basic skills workshops are being offered at the King City and Greenfield Libraries. Also, as mentioned above, over 30 students are enrolled in a new, non-credit ESL course (ESL-410) being offered to Latino and indigenous Triqui residents at Greenfield High School.

Target Area 3: PROGRAMMING FOR ADULTS WITH DISABILITIES

There are very limited educational and training programs for adults with disabilities in the Salinas Valley region. Adults with disabilities in the Salinas Valley often remain confined to district-operated Transitions programs, which offer life skills training, basic academic lessons, and some work related experiences for students; however, there are very few adults with disabilities in the career technical training programs.

Adult Schools – Adults with Disabilities

Students in the Moderate-to-Severe Special Education program who have finished 4 years of high school and are at least 18 years of age qualify for a transition program until age 22. Transitional programs typically focus on less academics and more life/vocational skills. As

an example, during a school day, a transitional program may spend an hour to two hours on academics. The rest of the day is spent on life skills (washing clothes, cooking, etc) and vocational skills (job placements, such as school districts, city offices, retail settings). Currently, the only South Monterey County transitional program is in Soledad. It is unclear if King City has a program. We do know that Greenfield sends their students to Soledad. Salinas typically only has the capacity to serve Salinas' students. As an example, there has only been one Gonzales USD student in 5 years who has been able to attend a Salinas program due to space.

Additional transitional programs are needed so that South Monterey County students have a choice, as all programs are not a one size fits all. Some parents have expressed concern over the lack of academics in transition programs (i.e. 1-2 hours of academics) and it is our desire to accommodate such requests in offering more academics (up to 3.5 hours per day rather than 2). In South Monterey County, job opportunities are very limited, majority of placements exist in Salinas. It would be of great interest to tap into local agriculture companies or a variety of retail stores for possible job placement. One of our biggest challenges in Gonzales is adequate and efficient space to accommodate students. Classrooms that house moderate-to-severe students ideally need to have specific amenities easily accessible to them such as restroom, kitchen, sink, storage, clothes dryer and washing machine to assist in the development of life skills. Additional funding from the state could reduce barriers and assist in the development of more quality programs for students in the moderate-to-severe population.

Hartnell College – Adults with Disabilities

Academic Courses

Learning Skills (LSK) courses are for-credit pre-collegiate courses available to any Hartnell student who (some for anyone, some only for students with disabilities).

LSK90 – Memory Skills

This course is designed for students with identified memory and concentration deficits, learning disabilities, and other learning challenges. Students will learn the basic principles of memory improvement with an emphasis on brain functions in relation to memory and applied memory methods.

LSK 105 – Emotional Management

Instruction to specific behavioral approaches designed to identify and manage negative feelings. Positive peer support and self-talk skills designed to help students manage life disrupting problems, emotions, and events.

LSK 126 – Study Skills

This course is designed to assist students with disabilities to succeed in college through a better understanding of their own individual learning styles, aptitudes, and behaviors. Students gain exposure to a variety of "best practice" study skills to succeed in college.

LSK 210 – Learning Skills Assessment

This course offers intensive learning skills assessment for students with possible learning disabilities including dyslexia through self-appraisal and diagnostic evaluation. Strengths and weaknesses in basic skills as well as learning modalities will be assessed.

LSK 211 – Learning Skills Lab (student must have been identified as having a disability)
This course is designed to provide disabled students with individualized computer assisted and small group instruction, and for individualized assistance and instruction in the uses of the computer as a learning tool. This course also instructs students in basic skills to enhance success in mainstream classes.

Support Services

Hartnell College and Salinas Adult School both have Departments of Supportive Programs and Services (DSP&S) that offer supportive services and instruction for students with disabilities. To facilitate student success in academics and personal development, the programs provide services, instruction and accommodations, such as:

- Assessment for learning disability (in English)
- Educational planning
- Extended test time
- Priority registration
- Alternative media (e.g. books you can hear)
- Classroom furniture accommodations
- Note-takers
- American Sign Language Interpreting
- Digital recorders

Veterans Service Center

Hartnell's Veterans Service Center works closely with the DSP&S office to serve Hartnell's student veterans who have disabilities (permanent or temporary). The Center provides personalized and caring support to Hartnell student veterans during their transition from military service to college life. We help our veterans navigate through Hartnell and provide assistance with VA educational benefits, as well as give veteran students the tools to succeed academically and personally.

Services provided include, but are not limited to:

- Providing information on VA benefits specific to a student's situation
- Referring students to the appropriate campus or community resources
- Helping students navigate the campus and all the various departments
- Sending out invitations to social events and workshops throughout the year
- Connecting students with other student veterans at Hartnell
- Helping students make the transition from military to student life at Hartnell

Target Area 4: SHORT-TERM CAREER TECHNICAL EDUCATION

All of the high school districts in the Salinas Valley Adult Education Consortium belong to the Mission Trails Regional Occupational Program (MTROP) and have worked in partnership for several decades to provide high quality career technical education programs. MTROP offers career technical training programs in 14 industry clusters, and

are supported by strong advisory committees comprised of business and education partners. All Regional Occupational Programs offer a variety of work-based learning opportunities, skills competitions, and are guided by industry advisory committees.

The MTROP health pathway programs are very popular among the adult students served by the Consortium. Students who complete the Certified Nursing Assistant, Medical Office and Dental Assistant programs, to acquire a state license or program certificate, often receive immediate offers of employment or continue on to the degree, diploma and certificate programs at Hartnell Community College. MTROP also offers a variety of short-term adult fee-based training programs in high demand by local industry in the areas of automotive service, welding, forklift and bus driver training. Students seek these training opportunities to acquire modest gains to their earning potential, but the Consortium districts who are members of the MTROP would like to expand these offerings in partnership with Hartnell Community College to offer industry recognized certifications, advanced training programs, and apprenticeships to prepare students for high-wage employment opportunities in high demand industries throughout the region.

Adult Schools – Short Term Career Technical Education

Mission Trails JPA with Regional Occupational Program offers CTE classes in King City, North Monterey County, Salinas, Soledad and Gonzales. Most classes allow adult enrollment, however, the majority of the classes are impacted with high school students' enrollment and do not have room for adult students. Mission Trails JPA has the highest CTE adult enrollment throughout the Salinas Valley region.

Hartnell College – Short Term Career Technical Education

CTE Certificate Programs (for-credit)

Certificates in the areas of Agricultural Industrial Technology, Advanced Welding Technology, Agricultural Production, Agribusiness, Automotive Technology, Business Office Technology, Drafting and Design Technology, Food Safety, Nursing, Real Estate, and Sustainable Construction are currently offered at Hartnell College. Many new certificates and short-term stackable certificate programs are being developed by Hartnell's Agricultural Business & Technology Institute (which are discussed in more detail under other objectives).

Cooperative Work Experience Education Program (for-credit)

CO-OP99 course – Occupational Cooperative Work Experience Education (1-16)

CWE99 course – General Cooperative Work Experience Education (1-16)

Designed for students employed or volunteering to assist them in the development of skills and responsibilities related to the work environment. Structured objectives are developed and agreed upon by the student, college instructor, and employer. The two are taken in combination for a max of 16 units.

Collaboration with Community Partners in Job Readiness Training

Hartnell College's King City Education Center in south county is currently implementing a Transition Program in collaboration with the Soledad Correctional Training Facility, offering 5-week courses to inmates preparing to be paroled that include job search, resume writing and financial literacy skills. Four teachers were hired as professional experts by Hartnell.

Target Area 5: APPRENTICESHIP PROGRAMS

Despite a robust offering of CTE programs across the region, most of these programs primarily serve high school students, and there is only one apprentice program offered to adults (through Hartnell Community College and the Local Electrical Union).

Adult Schools – Apprenticeship Programs

None offered.

Hartnell College - Apprenticeship Programs

The sole apprenticeship program in the Salinas Valley region is the Journeyman Electrician Certification. The program is offered by Hartnell College and the IBEW Electrician's Union in cooperation with the Joint Apprenticeship and Training Committees of Monterey/Santa Clara/Santa Cruz Counties. Apprentices are trained in the electrician discipline in this five-year program that leads to a Journeyman Electrician Certification. Apprentices are employed full time during the day and take related classes at the IBEW Local Union 234 in Castroville in the evenings, earning college credit (courses APP120-129, APP245).

Objective 2: BARRIERS, GAPS, & NEEDS

An Evaluation of Current Needs for Adult Education Programs within the Region

The demand for adult education in the Salinas Valley region exceeds the current supply of accessible education and training opportunities, particularly for ESL instruction. As detailed below, the greatest needs of the region's adult education system are education/training to address skills gaps, instructional facilities to expand programs and services to meet demand, qualified instructors and support staff, clearly defined education and career pathways, improved coordination of programs and services across multiple agencies, and increased funding to implement the aforementioned strategies to address these needs.

Regional Skills Gap

A study by the Workforce Collaborative of California's Central Coast, comprised of Workforce Investment Boards (WIBs) from San Jose to Santa Barbara, documented skill gaps of entry-level employees in regional industries. The 2011 study showed that nearly 45 percent of regional employers had "some" or "great" difficulty recruiting entry-level employees with industry training and education. Employers noted 12 general skill deficiencies, including:

- interpersonal communications
- industry-specific technical skills
- computer skills
- technical language skills
- English language skills
- mathematical skills
- problem solving skills
- work ethic
- reading and writing skills
- teamwork/inter-dynamic skills

Target Area 1: BASIC SKILLS & HIGH SCHOOL EQUIVALENCY

The most formidable barrier to offering sufficient programming to meeting regional demand is the limited and insufficient inventory of facilities. Through lease agreements and other arrangements, Consortium participants have been able to utilize alternative locations such as K-12 district school classrooms and spaces in libraries, churches, and other community rooms secured through partnerships with these groups as well as the housing authority and other community based agencies. However, much-needed expansion of adult education programs is still constricted by lack of space, particularly for evening classes. The need for more programming will not be met until the infrastructure is expanded to increase capacity.

Much like the facilities shortage, the shortage of qualified instructional and non-instructional staff prohibits the expansion of adult education programs in the region, and both are closely

tied to dramatic reductions in funding. Other concerns are the shrinking instructor pool and the difficulty of recruiting new qualified instructors, which is tied to credentialing and compensation issues.

As the current adult education workforce nears retirement age, the importance of attracting motivated, qualified teachers takes on greater importance. However, recruiting new teachers with appropriate credentials – especially in the areas of ESL and technology – is a challenge. This is in part due to the high-cost of living in the region, as well as the lack of full-time positions available. Local Education Agencies (LEAs) have created part-time, hourly, walk-on positions to operate their core programs. This practice adds to the difficulty of attracting adult education teacher candidates because of the lower compensation rates at LEAs when compared to their grade 7-12 counterparts.

Furthermore, ongoing professional development is critical to maintaining high-quality programs, but instructors are currently too overloaded with courses, committees, and other demands to take advantage of beneficial training, especially collaborative/cross-institutional professional development. Adequate time for regular collaboration within a professional learning community (PLC) model is needed for adult educators across the region. should be included in each teacher's professional development. With data assessment being a primary element of the PLC model, technology training and time allowance should also be given to staff for the management and analysis of student data.

There is a wide skills gap between HSE-level student skill levels and community college skill levels, perhaps due to a lack of systems alignment. There are unclear, undefined educational and career pathways due to limited and insufficient counseling and outreach services at adult schools and the community college. In light of this, we see a major need identified by the Salinas Valley AB86 Consortium is seamless transitioning of students from the members' adult schools and ROP programs to Hartnell College programs.

Since the Adult Education reduction, limited counseling/advising support has been available to students. The Consortium believes there is a great need for the adult schools and Hartnell College to coordinate their programs and services to adequately prepare students for higher levels of instruction, reduce redundancies and the high costs associated with remediation. Ongoing collaboration and coordination of these efforts will require an investment in the technology infrastructure of the region.

Programming that Prepares Basic Skills Students for the Workplace

- Technology/basic computer skills
- Integrated Education and Training
- Job readiness and soft skills
- Many residents of the Salinas Valley do not have access to technology and/or lack the basic skills needed to utilize technology, thus creating a wide digital divide.

Adult Schools - Basic Skills Programming Needs

- Facilities
- Qualified instructional and non-instructional staff
- Professional Development
- Systems Alignment
- Coordination of Support Services
- Data Analysis and Sharing

Major issue is finding affordable post-secondary placement for our undocumented (non-AB540 non DACA) population. Even when they complete their high school equivalency programs and acquire a GED, regardless of their English language skill levels, they are not able to transfer from HEP into for-credit or non-credit college courses without paying out-of-state tuition. These students are not able to continue their educational plans or pursue their career goals. The hand-off into improved employment and higher education becomes complicated given the high percentage of the students who are undocumented and do not meet the requirements for AB540 nor DACA, thus cannot currently benefit from in-state tuition nor financial aid such as BOG Waiver at Hartnell college. Both HEP and ESL faculty and administrators raised this as a major barrier affecting a lot of adult learners in the region.

In addition to the barrier listed above, access to basics skills and ESL instruction at Hartnell College is also impeded due to scheduling and location barriers. Evening classes are impacted because they generally best meet the needs of adult students (who work during the day), and morning classes are also often full. Also, tied to the next gap regarding insufficient course offerings, the majority of basic skills and ESL classes are offered at Hartnell's Main Campus. There are limited offerings in South County (through the King City Education Center) and none offered at the East Alisal Campus (the Center for Advanced Technology).

Insufficient course offerings – for-credit, non-credit, not-for-credit

As highlighted in the previous two points, there are insufficient basic skills and ESL courses offered by Hartnell at all of its sites, predominantly due to limited space and limited instructional staff.

In the past five years, Hartnell's ESL Department developed three strands of non-credit courses, each leading to a Certificate of Completion, and all were approved by the Chancellor's Office. These have been made inactive due to the College being unable to support non-credit courses during the recession and years of cuts to course offerings.

Insufficient academic preparation

Need more academic preparation and support, learning resources, guidance with assessment/placement and admissions and orientation processes. Although student support services (SSSP) have improved, academic/learning support services and resources have not.

Insufficient guidance/counseling/transitioning services

Need more counseling support and guidance through the admissions process, and orientation and support services tailored to adult learners. Some progress has been made in student support services due to the SSSP and SEP, but more must be done. And the college campus remains an intimidating place for many adult learners. Efforts must be made to create a more welcoming, user-friendly, customer-service oriented campus environment for current and prospective adult learners.

There is a need for more preparation and support for program completion and transitioning into the workplace from HEP and other postsecondary adult education programs. Additionally, there is a need for more guidance in the career exploration and job search process, and more rigorous training in important job search skills such as resume writing and interviewing. Furthermore, additional training in job readiness/employability/"soft skills" such as team building, interpersonal communication, time management, etc., is needed.

Like the adult schools, limited facilities and instructional and non-instructional staff impacts Hartnell College's ability to meet all of its basic skills students' needs. The following barriers create other types of gaps in service.

Hartnell College - Basic Skills Programming Needs

- Facilities
- Qualified instructional and non-instructional staff
- Affordability and access for non-documented and low-income students
- Insufficient course offerings
- Insufficient academic preparation for postsecondary education
- Insufficient career and college preparation guidance counseling
- Transition Support Services

Target Area 2: ESL & OTHER PROGRAMMING FOR IMMIGRANTS

The Consortium's formal and informal assessments have indicated that increased resources and coordination of services for ESL programming is the top priority for adult education in the region.

Facilities for ESL Programs

See above under Facilities for Basic Skills Programs – the needs are the same throughout the region and across providers - adult schools and community college locations.

Staffing for ESL Programs

See above under Facilities for Basic Skills Programs – the needs are the same throughout the region and across providers - adult schools and community college locations.

One barrier unique to the ESL programs is regarding the credentialing/qualifications of ESL instructors. Currently a Master of Arts in TESOL qualifies the candidate for community college work, yet the candidate for an adult education position within an LEA must undergo

additional instructional preparation to be eligible for employment. [Note that this applies to ESL only; if the applicant desires to teach in the ABE/HSE/HSD area, he or she must pursue the traditional Single Subject credential or enroll in an AE credentialing program.]

Student Access to ESL Instruction

Due to limited capacity, there are extensive waiting lists for ESL courses at the adult schools that can delay students' progress by as long as six months. Evening classes are particularly impacted. There is an especially great need for more ESL instruction in South County.

Insufficient guidance/counseling/transitioning services

ESL students in the adult schools are not provided with sufficient information about options for transitioning into higher levels of study or other training opportunities. This is in large part due to the limited counseling and outreach services at adult schools and the community college. It is also a result of the large technology gap - both in terms of lack of access to computers and lack of basic computer skills.

Limited basic literacy and family literacy programming in ESL programs

The needs of pre-literate students in Spanish and English need to be met. The increasing arrival of students with 0-3 years of education indicates that a separate literacy level would be beneficial. Literacy needs also exist in the English-speaking population and should be added to the Adult Basic Education programming as well. Family Literacy needs to be addressed. The main goal of many of our students is to help their children succeed in school.

In order to support all adult learners in the region, it is important to address these adult populations' needs in addition to those with different college and career objectives. These literacy services can be successfully integrated into the ESL and ABE curricula, along with college and career transition skills, basic computer skills, and other life skills.

Education and Career Pathways Alignment for ESL Students

A major need identified by the Salinas Valley AB86 Consortium is seamless transitioning of students from the adult schools and ROP programs to Hartnell College programs. The educational and career pathways available to ESL students are often too unclear and undefined, largely due to limited and insufficient counseling and outreach services at adult schools and ROP programs, and at the community college.

ESL instructors and program administrators also see a need for curriculum alignment between the adult schools and the community college programs.

Programming that Prepares ESL Students for the Workplace

There is a shortage of opportunities to transition into high-wage, high-demand jobs for the majority of our region's adult learners due to a lack of CTE training programs that feature bilingual, scaffolded instruction with industry-specific contextualized learning at the adult schools, regional occupational programs, and community college.

Coordination of Educational and Support Services for ESL Students

The greatest need in terms of coordinated support services appears to be for academic and career counseling for ESL students, particularly concerning the admissions process for the community college (assessment and placement, orientation, financial aid, registration, etc.).

Lack of affordable and accessible postsecondary options for low-income undocumented students (non-AB540/non-DACA) and documented students

Major issue is finding affordable post-secondary placement for our undocumented (non-ab540 non DACA) population. Even when they complete their high school equivalency programs and acquire a GED, regardless of their English language skill levels, they are not able to transfer from HEP into for-credit or non-credit college courses without paying out-of-state tuition. These students are not able to continue their educational plans or pursue their career goals. The hand-off into improved employment and higher education becomes complicated given the high percentage of the students who are undocumented and do not meet the requirements for AB540 nor DACA, thus cannot currently benefit from in-state tuition nor financial aid such as BOG Waiver at Hartnell college. Both HEP and ESL faculty and administrators raised this as a major barrier affecting a lot of adult learners in the region.

Insufficient course offerings

In addition to the barrier listed above, access to basics skills and ESL instruction at Hartnell College is also impeded due to scheduling and location barriers. Evening classes are impacted because they generally best meet the needs of adult students (who work during the day), and morning classes are also often full. Also, tied to the next gap regarding insufficient course offerings, the majority of basic skills and ESL classes are offered at Hartnell's Main Campus. There are limited offerings in South County (through the King City Education Center) and none offered at the East Alisal Campus (the Center for Advanced Technology).

As highlighted in the previous two points, there are insufficient basic skills and ESL courses offered by Hartnell at all of its sites, predominantly due to limited space and limited instructional staff.

In the past five years, Hartnell's ESL Department developed three strands of non-credit courses, each leading to a Certificate of Completion, and all were approved by the Chancellor's Office. These have been made inactive due to the College being unable to support non-credit courses during the recession and years of cuts to course offerings.

Insufficient academic preparation for postsecondary education

Need more academic preparation and support, learning resources, guidance with assessment/placement and admissions and orientation processes. Although student support services (SSSP) have improved, academic/learning support services and resources have not.

Insufficient college preparation guidance counseling

Need more counseling support and guidance through the admissions process, and orientation and support services tailored to adult learners. Some progress has been made in student support services due to the SSSP and SEP, but more must be done. And the college campus remains an intimidating place for many adult learners. Efforts must be made to create a more welcoming, user-friendly, customer-service oriented campus environment for current and prospective adult learners.

Lack of Transitioning/Career Guidance Support Services

Student persistence and success rates are not as high as they should be. This is largely due to insufficient supplemental learning support and resources.

Students need more preparation and support for program completion and transitioning to the workplace from HEP and other postsecondary adult education programs. They also need more guidance in the career exploration and job search process, and more rigorous training in important job search skills like resume writing and interviewing. Also need additional training in job readiness/employability/"soft skills" such as team building, interpersonal communication, time management, etc.

Adult Schools – Courses for Immigrants Programming Needs

- Facilities
- Qualified instructional and non-instructional staff
- Access
- Guidance and counseling services
- Literacy programming
- Systems Alignment
- Career readiness programming
- Coordination of Support Services

Hartnell College – Courses for Immigrants Programming Needs

- Affordability and access for undocumented and low income students
- Insufficient course offerings
- Insufficient academic preparation
- Insufficient college preparation and guidance counseling
- Low student retention
- Transition Support Services

Target Area 3: PROGRAMMING FOR ADULTS WITH DISABILITIES

Although a fair amount of support services are provided to this population, educational programming for adults with disabilities is extremely limited in the Salinas Valley region.

This is in part due to insufficient facilities, a shortage of qualified staff, and limited assessment/evaluation services for course development and student placement.

At this time, the four other AB86 target areas have been deemed higher priorities than this adult education target area. However, the Consortium will investigate the need further and develop an informed, measured, and coordinated plan for effective and sustainable education and training programs for adults with disabilities in the region.

Target Area 4: SHORT-TERM CAREER TECHNICAL EDUCATION

There is a shortage of short-term CTE programs in the region that offer high wage earning potential, culminate in industry recognized certifications, and prepare students for post-secondary degree, diploma, or certificate programs.

Adult Schools and Hartnell College – Short Term CTE Programming Needs

- Expand programming that leads to high-wage, high-demand employment opportunities
- Create programs that advance technological proficiency
- Develop programs that offer academic/contextualized learning
- Curriculum and pathway alignment
- Systems alignment
- Guidance and transitioning support

Target Area 5: APPRENTICESHIP PROGRAMS

There is a great need for apprenticeship programs in the region, as well as pre-apprentice programs. The Consortium will investigate the need further and develop an informed, measured, and coordinated plan for effective and sustainable education and training programs for adults with disabilities in the region.

Objective 3: INTEGRATION OF EXISTING PROGRAMS

Plans for Consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce

The Salinas Valley AB86 Consortium members and partners are working together to plan for the integration of existing programs and the creation of seamless transitions into postsecondary education or the workforce. The members have begun to discuss how to better facilitate seamless transitioning for students amongst its various institutions.

We are in agreement that this process will be dependent upon the creation of a cross-institutional workgroup that will meet and collaborate on a regular basis to successfully implement, align and integrate adult education programs and services. The workgroup participants will need to be supported with:

- professional development
- trainers and training resources
- technology
- release time and/or compensation

Collaboration among instructors from the Salinas Adult School and Hartnell College will be the structure we expand upon to include all adult education providers throughout the Salinas Valley region. Collaboration between administrators and staff, including counselors, will be a priority.

Plans for Target Areas 1, 2, and 4:

BASIC SKILLS & HIGH SCHOOL EQUIVALENCY
ESL & OTHER PROGRAMMING FOR IMMIGRANTS
SHORT-TERM CAREER TECHNICAL EDUCATION

INTEGRATION AND CONTEXTUALIZATION

Fortunately, flowchart models of successful academic and career training systems employed by other adult education systems throughout the country exist that can inform the process of creating the articulated pathways needed for students to acquire stackable certificates and credentials, and make successful academic and career transitions. These models and best practices will be studied by the Consortium workgroups in order to select and employ the features most suitable for successful programming in our own region.

Currently, the Salinas Union High School District, Mission Trails Regional Occupational Program Joint Powers Authority, and Hartnell College administration and faculty are collaborating to create contextualized English as a Second Language plus Career Technical Education blended course offerings. Once developed, these programs will be offered to local employers as a means of customized employee training opportunities.

Career technical education (CTE) course sequences from Mission Trails Regional Occupation Programs (ROPs) to Hartnell are being clearly defined with stackable, industry-recognized certificates. The backing of local industry (employers) is being sought for all CTE programs through pathway industry advisory committees as well as community advisory committee oversight.

SYSTEMS ALIGNMENT AND COORDINATION OF SERVICES

The goal of the Consortium is to align assessment and placement services, curriculum, and student learning outcomes across delivery systems to ensure that adult learner educational and career pathways are clearly defined and supported by all providers, facilitating and accelerating student advancement along those pathways.

Educational pathways for adult students will be sequenced among Salinas Valley adult schools, the Mission Trails Regional Occupational Program (spanning seven districts in Monterey County), and Hartnell College in Basic Skills, English as a Second Language, Programming for Adults with Disabilities, Career Technical Education programs, and Apprenticeship programs.

To facilitate the systems alignment process, the Consortium sent a team of representatives from multiple districts to the National Career Pathways Network conference in the Fall 2014. This conference provide the AB86 team with certification training in the development of adult education pathways presented by the Center for Occupational Research and Development (CORD). We plan to use this training to guide our pathways development process. Additional professional development will necessary as we progress through this process especially in the area technology and common assessments.

Currently, CASAS assessments in reading, math and listening remain the criteria for placement and advancement at the adult schools. The use of CASAS-based progress indicators connected to federal skill descriptor levels are required for federal accountability and the schools' eligibility for payment points to support their programs. These federally mandated assessments are combined with internal class/program assessments both during and at the end of the course of instruction to determine successful completion and/or advancement to the next level of instruction. At this time, Hartnell College is not using CASAS for basic skills or ESL student assessment, so Consortium participants will work to develop "crosswalks" to equate levels between the different assessment and reporting systems.

Collection and analysis of assessment data to determine program efficacy and determine the need for intervention to help students succeed and persist in course sequences will also be an area of focus for the Consortium. Greater efforts will also be made to encourage student persistence and course completion and for post-program tracking for measurement of student gains for long-term success.

The Continuous Improvement Measure (CIM) strategy has been employed by Adult Education providers for several years. It provides a framework for systematic and consistent assessment of program and instructional standards. Among the topics and program areas it covers are course outlines, instructional materials, orientation, placement processes, learner data, needs assessment, instruction monitoring, guidance counseling, instructor evaluation, collaboration, and professional development. It is anticipated that these principles of evaluation will be extended throughout the Consortium to increase efficiency and accelerate the progression of students through our programs.

Curriculum Alignment and Course Sequencing

While collaboration between the Salinas Adult School and Hartnell College teachers has occurred over the past ten years, the AB86 planning process has provided additional structure and direction for increased communication and collaboration between Hartnell and the other adult education providers in the region. Mainly, it has provided the opportunity to examine more closely how our programs intersect and how students may successfully navigate their transitions from ESL/ABE/HSE programs to community college-level academic coursework or career training.

Consortium participants are also working to determine the number of courses and instructional levels needed at each institution. The Consortium agrees that course duplication should only exist when a valid need for the same course and/or level exists in both places and is not unnecessarily redundant. Although the need for adult education in the region is so great that duplication does not appear to be very problematic at this time. Both internally and between institutions, special attention will be given to course sequencing.

Consortium participants will collaborate to determine the English as a Second Language courses that will be taught at the adult schools and Hartnell College in order to reduce redundancies and ensure smooth transitions and encourage student matriculation from one institution to the other.

Salinas Adult School is working internally on curriculum revision using the Professional Learning Community model principles of endurance (students retain the knowledge/skill long after the assessment); leverage (the knowledge/skill is applicable in many areas); and readiness (for the next level or course).

At every opportunity, Consortium participants will encourage students to apply for articulated credit opportunities at Hartnell College, and support them through the process, in order to encourage post-secondary matriculation.

Currently, there are articulated courses between Mission Trails ROP and Hartnell College in agriculture, construction, welding, drafting, digital media, health, and auto mechanics.

Professional Learning Community methodology has been implemented at Salinas Adult School. Curriculum is being developed that is aligned with the learning competencies indicated by test scores as most critical. Post-test results are used to measure gains within

each eight-week cycle of the academic year, and to provide comprehensive end-of-year analysis. The team approach to lesson design has enabled the English as a Second Language and High School Equivalency groups to profit from the experience of each participating teacher. We anticipate more comprehensive development of this process as the Hartnell and Salinas Adult School teams collaborate on the development of a curriculum design which bridges both programs to further insure student success.

Bridge Programming

In addition to the articulation agreements, there is discussion regarding the Hartnell College K-16 Bridge Steps to Success program's expansion to support matriculation of adult students to the college.

Seamless transitioning between Mission Trails Regional Occupational Program, Salinas Valley Adult Schools, and Hartnell College will be facilitated for students via the Hartnell College K-16 Bridge Steps to Success program. The Bridge program will provide students with online education planning tools, test-prep tools, remediation reduction support, college counseling, and registration assistance services. Students' data will be housed in the Bridge online portal and integrated with both the K-12 and community college student information systems for tracking and course planning purposes.

The K-16 Bridge online portal is comprised of a website and will soon have a mobile application available to increase student access. Pathways information will be widely disseminated through brochures and flyers as well as web-based content made available to adult learners by all regional adult education providers.

Outreach and Student Support Services

The alignment of student support services is greatly needed in the Salinas Valley, with services provided in both English and Spanish as well as during the day and evening.

An increase in adult learner counseling support is also needed to ensure correct placement in instructional programs, facilitate the admissions process, and improve retention and student success. Special emphasis will be placed on guidance related to laws that affect immigrant workers and students in California. In addition, counseling, assessment, placement, and orientation services coordinated through the Hartnell College Steps to Success K-16 Bridge program designed to hat support student matriculation.

With Maintenance of Effort funding and the promise of new funding, steps are being taken to assign a Regional Occupational Program/Career Technical Education counselor to the Salinas Adult School and to create a counseling position to meet a variety of student needs. At the same time, an expanded network of community service providers will increase the options available to students.

Access to student services will be provided through collaboration between adult schools and Hartnell College staff. There are discussions about hosting Hartnell College counseling staff at the adult schools on a weekly or bi-weekly basis, with scheduled office hours and the opportunity for students to make appointments. In addition, the adult schools will have

staff members that are informed of and trained on the Hartnell College K-16 Bridge Steps to Success program protocols - assessment, registration, orientation and registration. This training will allow adult school staff members to provide guidance and support to students interested in matriculating.

BASIC SKILLS & HIGH SCHOOL EQUIVALENCY

- Bridge Programs
- Other special programs (like ACE, TRiO)
- Curriculum alignment between AS and CC
- Assessment and placement alignment between AS and CC
- Collaborative college pathway counseling and other student support services coordination
- Shared data/records system
- Regular communication between Consortium participants
- Contextualized learning programs
- New Pathways Coordinator at Hartnell

ESL & OTHER PROGRAMMING FOR IMMIGRANTS

- Curriculum alignment between ESL levels and ESL/ABE/HSE
- Formative/summative assessments plus level exit and CASAS test scores to guide promotion and placement.
- College readiness skills embedded into ESL curriculum or taught as a separate class.
- CC counselor on site during regular visits to provide enrollment assistance.
- Contextualized learning programs
- Burlington English career extension modules available in open computer lab
- New Pathways Coordinator at Hartnell
- Collaboration between SAS and HC ESL instructors to revisit and revise plans for collaboration

PROGRAMMING FOR ADULTS WITH DISABILITIES

- Identification of students with disabilities who could benefit from postsecondary education and training.
- Identification of adult students with disabilities who could benefit from programming for transitioning into the workplace.
- Coordination between Hartnell College, the adult schools and other regional providers to provide accommodation as needed.
- Referral to Department of Rehabilitation for evaluation and job placement.

SHORT-TERM CAREER TECHNICAL EDUCATION

- ROP open house / aptitude and interest testing to guide program placement
- CTE liaison/job developer to place CTE graduates in entry level employment.
- Career exploration modules embedded into curriculum to identify apprenticeship interests/aptitudes.
- Coordination with One Stop Center on placement opportunities.

APPRENTICESHIP PROGRAMS

- Career exploration module embedded into curriculum to identify apprenticeship interests/aptitudes.
- Coordination with One Stop Center on placement opportunities.

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	Estimated Cost	Responsible Parties (specific school districts/community colleges)	Methods of Assessment	Timeline
1-A. Basic Skills to Postsecondary	<ul style="list-style-type: none"> i. Bridge Programs/ Other special programs (such as ACE, TRiO) ii. Curriculum alignment between AS and CC iii. Assessment and placement alignment between AS and CC iv. Collaborative college pathway counseling and other student support services coordination v. Shared data/records system vi. Regular communication between Consortium participants 	Dedicated staff to participate in monthly meetings year round	Compensation for staff \$2,500 stipend per year to address all of the focus areas listed below x 10 Total: \$25,000	Designated representatives from each Consortium partner with the necessary qualifications to participate in planning and implementing strategies for each focus area	Meeting agenda, sign in and minutes New policies and procedures Shared data system	Ongoing
1-B. Basic Skills to Workplace	<ul style="list-style-type: none"> i. Integrated Ed/Training Programs ii. CTE Programs iii. Apprenticeships 			CTE teachers to integrate into curriculum	New courses added to the catalog of program offerings	Ongoing
2-A. ESL to ABE/HSE	<ul style="list-style-type: none"> i. Curriculum alignment between ESL levels and ESL/ABE/HSE ii. Formative/summative assessments plus level exit and CASAS test scores to guide promotion and placement. 	Staff Textbooks Equipment Other	60000 3000 250 2700	Salinas Union HSD	Students served; persistence rates	Fall 2016
		Staff	180000	Soledad		Fall 2016

		Textbooks Equipment Other	7500 250 16000 5000		Students served; persistence rates	
		Staff Textbooks Equipment Other	20500 4500 17500	North Monterey County USD	Students served; persistence rates	Fall 2016
		Staff Textbooks Equipment Other	225000 10000 1500 1200	South Monterey County JUHSD	Students served; persistence rates	Fall 2016
			Total: \$554,900			
2-C. ESL to Workplace	i. Integrated Ed/Training Programs ii. CTE Programs iii. Apprenticeships iv. Burlington English career extension modules available during open computer lab time.				Increase in available CTE programs including apprenticeships	Fall 2016
3-A. Adults with Disabilities transitioning to Postsecondary	i. Identification of students with disabilities who could benefit from secondary education. ii. Coordination between Adult School and CC to provide accommodation as needed.				Increase in AWD students served by staff	Fall 2016

Objective 4: ADDRESSING BARRIERS, GAPS, NEEDS

Plans to Address the Gaps Identified Pursuant to Objectives 1 and 2

Target Area 1: BASIC SKILLS and HIGH SCHOOL EQUIVALENCY

Facilities for Basic Skills Programs

Strategy: Encourage space-sharing

Efforts are being made to increase cross-institutional collaboration to leverage the space that is available in the region by sharing space with each other (this already happens, but it is deemed to be accessible to students. This will include space at Hartnell College, adult schools, K-12 schools/facilities (during evening hours when they are deemed accessible to adults), libraries, churches, and other community spaces. Consortium members and partners will affirm reciprocity of available rooms.

When choosing a facility, consideration will be given to accessibility of the classrooms (in regard to driving/walking distance for students, for example), available technology/equipment, and provision of childcare.

A secondary positive outcome of space-sharing is that adult students will become more aware of other options for adult education services by visiting new locations (particularly important for adult learners wanting to attend college – they might feel more comfortable attending Hartnell College if they have already been on the campus).

Strategy: Secure additional facilities

Leverage state/federal/local/other funding sources for lease/secure additional facilities

Strategy: Increase Distance Education Options

Create distance education opportunities throughout the Salinas Valley via technology infrastructure development and collaboration amongst the Consortium participants.

Research data has shown that students who pursue distance learning or extracurricular enrichment options frequently make tremendous learning gains. Distance learning allows students to continue making progress even when they are unable to attend class in a face-to-face environment. To take advantage of the benefits of online education, students will need access to instruction that provides them with the tools and knowledge for success in an online environment. Because many of our region's residents lack access to technology, the adult schools would like to establish open computer labs for students to access equipment and instructional support.

Staffing for Basic Skills Programs

Strategy: Increase instructor outreach and recruitment efforts

Strategy: Create new positions for instructional and non-instructional staff (Part-time teachers/faculty as well as full-time counselors, clerical support, and administrators)

Strategy: Increase professional development opportunities for instructional and non-instructional staff

Adequate time for regular collaboration within a professional learning community (PLC) model should be included in each teacher's professional development. With data assessment being a primary element of the PLC model, technology training and time allowance should also be given to staff for the management and analysis of student data.

The Consortium recommends creating full-time, benefitted, salaried positions wherever feasible. We also recommend that the Commission on Teacher Credentialing be actively lobbied by the AB86 Commission to accept an M.A. TESOL as the equivalent of the AE credential for the purposes of teaching ESL (with the payment of the standard processing fee).

Student Access to Basic Skills Instruction

Lack of access due to limited offerings – particularly core academic HSE-level course offerings at adult schools

There is a lack of access to information about postsecondary and career pathways options due to the demographics of the adult learner population in the region, which has limited or no access to technology (due to limited access to computers and/or lack of even basic computer skills).

Access to information about postsecondary and career pathways options is also impeded by insufficient counseling and outreach services at the community college, adult schools, and other community providers.

Strategy: Offer more Basic Skills classes that are affordable and accessible to a wider range of adult learner populations (once capacity increased)

- Affordable (Non-credit/Not-for-credit, for example)
- Scheduling
- Transportation and Childcare
- Corrections
- Foster and Kinship Care Education

- Expand Basic skills multi-level course offerings in partnership with libraries and other community-based organizations.

An option we plan to pursue to address this need is to add an additional timeslot for courses. Currently, there are morning and evening classes offered. The goal is to offer afternoon courses, as well; however, this will be dependent on the availability of staffing and facilities.

Many residents of the Salinas Valley do not have access to technology and/or lack the basic skills needed to utilize technology, thus creating a wide digital divide.

Wireless technology now allows educators to penetrate areas where there is little or no access. It is critical to address this need in adult education budget planning to designate funds for technology resources, including classes that train adult learners in keyboarding, computer application software, Internet search methodology, and computer-based testing. Expenditure of these funds could also include rental of the Monterey County Office of Education's mobile computer lab.

Research data has shown that students who pursue distance learning or extracurricular enrichment options frequently make tremendous learning gains. Distance learning allows students to continue making progress even when they are unable to attend class in a face-to-face environment. To take advantage of the benefits of online education, students will need access to instruction that provides them with the tools and knowledge for success in an online environment. Because many of our region's residents lack access to technology, the adult schools would like to establish open computer labs for students to access equipment and instructional support.

Strategy: Improve student access to information about educational and support services

Increase outreach efforts and guidance for prospective students. Increase cross-institutional collaboration amongst admin, instructors and counselors in order to elevate awareness of services and resources available at each institution.

Create open access, staffed computer labs at the adult schools.

Develop and offer computer literacy courses and/or workshops at the adult schools.

Map out existing AE regional post-secondary and career pathways programs available along with counseling and academic resources support services. Create bilingual printed literature and website content to disseminate opportunities information to students.

Create Career Center labs at the adult schools to disseminate post-secondary and career pathways information, conduct career assessments, provide career guidance and educational planning support.

Develop and offer computer-based career exploration + employability courses and/or workshops at the adult schools.

Strategy: Increase professional development opportunities for instructional and non-instructional staff

Increase cross-institutional professional development to ensure all counseling and instructional staff is well versed on how best to meet the unique needs of AE learners.

Basic Skills Student Success – Course/Program Completion

Many residents of the Salinas Valley do not have access to technology and/or lack the basic skills needed to utilize technology, thus creating a wide digital divide.

Wireless technology now allows educators to penetrate areas where there is little or no access. It is critical to address this need in adult education budget planning to designate funds for technology resources, including classes that train adult learners in keyboarding, computer application software, Internet search methodology, and computer-based testing. Expenditure of these funds could also include rental of the Monterey County Office of Education's mobile computer lab.

Research data has shown that students who pursue distance learning or extracurricular enrichment options frequently make tremendous learning gains. Distance learning allows students to continue making progress even when they are unable to attend class in a face-to-face environment. To take advantage of the benefits of online education, students will need access to instruction that provides them with the tools and knowledge for success in an online environment. Because many of our region's residents lack access to technology, the adult schools would like to establish open computer labs for students to access equipment and instructional support.

Educational and Career Pathways Alignment for Basic Skills Students

Strategies:

- Curriculum alignment
- Pathways clarification
- Smoother transitions

Strategy: Hartnell College will incorporate the adult schools into their Steps to Success student matriculation program that includes collaborative planning, professional development and data sharing.

Strategy: Create cross-institutional opportunities and systems for collaboration including joint professional development opportunities.

A major need identified by the Salinas Valley AB86 Consortium is seamless transitioning of students from the members' adult schools and ROP programs to Hartnell College programs. To address this, the Consortium plans to develop shared literature and a joint website to disseminate information. Another tool that will be used to matriculate students is the Hartnell College K-16 Bridge program. This program will provide curriculum, assessments, counseling, orientation, test preparation and an online education plan to AE students. This program is currently used for K-12 grades, but the Consortium plans to modify the program to fit the needs of the adult schools.

Regarding issue of low-representation of Latinos in high-wage, high-skill occupations: To begin addressing this issue, Consortium adult school and ROP members will strive to create seamless transitions to Hartnell College CTE pathways for AE students across the region. This will provide students with short-term, entry-level programs that result in income-producing, stackable certificates. These certificates will give adult education students the opportunity to improve the socio-economic status of their families while continuing to pursue higher-level opportunities.

Programming that Prepares Basic Skills Students for the Workplace

Strategies:

- Technology/basic computer skills
- Integrated Education and Training
- Job readiness and soft skills

Regarding issue of low-representation of Latinos in high-wage, high-skill occupations: To begin addressing this issue, Consortium adult school and ROP members will strive to create seamless transitions to Hartnell College CTE pathways for AE students across the region. This will provide students with short-term, entry-level programs that result in income-producing, stackable certificates. These certificates will give adult education students the opportunity to improve the socio-economic status of their families while continuing to pursue higher-level opportunities.

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Coordination of Educational and Support Services for Basic Skills Students

Strategies: Support inter-program/cross-institutional collaboration and coordination and ensure that support services are provided with academic services

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POSTSECONDARY STRATEGIES/APPROACHES

Beyond For-Credit Courses:

Hartnell College plans to provide more non-credit and not-for credit courses in order to make basic skills, ESL, and CTE instruction more accessible and affordable for adult learners, ultimately expanding the scope and reach of its academic and learning support resources.

Not-for-credit pilots:

- In Spring 2015 Hartnell will be piloting a not-for-credit, fee-based introductory office technology / ESL class for students who have completed HEP. It will be opened up to the community if there are open spots. It is hoped that this will serve as a successful model for future not-for-credit programs, particularly those that integrate basic skills/ESL with technical skills training.
- The possibility of partnering with the Foster and Kinship Care Education program at Hartnell to offer not-for-credit classes for adults is being explored. This would include classes like basic computer skills/office technology, financial literacy, and parenting skills.

Integrated Education/Training: Hartnell is actively exploring the development of non-credit or not-for-credit courses that integrate basic English and math skills instruction with technical training. It is hoped that ESL and basic skills instructors from Hartnell and the adult schools will participate in collaborative professional development around the

development of integrated curriculum and programs. Instructors can also meet with CTE faculty to develop vocabulary components for contextualized instruction.

- **Staffing:** Hartnell is investigating the possibility of creating two new positions for the coordination of non-credit and not-for-credit programs.

Student Access to and Preparation for Postsecondary Education: As part of its Student Equity Plan, Hartnell is making the admissions and placement processes for prospective, current, and returning adult basic skills and ESL students more accessible, appropriate, and relevant (assessment, placement, orientation, registration).

- **Staffing:** Create new positions or expand scope of current positions
 - New Adult College Pathways Coordinator position
 - Engage counselors in adult learner outreach through collaboration with the new Adult College Pathways Coordinator and external adult education providers (adult schools, K-12 districts, community organizations, etc.)
- **Expand Outreach and Guidance Efforts:** Provide more college readiness programming and support services that are tailored for basic skills students
 - Hartnell College will ensure that adult students are on an early preparation track to begin completing the Hartnell College “Steps to Success” process for enrollment one-year prior to actual enrollment.
 - Adult students will be encouraged to access better guidance and ensure better preparation before they begin or during the first and subsequent semesters at Hartnell to improve outcomes and relieve frustrations caused by many issues such as taking courses not useful for their degrees, family and community challenges, and more.
 - Expand the College’s existing K-16 bridge programs and orientation models (Panther Prep and College Night, for example), which largely target incoming high school students, to developmental and non-traditional students, including adult basic skills students.
 - Increase marketing efforts targeting adult learners using methods appropriate for the population, e.g. not only web-based and social media methods but also traditional methods like radio announcements and flyers (flyers could be sent home with elementary students to give to their parents).
- **Increase External Collaboration and Outreach Efforts:** Enhance external collaborative efforts with existing outreach programs from the offices of Academic Affairs, Student Life, and the Foundation
 - Hartnell staff, particularly counselors, will work with community groups and employers to access potential students and to learn their barriers to pursuing educational services at Hartnell.
- **Program Improvement:** Continue to assess adult basic skills students’ access to Hartnell, identify gaps and needs, and determine how to improve programming and services
 - Determine challenges for mature students with families to facilitate their access and success in college, many of whom will be basic skills students.

Student Success: As part of its Student Equity Plan, Hartnell is increasing support for basic skills and ESL students in their efforts to succeed, with an emphasis on course and certificate/degree completion. Students enrolled in basic skills and ESL courses will have more direct access to support, advising, and counseling to help them succeed and persist in their developmental English, math, and ESL courses through to transfer-level courses in a coordinated academic learning environment.

Staffing: Create new staff positions or expand scope of current positions

- A dedicated and embedded basic skills counselor for students in developmental English, math, and ESL courses.
- Hire a Director of Academic Student Support and three Academic Support Specialists as part of the establishment of a new Student Success Center.
- **Expansion of learning and support services:** Expand services for current adult basic skills and ESL students
 - Establish a Student Success Center to provide academic support services to students to improve successful completion of courses. In addition, the Student Success Center will be dedicated to promoting basic skills instruction among faculty and coordinating delivery of and improvement of basic skills students' academic success.
 - The new Director of Academic Student Support and three Academic Support Specialists will work with faculty to research, plan, design, and establish a student success center based on best practices/models to provide academic support for students enrolled in basic skills English, math, and ESL courses.
 - Offer student and academic support services at all College campuses on evenings, weekends and off site.
 - Develop a "Night College" targeting students over 24 years old with both evening academic affairs and student services support.
 - Increase and enhance Tutorial Center services to improve the degree and scope of service to students, including evening and weekend tutoring; increase the number of instructional specialists, tutors, and Supplemental Instruction teams; develop and offer strategy workshops that include information about placement preparation and options.
 - Increase the tutorial services at all sites (including online tutoring) for students in ESL and developmental English and math students. As well as to veterans, foster youth, disabled, and first-generation college students. Create and offer workshops, including Accuplacer Preparation, that need to be offered on a timely a basis to teach students how to succeed in the community college setting.
 - Expansion of Early Support Program (previously Early Alert). While many Retention Alert/Early Alert technologies simply notify students that they are not meeting academic, attendance, or participation standards for a class, the Early Support Program (ESP) is proactive and "high touch." Counselors and faculty start the semester with a larger plan that includes, but isn't defined by, the technology. Strong ties between instructors and counselors are key. Counselors visit classes at the start of the term, introducing themselves and ESP to students. During the term, counselors make class visits conducting activities focused on success strategies. A counselor embedded in basic skills courses has regular interaction with the classes. This approach helps

students recognize that a team of people is helping them to succeed. The goal is to prevent the common occurrence in Retention Alert programs that students drop the class when they get the alert notice.

- **Special Programs:** Improve and expand current special programs that reach adult learners and/or develop new programs that increase the persistence and success of students that are less likely to attend and complete college.
 - **ACE** – The Academy for College Excellence (ACE) has been offered Hartnell and some of its students are adult learners. It is currently being evaluated to assess program efficacy. Whether it continues in its current form or different approaches are taken, a cohort-based model for a first-year experience program for adults could be effective and needs to be explored further.

- **Program Improvement:** Continue to assess offerings to identify gaps and needs and determine how to improve programming and services for adult basic skills and ESL students
 - Review the College’s current services and how they can be modified to help adult students persist and experience success in the college environment.
 - Determine challenges for mature students with families, many of whom will be basic skills and ESL students, to facilitate their access and success in college.
 - Focus on developing class offerings and course schedules that best meet students’ learning needs and schedules and improve student success and persistence.
 - Evaluate assessment and placement practices to ensure student success and persistence.
 - Data gathering:
 - Systematize and improve data gathering across the various counseling, student service, and tutorial programs that currently make contact with basic skills students.
 - Provide faculty with easy access to data, and support in analyzing data.
 - Obtain accurate data on students’ academic mobility and persistence at the end of each semester to determine effectiveness of courses and programs.
 - Provide evidence of students’ persistence and migration from basic skills and ESL courses to degree applicable/transfer courses.
 - A Faculty Inquiry Group (FIG) recently identified an appropriate tool – Reading Plus – and effective procedures for assessing reading ability for students entering ENG 253. Hartnell will continue to develop and implement this assessment process, collect and analyze results. Faculty will use data from reading assessments to develop strategies and curriculum to provide support for student reading success.
 - Create a Faculty Inquiry Group (FIG) to determine and analyze the “barrier points” preventing students from persisting through the levels of basic skills and ESL courses to transfer-level courses and to create “momentum points” to help students succeed. The institutional support program will establish several well organized venues to help students improve their success rate and reduce attrition.

- Faculty will discuss and develop strategies and momentum points that will provide students with academic and success strategies by offering workshops (time management, habits of mind, study skills, etc.), facilitating the formation of study groups, creating learning communities, etc., in a tutorial or student success center environment.

Transitioning to the Workplace: Provide more workplace readiness programming and services

- **Career Exploration and Job Readiness Programs**
 - Continue and expand programs that help adult students identify and choose career pathways and prepare to succeed in those chosen careers, not only with technical training but with general employability training (like training focused on soft skills like communication and team building).
- **Integrated Education/Training Programs**
 - Pending increase in basic skills and ESL faculty availability, they will collaborate with technical education instructors at the Alisal Campus (Center for Advanced Technology) to offer content-based basic skills/ESL instruction at the CAT (ESL-CTE and ABE/HSE-CTE hybrid courses).

External Collaboration:

- **Outreach:** Enhance external collaborative outreach and college prep efforts
 - Utilize existing outreach programs from the offices of Academic Affairs, Student Life, and the Foundation by working with community groups and employers to access potential adult basic skills students and to learn their barriers to pursuing educational services at Hartnell.
- **Curriculum Alignment:** Collaborate with other adult basic education providers to align curriculum across institutions and levels to ensure smooth transitions for students
 - Engage in a process similar to that currently underway between Hartnell and the K-12 districts in the Region through the establishment of an Adult Education Curriculum Alignment Planning Committee (comprised of instructors and staff from Hartnell, the adult schools, and other community AE providers)

Target Area 2: ESL and OTHER PROGRAMMING FOR IMMIGRANTS

Facilities for ESL Programs

Especially for impacted programs offered at popular times – evening classes
South County

Strategy: Encourage Space-sharing

Efforts are being made to increase cross-institutional collaboration to leverage the space that is available in the region by sharing space with each other (this already happens, but it is deemed to be accessible to students. This will include space at Hartnell College, adult

schools, K-12 schools/facilities (during evening hours when they are deemed accessible to adults), libraries, churches, and other community spaces. Consortium members and partners will affirm reciprocity of available rooms.

When choosing a facility, consideration will be given to accessibility of the classrooms (in regard to driving/walking distance for students, for example), available technology/equipment, and provision of childcare.

A secondary positive outcome of space-sharing is that adult students will become more aware of other options for adult education services by visiting new locations (particularly important for adult learners wanting to attend college – they might feel more comfortable attending Hartnell College if they have already been on the campus).

Strategy: Secure additional facilities

Leverage state/federal/local/other funding sources for lease/secure additional facilities

Strategy: Increase Distance Education Options

Create distance education opportunities throughout the Salinas Valley via technology infrastructure development and collaboration amongst the Consortium participants

Staffing for ESL Programs

Strategy: Increase instructor outreach and recruitment efforts

Strategy: Create new positions for instructional and non-instructional staff

Part-time teachers/faculty as well as full-time counselors, clerical support, and administrators

Strategy: Increase professional development opportunities for instructional and non-instructional staff

The Consortium recommends creating full-time, benefitted, salaried positions wherever feasible.

We recommend that the Commission on Teacher Credentialing be actively lobbied by the AB86 Commission to accept an M.A. TESOL as the equivalent of the AE credential for the purposes of teaching ESL (with the payment of the standard processing fee).

Student Access to ESL Instruction

Lack of access due to limited offerings – particularly core academic HSE-level course offerings at adult schools

There is a lack of access to information about postsecondary and career pathways options due to the demographics of the adult learner population in the region, which has limited or no access to technology (due to limited access to computers and/or lack of even basic computer skills).

Access to information about postsecondary and career pathways options is also impeded by insufficient counseling and outreach services at the community college, adult schools, and other community providers.

More offerings (once capacity increased) – especially in South County
Affordable (Non-credit/not-for-credit, for example)
Scheduling – more evening

Transportation and childcare are huge barriers for the majority of our students. In light of this, it was determined that more independent study-format courses be offered in the areas of Basic Skills and Courses for Immigrants. Distance learning courses may also be an option to address these barriers.

Lack of access to information about career pathways and postsecondary options due to limited and insufficient counseling and outreach services at adult schools and the community college

Many residents of the Salinas Valley do not have access to technology and/or lack the basic skills needed to utilize technology, thus creating a wide digital divide.

Wireless technology now allows educators to penetrate areas where there is little or no access. It is critical to address this need in adult education budget planning to designate funds for technology resources, including classes that train adult learners in keyboarding, computer application software, Internet search methodology, and computer-based testing. Expenditure of these funds could also include rental of the Monterey County Office of Education's mobile computer lab.

Research data has shown that students who pursue distance learning or extracurricular enrichment options frequently make tremendous learning gains. Distance learning allows students to continue making progress even when they are unable to attend class in a face-to-face environment. To take advantage of the benefits of online education, students will need access to instruction that provides them with the tools and knowledge for success in an online environment. Because many of our region's residents lack access to technology, the adult schools would like to establish open computer labs for students to access equipment and instructional support.

Strategy: Offer more ESL classes that are affordable and accessible to a wider range of adult learner populations (once capacity increased)

- Affordable (Non-credit/Not-for-credit, for example)
- Scheduling
- Transportation and Childcare
- Corrections
- Foster and Kinship Care Education
- Expand Basic skills multi-level course offerings in partnership with libraries and other community-based organizations.
- Expand ESL multi-level course offerings in South County area leveraging existing relationships and structures.

An option we plan to pursue to address this need is to add an additional timeslot for courses. Currently, there are morning and evening classes offered. The goal is to offer afternoon courses, as well; however, this will be dependent on the availability of staffing and facilities.

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More basic literacy and family literacy programming integrated into ESL programs.

As opportunities for adult students expand, special attention should be paid to the ESL class structure. Traditionally, there have been seven levels from low to advanced, including

a pre-literate level for students who have limited mastery of reading and writing in their own language. The number of students who could benefit from these classes has increased at SAS lately. They are better placed at a discreet level than integrated into Low A instruction. These services for the lowest-level learners virtually disappeared following adult education program reductions. The Salinas Adult School is currently in conversations with the Alisal Family Resource Center, which houses the Plaza Comunitaria program hosted by the Mexican Consulate. This program produces a grade 6 primary certificate (in Spanish) upon completion. Research shows that students' progress in a second language is accelerated once this basic mastery is achieved. The expansion of this program, especially for evening students, is an important expansion of our existing programs to a uniquely underserved adult learner population, and will be included in the Consortium's planning and partnership-building efforts.

Strategy: Improve student access to information about educational and support services

Increase outreach efforts and guidance for prospective students. Increase cross-institutional collaboration amongst admin, instructors and counselors in order to elevate awareness of services and resources available at each institution.

Create open access, staffed computer labs at the adult schools. Develop and offer computer literacy courses and/or workshops at the adult schools.

Map out existing AE regional post-secondary and career pathways programs available along with counseling and academic resources support services. Create bilingual printed literature and website content to disseminate opportunities information to students.

Create Career Center labs at the adult schools to disseminate post-secondary and career pathways information, conduct career assessments, provide career guidance and educational planning support.

Develop and offer computer-based career exploration + employability courses and/or workshops at the adult schools. (For technology, access is also dependent on students' computer skills)

Strategy: Increase professional development opportunities for instructional and non-instructional staff

Increase cross-institutional professional development to ensure all counseling and instructional staff is well versed on how best to meet the unique needs of AE learners.

ESL Student Success – Course/Program Completion

- Learning support/resources
- Acceleration

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Educational and Career Pathways Alignment for ESL Students

Unclear, undefined educational and career pathways because of limited and insufficient counseling and outreach services at adult schools and the community college; there is a need for pathways clarification, curriculum alignment, and smoother transitions.

A major need identified by the Salinas Valley AB86 Consortium is seamless transitioning of students from the members' adult schools and ROP programs to Hartnell College programs. To address this, the Consortium plans to develop shared literature and a joint website to disseminate information. Another tool that will be used to matriculate students is the Hartnell College K-16 Bridge program. This program will provide curriculum, assessments, counseling, orientation, test preparation and an online education plan to AE students. This program is currently used for K-12 grades, but the Consortium plans to modify the program to fit the needs of the adult schools.

Strategy: The college will incorporate the adult schools into their Steps to Success student matriculation program that includes collaborative planning, professional development and data sharing.

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Programming that Prepares ESL Students for the Workplace

This is particularly important for transition into high-wage, high-demand jobs. An example of this would be to integrated education and training; the lack of CTE training programs that feature bilingual, scaffolded instruction with industry-specific contextualized learning at the adult schools, community college and regional occupational programs.

Create bilingual, contextualized short term industry specific CTE programs based on the Wenatchee Valley HOEPP model.

Technology/basic computer skills
Job readiness and soft skills

Create open access, staffed computer labs at the adult schools.

Develop and offer computer literacy courses and/or workshops at the adult schools.

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Ensuring support services are provided with academic services

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Beyond For-Credit Courses: Provide more non-credit and not-for credit courses

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- The possibility of partnering with the Foster & Kinship Care Education program at Hartnell to offer not-for-credit classes for adults is being explored. This would include classes like basic computer skills/office technology, financial literacy, and parenting skills.

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- **Staffing:** Hartnell is investigating the possibility of creating two new positions for the coordination of non-credit and not-for-credit programs.

Student Access to and Preparation for Postsecondary Education: As part of its Student Equity Plan, Hartnell is making the admissions and placement processes for prospective, current, and returning adult basic skills and ESL students more accessible, appropriate, and relevant (assessment, placement, orientation, registration).

- **Staffing:** Create new positions or expand scope of current positions
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- Expand the College’s existing K-16 bridge programs and orientation models (Panther Prep and College Night, for example), which largely target incoming high school students, to developmental and non-traditional students, including adult basic skills students.

- Increase marketing efforts targeting adult learners using methods appropriate for the population, e.g. not only web-based and social media methods but also traditional methods like radio announcements and flyers (flyers could be sent home with elementary students to give to their parents).
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 - Offer student and academic support services at all College campuses on evenings, weekends and off site.
 - Develop a "Night College" targeting students over 24 years old with both evening academic affairs and student services support.
 - Increase and enhance Tutorial Center services to improve the degree and scope of service to students, including evening and weekend tutoring; increase the number of instructional specialists, tutors, and Supplemental Instruction teams; develop and offer strategy workshops that include information about placement preparation and options.

- Increase the tutorial services at all sites (including online tutoring) for students in ESL and developmental English and math students. As well as to veterans, foster youth, disabled, and first-generation college students. Create and offer workshops, including Accuplacer Preparation, that need to be offered on a timely a basis to teach students how to succeed in the community college setting.
- Expansion of Early Support Program (previously Early Alert). While many Retention Alert/Early Alert technologies simply notify students that they are not meeting academic, attendance, or participation standards for a class, the Early Support Program (ESP) is proactive and “high touch.” Counselors and faculty start the semester with a larger plan that includes, but isn’t defined by, the technology. Strong ties between instructors and counselors are key. Counselors visit classes at the start of the term, introducing themselves and ESP to students. During the term, counselors make class visits conducting activities focused on success strategies. A counselor embedded in basic skills courses has regular interaction with the classes. This approach helps students recognize that a team of people is helping them to succeed. The goal is to prevent the common occurrence in Retention Alert programs that students drop the class when they get the alert notice.
- **Special Programs:** Improve and expand current special programs that reach adult learners and/or develop new programs that increase the persistence and success of students that are less likely to attend and complete college.
- **ACE** – The Academy for College Excellence (ACE) has been offered Hartnell and some of its students are adult learners. It is currently being evaluated to assess program efficacy. Whether it continues in its current form or different approaches are taken, a cohort-based model for a first-year experience program for adults could be effective and needs to be explored further.
- **Program Improvement:** Continue to assess offerings to identify gaps and needs and determine how to improve programming and services for adult basic skills and ESL students
 - Review the College’s current services and how they can be modified to help adult students persist and experience success in the college environment.
 - Determine challenges for mature students with families, many of whom will be basic skills and ESL students, to facilitate their access and success in college.
 - Focus on developing class offerings and course schedules that best meet students’ learning needs and schedules and improve student success and persistence.
 - Evaluate assessment and placement practices to ensure student success and persistence.
 - Data gathering:
 - Systematize and improve data gathering across the various counseling, student service, and tutorial programs that currently make contact with basic skills students.
 - Provide faculty with easy access to data, and support in analyzing data.
 - Obtain accurate data on students’ academic mobility and persistence at the end of each semester to determine effectiveness of courses and programs.

- Provide evidence of students' persistence and migration from basic skills and ESL courses to degree applicable/transfer courses.
- A Faculty Inquiry Group (FIG) recently identified an appropriate tool – Reading Plus – and effective procedures for assessing reading ability for students entering ENG 253. Hartnell will continue to develop and implement this assessment process, collect and analyze results. Faculty will use data from reading assessments to develop strategies and curriculum to provide support for student reading success.
- Create a Faculty Inquiry Group (FIG) to determine and analyze the “barrier points” preventing students from persisting through the levels of basic skills and ESL courses to transfer-level courses and to create “momentum points” to help students succeed. The institutional support program will establish several well organized venues to help students improve their success rate and reduce attrition.
 - Faculty will discuss and develop strategies and momentum points that will provide students with academic and success strategies by offering workshops (time management, habits of mind, study skills, etc.), facilitating the formation of study groups, creating learning communities, etc., in a tutorial or student success center environment.

Transitioning to the Workplace: Provide more workplace readiness programming and services

- **Career Exploration and Job Readiness Programs**
 - Continue and expand programs that help adult students identify and choose career pathways and prepare to succeed in those chosen careers, not only with technical training but with general employability training (like training focused on soft skills like communication and team building).
- **Integrated Education/Training Programs**
 - Pending increase in basic skills and ESL faculty availability, they will collaborate with technical education instructors at the Alisal Campus (Center for Advanced Technology) to offer content-based basic skills/ESL instruction at the CAT (ESL-CTE and ABE/HSE-CTE hybrid courses).

External Collaboration:

- **Outreach:** Enhance external collaborative outreach and college prep efforts
 - Utilize existing outreach programs from the offices of Academic Affairs, Student Life, and the Foundation by working with community groups and employers to access potential adult basic skills students and to learn their barriers to pursuing educational services at Hartnell.
- **Curriculum Alignment:** Collaborate with other adult basic education providers to align curriculum across institutions and levels to ensure smooth transitions for students
 - Engage in a process similar to that currently underway between Hartnell and the K-12 districts in the Region through the establishment of an Adult Education Curriculum Alignment Planning Committee (comprised of instructors and staff from Hartnell, the adult schools, and other community AE providers)

Target Area 3: PROGRAMMING FOR ADULTS WITH DISABILITIES

There is a lack of educational programs for adults with disabilities due to insufficient facilities, a shortage of qualified staff and limited assessment/evaluation services for course development and student placement.

Continued Evaluation of Need for Educational Programs for ADA

Although a fair amount of support services are provided to this population, educational programming for adults with disabilities is extremely limited in the Salinas Valley region. At this time, the four other AB86 target areas have been deemed higher priorities than this adult education target area. However, the Consortium will investigate the need further and develop an informed, measured, and coordinated plan for effective and sustainable education and training programs for adults with disabilities in the region.

Strategy: Network and leverage community and industry partnerships to explore the enhancement and/or expansion of current programs as well as the development of new programs based on need.

Strategy: Investigate successful models and best practices to inform planning and decision making.

Target Area 4: SHORT-TERM CAREER TECHNICAL EDUCATION

- **Integrated Education/Training Programs**
 - Pending increase in basic skills and ESL faculty availability, they will collaborate with technical education instructors at the Alisal Campus (Center for Advanced Technology) to offer content-based basic skills/ESL instruction at the CAT (ESL-CTE and ABE/HSE-CTE hybrid courses).
 - New Latino Agricultural Employee Education Program (based on HOEEP at Wenatchee Valley College, an I-BEST program that uses contextualized education to increase the technical and English language skills of orchard workers).
- **CTE Certificate Programs – including “mini-certificates”**
 - The Hartnell Center for Advanced Technology and Agricultural Business and Technology Institute have been developing new stackable certificate programs.
- **Apprenticeships**
 - The Hartnell Center for Advanced Technology and Agricultural Business and Technology Institute are currently exploring opportunities to develop non-union-based apprenticeship programs that will prepare.
- **Career Exploration and Job Readiness Programs**

- Continue and expand programs that help adult students identify and choose career pathways and prepare to succeed in those chosen careers, not only with technical training but with general employability training (like training focused on soft skills like communication and team building).

Target Area 5: APPRENTICESHIP PROGRAMS

Development of New Apprenticeship Programs

Strategy: Leverage existing education, industry and labor partnerships to explore the enhancement and/or expansion of current apprenticeship programs and develop new programs based on industry demand. Work with local employers and community partners to develop apprenticeship programs in high wage/high demand occupations that meet the needs of the region's labor market needs.

Strategy: Investigate successful models and best practices to inform planning and decision making.

Strategy: Develop potential Food Safety Apprenticeship
Hartnell Agricultural Business and Technology Institute is currently working with UC Davis to explore the possibility of developing a Food Safety apprenticeship, along with Clovis Community College.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimated Cost	Responsible Parties (specific school districts/colleges)	Methods of Assessment	Timeline
<p>1-A. Basic Skills and Courses for Immigrants - Shortage of courses due to lack of available facilities</p>	<p>i. Network and leverage community partnerships to secure additional facilities</p> <p>ii. Create distance education opportunities throughout the Salinas Valley via technology infrastructure development and collaboration amongst the Consortium participants to serve more students</p> <p>iii. Leverage state/federal/local/other funding sources for lease/secure additional facilities</p>	<p>i. Compensation for Consortium participants</p> <p>ii. IT/Technology Infrastructure Planning time</p> <p>- Staff Training</p> <p>- Curriculum Development</p> <p>- Teacher Collaboration</p> <p>iii. Compensation for Consortium participants</p>	<p>i. \$2500</p> <p>ii. 2 broadcast labs @ \$25,000 each</p> <p>4 receiving labs @ \$30,000</p> <p>iii. \$2,500</p> <p>Total: \$175,000</p>	<p>i. All members</p> <p>ii. All members</p> <p>iii. All members</p>	<p>i. Increase in course offerings, lease agreements, MOUs.</p> <p>ii. Number of students served.</p> <p>iii. Increase in funding.</p>	<p>i. Fall 2015</p> <p>ii. Summer 2016</p> <p>iii. Ongoing</p>
<p>1-A. Basic Skills and Courses for Immigrants - Shortage of courses due to lack of qualified instructors</p>	<p>i. Increase teacher outreach & recruiting efforts via university teacher preparation programs and within K-12 districts</p>	<p>i. Utilize existing human resource department network and programs</p>	<p>i. Meeting costs for materials and facility use - \$1,500</p>	<p>i. All members</p>	<p>i. Increase in number of qualified candidates applying for vacant positions</p>	<p>i. Ongoing</p>

	ii. Work with university partners to begin discussion on developing an AE preparation programs	ii. Utilize existing human resource department network and programs	ii. See above Total: \$1,500	ii. All members	ii. Increase in number of qualified candidates applying for vacant positions	ii. Ongoing
1-B. Basic Skills, Courses for Immigrants, Adults with Disabilities, Short Term CTE, Apprenticeships - Lack of access to information about postsecondary and career pathways options due to demographics of population that have limited or no access to technology (computers + computer skills)	i. Create open access, staffed computer labs at the adult schools. ii. Develop and offer computer literacy courses and/or workshops at the adult schools.	i. See distance learning labs info above. ii. Increase Computer Literacy programming throughout the region iii. Staff Books and Supplies Travel and Conferences Capital Outlay iv. Staff Books and Supplies Travel and Conferences Capital Outlay	i. See above ii. Hire 4 F/T staff members @ \$60,000ea = \$240,000 iii. 225000 3000 250 3000 iv. 80000 7000 13750 1200 Total: \$573,200	i. See above ii. Soledad Gonzales Salinas North Monterey iii. Soledad USD iv. North Monterey USD	i. See above ii. Number of students served iii. Number of students served iv. Number of students served	i. Spring 2016 ii. Spring 2016 iii. Spring 2016 iv. Spring 2016
1-B. Basic Skills, Courses for Immigrants, Adults with Disabilities, Short Term CTE, Apprenticeships - Lack of access to information	i. Increase cross-institutional collaboration amongst admin, instructors and counselors in order to elevate awareness of	i. Hire certificated and classified staff to provide services to students at key locations	i. \$270,000 for certificated salaries, \$120,000 for classified support staff	i. Salinas Adult School Hartnell King City Center and	i. New staff hired and number of students served.	i. Winter 2016

<p>about postsecondary and career pathways options due to limited and insufficient counseling and outreach services at adult schools and the community college</p>	<p>services and resources available at each institution.</p> <p>ii. Increase cross-institutional professional development to ensure all counseling and instructional staff is well versed on how best to meet the unique needs of AE learners.</p> <p>iii. Map out existing AE regional post-secondary and career pathways programs available along with counseling and academic re</p>	<p>ii. Implement technology to support assessment, planning, research and monitoring services</p> <p>iii. Release time for counselors, support staff and office supply materials.</p>	<p>\$10,000 for office technology, materials and supplies</p> <p>Total: \$400,000</p> <p>ii. Staff release time - \$45/hr. x 4 hrs. x 6 sites x 2 representatives x 2 meetings = Total: \$4,320</p> <p>iii. Staff release time - \$45/hr. x 4 hrs. x 6 sites x 2 representatives x 2 meetings = Total: \$4,320</p> <p>Total: \$408,640</p>	<p>Hartnell College Main Campus</p> <p>ii. All members</p> <p>iii. All members</p>	<p>ii. Meeting agenda, sign in sheets and minutes</p> <p>iii. Career pathway programs of study available in brochure form and online</p>	<p>ii. Fall 2016</p> <p>iii. Spring 2016</p>
<p>2-B. Courses for Immigrants, Short Term CTE and Apprenticeships - Shortage of opportunities to transition into high-wage, high-demand jobs due to lack of CTE training programs that</p>	<p>i. Create bilingual, contextualized short term industry specific CTE programs based on the Wenatchee Valley HOEPP model.</p> <p>(see pathway graphic)</p>	<p>i. Hire Certificated and classified staff Books and Supplies Travel and Conferences Capital Outlay</p> <p>ii. Hire Certificated and classified staff Books and Supplies</p>	<p>i. \$260,000 \$6,000 \$9,000 \$11,800</p> <p>ii. \$240000 \$12000 \$1000</p>	<p>i. Hartnell College</p> <p>ii. Salinas Union HSD</p>	<p>i. Courses created; students served.</p> <p>ii. Courses created;</p>	<p>i. Spring 2016</p> <p>ii. Spring 2016</p>

<p>feature bilingual, scaffolded instruction with industry-specific contextualized learning at the adult schools, community college and regional occupational programs.</p>		<p>Travel and Conferences Capital Outlay</p> <p>iii. Hire Certificated and classified staff Books and Supplies Travel and Conferences Capital Outlay</p> <p>iv. Hire Certificated and classified staff Books and Supplies Travel and Conferences Capital Outlay</p>	<p>\$123000</p> <p>iii. 90000 9000 750 9000</p> <p>iv. 100000 7800 40000 630</p> <p>Total - \$919,980</p>	<p>iii. Gonzales USD</p> <p>iv. North Monterey USD</p>	<p>students served.</p> <p>iii. Courses created; students served.</p> <p>iv. Courses created; students served.</p>	<p>iii. Spring 2016</p> <p>iv. Spring 2016</p>
<p>3-A. Adults with Disabilities - Shortage of programs</p>		<p>i. Staff Books and Supplies Travel and Conferences Capital Outlay</p> <p>ii. Staff Books and Supplies Travel and Conferences Capital Outlay</p>	<p>i. 212300 15000 15000 2500</p> <p>ii. 125000 10000 15000 1200</p> <p>Total - \$396,000</p>	<p>i. Gonzales USD</p> <p>ii. South Monterey JUHSD</p>	<p>i. Courses created; students served.</p> <p>ii. Courses created; students served.</p>	<p>i. Fall 2016</p> <p>ii. Fall 2016</p>
<p>4-A. CTE - Shortage of short-term, non-credit CTE programs</p>	<p>i. Build upon existing regional career technical education pathway programs to expand and</p>	<p>i. Hire Director/ Coordinator for Non-Credit and Not-for-Credit</p>	<p>i. \$90,000 (including benefits);</p>	<p>i. Hartnell College</p>	<p>i. Courses created; students served.</p>	<p>i. Spring 2016</p>

	<p>enhance current short term CTE programs.</p> <p>ii. Create contextualized short term industry specific CTE programs based on the Wenatachee Valley HOEPP model (an iBEST program) and other integrated education & training models (IET).</p> <p>iii. Develop new programs based on industry demand and replicate successful joint partnership models.</p>	ii. Hire Embedded Instructional Specialist	<p>ii. \$49,000 (including benefits)</p> <p>Total: \$139,000/year</p>	ii. Hartnell College	ii. Courses created; students served	ii. Spring 2016
5-A. Apprenticeships - Shortage of apprenticeship programming (in all of the other target areas)	<p>i. Leverage existing education, industry and labor partnerships to explore the enhancement and/or expansion of current apprenticeship programs and develop new programs based on industry demand.</p> <p>ii. Investigate successful models and best practices to inform planning and decision making.</p>	i. Release time for staff	<p>i. Staff release time - \$45/hr. x 4 hrs. x 6 sites x 2 representatives x 2 meetings =</p> <p>Total: \$4,320</p>	i. Hartnell College	i. Meeting sign in sheets and minutes	i. Fall 2016

Objective 5: ACCELERATION OF STUDENT PROGRESS

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

Pathways Alignment

Educational and career pathways alignment between adult education providers and with employers is needed throughout the Consortium. Collaboration also needs to occur between the career assessment programs of ROP and those of Hartnell College to create sequential certificate-based career pathways.

CTE and Basic Skills/ESL

The AB86 planning process has accelerated the integration of career technical education into basic skills courses. Successful models of this integration exist at other institutions across the country, and those models and best practices will be studied and incorporated into new and existing adult education programs in the Salinas Valley region.

Beginning steps are being made to understand and implement the integration of basic skills and career training classes. Observers from our Consortium recently traveled to Wenatchee Valley College to get a first-hand look at such programs in action.

Job Readiness

An important part of the Professional Learning Community model is to teach students to employ critical thinking and collaboration skills to find solutions. Many adult students do not have an adequate grasp of problem solving and study skills, so these must be embedded into the curriculum. Common Core elements are also being integrated into our instructional methodology, such as the use of questioning methods in group work, the “think aloud” strategy in problem solving, and the inclusion of writing in all areas of the curriculum.

Employment soft skills are the focus of a frequently-taught English language civics unit and should become more widespread throughout the pathways curriculum. Employer surveys have shown that these soft skill attributes are just as important as the technical skills they seek in employees.

Technology

Integration of technology into all classes –

Technology deployment in the classroom must continue to develop, particularly in the area of mobile technology with the ability to reach students in satellite locations. Correctly applied, technology will have the ability to come to the student in his or her neighborhood (or workplace) rather than expecting that the student will always come to a centralized

location. This process has begun with the recent arrival of two laptop computer carts, one of which will be deployed to a satellite location. In the Salinas Valley, the mobility of technology is especially critical to reach the large underserved population in the southern part of the county. Innovation is also underway to enable student access to no cost apps which enable them to access learning programs through their own devices. It is important the learning opportunities are enhanced by technology when students are out of class or, for many reasons, are unable to attend class.

Burlington English (for ESL) –

A recommendation is being made to the adult schools by the Consortium for purchase of Burlington English software in order to better serve their English Language Learners (ELLs). The career-focused English language-learning program has an extensive number of career extension units that provide the foundational vocabulary necessary for ELLs to access essential career training. Burlington English is already in use at Hartnell College and has proved highly effective, and College faculty can provide feedback to help in effective implementation at other sites; its use by other Consortium participants will aid in the smooth transition of students between programs.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's 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
Guidance and Counseling for Students with wrap around services to ensure student success	<p>Assessment, evaluation, educational plan and placement services</p> <p>Information and referral services to address barriers</p> <p>Adult School to college recruitment and outreach</p>	Counselor and support staff, technology lab, and office space at key locations	<p>\$ 270,000 for certificated salaries, \$120,000 for classified support staff</p> <p>\$90,000 for computer labs</p> <p>\$5,000 for materials and supplies</p> <p>Total: \$485,000</p>	Salinas Adult School, Hartnell College campus serving South County adult schools	Number of students served and tracking of successful enrollments in Hartnell College	January 2016
Curriculum + Assessments Alignment Amongst All Members to assist with seamless transitioning for students amongst the different member institutions	Curriculum, assessments sequencing and alignment amongst all institutions	Release time for certificated staff.	Monthly: 2 hrs. x \$45/hr. x 8 team members x 4 teams x 12 months = \$34,560/year	All Members	<p>Articulation agreements</p> <p>Aligned assessments</p> <p>Course sequences</p> <p>Programs of Study</p>	January 2016
Data Analysis	Member institutions hold an annual retreat to analyze and discuss student outcomes data including strategies for improvement.	Release time for administrative and instructional staff.	Subs \$150/day x 20 instructors = \$30,000/year	All Members	<p>Meetings agendas, sign in sheets and minutes</p> <p>Data reports</p>	Fall 2016 and Fall 2017
Distance Learning	Meetings to discuss infrastructure needs and strategic placement broadcasting hubs and receiving centers; establish	<p>Release time for administrative and instructional staff;</p> <p>Professional development;</p>	Release time for teachers: \$150/day x 10 team members = \$1500 x 4 days = \$6,000	All Members	<p>Meeting agenda, sign in sheet and minutes</p> <p>Implementation plan, students served</p>	Summer 2016 and Fall 2016

	(6) new distance learning labs	Technology Infrastructure	Equipment: \$170,000/year			
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Objective 6: PROFESSIONAL DEVELOPMENT

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

The Consortium will 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. As we begin this new realm of integration – in the areas of both education/training and support services – priority will be given to professional training in preparing adult learners for postsecondary education/training and careers. Instructors, counselors, intake specialists, administrators, and other support staff will all learn how to best meet the unique needs of adult students, from ESL and basic skills students to CTE students and adults with disabilities.

Instructors will learn new instructional strategies for contextualized teaching and learning, innovative ways to accelerate students' learning, and collaborative approaches to developing integrated curriculum – particularly the integration of technical education and basic skills/ESL instruction. Instructors, counselors, special programs coordinators, and other staff will learn and work collaboratively on program and course models that encourage students' critical thinking and problem solving skills, time management and study skills, communication and teambuilding skills. They will also develop ways to help students progress along educational and career pathways, with instruction and programming around strengths and skills assessments, career exploration, college readiness, and job search preparation. Professional development in the use of technology to enhance and expand instruction is essential. And intercultural competence training is also crucial.

CURRENT COLLABORATIVE PROFESSIONAL DEVELOPMENT

The Salinas Valley AB86 Consortium has already begun practicing collaborative professional development. In October 2014, a cross-institutional team of four instructors and administrators from the region attended the annual National Career Pathways Network conference. Not only did the team gain an incredible amount of knowledge, tools, and resources about how to help adult learners reach their educational and career goals through Adult Career Pathways programming, which they were able to take back to their home institutions; they also had an opportunity to meet and collaborate with each other. The partnerships between their institutions were strengthened. Each team member was able to communicate her institution's needs, priorities and assets to the others, and then together identify points of intersection and common ground. This dialogue - key to successful collaboration - was enhanced by their ability to use the same terms, concepts, and information learned together at the conference. Key takeaways included the

importance of education-community-industry collaboration, adult education alignment with regional labor market needs, and tools like industry needs assessments for maintaining program rigor and relevance. The entire Salinas Valley AB86 Consortium now has access to materials that aid in reaching its objectives: AE career pathways toolkits, planning guides, successful program models, and the latest guidelines and legislation on AE and CTE from the departments of education, labor, and health and human services (e.g. WIOA).

Another cross-institutional team, comprised of instructors and administrators from the Salinas Adult School and an administrator from Hartnell College, is currently participating in a CalPro course on Integrated Education and Training. Together they are learning about IET program models, such as I-BEST, Alternating Teachers, Cluster-VABE/VESL, and VABE/VESL-Specific models, and are collaborating on the development of an integrated course at the Salinas Adult School that will also involve collaboration with Hartnell.

FUTURE COLLABORATIVE PROFESSIONAL DEVELOPMENT

The Salinas Valley AB86 Consortium plans to continue cross-institutional professional development practices as mentioned above, seeking new training topics and resources. Many of the professional development opportunities that instructional and non-instructional staff have at their individual institutions will be opened up to include staff from other Consortium participants. Trainers and training opportunities in the region will also be leveraged for increased professional development in areas specific to adult education, including OTAN trainings – one of the Consortium’s members has an OTAN trainer on its staff – and local seminars such as the “Great Teachers Seminars” offered by the Monterey County Office of Education. Professional conferences that could be attended by cross-institutional teams from the Salinas Valley AB86 Consortium include those offered by OTAN, NCPN, CTE, and TESOL.

Areas of particular interest for professional development for the region’s adult education providers include adult career pathways programming; collaborative training for ESL faculty, math faculty, and CTE faculty on the development of integrated and contextualized instruction; data collection, analysis and utilization; distance education/online instruction; strategies for enhancing student engagement and increasing student success; and working effectively with adult students with disabilities, including veterans with temporary or permanent disabilities.

Table 6.1 Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium- Wide
Professional Learning Communities	Bi-weekly meetings amongst school staff to discuss needs, best practices, challenges, organizational planning and student outcomes for adult programming.	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE Apprenticeships	Bi-weekly: 2 hrs. x \$45/hr. x 8 team members x 5 sites (excluding Salinas Adult School) x 12 months = \$43,200/year
Instructional Technology	Bi-monthly meetings amongst school staff to discuss needs, best practices, challenges and organizational planning for instructional technology.	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE Apprenticeships	Leader stipend: \$5,000 x 2 = \$10,000 Bi-monthly meetings: 2 hrs. x \$45/hr. x 8 team members x 5 sites (excluding Salinas Adult School) x 6 months = \$31,600/year
Outreach and Technical Assistance Network (OTAN)	Bi-monthly meetings amongst school staff to participate in OTAN trainings.	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE Apprenticeships	Trainer stipend: \$5,000 x 2 = \$10,000 Bi-monthly meetings: 2 hrs. x \$45/hr. x 8 team members x 5 sites (excluding Salinas Adult School) x 6 months = \$31,600/year

Table 6.2 Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Contextualized Course Development	CalPro training program; Adult education teachers (BSL, ESL) and CTE instructors; Team collaboration meetings; Initial training (20 hrs.) then revert to monthly schedule	Courses for Immigrants Short-term CTE	CalPro: 80 hrs. per team x \$45/hr. = \$3600 per team x 2 = \$7,200/year Monthly: 2 hrs. x \$45/hr. x 8 team members x 12 months = \$8,640/year \$15,840/year
Common Assessments	Collaboration meetings amongst adult schools + community college to discuss assessments in AE; Adult education teachers (BSL, ESL, Disabilities, CTE); Team collaboration meetings; Monthly	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE	Monthly: 2 hrs. x \$45/hr. x 8 team members x 4 teams x 12 months = \$34,560/year
Curriculum Alignment	Collaboration meetings amongst adult schools + community college to discuss AE curriculum; Adult education teachers (BSL, ESL, Disabilities, CTE); Team collaboration meetings; Monthly	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE	Monthly: 2 hrs. x \$45/hr. x 8 team members x 4 teams x 12 months = \$34,560/year
Hartnell College Steps to Success Program	Collaboration meetings amongst adult schools + community college to discuss the Hartnell College Steps to Success program integration at the regional adult schools; Adult education teachers (BSL, ESL, Disabilities, CTE, Apprenticeships) + Adult education support staff including counselors and administrators (BSL, ESL, Disabilities, CTE, Apprenticeships); Team collaboration meetings; Monthly	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE Apprenticeships	Monthly: 2 hrs. x \$45/hr. x 18 team members x 12 months = \$19,440/year

Developing High Quality Adult Education CTE Pathways	Collaboration meetings amongst adult schools + community college to discuss the pathways development and accountability measures; Adult education teachers (BSL, ESL, Disabilities, CTE, Apprenticeships) + Adult education support staff including counselors and administrators (BSL, ESL, Disabilities, CTE, Apprenticeships); Team collaboration meetings; Monthly	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE Apprenticeships	Monthly: 2 hrs. x \$45/hr. x 18 team members x 12 months = \$19,440/year
New Teacher Induction Training & Mentoring	Collaboration meetings amongst adult schools + community college to illustrate best practices in AE instruction; Adult education teachers (BSL, ESL, Disabilities, CTE, Apprenticeships); Team collaboration meetings; Bi-weekly	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE Apprenticeships	Leader stipends: \$5,000 x 2 region leaders = \$10,000 Bi-weekly meetings: 2 hrs. x \$45/hr. x 2 meetings x 12 months x 12 members = \$25,920/year
American Association for Adult and Continuing Education	Instructional, support and/or administrative staff to attend annual American Association for Adult and Continuing Education conference.	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE Apprenticeships	Subs: \$150/day x 2 days x 12 representatives = \$1800 Travel: Meals \$35/day x 2 days = \$70; Airfare \$500; Hotel \$400; Registration \$500 = \$17,640
Computer Users in Education	Instructional, support and/or administrative staff to attend annual Computer Users in Education (CUE) conference.	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE Apprenticeships	Subs: \$150/day x 2 days x 12 representatives = \$1800 Travel: Meals \$35/day x 2 days = \$70; Airfare \$500; Hotel \$400; Registration \$500 = \$17,640

National Career Pathways Network	Instructional, support and/or administrative staff to attend annual National Career Pathways Network conference.	Short-term CTE Apprenticeships	Subs: \$150/day x 2 days x 12 representatives = \$1800 Travel: Meals \$35/day x 2 days = \$70; Airfare \$500; Hotel \$400; Registration \$500 = \$17,640
American Association for Adult and Continuing Education	Instructional, support and/or administrative staff to attend annual American Association for Adult and Continuing Education conference.	Basic Skills Courses for Immigrant Adults with Disabilities Short-term CTE Apprenticeships	Subs: \$150/day x 2 days x 12 representatives = \$1800 Travel: Meals \$35/day x 2 days = \$70; Airfare \$500; Hotel \$400; Registration \$500 = \$17,640
Colorado Association for Bilingual Education	Instructional, support and/or administrative staff to attend annual Colorado Association for Bilingual Education conference.	Courses for Immigrants	Subs: \$150/day x 2 days x 6 representatives = \$1800 Travel: Meals \$35/day x 2 days = \$70; Airfare \$500; Hotel \$400; Registration \$500 = \$8,820

Objective 7: LEVERAGING EXISTING STRUCTURES

Plans to leverage existing regional structures

The Salinas Valley AB86 Consortium will leverage existing structures and resources to benefit the adult learners in the region, primarily through increased communication and sharing of resources. The Consortium participants currently collaborate in a variety of ways to extend educational and support services to adult basic skills and ESL students. One of the Consortium's primary objectives is to increase collaboration and innovation in the delivery of these services through continual development, improvement, and expansion of adult education programs. It is essential that this is done by utilizing all available resources and in partnership with all stakeholders, including community based organizations, libraries, social services and other public agencies, employers and industry groups, chambers of commerce, and workforce investment groups.

Communication and Coordination of Services. One way the Consortium plans to collaborate with partners from the Salinas Valley's network of service providers is by increasing communication and coordination between partners through regular Consortium meetings, asset mapping and the development of reference materials and referral resources (print and online), and using a regional Professional Learning Community model. The aim is to ensure providers and their students have the most accurate and current information about services and resources available throughout the region. The printed literature and online content will be one way that students can access information, but it is also crucial that they are provided with relevant information by counselors, instructors, administrators, and other staff members at every adult education service provider. Regular communication between these sub-groups, in the form of meetings and site visits, will increase awareness of resources and coordination of services, thus increasing student success.

Facilities and Staffing Resources. Another way Consortium participants will collaborate is by leveraging available resources, particularly in relation to the facilities and staffing shortages. The shortage of facilities necessitates the rental of community spaces or utilization of K-12 classrooms during evening hours to accommodate the large numbers of students who desire classes. Extensive coordination is required to enter into Memoranda of Understanding (MOUs), to establish times and places of instruction, and to attend to other details that are necessary for instruction to take place.

Classroom space at Hartnell College, adult schools, K-12 schools, and community spaces like those at libraries and churches, will be shared amongst providers when possible. Space for evening classes is especially insufficient at this time, so the Consortium will focus on finding facilities and staff for the evening hours.

Qualified instructional and non-instructional staff (counseling, intake, clerical, facilities, and administrative staff) is needed, particularly part-time teachers and clerical staff, so the Consortium will explore ways to collaborate on recruiting efforts and find new sources of staff. These sources might include the local universities – CSU Monterey Bay (CSUMB), UC Santa Cruz (UCSC), and the Monterey Institute of International Studies (MIIS) – who will be invited to participate in the Salinas Valley Adult Education Consortium. Both MIIS and UCSC have been important sources of teacher candidates, many of whom do classroom observation and student teaching at the Salinas Adult School in fulfillment of their TESOL/TESL requirements. The Consortium would like to increase the number of these teacher candidates and encourage them to choose placements throughout the region, especially South County. Teacher-training programs may also be approached about adding more adult education-specific training to their curricula.

Tutoring programs at local libraries, churches, and other community locations help to meet the educational needs of adult learners who are not currently served by the adult schools, community college, career training programs, or other providers. Catholic Charities of Monterey in Salinas provides needed assistance to students on immigration issues and citizenship preparation, and is conveniently located across the street from a church where the Salinas Adult School offers morning classes. Greater use of literacy volunteers, especially those who are currently volunteering at the libraries (some of whom are credentialed) and former adult school students, would help provide a valuable bridge to unserved and underserved adult students in the region, especially South County. The expanded use of Plaza Comunitaria to provide pre-literate Spanish speakers with basic language and math skills in their native language would greatly accelerate their progress and improve their persistence rates in ESL programs and higher-level academic or career training.

Industry partner resources will also be leveraged to meet the demand (from employers and adult learners) for more workplace training and career technical education. Companies can provide facilities as well as technical instruction by professionals.

New Consortium Partners. Additional community partners are being sought by the Salinas Valley AB86 Consortium. Members are leveraging existing networks and channels of communication like steering and advisory committee meetings, community group meetings, email networks and listservs, and professional conferences and trainings. The Consortium hopes to collaborate more with the Monterey County Literacy Network, which is an important clearinghouse for local providers; county corrections agencies; other higher education institutions like local universities and community colleges; and employers. The Consortium is forming workgroups for each of the five AB86 target areas, and workgroup members will continue to reach out to potential partners and expand the Consortium's network of service providers.

Table 7.1 Leverage of Existing Regional Structures from Partners

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
Monterey County Social Services/ CalWorks/EOPS	1, 2 and 4	<ul style="list-style-type: none"> - Student referral services - Support services - Participation in AB86 steering committee - Participation in Salinas Adult School Community Advisory Committee 	<ul style="list-style-type: none"> - Salinas Union High School District - Hartnell College 	<ul style="list-style-type: none"> - Staff time - Professional expertise - Student services 	Ongoing
Department of Rehabilitation	3	<ul style="list-style-type: none"> - Funds for contracted services to provide students with assessment, evaluation and training 	<ul style="list-style-type: none"> - Salinas Union High School District 	<ul style="list-style-type: none"> - Grant monies for services rendered 	3-yr contract
Monterey County Workforce Investment Board	4	<ul style="list-style-type: none"> - Student referral services for education and training programs for at-risk and special populations - Participation in AB86 steering committee 	<ul style="list-style-type: none"> - Salinas Union High School District 	<ul style="list-style-type: none"> - Staff time - Labor Market information - Professional expertise 	Ongoing
Libraries			All	<ul style="list-style-type: none"> - Facilities - Staff (and volunteer) time - Students 	

				- Networking / collaboration opportunities	
Corrections / Juvenile Hall			- - Hartnell College	- Staff time - Professional expertise - Students	Ongoing
Veterans Affairs	1, 3, 4 Many veterans receive educational services in the form of basic skills classes and learning support, classes and services for adults with disabilities, and vocational training in CTE certificate programs	- Student referral services to Hartnell Veterans Service Center - Funding and expertise for student education, training, and support services - including REAP, VRAP, and Vocational Rehabilitation programs - Professional development for Hartnell staff and faculty who work with veterans (e.g. how to work with students with PTSD)	- Hartnell College	- Staff time - Professional expertise - Students - Funding - Professional development	Ongoing
Rancho Cielo Youth Campus		- Student referral services	- - Hartnell College	- Staff time - Students	
Chambers, EDD, One Stop, Churches, Industry, MCOE					