



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-031

1.2 Consortium Name:

Gateway Adult Education Network

1.3 Primary Contact Name:

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1.4 Primary Contact Email:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

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

Executive Summary

“Getting a GED can help you to be something important, to be an important person.” This quote came from one of 28,579* people between the ages of 18 and 49 who does not possess a high school diploma or equivalent, and is not enrolled in adult education programs in the Gateway Adult Education Network (GAEN) service area. The GAEN region consists of a large, but lightly populated area in the San Joaquin Valley of California.

Merced Community College, Merced County Office of Education and the nine school districts in the region will assist hundreds of people to become “important people” through the efforts of the Network from 2015-2018.

Restoring basic education services after many were eliminated during flexibility, including English-as-a-Second Language, Adult Basic Education, High School Equivalency and diploma are the top priority for the region. In addition, research on the status and gaps in the region reveal a need for counseling services, so adults know where their educational journey needs to begin and ultimately, where it can end. Support structures including transportation and childcare during classes will also provide for the success of participants.

Regional studies conducted by UC Merced Blum Center and Hanover Research show that word of mouth is still the most reliable form of community communication in the ethnically diverse consortium area. Creative marketing strategies will be employed to bring region-wide awareness to new and existing services.

Once basic education services are reintroduced, short-term Career Technical workshops and classes will help students climb closer to their goals by making them more marketable. The short-term classes will be designed to operate concurrently with basic education coursework to motivate and accelerate student progress.

Building services for Adults with Disabilities and pre-apprenticeship courses will be added after 2015-16.

Summer bridge programs designed to transition students from noncredit to credit and high school diploma or equivalent will be implemented in 2016-17.

GAEN Community partners include the Human Services Agency of Merced and Mariposa, Departments of Workforce Investment, California Department of Rehabilitation, Merced County Library Literacy program, Merced County Mental health, local labor union officials, Kings View Work Experience Center and the Central Valley Opportunity Center.

The majority of the school districts will offer English-as-a-Second Language classes to enhance language learners' proficiency and allow them to advance in their careers as well as connect with their children's schools. In addition, there will be opportunities for those who did not complete high school diplomas to finish them at several of the schools. Merced County Office of Education will be building on Career Pathways in Early Childhood Education, Logistics/ Warehousing and Construction Trades leading to apprenticeship. Merced College has plans to increase student wraparound services to encourage transfer from noncredit to credit and completion. The college will also focus on building pre-apprenticeship and apprenticeship opportunities.

The addition of two new categories, "Adults in the Workplace" and "Adults Training to Support Child School Success" will be added in 2016-17 as partnerships with lower grade schools and districts and the Department of Workforce Investment are further developed.

Realistically, for the next three years most of the districts in this consortium will be working on developing a lasting program. They will be working on maintaining a group of qualified instructors, increasing student participation, and conducting research on the types and schedules for classes to meet the needs of adult learners.

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

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

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

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

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

Nothing has changed since the Comprehensive Plan was submitted in March of 2015.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be

informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

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

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

The GAEN region consists of a large, but not densely populated area including all of Merced County, all of Mariposa County and a small part of Madera County. The population centers are the cities of Merced, Los Banos and Atwater in descending order.

The total population for the region, according to the most recent census information is 302,944. Of this number, 25% live under the poverty line, 35.2% of children. In Merced County, 79% of the children qualify for Free and Reduced Lunch programs, and 28.3% of the children are English Language Learners. The median income is substantially below the statewide average. In Merced County, 33% of the adults over the age of 25 do not possess a high school diploma or equivalent, compared to 31.1% in Chowchilla (Madera County) and 13% in Mariposa County.

According to 2011 statistics on economic sectors, the regional economy relied on retail, manufacturing and health and education employment. But agriculture and construction trades play a major role in the economy of adult education students. Construction projects, including the high speed rail and University of California, Merced, expansion will drive many jobs. Also, a hospital built in Atwater will provide construction and healthcare pathway employment.

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

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

The state-developed student data system and common assessments will be used by 2017-18 to place students and monitor progress at all GAEN sites.

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

Merced College is working with the Merced Workforce Development Board to implement pre-apprenticeship programs that will lead to DAS approved apprenticeship programs. The Merced County Office of Education is establishing a construction program that will lead to pre-apprenticeship.

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

Merced Adult School partners with Merced City School District, Atwater Elementary, and will build programs with Winton School District and Livingston Unified. Through a federal ASSETS grant, services are offered at five district high schools within MUHSD.

Le Grand, Gustine, Dos Palos Mariposa and Delhi school districts will service currently underserved communities by reaching out to parents at their schools to offer computer literacy classes for parents to help them monitor their children's progress in school. In three years, MCOE will continue to offer early education/literacy to parents throughout Merced County.

2.3d Collection and availability of data. (REQUIRED)

The consortium will use the state data collection system once it is developed. In the meantime, each district will maintain their own records and will collaborate to combine their data for state reporting. Each district will make that data available to the consortium coordinator to monitor progress and quality.

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

At a minimum, each district will comply with state-mandated minimum qualifications for instructors. The qualifications will be modified at each district as state requirements change.

2.3f Alignment of academic content and curricula (OPTIONAL)

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

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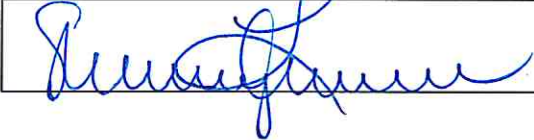
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A handwritten signature in cursive script that reads "Debra Glass".