

MERCED REGIONAL ADULT EDUCATION CONSORTIUM COMPREHENSIVE PLAN TO DATE

December 31, 2014

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INTRODUCTION

Merced County is located in the heart of the San Joaquin Valley (also known as the Central Valley) of California. Merced Community College District (MCCD) serves a geographically large rural area in the Central San Joaquin Valley which includes all of Merced County, Mariposa County, and portions of Madera County. The region, as defined by the Merced Community College District boundaries, includes the cities and unincorporated communities of Atwater, Ballico, Chowchilla (Madera County), Cressey, Delhi, Dos Palos, El Nido, Gustine, Hilmar, Le Grand, Livingston, Los Baños, Merced, Planada, Santa Nella, Snelling, Stevinson, Winton, and Mariposa County. The total area of the region is approximately 3,389 square miles. Merced, Los Baños, and Atwater are the largest population centers in the region. As of the 2010 United States Census, the population of the MCCD boundary area was 255,793.

Membership

The Merced Regional Adult Education Consortium membership is comprised of (1) community college and eight (9) school districts located within the geographical boundaries. All of the eligible members have submitted Intent to Participate forms. The members are: Merced Community College District, Merced Union High School District, Los Baños Unified School District, Dos Palos Oro Loma Joint Unified School District, Delhi Unified School District, Hilmar Union High School District, Le Grand Union High School District, Gustine Unified School District, Mariposa County High School and Chowchilla Union High School District. The Merced Community College District and Merced Adult School (of Merced Union High School District) each have a representative who serves as co-chair for the consortium.

Merced College's main campus is located in Merced. The college has an off campus center located in Los Baños. The Business Resource Center is located in downtown Merced. Partnering with school districts for facility usage, Merced College currently offers continuing education (Noncredit) classes and programs in Merced, Atwater, Chowchilla, Dos Palos, Los Baños, and Mariposa. Merced College reduced sections of avocational Noncredit courses during the budgetary reductions of 2008-09, however retained courses in the five categories listed in AB86.

The leaders of Merced Union High School District, recognizing the demographics and economic needs of the community, sustained funding levels for the Merced Adult School. As such, Merced Union High School District, the largest secondary school district in the region, did not radically reduce its allocation to adult education during the budget crisis. Merced Adult School serves the communities of Merced, Atwater, Winton, and Livingston as well as the surrounding areas.

However, adult education services were discontinued at most of the smaller school districts when funding flexibility was implemented in 2008-09. In the 3,400 square miles of the consortium boundaries, adult education services no longer exist in five of the eight school districts. School districts offering adult education services are limited to

Merced Union High School District, Gustine Unified School District, and Delhi Unified School District.

Collecting Data for the Comprehensive Report

The data templates provided by the statewide AB 86 Work Group are providing this consortium with the quantitative data to determine trends and gaps in adult education within our region. To date, the consortium has held six group meetings to collect qualitative data. Through the months of March to June, the Merced Regional Adult Education Consortium met with member and partner organization representatives to discuss the plan to complete this report. At the partner kick-off in April, partners provided feedback on what the current barriers are to adults achieving their educational success and what the ideal services are needed to improve educational outcomes. In May and June three work groups were held to focus on each program area, as defined by the statewide AB 86 Work Group, to determine strategies and resources needed to fill the regional gaps. The first work group focused on Program Areas 1 and 2, the second work group focused on Program Areas 4 and 5, and the third work group focused on Adults with Disabilities. Full notes of these meetings can be found on the Merced Regional Adult Education Consortium website.¹ In September, faculty from Merced College and Merced Adult School were convened to discuss goals and complete the tables for Objectives 3, 5 and 6. This to-date report reflects the input provided at these meetings and through the data template collection process.

¹ <http://mercedregionalgateway.org/>.

RECOMMENDATIONS FROM THE MERCED REGIONAL ADULT EDUCATION CONSORTIUM

- ✓ **Commitment to Permanent Funding for Dual System**
 - A Dedicated, Stable Funding Structure for K-12 Adult School
 - Transition Year – Maintain Current K-12 Capacity
 - Utilize the Existing State Fiscal Infrastructure to Provide Apportionment Funding
 - Regional AB 86 Plans Inform & Drive Regional Funding

- ✓ **Consider Differences in Rural Vs. Urban Adult Education Services**

- ✓ **Objective 3 Key Points**
 - Course Availability
 - Building a Foundation for Integration Between Community College, Adult Education, and K-12 Systems
 - Student Support for College & Career Readiness
 - Common Assessments, Curriculum, Progress Indicators, and Integrated Enrollment and Attendance Tools
 - Marketing
 - Community and Business Partnerships

Community Perspectives

The Merced Regional Adult Education Consortium recognizes that the voices of our member and partner experts in adult education are best equipped to describe the needs of our adult learners. The following pages provide letters, surveys, and reports to provide insight into the needs and challenges of adult learners in our communities.

1. Merced Regional Adult Education Consortium Member Letters
2. Adult Learner Letters – Support for Merced Adult School
3. Potential Student Surveys – Surveys conducted in the community
4. Current Student Surveys – Surveys conducted at Merced College and Merced Adult School
5. UC Merced Blum Center for Emerging Economies – Focus Group Report
6. Excerpt: Hanover Research – Benefits of Increasing Adult Educational Attainment – Merced Region
 - a. To see full report, visit: <http://mercedregionalgateway.org/resources.html>

Member Letter #1

To whom it may concern,

I was asked to write a perspective piece to be including in the report for the Merced Consortium:

Over the past 4 years that I have worked at Chowchilla Union High School, Alternative Education program, my registrar, myself and the Teachers have had hundreds of requests about Adult Education in Chowchilla. For a couple of years our local McDonalds was only hiring employees with high school diplomas. This drove the need for diplomas since jobs were scarce in this community. Presently our McDonalds is back to hiring without diplomas. The local harvest seasons also bring in people who realize that working in the fields is difficult work and that the money, which may seem like a lot at the time, runs out and you either have to further or finish your education or find a new crop to work.

Chowchilla and the community would really benefit from a local Adult Education program.

Michelle Irwin, Principal
Alternative Education
Chowchilla Union High School District

Member Letter #2



DELHI ADULT SCHOOL

Location: 10082 Vincent Rd.
Mailing Address: 9716 Hinton Avenue - Delhi CA 95315
(209) 656-2012 / FAX (209) 669-3165

Francisca Briones,
Principal

October, 6, 2014

To Whom It May Concern,

Delhi, California is the largest non-incorporated town in the county of Merced. Our community often gets forgotten because it is located in the northern part of Merced County. Some of our adult students sometimes travel to Turlock (Stanislaus County) for services because it is close to us, they have more to offer, and specifically because they have a high school diploma track. The Delhi Unified School District (DUSD) has made it a priority to provide some basic Adult School Classes to the community because the need for ESL and GED classes is tremendous. Our community is in great need on continuing the classes that we are offering and expand.

Currently Delhi Adult School offers GED, ESL (levels I, II, and III), Zumba and basic computer classes. Classes are available in the evenings from 6:00 p.m. to 8:00 pm. twice a week. Students pay a fee of \$35 plus the cost of the book. The fee is reimbursed at the end of the semester if their attendance is less than 3 absences. The biggest challenges the adult students face in the Delhi community is the lack of childcare and transportation. Delhi classes are offered in a non-apportionment bearing mode.

If you have any questions, please do not hesitate to call me at (209) 656-2012.

Sincerely,

Francisca Briones, Principal

Member Letter #3

To Whom It May Concern,

It is with great pleasure that I am writing a perspective piece to be included in the report for the Merced Consortium to highlight the need for additional adult education programs in Merced County.

I am going on my third year as principal of Irwin Continuation High School, and Colony Independent Study High in Hilmar Unified School District. During my tenure I have fielded numerous requests from students who once attended Irwin or Colony schools and desire to come back to complete their education as adults. What I've noted is that students will drop out because their family will be in need of the income they bring as they work in the fields during harvest or take on some other low-paying, temporary work to help the family financially. In time these individuals find that the better paying, more stable types of employment usually require a high school diploma.

Hilmar is an agricultural based community where the better paying jobs, such as those had by Hilmar Cheese, require a high school diploma. Even the local fast-food restaurants prefer to hire high school graduates. The pressure for a diploma also impacts the immigrant population, and older adults who need a diploma or classes that help them learn basic skills in English and/or math.

The challenge for most in Hilmar who desire to attain their diploma or improved English and/or math skills is the lack of an adult school in the area. Those who need the diploma normally struggle financially, and find it cost prohibitive to pay for the gas needed to drive out of town to attend school. Hilmar and the surrounding community would benefit from a local adult education program.

Darlene Carvalho,
Principal, Alternative Education
Hilmar Unified School District

Member Letter #4



**Robin Hopper
Superintendent**

MARIPOSA COUNTY OFFICE OF EDUCATION

P. O. Box 8 Mariposa, CA 95338 * Phone (209) 742-0250 Fax (209) 966-4549

10/1/2014

RE: Adult Education in Mariposa County

There is a proposal that California be split into six separate states. If that was to happen, Mariposa would be smack in the middle of the poorest state in the entire United States. There are several reasons for this, one being geography. Mariposa is very remote and far removed from any kind of education beyond high school. Unlike many Central Valley areas, where one can walk or take a bus to a junior college or trade school, that same educational access takes a drive of approximately one hour each way. That's a huge logistical strain for someone making minimum wage (or less). A second reason for Mariposa's bleak economy has to do with the fact that there is not much in the way of industry, with Delaware North (the concessionaire for Yosemite National Park) being Mariposa's largest employer being an hour's drive east of the town of Mariposa and the Mariposa County Unified School District being a top 5 employer, there simply are not many options for local folks without significant post secondary education.

Mariposa County would be tremendously enriched with an adult education program that would allow for even entry-level skills in business, including hospitality and culinary, and many of the trades.

Jon Corippo

Assistant Superintendent of Curriculum and Instruction - Mariposa County Schools
Director of Technology
Cell: 559-676-1935

MARIPOSA COUNTY BOARD OF EDUCATION AND TRUSTEES

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Partner Letter

Merced Regional Adult Education Consortium
Adults with Disabilities

STRATEGIES FOR COMMUNITY JOB PLACEMENT
Adults with Intellectual Deficiencies.
NOTES

With over thirty years of experience in working with adults with intellectual deficiencies I have seen numerous successes in community job placement. However, daily rates of reimbursement provided by the State of California through its regional center system have been frozen for over seventeen years. As a result programs serving the adult population have been decimated. All peripheral services such as job development, job placement and supported employment have been eliminated. When we look at this situation and add to it Merced Counties high unemployment rate and lack of employment opportunities this situation becomes even more dismal. However, I have also observed an eagerness among community employers to open their hearts to this population and motivation to work with placement specialists to carve out special vocational opportunities. With the proper resources we can increase placement rates and long term retention.

My Ideas

Merced County Schools is doing a good job in preparing students for transition into the adult service delivery system. However, resources to continue with the provision of needed services are almost nonexistent. Regional Center case managers are tasked with maintenance level activities such as maintenance of community placement and depopulation of State Developmental services and the California State Department of Rehabilitation has very limited resources.

Case Management-At the age of 22 and at graduation from the public education system, individuals with the potential for community placement should be picked up by a community service that can continue the services initiated by public education. Case management services should be focused on vocational evaluation, and employment preparation. This could include paid subsidized trial work placement and or transition to supported employment. Case management should also be focused on referral to existing community resources if available. In addition to vocation considerations case management should focus on the persona/social aspects of the individual's life which might include independent integrated living opportunities and may include supported living.

Services for this population need to be highly individualized and supports need to be long term.

Samuel M. Kalember
Executive Director
Kings View Work Experience Center

Adult Learner Letter #1

Dear Congressman Jim Costa,

Hello my name is Carissa Martinez Topete, I attend Merced Adult School in Merced, California. I am writing you this letter in regards to Governor Brown's budget for 2015-2016. This budget does not include money to fund my adult school that is a part of the Merced Union High School District. We only have two adult schools in our county, which means that that our adult schools are very important for people that are low income or just trying to better their future, and they are using the resources the Adult Schools offer them to advance their education.

Adult School is important to me because it gives me the chance to continue my education so I can go to college. I am a mother and wife, when I was in high school, I left school to work because my father was very ill. My mother was legally blind and I had no other options so I felt, being the oldest I thought I was making the right decision. Now I look back and I wish I could have just continued to further my education. The Adult School does this for me, it helps fill in the gap that I missed so I can go to college and better myself and my family.

This is not just for my situation but the situations of others who are around me, that are striving to better themselves. Some go to these adult schools to learn English and obtain skills to help get them prepared for jobs. Some are even here to help themselves become U.S Citizens.

These are just some key points in why Adult Schools are important to our communities and why I ask for your continued support in funding my school and other Adult Schools. I hope that you take this letter into consideration when looking over the budget for 2015-2016. I appreciate your time in reading this letter and hearing my voice

Sincerely,
Carissa Martinez Topete

Adult Learner Letter #2

Dear Congressman Jim Costa,

I, Natalia Munoz attend Merced Adult in Merced, California.

I am writing because I am worried that your budget plan for 2015-2016 does not include money to fund my adult school that is a part of the Merced Union High School District. Last year, more than 3500 people were students at our school, one of only two adult schools in our county.

Adult school is very important to me because I have been coming to the adult school for almost two years now. I started on the Adult Basic Education (ABE) class to help me improve my writing skills because English is my second language. Thanks to the adult school and the Adult Basic Education (ABE) program my writing has gotten better. I am now in the GED program and I would like to obtain my GED certificate this year.

It is critical that funds for K-12 adult school be included in the budget plans for K-12 school districts to allow my adult education program to continue.

Adult schools in California served up to 1.5 million adults per year before the economic crisis of 2008. My adult school offers classes in Merced, Atwater, Livingston, Los Banos, and sometimes LeGrand. There were 300 adult schools in communities all around California before 2008, and now many people do not have access to education to learn English, job skills or how to become U.S. citizens.

The state of California needs me to have schooling so I can add to the economy here. Adult education started with the public school system in California, has educated many people and should be funded to provide classes for me and others who need them.

Please provide money for my school, and hear my voice as I ask for your help!

Sincerely,

Ms. Natalia Munoz

Adult Learner Letter #3

Dear Governor Brown, (Congressman Anthony Cannella, Assemblyman Adam Gray)

Ze Yang attend Merced Adult School in Merced, California.

I am writing because I am worried that your (Governor Brown's) budget plan for 2015-2016 does not include money to fund my adult school that is a part of the Merced Union High School District. Last year, more than 3500 people were students at our school, one of only two adult schools in our county.

Adult school is very important to me because I

please keep our Adult School open because I want to learn how to speak English I'm a refugee from Laos my goal is be a good citizen in Merced.

It is critical that funds for K-12 adult school be included in the budget plans for K-12 school districts to allow my adult education program to continue.

Adult schools in California served up to 1.5 million adults per year before the economic crisis of 2008. My adult school offers classes in Merced, Atwater, Livingston, Los Banos, and sometimes LeGrand. There were 300 adult schools in communities all around California before 2008, and now many people do not have access to education to learn English, job skills or how to become U.S. citizens.

The state of California needs me to have schooling so I can add to the economy here. Adult education started with the public school system in California, has educated many people and should be funded to provide classes for me and others who need them.

Please provide money for my school, and hear my voice as I ask for your help!

Adult Learner Letter #4

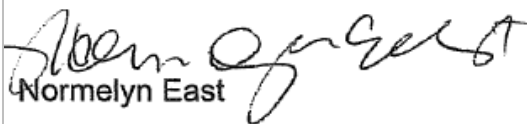
Dear Congressman Jim Costa,

I, Normelyn East, from Mariposa County attend Merced Adult School in Merced, California.

I am writing because I am worried that your budget plan for 2015-2016 does not include money to fund my adult school that is part of the Merced Union High School District. Last year, more than 3500 people were students at our school, one of only two adult school in our county. Adult school is very important to me because I feel comfortable going to this school, without feeling uneasy and discriminated against. I drive 90 miles, four days a week from Mariposa County to attend here at Merced Adult School. I'm worried if you don't fund my school, it will affect my plan to continue my education, and this is nearest school I could access. It is critical that funds for K-12 adult school be included in the budget plans for K-12 school districts to allow my adult education program to continue.

Adult schools in California served up to 1.5 millions adult per year before the economic crisis in 2008. My adult school offers classes in Merced, Atwater, Livingston, Los Banos, and sometimes Le Grand. There were 300 adults school in communities all around California before 2008, and now many people do not have access to education to learn English, job skills or how to become U.S. citizens. The state of California needs me to have schooling so I can add to the economy here. Adult Education started with the public school system in California, has educated many people and should be funded to provide classes for and others who need them. Please provide fund for my school, and hear my voice as I ask for your help.

Sincerely,


Normelyn East

Adult Learner Letter Quote

The following quote is from a participant in the UC Merced Blum Center Focus group (see page 21 for the report):

“[Getting a GED can help you] to be something important, to be an important person.”

– Participant in English-speaking group ages 25 to 55 years old

Potential Student Survey

The following table was prepared by Hanover Research² and describes the potential adult learners that are 18-49 years old:

Figure 1.13: Merced Population Age 18-49 with Less than an Associate’s Degree by Various Characteristics, 2012

| EDUCATIONAL ATTAINMENT | POPULATION | POPULATION BY VARIOUS CATEGORIES | | | | | | |
|------------------------|------------|----------------------------------|----------|---------|---------------|------------|---------------------|--|
| | | INCOME <\$25,000 | HISPANIC | VETERAN | NOT A CITIZEN | DISABILITY | LOW ENGLISH ABILITY | NOT CURRENTLY ENROLLED IN AN EDUCATIONAL PROGRAM |
| No schooling | 2,800 | 2,433 | 1,966 | 0 | 1,997 | 462 | 1,843 | 2,800 |
| | | 86.9% | 70.2% | 0% | 71.3% | 16.5% | 65.8% | 100% |
| PreK-8 | 10,243 | 6,985 | 9,695 | 66 | 8,070 | 2,003 | 6,979 | 10,243 |
| | | 68.2% | 94.7% | 0.6% | 78.8% | 19.6% | 68.1% | 100% |
| 9-12 | 17,513 | 14,541 | 12,547 | 0 | 9,288 | 2,932 | 4,544 | 15,536 |
| | | 83% | 71.6% | 0% | 53% | 16.7% | 25.9% | 88.7% |
| Less than HS | 30,556 | 23,959 | 24,208 | 66 | 19,355 | 5,397 | 13,366 | 28,579 |
| | | 78.4% | 79.2% | 0.2% | 63.3% | 17.7% | 43.7% | 93.5% |
| HS diploma | 30,147 | 20,283 | 18,295 | 672 | 5,635 | 4,288 | 1,720 | 27,203 |
| | | 67.3% | 60.7% | 2.2% | 18.7% | 14.2% | 5.7% | 90.2% |
| Some college | 36,008 | 25,291 | 18,485 | 387 | 2,997 | 3,056 | 806 | 19,840 |
| | | 70.2% | 51.3% | 1.1% | 8.3% | 8.5% | 2.2% | 55.1% |
| Total | 96,711 | 69,533 | 60,988 | 1,125 | 27,987 | 12,741 | 15,892 | 75,622 |
| | | 71.9% | 63.1% | 1.2% | 28.9% | 13.2% | 16.4% | 78.2% |

Source: PUMS

The following survey results were acquired in September at a local health fair event of one of the smaller rural communities in Merced County. Forty-two (42) surveys were completed by attendees of the event. The survey asked residents about their educational goals and the barriers (if any) that prevented them from completing their educational goals.

For Consortium Members, the responses were not surprising and confirmed discussions from earlier member and partner meetings.

Based on the survey results:

Top Barriers

1. Child Care
2. Distance/ Tuition/ Money/ Job Schedule
3. Transportation

Top Educational Goals

1. English as a Second Language
2. Computer Training
3. Job Training

² Hanover Research. “Analysis of Adult Education Offerings in Merced County and the Surrounding Region” (page 15). June 2014. <http://mercedregionalgateway.org/resources.html>

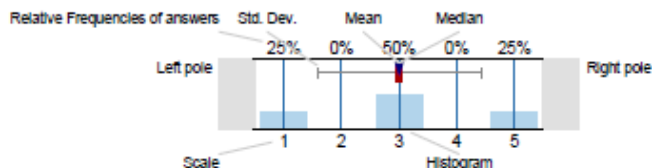
BRC Coordinator
 Adult Learner Interest Survey ()
 No. of responses = 42



Survey Results

Legend

Question text



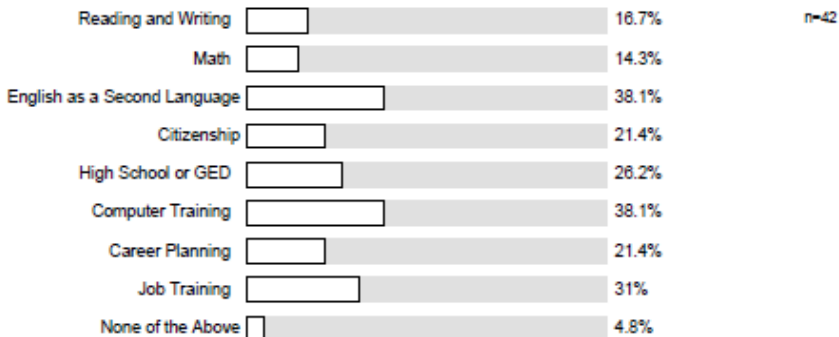
n=Amount
 av.=Mean
 md.=Median
 dev.=Std. Dev.
 ab.=Abstention

The Merced Regional Adult Education Consortium is surveying adults in the Merced County region to better understand the needs and challenges of adult learners working towards completing their educational goals. We appreciate your honest feedback on this survey.

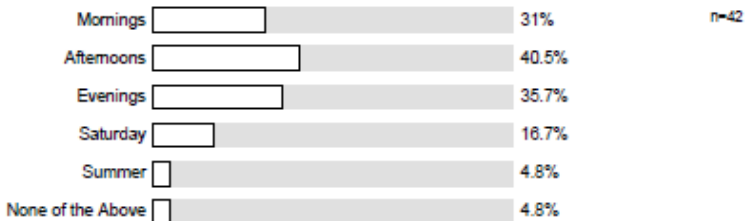
Do you know about adult education and training opportunities in the region?



Have you thought about attending any of these adult education classes? Mark all that apply:

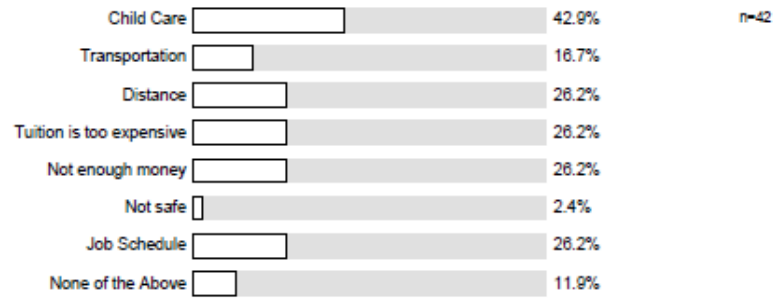


When could you attend classes? Mark all that apply:



BRC Coordinator, Adult Learner Interest Survey

What barriers/problems prevent you, or a family member, from going to school? Mark all that apply:



How many miles is it too far for you to go to school?



Current Student Surveys

The following survey results were conducted in the Merced Adult School and Merced College Noncredit classes. A total of 799 surveys were completed by Adult Learners. The survey included questions about their educational and career goals as well as barriers to completing their educational goals. Additional qualitative questions were asked to better understand the needs of adult learners in the region. Surveys were provided in English and Spanish. Students were asked the following questions:

- 1. What are your educational goals?***
 - a. Diploma
 - b. Equivalency
 - c. 2 or 4 Year Degree
 - d. Career Technical
 - e. Other
 - 2. What program(s) are you in now?***
 - a. Adult Basic Education
 - b. Diploma/GED
 - c. ESL
 - d. Citizenship
 - e. Career Technical
 - f. Adults with Disabilities
 - g. Apprenticeship
 - 3. Would you be interested in attending job training at the same time as your academic or ESL class?**
 - a. Yes
 - b. No
 - 4. Do you know about job training and college opportunities at other places/schools?**
 - a. Yes
 - b. No
 - 5. How many times have you met with a school counselor this year?**
 - a. None
 - b. 1 to 2
 - c. 3 to 5
 - d. 5 or more
 - 6. What services or help would you like offered at your school?***
 - a. Job Counseling
 - b. College Counseling
 - c. Job Placement
 - d. Financial Aid
 - e. Psychological Counseling
 - f. Financial Counseling
 - g. Health Services
 - h. Other
 - 7. What problems prevent you, or a family member, from coming to school?***
 - a. Child Care
 - b. Transportation
 - c. Tuition
 - d. Work Schedule
 - e. Distance
 - f. Money
 - g. Safety
 - h. Other
 - 8. How many miles will make it too far for you to go to school?**
 - a. 1-3 miles
 - b. 4-7 miles
 - c. 8-11 miles
 - d. 12-15 miles
 - e. 16-30 miles
 - f. 31-45 miles
 - g. 46-60 miles
 - h. 61 or more miles
 - 9. When could you attend classes?***
 - a. Mornings
 - b. Afternoons
 - c. Evenings
 - d. Saturdays
 - e. Winter
 - f. Spring
 - g. Summer
 - h. Fall
 - i. Other
- *Questions with an asterisk allowed students to mark multiple responses.**

Below are the survey results of the Merced Adult School and Merced College Noncredit classes:

| | ENGLISH SURVEYS | | SPANISH SURVEYS | | TOTAL SURVEYS | | |
|-------------------------------------|--------------------------|---------------|-----------------|---------------|-----------------|---------------|------------|
| 1. Educational Goals? | Total Responses | 654 | Total Responses | 145 | Total Responses | 799 | |
| | % | # | % | # | % | # | |
| | Diploma | 12.7% | 83 | 22.8% | 33 | 14.5% | 116 |
| | Equivalency | 14.7% | 96 | 20.0% | 29 | 15.7% | 125 |
| | Degree | 25.8% | 169 | 11.7% | 17 | 23.2% | 186 |
| | CTE | 17.7% | 116 | 22.1% | 32 | 18.5% | 148 |
| | Other | 7.5% | 49 | 4.9% | 7 | 7.0% | 56 |
| | TOTAL | 78.4% | 513 | 81.5% | 118 | 79.0% | 631 |
| 2. Current Program? | Total Responses | 654 | Total Responses | 145 | Total Responses | 799 | |
| | % | # | % | # | % | # | |
| | Adult Basic Education | 14.8% | 97 | 25.5% | 37 | 12.1% | 97 |
| | Diploma/GED | 17.7% | 116 | 9.6% | 14 | 14.6% | 116 |
| | ESL | 12.4% | 81 | 53.1% | 77 | 10.2% | 81 |
| | Citizen | 1.4% | 9 | 6.2% | 9 | 1.2% | 9 |
| | CTE | 11.8% | 77 | 11.0% | 16 | 9.7% | 77 |
| | AwDS | 1.7% | 11 | 1.4% | 2 | 1.4% | 11 |
| | Apprenticeship | 0.2% | 1 | 21.4% | 31 | 0.3% | 3 |
| TOTAL | 60.0% | 392 | 128.2% | 186 | 49.4% | 395 | |
| 3. Concurrent CTE & ESL? | Total Responses | 654 | Total Responses | 145 | Total Responses | 799 | |
| | % | # | % | # | % | # | |
| | Yes | 34.7% | 227 | 40.7% | 59 | 35.8% | 286 |
| | No | 20.0% | 131 | 11.0% | 16 | 18.4% | 147 |
| TOTAL | 54.7% | 358 | 51.7% | 75 | 54.2% | 433 | |
| 4. Education Opportunities? | Total Responses | 654 | Total Responses | 145 | Total Responses | 799 | |
| | % | # | % | # | % | # | |
| | Yes | 16.8% | 110 | 1.4% | 2 | 14.0% | 112 |
| | No | 40.8% | 267 | 48.3% | 70 | 42.2% | 337 |
| | Other | 0.3% | 2 | 0.0% | 0 | 0.2% | 2 |
| TOTAL | 57.9% | 379 | 49.7% | 72 | 56% | 451 | |
| 5. Counseling? | Total Responses | 654 | Total Responses | 145 | Total Responses | 799 | |
| | % | # | % | # | % | # | |
| | None | 30.0% | 196 | 51.7% | 75 | 33.9% | 271 |
| | 1 to 2 | 15.1% | 99 | 2.4% | 3 | 12.8% | 102 |
| | 3 to 5 | 4.7% | 31 | 0.0% | 0 | 3.8% | 31 |
| | 5 or more | 1.7% | 11 | 0.0% | 0 | 1.4% | 11 |
| TOTAL | 51.5% | 337 | 54.1% | 78 | 52.0% | 415 | |
| 6. Support Services? | Total Responses | 654 | Total Responses | 145 | Total Responses | 799 | |
| | % | # | % | # | % | # | |
| | Job Counseling | 19.6% | 128 | 32.4% | 47 | 21.9% | 175 |
| | College Counseling | 17.3% | 113 | 15.9% | 23 | 17.0% | 136 |
| | Job Placement | 25.8% | 169 | 24.1% | 35 | 25.5% | 204 |
| | Financial Aid | 19.3% | 126 | 13.8% | 20 | 18.3% | 146 |
| | Psychological Counseling | 7.0% | 46 | 17.2% | 25 | 8.9% | 71 |
| | Financial Counseling | 10.7% | 70 | 13.8% | 20 | 11.3% | 90 |
| | Health Services | 11.5% | 75 | 29.7% | 43 | 14.8% | 118 |
| | Other | 2.0% | 13 | 0.7% | 1 | 1.8% | 14 |
| | TOTAL | 113.2% | 740 | 147.6% | 214 | 119.4% | 954 |

| 7. Barriers? | Total Responses | | Total Responses | | Total Responses | |
|-------------------------|-----------------|-------------|-----------------|------------|-----------------|-------------|
| | % | # | % | # | % | # |
| Child care | 11.0% | 72 | 26.9% | 39 | 13.9% | 111 |
| Transportation | 15.9% | 104 | 22.1% | 32 | 17.0% | 136 |
| Tuition | 5.7% | 37 | 9.0% | 13 | 6.3% | 50 |
| Work Schedule | 7.5% | 49 | 18.6% | 27 | 9.5% | 76 |
| Distance | 10.7% | 70 | 16.6% | 24 | 11.8% | 94 |
| Money | 11.6% | 76 | 15.9% | 23 | 12.4% | 99 |
| Safety | 1.7% | 11 | 2.8% | 4 | 1.9% | 15 |
| Other | 4.4% | 29 | 0.0% | 0 | 3.6% | 29 |
| TOTAL | 68.5% | 448 | 111.9% | 162 | 76.4% | 610 |
| 8. Distance too far? | Total Responses | | Total Responses | | Total Responses | |
| | % | # | % | # | % | # |
| 1-3 miles | 7.2% | 47 | 1.4% | 2 | 6.1% | 49 |
| 4-7 miles | 8.4% | 55 | 2.8% | 4 | 7.4% | 59 |
| 8-11 miles | 4.6% | 30 | 6.9% | 10 | 5.0% | 40 |
| 12-15 miles | 5.5% | 36 | 7.6% | 11 | 5.9% | 47 |
| 16-30 miles | 10.1% | 66 | 13.1% | 19 | 10.6% | 85 |
| 31-45 miles | 5.4% | 35 | 5.5% | 8 | 5.4% | 43 |
| 46-60 miles | 8.0% | 52 | 15.2% | 22 | 9.3% | 74 |
| 61 or more | 8.9% | 58 | 14.5% | 21 | 9.9% | 79 |
| TOTAL | 58.1% | 380 | 67.0% | 97 | 59.7% | 477 |
| 9. Best Time to Attend? | Total Responses | | Total Responses | | Total Responses | |
| | % | # | % | # | % | # |
| Mornings | 39.6% | 259 | 41.4% | 60 | 39.9% | 319 |
| Afternoons | 22.9% | 150 | 19.3% | 28 | 22.2% | 178 |
| Evenings | 14.5% | 95 | 15.2% | 22 | 14.6% | 117 |
| Saturdays | 6.3% | 41 | 13.1% | 19 | 7.5% | 60 |
| Winter | 19.3% | 126 | 18.6% | 27 | 19.2% | 153 |
| Spring | 19.4% | 127 | 19.3% | 28 | 19.4% | 155 |
| Summer | 13.8% | 90 | 22.1% | 32 | 15.3% | 122 |
| Fall | 20.9% | 137 | 18.6% | 27 | 20.5% | 164 |
| Other | 0.8% | 5 | 0.0% | 0 | 0.7% | 5 |
| TOTAL | 157.5% | 1030 | 167.6% | 243 | 159.3% | 1273 |

The results of the survey both reinforce the discussions of members and partners occurring during these past 10 months and demonstrate the different needs of different populations in the Merced region.

Commonalities among the English- and Spanish-speaking Groups:

- Career Technical Education training was the second most selected educational goal for both groups.
- Job Counseling was the top priority for Spanish Survey participants and the second top priority for English Survey participants.
- Transportation was top barrier for English Survey participants and second top barrier for Spanish Survey participants.

- The majority of participants that responded to question 4 in both groups did not think they were knowledgeable about the educational opportunities in the region.

Differences:

- The number one selections for educational goals varied between the two groups. English Survey participants selected 2- or 4-year degree most often, while Spanish Survey participants selected high school diploma or equivalent.
- Child care was a much greater barrier for Spanish Survey participants (26.9%), than the top barrier for English Survey participants (Transportation, 15.9%). In fact, every participant in the Spanish Survey listed at least one barrier preventing them or a family member from coming to school, while some English Survey participants did not have any barriers prevent them from completing.

Other Observations:

- A majority of Spanish survey participants are not receiving educational and/or career counseling.
- If “Tuition” and “Money” were the same response and not separate, they would be the second most selected option for Spanish survey participants, just like the English Survey participants.

The results of this survey are a reminder that while developing a plan to improve adult education in the region, the Consortium needs to consider that one “size” does not fit all. Educational opportunities will need to include a variety of flexible solutions so as to better serve the various needs of the Merced region’s residents.

UC Merced Blum Center for Emerging Economies – Adult Education Focus Group Report

DRAFT – NOT FOR WIDE CIRCULATION

Adult Education Focus Groups
Summary Report of Winton Groups
Octavio Valencia & Steve Roussos
ACRD & UC Merced
November 4, 2014

The purpose of this focus group study was to understand what may be getting in the way of attending adult education to complete a GED and recommendation for overcoming these barriers. Five focus groups were conducted in Winton, CA with some done entirely in Spanish and some focusing on women. This report provides a summary of comments for the questions discussed during the focus groups. All information that may identify specific persons in each group have been removed. The summary aggregates the comments across all groups. At the end of the summary, a brief narrative discusses some findings that may be unique to certain groups.

How important is having a High School education or GED equivalent to them?

It is very clear that most focus group participants value very highly having a High School education and/or its GED equivalent. On a scale of one to ten, where one is the lowest value and ten is the highest, 72% of participants assigned a value of ten, 20% assigned a value of nine and 6% a value of eight, which means that 98% of respondents graded this as being very important, with only one out of fifty respondents having assigned a lower score. The reasons expressed by participants, in order of frequency mentioned, for why this was so important were as follows:

1. A GED or High School Diploma is now required for most jobs.
2. Having a High school diploma or GED equivalent would set a good example for their kids and it would allow them to help them with their school work.
3. A GED would give them a sense of pride, value and accomplishments and would also open many doors to a better job and a better life.
4. It is necessary to continue with higher education or pursuing a technical degree.
5. It is the key to not have to work in the fields any more
6. It will help you learn English

QUESTION # 1 - How would your life be different if you had a high school diploma or GED?

When the participants thought about how their lives would be different if they attained a GED, we got the following answers in order of how prevalent and important they were to them.

1. It would allow me to get a better job, with more pay.
2. It would be the key to pursuing a higher college education or to enrolling in a technical school.
3. It would allow me to set an example for my children and to set the bar for them by showing them that if I can do it, they can also pursue an education and do better for themselves.

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4. It would give me a feeling of accomplishment and sense of pride and self-worth.

In general, the participants thought that having a GED would allow them to get better jobs and improve their economic stability, that they would be happier if this happened and that their life in general would be less challenging. Many thought this was their way out of having to work in the fields and also had a very clear idea of mostly technical careers or trades that they would like to go into, especially in the English group. Setting an example for their children was also a reoccurring theme, as participants very often expressed the desire for their children to stay in school and try to make a better life for themselves than their own.

QUESTION # 2 - When it comes to something important that you must do, how do you get around these problems: Transportation, Child care, Work Schedule etc.?

The most commonly cited ways of solving for issues such as transportation, child care, work Schedule etc., when having to solve for them at times that something of great importance requires that they be present were as follows:

For transportation:

- Help from family and friends who can give them a ride
- Taking the bus (Which was said to be limiting, time consuming and may get to be “too expensive”, if used frequently)

For babysitting

- Help from family and friends who can look after the children
- Taking children to a babysitter that they know (No one mentioned using a child care facility)
- Taking the children with them

For work schedule conflict

- Asking for permission from boss

NOTES:

A common theme for solving for this issues was rearranging schedules and/or the time of the important appointment, whenever possible, to after work hours or within school hours.

The four most commonly mentioned reasons for having dropped out of a GED program by those participants that had been enrolled at one time were:

1. Child care problems.
2. Giving priority to work over school. (Seasonal workers/students).
3. Transportation limitations.
4. Lack of spousal support.

QUESTION # 3 - What other life circumstances do you need to work around and how do you currently get around these problems?

The most commonly cited problem was cultural and gender based. Several female participants referred to their own husbands as a major “problem” or challenge, due to the fact that their husbands

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are many times a hindrance to their continued development, due to their “Macho” ideology. They stated that their husbands tend to be discouraging towards their continued development and that many times they do not “give them permission” to attend school, as they are only expected to give priority to all household chores and taking care of the children. Furthermore, in their role as women they said that they were the ones responsible for their children’s school meetings and problems, as well as tending to their medical needs, leaving very little time for themselves. Supporting husbands were the exception.

Second in prevalence was the issue of having a hard time in making ends meet, solving for unexpected expenses, or even being able to pay the bills. No domestic violence issues were reported in any of the groups and only two participants were struggling with the added strain of mental illness in their household; one with a bipolar sister-in-law and one with a gravely mentally challenged son.

QUESTION # 4 - How do we best reach you?

The most commonly mentioned methods identified as ways by which the participants get their information about things that are important to them, are listed below in order of prevalence:

1. Through family and friends (Word of mouth).
2. Television.
3. Radio.
4. Church.
5. Flyers and direct mail.
6. Internet.

Who do they trust to give them information that is important to them?

1. Friends and family.
2. Their children’s schools.
3. Their Church or pastor
4. Television
5. Radio

***Use of Technology**

There were important differences in the level of use of technology and its proficiency level among the groups. As is to be expected, we found a greater use and proficiency in the use of technology among the younger participants. However, we did find 58% of participants navigate the internet and that 66% of them own a smart phone. However, only 44% of those that own a smart phone are proficient in its use, which means that 56% of respondents either do not own a smart phone or are not proficient in using them. Furthermore, the use of smart phones as a means by which they get the information they care about was not mentioned in any of the groups. Hence, we can expect that the dissemination of information through mobile devices would not be effective with this particular demographic.

QUESTIO # 5 - What are your aspirations and how can we help you?

Aspirations: The most generalized aspirations reported are presented below in order how prevalent they were among all groups:

1. Going to College, University of Technical schools.

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2. Getting a better paying job.
3. Completing a GED.
4. Learning to speak English.

NOTE: There were many concrete examples given as to the kind of technical careers that the participants had in mind pursuing, that all required a GED for enrollment, such as culinary, cosmetology nursing and truck driving schools.

How can we help you in reaching your goals or aspirations?

1. By bringing a GED school close to us.
2. By not making it so difficult to qualify for. *(This comments were made by people who were aware of CVOC's strict qualification guidelines)
3. By having mixed class schedules that we can make fit our many other responsibilities.
4. By having good teachers that really care and do a good job in teaching the material.

NOTES FROM THE FOCUS GROUPS LEAD

It was interesting to find out that regardless of the many constrains that women have for carving out time for themselves, the participation of women was 18% higher than that of men, even without taking into account the all women group, which also turned out to be the one with the greatest attendance at 16 participants.

The hardest age group to find participants and get them to agree to partake in the focus groups was the 18-25 years category, where we could only gather one group of five participants. The following five community organizations were involved in these efforts with very little success: The Winton Municipal Advisory Council (MAC), the Winton Educational Foundation (WEF), the Church of Christ (Iglesia de Cristo), the Winton Cowboys and the youth group at the Catholic Church. This might be representative of how little access our organizations have to this particular group and how underserved they are in their own community.

How was each group different from the rest?

Group # 1 – All women

- They had the largest attendance at 16 participants.
- They had more to contribute than other groups in terms of the cultural factors that hinder their own personal development, as a direct consequence of the suppressing influence of their husbands.
- They were very dramatically the group with the least proficiency in the use of their smart phones with none of the participants feeling that they were proficient in the use of their devises. They said that they relied on family members to help them with their devises whenever they could not operate them.

Group # 2 – Enrolled in a GED program at CVOC

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In terms of whether this group showed a higher degree to which they valued having a High School education or its GED equivalent, given that they are all already enrolled in a GED program, (Disregarding one low answer given by one “disgruntled” group member), no difference was observed when compared to the answers from other groups. It seems that all groups give the same high level of importance to a High School education or GED, but these students were able to enroll and are making it work for them. No over special characteristics or strategies to overcome their challenges for enrolling were observed either, other than a generalized sense of “Can do” attitude that was apparent in their answers. Many reported family support and sacrifices to overcome their personal obstacles, but nothing particularly new, different or out of the reach of the participants from the other focus groups.

Group # 3 – 18 to 25 years old, conducted in Spanish

This was the second most challenging group to recruit for, second only to the same age group but English speaking, that we were not able to put together despite having involved five different organizations.

This group was not as participative as the others and was also less clear in their aspirations and how their lives would be different if they had a High School diploma or it’s GED equivalent.

The smaller number in participation also represents a challenge in making generalizations from their answers, including their use of and access to technology, which we may expect to be higher within this particular age demographic. However, they were the only group where they all surfed the internet and also the only group to name the internet as a channel by which they get the information that was important to them.

Group # 4 – 24 to 55 years old, conducted in Spanish

This was the only group where two major barriers, other than those that applied to most of the participants, were exposed. One related to a mental disorder (Bipolarity) and one to an extreme mental disability, both suffered by family members in the household. Both members said to be doing as best they could to deal with their situation and in the case of the second case, the intense care required by the infant was cited as the main reason for having dropped out of the GED program.

This group also made special notice of how much having a good instructor can make in the retention of the material, as well as in keeping the motivation of the group to stay with and finish the program.

Group # 5 – 44 to 55 years old, conducted in English

This was the group with the clearest career paths that wanted to pursue, if they had a GED. Most of them had already looked into those technical schools and had not been able to enrolled, due to the lack of a GED.

This group also showed a high use of internet and the highest proficiency rate in the use of their smart phones, as 100% of the participants that owned a smart phone felt that they were proficient in using it.

This was the only group that did not identify television as a source from which they got the information that was important to them, but that could be attributed to the fact that the group was made up of people that belong to a couple of different church organizations, both of which may recommend limited television viewing.

Excerpt: Hanover Research – Benefits of Increasing Adult Education to the Merced Region

Hanover Research | November 2014

SECTION I: GENERAL BENEFITS OF INCREASING EDUCATIONAL ATTAINMENT LEVELS

The benefits that result from increasing educational attainment in the adult population go far beyond simple considerations of income growth. While many of these benefits may have some degree of causal link to personal income growth, it is important to identify them separately, as their positive effects cumulate into a larger return on investment in adult education than a simple comparison of program cost and associated personal income growth can provide. Note that, in large part, the benefits of education here discussed are based on research focused on increased attainment itself, leaving aside the question of differences in results between those achieving higher levels of attainment according to the “traditional” path and those who do so through adult education programs. It is not clear if any such differences exist.

PUBLIC BENEFITS LINKED TO INCREASING EDUCATIONAL ATTAINMENT LEVELS

Investing in adult education to obtain a better-educated working population leads to a wide range of public (or shared) benefits. From the standpoint of governments that are facing stretched budgets, the prospect of taking one action that leads to increased revenues and reduced expenditures on public assistance and policing must be appealing; investing for a more educated population is, according to existing research, such an action.

The general economic benefits to be had from increasing education attainment among adults are relatively straightforward in nature. If more individuals are capable of performing new work of greater economic value or more work of same level of economic value (both of which are considered increases in productivity), then these individuals ought to be able to obtain greater incomes, leading to increased tax revenue, greater demand for other goods and services, and other developments associated with economic growth. While scenarios can be created where productivity gains are not without downsides, the general case that increasing educational attainment leads to public benefits through increased productivity) is well-demonstrated.¹

Another side of the public economic benefits to be had from improving individuals’ educational attainment concerns public expenditures. Spending on the criminal justice system has grown tremendously in recent decades, and the costs of the system are increasingly hard for state and local governments to bear.² While the relative merits of the

¹ See, for example: Berger, N. , and P. Fisher. “A Well-Educated Workforce is Key to State Prosperity.” Economic Policy Institute, August 22, 2013, pp. 1-5. <http://s2.epi.org/files/2013/A%20well-educated%20workforce%20is%20key%20to%20state%20prosperity.pdf>

² For a look at incarceration cost growth alone, see: Badger, E. “The Meteoric, Costly, and Unprecedented Rise of Incarceration in America.” *The Washington Post* “Wonkblog,” April 30, 2014. <http://www.washingtonpost.com/blogs/wonkblog/wp/2014/04/30/the-meteoric-costly-and-unprecedented-rise-of-incarceration-in-america/>

current approach to criminal justice are outside the scope of this report, more educated people generally commit fewer crimes, and education has been demonstrated as a means to reduce recidivism among those who have turned to crime in the past.³ Increasing educational attainment for a population also leads to reduced spending on public assistance programs,⁴ as people who are able to obtain jobs with higher pay clearly have a reduced need for both direct monetary aid and other forms of assistance.

A more abstract set of public benefits can also be assembled out of the results of increasing educational attainment in society. Research indicates that individuals with greater levels of education are more involved in their societies, participating more frequently in elections, volunteering their time more often, and even donating blood more frequently.⁵ The latter two benefits may clearly be tied to having greater incomes and more free time as a consequence of higher pay (and thus reduced need to work for pay). The former speaks to a less measurable increase in the quality of a democratic society. Greater education also is associated with reduced social strife⁶—people are more able to get along with others when they are more educated, perhaps as a result of not feeling as though one is constantly in competition just to make ends meet. Another factor contributing to this benefit could be the longstanding belief that education “opens minds” and encourages people to better understand each other.

PRIVATE BENEFITS LINKED TO INCREASING EDUCATIONAL ATTAINMENT LEVELS

Of course, for many people, the motivation to increase their educational attainment emerges from a more straightforward desire to improve their personal economic situation. Education in general is routinely framed for the public as a way to increase one’s pay rather than as a means to foster social cohesion or improve the quality of democracy. On this point, the existing body of evidence is known to speak very clearly: obtaining higher levels of education is, all else equal, historically linked to increased pay and greater job security and opportunities. This latter point is particularly relevant in the current economic context, as increased attachment to the labor market, by definition, means that individuals are less likely to experience periods of unemployment that can stretch into long-term unemployment (and thus contribute to labor market exit, which places one outside the workforce and thus out of calculations of headline unemployment figures). People in jobs requiring higher levels of education also generally have access to more benefits, such as health insurance.

³ See both “Education and Vocational Training in Prisons Reduces Recidivism, Improves Job Outlook.” The RAND Corporation, August 22, 2013. <http://www.rand.org/news/press/2013/08/22.html> and Lochner, L., and E. Moretti. “The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports.” *American Economic Review*, 94(1), 2004. pp. 155-189.

⁴ French, L., and P. Fisher. “Education Pays in Iowa: The State’s Return on Investment In Workforce Education.” The Iowa Policy Project, May 2009. pp. 10-11. <http://www.iowapolicyproject.org/2009docs/090528-ROI-educ.pdf>

⁵ Baum, S., and J. Ma. “Education Pays: The Benefits of Higher Education for Individuals and Society.” College Board, 2007. pp. 25-28. http://www.collegeboard.com/prod_downloads/about/news_info/trends/ed_pays_2007.pdf

⁶ Harrison, H. et al. “Executive Summary: The Economic Impact of Secondary and Post-Secondary Career and Technical Education in Tennessee.” Sparks Bureau of Business and Economic Research, December 2006. p. 10. http://www.tn.gov/education/cte/docs_tccte/execsummary.pdf

Increased personal pay and higher levels of personal education also contribute to improved family life for many people. Research indicates that more educated parents are more likely to have healthy offspring who perform better in school and, in turn, seek higher levels of education themselves.⁷ The benefits of having parents with greater experience of the higher education system in general, including the financial aid process, have been clearly shown in higher rates of attendance and persistence among students with such parents.⁸ While the Merced Community College District regional adult education consortium's interest in this report is in the effect of raising adults one "level" of education (and thus some only would rise to "diploma/equivalent" rather than any level linked to higher education), the point of increased parent education generally improving the life trajectories of offspring remains.

There are numerous other private benefits to be had from increasing one's educational attainment. While many of these are again likely tied closely to increased income, they nonetheless increase the return on investment beyond what can be assessed simply through income comparisons. For example, being able to amass greater savings allows people to increase their quality of life in a wide number of evident ways, including feeling more economically secure (and thus experiencing reduced stress levels) and, more simplistically, being able to purchase "big-ticket" items like major appliances, cars, and housing. The benefits of the former point are not to be ignored—the stress of living in poverty has been clearly shown to reduce measures of health and negatively affect decision-making in ways that have long-term consequences for individuals, their families, and, ultimately, society at large.⁹ In this sense, many of the private benefits here described also generate or are linked to public benefits described above.

⁷ See both "America's Health Starts with Healthy Children: How Do States Compare?" Robert Wood Johnson Foundation, 2008. p. 15 http://www.commissiononhealth.org/PDF/819a3435-8bbb-4549-94db-7758248075cf/ChildrensHealth_Chartbook.pdf and Brownstein, R. "Are College Degrees Inherited?" *The Atlantic*, April 11, 2014. <http://www.theatlantic.com/education/archive/2014/04/are-college-degrees-inherited/360532/>

⁸ Westbrook, S., and J. Scott. "The Influence of Parents on the Persistence Decisions of First-Generation College Students." *Focus on Colleges, Universities, and Schools*, 6:1, November 2012. p. 3. <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Westbrook,%20Steven%20Parents%20of%20First-Generation%20College%20Students%20FOCUS%20V6%20N1%202012.pdf>

⁹ See both Weintraub, D. "Why Reducing Poverty—and Stress—Might Be the Key to Better Health." California Health Report, October 13, 2014. <http://www.healthycal.org/archives/16857> and Dennis, B. "Poverty Strains Cognitive Abilities, Opening Door for Bad Decision-Making, New Study Finds." *The Washington Post*, August 29, 2013. http://www.washingtonpost.com/national/health-science/poverty-strains-cognitive-abilities-opening-door-for-bad-decision-making-new-study-finds/2013/08/29/89990288-102b-11e3-8cdd-bcdc09410972_story.html

INCOME GROWTH FOR THE AREA SURROUNDING THE MERCED SERVICE AREA

For the population as described and constrained in the methodology section, Hanover’s analysis on income change (measured in 2012 dollars) linked to varying educational levels for those living in the four PUMAs of interest is detailed in Figure 2.1.

Figure 2.1: Income Differentials Based on Educational Attainment Groups, Merced Area

| GROUP*/VALUE | GROUP 1 | GROUP 2 | GROUP 3 | GROUP 4 |
|--|-----------------|------------------|-----------------|-----------------|
| Population Estimate** | 13,893 | 29,828 | 11,073 | 15,803 |
| Total Wage & Salary Income Estimate** | \$453,629,615 | \$1,106,531,106 | \$615,378,201 | \$1,016,211,973 |
| Average Wage & Salary Income Estimate** | \$32,652 | \$37,097 | \$55,575 | \$64,305 |
| Absolute (%) Growth, Lower to Higher Group | \$4,445 (13.6%) | \$18,477 (49.8%) | \$8,730 (15.7%) | N/A |

Source: Hanover analysis of Census Bureau data

*Group 1: 8th-12th grade, no diploma; Group 2: Diploma or equivalent; Group 3: Associate’s degree; Group 4: Bachelor’s degree

**Note that all of these values are estimates for which confidence intervals can be constructed. As these are all relatively large populations, the confidence intervals are small, and it is not clear that including them makes the figures substantially more useful. If desired, they can be supplied.

The largest gain to be had is in the jump from diploma completion to associate’s degree completion, where the average of reported incomes goes up by over \$18,000 (or almost 50 percent). Sizeable gains are present for both other educational attainment increases, though. Interestingly, those without a high school diploma appear to fare better in this area than they do statewide, while those with a bachelor’s degree in this area appear to do less well than they do statewide (as the next subsection focusing on changes in income by educational level statewide indicates). This may be due to the use of average as opposed to median income figures, though both measures are in common use for this type of analysis.

¹¹ “2010-2020 Occupational Employment Projections: Merced Metropolitan Statistical Area (Merced County).” California Employment Development Department, 2013.
<http://www.labormarketinfo.edd.ca.gov/county/merced.html#OCCDATA>

For the full report visit: <http://mercedregionalgateway.org/resources.html>

OBJECTIVE 1 – CURRENT SERVICES IN THE REGION

Area 1 – Basic Skills & High School Diploma/Equivalency

Community College

Merced College provides credit basic skills courses in reading, writing, and mathematics that are offered at various times and cost \$46 a unit at both the Merced and Los Baños campuses. Reading Foundations II & III are 4 units each with three hours of lecture and three hours of lab. There are five levels of basic skills mathematics including: Arithmetic; Decimals & Fractions; Career Technical Education Math; Pre-algebra; Beginning Algebra; and Intermediate Algebra.

Noncredit basic skill courses through Merced College include Reading and Computers courses designed for adult learners whose reading skills range from the third grade level to the sixth grade level, Skills Acquisition for student success in general studies, mathematics and allied health, college preparatory English classes in Reading and Writing and guidance courses designed for students who need academic probation solutions. Curriculum was recently developed and approved to offer basic skills reading and writing courses at four levels below the credit transfer courses. The new courses will help students develop reading comprehension, increase vocabulary and spelling ability, and think critically about the meaning of the reading assignment. These Noncredit basic skills classes provide an alternate option of skill building for students who may not be able to enroll in credit courses due to lack of financial resources for registration fees and course materials, or whose basic skill levels fall below what is currently offered through credit instruction.

**Please note in Objective 1, Table 1.1: Unduplicated head count represents the per course unduplicated count. District MIS systems cannot be disaggregated to show total unduplicated head count.*

K-12 School Districts

Delhi Adult School offers GED preparation classes in English and Spanish. Classes are available in the evenings from 6:00 p.m. to 8:00 pm. twice a week. Students pay a fee of \$35 plus the cost of the book. Delhi classes are offered in a non-apportionment bearing mode.

Irwin Continuation High School (Hilmar Unified School District) provides individual literacy planning meetings.

Merced Adult School offers basic education courses as well as high school diploma and high school equivalency preparation free of cost. Currently Merced Adult School partners with Merced Union High School District and Le Grand High School ASSETs Grants, Merced City School District, Weaver Union School District, and Atwater

Elementary School District to offer adult education services to parents. The partnership with Merced Union High School District's ASSETs program is in its infancy, but course offerings to parents at high school sites include Adult Basic Education, High School equivalency exam preparation, and basic computer instruction.

Adult Basic Education classes are offered through Merced Adult School in Merced, Atwater, Los Baños, and Livingston during the day. In Merced and Atwater, adult learners have access to classes in the evening Monday through Thursday.

Merced Adult School offers a high school diploma program that is open-entry, open-exit through book-based or technology-based instruction with hands-on activities and both large and small group instruction. Classes for the diploma track are available in Merced, Atwater, and Livingston. Merced classes are offered Monday through Friday from 7:30 a.m. to 12:00 p.m. and Monday through Thursday from 3:30 p.m. to 9:00 p.m. Classes in Atwater are from Monday through Friday from 8:00 a.m. to noon and Monday through Thursday from 5:30 p.m. to 8:30 p.m. Livingston classes are available Tuesday and Thursday from 3:30 p.m. to 6:30 p.m.

The GED program through Merced Adult School is also available in Merced, Atwater and Livingston. Merced classes are available Monday through Friday in the morning, Monday through Thursday in the afternoon, and Monday through Wednesday in the evenings. Atwater classes are available Monday through Friday in the morning and Monday through Thursday in the evening. Livingston classes are available Monday through Friday in the morning.

Turlock Adult School provides basic skills and high school diploma and high school equivalency preparation. GED is offered in English and Spanish. Counselors are available for adult learners on the high school diploma track. Turlock Adult School provides these services to residents living in northern Merced County.

Community Based Organizations

Central Valley Opportunity Center offers GED preparation for migrant farm workers and family members through the High School Equivalency Preparation (HEP) grant program. It is a 12-week program offered in English and Spanish. Participants receive individualized instruction within a structured GED curriculum as well as career, academic, life skills, and personal counseling. The program also assists participants with their individualized educational/employment goals such as entering postsecondary education, military, or placement in a career development program. All materials and books needed for the program are provided absolutely free. Classes are available in the unincorporated area of Winton, which is 10 miles outside of the city of Merced.

Merced County Jail Ministry offers literacy assistance and GED preparation for incarcerated adults through a volunteer ministry group. The chaplain for the Merced County Correctional Facility has collaborated with Merced Adult School for assistance in locating instructional staff and curriculum for GED preparation. Additionally they offer life skills classes including Celebrate Recovery and parenting courses.

Government Entities

Merced County Library Literacy offers one-to-one free tutoring in reading, writing, and math from basic understanding through application of critical thinking skills and reasoning. The program also provides preparation and practice for the GED, TASC (Test Assessing Secondary Completion), and HiSET (High School Equivalency Test) exams. Materials are provided for free. Tutors are trained to work with adult learners and the program is provided throughout Merced and Mariposa County. There are 12 library branches throughout the County as follows: Atwater, Delhi (public/school), Dos Palos, Gustine, Hilmar, Le Grand (public/school), Livingston, Los Banos, Merced (main), Santa Nella, Snelling and Winton. The Literacy Room in the main library has ultrabooks and iPads that are used for the adult learners in the Literacy program. Additionally, the County Librarian plans to put the Bookmobile into commission in the not-too-distant future.

Area 2 – ESL, Citizenship, and Workforce Preparation for Eligible Immigrants

Community College System

Merced College provides free, Noncredit ESL classes in Merced, Dos Palos, and Los Baños. Classes are available in the mornings and are open-entry, open-exit classes. There are also credit ESL classes for students to advance into basic skills English, working towards degree applicable and/or transferable English classes.

K-12 School Districts

Delhi Adult School offers ESL in “Beginning High”, “Low and High Intermediate”, and “Advanced and Proficient Skills”. Delhi also provides bilingual computer literacy courses in the evenings. All classes are available in the evening from 6:00 p.m. to 8:00 p.m. twice a week for a fee of \$35 plus the cost of books.

Gustine Adult School provides “ESL 1-2a Literacy, Beginning, Intermediate (low)” and “ESL 2b-3, High Intermediate and Advanced” Monday through Friday from 9:00 a.m. to 12:30 p.m.

Merced Adult School currently partners with Merced Union High School District and Le Grand High School ASSETs Grants, Merced City School District, Weaver Union School District, and Atwater Elementary School District to offer ESL classes to parents. In total five high school sites and 3 elementary school sites hold ESL classes on their campuses.

Merced Adult School offers four levels of ESL in Merced Monday through Friday from 9:00 a.m. to noon. ESL I & II and III & IV are offered Monday through Wednesday from

6:00 p.m. to 9:00 p.m. Merced Adult School also offers ESL in Atwater with beginning ESL on Wednesday and Thursday from 5:30 p.m. to 8:30 p.m. and Intermediate ESL on Monday and Tuesday from 5:00 p.m. to 9:00 p.m. Classes are free and students use textbooks and computers as well as engage in projects to learn English.

A free citizenship class is offered twice a week from 12:30 p.m. to 2:45 p.m. in Merced. The class prepares students for the USCIS (United States and Immigration Services) test and oral interview. Students must be enrolled in an Intermediate ESL class to attend.

Turlock Adult School offers three levels of ESL: beginning, intermediate, and advanced. They also offer the GED in Spanish.

Non Profit Organizations

Central Valley Opportunity Center offers self-paced ESL classes as part of the WIA 167 Migrant and Seasonal Farmworker Program. To be eligible for the services, customers must have worked in farm or cannery work, and family income must be at or below the poverty level. Client must reside in the service area and provide documentation of U.S. residency.

Area 3 – Adults with Disabilities

Community College System

Merced College partners with Kings View Work Experience in Atwater to provide “Daily Living Skills” and “Career and Life Planning” classes for adults with disabilities. Adult learners are taught life-skill proficiencies for successful social interaction and self-care. Classes are available Monday through Friday from 9:00 a.m. to 2:00 p.m. on a semester basis.

K-12 School Districts

Merced Union High School District and Merced County Office of Education offer adult transition classes for students who received certificates of completion based on Individual Education Plan (IEP) goals and are ages 18-22. Classes are held on the Merced Adult School campus and Atwater High School campuses. A best practice for serving adults with disabilities is the Wired Café that is operated by Merced County Office of Education (MCOE) where students gain food service skills.

Community Based Organizations

Kings View Work Experience partners with Merced College to provide “Daily Living Skills” and “Career and Life Planning” classes for adults with disabilities. Adult learners learn life-skill proficiencies for successful social interaction and self-care. Classes are available Monday through Friday from 9:00 a.m. to 2:00 p.m. on a semester basis.

Training is provided on a one-to-one basis in the resident's apartment to maximize training benefits and as a means of insuring success in community living.

Challenged Family Resource Center provides community-based training to people 22 years and older called "Dream Enterprises."³ The program promotes skill building, socialization, and independence through the use of community based instruction and practical life experience. Goals are determined by the client according to their interest and strengths with daily monitoring of participation. After a goal is determined, clients are assigned a "TEAM" of coaches and other clients with similar interests. Monthly activities are scheduled and a calendar is generated. Goals are reviewed on an annual basis (or sooner if needed). Clients have the option of changing TEAMS at the end of 3 months. Skills are taught in the setting in which they naturally occur including volunteerism and social settings. Program hours are from 9:00 a.m. to 2:00 p.m. Monday through Friday with a ratio of 1:4 and 1:3. *This partner has not connected with the Consortium, but we hope to partner with them in the future.*

Area 4 – Short-Term CTE Programs with High Employment Potential

Community College System

Merced College provides credit certificates and degrees in a wide range of career pathways for industries such as agriculture; healthcare; business; industrial technology; and science, math, and engineering. Noncredit programs include Medical Assisting, Technical Office Occupations, and Court Interpreter & Administrative Hearings.

The college has developed 2+2 articulation agreements with the Merced County Office of Education Regional Occupational Program and with Merced County High School Districts. 2+2 agreements have dramatically increased from nine (9) in 2009-10 to 78 in 2013-14 due to Career Technical Education Transitions funding support.

K-12 School Districts

Merced Adult School provides career technical education classes in Computers and Office Technology. The course is divided into modules: 1) Career Foundations, 2) Basic Finance, and 3) Clerical/Microsoft Office Specialist. All modules are available in Merced Monday through Thursday from 8:00 a.m. to 4:30 p.m. and in Atwater Monday through Friday, 12:30 p.m. to 4:30 p.m. Students learn basic math, banking, inventory, and payroll procedures. Students build upon knowledge from the Basic Finance class and develop advanced skills in Microsoft Office. Industry recognized Microsoft certification at Master and Expert levels are available as a part of the program. Completion of the class can also lead to an externship so students can build work experience. The fee for each module is \$75. In the fall of 2014, Introduction to Energy and Energy Auditing classes began. The goal of this class is for students to earn certification in Energy Auditing, and

³ Challenged Family Resource Center. "Dream Enterprises: Program to Independence."
<http://www.challengedfrc.org/dreamteam.html>

then continue on to Solar Panel Installation class in 2015-16, for certification in the solar industry.

Merced County Regional Occupational Program offers trainings for adults including: Accounting Occupations (26 weeks, Merced), Computerized Office Technology (26 weeks, Merced/Los Baños), Logistics and Warehousing (18 weeks, Atwater), Marketing Occupations/Customer Service (18 weeks, Los Baños), Automotive Technology (26 weeks, Atwater), and Medical Assisting (26 weeks, Merced/Los Banos). All classes are Monday through Thursday, 8:30 a.m. to 4:30 p.m. and provide students the opportunity to train at a local business.

Community Based Organizations

Central Valley Opportunity Center provides programs in General Business (22 weeks), Cooking Occupations (12 weeks), Welding & Industrial Maintenance (22 hours), and Retail Sales Cashier (12 weeks). Courses are available in Winton and are free of cost to eligible participants.

Industry Organizations

Merced County Farm Bureau offers short-term trainings, such as Hazardous Materials, to update certificates for workers in the agriculture industry.

Area 5 – Programs for Apprenticeship

There are currently no designated pre-apprenticeship programs in the area. However, the California Department of Industrial Relations (CDIR) lists 110 apprenticeship programs that are available in the Merced Area. Apprenticeships are available for a variety of occupations, from cosmetology to ironworking to firefighting. Many apprenticeships are related to employment in construction, such as plumbers, electricians, and laborers.

Regional labor union partners have been in attendance at our AB 86 meetings (albeit the actual labor union training sites for these unions are not in the Merced Regional Consortium boundaries). Pre-apprenticeship skills are embedded in adult education basic skills courses and CTE courses in our region as provided by regional members and partners. Some existing CTE courses offer externships.

Tables 1.1 and 1.2

Information required for Tables 1.1 and 1.2 are available in the separate excel document.

OBJECTIVE 2 – CURRENT NEEDS IN THE REGION

Area 1 – Basic Skills & High School Diploma/Equivalency

Table N.1 demonstrates the educational levels of Merced Regional Consortium’s residents by age. Based on these figures, of the population ages 18-49, 26% do not have a high school diploma, 31% have some college and 16% have an associate’s degree or greater.

Table N.1: Merced County Population by Age and Educational Attainment, 2012⁴

| AGE | NO SCHOOLING COMPLETED | PREK-8 | 9-12 | HS DIPLOMA/EQUIVALENT | SOME COLLEGE, NO DEGREE | ASSOCIATE’S DEGREE | BACHELOR’S DEGREE | GRADUATE DEGREE | TOTAL | 90% CI (+/-) |
|--------------|------------------------|---------------|---------------|-----------------------|-------------------------|--------------------|-------------------|-----------------|----------------|----------------|
| <18 | 22,958 | 44,732 | 12,434 | 526 | 0 | 0 | 0 | 0 | 80,650 | 705.8 |
| 18-24 | 0 | 0 | 5,137 | 8,609 | 17,412 | 1,231 | 997 | 0 | 33,386 | 972.7 |
| 25-29 | 476 | 1,533 | 2,664 | 6,495 | 3,190 | 856 | 1,629 | 732 | 17,575 | 825.4 |
| 30-34 | 593 | 2,813 | 2,538 | 3,459 | 4,530 | 1,830 | 1,283 | 465 | 17,511 | 1,054.5 |
| 35-39 | 36 | 1,264 | 3,481 | 4,528 | 3,934 | 1,338 | 1,991 | 750 | 17,322 | 2,388.7 |
| 40-44 | 964 | 3,002 | 1,932 | 3,228 | 2,686 | 1,421 | 1,157 | 372 | 14,762 | 2,221.8 |
| 45-49 | 731 | 1,631 | 1,761 | 3,828 | 4,256 | 690 | 1,329 | 997 | 15,223 | 783.8 |
| 50-59 | 1,069 | 4,088 | 3,150 | 6,013 | 5,707 | 2,385 | 2,499 | 1,745 | 26,656 | 1,939.4 |
| 60+ | 3,556 | 6,547 | 4,427 | 8,969 | 7,695 | 3,146 | 2,929 | 1,987 | 39,256 | 1,536.7 |
| 18-49 | 2,800 | 10,243 | 17,513 | 30,147 | 36,008 | 7,366 | 8,386 | 3,316 | 115,779 | 1,164.6 |
| Total | 30,383 | 65,610 | 37,524 | 45,655 | 49,410 | 12,897 | 13,814 | 7,048 | 262,341 | 892.2 |

As described in Objective 1, there are several organizations where adults can attain basic education and/or obtain a high school diploma or equivalent certificate. Despite these offerings, challenges adult learners face include: access to more courses, a lack of information about existing programs, student support, transportation and child care, and lack of access to technology. It should be noted that many of these barriers are a common thread throughout all five program areas.

Access to Courses

Having access to a greater variety of classes is an important issue for this region. In discussions with partners throughout the Consortium’s service area, having access to courses in more communities and available at more times (including evenings and weekends) would benefit many adult learners. As discussed in Objective 1, free classes are available, but they are limited to certain communities and currently none of the classes are available on the weekend.

⁴ Hanover Research, “Analysis of Adult Education Offerings in Merced County and the Surrounding Region” (page 10). June 2014. <http://mercedregionalgateway.org/resources.html>

Outreach/Marketing

In discussions with members and partners it became apparent that there is a need to better communicate with the community about what classes and programs are available. Currently adult learners receive information primarily by mailers, word-of-mouth, or through referrals from organizations that provide supportive services. Additionally adult learners would benefit from better knowledge about support services available to them including financial aid, public transportation schedules, child care service providers, and mental health services.

Student Support

Students who need a diploma (or equivalency certificate) or need basic education to advance in their job opportunities have needs for motivation and encouragement. Counseling is important to help them set and complete their educational attainment goals. As one partner pointed out during a work group meeting, many adult learners feel it is too daunting to make up all of the classes necessary to finish their educational goals. Educational providers need to provide counseling and mentoring that can help adult learners achieve their goals and seek out additional support from organizations that provide services in the region as needed.

Transportation & Child Care

While free classes are available to residents, the cost to pay for child care and transportation prevent adult learners from taking advantage of courses. Many adult learners in basic education or on a high school track do not have reliable access to vehicles. Partners at the work groups noted that adult learners often mention not being able to afford the gas and/or only having access to unreliable vehicles. Public transportation is available throughout the county and connects city-to-city (predominately within incorporated cities), but schedules of routes and class time are not well coordinated.

However, as Table N.2 below demonstrates, the cost of using public transportation can be a barrier for adult learners, especially those who are only beginning their path of obtaining a diploma/career through the basic education courses. While buying a 31-Day pass is a reasonable rate per day, if students only use it four times a week for 18 weeks, it is not as cost efficient. Additionally the 31-Day Pass does not apply to intercity travel. Residents who can afford the bus find transportation schedules too infrequent to travel 20-40 miles away from home. And often residents using in-city bus systems do not know the best route to reach their destination and end up taking a burdensome route.

| Timeframe | All Day Local | All Day Intercity | 31 Day (\$60) |
|-----------------------|---------------|-------------------|---------------|
| One Day | \$4 | \$8 | \$1.96 |
| Cost for One Semester | \$288* | \$576* | \$300 |

**Cost estimated for 18-week program that meets 4x a week.*

In addition to unreliable transportation, adult learners have to find child care in order to take classes. As the Table N.3 details, households with children under 18 make up over half of the households in Merced County and over 26% in Mariposa County and 42% in the city of Chowchilla. For adult learners who are trying to improve their economic status by taking basic education or high school courses in order to enter into career training, it is a burden to find affordable child care.

| | Families | Single Parents |
|---------------------------------------|-------------------|-----------------|
| Merced Co. (Households: 74,496) | 32,637 44% | 11,396 15% |
| Mariposa Co. (Households: 7,256) | 1,411 19% | 478 7% |
| Chowchilla (Households: 3,871) | 1,279 33% | 315 9% |
| California (Households: 12.5 mill) | 4.1 mill 23.2% | 1.2 mill 11% |

Table N.4 below is the annual cost for child care in the region. Even for child care provided in family homes, the cost is *one-third* of the per capita income for Merced County. And if a family can find affordable child care, travelling 20-40 miles away can be a concern if there is an emergency with the children while parents are in school. There are also cultural concerns with leaving children to be cared for by strangers that prevent adult learners from attending classes.

| Facility Type: | Child Care Center | | Family Child Care Home | |
|--|-------------------|-------------|------------------------|-------------|
| Age: | Infant | Preschooler | Infant | Preschooler |
| Merced Co. (Per Capita: \$18,343) | \$9,968 | \$6,599 | \$6,847 | \$6,507 |
| Mariposa Co. (Per Capita: \$27,670) | \$9,830 | \$6,605 | \$7,103 | \$6,699 |
| Madera Co. (Per Capita: \$12,550) | \$10,311 | \$7,018 | \$6,479 | \$6,182 |
| California (Per Capita: \$29,551) | \$11,461 | \$7,982 | \$7,446 | \$7,050 |

⁵ The Bus "Pass Information" <http://www.mercedthebus.com/136/Pass-Information> Access 7/21/14

⁶ Kidsdata.org: A Program of Lucile Packard Foundation for Children's Health "Annual Cost of Child Care by Age Group and Type of Facility" <http://www.kidsdata.org/topic/19/early-care-and-education/summary>

Residents do not want to leave their community of residence and children during the day, even if we solved the current transportation and child care issues. This is a compelling reason for creating a variety of course offerings throughout the region and/or developing a “hub and spoke” of offerings.

Access to Technology

With the standardization of electronic testing for the GED it has become vital for adults enrolled in classes under Program Area 1 to understand and have access to technology. Also being able to access technology in rural areas can alleviate the burden of traveling 20-40 miles to take courses. Discussions with members and partners revealed that our region’s adult learners would benefit from having computer labs in remote areas, more distance learning, and county-wide internet access. These options would provide more access to adults throughout the region to achieve their educational goals.

Area 2 – ESL, Citizenship, and Workforce Preparation for Eligible Immigrants

Table N.5 details the number of residents in the Merced Region who are not U.S. citizens as well as the number of residents who speak English less than “very well.” Merced County has a particularly large population of residents who are not citizens (17%) and a population who does not speak English well (23%). For these residents the challenges are: lack of access to courses, language barriers, transportation, and child care.

| Location | Population not a U.S. citizen | Population Speaks English less than “very well” |
|------------------------------------|----------------------------------|--|
| Merced Co (Pop: 253.5k) | 42,468 (17%) | 54,295 (23%) |
| Mariposa Co (Pop: 18k) | 263 (1%) | 266 (2%) |
| Chowchilla, city (Pop of 11.7k) | 1,520 (8%) | 1,363 (8%) |
| California (Pop: 36.7mill) | 5.4 mill (15%) | 6.8 mill (20%) |

Access to Courses

As stated in Program Area 1, while free ESL classes are available in several communities, there are still rural areas that do not have local services for residents. Only one citizenship class is provided in the region. The majority of workforce preparation classes are provided in English only. Suggestions to offer classes that embed ESL in vocational training have been recommended by members and partners.

⁷ U.S. Census Bureau *America FactFinder* “Selected Social Characteristics: 2008-12 American Community Surveys 5-Year Estimates” <http://www.census.gov/>

Language Barriers

A large challenge for the immigrant population in the Merced region is having access to resource providers who can speak the native languages of our residents. Also, with classes primarily in English, many immigrants are not able to succeed in English-only vocational classes.

Transportation & Child Care

As described in Program Area 1, not having access to affordable and reliable transportation and child care significantly hinders adult learners from being able to make time for their educational goals.

Area 3 – Adults with Disabilities

The U.S. Census Bureau reports that the percent of persons (all ages) with disabilities is 18% for Mariposa County, 15% for Merced County, and 15% for Chowchilla. Table N.6 provides an overview of the number of residents facing different types of disabilities between the ages of 18-64. The disabilities listed in the US Census Bureau data include auditory, visual, mental, ambulatory, self-care, and independent living. In every category, the Merced region has a higher percentage of adults with disabilities than the state average. In rural areas it is even more difficult for people with disabilities and their families to receive education and training that would improve their lives.

Table N.6 Adults with Disability – Comparison: Merced Region and Statewide⁸

| Location | Population with Disability(ies) | | Number (Percent) of Adults ages 18-64 with Types of Disability | | | | | |
|------------------------------------|---------------------------------|------------------|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Total | 18-64 yrs. old | Hearing | Vision | Cognitive | Ambulatory | Self-Care | Ind. Living |
| Merced Co (Pop: 253.5k) | 37,290 (14.7%) | 21,591 (9%) | 5,068 (3.4%) | 9,211 (6.2%) | 8,990 (6.0%) | 8,770 (5.9%) | 3,338 (2.2%) | 6,384 (4.3%) |
| Mariposa Co (Pop: 18k) | 3,245 (17.9%) | 1,835 (10%) | 676 (3.7%) | 584 (3.2%) | 705 (3.9%) | 734 (4.1%) | 228 (1.3%) | 424 (2.3%) |
| Chowchilla, city (Pop of 11.7k) | 1,760 (14.9%) | 788 (7%) | 116 (1.6%) | 111 (1.6%) | 344 (4.8%) | 579 (8.2%) | 122 (1.7%) | 393 (5.5%) |
| California (Pop: 36.7mill) | 3.6 mill (10%) | 1.8 mill (5%) | 360k (1.5%) | 337k (1.4%) | 779k (3.3%) | 905k (3.9%) | 363k (1.6%) | 680k (2.9%) |

The Adults with Disabilities work group provided one of the biggest challenges in determining how to fill in the gaps. It was explained to the group by the only independent living facility in the region that for the last 17 years funding has been cut to programs for adults with disabilities. It was a sobering experience. The discussion focused on the diversity of adults with disabilities and how our systems are ill-equipped

⁸ U.S. Census Bureau *America FactFinder* "Disability Characteristics: 2008-12 American Community Surveys 5-Year Estimates" <http://www.census.gov/>

to assist the varying levels of adults with disabilities and their families with educational tools and resources.

Access to Courses

Through this work group it became clear that there are very few options for adults with severe disabilities (cognitive, self-care, and independent living). A particularly great need is life skills (how to socialize, how to live independently) and job skills trainings. Partners suggested funding for job coaches and supported employment training that would help adults with more severe disabilities to join the workforce. We need funding to have the job coach go in, learn the job, and then work with the adult with disabilities to mentor and train them to perform the job. Additionally, we need funding to educate and assist employers to hire adults with disabilities who cannot do a full job but can do part of a job well.

Student (and Family/Community) Support

The most positive suggestion from the discussion was creating a course to help families know how to help their family member with disabilities, such as an annual disability related conference to inform professionals and the community about how to support adults with disabilities.

Another suggestion to benefit adults with disabilities would be a regional center staffed by a psychologist who could go out to the other communities to provide case management. The center would have a mobile unit staffed with a psychologist, academic counselor, transcript evaluator, and support service representative to provide services to the rural areas. Many people take for granted that adults with less severe disabilities will figure their educational pathway out for themselves because they are adults; however navigating a career pathway is often too difficult and many students do not complete the needed tasks.

Case management is an important piece of support for adults with more severe disabilities. One of our partners, Sam Kalembor of Kings View Work Experience, provided a narrative of what he sees as a great need for residents of the Merced region with disabilities:

“With over thirty years of experience in working with adults with intellectual deficiencies I have seen numerous successes in community job placement. However, daily rates of reimbursement provided by the State of California through its regional center system have been frozen for over seventeen years. As a result programs serving the adult population have been decimated. All peripheral services such as job development, job placement and supported employment have been eliminated. When we look at this situation and add to it Merced County’s high unemployment rate and lack of employment opportunities this situation becomes even more dismal. However, I have also observed an eagerness among

community employers to open their hearts to this population and motivation to work with placement specialists to carve out special vocational opportunities. With the proper resources we can increase placement rates and long term retention.

My Ideas

Merced County Schools are doing a good job in preparing students for transition into the adult service delivery system. However, resources to continue with the provision of needed services are almost nonexistent. Regional Center case managers are tasked with maintenance level activities such as maintenance of community placement and depopulation of State Developmental centers and the California State Department of Rehabilitation has very limited resources.

Case Management - At the age of 22, and at graduation from the public education system, individuals with the potential for community placement should be picked up by a community service that can continue the services initiated by public education. Case management services should be focused on vocational evaluation, and employment preparation. This could include paid subsidized trial work placement and or transition to supported employment. Case management should also be focused on referral to existing community resources if available. In addition to vocation considerations case management should focus on the personal social aspects of the individual's life which might include independent integrated living opportunities and may include supported living.

Services for this population need to be highly individualized and supports need to be long term.

*Samuel M. Kalember
Executive Director
Kings View Work Experience Center"*

As Mr. Kalember's statement reveals, the expectations for educational providers are that they build more extensive student services for adults with disabilities than they have for general population students. It is going to require not only more community support and awareness, but a commitment of more funding from state and federal sources to provide the services and support that will make a difference in the lives of these adults.

Area 4 – Short-Term CTE Programs with High Employment Potential

The Central Valley was one of the hardest hit areas during the 2008 recession. The Merced region is still recovering, as indicated by the unemployment figures in Table N.7 below. Unemployment figures are particularly concerning for individuals living below poverty. In Merced County, one in four individuals live below the poverty level. These

are the individuals who most likely need to receive services from adult education providers to improve their economic status, but are currently held back because of the same challenges faced by the other three program areas. The largest challenges for this group are: access to courses, ancillary support, and technology access.

| Location | Unemployment | Living Below Poverty |
|------------------------------------|---------------------|-----------------------------|
| Merced Co (Pop: 253.5k) | 16.1% | 24.6% |
| Mariposa Co (Pop: 18k) | 14.7% | 14.7% |
| Chowchilla, city (Pop of 11.7k) | 11.3% | 18.4% |
| California (Pop: 36.7mill) | 11% | 15.3% |

Access to More Courses/Programs

During discussion, partners often mentioned the need for work experience or internships for adult learners. The region has some training programs, but employers increasingly expect to see experience on an application. Additionally the region would benefit from offering more stackable industry-recognized certificates. Stackable certificates allow students to progress in education while advancing their careers. Condensing courses and certificate programs would also help adult learners complete their educational goals in a more efficient timeframe, getting people back to work and increasing economic growth. Additional recommendations included provided CTE training in languages other than English, having open-entry, open-exit programs, and removing requirements from programs (such as high school diplomas).

Ancillary Services

Ancillary services needed for the potential CTE population include transportation and child care services discussed in Program Area 1 as well as financial aid and assistance with background checks. Many adults in the region do not know the financial aid options that are available to them, or about organizations such as the Workforce Investment Board that can help pay for training. In addition to struggling financially to pay for school (including transportation and child care), adult learners can be hindered by their criminal background. While schools do not filter students out of offerings based on their criminal records, employers often disqualify these applicants immediately for criminal records. Most adults do not know the options available for expunging criminal records and financial background checks and need support in that pursuit.

⁹ U.S. Census Bureau *America FactFinder* "Selected Economic Characteristics: 2008-12 American Community Surveys 5-Year Estimates" <http://www.census.gov/>

Technology Access

As mentioned for students in Program Area 1, residents looking into CTE programs would benefit from having more distance education options. These would be coupled with publicly available computer labs for those who cannot afford the cost of technology. Region-wide internet access would also benefit adults in this program area. Providing these options would help reduce the financial burden on adults trying to improve their economic status.

Understanding technology is an important skill to be employable. Very few jobs remain that do not require some degree of computer knowledge, even in agriculture and manufacturing jobs. To be more efficient, employers are implementing advanced technologies from data tracking systems to programmable logic controllers. They expect employees to know how to use them. To keep up with these expectations, schools need to be able to provide classes ranging from computer literacy to courses for advanced computer software systems.

Area 5 – Programs for Apprenticeship

As explained in Objective 1, there are currently no specific pre-apprenticeship programs in the region. Recommendations from local union representatives included having boot camp style programs in place so that when the demand for union workers comes to a region (such as during new construction periods) educational providers are poised to deliver the training. Union representatives suggested using the new Multi-Craft Curriculum (MC3) developed specifically for pre-apprenticeship training. Adult learners can also benefit from more programs working to embed pre-apprenticeship trainings into their CTE programs.

Union representatives noted that individuals interested in traditional apprenticeship programs lack understanding of the trades. They find many people apply because they are looking for a job and do not understand the long-term commitments (and benefits) of apprenticeships. Therefore adults in the region would greatly benefit from more education about traditional apprenticeship programs.

Table 2.1

Information required for Table 2.1 is available in the separate excel document.

OBJECTIVE 3 – IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS

Within the confines of the one-year AB 86 planning grant, consortium members and partners concluded that plans to address how the Consortium will “align placement tools, curriculum, assessment tools, rubrics and student performance outcomes across delivery systems to ensure that students transition paths both between providers and into postsecondary programs are understood and supported across all systems” is a Herculean task. The information reflected in Objective 3 represents the start of the dialogue and depicts the enthusiasm of the faculty who value this important work.

Priority 1 – Course Availability

Increasing availability of quality adult education courses throughout the Merced region will be the first priority to allow for integration between the Merced College and K-12 Adult School programs. Through meetings, surveys, and focus group sessions our members, partners, staff/faculty and students in the region all reported that the lack of local access to classes is a critical barrier. All five categories of study (Adult Basic Education including high school diploma, ESL/Citizenship, Adults with Disabilities, CTE, and Apprenticeship) need to be available throughout the region. Currently, only two districts of the eight in the region are offering any adult education programs using state apportionment. Merced College and Merced Adult School offer some basic skills classes in outlying areas of the region, but the offerings are not sufficient to meet regional needs in light of transportation challenges. In addition, high school equivalency and diploma classes are only offered through regional adult schools. Services for adults with disabilities are provided through the college, but should be added to K-12 school offerings. Hanover Research data shows that 30,000 adults between the ages of 18 and 49 years of age in Merced County do not have a high school diploma.¹⁰ This data does not include approximately 5,000 adults in Madera and Mariposa counties. The lack of course availability severely limits adults’ access to employment opportunities and financial aid for post-secondary training (see page 23 for focus group report that asks community residents about educational and employment opportunities).

Priority 2 – Building a Foundation for Integration

The first step to successful collaboration and integration between K-12 adult schools in the region and the community college is to gain a detailed understanding of the services currently offered the curriculum and agreements behind those services, and what both K-12 and community college will need in order to provide an increased level of services for the region. Merced College faculty and Merced Adult School instructors collaborated to offer their ideas for the creation of transitional bridges, alignment of coursework, and articulation between the two systems. They were very positive and felt affirmed to share their experiences as basic adult educators. The concern for students was a common

¹⁰ Hanover Research, “Analysis of Adult Education Offerings in Merced County and the Surrounding Region” (page 8). June 2014. <http://mercedregionalgateway.org/resources.html>

thread throughout all the dialogue. Venn diagrams illustrating duplication of services have been constructed through meetings of the consortium co-chairs and the college president, and K-12 superintendents in early December. Both educational leaders saw the value of offering adult education in both community college and K-12 settings to meeting the community needs (see *the Appendix starting on page 103 for Venn diagrams*).

Exploration of parallel tracks for the completion of basic skills or high school concurrently with credit-bearing college courses is an additional priority for integration. Common collaboration and professional development opportunities will be scheduled between job-alike groups to facilitate application of adult learning theory systematically.

Priority 3 – Student Support for College and Career Readiness

Providing adult learners with 1) transition services at K-12 adult schools, and possibly on site at the community college, 2) enrollment support and individual learning plans upon registration and 3) follow-up during course attendance is the next priority for the Merced Region. This includes counseling services to outlying communities on a regular, rotating basis to analyze transcripts and plan for college/career pathways. Collaboration with high schools' use of an individual planning tool from grade 9 through college completion will aid students with motivation and understanding of the post-secondary educational process. In addition, embedding career development into basic skills curricula will enhance and accelerate the learners' progress, while preparing them for future education/career goal attainment. Adult learner tours of the college facilities are already scheduled on a regular basis, as well as career exploration and employment preparation workshops.

Priority 4 – Common Assessments, Curricula, Progress Indicators and Integrated Enrollment and Attendance Tools

A plan to integrate assessments, progress indicators and attendance systems was the center of several discussions at the AB 86 Summit held in Sacramento. Assessment analysis will involve an ongoing dialogue between delivery systems informed to some degree by statewide common assessment work at the community colleges for the past two years and the extensive use of CASAS instrumentation in the K-12 level. CalPASS+ is utilized in the community college system and could be adopted at K-12 system school for enrollment and attendance data collection. In addition, a formal rubric measuring student outcomes for the National Reporting System is in place for K-12 adult schools, and could be used at the college. Analysis of and consideration for the adoption of these tools will be a part of the integration plan to facilitate seamless student movement from one educational institution to the next.

Curricular resources in place at both K-12 adult schools and Merced College will be examined for application/articulation with both agencies, including alignment of CTE courses.

Priority 5 – Marketing

Creative, culturally sensitive marketing of existing and emerging programs to a wide variety of Merced region’s residents through sources identified by focus group participants in order of effectiveness: word of mouth networks, television, English and Spanish radio broadcasts, information disseminated through churches and written and electronic resources. An increase in knowledge about available programs will encourage participation and lead to increased student outcomes.

One of the findings of the Consortium work is a need to further analyze the research data on the subsectors of the population and how to develop targeted marketing outreach efforts. For example, of the current student surveys (page 19) it was clear that there is a difference in needs for Spanish speaking students from English speaking students. Because the word of mouth network is the desired marketing outreach tool by potential students, a plan to disseminate information via this method is needed throughout the region.

Priority 6 – Partnerships

Nurturing existing partnerships with community-based organizations, government and business will occur simultaneously with the priorities listed above. One partnership that will be explored will be with the county library systems, to provide classes at their sites and perhaps alleviate the waiting lists for literacy tutoring, while making use of literacy volunteers. Another will be with the Regional WIBs and the availability of funding for students to concurrently study basic skills and complete credit courses. Students from Associated Students (ASMC) of Merced College have indicated an interest in providing tutoring and mentoring to adult learners during their transition to post-secondary education.

Table 3.1

Plans and ideas gathered from faculty and staff for strategies to create pathways and transitions between existing programs are organized below in Table 3.1.

TABLE 3.1 – IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS

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

| Strategies to create | Strategy/ Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|---|---|---|--|---------------|
| Educational Pathways | <ul style="list-style-type: none"> • Continuation of 6-year plans developed by high school freshmen toward college and career goals, including career pathways. • Exploration of articulation agreements will be conducted between K-12 adult education and Merced College for CTE certificate and/or degree programs along career pathways already articulated with local school districts. • For adults with disabilities, life skill/ social skill classes for students over age 22 at K-12 adult schools. | Access to 6-year plans as a part of transcript | MCCD Faculty \$65,000 per FTEF + \$20,000 H&W | K-12 and MCCD | 6-year plan in perm file at high school and designation on transcript. | 2016-17 |
| | | Time for research of curricula | K-12 Transition Specialist \$41,000 per 25 hour work week | | | K-12 and MCCD |
| | | Staff for course development with Adults with Disabilities community partners as advisors, teachers, materials and supplies | MCCD Support Staff \$32,000 full time + \$17,000 H&W | K-12 | Supplies-\$5000 per course | |
| Mileage reimbursement @.56/ mile for regional travel | | | | | | |
| Alignment of Placement Tools | Workshops for faculty to discuss common curriculum for preparation for college placement exams | Consortium staff, faculty presenters and instructors | MCCD Faculty \$65,000 per FTEF + \$20,000 H&W | MCCD and K-12 | Workshop schedule, sign-in sheets of attendees, courses in catalog | 2015-16 |
| Alignment of Curriculum | Students will have access to programs that allow high school completion or equivalent concurrently with credit college coursework or short-term CTE coursework. Programs will include: <ul style="list-style-type: none"> • Career guidance/ career pathways exploration | MCCD and K-12 administration, staff time, counselor/ transition specialist | MCCD Faculty \$65,000 per FTEF + \$20,000 H&W K-12 Transition Specialist \$41,000 per 25 | MCCD administration and K-12 administration counselor/ transition specialist | Catalogs, website, pamphlets advertising CTE courses. | 2016-17 |

| | | | | | | |
|---|--|--|--|---|---|---------|
| | <ul style="list-style-type: none"> Articulation between adult school and college (similar to 2+2) Technological literacy for all levels from ESL to college credit classes Develop short-term CTE courses with industry input that K-12 adult schools offer and articulate with capstone courses at MCCD | <p>Technology training, computer hardware and software</p> <p>Business partners, staff time to design courses, articulation agreements</p> | <p>hour work week</p> <p>MCCD Support Staff \$32,000 full time + \$17,000 H&W</p> <p>Supplies-\$5000 per course</p> <p>Mileage reimbursement @ .56/ mile for regional travel</p> | <p>faculty/ CTE coordinator of MCCD and K-12</p> <p>Time for course development or adoption of curriculum, staff development for teachers and faculty, computer hardware and software</p> | <p>Technology curriculum, course advertisements</p> <p>Course offerings in catalogs, on websites, articulation agreements</p> | |
| Alignment of Assessments | Exploration of the use of CASAS for placement of ESL and basic skills students at Merced College | MCCD and K-12 staff | MCCD Support Staff \$32,000 full time + \$17,000 H&W | non-credit staff, administration at MCCD | Meeting minutes, implementation of common assessments | 2015-16 |
| Alignment of Progress Indicators | Explore the K-12 and MCCD utilization of the National Reporting System benchmarks to define basic skills courses based on CASAS scores. | MCCD and K-12 staff | <p>MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>K-12 Adult Educator \$24,000/ yr, @ 12 hours/ week</p> | K-12 and MCCD | Meeting minutes | 2015-16 |
| Alignment of major outcomes | <ul style="list-style-type: none"> Develop measures to align the College and Career Readiness designations from Common Core State Standards and high school equivalency exams to college entrance exam cutpoints. Offer completion certificates that define specific academic or employment skills at both K-12 and MCCD to enhance pathway progress and completion. | MCCD and K-12 assessment staff | MCCD Faculty \$65,000 per FTEF + \$20,000 H&W | K-12 and MCCD administration, assessment personnel | Meeting minutes, rubrics | 2017-18 |
| | | Process for defining specific skills, staff time, certificates | K-12 Adult Educator \$24,000/ yr, @ 12 hours/ week | MCCD and K-12 | Certificates | 2016-17 |

| | | | | | | | |
|-----------------------------------|--|---|--|---|--|--|----------------|
| <p>Communication Paths</p> | <ul style="list-style-type: none"> Explore the adoption of CalPass+ for K-12 adult student attendance tracking | <p>Software licenses</p> | | | | <p>Meeting agendas, minutes</p> | <p>2015-16</p> |
| | <ul style="list-style-type: none"> Present graphic representation of the intersection between Merced College basic education courses and K-12 adult school courses to member leadership. | <p>AB86 co-chair time</p> | <p>MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> | <p>AB86 co-chairs</p> | <p>Meeting agendas, minutes</p> | <p>Hard-copy Venn diagrams of course overlap</p> | <p>2015-16</p> |
| | <ul style="list-style-type: none"> Schedule regular collaboration meetings between MCCD faculty and K-12 basic educators to learn more about the systems and define learner outcomes. | <p>Consortium staff, K-12 instructors, MCCD faculty</p> | <p>K-12 Adult Educator \$24,000/ yr, @ 12 hours/ week</p> | <p>Consortium staff, faculty and instructors</p> | <p>Meeting agendas and minutes</p> | | <p>2015-16</p> |
| | <ul style="list-style-type: none"> Merced College Campus Tours with adult school information included, meetings with student peers. | <p>MCCD ambassadors, K-12 Transition Specialist, transportation</p> | <p>MCCD Support Staff \$32,000 full time + \$17,000 H&W</p> | <p>MCCD ambassadors, K-12 Transition Specialist, students</p> | <p>Tour and transportation schedules. POs for transportation, student sign-in sheets</p> | | <p>2014-15</p> |
| | <ul style="list-style-type: none"> Job site tours, class visits | <p>Business partners, MCCD faculty</p> | <p>Supplies-\$5000 per course</p> | | <p>Tour schedules, sign-in sheets</p> | | <p>2015-16</p> |
| | <ul style="list-style-type: none"> Aggressive marketing of noncredit / short-term CTE programs and adult school programs. | <p>Consortium staff, marketing costs</p> | <p>Transportation costs \$.56/ mile and \$35/ hour for drivers</p> | <p>Employers, K-12, MCCD</p> | <p>Radio scripts for ads, flyers, websites, catalogs</p> | | <p>2015-16</p> |
| | <ul style="list-style-type: none"> Incentive to completion of adult education-free MCCD tuition if student works for 3 years in California (Americorps model) | <p>Grant-writing staff, funds, agreements between MCCD and K-12</p> | <p>Staff salaries, printing costs</p> | <p>K-12 and MCCD</p> | <p>Website, catalog</p> | | <p>2016-17</p> |
| | <ul style="list-style-type: none"> Form a WIB/ business advisory council to develop and inform externship/ internship opportunities and participate with K-12 and MCCD CTE students in short-term class projects. | <p>Business partners, meeting time, MOUs</p> | <p>Grant writer salaries, fiscal disbursement staff</p> | <p>MCCD</p> | <p>Meeting schedules, agendas and minutes</p> | | <p>2015-16</p> |
| | | <p>Meeting costs</p> | <p>MCCD</p> | | | | |

OBJECTIVE 4 – PLANS TO ADDRESS THE GAPS IN THE REGION

During our discussions with members and partners it became apparent that all five program areas are intertwined in the educational gaps that need to be filled and that many program areas had similar needs. Therefore, the structure of this narrative has been organized in order of the types of gaps that exist in the region.

These are the nine categories that appeared throughout all of the meetings:

1. Course Access & Availability
2. Marketing
3. Student Support
4. Ancillary Services
5. Language Barriers
6. CTE/ Life Skills/ Work Experience
7. Technology
8. Professional Development
9. Site Development

Course Access & Availability

Gaps

The Merced Regional Adult Education Consortium will serve adult learners within a 3,400-mile service area radius. The majority of the adult learners are in counties that include rural communities with limited transportation, training and employment opportunities. The Merced Consortium identified course availability as a major gap in regional services. This gap includes lack of specific course offerings, the limited courses available in rural areas, lack of or limited evening and weekend courses, and the lack of online course availability.

The types of academic course offerings that are needed include basic skills courses in reading, writing, math, basic life sciences, ESL, VESL, citizenship, GED preparation, and computer technology and Microsoft certification. Other classes include workforce preparation, vocational assessment and career planning, employee soft skills, and linked learning that is embedded in Career Technical Education (CTE) and basic skills courses. Due to the high unemployment rate in Merced County, entrepreneur and small business development classes are needed to help adults train for and start their own businesses, such as small appliance repair, child care, plumbing, electrician, painter, landscaper, janitorial, and certified in-home health care providers. There is a great need to develop partnerships with business and local unions to create internship, externship, and apprenticeship opportunities for adult learners to either earn as they learn, or to apply classroom learning to the job site environment. Specific training partnerships could include a Plaza Comunitaria partnership with curriculum from the Mexican Consulate to provide GED through community education program (a joint partnership of Mexico and the US).

Strategies

The need to remove barriers so that adult learners can consistently attend and benefit

from training opportunities include providing safe, reliable, and low cost or subsidized child care, transportation to and from training sites, and developing local full-service training sites.

Resources Needed

The need to improve coordination and partnerships with existing transportation resources is paramount for getting students to classes and job training opportunities. Creating incentives for students to increase bus ridership and working with city, county and privately-owned transportation providers to increase routes and the hours of evening and weekend services is needed. Accessing child care facilities, neighborhood child care cooperatives, or daycare centers that double as training sites for child care workers is imperative.

Providing residents with local learning centers in rural areas and computer labs for enhanced learning experiences, accessing online courses, and researching existing agencies and resourcing will help close the accessibility gap in both rural and incorporated areas of Merced County.

Funding for computer resources, countywide wireless services, faculty, curriculum development, and instructional supplies is needed. Funds for subsidizing the cost of child care, transportation, fees related to fingerprinting, test fees, and enrollment fees are necessary for our adult learners. The cost of construction and refurbishing of existing building structures is needed to build local learning and resource centers.

Marketing

Within the region, access to adult education services benefits not only potential adult students, but also employers. To this end, marketing efforts conducted by Consortium staff (to be funded 2015-16 and ongoing) to increase awareness of and information about adult education needs, programs, and services are needed.

Regional awareness and information about services provided:

- Website containing comprehensive, up-to-date, and multilingual information about classes, educational services, hours, and locations. Website would also provide up-to-date one-stop access to regional support services to cover challenges such as transportation and child care.
- Develop roadmap with access points to illustrate how to acquire resources
- Develop resource booklet
- Begin targeted marketing campaigns and outreach to communities that typically do not get adult education information

Awareness of adult education needs:

- Use survey information collected about local communities through this project to develop marketing strategies.
- Increase community awareness and appreciation for a diversity of language groups and cultures relate to college and career advancement.

- Educate employers, providers, and the community in general regarding disabilities and what people with disabilities are capable of.
- Work with employers to determine what tasks can be done by disabled workers. Provide supportive job placement coach to train disabled workers on the job site.

Student Support

The need for student support services was a common theme of the member and partner discussions. These services would entail development of programs and hiring of staff to address the identified gaps in counseling, placement, case management, outreach, and resources.

1. *Counseling* is needed to focus on individual education planning, assessment, job development, and career coaching. Also provided would be expanded counseling services to work through barriers such as transportation, child care, and money management. Additional services would include psychologist or Master of Social Work (MSW) assistance and referrals to address the needs of student with mental/physical illness, domestic violence issues, and traumatic life events. Online assistance in navigating online resources was viewed as part of the counseling function. Finally, financial aid facilitation should assist potential CTE track students to know what funding they will receive for their training. Counseling and coaching regarding the availability of adult education resources should begin in middle school or early high school. *ESL, Basic Skills, CTE, Adults With Disabilities, Apprenticeship*
2. *Placement* was specifically cited at the Consortium's CTE work group meeting as a necessary component of transition planning. *CTE, Apprenticeship*
3. *Case Management* would expand apprenticeships focusing on basic skills and soft skills to outlying areas. Case managers would also identify and respond to language gaps of clients/students. In the area of adults with disabilities, case management would provide assessment for accommodations as well as teaching self-advocacy, to help the adult learner succeed in education and work. Finally, case management would include tracking classes for completion of certificates and degrees. *ESL, Basic Skills, CTE, Adults With Disabilities, Apprenticeship*
4. *Outreach* services would include a community liaison position to work with an array of community partners to assist underserved adult student populations. A community liaison or other adult education outreach positions would travel to various communities to perform counseling or transcript evaluations to help adults determine high school or post-high school options. *ESL, Basic Skills, CTE, Adults With Disabilities, Apprenticeship*
5. *Resources* to assist students in achieving their academic and work goals include:
 - a. Interpreting and translation services
 - b. Assistive technology for resource access

- c. Financial aid to cover the cost of the high school equivalency exams, industry certifications or CTE training programs.

Ancillary Services

Transportation and child care were the ancillary services included in our discussions with members and partners. The geographical composition of our region in terms of distance between services and lack of income for private transportation provides challenges for access. Most of the existing education services in the region are in the population centers, miles from the rural communities. Adult education students who have children need to attend classes near their children's schools, or child care facilities, because access to transportation in an emergency is limited by the scheduling of county bus routes. It was suggested that the cost of transportation is also a barrier for many residents. Solutions included coordination between existing transportation systems, facilitation of car pools, and school-provided transportation in the form of small busses or vans.

Child care service gaps could be mitigated by offering adult education classes close to existing child care facilities or coordination of child care co-ops with adult education students.

Some services would need to have community organizations as the lead agency. These included altering existing bus routes, coordinating private and public bus lines, and relaxing the criteria for inclusion of trainings on the Employment Training Provider List, which is a function of the Workforce Investment Board. This would allow more trainings to be funded through WIA, Title I funds. And, the EDD might work with students who need criminal records expunged in order to qualify for employment opportunities. A local agency, Healthy House, can supply translators for outreach to multiple regional languages not offered by K-12 or Merced College staff.

Language Barriers

Gaps

Adult Education programs and services are needed in languages other than English. According to the report the Consortium commissioned by Hanover Research, "Merced County's relatively diverse population is bolstered by the large immigrant population that has settled in the county. Nearly 17% of the county population is comprised by non-U.S. citizens and another 7% are naturalized U.S. citizens. With large Hispanic, and immigrant populations, Merced County also has a large percentage of individuals who speak English as a second language. Data suggests that over half of the Merced County population (total population = 199,307) speaks a language other than English at home."¹¹

¹¹ Hanover Research. "Analysis of Adult Education Offerings in Merced County and the Surrounding Region." June 2014. <http://mercedregionalgateway.org/resources.html>

Strategies

Through partner meetings, workgroups meetings, and member meetings, strategies identified to fill the gap of Adult Education programs and services needed in languages other than English included: offering more ESL classes, providing bilingual education/native language education, providing native language literacy classes, Sign Language, ESL classes for disabled adults as appropriate, English to Spanish or Spanish to English Rosetta Stone programs, Small conversation (casual) family groups, courses for non-native English speakers with disabilities, and GED preparation classes in languages other than English.

In addition to more class offerings, culturally and linguistically responsive outreach with coaching components is needed. This might look like a community liaison to work with underserved adult student populations working with a variety of partners to equip adult learners with language barriers. This outreach/liaison strategy is detailed under Student Support in Table 4.1 on page 62 of this report.

Resources Needed

A commitment to apportionment for K-12 or Community Colleges is needed in order to offer more courses for residents needing Adult Education programs and services in languages other than English. Additional apportionment would facilitate the hiring of FTEF faculty to teach and support staff to serve in programs and services.

CTE/Life Skills/Work Experience

Gaps

According to the Department of Labor statistics, the unemployment rate in Merced County was 12.3% in January 2014. In a county with limited job growth, industry, and trained workers, it is critical to provide free and low cost job training to adults in areas that provide sustainable wages and opportunities for increasing their income potential.

Strategies

It is important to develop CTE curriculum that includes effective job search strategies, interview skills, résumé building, networking with employers, job carving (designed for adults with disabilities who cannot do a full job but have skills to bring to the workplace), job clubs for clients, completing applications, and selecting appropriate interview and workplace wardrobes.

There is a to need access each client's academic transcripts, basic academic skills, and work history in working to determine the most appropriate course of action. Assessment of current skills and courses that provide basic skill development are needed to prepare students for successful employment. It is also important to develop job opportunities for

adults who do not wish to, or would be unable to benefit from GED or academic coursework. These opportunities include trades that do not require a high school diploma or college degree.

Working with adults with substantial disabilities often requires additional support systems such as extended training times, job developers and job coaches, and specialized equipment that helps support their job training and workplace success.

Resources Needed

Resources include the need for generalized case managers; social workers to aid in referral to county agencies such as court systems, human services, and health clinics; job developers and job placement specialists; faculty; program coordinators; and the construction or renovation of physical spaces as job training sites. The costs related to insurance coverage for employee and volunteers, and fingerprint services must be allocated.

Providing clients with subsidized job equipment that is required of employees such as computers, work boots, stethoscopes, union dues, and cosmetology supplies, must be built into the cost of job training.

Technology

Many adult learners in the Merced Region do not have adequate access to, or knowledge of, technology. This lack of knowledge and access increases the digital divide. As a consortium, when we look at gaps in Technology it has to be viewed with cultural relevance. In other words, as a consortium we have to consider our demographics and that many of our adult learners are not prepared for online education. Rather for our region, there are cultural norms for learning including the need for social connection and face-to-face instruction. The region would benefit from developing bridge courses to transition from traditional to online classes so adult learners are better prepared.

Strategies

Through partner meetings, workgroups meetings, and member meetings, strategies identified to fill the gap of Technology included providing access to computers, the Internet and technical support. Repeatedly it was noted that there needs to be (free) county-wide internet access for adult learners.

County-wide internet access includes serving individuals who currently do not have access to the Internet because of their remote location. One strategy is to build facilities that are centralized with internet/online course access. Located throughout the region, “Adult Ed Cafés” would provide online courses in a social setting for rural areas. Programs and services would include courses/workshops on computer literacy: basic computing, typing, and use of smart phone. Offerings would also include low cost or free online vocational trainings, online classes and tutorials, and courses to teach students how to transition from face-to-face instruction to an electronically delivered

education. All courses/workshops should be offered in various languages to more fully serve our adult learner population.

Resources Needed

The need for free or low cost Internet is not something the consortium can solve; rather the group sees this as a State program to serve eligible citizens.

“Adult Ed Cafés” would need funding for operational expenses (rent and utilities of partner facility, etc.) and/or new construction if a partner facility could not be utilized. For example, at some of our remote high school sites, a classroom or portable could be utilized if public access could be made available during the day/evening hours. Issues with day classes involve sharing a site with adults and this would have to be resolved, but it was noted that day classes also assist with child care needs when adult learners can study during their children’s school hours. Holding “Adult Ed Café” sessions at centralized community meeting places can help to resolve transportation issues. A commitment to apportionment for K-12 or Community Colleges is needed in order to offer more courses for residents needing access to online educational opportunities and/or face-to-face instruction at an “Adult Ed Café.” Additional apportionment would facilitate the hiring of FTEF faculty or hourly adult education instructors to teach and support staff to serve in programs and services.

Professional Development

Gaps

Educators, paraprofessionals, support staff, professionals, and employers need access to professional development conferences and training to better understand and serve our adult learner populations. Due to our remote location, travel is often necessary to gain new skills and knowledge for serving our adult learners and funding is not readily available. However, as a region, we have not come together to leverage our own expertise and hold local trainings to enhance professional development. Gaining new skills benefits our students, the faculty and staff serving them, our employers, and our community.

Strategies

Through partner meetings, workgroups meetings, and member meetings strategies identified to fill the gap of Professional Development needs to include attending conferences (travel) and creating/delivering local training.

Local training included: Providing a local Disability Awareness conference for adult service provider agencies (this might be held in October since that is Disability Employment Month), training all AB 86 personnel in how the issues, barriers, cultural diversities, and poverty affect student motivation and success, provide classes for educators to understand disability spectrums, offering training on strategies that help students move beyond barriers, and using cultural strategies to address cultural barriers (i.e. cultural sensitivity training within the region).

The consortium envisioned a Regional professional development center; in partnership with UC Merced or Fresno Pacific University as potential partners in delivering Professional Development training opportunities (these are local universities).

Classes are needed to teach adult education faculty and staff how to fully use current technology to its potential. Topic specific trainings could be delivered by K-12, community college, or in the above mentioned regional professional development center by experts.

Resources Needed

Funds (regional or per service provider) for conference travel, creating local training, and/or accessing on line training as applicable.

To create a Regional Professional Development Center resources include brick and mortar facility costs, utilities, insurance, staffing, and operational expenses.

Site Development

There are several identified service gaps in the Merced Region that will need to be facilitated through partnerships with community agencies. Partners who participated in our subcommittees indicated their willingness to combine efforts to bring these ideas to fruition for the betterment of our region.

In the area of site development, the identification of physical structures or land for development will require working with real estate professionals and architects, as well as construction professionals and district facility personnel from the K-12 school districts or the community college. The suggestions made by members and partners were to build the following with future apportionment funds:

1. *A regional Career Technical Education Center* that would provide a site for a variety of students including high school students, adults and adults with disabilities to be trained in career pathways relevant to the region and state. *ESL, Basic Skills, CTE, Adults With Disabilities, Apprenticeship*
2. *Technology access centers* in each of the communities in the region to support computer literacy and facilitate introduction to and completion of distance learning courses, technology courses and online resource utilization such as completion of job applications and resumes. The development of these centers could involve existing community structures or new construction. Access to these centers would also serve to address transportation barriers. *ESL, Basic Skills, CTE, Pre-Apprenticeship, Adults With Disabilities*
3. *A regional staff development center* for adult educators. Providing the highest quality staff training for effective instruction is key to the consistency and success of adult education delivery across the region. *ESL, Basic Skills, CTE, Adults With Disabilities*

4. A *centralized adult education center* providing instruction in all five AB86 mandated areas, with child care services and transportation provided, would allow access to adult students from outside the population centers of the region.
5. From the adults with disabilities workgroup, the suggestion was made to provide supported/ transitional housing in the form of dormitories for low functioning students or students transitioning to independent living. *Adults With Disabilities*

Table 4.1

Table 4.1 below represents input provided by member, partners, and staff/faculty who have participated in meetings and work groups throughout the project. It is organized by the nine categories listed in the section.

TABLE 4.1 – IMPLEMENTATION STRATEGIES TO ADDRESS IDENTIFIED GAPS

Table 4.1.1: Course Availability

| Table 4.1.1: Course Availability | | | | | | |
|-----------------------------------|---|---|---|--|---|--------------------------|
| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
| <u>COURSE AVAILABILITY</u> | <p><i>Offer in more communities in the region</i></p> <p>Basic Skills and High School Diploma/ Equivalency Classes Most frequently mentioned include:</p> <ul style="list-style-type: none"> • Math • Reading • Writing • Soft Skills • Courses offered in other languages • Linked Learning (embed in CTE) | <p>Commitment to Apportionment for Colleges & K-12 (increased workload measures): Salary, classroom, instructional equipment & supplies;</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> | <p>K-12 and/or MCCD</p> | <p>Increase of courses in Catalogs, Schedules, Websites</p> <p>Increase in number of students attending Adult Education</p> | <p>15-16 and ongoing</p> |
| | <p><i>Offer in more communities in the region</i></p> <p>ESL, Citizenship, & Workforce Preparation for Immigrants Most frequently mentioned include:</p> <ul style="list-style-type: none"> • Offered in more locations • VESL | | <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies \$5,000 per course</p> | | | |
| | <p><i>Offer in more communities in the region</i></p> <p>Adults w/ Disabilities Most frequently mentioned include:</p> <ul style="list-style-type: none"> • Life Skills • Social Skills • Job Skills Development • Autistic population 18-22 years old diploma – no social/ job skills: need program to address social and job skills | | <p>*Indirect Cost – varies These are annual expenses</p> | | | |

| | | | | | | |
|--|--|---|--|-------------------------|--|--------------------------|
| <p>COURSE AVAILABILITY (cont.)</p> | <p>Offer in more communities in the region</p> <p>Career Technical Education Most frequently mentioned were:</p> <ul style="list-style-type: none"> • Entrepreneurialism • Linked Learning • Career Exploration • Maintenance Mechanic • GPS & Irrigation • Microsoft Office with certification • CNA Training • In home health care training • High demand, high wage jobs • Based on community's employment opportunities • 2+2 Articulation: Child Care certification • | <p>Commitment to Apportionment for Colleges & K-12 (increased workload measures): Salary, classroom, instructional equipment & supplies;</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>K-12 and/or MCCD</p> | <p>Catalogs, Schedules, Websites</p> <p>Increase in number of students attending Adult Education</p> | <p>15-16 and ongoing</p> |
| <p>Offer in more communities in the region</p> <p>Programs for Apprenticeship Most frequently mentioned were:</p> <ul style="list-style-type: none"> • There are no apprenticeship preparation programs in the region • Linked Learning • Career Exploration: in partnership with apprenticeship programs to help identify skills needed to succeed in each career • Provide assessment and training of basic reading, writing, math skills, measuring, and counting | | | | | | |
| <p>Work schedule conflicts:</p> <p>Offer Adult Education on evenings and/or weekend courses</p> | | | | | | |

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|---|--|---|---|----------------------------------|---|--------------------------|
| <p>COURSE AVAILABILITY (cont.)</p> | <p>Increase completion rates:</p> <p>“Plaza Comunitaria” partnership with curriculum from Mexican Consulate – GED joint – community program (Mexico + US) (2)</p> | <p>Funds for curriculum development</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>K-12 and/or MCCD</p> | <p>Increase of courses in Catalogs, Schedules, Websites</p> <p>Increased number of students prepared for GED exam</p> | <p>15-16 and ongoing</p> |
| | <p>Transportation Issues:</p> <p>GED prep online courses through Merced College Ed2Go (\$99/course) (2)</p> | <p>Funds to support student fees</p> | <p>\$99 per student</p> <p>These are annual expenses</p> | <p>State fee Waiver MCCD</p> | <p>Increased number of students prepared for GED exam</p> | <p>15-16 and ongoing</p> |
| <p>COURSE</p> | <p>Increase completion rates:</p> <p>Tutorial Centers (model where an individual connects with tutorial staff)</p> | <p>Commitment to Apportionment for Colleges & K-12 (increased workload measures): Salary, classroom, instructional equipment & supplies;</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies; \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>K-12 and/or MCCD</p> | <p>Catalogs, Schedules, Websites</p> <p>Increase in number of students attending Adult Education</p> | <p>15-16 and ongoing</p> |

| | | | | | | |
|--|---|---|--|-------------------------|---|--------------------------|
| <p>AVAILABILITY (cont.)</p> | <p>Accelerate Completion:</p> <p>1) Offer CTE courses within High School diploma program. Courses could meet pre-apprenticeship development (2)</p> <p>2) Offer Dual GED (or Basic Skills)/AA program to accelerate end goal</p> <ul style="list-style-type: none"> • Fund AA degree credit classes with WOIA funding until they get their GED • BOGG Waivers for tuition, WOIA funding for materials & supplies | <p>Commit Apportionment to Colleges & K-12 (increased workload measures): Salary, classroom, instructional equipment & supplies;</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>K-12 and/or MCCD</p> | <p>Catalogs, Schedules, Websites</p> <p>Increase in number of students attended Adult Education</p> | <p>15-16 and ongoing</p> |
| | <p>Transportation Issues:</p> <p>Distance learning, blended programs, satellite campuses</p> <p>Classes during the day, distance education (2) – in remote areas</p> | | | | | |
| | <p>Offer in more communities in the region</p> <p>Have ready pool of faculty qualified to teach non-credit</p> | | | | | |

Table 4.1.2: Marketing & Awareness

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|---|--|--|--|---|---|---------------------------|
| <p>AWARENESS/ INFORMATION/ MARKETING</p> | <p>One stop access to information (website) for regional support services cover all challenges (transportation, childcare, training) (1)</p> <p>Website that will offer on-going updates from various county agencies regarding educational services. Would need to be updated on a monthly basis.</p> <p>PDF Resource booklet developed and provided by community college and/or county office of education with distributed hardcopies to libraries, schools, agencies, etc.</p> <p>Website/ applications having translation platforms to change language of information.</p> <p>High school counselors receive information from community colleges via email/website to share with students</p> | <p>Webmaster</p> | <p>Webmaster (s) \$55,000 per FTEF + \$20,000 H&W</p> <p>*Support Staff \$36,000 per employee + \$20,000 H&W</p> <p>*Supplies \$5,000</p> <p>*Operating Expense \$5,000</p> <p>These are annual expenses</p> | <p>K-12, MCCD, or new Consortium Staffer (continued into 15-16)</p> | <p>Website</p> | <p>15-16 and ongoing</p> |
| | <p>Start targeted marketing campaigns and outreach to communities that typically don't get our information (1)</p> <p>Set Up table at mall for marketing</p> <p>Alternative channels: bulletin boards, churches, etc.</p> <p>On-going strategy of outreach: Have more outreach workers at consistent sights on a more regular basis (weekly) with possible incentives offered (food coupons, phone cards, etc.) – Consistency is important</p> | <p>*Human Resources staff for initial hiring.</p> <p>*Outreach personnel</p> | <p>*Classified \$36,000 per year + H&W @ \$20,000</p> <p>*Supplies \$5,000</p> <p>These are annual expenses</p> | <p>K-12, MCCD, or new Consortium Staffer (continued into 15-16)</p> | <p>Increase in number of students accessing information and education in Adult Education.</p> | <p>15- 16 and Ongoing</p> |

| | | | | | | |
|---|--|---|--|--|---|--------------------|
| AWARENESS/ INFORMATION/ MARKETING (cont.) | Billboards to inform adults w/ disabilities of the services already available (3) | Billboard Designer Funds to rent Billboard | *Designer @ \$100/hr *Rental \$500/month These are annual expenses | K-12, MCCD, or new Consortium Staffer (continued into 15-16) | Increase in number of students accessing information and education in Adult Education. Increase in community awareness | 15-16 and on going |
| | Roadmap and onramps of how to access resources – get the word out and give them assistance to gain access once they find an agency (1,2,3,4,5) Flowchart of services for students with disabilities (everybody) | Graphic Designer Reprographics Cost | \$2,000 design/print materials These are annual expenses | K-12, MCCD, or new Consortium Staffer (continued into 15-16) | Increase outreach material to organizations and communities | 15-16 and on going |
| | Employer Education: job placement, skills training, transition services(3) Education: Disabilities for Businesses (3) Educating community and/or providers as to what disabilities mean and what people with disabilities are capable of (3) | Supportive Job Placement Coach Funds to create local training Human Resources staff for initial hiring. Outreach personnel | *Faculty \$55,000 per FTEF + \$20,000 H&W *Support Staff \$36,000 per employee + \$20,000 H&W *Supplies \$5,000 per course *Indirect Cost – varies \$10,000 to host local 1 day training serving up to 50 individuals These are annual expenses | K-12, MCCD, State or Federal | More adult learners are able to be productive citizens. Employers gain dedicated employees. | 15-16 and ongoing |

Table 4.1.3: Student Support

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------------------------|---|---|---|---|--|--------------------------|
| <p><u>STUDENT SUPPORT</u></p> | <p>Expansion of Basic Skills/Soft Skills apprenticeship case management to outlying areas</p> <p>Focus on individuals one-to-one</p> | <p>*Human Resources staff for initial hiring. *Case management personnel</p> | <p>*MCCD Faculty: \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School Faculty: \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff: \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff: \$20,000 + \$14,000 H&W</p> <p>*Supplies: \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>K-12, MCCD, or new Consortium Staffer (continued into 15-16)</p> | <p>Catalogs, Schedules, Websites</p> <p>Increase in number of students attending Adult Education</p> | <p>15-16 and ongoing</p> |
| | <p>Online counseling session/ available for System Navigations</p> | <p>Counselors Software</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>K-12, MCCD, or new Consortium Staffer (continued into 15-16)</p> | <p>Increase number of students receiving counseling</p> | <p>15-16 and ongoing</p> |
| | | <p>Systemic change</p> | <p>*Systemic Change cost unavailable</p> | <p>K-12, MCCD,</p> | <p>More adult learners are</p> | <p>15-16 and ongoing</p> |

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|---|---|--|--|--|---|-------------------|
| STUDENT SUPPORT (cont.) | Transition planning process changed to a transition placement process (3) | Supportive Counselor | *Faculty/Counselor: \$55,000 per FTEF + \$20,000 H&W *Support Staff : \$36,000 per employee + \$20,000 H&W *Supplies: \$5,000 per course *Indirect Cost – varies These are annual expenses | Provider Partners | able to be productive citizens. Agency focus changes to placement process | |
| | Adults with disabilities program and case managers for adults with disabilities at MAS | | | | | |
| | Offering counseling/ coaching to middle-early high school students | Categorical Funding to hire counselors | *Faculty: \$55,000 per FTEF + \$20,000 H&W *Support Staff : \$36,000 per employee + \$20,000 H&W *Supplies: \$5,000 per course *Indirect Cost – varies These are annual expenses | K-12, MCCD, or new Consortium Staffer (continued into 15-16) | Catalogs, Schedules, Websites Increase in number of students attending Adult Education | 15-16 and ongoing |
| | <ul style="list-style-type: none"> Education Planning Assessment Support Job Developer Career Coaches Expanded Counseling Services (non-academic needs): mentoring/ coaching to work through barriers (life skills issue: transportation, childcare, money management, etc) | *Human Resources staff for initial hiring. *Case management personnel | *Faculty: \$55,000 per FTEF + \$20,000 H&W *Support Staff : \$36,000 per employee + \$20,000 H&W *Supplies: \$5,000 per course *Indirect Cost – varies These are annual expenses | K-12, MCCD, or new Consortium Staffer (continued into 15-16) | Catalogs, Schedules, Websites Increase in number of students attending Adult Education | 15-16 and ongoing |
| | Psychologist/MSW – to work with students with mental/physical illness, domestic violence issues, traumatic life events; providing referrals so that the student can get back on track and be successful in school | *Psychologist | *Salary: \$120,000 + \$20,000 H&W *Support Staff: \$36,000 per employee + \$20,000 H&W *Supplies: \$5,000 *Indirect Cost – varies These are annual expenses | K-12, MCCD, or new Consortium Staffer (continued into 15-16) | Increase in number of students seeing psychologist Adult Education | 15-16 and ongoing |
| Create community liaison position or adult education outreach positions (1) | Traveling Resource Person / coach | *Resource Coach / Transition counselor \$55,000 per FTEF + \$20,000 H&W | K-12, MCCD, or | Website Hits | 15-16 and ongoing | |

| | | | | | | |
|--------------------------------|---|--|--|--|--|--------------------|
| STUDENT SUPPORT (cont.) | Counseling or transcripts evaluations for community meetings to determine high school or post-secondary options(1) | Active Website of information for county | *Webmaster \$55,000 per FTEF + \$20,000 H&W *Support Staff \$36,000 per employee + \$20,000 H&W *Supplies \$5,000 *Operating Expense \$5,000 These are annual expenses | new Consortium Staffer (continued into 15-16) | | |
| | Create community liaison to work with underserved adult student populations. Said position would work with an array of partners to address/ meet needs of community. (2) | *Human Resources staff for initial hiring. *Community Liaison personnel | FTEF @\$55,000 per year + \$20,000 H&W These are annual expenses | K-12, MCCD, or new Consortium Staffer (continued into 15-16) | Increase in number of students accessing information and education in Adult Education. | 15- 16 and Ongoing |
| | Hire and utilize staff that speak language representative of learners (1) Local evaluation service for immigrants' credit for prior education/ training (Transcript Translation) | *Human Resources staff for initial hiring. *Case management personnel | | | | |
| | Hire case managers and personnel that can respond to language gaps of clients/students (3) | *Human Resources staff for initial hiring. *Case management personnel | *Classified \$36,000 per year + H&W @ \$20,000 These are annual expenses | | | |
| | Interpreting and translation services (3) | *Human Resources staff for initial hiring. *Interpreter personnel | | | | |
| | Assistive technology for resource access (3) | Equipment | *Equipment fees vary | K-12, MCCD | Increase of students using supportive equipment | 15-16 and ongoing |
| | Financial aid to cover cost of GED exam (1) | State funding for fee waivers Changes to FAFSA rules | Unknown cost These are annual expenses | State and Fed | More students can access GED exam | 15-16 and ongoing |
| | STUDENT Advanced financial aid (FA) facilitation: so potential CTE track students know | Ambassador program to go to local K-12 for | *MCCD Faculty: \$65,000 per FTEF + \$20,000 H&W | K-12 or MCCD | Increase in number of | 15-16 and ongoing |

| | | | | | | |
|------------------------|--|---|---|--|--|--------------------|
| SUPPORT (cont.) | what money they will have for their training (1) | FA workshops Specialized CTE counselors that do academic and FA advising | *K-12 Adult School Faculty: \$24,000 per 15-hr/wk Instructors *MCCD Support Staff: \$32,000 per FT employee + \$17,000 H&W *K-12 Adult School Support staff: \$20,000 + \$14,000 H&W *Supplies: \$5,000 per course *Indirect Cost – varies These are annual expenses | | students completing FAFSA and scholarship applications | |
| | Support for students with disabilities such as in-class note taker | Categorical funding for stipends to reimburse note takers | \$50/lecture These are annual expenses | K-12/ MCCD | Increase use of note takers for students with disabilities | 15-16 and ongoing |
| | Teaching self-advocacy skills to adults with disabilities so they know how to ask for accommodations | *Human Resources staff for initial hiring. *Case management personnel | *Classified \$36,000 per year + H&W @ \$20,000 These are annual expenses | K-12, MCCD, or new Consortium Staffer (continued into 15-16) | Increase in number of students accessing information and education in Adult Education. | 15- 16 and Ongoing |
| | Administer testing and implement accommodations to help the client succeed in either education or work | *Human Resources staff for initial hiring. *Case management personnel | *Classified \$36,000 per year + H&W @ \$20,000 These are annual expenses | | | |
| | Tracking classes for completion (certificate/degree audit) | *Human Resources staff for initial hiring. *Case management personnel | *Classified \$36,000 per year + H&W @ \$20,000 These are annual expenses | | | |
| | CTE Career Explorations: Odysseysware CTE Courses | Computers, network, experienced instructors in subject matter | \$500-700 per concurrent seat | MAS | Subject matter assessments built in to the program | |

Table 4.1.4: Ancillary Services – Transportation & Child Care

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|------------------------|--|---|--|--|---|--------------------|
| <u>ANCILLARY</u> | <p>Transportation Barriers:</p> <p>Facilitate coordination of transportation systems/negotiate for new bus routes (city buses, school buses, county)</p> <p>Increase hours of availability</p> <p>Transit oriented planning developing</p> <p>Bus “express routes” to schools, WIB, other services</p> <p>Create app for bus routes</p> | Systemic Change | Unknown Cost | Partner Organizations State (funding) | More students using public transportation | 15-16 and on going |
| | <p>Transportation Barriers:</p> <p>Transportation Stipends</p> <p>Pay for transportation (current system): bus pass, gas money, stipends, vouchers</p> | <p>*Categorical funding to assist students with transportation costs</p> <p>*Salary for coordinator</p> | <p>*\$720/year per student</p> <p>*Support Staff \$36,000 per employee + \$20,000 H&W</p> <p>These are annual expenses</p> | K-12, MCCD | More students attending classes | 15-16 and on going |
| | <p>Transportation Barriers:</p> <p>*Create new system to provide free transportation for each school</p> <p>*Create smaller vehicle fleet available to smaller communities – case workers available to transport</p> | <p>*Fleet of vans/buses</p> <p>*Drivers</p> | <p>*Driver salary \$36,000 per employee + \$20,000 H&W</p> <p>*Price of vans/buses varies</p> <p>These are annual expenses</p> | K-12, MCCD | More students attending classes | 15-16 and on going |
| | Transportation Barriers: | Webmaster | *Webmaster (s) \$55,000 per FTEF + \$20,000 H&W | K-12, MCCD, or new | Website | 15-16 and ongoing |

| | | | | | | |
|-----------------------------|---|--|---|--|--|--|
| ANCILLARY (cont.) | Carpool networking (website for students to coordinate carpooling) | | *Support Staff \$36,000 per employee + \$20,000 H&W *Supplies \$5,000 *Operating Expense \$5,000 | Consortium Staffer (continued into 15-16) | | |
| | Transportation Barriers: Transport Coordinator to connect student to the correct route | *Categorical funding to hire coordinator | *Support Staff \$36,000 per employee + \$20,000 H&W *Supplies \$5,000 per course *Indirect Cost – varies These are annual expenses | K-12/ MCCD | Increase number of students using public transportation | |
| | Child Care Barriers: Child care Utilize ROP and adult learners for child care services (as workers) Provide classes on or near elementary school sites Facilitate creation of child care coops | *Categorical funding to hire support staff to coordinate childcare | *Support Staff \$36,000 per employee + \$20,000 H&W *Supplies \$5,000 per course *Indirect Cost – varies These are annual expenses | K-12/ MCCD | Increase in number of students attending Adult Education | |

Table 4.1.5: Language Barriers

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|------------------------|---|--|---|---------------------|--|-------------------|
| LANGUAGE | More ESL Classes (M) Provide bilingual education / native language education (1) Native Language Literacy Classes (M) Sign Language (3) Consider ESL classes for disabled adults as appropriate (3) English to Spanish or Spanish to English Rosetta Stone (2) Small conversation (casual) family groups (3) Non native English speakers with disabilities (3) | Commitment to Apportionment for Colleges & K-12 (increased workload measures): Salary, classroom, instructional equipment & supplies; | *MCCD Faculty \$65,000 per FTEF + \$20,000 H&W *K-12 Adult School \$24,000 per 15-hr/wk Instructors *MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W *K-12 Adult School Support staff \$20,000 + \$14,000 H&W *Supplies \$5,000 per course *Indirect Cost – varies These are annual expenses | K-12 and/or MCCD | Catalogs, Schedules, Websites Increase in number of students attended Adult Education | 15-16 and ongoing |
| | GED Prep in languages other than English (M) | Bilingual Instructors with qualifications to teach GED. | *MCCD Faculty \$65,000 per FTEF + \$20,000 H&W *K-12 Adult School \$24,000 per 15-hr/wk Instructors *MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W *K-12 Adult School Support staff \$20,000 + \$14,000 H&W *Supplies \$5,000 per course *Indirect Cost – varies These are annual expenses | K-12 | Increase in number of students attaining GED | 15-16 and ongoing |

Table 4.1.6: Short-Term CTE Training & Apprenticeship

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|---|--|-------------------------|---|--------------------------|
| <p>CTE / WORK EXPERIENCE / APPRENTICESHIP</p> | <p>Improve</p> <p>CTE Curriculum to include:</p> <ul style="list-style-type: none"> How to locate a job online Interview skills, resume building, job search skills, networking with employers, job carving, job clubs for clients, how to fill out employment applications, dress for success | <p>Commitment to Apportionment for Colleges & K-12 (increased workload measures): Salary, classroom, instructional equipment & supplies;</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>K-12 and/or MCCD</p> | <p>Catalogs, Schedules, Websites</p> <p>Increase in number of students attended Adult Education</p> | <p>15-16 and ongoing</p> |
| | <p>Short-term certificated programs at regional level</p> | | | | | |
| | <p>Test prep, course refresh in basic skills</p> | | | | | |
| | <p>Entrepreneur training program: business planning, basic accounting, tax liability, customer service, product costing vs. revenue, externships with businesses, and business law</p> | | | | | |
| | <p>Vocational trainings that do not require diploma or GED</p> | | | | | |
| <p>CTE /</p> | <p>Work with potential employers to</p> | <p>Supportive Job Placement Coach/</p> | <p>*MCCD Faculty/Coach</p> | <p>K-12, MCCD,</p> | <p>More adult learners are</p> | <p>15-16 and ongoing</p> |

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|--|--|---|---|-------------------------|--|--------------------------|
| <p>WORK EXPERIENCE / APPRENTICESHIP (cont.)</p> | <p>develop job placements with salaries</p> | <p>Developer</p> | <p>\$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies: \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>State or Federal</p> | <p>able to be productive citizens. Employers gain tax incentives for parsing out job description to meet needs of employees.</p> | |
| | <p>Vocational training options: development on trades and skills to self- sustain</p> <p>Short term training in employment prep and placement: Some individuals are not motivated for long term training 3-6 months courses in basic job finding</p> | <p>Commitment to Apportionment for Colleges & K-12 (increased workload measures): Salary, classroom, instructional equipment & supplies;</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies: \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>K-12 and/or MCCD</p> | <p>Catalogs, Schedules, Websites</p> <p>Increase in number of students attended Adult Education</p> | <p>15-16 and ongoing</p> |

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|--|--|---|---|---|--|---------------------------|
| <p>CTE / WORK EXPERIENCE / APPRENTICESHIP (cont.)</p> | <p>Create job developer position to work with adult students seeking training or industry certification</p> <p>Provide adult with disability Job coach to go with them to learn the job</p> <p>Matching students' abilities to jobs</p> <p>Employers rank tasks for jobs by difficulty(3)</p> <p>CVRC program that implements an ROP style work experience at local businesses</p> | <p>Supportive Job Placement Coach/ Developer</p> <p>Funds to subsidize employers who split job tasks in order to facilitate adults with limited job duties (i.e. some adults with disabilities can focus on a portion of a job description, but not fill the full job description).</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies: \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>K-12, MCCD, State or Federal</p> | <p>More adult learners are able to be productive citizens. Employers gain tax incentives for parsing out job description to meet needs of employees.</p> | <p>15-16 and ongoing</p> |
| | <p>Case management for adults with disabilities after graduation : - vocational education – employment preparation – supported employment – (extended services after program completion – currently student end up in a limbo status because they are no longer eligible for services; they are not prepared to go out on their own and get a job)</p> | <p>*Human Resources staff for initial hiring. *Case management personnel</p> | <p>*Classified \$36,000 per year + H&W @ \$20,000</p> <p>These are annual expenses</p> | <p>K-12, MCCD, or new Consortium Staffer (continued into 15-16)</p> | <p>Increase in number of students accessing information and education in Adult Education.</p> | <p>15- 16 and Ongoing</p> |
| | | <p>Staff to meet with</p> | <p>Employer Liaison</p> | <p>K-12 or</p> | <p>Local Labor</p> | <p>15-16 and</p> |

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|--|--|---|--|-------------------------|---|--------------------------|
| | <p>Work with employers to identify exact level of training needed and customize Short Term or condensed training (4)</p> <p>Internships</p> <p>Job Shadowing</p> <p>Have job training available after completing a certification program</p> | <p>employers – could double as job developer</p> | <p>\$55,000 per FTEF + \$20,000 H&W</p> <p>*Support Staff \$36,000 per employee + \$20,000 H&W</p> <p>*Clothing, tools, gas stipend for interns \$5,000</p> <p>*Operating Expense \$5,000</p> <p>These are annual expenses</p> | <p>MCCD</p> | <p>market needs are filled</p> <p>Student employment numbers upon completion of education</p> | <p>ongoing</p> |
| | <p>Introductory course: how to be successful, time management, study habits, family/friend support, test taking tips, stress management, community resources</p> | <p>Commitment to Apportionment for Colleges & K-12 (increased workload measures): Salary, classroom, instructional equipment & supplies;</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies \$5,000 per course</p> <p>*Indirect Cost – varies</p> <p>These are annual expenses</p> | <p>K-12 and/or MCCD</p> | <p>Catalogs, Schedules, Websites</p> <p>Increase in number of students attended Adult Education</p> | <p>15-16 and ongoing</p> |

Table 4.1.7: Access to Technology

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------------|---|--|---|---------------------|--|-------------------|
| TECHNOLOGY ACCESS | City-wide free internet access (2) Computers, internet access, technical support, low cost or free online vocational trainings (2) Provide internet access to students (1) Consider county-wide internet access (1) | State funded program | Unable to calculate | State | Digital Divide is reduced All families have access to technology | 15-16 and ongoing |
| | Launch “Adult Ed Cafes” to provide online courses in a social setting for rural areas More online classes and tutorials Create course/workshops on computer literacy. The courses/workshops should be offered in various languages Computer information, literacy programs Learning of computer literacy: basic computing, typing, and use of smart phone (1) Course to Transition from face-to-face to electronically delivered education (1) | Commitment to Apportionment for Colleges & K-12 (increased workload measures): Salary, classroom, instructional equipment & supplies; | *MCCD Faculty \$65,000 per FTEF + \$20,000 H&W *K-12 Adult School \$24,000 per 15-hr/wk Instructors *MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W *K-12 Adult School Support staff \$20,000 + \$14,000 H&W *Supplies \$5,000 per course *Indirect Cost – varies These are annual expenses | K-12 and/or MCCD | Catalogs, Schedules, Websites Increase in number of students attended Adult Education | 15-16 and ongoing |

Table 4.1.8 Professional Development

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|------------------------------------|---|--|--|---------------------|---|-------------------|
| PROFESSIONAL DEVELOPMENT | Regional adult education training for educators/ job developers/ support staff (2) | Funds for conference travel | \$3,000 per conference/ per attendee if overnight/travel | K-12 or M CCD | Educators/ Administrators will be better equipped to serve adult learners | 15-16 and ongoing |
| | Train all AB86 personnel in how the issues, barriers, cultural diversities, and poverty affect student motivation success (2) | Funds to create local training | \$10,000 to host local training serving up to 50 individuals | | | |
| | | Funds to access on line training as applicable | \$2,000 per individual to access on line training These are annual expenses | | | |
| | Teach strategies that help students move beyond barriers (2) | Funds to create local training Supportive Job Placement Coach | \$10,000 to host local 1 day training serving up to 50 individuals *Faculty/ Coach \$55,000 per FTEF + \$20,000 H&W *Support Staff \$36,000 per employee + \$20,000 H&W These are annual expenses | K-12 or M CCD | Staff / Educators/ Administrators will be better equipped to serve adult learners | 15-16 and ongoing |
| | Local Disability Awareness conference for adult service provider agencies(3) | Funds for Local Conference expenses. | \$25,000 to host local conference serving up to 100 individuals These are annual expenses | K-12/ MCOE/ M CCD | Staff / Educators/ Administrators will be better equipped to serve adult learners | 15-16 and ongoing |
| | Agencies not using current technology to full potential (3) | Funds for workshops to teach staff how to use supportive technology | \$3,000 per conference/ per attendee if overnight/travel \$10,000 to host local 1 day training serving up to 50 individuals \$2,000 per individual to access on line training These are annual expenses | K-12 or M CCD | Educators/Administrators will be better equipped to serve adult learners | 15-16 and ongoing |
| Use cultural strategies to address | Funds for conference | \$3,000 per conference/ per attendee if | K-12 or | Staff / Educators/ | 15-16 and | |

| | | | | | | |
|---|--|--|---|------------------------------|---|-------------------|
| PROFESSIONAL DEVELOPMENT (cont.) | cultural barriers (1) | travel Funds to create local training Funds to access on line training as applicable | overnight/travel \$10,000 to host local 1 day training serving up to 50 individuals \$2,000 per individual to access on line training These are annual expenses | MCCD | Administrators will be better equipped to serve adult learners | ongoing |
| | Classes for educators to understand disability spectrums (3) | Funds to create local training | *MCCD Faculty \$65,000 per FTEF + \$20,000 H&W *K-12 Adult School \$24,000 per 15-hr/wk Instructors *MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W *K-12 Adult School Support staff \$20,000 + \$14,000 H&W *Supplies \$5,000 per course *Indirect Cost – varies These are annual expenses | K-12, MCCD, State or Federal | More adult learners are able to be productive citizens. Employers gain dedicated employees. | 15-16 and ongoing |

Table 4.1.9: Implementation Strategies to Address Identified Gaps - Sites

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|------------------------|--|---|---|--|--|--|
| SITES | <p>Create tech centers with instructors available in each community to provide basic access and training (2)</p> <p>Integration of technology to support vocational success (3)</p> | <p>*Brick and Mortar facilities *Administration *Faculty *Support Staff *Supplies *Operating Expense</p> | <p>* Brick and Mortar facilities \$20,000,000</p> <p>*Administration \$100,000 *Faculty \$55,000 per FTEF + \$20,000 H&W *Support Staff \$36,000 per employee + \$20,000 H&W *Supplies \$5,000 per course *Operating Expense \$10,000,000 startup equipment</p> <p>These are annual expenses</p> | <p>K-12 or MCCD With State funding to build</p> | <p>New facility</p> <p>Increase in opportunities for residents to access technology related training</p> | <p>*Brick and Mortar one time event</p> <p>Staff/Operation 15-16 and ongoing</p> |
| | <p>Build computer labs, specifically in remote areas (1)</p> <p>Investigate supplying technological resources to address transportation issues [computer labs/distance learning](1)</p> | <p>*Brick and Mortar facilities *Administration *Faculty *Support Staff *Supplies *Operating Expense</p> | <p>* Brick and Mortar facilities \$20,000,000</p> <p>*Administration \$100,000 *Faculty \$55,000 per FTEF + \$20,000 H&W *Support Staff \$36,000 per employee + \$20,000 H&W *Supplies \$5,000 per course *Operating Expense \$10,000,000 start up equipment</p> <p>These are annual expenses</p> | <p>K-12 or MCCD With State funding to build</p> | <p>New facility</p> <p>Increase in opportunities for residents to access technology related training</p> | <p>*Brick and Mortar one time event</p> <p>Staff/Operation 15-16 and ongoing</p> |
| | <p>Regional professional development center; partnership with UC Merced or Fresno Pacific (3)</p> | <p>*Brick and Mortar facilities *Administration *Faculty *Support Staff *Supplies *Operating Expense</p> | <p>* Brick and Mortar facilities \$20,000,000 *Administration: \$100,000 *Faculty: \$55,000 per FTEF + \$20,000 H&W *Support Staff: \$36,000 per employee + \$20,000 H&W *Supplies: \$5,000 per course *Operating Expense: \$10,000,000 startup equipment</p> <p>These are annual expenses</p> | <p>K-12 or MCCD With State funding to build</p> | <p>New facility</p> <p>Increase in opportunities for professionals to access development programs.</p> | <p>*Brick and Mortar one time event</p> <p>Staff/Operation 15-16 and ongoing</p> |

| | | | | | | |
|---------------------------------|---|---|---|---|--|--|
| <p>SITES (cont.)</p> | <p>Transportation/Childcare/Education: transport students to central learning facility that also provide childcare; provide emergency transportation if student needs to get home quickly (1)</p> <p>Our students in rural areas are not willing to use public transportation to go to a college campus or Adult Education facility because in the case of an emergency with their child in their home town, they are incapacitated to return home.</p> | <p>*Brick and Mortar facilities *Administration *Faculty *Support Staff *Supplies *Operating Expense</p> <p>*Childcare Funds</p> <p>*Fleet of Vans</p> | <p>* Brick and Mortar facilities \$20,000,000</p> <p>*Administration \$200,000 *Faculty / Coach \$55,000 per FTEF + \$20,000 H&W *Support Staff \$36,000 per employee + \$20,000 H&W *Supplies \$50,000 *Operating Expense \$10,000,000 startup equipment</p> <p>*Ongoing funds for Child Care workers salary</p> <p>*Cost of Vans *Cost of Drivers</p> <p>These are annual expenses</p> | <p>K-12 or MCCD With State funding to build</p> | <p>New facility</p> <p>Increase in opportunities for residents to access education and to receive child care services.</p> | <p>*Brick and Mortar one time event</p> <p>Staff/Operation 15-16 and ongoing</p> |
| | <p>Develop group home environment/assisted living for low functioning students (3)</p> <p>(Group homes) Building/create transitional housing/dorms to serve students with disabilities (3)</p> | <p>*Brick and Mortar facilities *Administration *Faculty *Support Staff *Supplies *Operating Expense</p> | <p>* Brick and Mortar facilities \$20,000,000</p> <p>*Administration \$100,000 *Faculty \$55,000 per FTEF + \$20,000 H&W *Support Staff \$36,000 per employee + \$20,000 H&W *Supplies \$5,000 per course *Operating Expense \$10,000,000 startup equipment</p> <p>These are annual expenses</p> | <p>Partners that serve adults with disabilities</p> | <p>New facility</p> <p>Increase in opportunities for residents to access technology related training</p> | <p>*Brick and Mortar one time event</p> <p>Staff/Operation 15-16 and ongoing</p> |

OBJECTIVE 5 – ACCELERATING STUDENT'S PROGRESS TOWARD ACADEMIC GOALS

The information reflected in Objective 5 represents the start of dialogue and captures the enthusiasm of the faculty who value this important work. In order to adequately and fully address Objective 5 we anticipate ongoing dialogue between delivery systems.

When creating educational programs designed for adult learners it is important to take into consideration the multiple roles and responsibilities that are required of adult learners. Guiding students through a training program, helping them build academic basic skills, providing opportunities for the direct application of skills, and teaching competencies for the workplace are paramount to the overall goals of adult education. Adult students are most likely to attend and complete programs when there is a clear connection between their individualized educational plan and securing as well as retaining sustainable employment. To that end, it is important to develop strategies and programs that accelerate learning and course completion. A comprehensive plan for learner outreach and support must be in place to reduce student frustration, burnout, discouragement, and ultimate dropout from programs.

Student Support for Accelerated Learning

Student support services must encompass a broad spectrum including child care, transportation, assistance with tuition and materials fees, basic skill building, tutorial support, support from social services, and assistance with court systems. The program must also help students stay motivated to complete goals.

The transition of adult learners from unemployment and underemployment begins with a skills and needs assessment with regard to academics and ancillary resources. It is important to appoint educational, vocational, and resource counselors who are both knowledgeable about and enthusiastic in serving adult learners. When short- and long-term goals have been determined, it is important to create the most direct and attainable pathways for reaching goals in the shortest amount of time possible. Scheduled and frequent assessment of student progress is important to help learners remain engaged and on-track to completion of their transition program. Encouragement from faculty, support staff, peer mentors, and family will help students remain focused and committed.

Course Availability for Accelerated Learning

There are many strategies for accelerating learning so that adults make the transition to employment. One cost effective method is to shorten course length by extending the amount of time students attend class each day. In this way, course content and rigor is not sacrificed as students complete their courses in less time. For example, an 18-week course that meets 3 hours per week could be accelerated to meet for 6 hours per week. This could reduce program completion times by up to fifty percent.

Another acceleration strategy is dual enrollment. The benefit of dual enrollment is that it shortens the completion time for goal attainment. Students are more likely to sustain completion efforts when completion times are shortened. The IBEST (Integrated Basic Education and Skills Training) is an example of dual enrollment that has already proven to work. In this model, a student enrolls in a basic skills program while simultaneously completing the program requirements for technical certification. The Peter Adams Accelerated Learning Program is another example of dual enrollment where students who place several levels below college level English are encouraged to enroll in courses a level or two higher. They are dually enrolled in a developmental English course to support their learning. This strategy reduces the amount of time spent working through development reading and writing courses.¹²

Blended and/or computer-assisted learning can shorten program completion time as well. The use of group lecture, individualized assistance, and computer-aided learning can help students focus on strengths and weaknesses. Students are able to learn at their individual pace so they can spend more time improving areas of academic or vocational skill deficiencies. Software that assesses individual subject competency assures that students are benefitting from instruction and mastering the subject matter. Computer software options include Pearson Foundations, Odysseyware, and computer-assisted learning for ESL classes.

Career and Technical Education (CTE) for Accelerated Learning

Course relevancy is another strategy that involves developing curriculum in collaboration with industry needs. Working with businesses ensures that training programs reflect practical and technical skills needed for current job descriptions. Intern and externship programs facilitate and support classroom instruction by allowing students to connect learning with the application of skills. Learners tend to work harder in the classroom when they understand how academic and vocational skills are used on the job.

Table 5.1

Table 5.1 below provides the strategies developed by faculty and staff for accelerating student's progress towards academic goals.

¹² "Basic Skills Completion: The Key to Student Success in California Community Colleges"
<http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx>

TABLE 5.1 – ACCELERATING STUDENT’S PROGRESS TOWARD ACADEMIC GOALS

**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 | Methods of Assessment | Timeline |
|--|---|---|---|-----------------------------|--|--------------------------|
| <p style="text-align: center;">COURSE AVAILABILITY FOR ACCELERATION</p> | <p>Curriculum redevelopment: reexamine courses and reduce number of remedial courses needed for completion.</p> | <p>Commitment to Apportionment for Colleges & K-12 (increased workload measures): Salary, classroom, instructional equipment & supplies;</p> | <p>*MCCD Faculty \$65,000 per FTEF + \$20,000 H&W</p> | <p>K-12 and/or MCCD</p> | <p>Catalogs, Schedules, Websites</p> <p>Increase in number of students attending Adult Education Compare achievement, progression, and completion rates between standard term vs. students in compressed terms</p> | <p>15-16 and ongoing</p> |
| | <p>Offer CTE courses within High School diploma program. Courses could meet pre-apprenticeship development (2)</p> | | <p>*K-12 Adult School \$24,000 per 15-hr/wk Instructors</p> | | | |
| | <p>Implement compressed short-term training models of certificate completion to completion and increase learning support: peer tutors, 24/7 access to learning material, tutoring by phone</p> <p>Dual track basic skills: 1) College Prep and 2) Work Prep</p> <p>Offer dual GED/AA program to accelerate end goal</p> <p>Cohort programs: Short-term, intensive, block schedule</p> | | <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> <p>*K-12 Adult School Support staff \$20,000 + \$14,000 H&W</p> <p>*Supplies \$5,000 per course</p> <p>*Indirect Cost – varies These are annual expenses</p> | | | |

| | | | | | | |
|--|--|---|---|--------------------------------------|---|--------------------------|
| <p>COURSE AVAILABILITY FOR ACCELERATION (cont.)</p> | <p>Model after “Accelerated Learning Program” by Peter Adams of Baltimore City College</p> <p>-ABE student plus noncredit (or credit) student in one noncredit/credit course where ABE students spend extra time with instructor to work on study skill/life skills beyond course content.</p> <p>-Vocational ESL</p> | <p>K-12 Faculty and support staff</p> <p>*Support Staff \$36,000 per employee + \$20,000 H&W</p> <p>These are annual expenses</p> | <p>Systemic Change cost unavailable *Faculty/ Counselor \$55,000 per FTEF + \$20,000 H&W</p> <p>*Support Staff \$36,000 per employee + \$20,000 H&W</p> <p>These are annual expenses</p> | <p>K-12 and/or MCCD</p> | <p>Compare achievement, progression, and completion rates between standard term vs. students in compressed terms</p> | <p>15-16 and ongoing</p> |
| | <p>Blending the students’ learning with direct instruction and individualized computer based learning</p> <p>Odysseyware</p> <p>Integrated Basic Education and Skills Training (IBEST) program</p> | <p>Appropriate basic skills software and computer centers</p> <p>K-12 and MCCD faculty</p> | <p>Systemic Change cost unavailable *Faculty/ Counselor \$55,000 per FTEF + \$20,000 H&W</p> <p>*Support Staff \$36,000 per employee + \$20,000 H&W</p> <p>These are annual expenses</p> | <p>K-12, MCCD, Provider Partners</p> | <p>Compare achievement outcomes with control group of students not enrolled in blended learning programs.</p> <p>Review and analyze performance rates of students enrolled in IBEST programs.</p> | <p>15-16 and ongoing</p> |
| <p>STUDENT SUPPORT FOR ACCELERATION</p> | <p>Transition planning process changed to a transition placement process</p> | <p>Systemic change</p> <p>Supportive Counselor with in-depth knowledge of county adult education resources and social services</p> | <p>*Systemic Change cost unavailable *Faculty/ Counselor \$55,000 per FTEF + \$20,000 H&W</p> <p>*Support Staff \$36,000 per employee + \$20,000 H&W</p> <p>These are annual expenses</p> | <p>K-12, MCCD, Provider Partners</p> | <p>More adult learners are able to be productive citizens.</p> <p>Agency focus changes to placement process</p> | <p>15-16 and ongoing</p> |

| | | | | | | |
|---|---|---|--|---|---|----------------------|
| STUDENT SUPPORT FOR ACCELERATION (cont.) | Tracking classes for completion (certificate/degree audit) | *Human Resources staff for initial hiring. *Case management personnel | *Classified \$36,000 per year + H&W @ \$20,000 These are annual expenses | K-12, M CCD, or new Consortium Staffer (continued into 15-16) | Increase in number of students accessing information and education in Adult Education. | 15- 16 and Ongoing |
| | Encourage peer mentoring between more advanced students and slower learners Utilize former students as part of marketing and outreach efforts such as PSA interviews and features newspaper articles. (Supplemental Instruction) | No additional resources | n/a | Course faculty, tutors, instructional support staff | Compare end-of-year academic achievement between students enrolled in collaborative learning groups with control group of independent learners | 16 – 17 and on going |
| | Provide localized counseling services to clients in rural and remote areas t local libraries, community centers, one-stop workforce development centers, etc. | Designated and private workspaces within existing structures such as local community centers. Counseling faculty | If necessary - Cost of leasing and or remodeling existing spaces On-going lease: \$24,000 yr *Systemic Change cost unavailable *Faculty/ Counselor \$55,000 per FTEF + \$20,000 H&W *Support Staff \$36,000 per employee + \$20,000 H&W These are annual expenses | M CCD | Evaluate the efficacy of counseling centers based on frequency of usage, number of clients served, and retention and progression rates for clients who enroll in certificate and or vocational training programs. | 16-17 and on going |

| | | | | | | |
|--|---|--|--|--------------------------------------|--|------------------------------------|
| <p>STUDENT SUPPORT FOR ACCELERATION (cont.)</p> | <p>Provide each student with clear academic and vocational pathways for reaching their career goals.</p> <p>Bi-lingual counselors (faculty) and instructional support staff to guide students in transition from one level to another</p> <p>Regularly check in on career goals to ensure students are on their correct track; use job shadowing</p> <p>Establish counseling hours Weekly (or bi-monthly) office hours where students can talk with college staff</p> | <p>Counseling faculty.</p> <p>Computer lab space, computers, career, and vocational assessment software.</p> | <p>*Systemic Change cost unavailable *Faculty/ Counselor \$55,000 per FTEF + \$20,000 H&W</p> <p>*Support Staff \$36,000 per employee + \$20,000 H&W</p> <p>These are annual expenses</p> | <p>MCCD or K-12 advisors</p> | <p>Number of student with educational plans</p> <p>Number of completers</p> <p>Number of students transitioning either to education or work.</p> | <p>15-16 and ongoing</p> |
| | <p>Offering tutoring before and after classes</p> <p>Create learning communities for students transitioning from one area to the next (GED to college for example) and with embedded counseling</p> | <p>Designated space for tutorial centers and computer labs at either local libraries, community centers, churches, or other existing structures.</p> | <p>Systemic Change cost unavailable *Faculty/ Counselor \$55,000 per FTEF + \$20,000 H&W</p> <p>*Support Staff \$36,000 per employee + \$20,000 H&W</p> <p>These are annual expenses</p> | <p>MCCD and K-12 faculty</p> | <p>Increase in number students accessing tutoring or learning communities</p> | <p>15-16 and ongoing</p> |
| | <p>Create dynamic, scripted orientation with online and video versions for clients in remote areas. Provide orientation services in Spanish</p> | <p>Bi-lingual Classified staff</p> | <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> | <p>Merced County Adult Ed cohort</p> | <p>More students completing orientations</p> | <p>15-16 and ongoing revisions</p> |
| | <p>Explore providing incentives for program completion such as paid work experience or internships, etc.</p> <p>There are incentives and there's motivation being on one level and visiting something higher – building confidence</p> | <p>Job developer and job placement officers</p> | <p>*MCCD Support Staff \$32,000 per FT employee + \$17,000 H&W</p> | <p>Merced County Adult Ed cohort</p> | <p>Review cost of incentives vs. student achievement data.</p> | <p>16-17 and on going</p> |

| | | | | | | |
|--|---|--|--|--------------|---|-------------------|
| CTE/JOB TRAINING FOR ACCELERATION | Survey key industry employers on current training needs Faculty work groups to develop and or revise curriculum that incorporates workforce needs. | Staff to meet with employers – could double as job developer | Employer Liaison \$55,000 per FTEF + \$20,000 H&W *Support Staff \$36,000 per employee + \$20,000 H&W *Supplies \$5,000 *Operating Expense \$5,000 These are annual expenses | K-12 or MCCD | Local Labor market needs are filled Student employment numbers upon completion of education | 15-16 and ongoing |
| | Create intern and externship opportunities to facilitate learning. | Job developer and job-site coaches | Classified Job Developer \$45,000+ \$20,000 H&W | K-12 or MCCD | Comparison of achievement rates between students enrolled in intern/externships and students who are not. | 15-16 |

OBJECTIVE 6 – CURRENT & COLLABORATIVE PROFESSIONAL DEVELOPMENT

Objective 6.1: Current Professional Development

Existing professional development to address all program areas fall into four (4) main categories: Instruction, Assessment, Transitions, and Administrator Training and Networking. At Merced Adult School, professional development is offered to both full-time and part-time staff, primarily through paid staff in-services eight times per year, as well as through conference and workshop attendance in fulfillment of each teacher's Individual Professional Development Plan. Merced College staff are offered paid flex-days to participate in scheduled professional development activities.

Within the category of Instruction, regular trainings in the effective use of technology are provided to address the increasing use of such tools as Chrome books, Smart boards, Google Docs, and mobile laptop carts. The Outreach and Technical Assistance Network (OTAN) has been a valuable resource in providing individual and group technology training, both online and face-to-face. Teachers are paid for time spent in these trainings. To expand their instructional repertoires as well as network with other adult education providers, Merced Adult School instructors are offered the opportunity to attend the regional California Council of Adult Education (CCAEE) annually, with conference fees and related expenses paid by the school. Finally, in both the workplace and in post-secondary education, there is a need for increased rigor in student critical thinking and performance. To address this need, Merced Adult School instructors have received ongoing training in Common Core instructional strategies. Funding needs within the category of Instruction include facilitator salaries, facilities and equipment, printing costs, membership fees, conference/workshop fees, and travel expenses.

Professional development within the Assessment category is the result of Merced Adult School's use of the Comprehensive Adult Student Assessment Systems (CASAS). CASAS pre- and post-testing are requirements of the school's Title II/231 AEFLA grant. All Adult Basic Education, Secondary, and ESL students are tested for placement, and again every eight weeks to assess progress and readiness to advance to a higher level. Annual accountability and implementation training is required of at least one assessment staff member, but the program manager and at least two assessment staff usually attend. All teaching staff is trained as testing proctors, and achievement goals are reviewed at staff in-services and departmental collaboration meetings. Funding needs within the Assessment category include travel expenses for annual trainings, travel and conference expenses for administrator and/or program manager attendance at the annual CASAS Summer Institute. There is no cost to AEFLA grantees for testing materials.

The category of Transition is an identified gap between all of the consortium's program areas, as well as between Adult Education and the workplace. This gap also includes the need for adults with disabilities to transition successfully to independent living. The

National College Transition Network provides professional development in the area of transition to college and the workplace for Merced College's Adult Basic Education/ Secondary Basic Skills and Short-Term Career Technical Education administrators, program managers, and counselors. Professional development regarding transition to the workplace for adults with disabilities comes through Merced College administrator, program manager, and counselor attendance at the annual Workability Conference. Funding needs for professional development in the area of college and workplace transitions include membership fees and conference/travel expenses. A final professional development category within the Transitions category is disabled students transition to independent living. This is provided through Merced Union High School District and Merced Community College's participation on Merced County Office of Education Transition Council.

Training and Networking for Adult Education Administrators is critical for keeping abreast of adult education initiatives, policies, and practices. Merced Adult School holds memberships in the Association for Supervision and Curriculum Development (ASCD) and in the Association of California School Administrators (ACSA). Merced Adult School's Principal, along with at least one other member of the Leadership team, attend the annual ACSA State and Regional Conferences. Merced College maintains membership and participation in the Association of Community and Continuing Education (ACCE). Funding needs in this area include membership fees and conference attendance for administrators and program managers.

Objective 6.2: Collaborative Professional Development Plan

Merced Adult School and Merced College noncredit faculty interaction through the consortium has brought about a mutual awareness and appreciation of each other's experiences with adult students. Both groups have enthusiastically expressed a desire to continue this interaction through establishment of a local adult education conference. In addition, regular meetings (4-6 times per year) of Merced Adult School and Merced College noncredit faculty would be a continuing source of programmatic information to each group. They would serve to address issues of service integration with the goal of increasing depth and breadth of course offerings. These meetings would establish a plan to train instructors in available pathways for students at both Merced College and Merced Adult School, so that faculty can assist students in following their Learning Plans.

Professional development needs fall into two broad categories of: 1) content area knowledge and instructional best practices and 2) certain types of professional development would benefit both groups equally. For example, K-12 Adult Education and Merced College ESL instructors need membership in TESOL/CATESOL and to attend those conferences. In other program areas, attendance at content area conferences and workshops would be supported. A central resource center would be developed that would include content area and best practices resources. Adult learners tend to "vote with their feet"; as a result, both faculty groups would benefit from professional development to understand affective indicators of student engagement and to learn strategies that lead to student success. In addition, effective teachers would be

filmed and those videos would be available through the resource center. Because of the variable hours and locations of adult education classes, alternative professional development times/days/sites will be developed with the goal of quarterly attendance for all faculty. Funding needs would include conference registration fees/travel, unit credit fees, and payment for content-area speakers; salaries for faculty professional development and collaboration attendance; and facilities, equipment, and supplies for the resource center.

Both Merced College and Merced Adult School serve students with documented and undocumented special needs. Merced College's Disabled Student Services provides strong support to students with identified disabilities. Merced Adult School does not have a Disabled Students program, but works to accommodate student's identified needs. Faculty and partners expressed a desire to become more informed and for the general community to become more aware of what it means to be disabled and what student limitations may or may not be. A program of professional development and community education will be developed to help all stakeholders including K-12 school counselors and special education staff identify and understand the needs of disabled students both in the K-12 school environment and in transition to college and careers. One of the challenges in adult education is that schools are not always aware of special needs students may have, nor is staff trained in identifying those needs and implementing strategies for student success.

Both the K-12 and community college systems serve students with myriad needs, including foster youth, the formerly incarcerated, and individuals with mental health issues. A professional development program that includes training in adult learning theory, as well as identifying and addressing special needs will be part of the collaborative meetings between the Merced Adult School and Merced College noncredit faculty.

Finally, we recognize that the individuals within our communities are an invaluable support to adult education programs. To take advantage of this resource, we would develop a tutor training program for community members or current college students who wish to volunteer in basic skills classes at Merced Adult School and at Merced College. This would be a particular advantage in self-paced "Learning Center" style classrooms with minimal direct instruction. Both Merced College and Merced Adult schools have community advisory committees composed of employers, service providers, students, and faculty; however, we propose to develop an advisory committee that would participate in curriculum and student support planning for our consortium. Funding needs in this area include advertising, facilities, and pay for tutor trainers.

Tables 6.1 & 6.2

Below are Tables 6.1 and 6.2 detailing current professional development and professional development plans as determined at the faculty and staff work group meeting.

TABLE 6.1 – CURRENT PROFESSIONAL DEVELOPMENT

6.1: Current Professional Development

| Topic | Professional Development Strategy | Program Area(s) Addressed | Estimated Cost to Implement Consortium-Wide |
|--------------------------------|--|--|---|
| Instructional Technology | Trainings in effective use of technology: Chrome books, smart boards, Google Docs, and mobile laptop carts. OTAN | <ul style="list-style-type: none"> • Adult Basic Education/Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | Funding for facilitator salaries. Facilities/equipment to deliver presentations. Textbook and printing costs. |
| Instruction | California Council on Adult Education (CCAЕ) | <ul style="list-style-type: none"> • Adult Basic Education/Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | Funding for conference attendance of administrators/ program managers and instructional staff. Institutional Membership Fee |
| Instruction | Common Core Trainings | <ul style="list-style-type: none"> • Adult Basic Education/Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs | Funding for conference attendance of administrators/ program managers and/or instructional staff. Funding for facilitator salaries. Facilities/equipment to deliver presentations. Printing costs. Food |
| Instructional Flex Days (MCCD) | Flex Day Activities as offered on campus | <ul style="list-style-type: none"> • Adult Basic Education/Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | District/Categorically Funded |
| Assessment | Participation in Comprehensive Adult Student Assessment Systems (CASAS) | <ul style="list-style-type: none"> • Adult Basic Education/Secondary Basic Skills • Classes for Immigrants • Programs for Adults with Disabilities | Funding for training attendance of assessment staff and for conference attendance of administrators/program managers and key assessment staff. |
| Transition to Workplace | Attendance at Workability Conference | <ul style="list-style-type: none"> • Programs for Adults with Disabilities | Funding for conference attendance for administrators/program managers and counseling staff. |

| | | | |
|---|---|--|---|
| <p>Transition to Independent Living</p> | <p>Transition council meetings (MUHSD + MCOE + Dept. of Rehab + MCCD)</p> | <ul style="list-style-type: none"> • Programs for Adults with Disabilities | <p>No Cost</p> |
| <p>AE Administrator Training and Networking</p> | <p>Participation in Association for Supervision and Curriculum Development (ASCD) Association of California School Administrators (ACSA) Association of Community and Continuing Education (ACCE)</p> | <ul style="list-style-type: none"> • Adult Basic Education/Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | <p>Funding for membership fees and conference attendance for administrators/program managers.</p> |

TABLE 6.2 – COLLABORATIVE PROFESSIONAL DEVELOPMENT PLAN

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 |
|---|---|--|--|
| Instructor collaboration between K-12 AE and MCCD | <p>Sharing ideas with staff from not just MC and MAS but also other cities/regions.</p> <p>Funding professional conferences. I like the idea of local conferences also with MCCD + K-12 instructors</p> <p>Continuing contact and professional development (maybe quarterly) with staff/professionals in each field: A. College with Taylor and others at college; B. Others in our field area college and adult school</p> <p>MAS/MCCD need to be more proactive and less reactive. Through on-going meetings and collaboration we could learn about each other and our programs. And then work to reduce overlap and increase depth and breadth of coursework and programs. 4-6 meetings per year</p> | <ul style="list-style-type: none"> • Adult Basic Education/ Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | <p>Money for credits; content area speakers; money for content area conferences</p> |
| Student Engagement/Achievement | <p>Workshops and presentations to understand affective (how to know when a student's mood/motivation) and effective (is our instruction working) indicators of student engagement and success</p> | <ul style="list-style-type: none"> • Adult Basic Education/ Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities • Programs for Apprenticeship | <p>Funding for facilitator salaries. Facilities/ equipment to deliver presentations. Printing costs. Food</p> |
| Professional Development for K-12 AE and MCCD ESL Instructors | <p>Non-credit and adult education ESL Instructors to attend CATESOL/TESOL and subscribe to journals</p> | <ul style="list-style-type: none"> • Classes for Immigrants | <p>Professional development funds for registration, transportation, meals, lodging, subscription/ membership fees</p> |
| Professional Development for K-12 AE and MCCD Instructors | <p>Inform teachers of pathway information Individual education plan analysis</p> | <ul style="list-style-type: none"> • Adult Basic Education/ Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | <p>Fund professional development time, printing costs.</p> |
| Counseling | <p>Cross training on-site staff with transition counselors to do assessments of student needs and goals</p> | <ul style="list-style-type: none"> • Adult Basic Education/ Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | <p>Funding for counseling, local travel</p> |

| | | | |
|--|--|---|---|
| | | <ul style="list-style-type: none"> • Programs for Apprenticeship | |
| Scheduling | Quarterly professional development alternate sites: Saturday mornings – four hours | <ul style="list-style-type: none"> • Adult Basic Education/ Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | Salaries for extra instructor time Presenter salary/fee |
| Teaching Strategies | Money to film faculty as they present a “best practice” lesson; make available to all faculty to view as need; repository cross-listed by several categories: content; strategy; text, etc. | <ul style="list-style-type: none"> • Adult Basic Education/ Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | Funding for videographer, librarian/archivist, storage space |
| Disability Education and Support | <p>Educating community and/or providers as to what disabilities mean and what people with disabilities are capable of</p> <p>Staff Development and community education to support disabled adults.</p> | <ul style="list-style-type: none"> • Programs for Adults with Disabilities | <p>Funding for facilitator salaries</p> <p>Facilities/ equipment to deliver presentations</p> <p>Printing costs</p> <p>Food</p> |
| Adult Learning and Special needs populations | <p>Special courses to teach adult learning</p> <p>Training on various populations such as needs for: foster youth, prisoners, disabled adults, mental health clients</p> | <ul style="list-style-type: none"> • Adult Basic Education/ Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | Funding for facilitator salaries or workshop attendance fees, incl. transportation, meals. |
| Stakeholders | Included potential students and business owners to participate in curriculum and student support planning | <ul style="list-style-type: none"> • Adult Basic Education/ Secondary Basic Skills • Classes for Immigrants • Short Term CTE Programs • Programs for Adults with Disabilities | Funding for planning and printing costs |
| Student Support | Train volunteer tutors for basic skills class assistants | <ul style="list-style-type: none"> • Adult Basic Education/ Secondary Basic Skills | <p>Funding for facilitator salaries.</p> <p>Facilities/equipment to deliver presentations.</p> <p>Printing costs</p> |

OBJECTIVE 7 – LEVERAGING REGIONAL STRUCTURES FROM PARTNERS

It is vital to the success of the Merced consortium that existing assets or structures are leveraged in order to benefit the adult learners in the region. Because of our large geographic size and limited public transportation, adult learners need to have access to education that is local. That is why the goal of our partnerships is to work with existing local organizations within each community.

Examples of Existing Assets that are Currently Leveraged:

The Merced County Department of Workforce Investment (WIOA) and Human Services Agency's CalWORKS divisions partner with the Merced Adult School to provide basic education preparation and GED preparation classes at the One Stop Center in Los Baños, California. This is a critical partnership because the west side of our region has limited services for adult learners and transportation and child care are barriers to coming to the education sites in Merced. WIOA provides a classroom and computers in their One Stop Center. Merced Adult School provides the instructors who prepare adults for the GED exam and is reimbursed through a contract with CalWORKS.

Merced College offers continuing education courses at a variety of locations throughout the service area. One of the partners is the Sacred Heart Catholic Church in Dos Palos, CA. As noted above, this is a critical partnership because the west side of our region has limited services for adult learners and transportation and child care is a barrier to coming to the education sites in Merced. The church provides a classroom at no cost to the college.

The Merced County Human Services Agency and the Merced County Department of Workforce Investment (WIOA) provide ancillary supportive services to adult learners in the form of bus passes, childcare, educational books, and supplies. Federal Financial Aid is not available for adult learners so this service can often make or break a student's ability to access education.

Examples of Existing Assets that can be Leveraged

Engaging Industry Employer groups in advisory meetings to ensure adult education providers are meeting the needs of industry. Industry Employer groups will provide pre-apprenticeship skills set standards for adult education providers to infuse in ESL, Basic Skills, Adults with Disabilities and Short-Term vocational classes and programs.

Coordinate with Literacy Coalitions to cross refer adult learners to member providers. One of the main gaps identified in Table 4.1 was course availability. Literacy Coalitions would benefit with easily accessible information on the career pathway for adult learners that they might serve.

Through a potential partnership with county libraries in the communities that are devoid of course offerings, agreements will be explored to offer basic education classes to be

held during the libraries' open hours. There are public libraries in the Merced County communities of Delhi, Dos Palos, Hilmar, Le Grand, Los Banos, Santa Nella and Snelling. In Mariposa County, the main library is in the City of Mariposa and a Madera County library is located in Chowchilla. The exploration would include arrangements for the classes will be held in the County library buildings rent free. Hourly college or K-12 teachers, with the assistance of volunteer tutors from the library literacy program, Merced College, the faith-based community, or UC Merced would provide instruction. Students could receive blended or direct instruction enriched by computer software available through the Internet or cell phone applications. (USA Learns, Khan Academy, GEDforfree).

Partner with Chambers of Commerce to provide Thrive and Survive in the Workplace training for adult learners. Merced College currently partners with the Chambers to provide Customer Service Academy classes. A partnership with the Chambers could be modeled after the current partnership to advertise courses designed to help adult learners gain employment.

Engage in conversations with the Merced County Office of Education (MCOE) to create Instructional Service Agreements to offer Short-Term Vocational programs for adults 18 – 24 years old. This is a model that was used when the MCOE had classes in Auto Repair at the vacated Air Force Base in our region.

Adult with Disabilities could be served through partnerships with the Central Valley Regional Center, Merced County Office of Education, Challenged Family Resource Center, the California Department of Rehabilitation, local churches and other non-profit organizations that already serve the disable population. The existing Transition Council could serve as the convener for partnership meetings on a regular basis.

Table 7.1

Table 7.1 details the types of partnerships that can be leveraged in the region to improve adult learner outcomes.

TABLE 7.1 – LEVERAGE OF EXISTING REGIONAL STRUCTURES FROM PARTNERS

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 |
|--|--|--|-------------------------------------|---------------------------------|----------------|
| Merced County Department of Workforce Investment (WIA) | 1. Basic Skills | Prepare adult learners to take the GED exam. Merced Adult School provides instructors who teach adults in Los Baños, CA basic skills needed to take GED. | Merced Adult School | Cash, facilities, equipment | ongoing |
| Sacred Heart Catholic Church in Dos Palos, CA | 2. ESL classes | Merced College offered classes in ESL at the church. | Merced College | Facilities, equipment | Ongoing |
| Merced County Department of Human Services Agency (CalWORKs) | 1. Basic Skills 2. ESL 4. Short Term CTE | The county welfare department provides ancillary expenses for adult learners. I.e. transportation, child care, books, supplies. | Merced Adult School, Merced College | Ancillary supplies and services | Ongoing |
| Merced County Department of Workforce Investment (WIA) | 1. Basic Skills 2. ESL 4. Short Term CTE | The county WIA provides ancillary expenses for adult learners. I.e. transportation, child care, books, supplies. | Merced Adult School, Merced College | Ancillary supplies and services | Ongoing |
| Chambers of Commerce | 1. Basic Skills | Partner with Chambers of Commerce to provide Thrive and Survive in the workplace for adult learners | Merced College | In kind marketing, staff time | Ongoing |
| Merced County Office of Education | 4. Short term CTE | Engage in Conversations to create Instructional Service Agreements to offer Short Term Vocational programs for adults 18 – 24. | Merced Adult School, Merced College | Cash, facilities, staff time | Pilot in 15-16 |

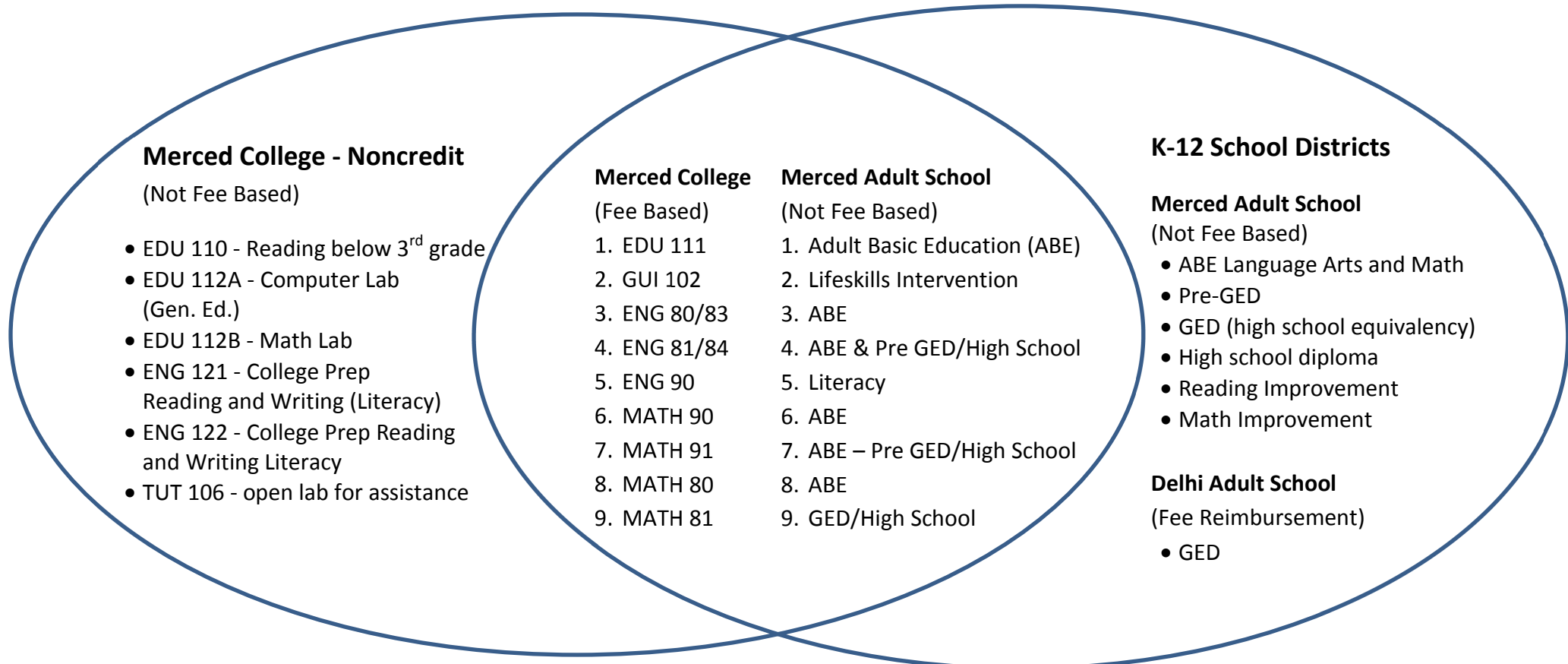
| | | | | | |
|------------------------------------|-----------------------------|--|---|--|----------|
| Atwater Elementary School District | 2. ESL | Provide ESL to parents | Merced Adult School | In kind facilities Teacher, books, & Supplies | On going |
| Merced City School District | 2. ESL | Provide ESL to parents | Merced Adult School | In kind facilities Teacher, books, & Supplies | On going |
| Weaver Union School District | 2. ESL | Provide ESL to parents | Merced Adult School | In kind facilities Teacher, books, & Supplies | On going |
| Merced Union High School District | 2. ESL | Provide ESL to parents | Merced Adult School | In kind facilities Teacher, books, & Supplies | On going |
| Kingsview Work Experience Center | 3. Adults with Disabilities | Instructional Service Agreement | MCCD | In kind facilities | On going |
| Industry Employer Groups | 1, 2, 3, 4, & 5 | Invite Industry Employer groups to CTE advisory meetings to gather input on labor market trends and employer needs as it relates to preparing adult learners for work. | Merced Adult School, Merced College | In kind staff time | Ongoing |
| Literacy Coalitions | 1, 2, 3, 4, & 5 | Engage in conversations with Literacy Coalitions to cross refer adult learners to member providers and utilize Literacy Coalition sites for coursework | K-12, Merced Adult School, Merced College | In kind staff and site time | Ongoing |

APPENDIX

The following Venn Diagrams were developed to show the services provided by Merced Community College District and the local K-12 School Districts for the following areas:

1. Basic & High School Education
2. Immigrant Services
3. Adults with Disabilities
4. Career Technical Education

Basic Education Classes



Merced College - Noncredit

(Not Fee Based)

- EDU 110 - Reading below 3rd grade
- EDU 112A - Computer Lab (Gen. Ed.)
- EDU 112B - Math Lab
- ENG 121 - College Prep Reading and Writing (Literacy)
- ENG 122 - College Prep Reading and Writing Literacy
- TUT 106 - open lab for assistance

Merced College

(Fee Based)

1. EDU 111
2. GUI 102
3. ENG 80/83
4. ENG 81/84
5. ENG 90
6. MATH 90
7. MATH 91
8. MATH 80
9. MATH 81

Merced Adult School

(Not Fee Based)

1. Adult Basic Education (ABE)
2. Lifeskills Intervention
3. ABE
4. ABE & Pre GED/High School
5. Literacy
6. ABE
7. ABE – Pre GED/High School
8. ABE
9. GED/High School

K-12 School Districts

Merced Adult School

(Not Fee Based)

- ABE Language Arts and Math
- Pre-GED
- GED (high school equivalency)
- High school diploma
- Reading Improvement
- Math Improvement

Delhi Adult School

(Fee Reimbursement)

- GED

Merced College Credit Basic Skills Courses - Fee-based

Course # Key:

- ENG 80-Foundations in Reading II
- ENG 83 Foundations in Writing II
- ENG 84- Foundations in Writing III
- ENG 81- Foundations in Reading III
- ENG 90- Foundations in Reading and Writing I
- Math 90- Fundamentals of Arithmetic
- Math 91- Fundamentals of Decimals and Fractions
- Math 80- PreAlgebra
- Math 81- Beginning Algebra

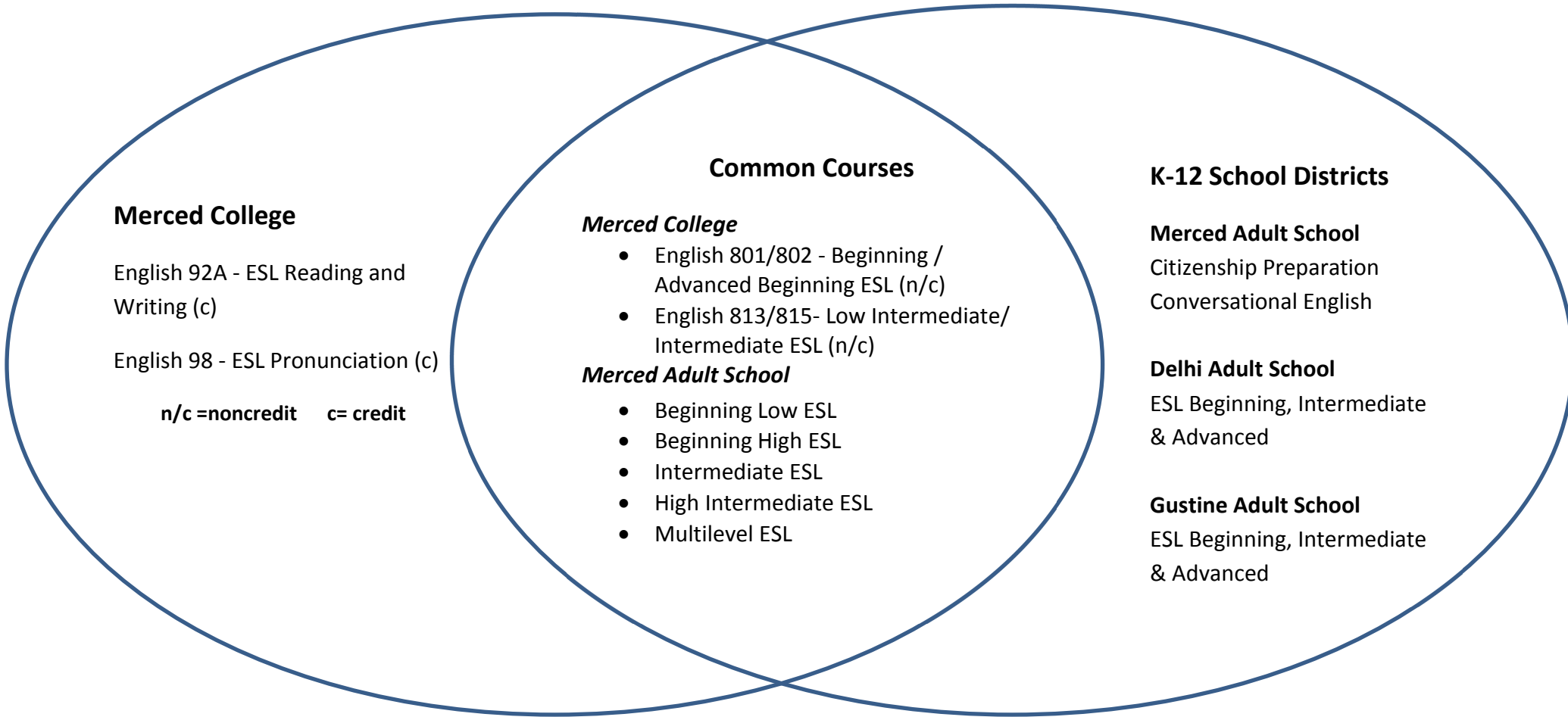
MC Basic Skills Class Locations & Times

| | |
|----------------------------------|-------|
| MEC - Merced Educational Center | am/pm |
| Merced College | am/pm |
| Kings View (Atwater) | am/pm |
| Business Resource Center, Merced | am |
| MC Los Banos | am |

K-12 Basic Skills Class Locations & Times

| | |
|-----------------------|-------|
| Merced East Campus | am/pm |
| Atwater | am/pm |
| Livingston | am |
| Los Banos Worknet | am |
| Shattuck Park (Delhi) | pm |

Immigrant Programs



MC Locations and Times

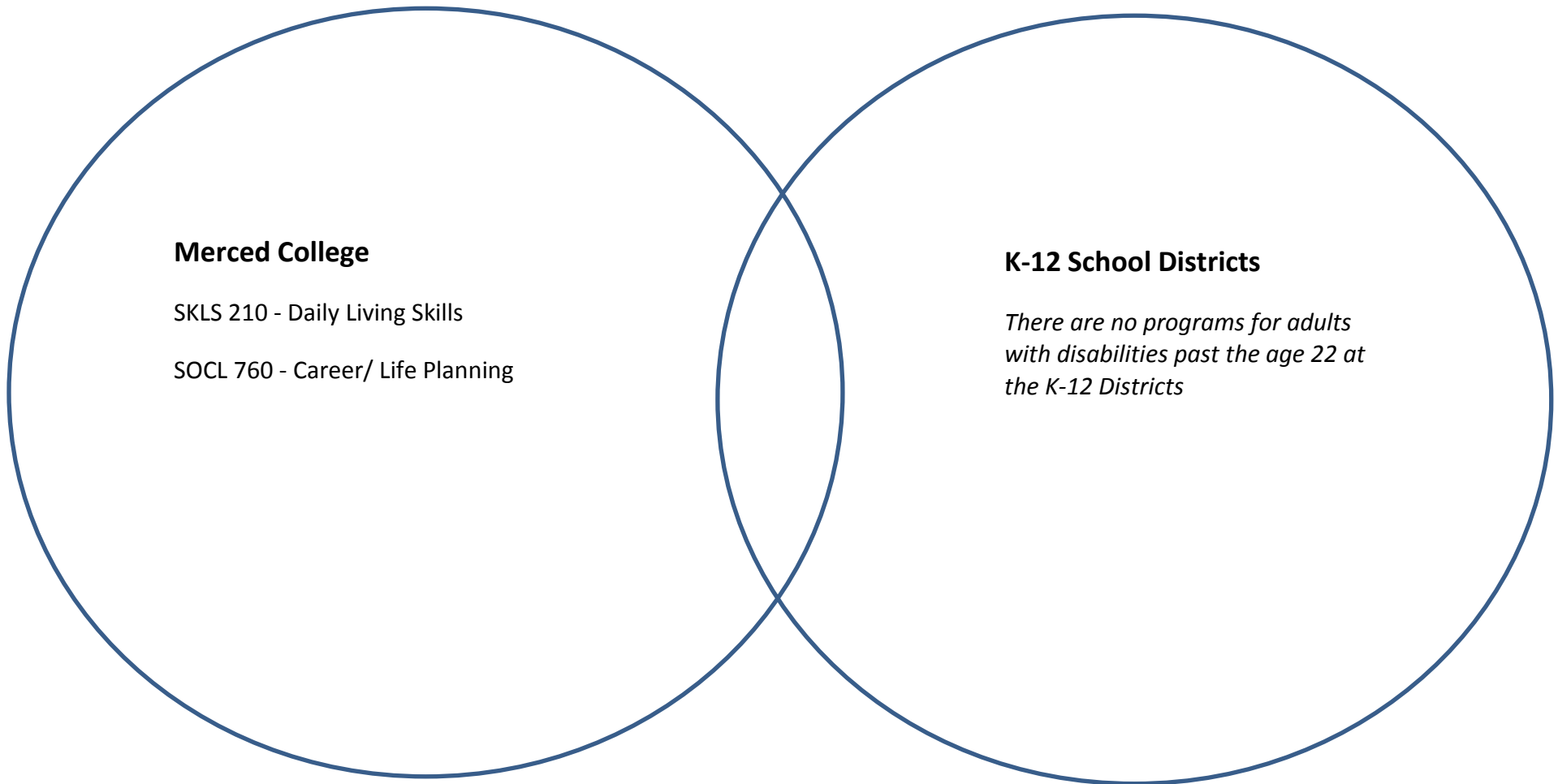
| | |
|--------------------------|-------|
| Business Resource Center | am |
| Merced College | am/pm |
| Merced College Los Banos | am |
| Dos Palos | am |

K-12 District Locations and Times

| | | | |
|---------|----|------|----|
| ECEC | am | ECEC | pm |
| MCSD | pm | AHS | pm |
| Castle | pm | BCHS | pm |
| AESD | pm | MHS | pm |
| Weaver | pm | ECHS | pm |
| GVHS | pm | | |
| Delhi | pm | | |
| Gustine | am | | |

KEY: n/c = noncredit (not fee based) | c = credit (fee based)

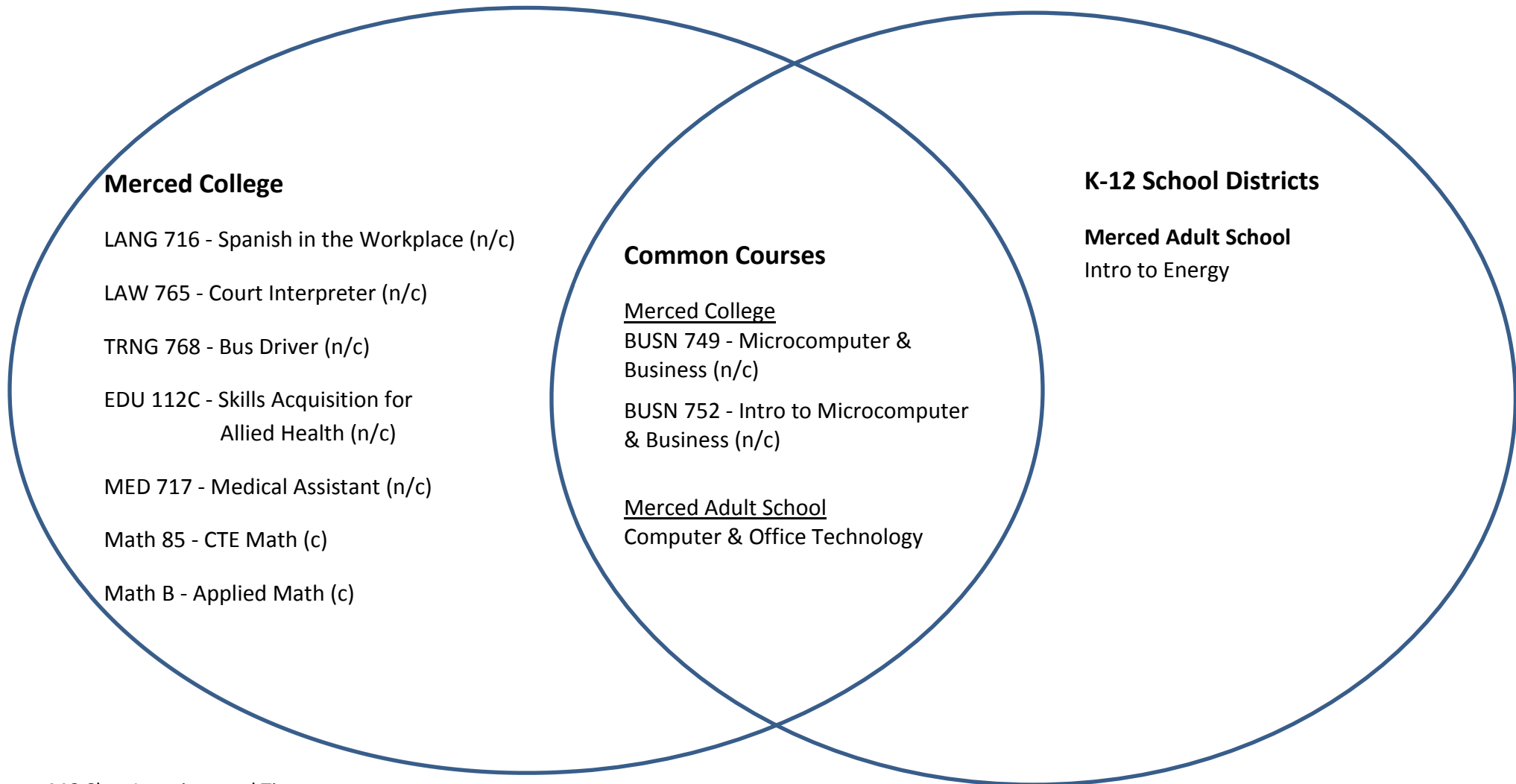
Adults with Disabilities



MC Locations and Times

| | |
|----------------|-------|
| Merced College | am/pm |
| Kingsview | pm |

Career Technical Education



MC Class Locations and Times:

| | |
|--------------------------|-------|
| Merced College | am/pm |
| Business Resource Center | am/pm |
| Merced College Los Banos | am |

K-12 Class Locations and Times:

| | |
|---------------------------------|-------|
| Merced Adult School East Campus | am/pm |
|---------------------------------|-------|

Merced Regional Adult Education Consortium (AEC) Planning Narrative

Part 1 Organizational Structure

Merced County is located in the heart of the San Joaquin Valley (also known as the Central Valley) of California. As of the 2010 United States Census, the population was 255,793. The total area of the county is approximately 1,980 square miles.

Merced Community College District serves a geographically large rural area in the Central San Joaquin Valley which includes all of Merced county and portions of Madera and Mariposa counties. The region, as defined by the Merced Community College District boundaries, includes the cities and unincorporated communities of Chowchilla (Madera), Le Grand, Planada, Merced, Snelling, Atwater, Winton, Cressey, Ballico, Delhi, Livingston, Stevinson, Hilmar, El Nido, Los Banos, Gustine, Dos Palos, and Santa Nella. Merced, Los Baños, and Atwater are the largest population centers in the region. In March of 2014, the AB 86 Work Group authorized Mariposa County to join the Merced Regional consortium.

Membership

The Merced Regional Adult Education Consortium membership is comprised of one (1) community college and eight (9) school districts located within the geographical boundaries. All of the eligible members have submitted Intent to Participate forms. The members are, Merced Community College District, Merced Union High School District, Los Baños Unified School District, Dos Palos Oro Loma Joint Unified School District, Delhi Unified School District, Hilmar Union High School District, LeGrand Union High School District, Gustine Unified School District, Chowchilla Union High School District, and Mariposa County Unified School District .

Members Existing Collaborative Relationships

Merced College's main campus is located in Merced. The college has an off campus center located in Los Baños. The Business Resource Center is located in downtown Merced. Partnering with school districts for facility usage, Merced College currently offers continuing education (noncredit) classes and programs in Merced, Atwater, Chowchilla, Dos Palos, Los Baños, and Mariposa. Merced College reduced sections of avocational noncredit courses during the budgetary reductions of 2008-09, however retained courses in the five categories listed in AB86.

Merced College offers credit basic skills and transfer classes in Delhi, Livingston, Dos Palos, Chowchilla, and Mariposa. Merced College provides customized training throughout the entire region via contract education directly serving business and industry needs in credit, noncredit, and not for credit modes of instruction. Delhi Unified School District built a Merced College facility on its high school campus to host college classes and other post secondary classes. Merced College's Office of Relations with Schools works with secondary school districts to provide college placement testing on site for high school seniors. The college provides FAFSA workshops for high school seniors and parents at school sites and is an active member of the Merced County P16 Council providing input at meetings and participating in outreach events on local high

school campuses. The college has developed 2+2 articulation agreements with the Merced County Office of Education Regional Occupational Program and with Merced County High School Districts. 2+2 agreements have dramatically increased from nine (9) in 2009-10 to 78 to date in 2013-14 using Career Technical Education Transitions funding.

The leaders of Merced Union High School District, recognizing the demographics and economic needs of our community, sustained funding levels for the Merced Adult School. As such, Merced Union High School District, the largest secondary school district in the region, did not radically reduce its allocation to adult education during the budget crisis. Merced Adult School serves the communities of Merced, Atwater, Winton, and Livingston and the surrounding smaller cities.

However, adult education services were discontinued at most of the smaller school districts when funding flexibility became available in 2008-09. In the 2,000 square miles of the consortium boundaries, adult education services are gone in five of the eight school districts. School districts offering adult education services are limited to Merced Union High School District, Gustine Unified High School District and Delhi Unified High School District.

A primary focus of the Merced Regional Adult Education Consortium will be to develop strategies to improve high school diploma or equivalency rates. This is based on dire needs identified in the 2010 census that shows Merced county adults without high school diplomas or equivalency range from 14% in Merced to 55% in Winton.

Merced College and Merced Adult School have collaborated on several projects over the years, including an 8%/ 50% project funded by the Department of Labor, the Merced County One Stop committee and the 2007 Central Valley Career Advancement Academy project, through which the Adult School first hired a transition specialist. The transition specialist's duties have included assisting graduating adult education students with financial aid and scholarship applications, scheduling and attending counseling appointments for students entering Merced College and arranging for regular guest speakers from Merced College financial aid and Extended Opportunities Programs and Services (EOP&S) departments. In addition, Merced College student ambassadors conducted orientations and placement testing at Merced Adult School. Merced College has provided representatives for informational fairs conducted for Merced Adult School students on an annual basis, in years that such a fair was scheduled, and has served on community advisory and accreditation committees.

Merced Adult School currently partners with Merced Union High School District and LeGrand High School ASSETs Grants, Merced City School District, Weaver Union School District, and Atwater Elementary School District to offer adult education services to parents. English-as-a-Second Language classes are offered at these schools sites. Adult high school courses have been available through Merced Adult School at Livingston High School for several years. The partnership with Merced Union High School District's ASSETs program is in its infancy, but course offerings to parents

include Adult Basic Education, High School equivalency exam preparation and basic computer instruction.

Members Informing the Planning Process

Many of the consortium members have had long standing relationships with one another and with the community college in several capacities. Even though the school districts are geographically distant, the districts and college have an understanding of, and respect for, the challenges of our unique economic structure and the demographics of our region's populace. These relationships will provide a foundation of trust and goodwill between consortium members and partners.

Working together, the members will construct a platform for the identification of adult student needs. They will cooperate to develop a comprehensive plan that will bring access to adult education services to all regional adults, create strategies for service delivery, pathways, system alignment and transitions. The school districts will also help the consortium accelerate learner success by developing pairings of academic learning and college/ career readiness courses or CTE courses in the adult school or community college setting.

Methods for informing the planning process may include:

1. Surveys
2. Demographic Research
3. Forums for each of the five Adult Education categories
4. Panel presentations
5. Common awareness campaign of regional career pathway choices posters
6. Roadmap of adult education for our region

Partners

Elementary and secondary basic skills- Merced County Office of Education (MCOE), Mariposa High School, Merced County Corrections, Merced County Library Literacy Program

Classes for immigrants and English as a second language- Central Valley Occupation Center (CVOC), Turlock Adult School, Lao Family Community, Inc. and Migrant Head Start

Programs for adults with disabilities- California Department of Rehabilitation, High school (MUHSD) special education transition programs, Kingsview Work Experience Center, Central Valley Regional Center (CVRC)

Career Technical Education- Central Valley Occupation Center (CVOC), Merced County Office of Education Regional Occupation Programs

Programs for apprentices- JACT Electrical Training Center, The Plumbers and Pipe Fitters Local 442, Laborers International Union of North America

General Partners

University of California Merced (UCM) Blum Center for Developing Economies, Great Valley Center, Merced County Department of Workforce Investment (DWI), Merced County Workforce Investment Board (WIB), Employment Development Department

(EDD), Merced County Human Services Agency/Cal Works, Merced County Housing Authority, United Way, Boys and Girls Club, GEO Group/Behavioral Intervention, Goodwill Industries, and Merced County Community Action Agency (CAA).

Partners Existing Collaborative Relationships

The Merced region has a long standing partnering relationship among its many adult education agencies. Contractual agreements exist between Merced Adult School, Merced County CalWORKs and the Merced County Department of Workforce Investment. The Merced Adult Transition program is co-located at the Merced Adult School campus. The principal of Merced Adult School is a member of the Merced County Workforce Investment Board, WorkNet Leadership Team, Executive Council, and is chair of the Merced County Youth Council. Through an MOU with the Merced County Library Literacy Program, adult learners can use scholarships to fund GED exam fees. The principal also presents adult education information to the literacy tutors regularly. The chaplain for the Merced County Correctional Facility has collaborated with Merced Adult School to locate instructional staff and confer about curriculum for GED preparation. In addition, the Merced Adult School principal regularly presents information to GEO Behavioral Intervention participants and staff. An MOU between the Adult School and Merced County Head Start assures the availability of presentations to Head Start parents and staff on an as-needed basis.

Merced College has Instructional Service Agreements in place with Kingsview Work Experience Center to provide instruction for adults with disabilities. Contractual agreements have existed between the college and Merced County CalWORKs and the Merced County Department of Workforce Investment and hosts Merced County Human Services Agency Employment and Training case workers on site at the college CalWORKs office. The college also facilitates Trade Act Agreements with the Employment Development Department, partners with UC Merced and United Way in Social Media training and with Chambers of Commerce to deliver soft skills training for job seekers and incumbent workers. The College hosts industry sector forums and skills panels for local manufacturers. The Dean of Economic and Workforce Development is a member of the Merced County Workforce Investment Board, the P16 Council, and oversees credit courses offered in Mariposa, Delhi and Livingston.

Partners Informing the Planning Process

Collaborative regional networks build innovative and quality programs. Merced's regional agencies serving adult learners are fortunate to have had strong collaborative relationships for many years. These relationships will provide a foundation of trust and goodwill between consortium members and partners. Working together, the members and partners will construct a platform for the identification of adult student needs. They will cooperate to develop a comprehensive plan that will bring access to adult education services to all regional adults, create strategies for service delivery, pathways, system alignment and transitions. Researchers from UC Merced's Blum Center for Developing Economies are interested in researching the development process of the regional consortium and adding data to the analyses of student needs, gaps and planning.

Methods for informing the planning process may include:

1. Surveys
2. Demographic Research
3. Forums for each of the five Adult Education categories
4. Panel presentations
5. Common awareness campaign of regional career pathway choices posters
6. Roadmap of adult education for our region

Part 2 Shared leadership strategies

The overarching goal of leading the planning grant is to build robust partnerships between schools, colleges, and partners to better prepare our adult population in our communities for post-secondary education and/or careers. To accomplish this planning goal, representatives from the community college and largest high school district in the region will serve as co-chairs for the development of the consortium.

For those school districts who submit an intent to participate signature form, agreements will be developed to specifically outline all services each consortium member agrees to provide during the planning process period of March 5, 2014 to June 30, 2015.

Co-chairs will oversee the timely submission of grant reporting requirements, arrange meetings, gather data (surveys), and host meetings and forums.

Faculty, counselors, support staff, and administrators representing Members (School Districts) will be invited to actively engage in the planning process including attending forums and participating in the data collection for the regional comprehensive plan. Members who are not able to actively engage in the planning meetings will be informed of progress and will be asked for their input and feedback throughout the planning process allowing all Members to participate.

Partners will be identified as direct providers of adult education and training or identified as advisors. Advisory partners will provide input into the needs, gaps, and potential strategies to address the unmet needs in adult education services for the Merced region, while provider partners may be more actively involved with members in the planning process. All partners will be invited to attend forums and participate in the data collection for the regional comprehensive plan.

Recognizing the size of our region and availability to attend in person may be limited; technology in the form of CCC Confer and a Regional Website that will allow feedback will be utilized to connect all members and partners.

Part 3 Project Planning Roles and Responsibilities

A shared project management approach will be used to ensure that effective collaboration exists among all partners, that planning objectives will be met, and that project deliverables will be completed in a timely fashion. The co-chairs for the Merced

Regional Adult Education Consortium planning will be Karyn Dower, Dean, Economic & Workforce Development, Community Services and Noncredit at Merced College and Debbie Glass, Principal of Merced Adult School, Merced Union High School District.¹ The two have many years of experience serving adult learning populations. Several meetings were conducted between the co-chairs, who collaborated to draft this document and establish potential members, partners and leadership roles and responsibilities. Meetings that included other college and high school district administrators were scheduled by the co-chairs to determine the fiscal leadership for the planning grant.

The co-chairs will provide structure for the member and partner meetings. Members will be informed about all the decisions made by the consortium through direct or electronic means, and may choose to be actively involved in the decision making process. The same will be true for “provider” partners, those representing agencies who offer direct services to adult learners. “Advisory” partners will be those who can offer resources and recommendations for the delivery system design.

The objective of the meetings will be to engage in program planning and build regional awareness on the benefits of having an adult education delivery system that maximizes access to regional residents in the five target areas described in the Certificate of Eligibility. One end product that will be developed by the members and partners will be a visual roadmap with multiple entry points leading to post-secondary completion and/or careers.

The Adult Education Consortium Coordinator will be responsible for scheduling meetings between consortium members, including counselors, parents, college faculty, adult education faculty, partners, and business leaders, and will be the point of contact for all communication between the members and partners. The coordinator will arrange for materials and supplies necessary for the meetings and coordination of conference calls and travel. The Adult Education Consortium Coordinator may be assisted by administrative support staff as needed.

An organizational chart outlining this structure can be found on page 8. Subcommittees may be added as needed for data and surveys, marketing, strategic planning and roadmap development, and perhaps other topics.

Other staffing identified as necessary for planning

The co-chairs will be assisted in the planning by a paid classified Adult Education Consortium Coordinator, the Merced College Director of Continuing Education, Janet Lyle, and the Merced Adult School Program Manager, Kristin Blanchard. In addition, a career specialist (counselor) from the college and transition specialist from Merced Adult School will aid in the process of gathering data for the needs assessment and gap analysis in the region.

¹ Karyn Dower is retiring as of December 2014. A college representative has been assigned as interim co-chair while the hiring process is underway to replace her in the dean position.

Consideration will be given to the use of a third party research company to assist in the Comprehensive Plan completion. Researchers may assist in activities such as conducting in-depth interviews with members and partners to gather qualitative reports and quantitative data using labor statistics, economic factors, and demographic changes as they relate to adult education in the community college service district. This will include regional data such as English Learner statistics, number of children who qualify for free or reduced lunch, adults' educational attainment levels, and other relevant data. Funding for contract services for research is built into the budget for the consortium.

To date, the co-chairs have created connections with the Merced College Office of Grants and Institutional Research, the University of California Merced Blum Center, and Hanover Research, who may partner to study the process and outcomes of the consortium planning as they relate to California's Central Valley and its economy.

Faculty, counselors and other support staff who are involved in adult education from both systems will be involved in planning. It is anticipated that committees representing the five categories of focus for the planning grant including Adult Basic Education, Classes for Immigrants, Short Term Career Technical Education, Programs for Adults with Disabilities, and Programs for Apprenticeship will be formed. Membership will include Members and Partners as well as faculty, counselors, and staff associated with the five categories. The use of category-specific committees with discipline experts will allow the planning project to find common ground to provide seamless transitions for students in adult education and to determine professional development opportunities that are needed to achieve greater program integration and improve student outcomes. Funding to allow release time, substitutes, and/or stipends, is built into the budget to ensure participation is not deterred by fiscal restraints.

Part 4 Communication

It is crucial that communication be at the center of all we do. The Merced Regional Adult Education Consortium will develop plans for expanding and improving adult education services by creating open dialog, communication, and linkages between the two educational systems and our partners.

This will be created so that the consortium can evaluate our current levels and types of adult education programs, our current needs for adult education, plan for seamless transitions for our students into post secondary education or to the workforce, address the gaps that are identified, plan for approaches to accelerate student progress, and to plan for professional development and to leverage existing structures

It is anticipated the following strategies may be used for communication and outreach to regional stakeholders.

- The co-chairs will convene Member meetings on a monthly basis. Additional subcommittee meetings will be convened as necessary.

- The co-chairs will convene Partner meetings as needed. Additional subcommittee meetings will be convened as necessary.
- Meetings will utilize CCC Confer as needed.
- The Adult Education Consortium Coordinator / Researchers / Counselors will travel throughout the region to conduct outreach efforts with our stakeholders to include adult education students. Conversations with students will include understanding the barriers they have faced leading to their current educational pursuit and their input on what adult education should look like in the region, which may include identifying cultural preferences.
- The Merced College Mobile Training Unit may be utilized for parent education nights in our remote areas to identify programming and service gaps including lack of providers, services, and access to adult education.
- Forums and/or one-on-one meetings may be held with school counselors and community liaisons regarding the educational needs of parents.
- The Adult Education Consortium Coordinator will work with a webmaster to create an interactive informative website for all Members and Partners to connect during the planning process. Links to Merced College and our School Districts and Partners homepages will be connected on the website developing the genesis for a “one stop” communication site for implementation projects in 2015-16.

Communication efforts will inform the design of a Merced Regional Adult Education Consortium Roadmap for planning purposes to identify the pathway for individuals desiring adult education and gaps that exist in the region for adult education access. This roadmap will document the plans to align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment.

CBO Advisory Partners: Central Valley Coalition for Affordable Housing, Behavioral Intervention: Great Valley Center; Healthy House within a MATCH Coalition: Love INC of Greater Merced; Merced Lao Family Community; Merced County Community Action Agency; United Way of Merced County

CBO Provider Partners: Central Valley Opportunity Center; Kings View Work Experience Center; Challenged Family Resource Center

Education Advisory Partners: Turlock Adult School; UC Ag Extension; UC Merced Blum Center;

Education Provider Partners: MCOE (EMPOWER, Migrant Program, ROP, Special Education); MUHSD Special Transitions

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| <p><u>Member</u> Chowchilla Union High School District</p> | <p><u>Member:</u> Delhi Unified School District</p> | <p><u>Member:</u> Dos Palos Oro Loma Joint Unified School District</p> | <p><u>Member:</u> Gustine Unified School District</p> |
| <p><u>Member:</u> Merced Union High School District Adult School (Co-Chair)</p> | <p>MERCED REGIONAL ADULT EDUCATION CONSORTIUM <small>(Consortium Coordinator)</small></p> | | <p><u>Member:</u> Merced Community College District (Co-Chair)</p> |
| <p><u>Member:</u> Hilmar Unified School District</p> | <p><u>Member:</u> Le Grand Union High School District</p> | <p><u>Member:</u> Los Banos Unified School District</p> | <p><u>Member:</u> Mariposa County Unified School District</p> |

Industry Provider Partners: CV JACT Electrical Training Center; Plumbers and Pipe Fitters, Local 442; Laborers' International

Industry Advisory Partners: Merced County Farm Bureau

Local Governmental Provider Partners: Merced County Library Literacy Program; Merced County Corrections

Local Government Advisory Partners: WIBs (Madera, Mariposa (Mother Lode), & Merced Counties); Mariposa County Human Services; Merced County Human Services Agency; Merced County Housing Authority; Merced County Department of Mental Health; CA Employment Development Department; CA Department of Rehabilitation