



SBCAE

South Bay Consortium for Adult Education

AB86 Adult Education Regional Comprehensive Plan

March 1, 2015



**South Bay Consortium for Adult Education
Draft Regional Comprehensive Plan – March Report**

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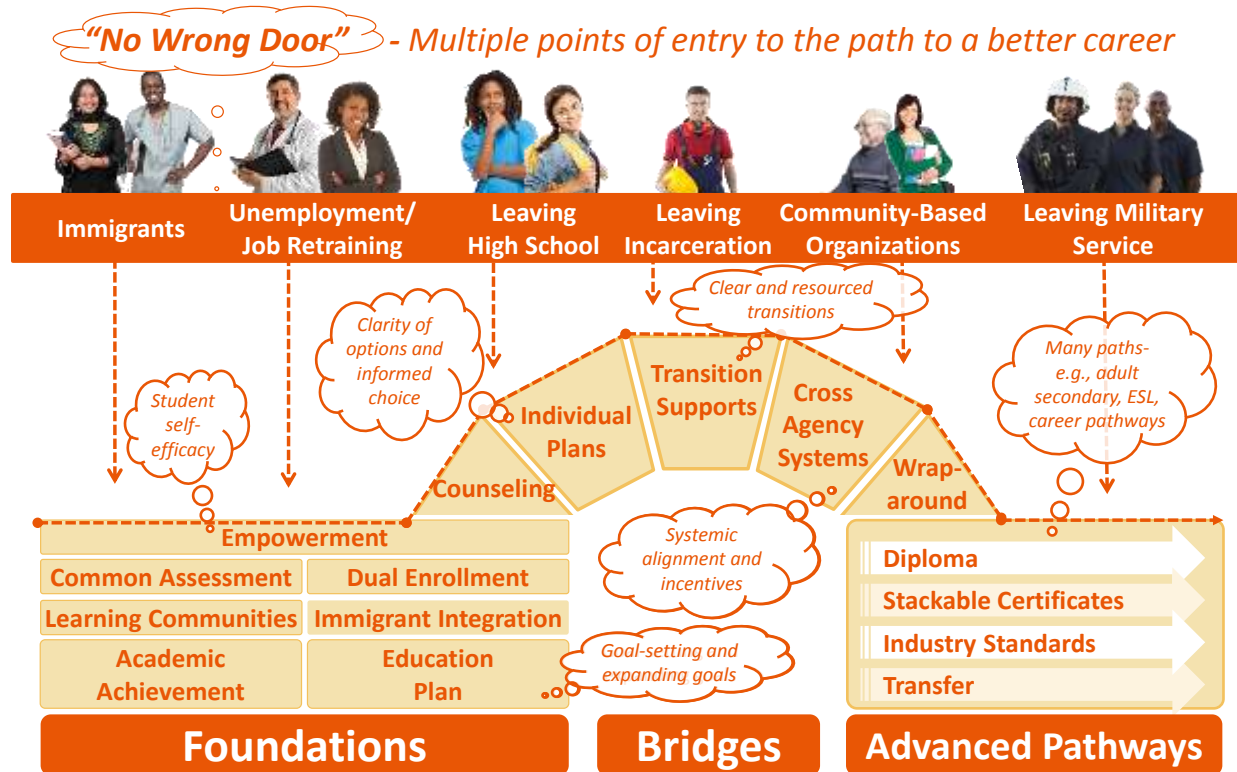
Executive Summary

Vision and Mission for the Region

The South Bay Consortium for Adult Education (SBCAE) is a collaboration of two Community College Districts (San Jose/Evergreen and West Valley/Mission) and five Adult Schools (Campbell, East Side, Milpitas, Santa Clara and Silicon Valley). This collaboration is the third largest AB86 Consortium in the State and in 2013-14 served a total of 44,574 adult learners in the five Program Areas defined by AB86.

The SBCAE **Vision** is to ensure that there is **“No Wrong Door”** for South Bay adults who wish to advance their educational and career goals, and that **all** residents can meet their goals regardless of income, prior education and personal circumstances.

Emerging Model – Universal pathways linking Adult Education and Community Colleges



The SBCAE **Mission** is to build the Emerging Model (above) and thereby to dramatically improve adult learner educational and career outcomes. Achieving this Mission begins with maintaining the capacity of the current adult education system which has been decimated by funding cuts during the recession. This model will operationalize our “No

Wrong Door” philosophy and will provide adult learners with the support they need to succeed.

Building the System of Services

The Emerging Model holds a number of core principles and practices that are characteristic of high quality adult education. We believe that these principles apply to Adult Schools, Community Colleges and our other partners in this work – including community agencies, libraries, industry and the workforce development system. Strategies of the model include:

- Develop systems that are responsive to students’ needs and foster student agency
- Facilitate students’ individual plans to map accessible pathways across the educational systems as guides for their academic and career advancement
- Ensure that Adult Schools, Community Colleges and community partners use common, multi-dimensional student assessment, placement practices and align curricula among all consortium members
- Support faculty to use effective instructional approaches to enable the success of students with low basic skills and multiple barriers (e.g., contextualized basic skills courses, career technical education preparation courses, differentiated instruction, peer-support learning communities, blended instruction, etc.)
- Build clearly defined and structured pathway transitions, with classes that prepare students for postsecondary success in noncredit or credit, and help students’ access effective and sustainable transition supports
- Provide wraparound support services for all students to address academic and personal barriers including accessing community-based resources
- Collaborate with community and business partners to leverage resources in order to assure the Consortium’s programs align to regional needs

The new pathway model (above) implements a “No Wrong Door” philosophy – that is, an adult learner will be able to begin their educational process no matter which SBCAE member’s services they access first. They will be welcomed, and their goals and needs will be understood and used to personalize service. There will be a common system to identify the student’s level of academic functioning and comfort zone when it comes to instructional setting. The contact will be culturally sensitive and respectful, and the optimal setting will be found for that individual.

The bridge above graphically presents the “No Wrong Door” philosophy. The adult students we serve need to access services through multiple on-ramps which connote motion and choice as the adult learner begins to cross the bridge – whether they are entering adult education from a correctional facility or a family literacy program at the local library. A universal, well-coordinated assessment process will then be used to determine what skill acquisition is needed to meet the adult learner’s personal, education and employment goals and dreams.

Some elements of the proposed dynamic and aligned adult education system in our region will include:

Foundational services that facilitate immigrant integration, development of individual learning and career plans, goal setting, effective basic skills and CTE courses (literacy through 8th grade), high school diploma and equivalency programs, 21st Century skills, and basic career planning.

Bridge services will build on the aforementioned foundational services, but strong focus on transition and preparation for postsecondary education and career training. Bridge services will include transitional counseling, individualized education plan development/refinement, understanding and addressing learning difficulties and providing wraparound services as needed. Additional targeted instruction may be needed to ensure students are college and career ready.

Advanced Pathways will be driven by career and college readiness standards and afford the adult learner the opportunity to solidify their career direction and achieve key benchmarks in their academic lives. It is important to note, however, that an adult learner may enter this articulated system at any stage and may quickly obtain a certificate and exit the adult education system in order to achieve their employment goals.

The SBCAE Consortium recognizes that the Vision and Mission are ambitious, and, as such, they have the potential to transform the adult education system in the South Bay. However, there is an overwhelming need for adult education in the region, and SBCAE proposes that a coherent system of educational and support services is the appropriate response to the region's needs. SBCAE has built the collaborative infrastructure necessary to provide the transformative services adult learners deserve. The Consortium stands ready to rebuild and advance the adult education system in the South Bay with the guidance, frameworks and resources made available by the State of California.

The Process to Develop the Vision, Mission and Operational Plan

Early on the SBCAE formed a Steering Committee representing all member institutions to guide the overall process. . To date, all Consortium decisions reflect the mutual understanding and trust that has been built over the past two years as consistent with the Guiding Principles and the Project Management Plan (See Appendix 21) established by the Steering Committee:

- “Maintenance of current capacity” in all member organizations
- Mutual respect for the professionalism and efficacy of both systems and a deep understanding of the principle of “No Wrong Door” for adult learners
- Student-centered practice that accepts the student at his or her current level of performance, while opening doors of opportunity that challenge and inspire students to achieve more than they may have initially anticipated
- Seamless transitional pathways to optimize student success and enhance adult learners’ ability to achieve their educational and career goals (e.g., articulation

agreements, dual enrollment and enhanced non-credit community college programs)

- The shared vision of the Consortium is to serve the adult learner needs, including adult education programs and transition pathways into careers or postsecondary education
- The Consortium operates by consensus of the two systems (K-12 & community college districts) as outlined in the Project Management Plan

To gather data and address the seven AB86 objectives, the Consortium convened a faculty focus group, a key partner focus group, 18 faculty Work Group meetings, three faculty and Steering Committee retreats, four faculty/staff Leadership Group meetings, five key informant interviews and a follow up meeting with key partners.

Collaboration and Engagement

Adult School and Community College faculties were enthusiastic about collaboration across their systems. Community Partners expressed their strong desire to work with the Adult Schools and Community Colleges to ensure that all adult learners have access to high quality and robust service systems. Both faculty and partners also expressed a strong desire to improve communication, network with each other and with industry and rebuild the adult education system with a new vision, new technology and a strong focus on results.

The Partnership Network graphic (see below) provides a preliminary notion of the structure that will be necessary to build out a robust education and support system in the region. The SBCAE expects that these proposed changes and enhancements will take time and is committed to building on the successes of the process used to produce this plan.

The structure of the SBCAE planning process will inform how the plan will be implemented:

The **Steering Committee** is the operational hub for the work, ensuring that the SBCAE plan is implemented as promised. It will have the task of prioritizing the regional use of AB86 resources depending on the actual funding allocations made available per the directions from the State.

The **Leadership Group** is comprised of leaders of Academic Senates and/or Bargaining Units to help facilitate communication to faculty/staff across the region and to optimize faculty engagement, input and buy in to regional plans. It will continue to meet jointly with the Steering Committee to review the SBCAE's strategic direction and progress.

The **Partner Advisory Group** brings together key partner organizations and institutions (partial listing in A3 of the appendix) that have major influence on the AB86 target populations (e.g., immigrants, incarcerated/formerly incarcerated, low-income, etc.) and/or

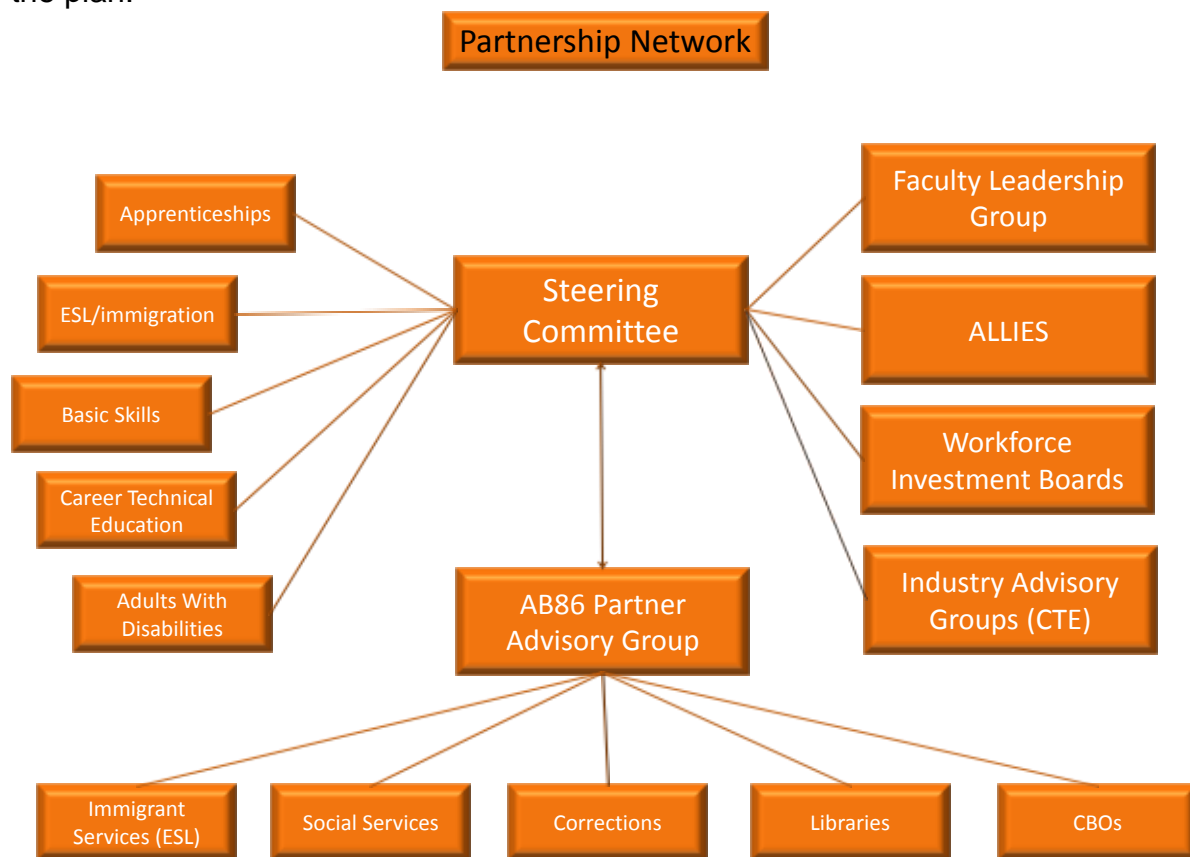
that can bring resources and services to bear on challenges faced by AB86 target populations.

The five Program Area **Work Groups** will continue to be comprised of faculty who are willing to commit their time and attention to developing program infrastructure such as curriculum alignment, developing/adapting personalized Education Plans, articulation agreements and professional development. Other community partners may have more visible roles in supporting the Consortium’s plan.

Adult education is already a mandated participant on **WIB Advisory Boards**. It is likely that SBCAE will enter into contractual arrangements as a consortium with the two local WIBs on behalf of its members – thereby streamlining the contracting and outcome measurement processes and ensuring greater coordination of efforts.

Industry Advisory Groups (CTE) will bring together regional teams to engage industry in developing, resourcing and evaluating career pathways and the variety of student and faculty learning opportunities such as internships, externships; access to facilities and equipment; advising, etc.

The **ALLIES** collaboration connects workers requiring English language acquisition, work-readiness, and career-technical training to career pathways. The relationships and practices of the ALLIES work will be foundational to ESL pathways as described in the plan.



Introduction

The South Bay Consortium for Adult Education (SBCAE) serves a large portion of Santa Clara County with over one million residents. It includes the following Adult Schools: Campbell Adult and Community Education (CACE); East Side Adult Education (East Side); Milpitas Unified School District (MUSD); Santa Clara Unified School District (SCUSD); and Silicon Valley Adult Education (SVAE) representing San Jose Unified School District; and the following Community Colleges: Evergreen Valley College (EVC); Mission College (MC); San Jose City College (SJCC); and West Valley College (WVC). It is one of two consortia in the state where two Community College districts have joined in one consortium. SBCAE has energized the collaborative leadership among these Adult Schools and Community Colleges. The current report documents a significant gap between the adult education needs in the region and current capacity of providers. During the past five years, the Adult Schools in particular have been forced into survival mode as their funding was “flexed¹” as most programs endured draconian cuts in their apportionment funding. This caused severe reductions in the number of students that the adult education system was able to serve in the five AB86-designated programs areas which include:

- Elementary and secondary basic skills including classes required for a high school diploma or high school equivalency certificate
- Classes and courses for immigrants eligible for educational services in citizenship and English as a Second Language (ESL) and workforce preparation classes in basic skills, including Citizenship
- Educational programs for adults with disabilities
- Short-term career technical programs with high employment potential
- Programs for apprentices

Responding to the AB86 directions for regional planning, SBCAE has conducted a comprehensive needs and assets assessment across the region, including: 1) forming a Steering Committee with representatives from five K-12 districts and two Community College Districts that represent four discrete campuses; the Steering Committee has met numerous times during the past two years; 2) conducting a survey of 311 instructors/faculty and classified staff from across the region; 3) conducting four faculty focus groups that covered all five AB86 Program Areas; 4) conducting a partner focus group with 18 local community agencies from the workforce, community education, corrections and disabilities sectors; 5) convening approximately 40 partners for follow up meetings addressing all five program areas; 6) conducting five key informant interviews with ex-

¹ This was accomplished through SB 3x 4 in February 2009 as a fiscal austerity measure in the height of the financial crisis.

perts in disabilities, immigrant integration, workforce development, corrections and social services; 7) convening four Work Groups (ESL, ABE/ASE, CTE, Apprenticeship and AWD)² that collectively met a total of 19 times (in three two-hour meetings and three all day retreats) to plan for all of the seven AB 86 Objectives; 8) meeting five times with Faculty Leaders from Academic Senate and Bargaining Units across the Consortium; 9) gathering program and demographic data from all of the SBCAE member institutions and our community partners; and 10) convening three focus groups of adult learners from the region (33 from adult schools and seven from community colleges³).

These meetings and interviews have brought together local experts from the Adult Schools, Community Colleges, community partners, and students to continue to refine our planning work with the assistance of qualified planning facilitators. The aforementioned Work Groups consist of 18 members, two faculty from each of the nine member institutions. Each Work Group is organized across the five Program Areas (see above) – until recently merging Short-Term CTE and Apprenticeship. The Steering Committee met several times per month to provide meaningful input to the development of the region’s Comprehensive Plan, and we anticipate that level of engagement will continue through the planning process and beyond.

Throughout this process we are keenly focused on our objective, which is to substantially improve the quality, quantity, and accessibility of adult education in the South Bay and to create seamless transitions into postsecondary education and employment. This is intended to help low-income, low basic skills, and/or immigrant adult learners to achieve their personal, academic and career goals and prepare a workforce that meets the current and emerging needs of the South Bay regional economy.

Description of the Region

Santa Clara County is located in the southern end of the San Francisco Bay Area – spanning approximately 60 miles from the rural agricultural areas south of Gilroy to the hub of technology and venture capital, Palo Alto, in the northwest. It has a population of 1,862,041⁴ and includes a variety of urban, suburban, and rural communities. The South Bay Consortium for Adult Education’s enrollment area includes a sub region of the county, stretching from the north, Milpitas, to the eastern and southern boundaries of the city of San Jose through the cities of Los Gatos, Monte Sereno, Saratoga, Cupertino, Campbell, Santa Clara and Sunnyvale on the western edge of the county. However, for practical purposes, SBCAE member institutions serve the entire county given that

² Initially SBCAE merged CTE and Apprenticeships into one Work Group because there were limited numbers of apprenticeship programs that directly involved the Adult Schools or Community Colleges in our region. However, due to significant interest in expanding connections between the traditional trades' apprenticeships and the adult education system and because of emerging opportunities to develop nontraditional apprenticeships in the high tech sector, an Apprenticeship Work Group was formed to address these gaps.

³ Three students were enrolled both in an adult school and a community college and were duplicated in the count.

⁴ U.S. Census Bureau, 2008-2012 American Community Survey.

past and current student information systems demonstrate that members' adult education students have been drawn from outside the SBCAE service area. The county's population is one of the more affluent in the state, with a median household income of \$90,747 (compared to \$61,400 state-wide) and a per capita income of \$41,041 (\$29,551 state-wide). This is also responsible for the high cost of living in the region demanding a higher living wage calculation than almost anywhere in the state. Additionally the county's overall poverty rate is 10.6%, and some of the county's communities have substantially higher poverty rates – most notably sections of East San Jose (16.7%)⁵. These disparities are reflected in local unemployment rates, discussed later in this report.

Economics. Santa Clara County is in the heart of Silicon Valley and benefits greatly by the high technology sector that, after a three year downturn during the recession, has increased the per capita income. However, all ships do not rise with the tide. “Between 2010 and 2012 the gap in per capita income widened between the highest and lowest income racial and ethnic groups in Silicon Valley. Silicon Valley per capita income levels increased the most across White (up 5.6%), Asian (up 2.4%), and multiple and other racial/ethnic groups (up 0.3%). Per capita income decreased for African Americans (down 5%) and Hispanics or Latinos (down 2%).”⁶ Educational attainment is one of the largest drivers of income inequality in Santa Clara County and Silicon Valley as a whole. The median salary for “in-demand” occupations and skills for individuals with a high school diploma or a GED is \$42,650 (about \$20.10/hour). In contrast the median salary for “in-demand” jobs for individuals with a Bachelor’s Degree and beyond is \$106,700 (about \$51.30/hour).⁷ During the recession, (2006-2012) the individual median income dropped across the board with individuals with a Graduate or Professional Degree dropping 4.5% from a high of \$105,000 while at the same time individuals with less than a high school diploma dropped 19.6% from a high of \$30,000. In short, the impact of the recession was disproportionately felt in the region by those in need of adult education, and the economic rebound of the last few years had similarly helped those residents least.

Employment. Unemployment in the SBCAE region is higher than the national rate (6.1%) and higher than the countywide rate (6.4%). South Bay rates range from 7.4% in Milpitas to 10.5% in East Side. There is tremendous opportunity for individuals who are sufficiently educated to take advantage of the booming high tech, biomedical, manufacturing, engineering and financial sectors, but increasingly, undereducated immigrant populations are being pushed out of our community or into menial jobs at minimum wage which drives the growing income disparities in our region.

⁵ Ibid

⁶ 2014 Silicon Valley Index.

⁷ Work2Future, The Economic and Workforce Situation, May 2014.

A recent study by the Work2Future Workforce Investment Board took a careful look at the unique character of the region's workforce. It found a high level of "underemployment" in the Silicon Valley. This study tracks the following groups:

- Unemployed: People looking for work or those who have quit looking for work but would work if they were offered meaningful employment.⁸
- Underused: Holders of multiple part-time jobs who want to work in one full-time paying job.
- Underutilized: Workers in jobs that are not utilizing their skills appropriately.

There are several measures of underemployment which yield slightly different results, but it appears that the sum of all three of the aforementioned groups ranges from 26.4% to 36.9% of the Santa Clara County adult population.

If 26.4% of the adult population is considered underemployed, this would amount to 376,549 residents who are potentially in need of career-related educational services in the region.

Mirroring state and national trends, unemployment and underemployment has a disproportionate impact on certain ethnicities. "... [Income] growth for Latinos has been negative... For Blacks, growth has been negative and Black median household income in the Bay Area is actually lower than in California as a whole. What explains this pattern? Latinos and African-Americans alike need better and more work. On the one hand, unemployment is an issue; especially for Black men... On the other hand, working poverty is an issue, especially for Latino immigrants but also for African Americans... Many know the future of the workforce is disjointed – growing occupations do not match the skills of the current workforce... What is less explored is the implication for racial inequality... [in part of the region], 38% of the new jobs projected for the next ten years will require a BA or above. While more than 50% of Whites and around 60% of Asians fit that description, the comparable share of African Americans is only 21%, for U.S. born Latinos 26% and for immigrant Latinos 10%. All this while the payoff for a college degree is getting higher – while a college graduate earned 80% more than a high school dropout in 1990, by 2007 that premium rose to 120%."⁹ A recent study indicates that, even after the recession, "Earnings of workers with a Bachelor's degree or better are still nearly twice that of high school-educated workers."¹⁰

⁸ It is important to note that including so-called "discouraged" workers raises the unemployment rate above what is the official rate which excludes these workers.

⁹ Ibid, pg. 7

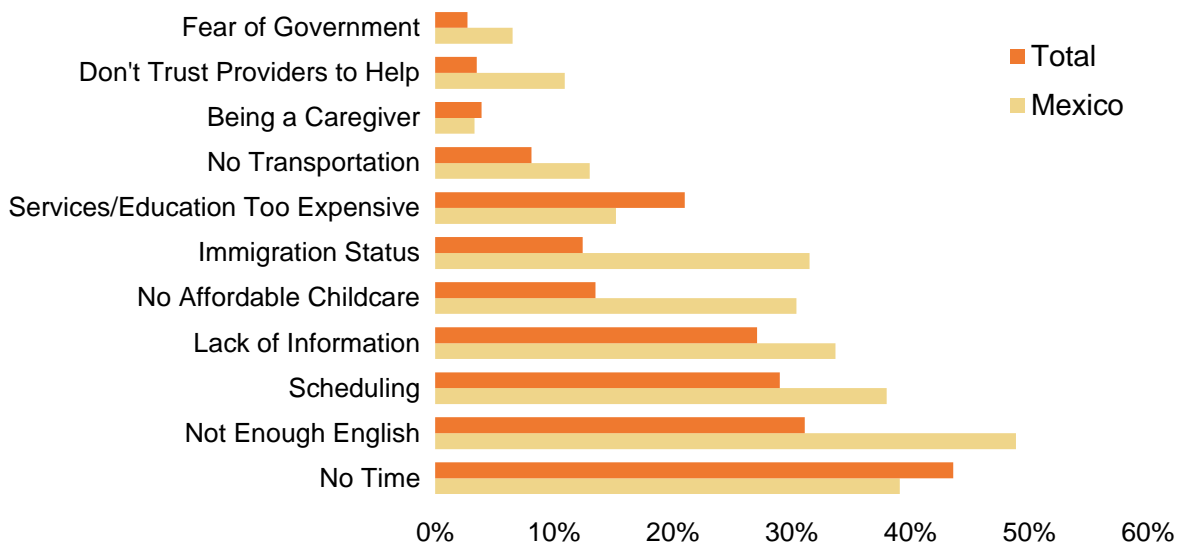
¹⁰ Carnevale, A.P. Jayasundera, T., Cheah, B., The College Advantage: Weathering the Economic Storm, Georgetown Public Policy Institute, 2014.

Immigration. The US Census¹¹ indicates that 36.8% of county residents were born in a foreign country, 50.8% speak a language other than English in the home and county-wide 22% “speak English less than very well.” Twenty-two percent of the adult population (1,426,323) is 313,791 adult English Learners, many of whom are parents who struggle to help their children with their homework, and some have difficulty navigating the school systems because of language barriers.

G1, below, is based on a randomized study conducted by Santa Clara County’s Office of Human Relations to identify the barriers to accessing education and other services faced by the major immigrant groups in the county. G1 summarizes the findings for all of the immigrant groups and the largest group (those whose country of origin is Mexico).

There are an estimated 180,000 undocumented immigrants in Santa Clara County, and this population faces additional challenges to economic and other measures of well-being.

G1. Barriers Immigrants Face Accessing Services and Education

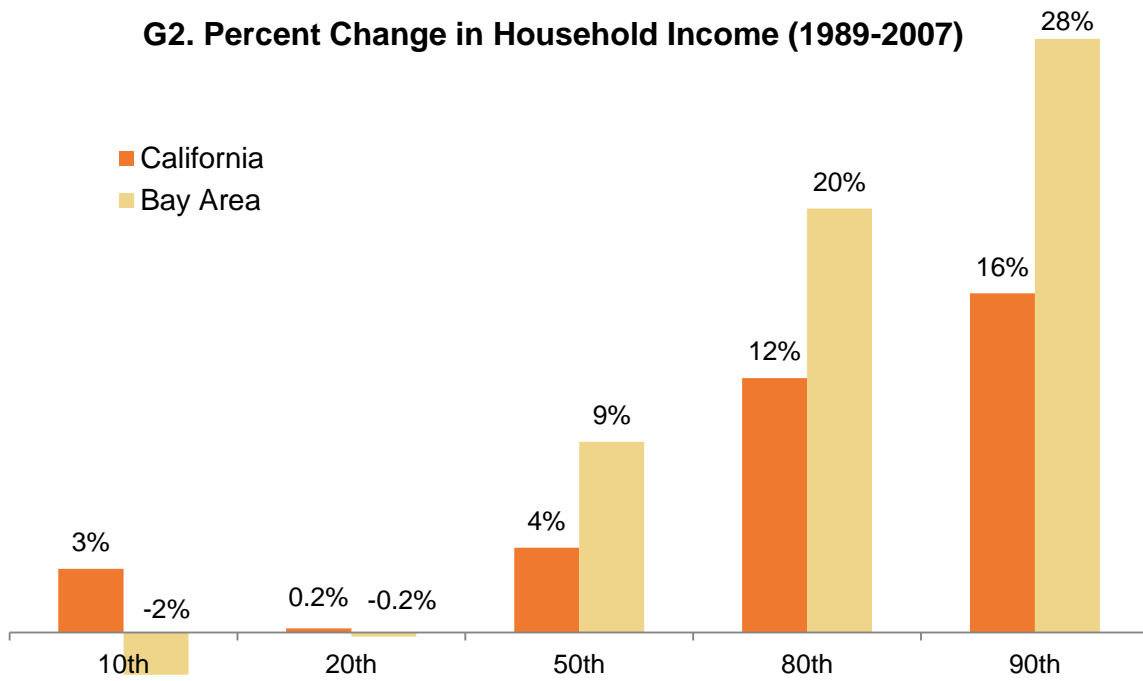


Poverty. The county employment situation has dramatic implications for both the middle and low income groups and is fraught with racial and ethnic overtones. Over the past several decades there has been a hollowing out of the middle class and a widening disparity – a reality that is being fueled by educational inequity. G2 demonstrates the widening disparity between upper income households and lower income and middle income households over an 18 year period.¹² Bay Area households in the 90th percentile of income experienced a 28% increase in earnings over the study period (in inflation-

¹¹ American Community Survey.

¹² Pastor, M., Ortiz R., Tran J., Scoggins J., Carter, V., *State of the Region: Growth, Equity and Inclusion in the Bay Area*.

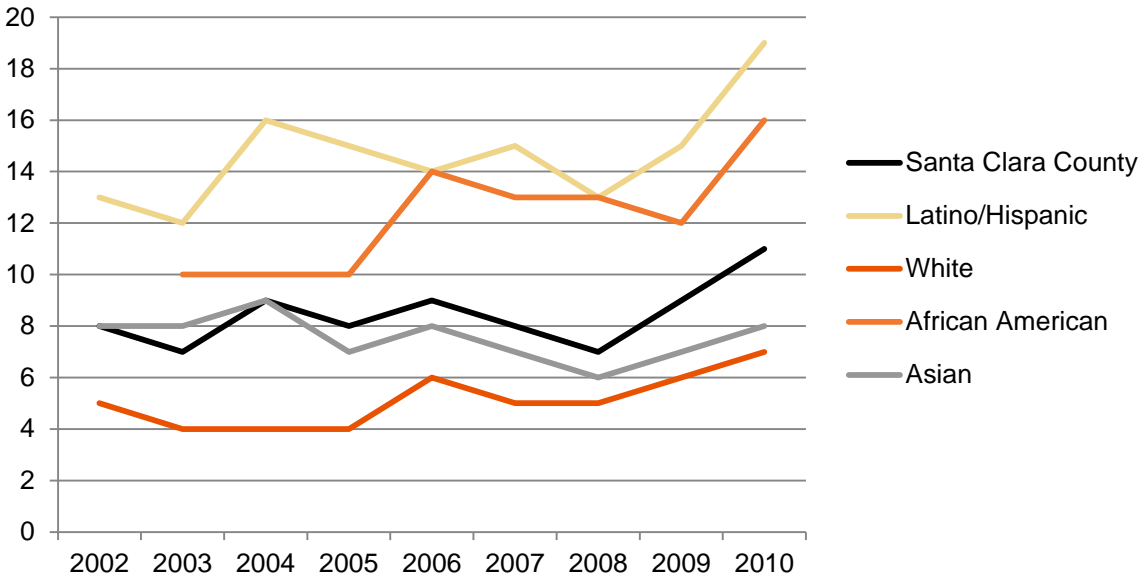
adjusted dollars), whereas households in the bottom 10th percentile of income experienced a 2% decline.



Poverty rates clearly reflect racial/ethnic disparities in Santa Clara County. G3 below provides a snapshot of these disparities which are pervasive but which seemed to peak during the recession when White residents had a 7% poverty rate and Latino residents' rate soared to 19%.¹³

¹³ U.S. Census

G3. County Unemployment by Race



Educational disparities. As noted above, poverty rates are highly correlated with educational disparities. One contributor to these disparities is the subpopulation of immigrants that arrive in the U.S. with less than a high school education. The other contributor is the ongoing educational inequity among the K-12 student population by class, race and ethnicity. For example, countywide only 6% of 11th grade English Learners scored proficient or advanced on the California Standards Test in English Language Arts, and only 12% of EL 11th graders scored proficient or advanced in Algebra II.¹⁴ More troubling, of 4,121 EL students in the County-wide graduating cohort (class of 2012-13) only 2,551 (61.9%) graduated and 1,061 were officially designated as dropouts. Another 469 EL students were still enrolled after their classmates graduated; some perhaps availing themselves of Adult School services to complete their high school diploma. It should be noted that educational goals for English language learners vary widely and may not include a certificate or a degree. In several surveys of EL students in an SBCAE Community College (West Valley College) the goals of students ranged from "improve my English," or "learn English to help my children and grandchildren," (34%) "get a better job" (33%) to "get a degree or a certificate at an American college," (33%).¹⁵

Data for the Latino population countywide is similarly troubling. Of the 7,457 Latino cohorts (class of 2012-13) only 68.4% (5,097) graduated high school on time. There were

¹⁴ Algebra II is de facto the summative math course for Santa Clara County English Learners. Only very low numbers of EL students even enroll in the summative mathematics course.

¹⁵ West Valley College ESL Program Reviews 2000-2013.

1,542 dropouts (20.7%) and 768 (10.3%) still enrolled. Overall, Latino students have the lowest graduation rate and the highest official dropout rate of any ethnic group. In contrast the Asian student population had the highest graduation rate (94%) followed by White students (92%) and Filipinos (90.6%).

Thus, it is evident that English Learners and Latino students in the K-12 system are at highest risk for requiring remedial adult education prior to pursuing higher education. Poverty is in itself a major barrier to adult learners availing themselves of education and related employment resources. In fact, there is evidence that EL and low income students who enter college in basic skills programs are more likely to use up significant portions of their financial aid before they can complete their educational goals.¹⁶ Across the entire Community College system “only 19% of students beginning at three levels below transfer-level successfully complete transferable English within three years. The comparable number for the math sequence is only 7%.¹⁷

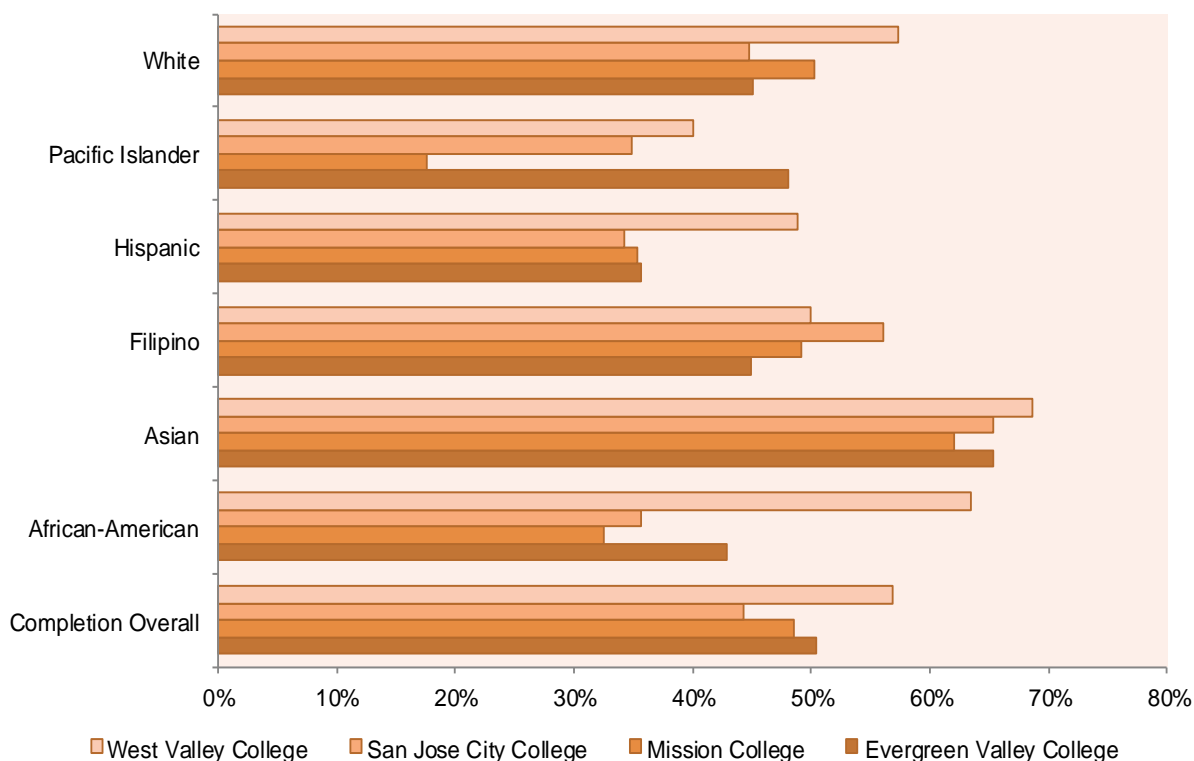
Table A. Community College Student Success Scorecard Metrics	Evergreen Valley College	Mission College	San Jose City College	West Valley College
Enrollment	14,920	15,777	13,766	17,636
African-American	2.9%	4.2%	7.5%	3.0%
American Indian/Alaska Native	0.4%	0.2%	0.5%	0.3%
Asian	27.2%	35.9%	21.9%	14.1%
Filipino	6.3%	9.4%	3.6%	2.1%
Hispanic	34.3%	20.9%	39.2%	19.3%
Pacific Islander	0.6%	0.6%	0.8%	0.4%
White	14.7%	19.9%	17.0%	44.5%
Two or More Races	1.5%	3.2%	3.5%	3.6%
Unknown Ethnicity	12.0%	5.7%	6.0%	12.8%
Cohort (tracked for six years through 2012-13)				
Completion Overall	50.5%	48.5%	44.3%	56.8%
Persistence Overall	69.2%	70.3%	64.5%	72.1%
Remedial Math	30.7%	23.0%	27.3%	39.6%
Remedial English	49.6%	46.7%	43.1%	51.6%
Remedial ESL	23.9%	11.5%	18.9%	24.9%
Career Technical Education Enrollment	57.1%	51.5%	54.1%	52.3%

¹⁶ Helmcamp, Leslie, *Turning Community College Drop-Outs into Graduates*, Center for Public Policy Priorities, April 2010.

¹⁷ Hayward, C., Willett, T., *Curricular Redesign and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project*, April 2014.

Overall, SBCAE Community Colleges serve more Hispanic/Latino and Asian students than any other ethnic groups. When Community College data are disaggregated by race/ethnicity, Latino and African American students do less well than their Asian and White counterparts. G4 provides a snapshot of these disparities when measured by completion rates. Asian student completion rates exceed 60% whereas those for Latino students hover around 35% and those for African Americans range more widely but average around 40%. For more specific data on persistence, completion, enrollment in remedial programs and participation in CTE see A15 in the appendix.

G4. Completion by Race Ethnicity



Collaboration in the Region

Representatives from Community Colleges, K12 School Districts and Adult Schools participate in a number of local education/workforce development organizations and committees. These collaborative groups have been convened to accomplish outcomes that require collective action in order to be successful.

Silicon Valley has a long history of education and training partnerships. However, the SBCAE consortium acknowledges that there is a great deal of work yet to be done to actualize the vision of a transformed adult education system (See Vision Statement on page 5) whereby all residents pursuing economic and personal advancement have im-

mediate and equitable access to appropriate and effective educational and supportive services.

Data Collection Methodology

Several kinds of data were collected. Enrollment and cost data for 2008-09, 2012-13 and 2013-14 from members (Table 1.1A); members' funding data for 2008-09, 2012-13 and 2013-14 (Table 1.1B); community partners' enrollment and cost data for 2012-13 and 2013-14 (Table 1.2); consortium members' enrollments for 2008-09, 2012-13 and 2013-14 (Table 2.1); projections for 2015-16 and subsequent years (Table 4.1) and demographic data, economic data, focus group data and information generated in two community partner convening's, and faculty survey data.

Enrollment and cost data. As part of the first two objectives of the AB86 Regional Comprehensive Plan, each consortium was required to submit data tables for five program areas documenting (a) current services based on unduplicated enrollment and attendance, and direct cost of instruction and (b) past, current and projected enrollment¹⁸. The five program areas are:

- Adult Basic Education/Adult Secondary Education, including classes for high school diploma or high school equivalency certificate
- Classes and Courses for Immigrants (Citizenship, ESL and Workforce Preparation in Basic Skills)
- Programs for Adults with Disabilities
- Short-Term Career Technical Education Programs with High Employment Potential
- Apprenticeship Programs

Consortium Members (Community Colleges and K-12 Adult Schools) provided the following:

- Unduplicated Enrollment for FY 08-09, 2012-13 and 2013-14
- ADA or FTES for FY 2012-13 and 2013-14
- Program Operational Cost by budget code categories for FY 2008-09, 2012-13 and 2013-14
- Income amount by funding source for AB86 programs only FY 2008-09, 2012-13 and 2013-14

College districts provided information separately for credit basic skills, credit ESL, enhanced noncredit, and/or regular noncredit, as applicable. Based on guidance from the

¹⁸ For more information regarding the required data tables (Tables 1.1, 1.2, 2.1, and 2.2) see pages 21-28 of *AB86 Adult Education Consortium Planning Grant Certification of Eligibility*.

AB86 Work Group, members did not include students under 18, contract education, or other programs that were 100% fee-based.

Demographic data. To help establish the need for adult education services, demographic data were collected from the California Department of Education, the US Census, the National Center on Education Statistics and other local resources such as Santa Clara County and local studies of specific subpopulations. Data collected included population, drop-out data, English Language proficiency (English learners in schools as well as census data on English language ability) unemployment and poverty.

Economic data. Economic data on key industries and growth trends in the region were drawn from existing sources. Source documents included the 2008-2010 Data Profile: Santa Clara; 2014 Silicon Valley Index; labor market info (EDD); The Economic and Workforce Situation May 2014 (Work2Future); and Santa Clara County Demographic and Socioeconomic Conditions.

Qualitative data from convenings and focus groups. A key strategy for collecting qualitative data on strengths, vision, gaps, solutions to gaps was to convene teachers/faculty, staff and community partners from throughout the region, representing each of the schools and colleges. Qualitative data were collected through faculty focus group and Work Group convenings, open ended faculty/staff survey questions, key informant interviews, Steering Committee meetings, three multi-sector partner convenings and three adult learner focus groups. (N.B., The student focus groups were conducted late in the planning process and contain valuable information regarding program strengths and barriers. See Appendix 20 for a summary of these focus groups.)

Survey data. A survey was developed to collect data on the current status of practice with regard to quality, adequacy (access), specific program elements, support services, collaborations, gaps, challenges, and recommendations for expanding programs. Three hundred eleven (311)¹⁹ teachers, faculty, administrators, and classified staff responded to the survey. Understanding that the faculty and administrators of the SBCAE member institution are “interested parties”, we anticipate gathering other data in the New Year, especially feedback from students who have knowledge of the five Program Areas and the overall accessibility of the member institutions. The majority (61%) of faculty respondents were from the Adult Schools. Data were separately analyzed by Adult Schools and Community Colleges individually and collectively.

¹⁹ There were a total of 322 surveys completed. However, 11 were duplicated responses because several respondents teach at more than one institution. These duplicate responses were reviewed to determine the degree to which they provided different viewpoints as they apply to different institutions, reviewers from HTA determined that the responses were largely redundant and were, therefore, removed from the sample.

Evaluation

The SBCAE Consortium is committed to evidence-based programming and the use of data to drive program implementation and evaluation. From a collective impact perspective, we seek to improve population-level indicators in the communities we serve. Examples of population-level indicators include: (1) number of individuals/families living in poverty; (2) aggregated and disaggregated unemployment rates; (3) aggregated and disaggregated educational attainment; and (4) other broad indicators of economic self-sufficiency.

The SBCAE evaluation strategy will build on the existing state-mandated reporting requirements of Adult Schools and Community Colleges as follows:

Adult Schools undergo a thorough accreditation review from the Western Association of Schools & Colleges (WAS) and earn accreditation for up to six years. They also currently report a number of data points to the California Department of Education (CDE) and the Workforce Investment Board regarding a number of outcomes.

1. **Persistence.** Persistence is defined as students consistently attending classes. Attendance is tracked over a given time period.
2. **Level Gains.** If a student attends regularly and is a typical learner, the expectation is that they should be able to advance a level per semester (or per 100 hours of instruction for open entry programs). If a given class demonstrates a low rate of level gains, program administrators discuss issues and solutions with instructors. The professional learning communities also address progress issues.
3. **ASE Completions.** The schools collect data on the number of students who passed the GED or earned the Adult High School Diploma.
4. **English Learner Civics.** Schools receiving WIA Title II grants report gains on EL Civics modules to receive payment points.
5. **WIA Title II Program Evaluation Process.** Agencies receiving WIA II funds report results to the state quarterly, which reports to the federal government.
6. **Carl Perkins CTE Grant.** The Adult Schools and Regional Occupation Center Report CTE Enrollment and Program Completion information on an annual basis to the California Department of Education (CDE).

Community Colleges' academic, instructional programs, student support services and administrative operations undergo a comprehensive review by the Accrediting Commission for Community and Junior Colleges (ACCJC), which awards accreditation, at a

minimum of every six (6) years. Furthermore there are annual reviews and comprehensive program reviews a minimum of every four (4) years. Each review evaluates quality measures, student learning outcomes, and gaps in delivery. The measures of Community College success are:

- 1. Student Progress and Achievement Rate (SPAR)** – number of students that earned AA, AS, Certificate or Transferred to a 4-year or Transfer prepared (60 transferable units with a 2.0 GPA).
- 2. Persistence Rate** – number of students that earned 6 units, attempted Math or English; and enrolled in credit courses three consecutive primary terms anywhere in the California Community College (CCC) system.
- 3. 30-Unit Achievement Rate** – number of students that earned at least 30 units (any units) anywhere in CCC system.
- 4. Basic Skills Progression Rate** – number of students that attempted a below college level English, ESL, or Math course and subsequently successfully completed (C or higher) a college level course in same subject area.
- 5. Career Technical Education (CTE) Completion Rate** – number of students that complete more than eight units in a three-year period in the same CTE discipline, and earned an AA/AS or Certificate, transferred to a four-year university, or became transfer prepared.

SBCAE's evaluation will focus on the improvement of both processes and student learning outcomes.

Example Processes to be evaluated include:

- Effectiveness and consistency of current student assessment and placement services.
- Need for/progress in developing common assessments and placements between Adult Schools and Community Colleges.
- Numbers of students receiving counseling and other supportive services to help with transition from Adult School to Community College.
- Utilization of a regional data/information system to assess student progress and placement.
- Evaluate the degree to which students entering Community College in remedial programs are able to move into collegiate credit bearing course work in a timely

manner and thereby maintain their financial aid until they achieve their academic goals.

- Degree to which assessment, educational programs and services for Adults with Disabilities (AWD) are being provided.
- Effectiveness of regional collaboration via the SBCAE consortium.

Example Outcome measures in our evaluation are:

- Number of students with a written Individual Education or Career Plan (IECP).
- Transitions into postsecondary education.
- Length of time students are enrolled in basic skills programs.
- Program completion rates of AWD, as well as measurable gains leading to life skills competency and/or obtaining certificates or diplomas.
- Certificate, diploma and degree attainment rates for all students.
- Employment attainment and/or enhancement rate for adult learners.
- Student satisfaction with instruction, and/or supportive services.
- Educational attainment of children whose parents are enrolled in ESL/Family Literacy.
- Progress and attainment of students disaggregated by factors such as race/ethnicity, gender, enrollment in ABE/ASE programming, etc.
- Numbers of students achieving citizenship.

In order to effectively design and implement such an evaluation process, SBCAE expects to utilize internal researchers and/or external evaluators. The researchers/ evaluators will gather, analyze and report on the outcome measures. Member districts will work to build the capacity of the SBCAE consortium to conduct ongoing evaluations – individually and collectively. The consortium understands that the ambitious focus on improved measures of adult education students’ success is a multi-year initiative and the current planning and this report are preliminary and foundational to that effort.

Objective 1: Services and Programs Consortium Members Currently Providing

Overall Description

As noted above the SBCAE gathered data from a number of sources, including: archival data on enrollment and funding; a faculty survey; focus groups with faculty and two convenings of community partners. The SBCAE Steering Committee also provided input regarding current offerings (quality and adequacy), service gaps and potential strategies to address those gaps.

Between FY 2008-09 and FY 2013-14 there has been a dramatic decline in funding in the AB86 Program Areas in the SBCAE geographic region.

Adult Schools are substantially focused (although not exclusively) on delivering educational services within the five AB86 Program Areas. For a list of Adult School services provided by Type and Level please refer to A4 in the appendix.

In aggregate, Adult School budgets for our region (in the five AB86 Program Areas) declined by 21% between FY 2008-09 and FY 2013-14. Table B, below, illustrates the overall declines. When analyzed by AB86 Program Area, budget declines have been variable. For example, Adult School program budgets for Adults with Disabilities (AWD) declined by 66% overall, but only one program remained relatively stable enrollment for this group (Santa Clara Adult Education) whereas the other Adult Schools had no classroom budget reported for this population by 2013-14. Program budgets for ESL/Immigrant program budgets declined overall by 18% during this time period, with three Adult Schools showing slight gains of 6-14% and the three other Adult School program budgets being reduced by up to 45%.

Table B. Adult School Budgets²⁰

Institution	FY 2008-09	FY 2012-13	FY 2013-14	Change 2008-09/ 2013-14
Campbell Adult and Community Education	\$3,539,652	\$2,585,230	\$2,697,665	-24%
East Side Adult Education	\$7,491,709 ²¹	\$5,995,181	\$6,208,512	-17%
Milpitas Unified School District (Ayer Site)	\$896,737	\$627,667	\$663,369	-26%
Milpitas Unified School District (Elmwood)	\$2,699,437	\$2,460,065	\$2,525,822	-6%
Santa Clara Unified School District	\$3,626,830 ²²	\$3,084,039	\$3,185,696	-12%
Silicon Valley Adult Education	\$4,580,927	\$3,123,320	\$2,950,503	-36%
Total	\$22,835,292	\$17,875,502	\$18,231,566	-21%

²⁰ This budget data reflects expenditures only on AB86 program areas.

²¹ This number may not reflect the same cost estimation methodology as used in 2012-13 and 2013-14

²² Ibid

Community Colleges' priority is traditionally for-credit, transfer and career and technical education courses, completion of certificates and degrees or transfer to a 4-year university. These metrics are how Community Colleges' success is being measured. Community College courses provided within the AB86 Program Areas of interest are Basic Skills credit, noncredit, and enhanced noncredit. Community Colleges in the region have not pursued the development of a robust adult education program, per se. There are however, limited offerings in Basic Skills courses/programs available. (See A4 of the appendix for a detailed listing of Community College offerings in the five Program Areas.) The percentage of college funding dedicated to serving this population is a very small part of the total institutional budgets.

Table C. Community College Budgets²³

Institution	FY 2012-13	FY 2013-14
Evergreen Valley College	\$4,233,187	\$4,693,094
Mission College	\$2,068,147	\$1,663,509
San Jose City College	\$5,268,991	\$6,076,934
West Valley College	\$8,152,103	\$7,035,807
Total	\$37,597,930	\$37,700,910

Tables D and E, below, show unduplicated student enrollment and participation by SBCAE Adult School member by program area. These data reflect a significant decrease in the number of students served in FY 2013-14 when compared to FY 2008-09, despite the fact that the demand for affordable educational programs increased during the recession as displaced workers sought to gain skills that would help them find employment and underemployed individuals sought to improve their employment and income situations.²⁴ Overall the Adult Schools experienced a 55% decline in enrollment during this time period. By Program Area the Adult Schools demonstrated a significant decrease in service provision (See Table E) as follows: 1) Basic Skills -50% (-6,109 students); 2) ESL -52% (-9,330 students); 3) AWD -85% (-1,165 students); 4) CTE -61% (-5,225 students); and 5) no Apprenticeship Programs were officially offered through the Adult Schools during this period²⁵.

During the same timeframe, the Community Colleges demonstrated a 19% decline in the AB86 Program Area enrollment overall. By Program Area the Community Colleges declined in enrollment as follows: 1) Basic Skills -14% (-2,684 students); 2) ESL -25% (-3,289 students); and 3) AWD -52% (-266 students). While extremely small in overall

²³ This budget data reflects expenditures only on AB86 program areas.

²⁴ Underemployment Survey Presentation, September 2012.

²⁵ Though Apprenticeship programs are not captured in Tables 1.1A, 1.1B, or 1.2, San Jose Evergreen Community College District received an allowance of \$17,394 in 2013-14 for Apprenticeship programs which covers approximately 100 students per year.

number, the Community Colleges showed an increase of 147 students in short-term CTE programs (+204%). Only two Apprenticeship programs were identified at San Jose City College during this time period, serving approximately 100 students in meat packing and electrician programs.

Table D. Unduplicated Enrollment by Program Area 2008-09²⁶

Adult Schools	Basic Skills	ESL	Adults with Disabilities	Short-Term CTE	Apprenticeships	Total
Campbell Adult and Community Ed.	687	2,063	194	51	0	2,995
East Side Adult Ed.	3,117	7,493	591	893	0	12,094
Milpitas Unified School District (Ayer Site)	363	1,473	0	301	0	2,137
Milpitas Unified School District (Elmwood)	5,540	1,198	0	2,175	0	8,913
Santa Clara Unified School District	871	2,745	344	2,836	0	6,796
Silicon Valley Adult Ed.	1,631	2,803	212	2,253	0	6,899
Adult Schools Total	12,209	17,775	1,341	8,509	0	39,834
Community Colleges	Basic Skills	ESL	Adults with Disabilities	Short-Term CTE	Apprenticeships	Total
Evergreen Valley College	5,621	4,426	0	0	0	10,047
Mission College	4,982	1,564	0	72	0	6,618
San Jose City College	5,437	5,988	0	0	0	11,425
West Valley College	2,849	1,186	516	0	0	4,551
Community Colleges Total	18,889	13,164	516	72	0	32,641

Table E. Unduplicated Enrollment by Program Area 2013-14

Adult Schools	Basic Skills	ESL	Adults with Disabilities	Short-Term CTE	Apprenticeships	Total
Campbell Adult and Community Ed.	622	1,504	0	45	0	2,171
East Side Adult Ed.	2,486	3,842	0	471	0	6,799
Milpitas Unified School District (Ayer Site)	204	753	0	0	0	957
Milpitas Unified School District (Elmwood)	1,713	521	0	1,161	0	3,395
Santa Clara Unified School District	470	1,230	196	1,328	0	3,324
Silicon Valley Adult Ed.	605	595	0	279	0	1,479
Adult Schools Total	6,100	8,445	196	3,284	0	18,025
Decrease since 2008-09	-6,109	-9,330	-1,145	-5,225	NA	-21,809
Percent decline since 2008-09	-50%	-52%	-85%	-61%	NA	-55%
Community Colleges	Basic Skills	ESL	Adults with Disabilities	Short-Term CTE	Apprenticeships²⁷	Total
Evergreen Valley College	6,211	4,144	5	0	0	10,360
Mission College	3,881	1,103	0	56	0	5,040
San Jose City College	4,245	3,634	0	163	0	8,042
West Valley College	1,868	994	245	0	0	3,107
Community Colleges Total	16,205	9,875	250	219	0²⁸	26,549
Decrease since 2008-09	-2,684	-3,289	-266	147	NA	-6,092
Percent decline since 2008-09	-14%	-25%	-52%	204%	NA	-19%

²⁶ Enrollment is unduplicated by program area and therefore may include duplications when totaled across program areas.

²⁷ Though Apprenticeship programs are not captured in Tables 1.1A, 1.1B, or 1.2, San Jose Evergreen Community College District received an allowance of \$17,394 in 2013-14 for Apprenticeship programs which covers approximately 100 students per year.

²⁸ As noted above, San Jose City College has a small Apprenticeship program that serves approximately 100 students. However, exact enrollment for this population has been difficult to determine and, therefore, has been omitted from this table.

Current Levels and Types of Adult Education

Tables outlining the Types and Levels of course offerings for all of the SBCAE member institutions can be found in A4 of the appendix.

Program Area 1. Adult Basic Education/Adult Secondary Education (ABE / ASE)

Overview

Population. Of Santa Clara County's population 25 years of age or older (1,113,058), 184,800 (16.6%) did not graduate from high school. If we add 18-24 year olds, an additional 38,819 do not have a high school diploma for a total of 223,619. Additionally, 85% of the students enrolling in Community Colleges, many of whom are high school graduates, do not meet the criteria for admission into transfer-level math while 72% do not meet the criteria for admission into transfer-level English (writing)²⁹. For these reasons, the demand for Adult Basic Education/Adult Secondary Education (ABE/ASE) is high in the region.

Current Offerings

Adult Basic Education/Adult Secondary Education includes services for English-speaking adults whose skills are below collegiate level in math, reading and writing. The students accessing ABE and ASE courses are diverse – ranging from very low literacy and math skills (ABE) to students who only require a few courses or modest amounts of preparation to complete their high school diploma or high school equivalency examination (ASE). Generally, ABE/ASE students speak fluent or nearly fluent English but have reading, writing, math or content knowledge deficits.

Based on survey and focus group input, many ABE/ASE students face other barriers to success, including: poverty, time constraints due to employment, transportation, child-care and health challenges, family responsibilities, exposure to trauma, and lack of readily available information about adult education opportunities.

Serving students who need ABE/ASE instruction and corresponding student support services is a core activity of the Adult Schools which have experienced dramatic decreases in funding and in ABE/ASE enrollment over the past five years – dropping from 12,209 in 2008-09 to 6,100 in 2013-14, a drop of 50%. However, Adult School faculty focus group respondents (see below) indicated that quality programming is available for the smaller pool of students now being served.

Survey and focus group information indicates that some Adult School programs are increasing the use of technology to support differentiated instruction. Other Adult School programs have been leveraging partnerships with local universities to provide tutoring,

²⁹ Skinner, Eric *Basic Skill Accountability*, California Community Colleges Chancellor's Office 2012

mentoring and other supports for ABE/ASE students. Partnerships with local libraries and community based organizations have been effective in supporting adult learners with very low literacy in their native languages and/or in English. Some programs are using evidence-based instructional strategies such as I-BEST and other acceleration techniques that help to build confidence and momentum among ABE/ASE students. ABE programs are moving some students³⁰ who are motivated to participate in ASE programming that assists students to obtain their high school diploma or equivalency and have the goal of preparing students be “college and career ready.”

Community Colleges also provide Adult Basic Skills (ABS)³¹ courses for students who enroll in Community College but do not have college level skills in one or more subject areas (Reading, Writing, and Math). To enroll in Community College students must have a high school diploma or equivalency, but many still do not have the required skills to be successful in transfer or diploma credit courses. ABS courses comprise a small proportion of Community College course offerings. However, Community Colleges provided ABS courses to 18,889 in 2008-09 and 16,205 in 2013-14 – a drop of 2,684 students (14%). As noted above, statewide Community College data indicates that a small minority (7%-14%) of Community College students, who enroll in Basic Skills courses three levels below transfer/diploma, successfully complete a credit bearing course within three years.

Quality

Evaluation of program quality takes into consideration each program’s effectiveness at moving students toward their academic, career and other goals. Measures of quality include student learning outcome assessments, student persistence, advancement of skill level, completion, and transition to higher-level or transfer/diploma credit-bearing coursework, employment and job retention. Many of these metrics are routinely collected by the Adult Schools and Community Colleges under reporting mandates, presenting opportunities for aggregation and analysis of data across systems. However, at the moment there is no single data system that allows for aggregation of Adult School and Community College data,³² nor are there assessments that are used in common across the two systems. Therefore, the evaluation of current program effectiveness (quality) to date, as reflected in this Progress Report, is necessarily incomplete. Both systems do have statistics on student learning outcomes. The Comprehensive Adult Student Assessment System (CASAS) metrics on persistence and outcomes for Adult Schools is

³⁰ It is important to note that focus group and faculty survey results indicate that *most* Adult School students do not have the expressed intent to pursue postsecondary education or career related certification. There is, however, a widespread acknowledgement that many Adult School students don’t know that postsecondary education is possible for them and that many more Adult School students might be interested in pursuing postsecondary education with the right marketing, support and information.

³¹ Adult Basic Skills (ABS) is the comparable Community College term to ABE/ASE in the Adult Schools.

³² CalPASS Plus is probably the ultimate solution for this challenge, but currently the Adult Schools’ data is not included in that statewide system.

aligned to federal National Reporting System. The Community Colleges collect robust data on student learning outcomes, much of which is reported in the Student Success Scorecard metrics for Community Colleges. However, the current process has affirmed that these are incomplete measures, although they will be useful as baseline data as we move forward. Multiple measures of student outcomes and program effectiveness will need to be consistent and will be central to the regional plan as it is developed.

As a subjective measure of quality, Adult School and Community College faculty members were asked to reflect on quality of ABE/ASE services through surveys and focus groups. Survey respondents (n = 275) ranked ABE programs at their specific institution as of Very High Quality (31.1% Adult Schools; 10.5% Community Colleges) or Above Average Quality (32.8% Adult Schools; 16.8% Community Colleges) with 12.8% Adult Schools and 14.7% Community Colleges ranking them as Average Quality and 0.6% Adult Schools and 2.1% Community Colleges as Below Average. Thus 76.7% of Adult School and 42.0% Community College respondents indicated that there were quality ABE programs in operation at their institution.³³

³³ It is important to note that, among Community College respondents, only 50.0% were directly affiliated with one or more AB86 program areas, only 8.5% were affiliated with the ABE/ASE program at their College. In contrast, 91.8% of Adult School respondents were affiliated with an AB86 Program Area.

Table F. Quality Survey							
Adult Basic Education							
Survey Response	Very High Quality	Above Average Quality	Average Quality	Below Average Quality	Very Low Quality	No Services Provided	Don't Know
Adult Schools (n=180)	31.1%	32.8%	12.8%	0.6%	0.0%	2.8%	20.0%
Community Colleges (n=95)	10.5%	16.8%	14.7%	2.1%	3.2%	11.6%	41.1%
Adult Secondary Education							
Survey Response	Very High Quality	Above Average Quality	Average Quality	Below Average Quality	Very Low Quality	No Services Provided	Don't Know
Adult Schools (n=181)	33.7%	34.3%	12.7%	1.1%	0.0%	1.1%	17.1%
Community Colleges (n=95)	4.2%	4.2%	10.5%	0.0%	4.2%	22.1%	54.7%
College Basic Skills (remediation)							
Survey Response	Very High Quality	Above Average Quality	Average Quality	Below Average Quality	Very Low Quality	No Services Provided	Don't Know
Adult Schools (n=161)	10.6%	12.4%	9.9%	1.9%	1.2%	18.6%	45.3%
Community Colleges (n=91)	22.0%	36.3%	18.7%	2.2%	2.2%	0.0%	18.7%

Open ended responses to the faculty survey provided some suggestions regarding program quality improvements. Adult School respondents recommended: increased use of technology to support adult learners; expanded funding, staffing and course offerings; greater collaboration and course alignment; support services; improved facilities/materials and professional development. Support service suggestions include learning disability assessment and services, counseling and case management, support for transitions to Community College and the workforce. Community College faculty suggested the following: professional development so that basic skills/reading are taught in other subject matter courses; required reading labs; computer literacy courses; and contextualized learning in Basic Skills courses. Community College faculty also recommended: increased support services; AWD services; tutoring and mentoring.

Faculty **focus groups and Work Groups** provided more in-depth and nuanced feedback on the ABE/ASE programs' quality. Some salient comments on quality included:

- Most respondents felt that the quality of ABE/ASE programming was “good” at their particular institution, but they lacked knowledge of the quality of programming at other institutions in the region.
- Improved assessment is helping to place adult learners more accurately in different course levels, but learning disabilities assessment and intervention are inadequate, especially at the Adult Schools.
- There is an increase in use of technology in ABE/ASE classrooms, allowing teachers to use hybrid and rotational classroom strategies to differentiate instruction.
- Independent study and online instruction is also being used to increase flexibility for students whose life circumstances (jobs, parenting, etc.) make it impossible for them to attend courses in person on a regular basis.
- Partnerships with local libraries are important to provide foundational services for adult learners with extremely low literacy, math and other basic skills.
- Programs are utilizing a variety of tutorial support strategies, including partnerships with local colleges and universities.
- Respondents identified access and throughput as a challenge, especially for the Adult Schools. They acknowledged that Adult School students have widely different objectives for participating in Basic Skills courses and that many do not (at least initially) desire to attend college or to pursue a high school diploma or equivalency. Many respondents decried the diminished capacity of Adult Schools to serve the real demand for ABE/ASE coursework due to funding cuts. There was also concern that the extended timeframe required for many students to complete their self-directed course of study further diminished Adult School capacity to serve new students. On the other hand, respondents also credited Adult Schools’ patient work with students “where they are at” as a positive quality of that system. However, this very quality can exacerbate the bottleneck in the system and limit the number of students who can enroll in ABE courses, acting, for example, as a barrier to some ESL students who wish to transition into ABE. It also drives long waiting lists.³⁴
- Partnerships with local universities provide tutors and mentors who can help accelerate student achievement and provide role models and social supports.
- Some programs are using independent study to support ASE students who are focused on obtaining their high school diplomas and equivalences.
- Programs are partnering with HUD to support homeless students to access Adult School services.
- Many students struggle with math classes. Adult Schools are experimenting with a variety of strategies such as tutors who assist students in their subject matter classroom, intervention classes, added counseling and contextualize learning via an engineering oriented math class.

³⁴ Waiting lists are difficult to quantify because, once it is clear that a course sequence is full many students stop trying to enroll. Hence the actual number of students being turned away is variable over the course of a semester.

In general, however, most of these quality improvement strategies are being implemented at one institution, in one department, and even in one classroom. Very few of these innovations are being tested at scale.

Key informant interviews raised speed (or lack thereof) as a crucial issue for many adult learners. Work2Future's (one of the local WIBs) Director, Jeff Ruster, the Director of the County Jail, Neelam Wadhvani, and the Social Services Agency's leadership, Denise Boland and Rafaela Perez, indicated that many of their "basic skills" clients have very limited timeframes in which to make educational and career advancement. This may range from a few weeks for formerly incarcerated individuals who are trying to subsist on General Assistance payment to 48 months for a parent who is eligible for Temporary Assistance for Needy Families (TANF). All three groups expressed the need for contextualized and accelerated learning as critical factors for adult learner persistence and success. This issue applies to all of the AB86 Program Areas, but particularly to ABE/ASE, ESL and CTE since these courses of study are often crucial to the basic sustainability of the students (and their families).

ABE/ASE Work Group – Key Takeaways

The faculty ABE/ASE Work Group consisted of experienced faculty from both Adult School and Community College systems. After three two-hour meetings and three day-long retreats, the "Key Takeaways" from the process were as follows:

Italicized text denotes general agreement with a need for deeper conversation

- Ongoing and systematic course articulation/curriculum alignment across the consortium
- Common educational assessment
 - *Collaborate on statewide assessment initiative?*
 - Align assessment tests with curriculum
 - Data tracking in order to share success/challenge across systems
- *Mandate* common education plans across the region
 - Data tracking re student-driven changes in education plans
 - Data tracking regarding student successes/failures in achieving goals
- College and workforce orientation class and embedded curricula recommended for Adult School to Community College transition period
 - Soft skills provided in the orientation class curriculum
 - Soft skills embedded in ABE/ASE and ABS curricula
- Redesign curriculum pathways to meet diverse student needs
 - Cohorts to support student success and continuity
 - Dual-enrollment
 - Stackable CTE certificates
 - *Accelerated pathways*
 - *Online learning*

- *Modular learning*
- *Open entry/exit*
- *Align classroom culture and expectations to support smoother student transition from Adult School to Community College*
 - *More homework in capstone courses*
- *CTE contextualized basic skills courses*
- *College and career counseling*
 - *More professional counseling resources at Adult Schools and Community Colleges*
 - *Peer counseling*
 - *Referrals to community partners for internships, wraparound services, academic support, etc. (requires asset mapping)*
- *Partner with industries and employers as a region*
 - *Eliminate duplicative contacts with industry from the region*
 - *Coordinated events and curriculum advisement*
 - *Regional system – brick and mortar and/or virtual?*
- *Regional provider of student support services (e.g., shared AWD resources)*
- *Marketing adult education as a region*
- *Professional development*
 - *Best practices re: teaching methods*
 - *Continued collaboration across region*
 - *Collaboration with super-region*

ABE/ASE Adult Learner Focus Group

The ABE/ASE student focus group identified both strengths and limitations of the adult education system. Adult school assets included:

- *Dedicated faculty who encourage and support students and go above and beyond the call of duty and who provide one-on-one support*
- *Flexible, on-line courses that allow students to go at their own pace, regardless of barriers such as childcare and transportation and that allow greater acceleration of learning for motivated students*
- *Students are encouraged and supported to set and achieve academic and career goals*

Community college assets were identified as:

- *Providing disability supports and accommodations*
- *Providing loaner textbooks for low-income students who could not otherwise afford books*
- *Stackable certificates that enable students to advance in their career as they pursue academic and career education*

The students also identified a number of barriers, some of which were personal and/or environmental and others that are based on policy or institutional practices. Personal and/or environmental barriers included:

- Family demands and lack of affordable childcare; childcare was universally recognized as a major barrier to regular college attendance for many of the students
- Student language barriers and/or lack of confidence in going to school/college
- Challenges experienced by immigrant professionals who lack the language skills to pursue a comparable career in the USA

Institutional barriers that impact students at both the adult schools and community colleges are:

- Lack of available information about what educational services are available in the region; need for a centralized website with information for all of the resources available
- Lack of a bridge between adult schools and community colleges
- Not all schools/colleges have self-paced online options for students who are working and taking care of children and/or other family members
- While tutoring is available, the supply does not come close to meeting the demand
- Computer labs are not sufficiently available to meet student demand and at the times of day or night that they need
- Common assessment tests are needed across the region
- Inadequate transition counseling from adult school to community college
- Curriculum alignment, dual enrollment and career pathways are needed
- Need more contextualized courses that align to career pathways

Adult school-specific barriers include:

- Adult school courses do not always prepare students to enter college without need for remediation

Community college-specific barriers include:

- Need an online option for students to catch up if they have missed a class
- Inadequate financial aid and financial planning counseling
- While loaner textbooks are available, the demand is greater than the supply
- More tutoring is needed

Key Informant Interview

A key informant interview was conducted with Denise Boland and Rafaela Perez of Santa Clara County Employment Services. They identified the following ABE/ASE related issues.

- As a function of the recession, there has been an increase in the number of individuals and families qualifying for welfare (TANF/CaWORKS), food stamps (CalFresh) and General Assistance.

- TANF lifetime eligibility has been reduced from 60 to 48 months. This puts significant pressure on students to obtain diplomas or certificates quickly in order to be useful in helping them acquire family sustaining incomes.
- General Assistance (GA) provides extremely marginal income in a very expensive county. This may suffice briefly for an individual who has been discharged from jail and who is living with family or friends, but after 90 days on GA individuals need to have a job. Again time is of the essence.
- TANF and CalFresh recipients may be placed in subsidized employment for up to 90 days, but after that the employer must hire the individual without subsidy.
- There is a gap in adult education services for learning disabled adults. The Social Services Agency has discontinued assessment because there was no support/treatment available for individuals who had been identified.
- ESL takes too long. The programs should be accelerated and contextualized around employment skills.
- Adult education needs to develop a 90-day certificate program for low-income and General Assistance recipients so that they can get a job and continue their education.
- There is existing collaboration between the Social Service Agency and the adult education system, with the county as the key convener. Everyone is trying to develop wraparound services while individuals build skills and become more self-sustaining.

Program Area 2. Programs for Immigrants & English as a Second Language (ESL)

Overview

Population. Santa Clara County boasts a total population of 1,862,041 of which 36.8% (685,231) are foreign born, and 20,874 (3.2%) entered the U.S. in the last five years. The vast majority of the foreign born residents 62.3% (410,190) were born in Asia and 26.6% (174,959) were born in Latin America.³⁵

Language. More than half (50.8%) of the entire county population (945,917) speaks a language other than English in the home. Approximately 357,924 (21.5%) residents (over the age of 5) speak English less than very well. Among recent immigrants who entered the country since 2000, 31% speak English not well or at all. Twenty-six percent of immigrants are living in linguistically isolated households which means that more than a quarter of the households in the county have no one over the age of 13 who speaks English only, or very well.

Children in the SBCAE region's K-12 feeder school systems speak more than 53 different languages, and English learners comprise 64,666 students (23.6%) and Fluent-English-Proficient another 78,626 (28.7%). Most English Learners (EL) in the K-12 sys-

³⁵ U.S. Census, American Community Survey 5-Year Estimates.

tem are Spanish speakers (43,094), followed by Vietnamese (7,583), Mandarin (2,174), Filipino (2,003), and Cantonese (1,002).³⁶

Among the students enrolled in AB86 Program Areas at the Community College level, between 12% and 25% are enrolled in Remedial ESL courses which mirrors the EL enrollment in the regional K-12 system.³⁷

Socioeconomics. According to the Santa Clara County Immigrant Relations and Integration Services (IRIS) agency, approximately 37% of the Latino immigrants are undocumented. Santa Clara County, traditionally a “port of entry” for immigrants, has instituted a number of exemplary practices that help to welcome and integrate immigrants, for example a universal health care policy for all children in the county, regardless of documentation status. However, unlike the overall adult population of which 47% are employed in professional services, only 20% of immigrants are so employed. Because there is a substantial component of the immigrant population that is highly educated, “these data also mask the needs of lower income residents – particularly Latinos and Vietnamese – who may need more of a focused effort on economic integration than, say, certain South Asian groups that have placed relatively well within the professional hierarchy of high technology.”³⁸

Education. (See page 16.)

Current Offerings

SBCAE member institutions are providing an array of courses and support services for adult Immigrants and English Learner (EL) students at the Adult School and Community College campuses. The Adult Schools also have classes in community locations including libraries, elementary schools and community centers.

(See A4 of the appendix for a listing of ESL courses by type and level as provided by all of the participating SBCAE members.)

The SBCAE member institutions are working to incorporate best practices and acceleration strategies into their courses of study in order to optimize the use of limited resources and to accomplish their objectives for English Learners and other high-need students.

SBCAE members are also developing supportive services at the program and classroom levels to address some of the barriers EL students experience due to poverty, transportation, childcare and day-to-day crises and to ensure that students feel valued

³⁶ California Department of Education – DataQuest and EdData.

³⁷ California Community College Student Success Scorecard (2014)

³⁸ Santa Clara County IRIS Snapshot.

and supported in their effort to further their education. Examples of these existing strategies are as follows:

- Some members blend internships into their programs to help students utilize their English skills in a real world context.
- Some ESL classes blend other core curricular content (e.g., science, history, math, engineering or art) in order to contextualize instruction.
- Community Colleges are reaching out to their feeder Adult Schools to provide tours and conversational classes with Community College students acting as ambassadors
- Some efforts are underway to align and articulate Adult School and Community College ESL courses to ensure that students understand and are prepared for next steps as they transition to Community College and/or CTE courses of study.
- Adult Schools are incorporating various college transition activities in their upper levels of ESL. Such practices vary in different schools.
- Adult Schools are providing tutorial support through assistance from community volunteers as well as partnerships with local universities.
- Adult Schools are providing Family Literacy programming at local Elementary Schools so that parents and their children can learn together in a comfortable environment in their communities.
- Adult schools also collaborate with local community agencies to bring in speakers and workshops on immigration, employment, healthcare, housing, etc.
- Use of technology is increasing (via labs and tablets) to help differentiate instruction and so that students can make use of distance learning opportunities.

However, it is important to note that many of these innovations are discrete, one-off approaches that are dependent on soft funding and are sometimes happening in a single classroom or institution and certainly not at scale.

Quality

(Please find general comments about quality measures on page 29.)

As a part of the initial planning effort, SBCAE conducted faculty surveys, three faculty Work Groups and three all-day retreats by Program Area, a focus group with 18 community partners in June and a follow up partner meeting with approximately 40 partners in November. The Consortium also conducted key informant interviews with several local experts regarding the needs of immigrant and EL adults in the region. This in-depth engagement effort was designed to build a nuanced understanding of program quality, adequacy and to inform the gap analysis.

Table G. Programs for Immigrants and ESL Quality

Survey Responses	Very High Quality	Above Average Quality	Average Quality	Below Average Quality	Very Low Quality	No Services Provided	Don't Know
Adult Schools (n = 181)	50.8%	33.1%	8.8%	0.0%	1.1%	0.0%	6.1%
Community Colleges (n = 95)	31.6%	36.8%	14.7%	1.1%	1.1%	1.1%	13.7%

Table G, above, provides the survey responses of 276 faculty. 83.9% of Adult Schools and 68.4% of Community Colleges consider their ESL programs to be of very high or above average quality. Less than 3% of Adult Schools and Community Colleges consider them below average or of very low quality.

Open ended questions in the Adult School survey reflected the need for increased ESL program capacity; counseling services for ESL students; multilingual counseling capacity; distance learning in ESL (with required technology capacity); culturally competent marketing for ESL courses; and innovative programming that includes team teaching, hybrid classrooms; and models for ESL transitions. Community College faculty emphasized improvements to the overall ESL system – increasing articulation between the Adult School and Community College programs and transitional supports for students.

To reflect more deeply on the questions of quality, SBCAE invited faculty to participate in a focus group and six Work Group meetings regarding programs for Immigrants and ESL adult learners. There are innovative efforts underway in the region to support the Immigrant/ESL students including:

- Campbell Adult and Community Education (CACE) is augmenting their standard ESL program with instruction that incorporates other core curriculum (e.g., science, math, engineering and the arts) in order to contextualize student learning.
- Evergreen Valley College (EVC) has developed internships for the Immigrant/ESL population.
- EVC is also experimenting with an entrepreneurship oriented ESL certificate class which helps to contextualize student learning. This includes a speaker series, business plan writing, and a “shark tank” with senior managers in local companies.
- Each semester over the past four years, ESL teachers at West Valley College (WVC), Campbell Adult and Community Education (CACE) and Silicon Valley Adult Education (SVAE) have worked together to bring adult education students to the West Valley campus for tours, orientation, placement testing and registration.
- Adult School ESL classes have visited local Community Colleges to meet with staff to learn about future educational and enrollment procedures
- Santa Clara Adult Education (SCAE) is reaching out to local elementary schools to offer ESL family literacy programming, bringing the parents and children together in a learning environment.

- SCAE has partnered with Kaiser Permanente Santa Clara, the SEIU Education Fund and NOVA Workforce Investment Board to provide workplace ESL for Kaiser employees.
- ESL staff at SCAE and Mission College have observed each other's ESL classes, shared course descriptions and discussed the possibility of shared assessments so that Adult School students can easily matriculate into ESL classes at Mission College.
- San Jose City College (SJCC) and CACE are partnering in a basic skills initiative program which is helping to recruit CACE students for SJCC programs and collect assessment data in order to share assessment data and track students' success.
- Milpitas Adult Education (MAE) has reached out to immigrants who want to become citizens by creating and maintaining a website (us.citizenpod.com) which provides daily blogs, videos, podcasts all relating to the process of becoming a citizen. This reaches future citizens who want the information and opportunity to study online through distance learning.
- MAE runs a college and career transition program which provides classes in enhanced reading and writing, college placement test workshops, and a computer lab/career readiness class. MAE and Mission College have worked together on seamless transitions to Community College including site-based placement testing and college tours.

While some of these efforts are achieving scale, many of them are emerging and/or limited in scope or dependent upon a single institution or even on a single faculty member. In order to institutionalize successful practices, SBCAE needs to invest in robust evaluation efforts and then to develop and/or expand evidence-based Immigrant/ESL programming in the region.

ESL Work Group – Key Takeaways

The faculty ESL Work Group consisted of experienced faculty from both Adult School and Community College systems. After three two-hour meetings and three day-long retreats, the “Key Takeaways” from the process were as follows:

Italicized text denotes general agreement with a need for deeper conversation

- *There is a greater current demand for ESL programming than current programs in the region can meet*
- If immigration reform is implemented, the resulting demand for ESL and citizenship classes will completely overwhelm the adult education system; even now DACA³⁹ eligible adult learners are experiencing severe barriers to accessing the ESL and citizenship instruction they require

³⁹ Access to adult education courses has also become increasingly important due to the federal Deferred Action for Childhood Arrivals (DACA) program, as applicants must have a high school diploma or equivalent, be enrolled in school, or be enrolled in an education, literacy or workforce training program at the time of their application. Unfortunately, DACA's enactment coincided with unprecedented cuts and program closures in California's Adult Schools, which are operated primarily by K-12 school districts and County Offices of Education. Hooker, S., McHugh, M. and Fix, M. (2014). *Critical Choices in Post-Recession California: Investing in the Educational and Career Success of Immigrant Youth*. Migration Policy Institute

- Marketing, outreach to communities and a presence within communities are needed. Marketing messages are important to combat self-limiting beliefs about college and career, providing awareness of opportunities that are different in US
- Programs should be accessible to the target community – in terms of location and support services (e.g., childcare, food, etc.)
- *ESL students need computer literacy for 21 century skills, as well as to apply to college, access homework, and use hybrid and online resources to support student learning outcomes*
- Need to align the ESL curricula between Community Colleges and Adult Schools. Determine what ESL requirements are needed for admission and/or success in Community College in general and CTE programs specifically. CTE programs currently have only recommended or advised ESL levels
- Writing. Transitioning students may have excellent speaking and listening skills, but writing often lags behind. They are advanced along the ESL course sequence in Adult Schools until they enter Community College where the writing gap becomes a barrier. Since writing is an important part of the way Community Colleges assess a student's language level,
 - Adult Schools need to increase writing instruction, and teachers need to be compensated for the time required to correct writing
 - Professional development is needed for Adult School teachers regarding writing instruction and assessing students' writing
- Provide more compensated time for Adult School and Community College ESL faculty to work together to align curriculum and to implement optimal transition methods and pathways
- Need counselors/transition specialists/coordinators who know the requirements of programs and what is being offered at different institutions
 - Understanding that fluency in speaking and listening are not sufficient for success in college
 - Someone to provide the warm hand off/transition
 - Counselors need professional development regarding ESL programs, student transition requirements

ESL Adult Learner Focus Group

The Consortium convened a robust focus group of ESL students to provide input on the strengths and challenges of the adult education system in the region. However, since only two community college students participated in this focus group, the findings disproportionately address the adult schools. Assets of the adult schools are as follows:

- Teachers are a great asset, displaying patience, support and general helpfulness
- Classes provide students with opportunities to build their English language skills, including listening/speaking and reading/writing in a self-paced environment
- There are opportunities to get to know about living in the USA and its cultural norms
- The program allows people of different cultures to interact, get to know each other, understand each other's cultures and make friends
- Some assistance is provided to help students with employment related issues – e.g., help with resumes, building confidence, interview skills, etc.

Assets of the community colleges vis-à-vis ESL are as follows:

- Teachers are competent and bring cultural sensitivity to their work
- While variable, counseling services are considered an asset
- Teachers provide cultural knowledge and information about the USA

Personal/environmental barriers to student success include:

- Work schedule and childcare issues
- Transportation problems, including cost of transit
- Low-income that requires students to work full time
- Fear of institutions
- Extremely limited English skills
- Even though comfortable with spoken English, some students lack capacity for reading and writing

Institutional barriers that impact students at both the adult schools and community colleges are:

- Lack of childcare on campus; subsidized and/or co-op childcare should be organized
- Classes are not always available at the time of day the student needs them
- Inadequate online classes
- Need more computer skill development to make job applications
- More counseling and individual tutoring are needed
- Need more contextualized courses that align to career pathways
- Professionals who have immigrated need more assistance with understanding the process for transcript evaluation, value of degrees and certificates and credit for professional experience
- All students should have an educational plan
- ESL courses should be contextualized in a variety of ways such as taking the California driver's license test, discussing social and political issues, employment related subject materials
- Adult schools and community colleges need stronger connections to industry for internships, volunteer opportunities, job placements

Adult School barriers include:

- Lack of capacity to meet the student demand, long waiting lists
- Upper level ESL classes should be taught at a "normal pace" to prepare students for community college classes

Community College barriers include:

- Lack of capacity for open enrollment and open exit classes
- Big classes make individual attention difficult
- More conversation and speaking are needed to improve fluency; accent modification and pronunciation are needed

Key Informant Interviews

While virtually all key informants identified issues of English acquisition and immigrant integration, Teresa Castellanos, Program Coordinator of Immigrant Relations and Integration Services of the Santa Clara County Social Services Agency, was our key informant on this issue. Teresa indicated that about a third of the 600,000+ immigrants in the county are highly educated and fluent in English (largely South Asian). There has been a 50% decline in ESL classes in the county – dropping from 1,200 to 600 over the past five years. The low-skilled and non-English speaker populations continue to suffer the impact of the recession and contribute to the growing wealth gap in the county. The Latin American population, in particular, averages about a 6th grade education and most are monolingual Spanish speakers

When it comes to quality, there is a pressing need for a more systematic process that accelerates adult learning. Some of the community building work that goes on in churches, libraries and even Adult Schools is important. However, adult learners need more rigorous instruction provided by qualified and well-compensated teachers. When adult education is systematic there is better alignment, outreach, communication and guidance in order to accelerate student achievement. Culturally competent outreach is needed for many ESL adults to even consider Community College as an option. In addition, many ESL adults need assistance with childcare, transportation, access to technology and a variety of other wraparound services in order to avail themselves of adult education. At the same time, immigrants are willing to work very hard to achieve their goals – often two and three jobs to make ends meet.

The adult education system needs to connect more strongly with the immigrant community by ensuring that there is no wrong door to gaining access to the opportunities available in this community. We need to respect cultural differences and the strength of the immigrant community, and we need to make sure that immigrants can “start at any point and get you to [your] end”.

Barriers to Student Success. Barriers have been identified through the partner focus group, faculty Work Group meetings and retreats, key informant interviews and Steering Committee meetings and retreats. The following barriers were identified:

- Immigrant and ESL students are often intimidated by the bureaucracy and size of the Adult Schools, and even more so by the Community Colleges. This results in students avoiding the next steps in their education – whether from a library program to an Adult School or from an Adult School to a Community College. Robust transitional support services are needed to help students bridge to Adult School and to Community College.

- ESL students are often challenged by poverty which forces many of them to take multiple jobs that may conflict with class schedules.
- Students who are enrolled in precollegiate credit ESL programs in the Community Colleges often deplete their financial aid before they engage in transfer/diploma credit courses and/or achieve their educational outcomes.⁴⁰
- Information and communication gaps whereby faculty do not cross-refer because they do not know each other's programs.
- Inadequate data sharing/systems to support and document student success across the two systems.
- Weak course alignment between Adult Schools and Community Colleges leads to students not being adequately prepared for their next steps.
- Undocumented students' barriers to qualifying for in-state tuition and financial aid at Community Colleges.
- General lack of help with financial aid applications, etc.
- Community College priority (based on Student Success Act mandates) on diploma and transfer students.
- Financial disincentives for Community Colleges to enroll ESL students, among others, in CTE courses and other high-cost, hands-on, contextualized programs.
- Lack of funding for childcare and transportation.
- ESL students have many life challenges, including family obligations, unsafe neighborhoods, being first generation college goers and inadequate access to wrap-around and safety net services.

Program Area 3. Adults with Disabilities (AWD)

Education Programs for Adults with Disabilities

Overview

This section addresses the needs of residents with learning, physical, psychological and developmental disabilities.

Students. Students with disabilities shared many of the challenges of other adult education students: low income, work schedule conflicts, logistical barriers (transportation, childcare, housing and health care), limited awareness of the requirements for educational success, low motivation, and lack of accurate diagnoses (especially for learning disabilities). They also face many other challenges related to the stigma of disability and the lack of access to the resources that normally abled people can expect.

Many well-documented educational practices – contextualization, academic support, individualization, learning communities – can be effective for this group of students. They also benefit from specific methods and processes designed specifically for differently abled people.

⁴⁰ Helmcamp, Leslie, *Turning Community College Drop-Outs into Graduates*, Center for Public Policy Priorities, April 2010.

Level of Need. To the extent that learning disabilities are persistent lifelong conditions, information on the incidence of learning differences from school age students is relevant to the adult population. Centers for Disease Control⁴¹ estimates that 7.66% of U.S. residents have a learning disability, and another 6.21% of the population has a developmental disability. Thus of the 1,426,323 adult residents of Santa Clara County, 109,256 would be predicted to have a learning disability and another 88,575 have a developmental disability. In addition, students who struggle academically in secondary education due to learning disabilities are potential adult education participants. Indeed, it is likely that people with LD would be over-represented in adult education.

Psychological disabilities can also be subject to being inadequately diagnosed and are highly stigmatized in many communities. The National Institute of Mental Health estimates that 26.2% of Americans 18 years of age and older suffer from a diagnosable mental disorder in any given year.⁴² Research also indicates that mental health problems have a dramatically negative impact on earnings.⁴³ Based on the adult population of Santa Clara County, 373,697 will have a diagnosable psychological condition in any given 12 month period.

Physical disabilities are so wide ranging it is difficult to estimate the percent of these disabilities in any given population, and most of these disabilities are relatively obvious and are largely subject to very specific accommodations in order for a student to obtain an education and to pursue a career.

Based on the incidence estimates above, it is clear that a large number of Adult School and Community College students are affected by these conditions.

Current Offerings

Based on survey and focus group results, course and support services offerings, triangulated with service utilization data reported by the SBCAE member organizations, it is evident that the Community Colleges have some dedicated resources to serve AWD adult learners in a systematic manner (See listing below).

Evergreen Valley College (EVC) provides: specialized counseling (academic and disability-related), classroom support, test-taking assistance, American Sign Language in-

⁴¹ Trends in the Prevalence of Developmental Disabilities in US Children, 1997–2008

⁴² Kessler RC, Chiu WT, Demler O, Walters EE. Prevalence, severity, and comorbidity of twelve-month DSM-IV disorders in the National Comorbidity Survey Replication (NCS-R). *Archives of General Psychiatry*, 2005 Jun; 62(6):617-27.

⁴³ Individual and Societal Effects of Mental Disorders on Earnings in the United States: Results From the National Comorbidity Survey Replication Ronald C. Kessler, Ph.D.; Steven Heeringa, Ph.D.; Matthew D. Lakoma, M.P.H.; Maria Petukhova, Ph.D.; Agnes E. Rupp, Ph.D.; Michael Schoenbaum, Ph.D.; Philip S. Wang, M.D., Dr.P.H.; Alan M. Zaslavsky, Ph.D. *Am J Psychiatry* 2008;165:703-711. doi:10.1176/appi.ajp.2008.08010126

interpreters and captioners, note takers, tutoring, alternate media, adapted Physical Education.

Mission College provides: learning services courses, note takers, readers/scribes, test-taking arrangements, sign language interpreters, real-time captioners, liaison with faculty/community, orientation, priority registration, tutoring (small group), specialized equipment (various), distance learning.

San Jose City College (SJCC) provides: specialized counseling, including disability management, liaison services, and academic counseling; learning disability assessment and special courses, assistive technology, alternate media, screen enlargers, etc., adapted Physical Education, accommodations.

West Valley College (WVC) provides: test taking, visual, auditory and mobility accommodations; academic, personal and career counseling, including disability management; learning disability assessment, classes and support labs; alternate media; adapted Physical Education; accommodations.

The Community Colleges clearly provide a wide array of support services for AWD through their Disability Support Programs and Services departments. It is important to note, however, that these are largely focused on supporting AWD to be successful in mainstream courses of study at the colleges. In terms of special classroom environments, the Community Colleges total AWD enrollment was 516 in 2008-09 and reduced 52% to 250 in 2013-14, with the bulk of these students enrolled at West Valley College.

In contrast, support services to AWD are very limited at the Adult Schools in the region. In A13 of the appendix indicates that only Santa Clara Adult Education (SCAE) has maintained classroom services to AWD students, and nonetheless SCAE experienced a 76% reduction in AWD classroom enrollment since 2008-09.

SCAE currently operates the Independence Network which serves adults with Developmental Disabilities. The program serves 51 students at any given point in time with a five-hour per day, five day per week day program. This program is vendorized by the San Andreas Regional Center and prides itself on providing educational programming versus custodial care as is often the case with day center programs. Participants learn independent living skills, community access, cooking, gardening and vocational skills – all with a literacy component. There are many other vendorized day programs to meet the basic needs of adults with developmental disabilities, but there are no other educational programs of this nature in the region.

SCAE's Skills Plus, which has been in operation for over 30 years, serves a population of 64 stroke survivors. This program is partially fee-based and, therefore, partially dependent on families who can afford this level of care for their loved ones. It operates

four mornings and two afternoons per week. The program is an educational intervention which includes mobility, communication, reading, writing, computers, conversational skills, memory and listening, basic annunciation, cooking, perception, arts and crafts and exercise. There are no other programs of this nature in the region.

In 2008-2009, when adult education funds were cut by 20% and then also made vulnerable for K-12 districts to “sweep: Adult School funding into the K-12 system, all SBCAE Adult Schools needed to make immediate strategic reductions. The state’s 2006 adult education strategic plan, *Linking Adults to Opportunity*, called for a reduction in specific program areas, including shifting away from offering AWD programs. So in 2009 many, if not most, Adult Schools reduced or closed AWD programs in alignment with the strategic plan. That re-alignment was further reinforced by the Legislative Analyst’s Office report, *Restructuring California’s Adult Education System*. All the Adult Schools in the SBCAE region except Santa Clara had eliminated their AWD programs by 2011.

Faced with the reality that AWD students, particularly in Adult Schools, may be excluded (or at least be woefully underserved) due to budget cuts, some SBCAE members have reached out to community based partners to help meet student needs. As noted above, SCAE operates the Independence Network with limited funding by leveraging the support of the San Andreas Regional Center and other funders and community based organizations. CACE cites partnerships with TransAccess, Second Start Learning Disabilities Program (Pine Hill School), San Jose Public Library and CalWORKS. During AB86 planning, the SBCAE partners also surfaced the opportunity to provide services to AWD through contracts from the Department of Vocational Rehabilitation.

Quality

(Please find general comments about quality measures on page 29.)

However, as a part of the initial planning effort, SBCAE conducted faculty surveys, focus groups, three faculty Work Group meetings, three all-day faculty retreats and two two-hour meetings with community partners in order to gather their understanding of program quality, adequacy and to inform the SBCAE gap analysis. Table H indicates that 10.2% and 8.4% of Adult School faculty responding to the SBCAE survey indicate that the quality of Adult School programs for the developmentally disabled or learning disabled, respectively, are of very high or above average quality. Conversely, 6.6% of Adult School faculty indicated that programs for developmentally disabled and learning disabled were of inferior quality, and 35.9% and 38.2% respectively indicated that no services were provided at their institutions for developmental and learning disabilities, while 43.7% and 42.4% did not know about any developmental and learning disability services at their institutions.

More than 21.3% of Community College faculty indicated that programs for developmentally disabled were of very high quality or above average quality as did 43% of faculty regarding programs for learning disabled. However, 11.6% and 6.5% of Community College faculty responded that programs for developmental and learning disabilities were below average or very low quality while 38.9% and 32.3% did not know about any developmental and learning disability services at their institution.

Survey Responses	Very High Quality	Above Average Quality	Average Quality	Below Average Quality	Very Low Quality	No Services Provided	Don't Know
Adult School Developmental Disabilities (n=167)	6.6%	3.6%	3.6%	4.2%	2.4%	35.9%	43.7%
Adult School Learning Disabilities (n=165)	4.8%	3.6%	4.2%	3.6%	3.0%	38.2%	42.4%
Community Colleges Developmental Disabilities (n=95)	9.5%	21.1%	17.9%	4.2%	7.4%	1.1	38.9%
Community Colleges Learning Disabilities (n=93)	11.8%	31.2%	18.3%	4.3%	2.2%	0.0%	32.3%

Open ended questions in the Adult School faculty survey commonly elicited recommendations such as “Desperately need services and course offerings for learning disabled.” When asked “what additional services are needed?” the highest responses were “support services” (n =28) and “AWD services and accommodations” (n = 16). One respondent said, “As an Adult School our teachers are not trained to work with adults with developmental or learning disabilities.”

Similarly, the Community College faculty survey elicited “More courses for students with learning disabilities. At EVC a student must be enrolled in a course to receive diagnostic services and these courses have been cut way back in the past few years... There are long waiting times for assessment and services at EVC and other Community Colleges...” When asked “What additional services are needed” once again services for AWD ranked second only to support services in general.

Work Group faculty (cross system) in all of the AB86 Program Areas routinely indicated that a major challenge to quality programming for AWD is the lack of assessment and relevant services for adults with learning disabilities. This issue is particularly acute at

the Adult Schools where virtually all assessment services have been cut from the budget. It was regularly suspected by knowledgeable faculty that these more subtle learning issues were highly concentrated among Adult School students who have often done poorly in the K-12 system and/or have a history of incarceration. Community College faculty indicated that their colleges are mandated to provide disability services to students who enter Community Colleges with an Individualized Education Plan (IEP) from High School. In practical terms, however, many students, who were well-supported in the K-12 system, did not learn the self-advocacy skills necessary to secure similar supports in the Community College system. Once again, the students with learning disabilities are often underserved at college.

The faculty focus group, Work Groups, partner meetings and key informant interviews identified the following barriers to the success of AWD adult learners:

- Inadequate assessment and identification of learning challenges.
- Inadequate professional development for faculty in both systems regarding learning and developmental disabilities.
- Stigma, trauma, substance abuse and other challenges that are often co-occurring with disabilities.
- Economic hardships due to employment discrimination and challenges with maintaining employment.
- Inadequate support from family and personal networks/community.
- Inability to complete timed high stakes tests within the allotted timeframe.
- Lack of realistic career goals and/or support for achieving them.
- Lack of clear pathways for service referral.
- Need to follow students who have transitioned to the Community College system to track progress over time.
- Need to leverage other funding to support more robust services, e.g., Vocational Rehabilitation; CalWORKS, WIA, San Andreas Regional Center, etc.
- Need a central portal for assessments, services and program information dissemination.

Focus group participants also clarified that, despite some limitations, the Community Colleges provide some high quality and reasonably robust support services and accommodations for students with disabilities. The Community Colleges provide services that are valuable supports for student success in higher education. The Adult Schools, in comparison, provide very limited support and accommodation for AWD.

SBCAE also interviewed a local expert in AWD, Dr. Joy Kutaka-Kennedy of National University. Dr. Joy emphasized a number of points that are germane to the AWD Program Area. She believed that many students, especially those who are in custody, slipped through the K-12 system without having their disabilities identified. And, even among those who were/are identified, many are not served and many more lack the self-advocacy skills to pursue needed assistance when they enroll in Adult School or

Community College. In addition to having expert assessment available to students, it is critically important for teachers to have sufficient professional development to ensure that they pay attention to learning and psychological assessments and that they are willing to adapt their delivery of curriculum to meet the diverse needs of students. Differentiated instruction is a best practice for all students, but it remains a challenge to convince many faculty that it is their responsibility to ensure that all students can access the learning opportunities in their classrooms. It is important to consider students' mental health challenges in addition to physical, learning and developmental disabilities when addressing systemic change. The current adult education system will require that significant effort be made in order to optimize the experience of AWD in pursuing college and career.

AWD Work Group – Key Takeaways

The faculty AWD Work Group consisted of experienced faculty from both Adult School and Community College systems. After three two-hour meetings and three day-long retreats, the “Key Takeaways” from the process were as follows:

Italicized text denotes general agreement with a need for deeper conversation

- Build awareness and capacity to pursue three primary pathways for AWDs: 1) to achieve more independence in life, 2) to transition to college and 3) to transition to career technical education.
 - Coordinate with other work groups to ensure pathway linkages are understood and agreed upon
- Restore and expand previously successful life skills programs
 - Competency-based assessment via CASAS
 - Quality Assurance via Model Program Standards for Persons with Disabilities
 - Ideally programs cross between Adult Schools and Community Colleges
- Priority services and courses are for: learning disabilities, strokes, brain injuries, mental health and autism spectrum
 - Requires partnerships with community providers and advocacy organizations
- Need to increase credentialed instructors and staff with AWD expertise
 - Improve compensation for AWD specialists
 - Quantify the gap and conduct a wage survey
 - Increase professional development for all faculty regarding AWD and differentiated instruction
- Increase public awareness of AWD both in terms of need and capacity to enrich society and the workplace
 - Faculty engagement
 - Employer engagement
 - Public awareness

- Need to increase involvement (and choice) of AWD in three levels of employment:
 - Volunteers for dignity and value
 - Low-wage jobs with dignity and value
 - Jobs paying sustainable wages
 - Requires job developers (quantify), placement assistance and workplace skills training
- Regional resource system provides technical resources that are shared between all SBCAE members
 - Assessment resources – tools, personnel and professional development
 - Website with resources, community partner contacts and access to SBCAE resource pool of professionals
 - Skilled counselors/case managers to provide regional support for AWD across the student trajectory from intake to transfer
 - Specialists available for the range of AWD conditions and circumstances
 - *Determine the mix of regional and local resources needed to address the needs of SBCAE students*
- State-of-the-art learning disabilities assessment (LDEM and DDL) provided to all students as needed
 - Increase capacity at Community College and build capacity at Adult Schools
 - Professional development for all faculty to identify and refer appropriately
 - Build linguistic capacity beyond English and Spanish language assessments
- Expand assessment and services for AWD in the correctional system (county jail)
 - Address the challenges to “programming” in the jail based on issues such as security risk and gang affiliation – potentially using distance learning/proctors to improve access
 - Increase awareness and assessment of learning disabilities, developmental disabilities and mental illness disproportionality in the incarcerated population
 - *Work with the Reentry Center to support independent living, transition to college and employment*
- Employ an “empowerment model” to support AWD pathways to Adult School and Community College in lieu of IEP-driven services prevalent in the K-12 system
 - Outreach and bridge programs to promote access
 - Training in navigation skills and self-advocacy for AWD
- Transition to CTE programs requires career assessment and guidance counseling for AWD
 - Job developers work with corporate partners to obtain volunteer opportunities (internships) and various levels and types of employment
- Provide more adaptive supports for AWD success

- Technology (e.g., large print, calculators, note takers, study guides, voice recognition, tablets, e-texts, graphic organizers, etc.)
- Accommodations, tutoring, digital literacy, case management and individualization
- Professional development for all faculty and staff who are in contact with AWDs
- Utilize data systems to track and support AWDs
 - May use existing systems such as Cal-PASS Plus or new, in-design systems from the Community College system.

Program Area 4. Short-Term Career Technical Education (CTE)

Overview

This section provides a description and evaluation of short-term vocational programs with high employment potential which consist of a course of study, or an organized sequence of courses leading to a vocational/career technical objective, certificate or award that is directly related to employment not resulting in a degree. Students served in this program area are seeking skills to enter employment, perform better in current jobs, or attain better jobs.

Current Offerings

The primary CTE offerings at the Adult School level are: Certified Nurse's Assistant, Cisco Academy Office Support, Accounting Clerk, Microsoft Office Suite certification, Pharmacy Technician, Medical Assistant, Medical Administrative Assistant, and programs that support various construction trades. A High Tech Academy is part of SCAE and includes training in Software Quality Assurance and Testing; the Academy also offers courses that prepare students to become Network Certified Specialists and Cisco Certified Network Associates. Please find a complete listing by type and level in A4 of the appendix.

The Community Colleges offer many more CTE programs, both credit and noncredit in a wide array of fields. (See A4 of the appendix for the list of CTE programs at the Community College level). Broadly drawn, Community Colleges are providing CTE courses in the following areas: Healthcare; Business and Finance; Information Technology; Automotive Technology; Building Trades; Public Service; and Multimedia Technology. Most Community College CTE programs are offered for college credit and a few programs are offered for precollegiate credit.

Although the AB86 planning process calls for information only on noncredit and enhanced noncredit CTE programs, the SBCAE consortium has opted to include credit CTE in the narrative because it is relevant to the meaningful implementation of our pathways model (See Vision Statement page 5) which ensures a “No Wrong Door” approach for students seeking careers and career advancement.

Quality

(Please find general comments about quality measures on page 29.)

Adult School and Community College faculty were asked to reflect, through surveys and focus groups, on both the quality and adequacy of Short-Term CTE programs at their institutions. Table I, below, provides the survey responses of 267 faculty members.

Survey Responses	Very High Quality	Above Average Quality	Average Quality	Below Average Quality	Very Low Quality	No Services Provided	Don't Know
Adult Schools (n=173)	20.2%	23.7%	6.9%	4.6%	1.7%	8.7%	34.1%
Community Colleges (n=94)	17.0%	22.3%	16.0%	6.4%	0.0%	1.1%	37.2%

SBCAE delved into these issues more deeply through faculty focus groups followed up with multiple Steering Committee and faculty Work Group meetings. The focus group addressing CTE identified some promising work going on at specific institutions such as a Certified Nursing Assistant program that leads to immediate job opportunities. However, based on the focus group feedback, Short-Term CTE programs seem to be largely in their early stages of development or of mixed quality at the Adult Schools. Some faculty are using career themes to contextualize their core academic courses, but this is largely a function of individual teachers taking initiative rather than an organized effort to create meaningful pathways from Adult School to and through Community Colleges.

Participants also discussed that some traditional certificate programs (e.g., Microsoft Office Suite certification (MOS)) are in use by the Adult Schools because they result in certificates which are a performance requirement to receive federal Perkins funding. However, their counterparts in the Community Colleges indicated that they are discontinuing MOS programs in favor of cloud-based applications. Prior to the AB86 focus group, no dialogue regarding the value of MOS certification had occurred between the Adult Schools and Community Colleges involved.

The MOS conversation clearly raised the issue of collaboration between the Adult Schools and the Community Colleges regarding CTE programs. It was widely agreed among focus group participants (and subsequently Steering Committee members) that alignment of courses, articulated pathways and many other forms of inter-organizational cooperation are limited.

Another example of Short-Term CTE programming is Cisco Academy. While this program is an in-demand, industry driven approach, the focus group members indicated that the participating institutions did not have adequate industry connections to help

students to access internships, apprenticeships or jobs. They also indicated that they didn't have sufficient capacity to meet the needs of all the students who might wish to participate.

The Certified Nursing Assistant program mentioned above has a 40 person waiting list. Long waiting lists appear to be the norm for CTE programs, especially those that reliably lead to employment or employment advancement.

A number of the CTE courses at East Side Adult Education and Santa Clara Adult Education are articulated for credit with San Jose City College and Mission College. However this kind of articulation is not systematic across Adult Schools and Community Colleges.

The Adult Schools indicated that many of their adult learners were professionals prior to immigration to the U.S. – including, doctors, nurses, lawyers, accountants, and engineers. The primary challenges for these highly educated students are: 1) English skills and 2) lack of technical information that is unique to practicing their profession or an allied profession in the US. These are individuals, literate in their primary language, who need an accelerated program to upgrade their English skills. Many find that more advanced ESL/VESL programs have been cut over the past several years in favor of more basic ESL programming. A lack of on-line instruction and direct support are barriers to aligning their previous profession with current opportunities.

An overarching concern expressed by all of the focus group participants was the dramatic loss of CTE funding and the resulting impact on students over the past five years.

Barriers to Student Success. Beside the issues of adequacy of programs (see below), there are also other personal and institutional barriers to student success, including:

- Hours of operation, cost, child care, transportation, etc. restrict student enrollment in CTE programs. Policy and practice remedies should be available to meet student needs (online, distance learning, self-paced, lower cost).
- Lack of coherent, timely information about options and career pathways shared between institutions.
- Improper student placement leads to failure and dropout. Develop a common assessment and counseling process that provides students with guidance to be sure they can be successful in the courses in which they enroll; refer across the systems (Library, AS, CC, etc.)
- Personal challenges – students struggle with logistics, poverty, academic deficits, family and personal needs, etc.
- Outreach and marketing gap; students not aware of their options and assistance they can access.

- Long time elapsed to certificate or other goals can demoralize students and burn through their financial aid; lack of accelerated courses that show rapid results and achieve student goals.
- A significant number of students have undiagnosed learning disabilities, and services are not available for their needs, especially in the Adult Schools.

CTE Work Group – Key Takeaways

The faculty CTE Work Group consisted of experienced faculty from both Adult School and Community College systems. After three two-hour meetings and three day-long retreats, the “Key Takeaways” from the process were as follows:

Italicized text denotes general agreement with a need for deeper conversation

- Systematic course articulation/curriculum alignment across the consortium will require dedicated faculty time to create articulation agreements, common assessments, and to review curricula
- Increase awareness of CTE pathway options and requirements across the consortium
 - Well-maintained website with comprehensive list, clearly identifying prerequisites, course sequences and career options/information
 - Professional development for transition specialists/counselors and faculty re: CTE options
- Better packaged pathways (cohort system, dual-enrollment, better mapping, transition counseling, orientation)
- Common educational assessment
 - *Adopt statewide assessment across the SBCAE Consortium?*
 - Regionally align assessments with curriculum (e.g., crosswalk TABE, COMPASS)
 - Regional data tracking system – students can enroll in multiple CCs with one assessment and application process
- *Mandate* common education plans across the region
 - Regional data tracking system monitors changes in education plans in real time
- College and workforce orientation class recommended for Adult School students who plan to transition to CC and/or CTE pathways
- CTE-contextualized basic skills courses in Adult Schools and Community Colleges
 - *Integrate soft skills into ASE and BSA curriculum*
- Enhance/*develop high-wage, high-demand career pathways and apprenticeships/expand impacted career pathways*
- Respond to needs of special student populations

- Undocumented students
 - *ESL at elementary schools, libraries and other locations perceived as safe*
 - *Address the barriers resulting from Community Colleges' federal audit requirement to collect Social Security Numbers*
 - *Teach self-employment skills*
- Highly educated immigrants
 - *Reliable diploma verification resources*
 - Counseling and (virtual) access to career-specific experts
 - Workshops on American business practices, accent reduction
- Adults with Disabilities
 - Professional development for teachers working with students with undiagnosed disabilities
 - Expand teacher, counselor and student awareness of support services
 - *Employer and partner involvement in curriculum development*
- *Synchronize ABE/ASE and CTE courses*

CTE Adult Learner Focus Group

A focus group of 10 adult learners with experience in CTE programs at both the adult schools and community colleges provided substantial input regarding the assets and barriers to student success in this program area. The assets of the adult schools in this respect are:

- Courses are flexible and may be brief; they allow open entry and open exit; this flexibility is especially good for individuals reentering society after incarceration
- Counselors are helpful and caring, and there are lots of helpful resources they can help to access
- Good, professional instructors who are practitioners in the career field
- Cost effective for most students
- Multi-cultural environment; cultures are valued and opportunities exist for learning about others

Community college assets include:

- Access to up-to-date technology prepares students for industry expectations
- General education provides opportunities to take needed time to identify a career pathway
- CTE programs provide a career oriented teaching and learning environment
- Able to transfer credits to other higher education institutions
- Diverse programs across the region

Personal/environmental barriers to success in CTE programming:

- Lack of affordable childcare

- Professionals from other countries lack information on the US system for certificates, diplomas and licensing

Barriers to student success in both adult school and community college:

- CTE programs should be better articulated between the two systems
- Information about adult education is disjointed and inadequate across the region
- Lack of industry-specific counseling
- Lack of contextualized courses that allow students to gain core competencies (math, reading, writing) while preparing for their career content areas
- Inability to transfer course credits between all SBCAE members (and beyond)
- CTE teachers need to stay up-to-date in their fields
- More tutors needed to support students in contextualized subjects
- Lack of consistent (placement) assessments across the region
- Adult school CTE students should be placed on the community college waiting lists while they are still in adult school in order to shorten the wait
- Lack of sufficient bridge programs from adult schools to community colleges
- Lack of dual enrollment options
- Relationships between adult schools, community colleges and industry should be strengthened to ensure that students have better access to employment

Barriers to student success in adult schools:

- Limited job placements and internships
- Education is not connected directly to jobs
- Too few certificate programs are offered through adult schools
- Professionals from other countries need more help understanding the US system and the prerequisites to getting jobs in their own field
- Some students need a more rigorous and accelerated adult school program, and others need a slower paced approach; it is challenging to meet the differing needs and economic pressures of a very diverse student population
- Need to inform community colleges and industry about adult school CTE programs and engage them to work together so that students can advance and become more employable

Barriers to student success in community colleges:

- Some CTE courses of study have very long waiting lists; this demoralizes students; more courses should be offered
- Assessments are not transferable between colleges and expire within six months
- More counseling is needed, especially career oriented counseling

Key Informant Interviews

SBCAE conducted key informant interviews that are relevant to evaluation of the quality and efficacy of the current and prospective adult education system in the Santa Clara County Region. The Director of the Work2Future, one of two Workforce Investment Boards in our Region, Jeff Ruster identified the following CTE related issues.

- There is a large foreign born population in the region with multiple needs, many of them related to acquiring employment or advancing to family sustaining incomes. This requires individuals to demonstrate language skills, technical skills and other workplace skills such as collaboration which can be taught through the adult education system.
- The technology sector is struggling to find qualified individuals to fill positions that require technical skills.
- Older adults (in the Silicon Valley this includes people over 40 years of age) are having a very difficult time finding employment because their technical skills are not up to speed.
- Speed and flexibility are demanded of the workforce and adult education systems. This is a disruptive economy that does not wait for people to catch up. The adult education system needs to teach skills quickly and keep up to date on the latest trends in the workplace. It also needs to be nimble and responsive to the scheduling and other needs of the adult learner who may be working multiple jobs to get by.
- The workforce system needs the adult education system in order to accomplish its mission. However, Work2Future (and other WIBs) would prefer to have one contract with the SBCAE Consortium rather than nine WIOA contracts with individual institutions. This would streamline the procurement process and make ongoing administration simpler and more cost effective.
- Similarly employers are interested in working with the adult education and workforce systems, but they do not want to be on nine advisory boards or provide technical assistance to multiple CTE systems/pathways. The industry facing aspect of the adult education system needs to be seamless and efficient.

SBCAE also interviewed Neelam Wadhwani, Program Manager, with the Santa Clara County Department of Corrections and Rehabilitation. Ms. Wadhwani identified the following CTE related issues.

- The county jail serves approximately 5,000 individuals on a daily basis with about 1,000 involved with educational programs provided largely by the Milpitas Adult Education. Ms. Wadhwani believes that 70-80% of the population should/could benefit from participation in educational programs. Classes within the jail are very large – often 50-60 per class.
- Many of the programs currently provided are in the area of cognitive behavioral treatment (CBT) and behavioral health. There is some programming in the areas of vocational education, high school equivalency and ESL.
- There is a Reentry Center that serves about 110 formerly incarcerated individuals at any given time. The Center provides some elements of wraparound (health, behavioral health, case management, help with safe housing options and CBT programming through Milpitas Adult Education. Participation is generally court ordered and most participants discontinue participation after their court ordered obligations are fulfilled.
- There is limited transition from the Center to the adult education system. Most formerly incarcerated are under extreme pressure to earn an income. The ideal

model for this population would be apprenticeship since they would earn a living while being trained. Even short-term CTE may take too long for many of them.

- A key goal might be to target inmates without high school diplomas and with relatively long time to serve (e.g., realignment population) for high school equivalency completion.
- To be successful in adult education, formerly incarcerated individuals need a mentor who can help them navigate the system.

Program Area 5. Apprenticeships

Overview

The South Bay has a strong apprenticeship program that is led by The Santa Clara County Construction Careers Association (S4CA) and the Santa Clara and San Benito Counties Building and Construction Trades Council. These are traditional construction and other trade apprenticeships. However, there are very limited partnerships between the adult education system in the South Bay and the Apprenticeship sector.

Building out a broad Apprenticeship program would require a strong and coordinated connection to regional industry and labor. Taking into consideration the trades model, there are regional intermediaries that are engaged in supporting the programs, including industry, labor and, in rare instances, higher education. To move from a fragmented approach to an effective regional approach will require additional resources and coordination between educational institutions, labor and industry at a minimum.

The SBCAE planning effort has benefited from significant faculty input as well as some input from the trades councils and key informants. The Consortium has concluded that there is an important opportunity to grow the apprenticeship collaboration in several ways:

1. Increasing the breadth of the apprenticeship model to include high technology and STEM through a modified approach that front loads the instructional/skill building component via the adult education system; followed by a shorter on the job paid apprenticeship period
2. Working with the traditional apprenticeship system to certify the current trade union instructors as adjunct faculty at the Community Colleges and adopting/adapting the curricula in order to offer certificates and diplomas

Since industry-informed certificates and degrees are important for advancement to supervisory roles in many industries, the latter approach provides a smoother path to promotion.

Current Offerings

The SBCAE Community Colleges currently support Apprenticeships in meat cutting and electrical. However, partially as a result of the SBCAE planning process there is signifi-

cant momentum to expand Apprenticeship offerings both in traditional and nontraditional sectors. The current SBCAE strategy is to engage the Adult Schools in delivering pre-apprenticeship programs and the Community Colleges in providing for-credit programs which can fulfill the Apprenticeship requirements and contribute to apprentices achieving certificates and/or degrees.

Quality

(Please find general comments about quality measures on page 29.)

Survey Responses	Very High Quality	Above Average Quality	Average Quality	Below Average Quality	Very Low Quality	No Services Provided	Don't Know
Adult Schools (n=166)	1.8%	4.8%	4.2%	1.2%	1.2%	33.7%	53.0%
Community Colleges (n=94)	4.3%	6.4%	10.6%	4.3%	6.4%	11.7%	56.4%

Based on our survey results, it is clear that there is a great deal of work to be done to build out a robust apprenticeship system in the South Bay. Only 1.8% of Adult School and 4.3% of Community College respondents indicated that there were high quality Apprenticeship programs at their school. Conversely 33.7% of Adult School and 11.7% of Community College respondents indicated that there were no apprenticeship services at their schools and 53% of Adult School and 55.4% of Community College respondents were unaware of any apprenticeship programs at their schools.

Barriers to Student Success. Apprenticeship programs are unique in addressing poverty as a barrier to education and career advancement. Simply stated, apprentices earn a living wage while they advance their skills on-the-job and in the classroom so that they can ultimately earn a family-sustaining wage in this high cost of living community.

There has been interest and discussion between the union programs and Community Colleges regarding credit for service time and apprenticeship class time in the South Bay region. Challenges center on when and where to award credit for work experience and field experience, based on labor union sponsored training. So far there is not an option to review the course work or offer a “Credit by Exam” option. This topic is also being discussed at the national level. On April 8, 2014, Vice President Joe Biden addressed the annual conference of the American Association of Community Colleges, specifically on the topic of “Apprenticeships as a Degree Pathway”.

The American Council on Education (ACE) and the National College Credit Recommendation Service (NCCRS) are two third-party organizations that provide colleges with

recommendations about how to translate apprenticeship experience into academic credit. The evaluators compare the requirements of the apprenticeship program either to specific college courses or what would be covered in a semester of college, and make recommendations about how the apprenticeship experience translates into the traditional academic unit of credit hours. Colleges are free to accept or reject those credit recommendations.⁴⁴

In addition to students receiving credit for class time and service time in the past, there are challenges in selecting college faculty to teach apprenticeship classes for the future. Potential faculty must meet the college minimum qualifications with academic coursework as well as industry skills and field experience to build the apprenticeship training model forward.

⁴⁴ (Stratford, 2014) <http://www.insidehighered.com/news/2014/04/08/biden-announces-new-consortium-promote-apprenticeships-pathway-college-degree#sthash.5i4CPmyl.dpbs>

Objective 2: Current Needs

An evaluation of current needs for adult education programs within the consortium's region.

Description

Tables A15.1-2 in the appendix provide a snapshot of the demographic profile of the South Bay Consortium for Adult Education based on U.S. Census data, California Department of Education data for the K-12 School Districts in our region and the Community Colleges' Student Success Scorecard. These data provide the background for Objective 2 (Current Needs) as does the Description of the Region (see page 11).

Overall Evaluation of Existing Adult Education Enrollment

To examine the need for adult education services, the consortium planning team collected and analyzed both quantitative demographic data and qualitative data from convenings, focus groups, and a survey.

Tables K and L. Evaluation of Existing Education Enrollment, below, brings together data into one location for easier review and analysis. Analysis of the data contained therein follows Table L.

Adult Schools	ABE/ASE	ESL	Adults with Disabilities	Short-Term CTE	Apprenticeships⁴⁵
Campbell Adult and Community Ed.	687	2,063	194	51	--
East Side Adult Ed.	3,117	7,493	591	893	--
Milpitas Unified School District (Ayer Site)	363	1,473	--	301	--
Milpitas Unified School District (Elmwood)	5,540	1,198	--	2,175	--
Santa Clara Unified School District	871	2,745	344	2,836	--
Silicon Valley Adult Ed.	1,631	2,803	212	2,253	--
Adult Schools Total	12,209	17,775	1,341	8,509	0
Community Colleges	Elementary	ESL	Adults with	Short-Term	Apprenticeships

⁴⁵ Though Apprenticeship programs are not captured in Tables 1.1A, 1.1B, or 1.2, San Jose Evergreen Community College District received an allowance of \$17,394 in 2013-14 for Apprenticeship programs which covers approximately 100 students per year.

	and Basic Skills		Disabilities	CTE	
Evergreen Valley College	5,621	4,426	--	--	--
Mission College	4,982	1,564	--	72	--
San Jose City College	5,437	5,988			--
West Valley College	2,849	1,186	516	--	--
Community Colleges Total	18,889	13,164	516	72	--

Adult Schools	Elementary Basic Skills	ESL	Adults with Disabilities	Short-Term CTE	Apprenticeships
Campbell Adult and Community Ed.	622	1,504	0	45	--
East Side Adult Ed.	2,486	3,842	0	471	--
Milpitas Unified School District (Ayer Site)	204	753	--	0	--
Milpitas Unified School District (Elmwood)	1,713	521	--	1,161	--
Santa Clara Unified School District	470	1,230	196	1,328	--
Silicon Valley Adult Ed.	605	595	0	279	--
Adult Schools Total	6,100	8,445	196	3,284	--
Community Colleges	Elementary Basic Skills	ESL	Adults with Disabilities	Short-Term CTE	Apprenticeships
Evergreen Valley College	6,211	4,144	5	--	--
Mission College	3,881	1,103	--	56	--
San Jose City College	4,245	3,634	--	163	-- ⁴⁶
West Valley College	1,868	994	245	--	--
Community Colleges Total	10,695	9,875	250	219	--

⁴⁶ As noted above there are approximately 100 students enrolled in meat packing and electrician apprenticeship programs in collaboration with San Jose City College. Since these numbers have not been detailed, no data is included in this location.

Please also refer to Table A13 in the appendix for year-to-year change in enrollment data. Overall, the SBCAE Adult School members served 39,834⁴⁷ adult learners in the 2008-09 fiscal year. The number of students declined by 55% to 18,025 in 2013-14 at the same time that unemployment was growing dramatically due to the recession. The following bullets provide unduplicated student enrollment for each of the five AB86 Program Areas:

- Adult Basic Education and Adult Secondary Education went from an unduplicated count of 31,098 in FY 2008-09 to 22,305 in FY 2013-14. Substantial decreases were experienced in the credit basic skills category at the Community Colleges. However, there were also across the board cuts at the Adult Schools ranging from 9% to 69% reductions.
- Programs for Immigrants (ESL and Citizenship) underwent an overall decline from 30,939 in FY 2008-09 to 18,320 in FY 2013-14 – a 41% drop. The Community Colleges underwent almost complete closure of credit ESL programming, although Evergreen Valley College sustained 94% of its programming. The Adult Schools sustained cuts from 27% to 79%.
- Adults with Disability classroom programs were virtually eliminated, dropping from 1,857 unduplicated enrollment in 2008-09 to 446 in 2013-14 – a 76% drop. Programs for students with Learning Disabilities were particularly hard hit.
- Short-Term CTE programs also sustained substantial cuts in enrollment, dropping from 8,581 in FY 2008-09 to 3,503 in FY 2013-14 – a 59% drop. Adult School cuts ranged from 12% to 100%.
- Apprenticeship programs enrollments are unknown at this time and cannot be reported.

Simply stated the capacity of the adult education system in the South Bay has been dramatically reduced against a backdrop of severe financial hardship for the very clientele it is designed to serve. In addition, during this period, the demand for adult education programs continued to increase due to a growing immigrant population, demographic shifts, a widening separation between the haves and have-nots and the systemic challenges of underemployment and underutilization even as Silicon Valley recovers economically. All of these factors serve to make the gap between demand and supply, between need and capacity a growing concern.

⁴⁷ Enrollment count is unduplicated by program area but, when totaled, may potentially duplicate the student count.

Budget Methodology

Table 1.1A Evaluation of Existing Adult Education Programs Offered by Consortium Members

Table 1.1A is presented in Attachment 1. Variables for Table 1.1A included: Program area (Elementary and secondary basic skills, Short-Term career technical education, apprenticeships, etc.), type of program (credit, non-credit, enhanced etc.), unduplicated enrollment FY 12-13, ADA or FTES FY 12-13, and operational costs per instructional program by year (12-13, 13-14) disaggregated by cost categories 1000 – 7000.

Operational Costs for Instructional Programs

In order to ensure consistency across each of the Community Colleges as well as South Bay Adult Schools, Consortium leadership and finance staff coordinated to identify a common methodology for identifying Operational Costs for Instructional programs by year and category. Two methodologies were considered: 1) a bottom-up approach based on individual courses and 2) a top-down approach based on percent of total expenditures by category. Key stakeholders, including Consortium Co-chairs and representatives from District CBO offices, met in early November to determine the appropriate methodology for the purposes of reporting cost data. With regard to methodology 1, while there was consensus on the advantageousness of being able to map cost data to the individual courses selected for AB86 reporting, this approach was deemed untenable, citing the inability of existing data systems to disaggregate total operational costs in this way. Instead, estimated costs for each Community College were derived by factoring total FTE enrollments by course type (i.e., Credit, Noncredit, Credit ESL, Noncredit ESL, and Enhanced Noncredit) against each cost category (calculated as a percentage of total annual expenditures) to produce a cost per FTE.

- **Cost per FTE:** $[\text{FTEs enrolled in Courses by Type } x] * ([\text{Expenditures by Category } n] / [\text{Total Annual College Expenses }])$

Total costs by category were in turn calculated based on each institution's cost per FTE, FTEs by course type, and cost category to produce the total operational costs found in Tables 1.1 and 1.2.

- **Total Costs by Category:** $[\text{FTEs enrolled in Courses by Type } x] * ([\text{Expenditures by Category } n] / [\text{Total Annual College Expenses }]) * [\text{Cost per FTE }]$

Likewise, consortium Adult Schools followed a similar methodology for reporting operational costs by program area. Costs were calculated as a proportion of operational costs disaggregated proportionately by percentage of ADA/enrollments.

Table 1.1B Total Dollar Amount by Funding Source for Consortium Members

All institutions reported total dollar amounts by funding source. Community College dollar amounts in the Other category for FY 12-13 and FY 13-14 represent apportionment funds supplanted by area tax revenues, as per their status as basic-aid institutions. VTEA/Perkins funding reported for Community Colleges are the full budgeted amounts for each institution and year. For Santa Clara Adult Education, the "Other" category includes approximately \$800,000 in funds from the San Andreas Regional Center (SARC) to serve developmentally disabled adults (AWD populations), approximately \$200,000 to provide employment services for homeless adults (CTE program), and about \$50,000 in grants to serve stroke survivors (AWD program). They have also have been pulling money from their reserves to pay for services. This is represented in the "Other" category.

Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners

Each Consortium partner organization contributed data for Table 1.2: "Evaluation of Existing Adult Education Programs Offered by Consortium Partners." Variables included: Type of organization, source of funding (state, federal, fees, private donations, other), unduplicated enrollment by year (12-13; 13-14), ADA or FTES by year, if applicable (12-13; 13-14), operational costs per program area (elementary and secondary basic skills, Short-Term career technical education, apprenticeships, etc.) by year (12-13, 13-14).

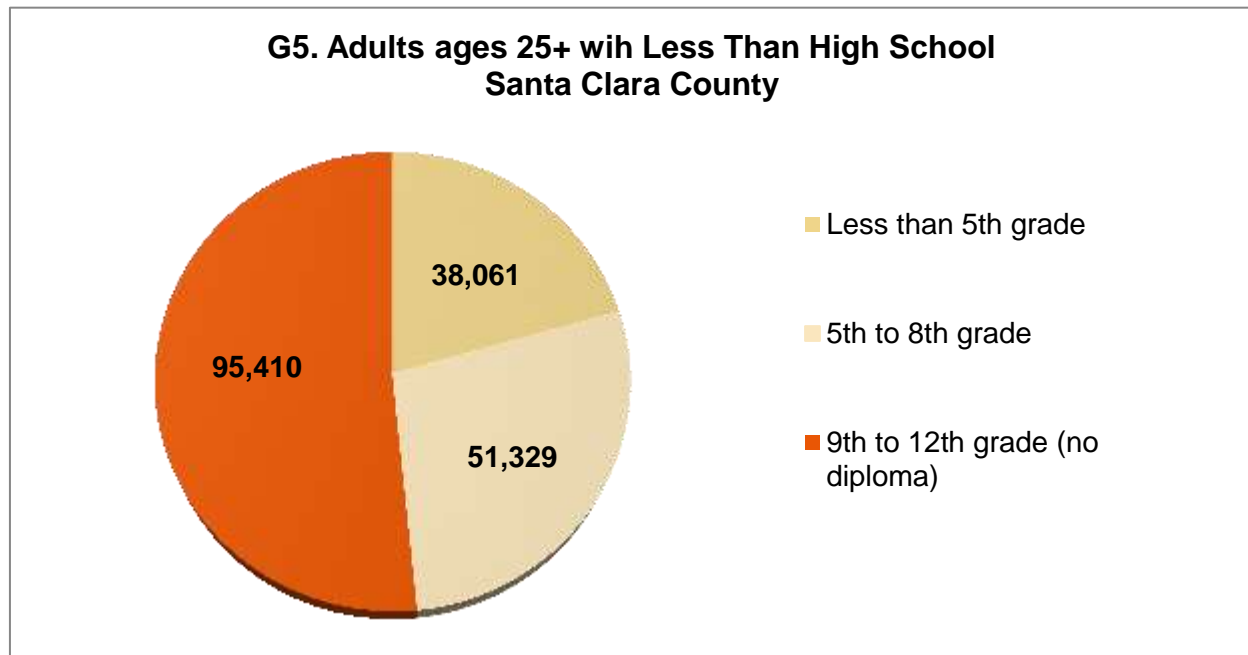
Four partners have provided their data to date, including Building Skills Partnership (Classes for Immigrants); Goodwill of Silicon Valley (Short-Term CTE); Hope Services – De Anza College (Classes for Immigrants); Partners in Reading, San Jose Public Library (ABE, Classes for Immigrants, AWD); and Work2Future (Short-Term CTE). Work2Future provided the preponderance (76%) of the services to 3,693 unduplicated adult learners in 2013-14. The total revenue stream for these services provided by partners was \$2,029,219.

Program Area 1. ABE/ASE

Changes since 2008-09

There has been a dramatic decrease in the number of unduplicated adult student enrollments in ABE/ASE programs in the region – dropping from 31,098 in 2008-09 to 22,305 in 2013-14, a drop of 28% (see A4 in the appendix). There were particularly dramatic decreases in services at the Elmwood Correctional Facility and at Mission College. That said, all of the SBCAE members are currently providing ABE services, also known as Basic Skills at the Community Colleges; and all of the Adult Schools provide ASE instruction, leading to a high school diploma or equivalency.

These reductions in enrollment in ABE/ASE enrollment are paralleled by similarly dramatic reductions in funding during the time period in question. These cuts are particularly onerous given the data in G5 below.



Adequacy

Table A13 in the appendix data shows that the SBCAE members collectively served 22,305 unduplicated students in ABE/ASE courses of studies during FY 2013-14. Census data⁴⁸ indicates that there are total of 223,619 Santa Clara County adults ages 18 and older who have less than a high school diploma or equivalency. Of these adults ages 25 and older who have not completed high school, 38,061 (20.6%) have less than a 5th grade education; 51,329 (27.8%) have a 5th to 8th grade education; and 95,310 (51.6%) have a 9th to 12th grade education without a diploma or high school equivalency.

NCES data (2003)⁴⁹ indicate that 26% of Santa Clara County adult residents scored below basic literacy and 16% had English skills so limited that they could not be assessed.

Based on the current ABE/ASE system capacity of 22,305, SBCAE members are able to serve less than 10% of the adult learner population (223,619) without a high school diploma or GED. Clearly, not all 223,619 residents with less than a high school education will demand services at any given point in time. However, the system capacity in FY 2008-09 was 12.5% of total need and dropped to less than 10% of total need in 2013-

⁴⁸ Census 2000 Summary File 3

⁴⁹ The most recent year these data were collected.

14. In order to determine the gap in ABE/ASE services, SBCAE estimates in Table M range from serving 10% of the total need (a gap of only 57 adult learners) to 40% of need (a gap of 67,143 adult learners). Clearly there is a large unmet need for ABE/ASE services in the South Bay.

Table M. ABE/ASE Demand and Service Gap

Need Served (%)	Potential Demand	Current Supply	Gap
10%	22,362	22,305	57
20%	44,724	22,305	22,419
30%	67,086	22,305	44,781
40%	89,448	22,305	67,143

When faculty were asked “Which of the program areas offered at your school/college have the greatest need for additional course offerings, services or other improvements?” their responses were:

- 36.1% expressed a need for more HS diploma or equivalency certificate programs 35.5% of Adult School faculty expressed a need for more Adult Basic Skills course offerings; and 33.1% for more College Basic Skills course offerings
- 39.1% of Community College faculty expressed a need for more College Basic Skills course offerings; 26.4% expressed a need for more Adult Basic Education; and 21.8% for more HS diploma or equivalency certificate programs

In addition to ABE/ASE gaps in course offerings, given the barriers facing this population, it is important to acknowledge the support needs of these adult learners. Since ABE/ASE students are more likely to live in poverty, experience income related challenges such as lack of childcare and/or reliable transportation, be exposed to traumatic events in their country of origin (for immigrants) or in the US in low-income neighborhoods, these adult learners also need a variety of supportive services to ensure success in their education.

When asked to comment on the adequacy of ABE/ASE instruction and support services, faculty focus group respondents felt that this was “a moving target” because of continual changes in funding that cause programs to come and go. They reflected that technology was driving change through distance learning opportunities and hybrid classrooms. But there seems to be consensus that, for ABE/ASE students, the human element is essential and cannot be completely substituted by technology. There is a need to find the balance between using technology to help differentiate instruction and enhance skill development and the need to have a caring teacher available to encourage and guide adult learners as they chart their educational pathway. Other important comments included:

- There is a huge backlog of ABE/ASE students who cannot get into courses because there are too few sections into which students can enroll and because the time period is so extended for many ABE students to be ready for more advanced work. Three of the Adult Schools that track their wait list indicate that there are 674 students on their ABE/ASE wait list at this time.⁵⁰
- Basic Math offerings are inadequate. Students need more support through tutoring, academic counseling, intervention and contextualized learning to move them to more advanced math courses.
- Students with disabilities (AWD) are often being served by ABE/ASE courses in lieu of programs designed to meet their special needs. AWD students are not adequately assessed and served, especially in the Adult Schools. The Community Colleges have significantly more resources for this population.
- Some contextualized instruction helps to motivate and move ABE students more quickly to GED or diploma programs. But the quantity of contextualized instruction is inadequate to help the wide range of students who are enrolled in basic skills programming for long periods of time.
- There currently is no common assessment mechanism used across the Adult Schools and the Community Colleges that will place students in appropriate courses. This lack of linkages between Adult Schools and Community Colleges makes it very difficult to ensure that adult learners are adequately prepared to matriculate to the Community Colleges.
- Community Colleges are generally providing support services for adults with disabilities (AWD) and a variety of accommodations. Both Adult Schools and Community Colleges have developed some partnerships with community organizations to support educational, economic and psychosocial needs of the adult learners. But these resources are inadequate to meet the suspected needs of current adult learners.

In order to provide the required supports for the ABE/ASE students, SBCAE members have developed some partnerships with community-based organizations and other governmental programs. However, based on candid meetings with 45 partner organizations, the SBCAE consortium has concluded that much more effort is needed to connect in a more effective way with the community partners. Specific gaps cited by partners included:

- Lack of communication and information sharing about supportive resources and adult learner needs

⁵⁰ This, despite the fact that most of these students will not be admitted.

- Underutilization of available support services
- Lack of awareness that some community providers are able to reach populations that are wary of government programs, including the Adult Schools and Community Colleges
- Partners raised another access issue for undocumented immigrants in the ABE/ASE pipeline that relates to the confusing rules related to AB540 and whether a prospective Community College student is eligible to pay in-state tuition or not. It appears that providing affordable access to Community College for undocumented residents is a highly nuanced issue that can be either inhibited or enhanced based on local practices at the Community Colleges.

Program Area 2. Immigrants and ESL

Changes since 2008-09

As reflected in table A13 of the appendix, there has been a dramatic decrease in the number of unduplicated adult student enrollments in Programs for Immigrants and ESL in the region – dropping from 30,939 in 2008-09 to 18,320 in 2013-14, a drop of 41%. Table A13 also demonstrates that there were particularly dramatic decreases in services at SVAE (-79%), MAE Elmwood Correctional site (-57%) and East Side Adult School (-49% with a net loss of 3,651 students). Despite these cuts, all sites are providing at least some ESL services at this time. The reduced ESL enrollment over the time period is paralleled by comparable funding reductions.

Adequacy

As was mentioned above in the Overview to this Program Area, Santa Clara County has a very large immigrant population, with at least 21.5% (357,924) of residents (over the age of five) speaking English less than very well and 26% of immigrants(170,232) living in linguistically isolated households, there is an evident need for ESL services. Table N estimates the gap in services for this population.

Table N. ESL Demand and Service Gap

Need Served (%)	Potential Demand	Current Supply	Gap
10%	35,792	18,320	17,472
20%	71,585	18,320	53,265
30%	107,377	18,320	89,057
40%	143,170	18,320	124,850

It is important again to acknowledge that not all 357,000 immigrants who speak English less than well or not at all would be interested in enrolling in an ESL class or program at any given point in time. However, it is not unreasonable to expect that between 10% and 40% of those adults might be interested in said services. It is also worth noting that

in FY 2008-09 there were almost 31,000 unduplicated individuals served by the ESL component of the adult education system – less than a 5,000 person gap if the system was to serve 10% of the population in need. Please note that, beyond the ESL services, there are other immigrant services that assist individuals with citizenship and developing new knowledge and practices that support democracy and civil society. Therefore, it appears self-evident that a much more robust system of services is needed to begin to meet the need for ESL and immigrant services in the county.

Therefore, SBCAE proposes to increase the capacity of members from the current supply of enrollments at 18,320 to achieve a market penetration rate of 30% (10% each year for 3 years) of the potential demand for Immigrant/ESL services which is estimated at 107,377 unduplicated enrollees in the third year. This would increase capacity by about 89,000 students when compared with the 2013-14 enrollment baseline. SBCAE would also plan to partner effectively with community agencies that can assist individuals with very low English skills and other barriers to participation.

Waiting lists are another (albeit imprecise⁵¹) measure of unmet demand. (Please see table A16 in the appendix for wait list data.)

In order to gain a more nuanced and qualitative understanding of the adequacy and of the Immigrant and ESL programming in the region, the SBCAE Consortium conducted focus groups with community partners, a survey of all member agency faculty; ongoing Work Groups to plan for program development in all of the five AB86 Program Areas, including ESL/Citizenship; and key informant interviews with local experts.

Community agency partners participated in a focus group the results of which have also been incorporated in this report. Their feedback reflected concerns about the adequacy of Adult School and Community College programs to meet overall demand for ESL classes. They also strongly suggested that many EL adults find the Community Colleges and even the Adult Schools intimidating and that this intimidation factor artificially lowers demand for these services. Although some Adult Schools do provide ESL services in more “comfortable” settings like libraries, churches and community centers, the community partners encouraged increased use of these community resources.

One of the key questions in the faculty survey was “What programs have the **greatest need** for additional course offerings or other improvements?” Forty-four percent (44%) of the respondents (n = 169) chose the ESL and Immigrant Services program area as an area of greatest need. Thus, almost half of faculty respondents felt that current ESL

⁵¹ While we provide wait lists by institution, the Steering Committee has indicated that there are many factors that make a wait list more of a general “heads up” about unmet demand and not an accurate reflection of demand. For example, most semester classes (as distinct from open enrollment classes) only have a wait list at the beginning of the semester and for a few weeks thereafter. Once students know a section is full, they cease to check back.

courses and services do not meet the needs of the student population and the local community. Qualitative comments from the survey include the following:

- “We need additional classes in the higher ESL levels.”
- “Classes are limited in times offered, sometimes only night courses, some only day-time.”
- “More vocational/career programs with hands on (like trades); ESL vocational courses in health related occupations.”
- “Writing is the biggest gap [to entering and succeeding in college].”

Focus group participants also provided feedback on the adequacy of services to this target population, as follows:

- There was general consensus that many students with disabilities (AWD) are enrolled in ESL classes and are not receiving appropriate assessment and intervention services.
- There have been dramatic cuts in ESL programming across the consortium over the past few years leading to unmet needs in the community.
- MUSD Elmwood Detention Center provides educational services to an incarcerated ESL population; however, due to rapid turnover in the jail, the interventions provided are sporadic and the program currently does not have adequate follow up after release.
- East Side, MUSD, and SVAE had a robust distance learning ESL program for students who could not practically attend classroom instruction. However, due to funding cuts, this program has been eliminated, leaving approximately 700 students without access to an ESL program.
- West Valley College had a transition program for ESL students that provided tutoring, financial aid and academic counseling. This program was eliminated due to funding cuts.
- Mission College also eliminated staffing in the ESL lab as a result of budget cuts.

Overall, focus group participants indicated severe funding cuts to Immigrant/ESL were causing significant hardships to this vulnerable and underserved population.

Key informant interviews universally raised the service gap for immigrant populations. As noted above, Teresa Castellanos, Program Coordinator of Immigrant Relations and Integration Services of the Santa Clara County Social Services Agency, was our key informant on this issue. Teresa indicated that despite the fact that about a third of the 600,000+ immigrants in the county are highly educated and fluent in English (largely South Asian), the balance of the immigrant population is in need of ESL and immigrant integration services. She noted that there has been a 50% decline in ESL classes in the county – dropping from 1,200 to 600 over the past five years. The low-skilled and non-English speaker populations continue to suffer the impact of the recession and contribute to the growing wealth gap in the county. The Latin American population, in particular, averages about a 6th grade education and most are monolingual Spanish speakers.

Teresa also raised the “tsunami” of adult learners who are already beginning to flood the ESL classes that do exist – with DACA young adults as the advanced wave of this demand. She mentioned that accelerated strategies will be particularly critical for those immigrants who have time limits for their citizenship requirements.

ESL Work Group – Key Takeaways (see page 40) – cited the dearth of ESL courses to meet the urgent demand for services. It also the need to accelerate and contextualize instruction to meet the demand for services and to help this often low-income population to advance economically.

Program Area 3. Adults with Disabilities

Changes since 2008-09

In the past five years, many changes have occurred in AWD services, primarily funding reductions. For example, during the past five years EVC has eliminated virtually all of its services for learning disabled students, including: assessment, speech & language, adaptive software, writing and reading skills, learning disabilities related to stroke and brain injuries, cognition improvement classes, summer adaptive Physical Education. Currently EVC only offers accommodations to learning disabled adults. In the Adult Schools there has been an almost universal elimination of instructional services for learning disabled.

A4 of the appendix reflects the dramatic decrease in services to AWD. Only one Adult School (SCAE) provides specifically focused classroom instruction to AWD. Three Adult Schools eliminated their services altogether and two were not providing services in the baseline year. Thus only SCAE is providing these instructional services at this time, and those services have been reduced by 43%. Overall, during the past five years Adult School classroom services to AWD have decreased by 85% in the region.

It is important to note that the reductions in services are based on measuring classroom instruction for students with disabilities. The Community Colleges continue to operate their Disabled Student Programs and Services (DSPS) which provide a wide range of support services, including counseling, accommodations and special equipment that do not register in the AB86 framework which focuses on instructional services in classroom or online settings.

Adequacy

Learning and developmental disabilities are persistent lifelong conditions. The Centers for Disease Control⁵² estimates that that 7.66% of the total population have a learning disability, and another 6.21% of the population has another developmental disability. Thus of the 1,426,323 adult residents of Santa Clara County, 109,256 would be predict-

⁵² Trends in the Prevalence of Developmental Disabilities in US Children, 1997–2008

ed to have a learning disability and another 88,575 would have a developmental disability. In addition, students who have struggled academically in secondary education due to learning disabilities are more likely to drop out of school and/or to require remediation in order to succeed in college and, therefore, to be over-represented in adult education.

Psychological Disabilities are also likely to be inadequately diagnosed and are highly stigmatized in many communities. The National Institute of Mental Health estimates that 26.2% of Americans 18 years of age and older suffer from a diagnosable mental disorder in any given year.⁵³ Research also indicates that mental health problems have a dramatically negative impact on earnings.⁵⁴ Based on the adult population of Santa Clara County, 373,697 would be predicted to have a diagnosable psychological condition in any given 12 month period.

Since it is highly likely that some of the AWD population would have co-occurring conditions, it is reasonable to take a conservative approach to establishing a population for estimation of adequacy – perhaps 450,000 individuals. Furthermore, not all of these individuals will require special classroom instruction (per AB86 measures) – perhaps reducing the number to be served by 75% and leaving a total number to be served at 112,500. Even taking this conservative approach to serving the AWD population, there is a large unmet need of approximately 11,000 to 45,000 students. It is also important to note that this process will require a scale up period to build capacity and should involve partnerships with community agencies and the K-12 system.

Table O. AWD⁵⁵ Demand and Service Gap

Need Served (%)	Potential Demand	Current Supply	Gap
10%	11,250	446	10,804
20%	22,500	446	22,054
30%	33,750	446	33,304
40%	45,000	446	44,554

In addition SBCAE elected to conduct faculty surveys and focus groups to provide more context and qualitative information regarding program adequacy and quality. Table P below provides survey responses related to adequacy of services. With reference to adequacy of the programs for developmental disabilities, only 9.5% of Adult School respondents and 20.7% of Community College respondents consider the programming to

⁵³ Kessler RC, Chiu WT, Demler O, Walters EE. Prevalence, severity, and comorbidity of twelve-month DSM-IV disorders in the National Comorbidity Survey Replication (NCS-R). *Archives of General Psychiatry*, 2005 Jun; 62(6):617-27.

⁵⁴ Individual and Societal Effects of Mental Disorders on Earnings in the United States: Results From the National Comorbidity Survey Replication Ronald C. Kessler, Ph.D.; Steven Heeringa, Ph.D.; Matthew D. Lakoma, M.P.H.; Maria Petukhova, Ph.D.; Agnes E. Rupp, Ph.D.; Michael Schoenbaum, Ph.D.; Philip S. Wang, M.D., Dr.P.H.; Alan M. Zaslavsky, Ph.D. *Am J Psychiatry* 2008;165:703-711. doi:10.1176/appi.ajp.2008.08010126

⁵⁵ Table Q demand data only reflects the Developmental Disabilities and Learning Disabilities populations.

be extremely or very adequate, 8.3% of Adult School respondents and 23.9% of Community College respondents indicated that the programs are slightly or moderately adequate and 28.6% of Adult School respondents and 4.3% of Community College respondents indicated that the programs are not at all adequate. With regard to programs for learning disabilities, 7.7% of Adult School respondents and 31.5% of Community College respondents consider programs to be extremely or very adequate, 8.3% of Adult School respondents and 28.3% of Community College respondents indicated that programs are slightly or moderately adequate, and 33.3% of Adult School respondents and 4.3% of Community College respondents indicated that the programs are not at all adequate. These survey results corroborate the general assumption of a large unmet need for AWD services.

Survey Responses	Extremely/ Very Adequate	Slightly/ Moderately Adequate	Not at all Adequate	Don't Know
Adult Schools Developmental Disabilities Adequacy Rating (n=168)	9.5%	8.3%	28.6%	53.6%
Adult Schools Learning Disabilities Adequacy Rating (n=168)	7.7%	8.9%	33.3%	50.0%
Community Colleges Developmental Disabilities Adequacy Rating (n=92)	20.7%	23.9%	4.3%	51.1%
Community Colleges Learning Disabilities Adequacy Rating (n=92)	31.5%	28.3%	4.3%	35.9%

The recent faculty survey asked “Which of the program areas at your school have the greatest need for additional course offerings, services or other improvements?” In response 38% identified programs for students with learning disabilities and 28% chose programs for students with developmental disabilities.

AWD Work Group – Key Takeaways

As noted above (page 70), the AWD Work Group addressed adequacy of services for students with disabilities, including the following:

- Priority services and courses are for: learning disabilities, strokes, brain injuries, mental health and autism spectrum
 - Requires partnerships with community providers and advocacy organizations
- Need to increase credentialed instructors and staff with AWD expertise
 - Improve compensation for AWD specialists
 - Quantify the gap and conduct a wage survey

- Increase professional development for all faculty regarding AWD and differentiated instruction
- Increase public awareness of AWD both in terms of need and capacity to enrich society and the workplace
 - Faculty engagement
 - Employer engagement
 - Public awareness
- State-of-the-art learning disabilities assessment (LDEM and DDL) provided to all students as needed
 - Increase capacity at Community College and build capacity at Adult Schools
 - Professional development for all faculty to identify and refer appropriately
 - Build linguistic capacity beyond English and Spanish language assessments
- Expand assessment and services for AWD in the correctional system (county jail)
 - Address the challenges to “programming” in the jail based on issues such as security risk and gang affiliation – potentially using distance learning/proctors to improve access
 - Increase awareness and assessment of learning disabilities, developmental disabilities and mental illness disproportionality in the incarcerated population
 - *Work with the Reentry Center to support independent living, transition to college and employment*
- Provide more adaptive supports for AWD success
 - Technology (e.g., large print, calculators, note takers, study guides, voice recognition, tablets, e-texts, graphic organizers, etc.)
 - Accommodations, tutoring, digital literacy, case management and individualization

Our key AWD informant, Dr. Joy Kutaka-Kennedy, addressed the issue of adequacy by noting that adult education (especially in correctional settings) is likely to have a much higher incidence of AWD than the general population – up to 60% in some jails and prisons. She also indicated that once adult learners leave the K-12 system, the student is suddenly faced with the necessity to become their own advocate – something they are by and large not trained to do in the Special Education K-12 system. She also reinforced the fact that most teachers do not have the training necessary to differentiate instruction for AWD in large classrooms, and many philosophically do not believe it is their responsibility to “spoon feed” students with disabilities who cannot succeed without additional assistance from the teachers and other institutional resources. These and other conditions (e.g., stigma, co-occurring conditions, etc.) contribute to the inadequacy of current resources to meet the actual needs of AWD in the region and the state for that matter.

Program Area 4. Short-Term Career Technical Education (CTE)

Changes since 2008-09

Once again table A13 in the appendix data makes it clear that there has been a dramatic decrease in the number of unduplicated adult student enrollments in Short-Term CTE programs in the region – dropping from 8,581 in 2008-09 to 3,503 in 2013-14, a drop of 59%. There were particularly dramatic decreases in services at the MUSD Ayer Site (-100%) and SVAE (-88%). That said all Adult Schools, with the exception of the MUSD Ayer Site, are providing at least some CTE services at this time. Virtually all of the Community College CTE enrollment for this period was in for-credit classes (precollegiate and collegiate).

The reduced CTE enrollment over the time periods is paralleled by comparable funding reductions.

Adequacy

Since CTE programs are designed to serve a wide sector of the regional adult population, quantifying the demand is somewhat challenging. There are 1,202,878 adults under the age of 65 in Santa Clara County.⁵⁶ The official unemployment rate in Silicon Valley has dropped to 5.8% (69,767).⁵⁷ However, as noted above, there is a much higher underemployment rate which includes the official unemployed population as well as discouraged workers, underused workers and underutilized workers. This population rises to 26.4% to 36.9% of the adult population – between 376,549 and 526,313 individuals who are in need of some form of career assistance. Table Q takes a conservative approach by setting demand at the lower end of the estimated population.

Table Q. Short-Term CTE Demand and Service Gap

Need Served (%)	Potential Demand	Current Supply	Gap
10%	35,365	3,503	31,862
20%	70,729	3,503	67,226
30%	106,094	3,503	102,591
40%	141,458	3,503	137,955

When faculty at all the members were asked “which of the program areas offered at your school have the greatest needs for additional course offerings, services or other improvements?” 44% of respondents identified Short-Term CTE as a high priority need.

⁵⁶ U.S. Census, Quick Facts.

⁵⁷ 2014 Silicon Valley Index.

CTE Work Group – Key Takeaways

As noted above, the AWD Work Group addressed adequacy of CTE services, including the following needs:

- Increase awareness of CTE pathway options and requirements across the consortium
 - Well-maintained website with comprehensive list, clearly identifying prerequisites, course sequences and career options/information
 - Professional development for transition specialists/counselors and faculty re: CTE options
- Better packaged pathways (cohort system, dual-enrollment, better mapping, transition counseling, orientation)
- College and workforce orientation class recommended for Adult School students who plan to transition to CC and/or CTE pathways
- CTE-contextualized basic skills courses in Adult Schools and Community Colleges
 - *Integrate soft skills into ASE and BSA curriculum*
- *Enhance/develop high-wage, high-demand career pathways and apprenticeships/expand impacted career pathways*

As noted above (page 57), key informants provided us with recommendations regarding building a more adequate CTE system in the region, with examples as follows:

Denise Boland and Rafaela Perez, Santa Clara County Employment Services:

- Adult education needs to develop a 90-day certificate program for low-income and General Assistance recipients so that they can get a job and continue their education.

Neelam Wadhvani, Santa Clara County Department of Corrections and Rehabilitation:

- There is limited transition from the Reentry Center to the adult education system. Most formerly incarcerated are under extreme pressure to earn an income. The ideal model for this population would be apprenticeship since they would earn a living while being trained. Even short-term CTE may take too long for many of them.
- A key goal might be to target inmates without high school diplomas and with relatively long time to serve (e.g., realignment population) for high school equivalency completion.
- To be successful in adult education, formerly incarcerated individuals need a mentor who can help them navigate the system.

Program Area 5. Apprenticeships

Changes since 2008-09

No information is available on changes in Apprenticeship enrollment between 2008-09 and 2013-14.

Currently the building trades comprise approximately 9.2% of the overall employment market in Santa Clara County with a total of 87,700 individuals employed in that market.⁵⁸ Assuming that the other trades that utilize an apprenticeship model comprise another 90,000 jobs in the region, it is safe to assume an approximate market of 180,000 apprenticeships would be needed over a three decade⁵⁹ period of time – approximately 6,000 positions per year.

Table R. Apprenticeship Programs

Need Served (%)	Potential Demand	Current Supply ⁶⁰	Gap
10%	600	0	600
20%	1,200	0	1,200
30%	1,800	0	1,800
40%	2,400	0	2,400

Even with the most conservative penetration rate (10% of calculated demand) there is a service gap of 600 unduplicated individuals per year.

The SBCAE initially merged the Apprenticeship planning into a Work Group that was primarily focused on CTE programming. This merging was done because the scale of Apprenticeship programs that are linked to the adult education system in the region was negligible. However, during the planning process, it became evident that:

1. Apprenticeships have been a crucial pathway for low-income individuals to become self-sufficient with a family sustaining income. The fact that apprentices are compensated during their training period is considered crucial to the success of this program
2. There is a robust Apprenticeship program sector in the SBCAE region. But it could be strengthened if more of the individual programs were to collaborate with the adult education system, thereby offering college credit, certificates and diplomas to apprentices while their instructors become adjunct faculty at the Community Colleges.
3. There is increasing interest at the local, state and national levels to expand the Apprenticeship programs to nontraditional sectors such as STEM and high tech-

⁵⁸ California Employment Development Department, Labor Market Information Division, March 2013.

⁵⁹ The approximate working life of a tradesperson.

⁶⁰ Though Apprenticeship programs are not captured in Tables 1.1A, 1.1B, or 1.2, San Jose Evergreen Community College District received an allowance of \$17,394 in 2013-14 for Apprenticeship programs which covers approximately 100 students per year.

nology. Silicon Valley should be deeply engaged in this effort given its position internationally and the demands of local industry for qualified workers

4. Ensuring that apprentices obtain college credit during their training is very beneficial for tradespeople as they mature, making advancement to supervisory positions more feasible for many.

As a result of these “discoveries” during the planning process, a small Apprenticeship Work Group was formed that has been meeting to investigate some of the issues raised above. At a minimum, the SBCAE Consortium expects to recommend an increase in both the traditional Apprenticeship engagement with adult education and the development of a strategy for nontraditional apprenticeships.

Table A17 in the appendix provides a listing and links to the websites of 26 trade unions that have Apprenticeship programs and are affiliated with the Santa Clara County Construction Careers Association (S4CA) and the Santa Clara and San Benito County Building Trades Association. S4CA is a SBCAE partner.

Adequacy

In response to a faculty survey question, forty percent of the respondents indicated that apprenticeship programs “have the greatest need for additional course offerings.” Many respondents (20%) considered the apprenticeship programs to be not at all adequate while 63% did not know about any apprenticeship programs offered at their institution.

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

As noted above, the SBCAE Consortium has conducted a robust planning process that included faculty from all of the nine member institutions, 58 representatives from a number of community partners and 29 adult learners representing the diversity and geography of the region. One of the key topics that was considered carefully in this process was “Plans for parties that make up the consortium to integrate their existing and new programs and create seamless transitions into postsecondary education or the workforce.” A number of participants highlighted that seamless pathways are also extremely valuable in promoting literacy/numeracy in general and immigrant integration.

As has been demonstrated above, while some substantial efforts are underway in the region to integrate language acquisition services to immigrants (e.g., ALLIES), incarcerated populations (e.g., the Reentry Center) and other AB86 target populations, the current delivery of adult education in the South Bay remains somewhat unevenly articulated and does not provide students with robust opportunities for seamless transitions. To achieve better integration, the SBCAE will address the following categories:

1. Curriculum Alignment of Existing and New Programs
2. Common or Aligned Assessment and Placement
3. Bridge and Pathway Programs including Articulation Agreements
4. Counseling and Student Services
5. Partners/Business Collaboration
6. Technology, including Data-sharing and Tracking
7. Progress Indicators and Major Outcomes

Curriculum Alignment of Existing and New Programs.

The SBCAE planning process identified a need for curriculum alignment in the current adult education system in the South Bay. The SBCAE plan proposes to engage the faculty of all the participating institutions in the region in the process of cross-walking curricula so that students (and faculty and advisers) are clear that completion of any given course at one of the Consortium schools will be equivalent to those at the other members. The goal is that courses will articulate, will not present gaps, and will adequately prepare the students for the subsequent course in any of the members.

This process of alignment will require standardization of courses across districts – ensuring that course sequences are comparable and target the same competencies and there are no gaps. For example, in ESL we have found that Adult Schools emphasize integrated skills, listening and speaking and whole language development, whereas the Community Colleges emphasize targeted language skills, academic reading and writing to a greater extent. The SBCAE consortium plans to develop sequences of courses that will adapt to the variety of student goals and education plans. This process will take a

good deal of effort and planning at the regional level and will also be essential for ABE/ASE and CTE program development, including Career Development and College Preparation (CDCP) courses. An emphasis will be given to address the gaps in the areas of contextualization of basic skills into CTE as well as the development of short-term CTE programs with high employment potential. At the end of the day, SBCAE expects that students may move from one provider to another and/or be enrolled in more than one member institution concurrently without confusion. Instructional programs will be designed and delivered to prepare students for progress along a pathway.

In order to accomplish this level of alignment, SBCAE is proposing an ongoing regional system with members' designating staff to provide the leadership, technical assistance and coordination needed to create a seamless system across the South Bay. As an example of the functions of the regional system, a regional website will clearly outline pathways, course catalogs and schedules in such a way that students may select courses from all of the member institutions in order to fulfill their education plans in the most expeditious manner possible.

Assessment and Placement.

Currently the SBCAE members utilize a variety of assessments (COMPASS, TABE, CASAS and other institution or district-developed assessments.) to determine students' competencies and to inform placement. Even when using the same assessments, members often use different "cut scores" to determine eligibility for the same or similar courses. This creates undue confusion for students and faculty, especially as students move from member to member over time. The concept of "No Wrong Door" for students will mean that a clear understanding will be developed for what courses are offered where, what assessments determine readiness and drive placement, and then an expeditious process will be in place to refer students to the best option for them.

The SBCAE proposes to utilize the Work Groups defined by the AB86 Program Areas to continue the process of rationalizing the assessment instruments to be used and the cut scores that will be used for placement in particular courses. This will be made easier as the courses themselves are made more homogenous over time. However, the Consortium is also watching with interest as the Community College Chancellor's Office pilot a standardized assessment instrument. This Common Assessment initiative is planning to assess to eight or nine levels below transfer, and the assessments currently used in Adult Schools and community literacy programs may well eventually align with the Common Assessment. If there is an available, effective assessment instrument for the entire adult education system, SBCAE is inclined to adopt that system which may inform the regional effort to crosswalk various assessments.

In any event, there will be a need to align the assessments for placement at various levels of Basic Skills courses of study, clearly defining expected skills and competencies required to advance through the levels of study. The regional planning process has begun to map out areas of concentration for the Adult Schools and the Community Colleges. The SBCAE anticipates that there will be some overlapping courses that will be offered at both Adult School and Community College levels, some that will be colocated and others that may utilize dual enrollment so that students can earn both secondary and postsecondary credit when that is useful. There may also be a need to create additional courses to address gaps in the pathways.

The SBCAE expects that, by the end of a three year period, adult learners will engage in a coherent assessment process across the region – following the same procedures and utilizing the same or aligned instruments, preferably via an online system of assessment. This process will need rigorous review and evaluation, both quantitatively and qualitatively, to establish whether the assessments ensure better placement decisions and to what degree the students understand their assessment results, the score range required for specific courses and so students will achieve their goals more easily due to a thoughtful assessment and placement process.

Bridge and Pathway Programs, including Articulation Agreements.

SBCAE planning to date has identified limited transitional supports for adult learners who are approaching or engaged in the adult education system, especially students who are moving from Adult Schools to the colleges, and basic skills to adult secondary and college level courses. Based on SBCAE's "No Wrong Door" philosophy, it will be imperative that our region work together to build effective bridge and pathway supports and programs.

A basic principle of that effort is that each adult learner have a personalized education plan that is based on their personal goals, skill levels and timing requirements. Individualization is essential because adult learners have a wide variety of circumstances, ranging from immigrants who are not literate in their native language to seasoned professionals who require particular, short-term courses to obtain specific career-related certifications. Our key informants also put a sharp point on the importance of timing. Many adult learners are in acute financial stress and may have hard deadlines based on unemployment compensation, TANF and WIA timelines or employer promotional requirements. Many students will be better served if SBCAE builds appropriate practices, supports, and instructional programs that accelerate learning in thoughtful and effective ways.

As noted above, the SBCAE planning process has also called out the need for more communication and "bridge" infrastructure between the Adult Schools and Community

Colleges. While some articulation work is in place, much of it is ad hoc and based on individual faculty relationships and, therefore, not sustainable when faculty relocate or retire. It is important for SBCAE to honor the bridges that have been built and to adopt or adapt them, institutionalize them and, when feasible, scale them up regionally.

To accomplish these ambitious, but necessary, changes and alignments, SBCAE will need to maintain the current Program Area Work Groups. In forming the Work Groups it was particularly effective to ensure equity among institutions. For example, Work Groups were comprised equally of two faculty from each of the nine member institutions. These Work Groups were supported by Co-Chairs who were selected from their ranks.

A great deal of work is required to align CTE pathways at the Community Colleges with career contextualized basic skills courses at the Community Colleges and Adult Schools. The SBCAE anticipates that it will be necessary to make strategic decisions regarding the specific career pathways (e.g., allied health, applied technology, biotechnology, computer sciences, manufacturing, etc.). These decisions must take into account the high-wage, high-demand occupations that drive the South Bay economy, but they must also consider the population of adult learners being served and their career aspirations. These decisions will be informed by the faculty Work Groups, Industry Advisory Boards, a Partnership Group (comprised of public and nonprofit organizations) and, ultimately, by the SBCAE Steering Committee.

Counseling and Student Services.

A consistent theme across the entire SBCAE faculty Work Groups is the pressing need for more counseling and student services to support successful student transitions and achievement. For example, the ABE/ASE Work Group called for “sufficient number(s) of transition-specific counselors to help students to identify appropriate pathways and requirements...Revise student perceptions of Community Colleges (that is, provide career certificate options, not just a pathway to a 4-year institution).” In addition to calling for counselors focused on transitions, the Work Groups also recommended student college visits, mentor programs and online/virtual marketing strategies to let Adult School students understand that college may, in fact, be right for them. Additional professional development and support for faculty may be needed to support embedded transition activities and to work with students’ individual plans and goals.

All Adult School and Community College students in the AB86 Program Areas will complete an online and accessible Education Plan that is standardized across the Consortium. Transition Counselors will work with adult education system students to complete their Education Plan and to update the plan on a regular basis to keep pace with student circumstances and actual performance.

One specific population of adult learners, AWD, has been called out by all of the Work Groups as particularly underserved. SBCAE is proposing that these students be provided with individualized assessment and support to make good choices as they identify and pursue their academic and career pathways. They should be helped to access accommodations, counseling and adapted educational opportunities as needed in pursuit of their goals. Regional collaboration, shared resources, and articulated curriculum will be very important for serving these students.

Other services are related to student life circumstances that often interrupt or completely derail students' education plans. These include issues such as poverty, working multiple jobs, immigration status, incarceration, childcare and transportation. Again the Consortium believes that there is a role for SBCAE regional efforts to engage partner nonprofit and public agencies in creative solutions to these barriers. Ideally, the member institutions may receive more funding for addressing some of these barriers. However the need for these support services is huge and accessing community resources will require better collaboration among members and community partners. Creating common understanding of the community resources available, appropriate assessments, and a consistent referral system to those resources, will characterize the "No Wrong Door" regional adult education system.

Partner/Business Collaboration.

As noted above, SBCAE has reached out to 45 partners from the nonprofit and public sectors. In many instances these agencies are already serving or mandated to serve SBCAE adult learners. The regional partner convenings demonstrated that vital funding and service opportunities may have been lost due to a simple lack of communication. Therefore, SBCAE proposes to expand a regional partnership process to ensure that Consortium students are given every available opportunity for success. Information on available services and supports will be publicized via online resources and through the counseling services at Adult Schools and Community Colleges.

Collectively the SBCAE relationship to industry is still in a nascent stage. The Consortium's member organizations have developed industry Advisory Boards for specific CTE pathways, but these are often limited in nature and sometimes driven by individual faculty members with connections to industry. Key informants also made it clear that industry leaders would be interested in participating on one single board rather than multiple Advisory Boards for various institutions. As a result, SBCAE is proposing to develop regional industry Advisory Boards, facilitated by skilled professionals, with a commitment to demonstrate that participating in advising the SBCAE will result in institutional changes that prepare students for success in industries of all kinds, including but not limited to high technology fields.

One specific initiative SBCAE is proposing to develop is a high tech “apprenticeship” program which is likely to be a substantive modification of the traditional, trade union model. The Apprenticeship Work Group is working to pilot a model whereby the educational component of the apprenticeship is front loaded in order to build student skills, and the on-the-job (compensated) component is made available once the student has proven his/her technical aptitude and 21st Century Skills to a sufficient degree to warrant employer investment. Several local industries have expressed interest in working with SBCAE on the development of this model.

Technology, Data-Sharing and Tracking.

Much of what SBCAE is proposing is dependent on improved use of technology in a number of ways. SBCAE proposes to develop a regional interactive website that will perform vital functions for the Region. First, a centralized website will allow students and faculty to identify what courses and pathways are available across all of the partner institutions, thereby allowing students to enroll in more than one institution to meet their educational needs. Second, the website will provide information and access to programs, counseling, self-assessment tools and community resources.

Many Consortium members already use technology as a part of their instructional process, but our faculty Work Groups have indicated that much of this use of technology is relatively unsophisticated. The SBCAE proposes to enhance the use of technology via additional professional development and use of online instruction, especially for individuals whose life circumstances make classroom attendance challenging.

Currently there is no streamlined way to monitor the progress of adult learners through Adult School and subsequently through Community College and four-year universities. Each Adult School maintains its student data on the student information systems (SIS) used by their LEA. The participating Community College Districts provide their data to the Chancellor’s Office for upload into Cal-PASS Plus. When feasible, SBCAE plans to participate in Cal-PASS Plus as a region, thereby providing a common student ID number for all Adult School and Community College students. Since this system is in use by the Community College system and has been designed to incorporate data from the K-12 and higher education communities, this seems to be the most cost effective solution to monitor student performance and to measure institutional performance as well. Of course, the SBCAE would welcome state direction and resources to develop an adequate system of sharing data among members.

Progress Indicators and Major Outcomes

Table 3.1 Summary:
Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants^{61 62}

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment	Timeline
Curriculum Alignment	Work Groups meet to assign skills to course of study; approvals from Academic Senate and administration	Faculty released time; facilitative leadership	Numbers of courses aligned across SBCAE; faculty affirm productive dialogue	Begin July 2015 and ongoing
Consistent assessment process in place across SBCAE	Identify common assessment instrument	Administrative and faculty released time to vet instruments/methods	Common instrument/ methods selected and approved	Begin July 2015 and completed July 2016
	Assign assessment cut scores and/or other measures to specific course levels	Faculty released time to review cut scores, and professional development for all faculty for implementation	Assessment cut scores assigned at different levels of academic courses	Begin July 2015 and ongoing
Clearly aligned <u>pathway</u> course content and levels across SBCAE	Work Groups plan articulation agreements that are reviewed and approved by required groups	Faculty release time to plan articulation agreements; SBCAE staff to develop templates and agreements	Number of pathway articulation agreements	Begin January 2016 and ongoing
Alignment of CTE and contextualized basic skills to industry standards	SBCAE convenes industry Advisory Boards to develop standards	SBCAE leaders to convene industry Advisory Groups	Number of Advisory Groups formed and regularity of participation; annual assessment of effectiveness	Begin January 2016 and ongoing
Access to new career development courses which lead to high-potential employment	Develop CDCP programs and transition students from adult education	Curriculum/Program development funding, as well as professional development for faculty	New courses and programs approved by Curriculum Committees and State	Begin July 2015 and ongoing
Students guided to map out their educational trajectory	Student counseling assists students to develop individual education plans	Online education plan template made available to the field; Sufficient counselors to support individual education plans development	Increased student persistence and satisfaction with placement process	Begin July 2015 and ongoing
Ensure student	Assessment data and education	Sufficient counselor time to	Uptake in the use of student	Begin July 2015

⁶¹ For a more detailed breakdown of transitional strategies by Program Area see A8 in the appendix.

⁶² See A18 in the appendix for cost projections for the above strategies in Table 3.1.

**Table 3.1 Summary:
Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants^{61 62}**

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment	Timeline
placement reflects appropriate skills and student goals	plan are used consistently to recommend course types and level	guide course enrollment	assessments and Ed Plans in counseling process	and ongoing
Specific high-need student receive sufficient support to successfully set and achieve their personal goals	Assessment identifies disabilities where appropriate	Access to AWD assessment expertise	Number of students assessed	Begin January 2016 and ongoing
	Individual counseling and case management identify and address barriers to student success	Sufficient counselors and case managers to support student success; Robust partnerships with social service partners	Student persistence increases, especially in high-need populations	Begin January 2016 and ongoing
Industry partnerships are more efficient and effective, and industry standards guide pathway and course development when appropriate	Create robust and effective regional Industry Advisory Boards.	SBCAE regional system staffing to support Advisory Boards	Students successfully transition from Career Pathways to aligned fields of work	July 2016 and ongoing
	Innovative strategies, e.g., high tech apprenticeships, are developed and field tested	SBCAE and industry leaders working together	Pilot projects show measurable impact and are adopted and scaled up over time	Begin January 2016 and ongoing
Technology is used to support student transition counseling, academic performance and SBCAE accountability for results	Regional website provides information for students and faculty regarding course content, sequences and assessment requirements	Website development fees; Substantial faculty released time to align course content across institutions	Website development completed; Utilization of the website and student/faculty satisfaction with site;	January 2016 and ongoing
	Technology used to create hybrid classrooms and to access new online curricula.	Increased student access to technology in the classroom; professional development for faculty	Student/faculty satisfaction with hybrid classroom and online instruction options; Students in hybrid and online classroom settings transition to more advanced work more effectively than those in traditional classroom settings	July 2015 and ongoing
	All SBCAE members utilize a common data platform that enables SBCAE to monitor outcomes for students in all learning experiences	Access to and effective utilization of Cal-PASS Plus	Use of Cal-PASS Plus data to inform SBCAE regarding student performance in all members and across all academic and support services	January 2016 and ongoing

Objective 4: Plans to Address Gaps

Summary of Needs and Solutions

The SBCAE has identified significant unmet need in the region for the five Program Area services based on current program capacity and the needs suggested by demographics of the region and other qualitative research. Table 4.1 provides a summary of these needs with respect to direct instructional programming. It is important to note that any proposed scale up of services would be accomplished over time as the overall system recovers from devastating cuts and builds its capacity to deliver services directly and through partnerships with community agencies. It is clear the need for adult education in the region is huge, far beyond the current capacity of providers. As an exercise in measuring possible expansion to meet the region's needs, the consortium has charted percentages of possible consumers of adult education services. This metric of service is named in the following chart as "penetration rates."

When reading the following tables of solutions, and the vision for the future, it should be noted that considerable time has been given to gathering data and thorough discussion with faculty Work Groups, community partners, representatives of the Faculty Senate and the bargaining units, and the Steering Committee. As a result all consortium member institutions agree on the value of these solutions. The discussions have been robust, and there is pride in these initial steps. To affect these solutions additional resources will be needed beyond maintenance of capacity.

Table 4.1. Needs and Solutions - Program Area Demand Metrics⁶³

Program Area	Description of the Instructional Need/Solution – Based on Variable Penetration Rates
ABE/ASE Classes	In order to expand ABE/ASE programming to increase access for the population in need, we propose an increase from current capacity of 22,305 to 44,724. This represents a 20% potential demand rate, which would increase system capacity by only 13,626 over the 2008-09 baseline. Future program expansions will be based on state funding as well as continued evaluation of region's needs assessments for ABE/ASE. Some of this capacity should be a result of increased partnerships with community agencies that can assist individuals with very low literacy and numeracy rates and other barriers to participation in adult education.

⁶³ See A18 in the appendix for cost projections for the above strategies in Table 4.1.

Table 4.1. Needs and Solutions - Program Area Demand Metrics⁶³

Program Area	Description of the Instructional Need/Solution – Based on Variable Penetration Rates
Programs for Immigrants – ESL	Therefore, SBCAE proposes to increase the capacity of members from the current supply of enrollments at 18,320 to achieve a market penetration rate of 30% (10% each year for 3 years) of the potential demand for Immigrant/ESL services which is estimated at 107,377 unduplicated enrollees in the third year. This would increase capacity by about 89,000 students when compared with 2013-14 enrollment baseline. SBCAE would also partner effectively with community agencies that can assist individuals with very low English skills and other barriers to participation.
Adults with Disabilities	SBCAE proposes a dramatic increase in services to AWD. Current classroom services levels are almost non-existent in the Adult Schools and limited in Community Colleges. The Consortium recognizes that the Community Colleges are providing a number of effective educational supports that help students mainstream in regular college classes, and we recommend that a mix of classroom and non-instructional services be provided. Given that 10% of the potential demand is 11,250 students per year across the Consortium, it is recommended that this number of students be served with both instructional and non-instructional services, an increase of 10,804 above the current service level. Again partnerships with community organizations will be needed to achieve this goal.
Short-Term Career Technical Education	SBCAE recommends increasing CTE programs that are currently serving 3,503 students per year to expand to serve 35,365 which it estimated to be 10% of the current demand. Accomplishing this goal will involve several strategic initiatives. First, the entire Consortium will need to dramatically increase its connections with local industry in a coherent manner in order to elicit their engagement, guidance and support. Second, State policy efforts should be mounted to address the FTES fiscal disincentives inherent in CTE programs by providing a higher FTES reimbursement rate for these hands on, equipment demanding courses that require smaller class sizes.
Apprenticeships	While there are robust Apprenticeship programs available in the region, at the current time virtually no Adult School or Community College students are engaged with these programs. SBCAE recommends targeting 600 apprentice enrollments which would achieve 10% penetration of the potential demand. This effort will require more effective networking with Santa Clara County Construction Careers Association (S4CA) and the building trade unions. There is also an initiative underway to explore high tech apprenticeship models that would operate differently than the more traditional trade apprenticeships.

Table 4.1. Needs and Solutions – Systemic and Programmatic⁶⁴

Problem Area	Need	Description of Solution
System Collaboration and Articulation	No common student assessments are used across the Consortium.	Solution: Work together locally (and to the extent possible with CDE and CCCCO) to establish common assessment systems to ensure that adult learners are receiving the instruction and support necessary to achieve their educational and career goals.
	Courses of study are not aligned across the AS/CC Consortium.	Solution: Work together locally to align courses of study and career pathways from the Adult Schools to the Community Colleges.

⁶⁴ See A18 in the appendix for cost projections for the above strategies in Table 3.1.

Table 4.1. Needs and Solutions – Systemic and Programmatic⁶⁴

Problem Area	Need	Description of Solution
	Students experience disjointed or lack of support during transitions.	Solution: Create an effective transitional support system for students moving from the Adult Schools to the Community Colleges. Expand transitional classes and services in both systems.
	Adult School students are sometimes not adequately prepared for Community College.	Solution: Greater collaboration between faculty, counselors and administrators to ensure that appropriate standards are known by all and that students receive the level of instruction and support that is necessary to prepare for college level work.
	SBCAE partners and potential partners do not have the information they need to be effective partners; and the SBCAE members do not know what resources are available in the community.	Solution: Create a robust regional system for Adult Education that provides the infrastructure to create, support and sustain a system of communication and collaboration that develops the support services needed by adult learners and also meets the needs of the regional workforce and business sector.
	SBCAE lacks a common data platform to share student-level and system performance data in an effective manner to support student success and member quality improvement.	Solution: Work to have current data systems connect, and work with Cal-PASS Plus or other resources to build out a local system and collect the requisite MOUs and permissions to be able to share student data. Develop an individualized learning and career plan framework that may be shared digitally among members to support student progress over time.
	Faculty/Instructors have not had sufficient opportunities to work together in an empowered and engaged manner in leading innovation across the region.	Solution: Create and sustain a regional system across institutions in partnership with industry, labor, government and community agencies. Develop shared professional development activities that build connections among faculty and administrators.
Institutional changes	Counseling and other non-instructional services have been decimated during the funding cuts, especially at the Adult Schools.	Solution: Increase the funding and use of effective student support services such as counseling, advising, mentoring and tutoring at all of the SBCAE members. Solution: Robust professional development to ensure that all adult education staff are effective providers of support services and utilize support tools effectively.

Table 4.1. Needs and Solutions – Systemic and Programmatic⁶⁴

Problem Area	Need	Description of Solution
	<p>Undocumented students encounter barriers that undermine the affordability and accessibility of Community College.</p>	<p>Solution: Ensure that undocumented students are provided maximum opportunity to enroll and succeed at Community Colleges without encountering unnecessary barriers.</p>
	<p>Many adult learners with low-literacy and numeracy skills, limited or non-existent English and concerns about immigration issues do not trust governmental organizations and large institutions.</p>	<p>Solution: SBCAE members share resources and expertise with community providers who can help to engage these adult learners in the educational process, build their confidence, and ultimately move them into the formal educational system as appropriate. Expand the “No Wrong Door” practices to community partners where there is trust and comfort for the most vulnerable adult learners.</p>
	<p>Students with learning disabilities are not identified and supported in an effective manner in Adult Schools.</p>	<p>Solution: Regional efforts are made to develop assessment expertise and to provide faculty with professional development and support in the classroom to differentiate instruction using best practices. Solution: Hire learning disability specialists regionally and locally to lead the charge on expanding access and success for AWD.</p>
<p>Personal and Environmental barriers to student success</p>	<p>Adult learners experience economic, personal and familial crises that undermine their ability to succeed as adult learners.</p>	<p>Solution: Develop technology supported strategies such as distance learning that provide flexibility in terms of time and geography. Solution: Develop and expand wraparound services that provide students with a variety of pragmatic support, including emergency financial assistance – requires partnerships with social services agencies and other safety net groups. Solution: Effective counseling and advising to help students find solutions that work in the real world and a coherent referral protocol to access community resources.</p>
	<p>Adult Learners may lack understanding of the educational system and become discouraged when encountering barriers to success.</p>	<p>Solution: A qualified counselor/advisor should help all Adult Learners to develop an individualized learning and career plan on a common electronic platform (at both AS and CC systems). This should be a living plan than can be changed as life circumstances and opportunities emerge.</p>

Table 4.1. Needs and Solutions – Systemic and Programmatic⁶⁴

Problem Area	Need	Description of Solution
Adult Learners may lose track of their objectives and spend too much time in basic skills courses that do not provide them with transfer/diploma credit. If the basic skills courses are for credit, students may deplete their financial aid without achieving their educational or career goals.		Solution: Ensure all students have an individualized learning and career plan that is reviewed frequently, adapted to changing needs, and assure that students are prepared for postsecondary success. Solution: Develop accelerated courses that help to quickly move students who wish to pursue a diploma or certificate into transfer credit programs. Solution: Provide learning communities, tutoring, mentoring and other supports and advising for student success. Solution: CCs would offer noncredit classes that eliminate all fees and tuition costs and thereby avoid using financial aid prematurely

Objective 5: Acceleration of Progress toward Student Goals

Adult learners who study in the five programs addressed by AB86 are often faced with multiple and daunting challenges that derail their pursuit of educational and career advancement that is so crucial to their futures and those of their families. These challenges may include poverty, language and cultural barriers, lack of transportation, learning difficulties, care responsibilities for children and elderly parents, lack of documentation, mental and physical health, and the requirements of parole or probation.

Some adult education participants are constrained by the time limits inherent in public systems such as TANF, unemployment insurance, vocational rehabilitation and WIA funding. SBCAE's key informants have made it abundantly clear that the adult education system as a whole needs to find ways to help these students accelerate their learning process so that they can obtain the certificates and diplomas and equivalencies that are economically vital to their future.

Transition Supports as Acceleration

High quality transitional services and supports (see Objective 3 above) would facilitate acceleration when compared to current practices which are characterized by gaps and lack of alignment. Lack of counseling, mentoring, college visits, faculty collaboration, etc. have become the "new normal" after draconian cuts landed squarely on the non-classroom services at the Adult Schools. Proposed transitional services would increase efficiency because 1) students would be assessed, informed and prepared for their next steps; 2) curricula would be aligned so that students are academically prepared; 3) bridges and pathways support fluid movement to academic and career goals; and 4) wraparound services would minimize student crises that derail educational progress; etc. Collectively, these transition services support the SBCAE's "No Wrong Door" philosophy.

Objective 5 – Acceleration, therefore, incorporates Transitions (Objective 3) as an essential but insufficient component.

Acceleration strategies include meeting students "where they are at" and helping them to achieve their goals in a timely manner, as follows:

1. Improved access to appropriate courses
2. Course content and pacing
3. Different instructional models
4. Increased support services and educational planning

An essential acceleration strategy is to improve timely student **access** to courses to achieve the outcomes that are laid out in students' Education Plans.

1. In order to meet the demand for adult education in the region, SBCAE proposes to expand the pipeline of courses by gradually increasing the instructional capacity of the Adult Schools and by expanding CDCP courses at the Community Colleges. After the 2015-16 transition year, SBCAE proposes to substantially in-

crease the capacity of both the Adult Schools and the Community Colleges to meet the significant demand for services outlined in Objective 2 above.

2. Courses need to be available at times and community locations that meet student schedules (e.g., family and work), and their transportation requirements.
3. If income is an immediate challenge, students may need access to courses that provide them with short-term certificates (e.g., Career Development and Work-Keys) that can help them advance economically.
4. If students can only attend class sporadically or not at all, hybrid and/or online models may be needed to help students progress quickly; without having to opt out and then back in.
5. The SBCAE regional approach will allow students' access to all courses available in the region in a seamless manner, thereby improving access to in-demand classes.
6. Courses themselves may need to be adapted to students' individual needs, thereby reducing failures and maintaining student momentum relative to their Education Plans.
7. Courses may need to be developed and delivered which give English learners better access to academic and career curricula.

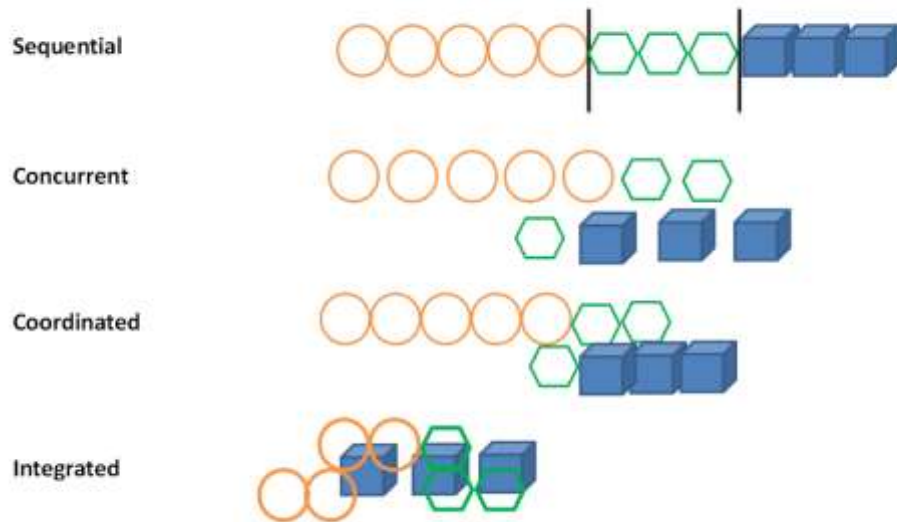
Course **content and pacing** can also be adapted and/or explained to help students accelerate their learning.

1. Contextualized learning would help students acquire skills more quickly, and thereby advance on their career path more quickly.
2. A more coordinated curriculum model (see G7 below) would allow students to cluster courses as appropriate for their needs rather than simply following a linear sequence of classes. For example students would be supported to take ESL and ABE classes concurrently or ASE courses may be contextualized to align with CTE course requirements. As G7 shows the shortest timeline integrates English, basic skills and CTE curricula.
3. Collocation and dual enrollment can help students understand the different expectations of Community Colleges and Adult Schools (e.g., required attendance, teacher accessibility, homework)
4. Similarly, making students aware of different performance expectations between the systems (e.g., ESL emphasis on integrated language acquisition vs. skills-based learning -reading/writing) will support more successful transitions.
5. SBCAE members have identified a significant subgroup of students who are highly educated professionals in other countries but who nonetheless struggle with English skills and the different demands of US licensure and credentialing. These students may benefit from online courses and blended learning models that provide them with intensive language acquisition and the opportunity to test through other courses. Members of the consortia will also need to increase the ability to provide guidance for these students to identify appropriate pathways to build upon their inherent training, skills and experiences.
6. Intensive course offerings (e.g., single subject intensives such as during summer sessions, refresher and CTE prep courses, and new Career Development College Preparation programs) will be used to help students progress through diffi-

cult subject areas and/or to accommodate urgency related to employment requirements, etc.

Different **instructional models** will be used to meet students where they are at and to address barriers to progress. This is integral to the SBCAE’s “No Wrong Door” philosophy for adult education.

1. Innovative teaching strategies will be encouraged and supported across the systems. These include contextualized courses whereby basic skills (English, math, etc.) are taught with CTE content to help students understand the applicability of the basic skills to their career path. Development of these contextualized courses will be supported with professional development and faculty released time to work together to create innovative curricula. The process is likely to include training in evidence-based models (e.g., I-BEST).
2. Some professional development strategies (see Objective 6 for details) will support acceleration. For example, Reading Apprenticeship has been suggested as an evidence-based strategy to advance student reading, especially relevant to technical reading such as math, science, social studies, etc.



Student **support services and educational planning** are essential strategies for acceleration.

1. Education Plans will be developed for all students in Adult School and Community College AB86 courses of study. These Education Plans will define and help monitor academic and career pathways. They will also address transportation, child care, financial aid, orientation and peer groups (social and study). These plans will be updated regularly in collaboration with a counselor or other professional support provider. Education Plans will be online and accessible to the student across systems.
2. Acceleration strategies for students with special needs are integral to the processes of assessment, accommodations and support services. All four Work

- Groups identified better assessment and support, especially for learning disabled students, as a critical component of acceleration. Developing accommodations and special support services for this population would make the difference between students who struggle, fail courses and drop out and students who are able to move forward to meet their educational and career goals.
3. Immigrants, especially those without documentation, face additional barriers to success in the adult education system. It is important that they be apprised of their rights and provided with confidential assistance, especially as they transition from Adult Schools into Community Colleges and deal with financial aid and out-of-state tuition issues.
 4. Other supports include peer mentoring and tutoring, cohort support approaches and methods for positive reinforcement as students' progress.

Taken together, these acceleration strategies will be a key component of the SBCAE strategy to scale up services to meet the demand for adult education in the South Bay region – from both a qualitative and quantitative perspective. Also, as instruction, educational options, and support services are more personalized to an individual student's needs and goals, persistence and achievement will increase. Our key informants have clearly spelled out the necessity of moving adult learners more quickly to achieve their educational, career and financial goals. SBCAE is committed to move more students forward, more quickly and efficiently despite the barriers they may experience.

**Table 5.1 Summary:
Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals^{65 66}**

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
Improve Access to courses	<p>Adult Schools prioritize lower-skill level courses and Community Colleges prioritize and expand higher-level courses – thus increasing throughput. Market adult education to the South Bay community.</p>	<p>Faculty released time to plan course sequences and SLOs Increase sections of noncredit CDCP to increase student access.</p>	<p>Change in numbers of students served.</p>
	<p>Increase flexibility through online, hybrid courses Diversify time and location of courses to meet student needs Students have seamless access to needed courses across the Consortium – “No Wrong Door.” Courses are differentiated to address different learning styles, disabilities and career pathways.</p>	<p>Faculty released time to plan new/differentiated courses.</p>	<p>Decrease number of students dropping courses because of time of day Increased student satisfaction with access to courses across the Consortium.</p>
	<p>SBCAE regional system supports AS/CC collaboration to ensure articulation across systems by course sequences Regional system supports consistent course alignment across the region.</p>	<p>Regional system resources to support regional planning and course alignment.</p>	<p>Increase in the number of courses and sequences that are reciprocal across the member institutions. Increase in the number of students who are enrolled in more than one member institution.</p>
Course content, pacing and sequencing are adjusted to support acceleration	<p>ABE/ASE and ESL courses are contextualized to enhance student enthusiasm and understanding of the relevance of all classes to their lives and careers. Offer CTE courses to contextualize basic and secondary education.</p>	<p>Faculty release time to contextualize courses. Curriculum materials made available online to other faculty.</p>	<p>Number of sections and of students in explicitly contextualized courses.</p>
	<p>Coordinated curriculum model can shorten overall temporal gap from beginning to student goal.</p>	<p>Faculty released time to organize coordinated (compressed) curriculum models.</p>	<p>Decreased time from enrollment to achieving goals (e.g., certificate, diploma).</p>
	<p>Professionals with high level skills can access credit by exam, intensive ESL and other strategies to accelerate their career objectives.</p>	<p>Counselors sufficient to support unique student needs.</p>	

⁶⁵ For a more detailed breakdown of transitional strategies by Program Area see A10 of the appendix.

⁶⁶ See A18 of the appendix for cost projections for the above strategies in Table 5.1.

**Table 5.1 Summary:
Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals^{65 66}**

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
	<p>Collocation, dual enrollment and orientation to college courses help students to understand and be prepared for college expectations.</p> <p>Summer intensives, boot camps and other high intensity, compressed courses help accelerate student skills.</p>	<p>Faculty design time and administrative flexibility to try new strategies.</p>	
Different instructional models	<p>Encourage faculty innovation and use of evidence based models of instruction (e.g., I-BEST, Reading Apprenticeship).</p> <p>Professional development – including training, coaching, professional learning communities and other effective strategies to support innovation.</p> <p>All member institutions work to prepare students for workforce readiness (professional etiquette and 21st Century skills).</p> <p>Regionally partner with local industries/employers to expose students to job shadowing, mentoring, on-the-job training, internships and other resources.</p>	<p>Administrative encouragement Financial resources to pursue Trainer of Trainers development and coaching.</p> <p>Faculty released time to adjust course work to include these skills.</p> <p>Regional system human resources to orchestrate these student opportunities.</p>	<p>Innovative practices are increasingly used and outcomes are evaluated.</p> <p>Internal SBCAE capacity is developed (number of trainers and coaches in the regional system and among the collaborating members).</p> <p>Faculty self-reports in reference to including soft skills into their curricula.</p> <p>Numbers of students involved in work-based learning or programs enriched with industry engagement.</p>
Support services and educational planning	<p>Standardize assessment testing across SBCAE.</p>	<p>Community Colleges: Preferably adopted from the State Assessment Pilot. Adult Schools: Preferably adopted from Smarter Balanced Assessment (CDE) Staff development for counselors, faculty and staff to make explicit use of assessments.</p>	<p>Common assessment in use across the Consortium.</p>

Table 5.1 Summary:
Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals^{65 66}

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
	Develop regionally articulated common Education Plans for all students.	Preferably use State Education Plan Pilot across the Consortium.	Common education plan in use across the district with high adoption rate.
	Provide special assessments, educational planning and support services for AWD, especially those with learning disabilities.	SBCAE regional system will provide assessment specialists and professional development to train and support faculty, counselors and staff Consortium members provide differentiated instruction and other supports/ accommodations as needed.	Increased assessment rate for AWD. Persistence and success rates measured over time.
	Support for immigrants, incarcerated and formerly incarcerated and high school drop outs via counseling and case management to address academic and non-academic challenges they may be experiencing.	Partnerships with community agencies. Counselors, case managers and other Consortium support services.	Increase persistence and success for special populations. Consumer feedback regarding the quality and benefits of the support services provided.

Objective 6: Professional Development

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Current Professional Development

SBCAE is firmly committed to the principle and fact that what happens in the classroom between faculty, staff and students is the most critical factor in student achievement. Therefore, the primary purpose of professional development (PD) is to improve teaching and learning, with the expectation that PD will positively affect student outcomes. Current professional development within the South Bay region are fragmented at the institutional level and does not span across institutions in a collaborative effort. The current strategies in place, however disparate, successfully teach best practices, connect faculty with industries, and bring technology into the classrooms. During the meetings of the work groups, members were excited to share current successful professional development practices and brainstorm ideas of how to further develop and enhance these strategies across the region. These current practices include:

Table 6.1 Current Professional Development⁶⁷

Topic	Professional Development (PD) Strategy	Program Area(s) Addressed
Skill building	"Professional Development Days" (paid involvement with release time)	ABE/ASE, AWD, CTE, ESL
College readiness	Financial aid basic training	ABE/ASE, AWD, CTE, ESL
Instructional strategies	Curriculum design and best practices webinars (IBEST, CALPRO, ESLstation.net)	ABE/ASE, AWD, CTE, ESL
Instructional strategies	Reading Apprenticeship Training	ABE/ASE, CTE
Technology use and integration	Industry and technology webinars and conference participation (Microsoft, Cisco)	CTE
Instructional Strategies	U.S. and CA Department of Education webinars	CTE
Team building; Instructional strategies	Peer-to-peer collaboration/knowledge sharing and classroom observations	ABE/ASE, AWD, CTE, ESL
College readiness; Accelerated teaching	Course articulation coaching at Mission College	ABE/ASE, AWD, CTE, ESL

⁶⁷ See A18 of the appendix for cost projections for the above strategies in Table 6.1

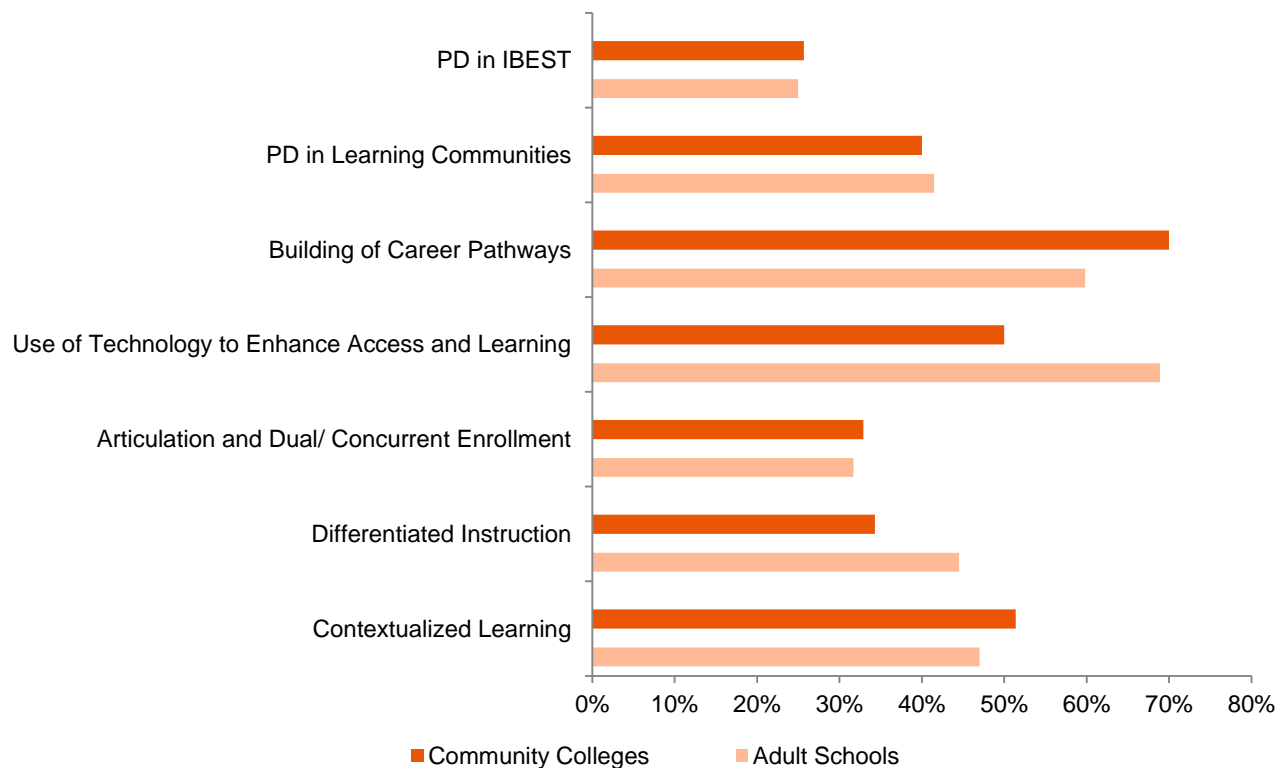
The work group members were eager to employ these tried strategies in targeted, collaborative efforts across the SBCAE region (see Table 6.2). Moreover, they reiterated that the time spent working together in the past months has been invaluable and anticipated for years. The potential for faculty members to work together and share knowledge with each other seemed to be the most exciting prospect presented by this opportunity.

Collaborative Professional Development Plan

While all SBCAE members provide PD for their faculty and staff (see Table 6.1 above), current PD is severely limited due to budget shortfalls (especially at Adult Schools) and is not collaborative at the current time.

During the SB86 planning process, SBCAE conducted surveys, focus groups and convened Work Groups of faculty from both the Adult Schools and Community Colleges in the consortium.

G8. What kinds of Professional Development would be most valuable for improving or expanding services to adult learners?



One of the areas of inquiry was to identify faculty priorities for new or augmented PD. Seventy Community College and 174 Adult School faculty responded to the question in G8 below. Based on their current knowledge of faculty skills and needs, they highly prioritized “Building of Career Pathways” and “Use of Technology to Enhance Access and Learning.” More than half of the Community College respondents also identified “Contextualized Learning” Approximately 40% in both systems selected “PD in [Professional] Learning Communities”. More than 40% of the Adult School respondents identified “Differentiated Instruction” as a priority.

Another critical area that emerged from the Work Groups was that PD is generally limited to full time faculty – leaving out adjunct/part time faculty and all staff. PD is also less available to full time Adult School faculty than for Community College faculty, largely due to funding issues at the Adult Schools. Many focus group and Work Group participants indicated that in order to meet the needs of AB86 target populations, it is essential that adjunct/part time faculty and classified staff are also engaged in PD since they play a major role in the AB86 Program Areas and will be essential to implementation of SBCAE support service functions. Adult School staff also indicated that they are often not invited to PD provided to other (K-12) faculty and staff at their LEAs. Therefore, SBCAE is committed to offer more PD and to broaden the scope of participation.

In order to implement the strategies outlined in Objectives 3, 4, and 5 above, the SBCAE Consortium has concluded that it must provide faculty and staff at member institutions with targeted, effective and collaborative PD in order to support program development, curriculum design and alignment, quality instruction and students' academic success. SBCAE also recognizes the critical need for PD in improving student support services and the accessibility of pathways and courses to adult learners.

SBCAE has also concluded that program effectiveness requires us to collaborate with peers, across institutions, and with industry and community partner organizations. Therefore, administrators, staff and faculty across the systems will need PD, utilizing a professional learning community approach, to understand each other's systems and how they interact to form the ecology of adult education in the South Bay. This ecological approach reflects the consortium's understanding that all of the entities that have been convened for the SBCAE planning process (from immigration to the biotechnology industry) are part of an overall system in which adult education is a vital catalyst – hence the need for PD that results in a better understanding of how our work together affects the common good in our community.

Because of the SBCAE commitment to inclusive participation of all faculty and staff, the SBCAE Steering Committee will continue its collaborative work with faculty Work Groups and ad hoc planning groups to identify emerging needs for PD over time. How-

ever, in order to meet the current demand for high quality adult education in the South Bay, SBCAE has identified the following PD focus areas for our initial focus:

- **Curriculum and instruction:**
 - Supporting excellent instruction and student academic and career outcomes via course and program alignment/articulation across systems and the consortium
 - Supporting effective classroom cultures across the consortium
 - Establishing common student assessments that inform placement and instruction over time
 - Establishing consistent content and performance expectations across the consortium
 - Developing and maintaining consistent use of education plans across the systems to support student goal setting and achievement
 - Using technology to support access, differentiated instruction and acceleration
 - Adopting curricular/pedagogical best practices and innovation – such as I-BEST, Reading Apprenticeship, etc.

- **Career Technical Education:**
 - Enhancing cross system faculty knowledge of existing career pathways, programs, and certificates
 - Building faculty capacity to contextualize instruction in ESL and ABE/ASE courses
 - Engaging industry regionally to incorporate employer-guided curriculum content
 - Externships for faculty at local industries

- **Ongoing collaborative PD:**
 - Regional structure to support regional PD
 - Designated PD coordinator for SBCAE regional structure
 - PD on effective use and maintenance of regional data center/clearinghouse/website
 - Development of professional learning communities grouped by instruction areas to provide peer-to-peer PD

- **Student support services:**
 - Enhancing SBCAE staff and partners' ability to identify and access supportive resources and techniques to help students meet their basic needs

- Training all SBCAE staff and partners in supporting students with disabilities/special needs inside and outside of the classroom
- Training all relevant staff and partners to effectively support students in their transition from Adult School to Community College

Graph 8 above identifies specific instructional areas in which PD is needed to support quality classroom instruction which is critical to student success. In this faculty survey, participants were asked, "What kinds of PD in your program area would be most valuable for improving or expanding services to adult learners/students? (Mark all that apply)." These are merely a few examples of possible instructional PD that were identified early in the planning process. SBCAE anticipates that this list will be expanded and further prioritized over time with significant input from faculty, staff and partners.

When asked, "What is the most important thing that can be done to improve or expand adult education services in your community?" many respondents highlighted the need for paid PD and for collaboration amongst and across institutions in the South Bay region. One participant captured the sentiment that was voiced during one of the Work Group retreats that focused on PD as follows:

"The most important thing that can be done to improve adult education services in our community is to provide instructors and administrators with adequate planning time, meeting time, and funding to collaborate within and between institutions. Funding for services, materials, and PD is essential. As Adult Education providers meet and collaborate, they can share best practices, strategies, barriers encountered, etc. and begin a long term plan for improving instruction within individual schools/institutions as well as between Adult Schools in the community and between the Adult School and Community College Institutions."

This PD will be the foundation for the implantation of the student success strategies identified in objectives 3, 4, and 5, and a crucial component of this work is continued collaboration throughout the South Bay region. Bigger picture takeaways from faculty focus groups and Work Groups included:

- PD should be compensated at all SBCAE member institutions and regionally
- PD should be scheduled to minimize interruptions to instruction
- PD should make effective use of professional learning community approaches
- PD should deemphasize one-time trainings and conferences and emphasize supporting faculty, staff and partners over time with coaching and other follow up strategies (in person, by phone, online, etc.
- PD should involve more than just best practices; it should provide opportunities for innovation, building and testing new models, and adapting evidence-based strategies to the unique circumstances of the South Bay.

Table 6.2 Collaborative Professional Development⁶⁸

Topic	Collaborative Professional Development (PD) Plan	Program Area(s) Addressed
Student Support Services	<ul style="list-style-type: none"> • PD for counselors, faculty, and staff on how to help meet student's basic needs <ul style="list-style-type: none"> ○ How/where to refer students for basic needs support services (childcare, transportation, social worker, financial aid/literacy, housing, etc.) in such a way that they actually receive services in a timely manner ○ How to make students' aware of services and how they can ask for help/referrals and seek out services • PD for counselors, faculty, and staff on how to support students with learning/physical disabilities <ul style="list-style-type: none"> ○ How to recognize learning/physical disabilities ○ When/where to refer students for disability assessment and support services, ○ Opportunities for internships, CTE programs/certificates, jobs ○ How to provide accommodations in classrooms using adaptive equipment in classrooms ○ Utilizing existing resources <ul style="list-style-type: none"> ▪ K12 districts have special education experts to provide PD • PD for counselors, faculty, and staff on how to support special population students (veterans, homeless, undocumented, etc.) <ul style="list-style-type: none"> ○ Where to refer students for support services, internships, CTE programs/certificates, jobs ○ How to accommodate special needs in classroom ○ Cultural competency PD • PD for transition-specific counselors <ul style="list-style-type: none"> ○ Superior knowledge of course articulation/alignment, education plans, CTE pathways/certificates across institutions 	ABE/ASE, AWD, ESL, CTE
Ongoing Collaboration amongst Faculty,	<ul style="list-style-type: none"> • Designate PD coordinator for SBCAE regional structure and PD contacts at each institution • Develop brick and mortar or virtual regional structure that manages and supports regional 	ABE/ASE, AWD, ESL, CTE

⁶⁸ See A18 of the appendix for cost projections for the above strategies in Table 6.2

Table 6.2 Collaborative Professional Development⁶⁸

Topic	Collaborative Professional Development (PD) Plan	Program Area(s) Addressed
Staff and Across Institutions	<p>PD strategies</p> <ul style="list-style-type: none"> • Maintain ongoing PD collaboration across institutions in SBCAE (AB86) • Initiate ongoing peer-to-peer collaboration to share information, refine training skills, align classroom cultures <ul style="list-style-type: none"> ○ Cohorts engage in "professional learning communities" organized by program areas or crosscutting themes • Expand use of technology to share resources and skills within and across member institutions • PD for counselors and faculty on regional asset map, website/clearinghouse • PD for counselors and faculty on data tracking requirements (AB86, etc.) 	
Curriculum and Instruction	<ul style="list-style-type: none"> • PD for counselors and faculty on course/program alignment across institutions <ul style="list-style-type: none"> ○ Coaching at articulation days • Dialogue among faculty on aligning classroom culture during transition from Adult Schools to Community College <ul style="list-style-type: none"> ○ Collaborative PD across institutions ○ Peer-to-peer collaboration • PD for counselors and faculty on common or aligned assessment <ul style="list-style-type: none"> ○ Integrating assessment into instruction • PD for counselors and faculty on education plans <ul style="list-style-type: none"> ○ Helping students maintain, update, follow pathways • PD for faculty on curriculum/pedagogical design, for example: <ul style="list-style-type: none"> ○ Alignment with Common Core ○ Evidence-Based Reading Initiative, CALPRO, California Council for Adult Education ○ Reading Apprenticeship • PD for faculty on the use of technology in curriculum/pedagogical design – e.g., online, hybrid, flipped classrooms • PD for faculty on incorporating 21st Century skills into all classes and institutional culture (e.g., <i>Habits of Mind</i>, SCANS skills) 	<p>ABE/ASE, AWD, ESL, CTE</p>

Table 6.2 Collaborative Professional Development⁶⁸

Topic	Collaborative Professional Development (PD) Plan	Program Area(s) Addressed
Career Technical Education	<ul style="list-style-type: none"> • PD for faculty on incorporating employer input to CTE curriculum • PD for faculty on designing and implementing contextualized instruction in ESL and ABE/ASE especially • Utilizing existing and free resources - PD on what exists, best practices, peer-to-peer collaboration <ul style="list-style-type: none"> ○ Industry conferences/webinars ○ Career pathway PD webinars from California Dept. of Education, U.S. Dept. of Education 	ABE/ASE, AWD, ESL, CTE
PD Scheduling and Follow-Up	<ul style="list-style-type: none"> • Provide funding for PD • Schedule PD days/workshops thoughtfully with reference to teacher schedules, coaching and other follow up efforts • Encourage part-time faculty to participate in PD • Follow-up on PD to increase efficacy and measure outcomes <ul style="list-style-type: none"> ○ Evaluations, surveys, ○ Small group skill refinement; coaching; and ongoing online PD 	ABE/ASE, AWD, ESL, CTE

Objective 7: Leverage Existing Regional Structures

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Partnerships in the South Bay

The South Bay has a long history of partnerships between county government, local cities, philanthropy, PreK-16 education, industry and a robust nonprofit sector. In that overall context, SBCAE member institutions have formed a variety of individual and small group partnerships to support adult learners – often dependent on the specific demographics and contexts in their target population.

During the AB86 planning process, the SBCAE reached out to more than 45⁶⁹ organizational leaders who participated in a focus group and a retreat. The focus group included 18 organizations and addressed: 1) Current services/assets and effective collaborations available to the AB86 target population; 2) the role their organizations play in the service sector; and 3) Gaps in services and collaboration. The retreat included 38 partners who were divided among the four Work Groups based on organizational mission and program. The partners oriented the Work Groups to their organizations and then delved more deeply into the challenges facing adult learners' vis-à-vis the specific Program Area.

In addition to focus group and retreat participants, SBCAE also reached out to key informants who had been identified as experts in workforce development, social services, immigration, adults with disabilities and corrections. These individuals or teams provided 60-90 minutes of thoughtful answers to structured interview questions. (See A2 and A3 of the appendix for a complete listing of the focus group, retreat participants; also available are notes from the focus groups, retreat and key informant interviews.)

Partnership Themes

Throughout this partner engagement process there were some consistent themes as follows:

1. Adult education is an essential catalyst for a comprehensive system to support immigrant integration, citizenship, economic prosperity, health and wellbeing in the South Bay; many partners cannot achieve their organizational goals without an effective adult education partnership
2. Accessibility of educational services requires more than “availability” of courses:
 - a. Many individuals experience significant barriers (e.g., immigration status, incarceration, poverty, homelessness, disabilities and distrust of government institutions)

⁶⁹ The total number reflects an unduplicated count of the focus group and retreat participating agencies.

- b. Overcoming these barriers requires outreach, marketing, customer service, support services and cultural humility/competency
 - c. On-going counseling, case management and wraparound services will be necessary to help some students overcome substantial barriers to success
 - d. Location of programs is also a major factor. Many adult students face transportation barriers and need a comfortable, safe environment to learn.
 - e. Technology is underutilized in a region that is a world leader in technology innovation. Hybrid and online classes teach adults computer skills and increase class options.
 - f. Some individuals with very limited English and/or other academic skills can benefit from community programs that are designed specifically to bring their skills and confidence up to a level that they can participate successfully in the formal adult education system
3. Timing is crucial for many key partners because of very specific policy and/or funding requirements: in order to benefit adult learners the SBCAE members need to understand the timing parameters of CalWORKS/TANF, General Assistance, Immigration and Customs Enforcement (e.g., DACA), Workforce Investment and Opportunity Act (WIOA), etc.
 4. The need (and demand) for accessible adult education is overwhelming in the region, and correspondingly there should be no need for agencies to compete for students/clients
 5. While there are examples of effective partnerships, they were not sufficiently comprehensive and adult learners would benefit from their expansion
 6. Communication between providers is not sufficient. As a result many of the SBCAE target population do not obtain the services and support they are entitled to receive
 7. There are funding streams that could support adult education (e.g., Vocational Rehabilitation) that are vastly underutilized
 8. Wraparound services are needed to ensure that many adult learners (and their families) receive the supports that should be available to them
 9. Government and organizational policies and practices can be substantial barriers to adult education, and partners may be able to assist in ameliorating these challenges (e.g., immigration status and Community College enrollment; special education policies)
 10. Incarcerated and formerly incarcerated populations have special challenges to pursuing their educational and career goals; partnerships with the Santa Clara County Department of Corrections and Sheriff's Office are essential to reaching this population
 11. Local industry is committed to supporting and utilizing the adult education system, but the relationship between adult education and industry must become more streamlined; business partners cannot attend multiple Advisory Boards for the same pathways at different Adult Schools and Community Colleges; hence a regional Advisory system must be created

12. Similarly the workforce development sector will continue to contract with the adult education system via WIOA; however, the WIBs would prefer to have a single contract with the SBCAE Consortium rather than several individual contracts
13. The current apprenticeship training system is focused on traditional trades and generally not connected to the adult education system:
 - a. Making current apprenticeship trainers adjunct faculty at the Community Colleges would allow and encourage apprentices to complete college credit courses which would help them in the future as they seek to enter supervisory positions
 - b. Creating a nontraditional apprenticeship program for high technology sectors would meet an industry need for qualified employees and would help adult learners access family sustaining wage employment

For these and other reasons, SBCAE is emphasizing expanding and enhancing partnerships as a key strategy in this plan.

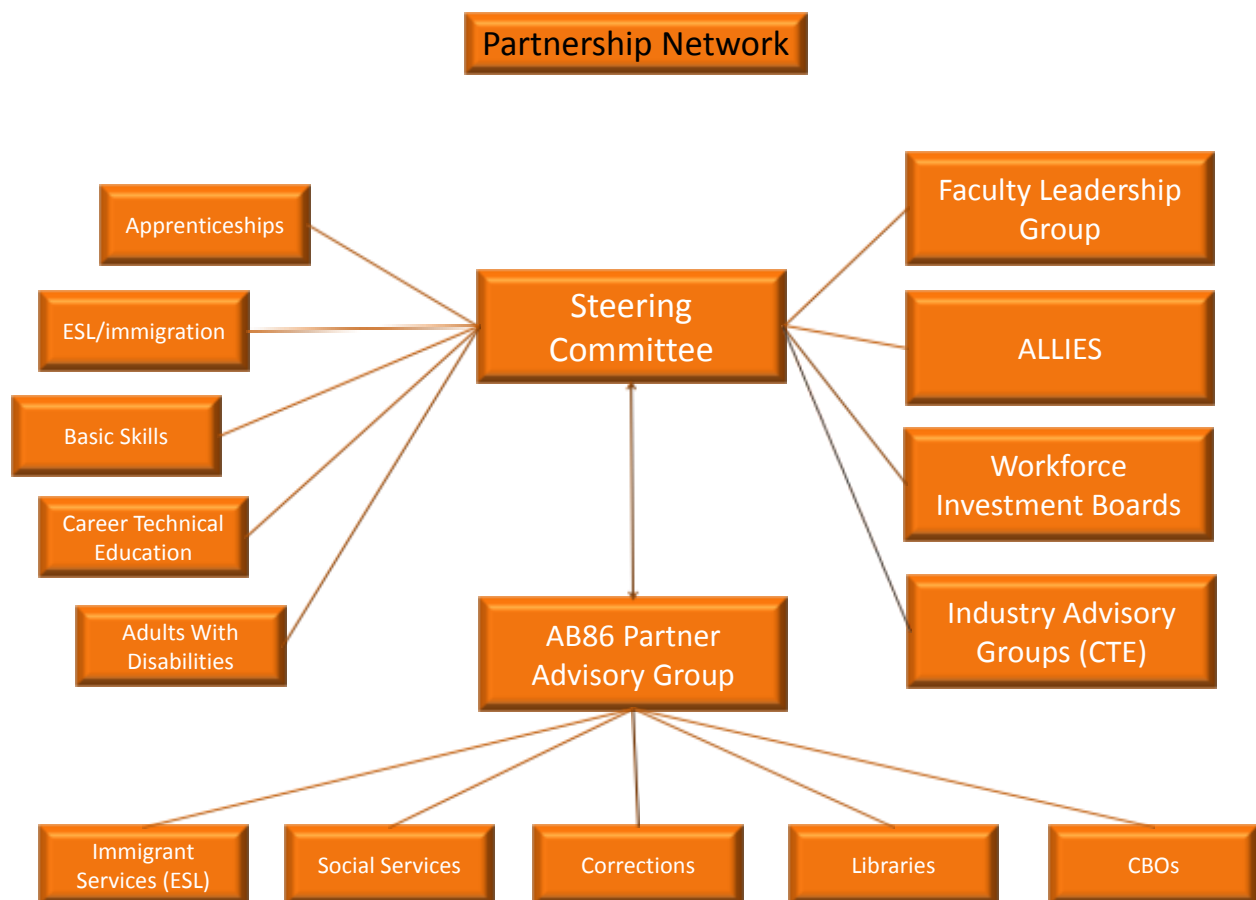
Partnership Plan

In order to address the themes that emerged from our planning process to date, SBCAE is committed to maintaining a strong, coordinated, inclusive regional partnership effort. By involving the SBCAE consortium's nine member institutions, partnerships will be able to continue beyond any changes of personnel in either a school or outside agency. This effort will continue to build on the SBCAE "No Wrong Door" philosophy that weaves programs and initiatives together to ensure that all adult learners have access to appropriate resources regardless of geography, economic means, educational background, immigration status or career objective. To build such a seamless system will require a continual cycle of planning, innovation, accountability for results and willingness to change systems and services to better meet local needs and challenges. Successful program models and pilots will be scaled up to serve the many adult learners who are not currently able to access the adult education system.

SBCAE proposes to structure itself as a matrix organization that provides a non-hierarchical network of relationships that facilitate and use the "No Wrong Door" philosophy of the organization. The SBCAE Steering Committee will form the organizational "hub" that is responsible for holding the Partnership Network together by:

1. Continuing to convening the AB86 Work Groups that are organized by Program Area
 - a. Ensuring that the Work Groups are in communication to proceed with coherent planning and implementation of partnerships across the adult education system
2. Convening the Partner Advisory Group and ensuring that it mounts effective efforts to identify and address meaningful cross-system issues to advance the adult education system and the efficacy of its services to South Bay adult learners

3. Working with other collaborative entities such as the WIBs and Silicon Valley ALLIES to better address specific populations of adult learners in the region
4. Developing regional Industry Advisory Groups for Adult Education that maximize the effectiveness of these groups across the region, avoiding duplication of effort and building more robust partnerships with industry
5. SBCAE also has a commitment to hearing from and empowering current students who are the reason for all of this work. The students will be asked in a variety of ways (e.g., surveys, focus groups, key informant interviews, etc.) to help shape the Vision, Mission and practices of the adult education system going forward. They will also be asked to identify gaps and barriers they face – both those that emerge in their lives and those that are unintended effects of the policies of SBCAE members themselves.



The graphic above is an oversimplification of the system which will also include trade unions in the Apprenticeship effort, four-year universities, and other intermediaries and regional initiatives (e.g., SB 1070 collaboratives, CCPT collaboratives, etc.). The Partner Advisory Group will include many organizations that will comprise the wraparound services teams to support the success of South Bay adult learners. Other ad hoc committees will drive dynamic redesigns that respond to emerging issues and opportunities.

Some overarching systemic issues that will be addressed by the Partnership Network are as follows:

The formal Adult Education System (e.g., Adult Schools and Community Colleges) will align systems and create articulation agreements that make the system more transparent and that support student success. For example: 1) Align student assessment and placement across the system; 2) Align course descriptions and expectations across the system; 3) Create a universal website that provides students, counselors and faculty with access to information about and registration to all courses and support services available across the system; and 4) Establish clearer career pathways, contextualized classes and education plans. These are largely system changes that must be accomplished by enhanced partnership within the adult education system itself.

Cross Sector design work will be required to meet pressing demands in the region. For example: 1) The tsunami of demand that is anticipated in the ESL/Immigrant Integration Program Area requires a regional strategy in partnership with Social Services, Libraries, ALLIES⁷⁰ and other community partners; 2) Career Technical Education is increasingly in demand, but the current disjointed Advisory system must be reformed and integrated to be credible to industry; 3) Data predicts that Adults with Disabilities are present in the adult education system in large numbers, but assessment and appropriate services are woefully inadequate, and partnerships with the San Andreas Regional Center, Santa Clara County Office of Education and many CBOs dedicated to serving the disabled are rudimentary; 4) Data shows that adult learners are confronted by many barriers to success, and access to wraparound services will be needed to assist these students and would be students to be successful. These and other system issues will require high level collaboration between systems, professional development for direct service staff and innovative strategies such as collocation, data sharing and multi-disciplinary teams to be successful.

The formal adult education system will participate in existing collaborative efforts that are relevant to the adult learner populations in the County. For example: 1) Silicon Valley ALLIES is a two-county effort to ensure that English learner adults have access to career pathways; 2) The Santa Clara County Community Corrections Partnership has been formed to guide Criminal Justice Realignment (AB109) implementation in the county; 3) The Santa Clara & San Benito Counties Building & Construction Trades Council provides many of the apprenticeship programs currently available in the county,

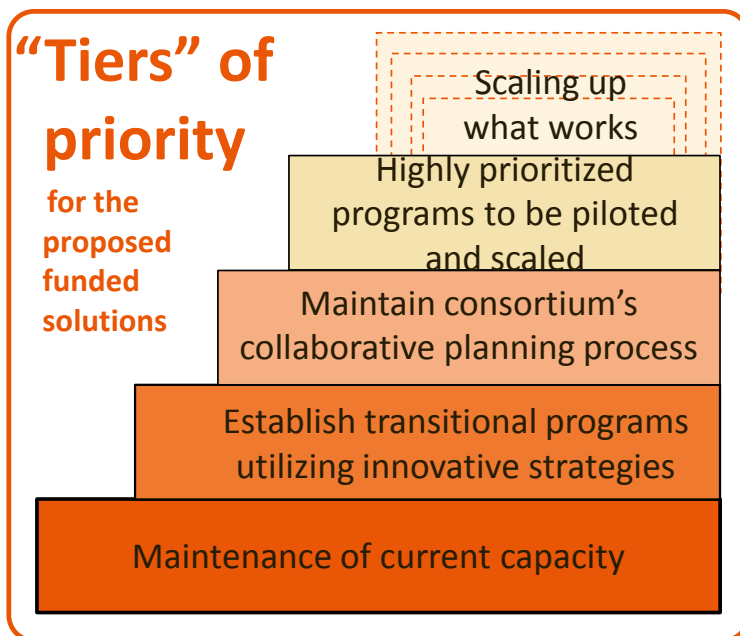
⁷⁰ The Alliance for Language Learners Integration, Education and Success (ALLIES) is a collaboration of Adult Schools and Community Colleges to meet the needs of adult English learners in San Mateo and Santa Clara Counties. ALLIES works to help students achieve economic self-sufficiency by equipping them with language and other needed skills and providing crucial workforce development support.

and it will be necessary to work effectively with the SCBTC in order to engage the traditional apprenticeship programs with the formal adult education system. It will be essential for SBCAE to develop a coherent strategy for representation of the diverse membership of the Consortium at the many collaborative “tables” in the region. Similarly, communication to and from these collaborations will require some additional planning and role definition as organizational leaders find themselves representing both their own institution and the SBCAE consortium as a whole.

SBCAE has, over the past two years, built a highly collaborative process for planning and decision making which has included: leaders of the member institutions; faculty from across the member institutions; faculty leaders (e.g., bargaining unit and Academic Senate representatives) and adult learners. This process has been based on a consensus model and has built trust among these groups. Public and private organizations have provided input at several stages in the process, and that input has been communicated with the Steering Committee and faculty Work Groups in a transparent manner. SBCAE intends to build on this foundation to ensure that this spirit of collaboration and trust is engendered even more broadly as AB86 moves into the 2015-16 transition year and beyond.

Conclusion

SBCAE has spent the past two years examining the current delivery and context of adult education in the South Bay responsive to the parameters established by AB86. On the basis of archival data and information provided by faculty, staff, key informants and partners, the SBCAE Steering Committee has established the following priorities for future investment in order to better meet the demand for adult education and to improve the quality and adequacy of the services provided.



SBCAE believes that the plan has to be designed for the long term and that the first order of business is to *maintain* the region's current capacity to serve adult learners. Hence the first tier priority is maintenance of current capacity in all the consortium's institutions, with particular awareness of the adult schools' reliance on this new funding. The Steering Committee will continue to discuss and apply this principle consistent with what direction the state may provide.

The second tier is to create seamless transitions and curriculum options that support adult learners to transition from Adult Schools to Community College and from the adult education system to employment or career advancement. The strategies that support seamless transitions include contextualized Basic Skills instruction in both systems, expanded use of noncredit courses at the Community Colleges, mapping curriculum and identifying pathways, counseling, individualized education plans, and other supports such as tutoring and mentoring.

The third tier is further developing the regional system infrastructure. This means supporting the continued work of the Steering Committee, the faculty Work Groups, the Leadership Group, the Partners Group and other collaborative efforts. Goals of this priority are to align curriculum, establish articulation agreements between Adult Schools and Community Colleges, leverage resources from partners to provide wraparound services for adult learners, and to provide coordinated professional development across the region.

The fourth tier is development and testing of pilot programs to better meet the academic and career goals of adult learners. During the planning process many innovative strategies were discussed such as hybrid classrooms, I-BEST, Reading Apprenticeship and so forth. These strategies are designed to improve quality and adequacy of services so that the needs of adult learners in the South Bay are met.

Finally, tier five calls for the adult education system to scale up what works. This requires SBCAE to thoughtfully measure our results, improve programs, create new programs and expand quality services as feasible. We have established aggressive goals to serve many more adult learners in the region, and the SBCAE is committed to meeting those quantitative goals with the highest quality programs possible.

Enrollment Supply vs. Demand

As has been reported above, there has been a substantial decline in funding and enrollment, especially in the Adult Schools, since 2008-09. At the same time, unemployment and underemployment have increased, especially for the least educated part of the population. Our region is noted for jobs that remain unfilled because of the lack of trained workers. This supports SBCAE’s urgency to scale up educational services in the South Bay.

SBCAE will use FY 13-14 as the baseline against which to measure change since it is the most recent year for which we have complete data. The following table, Current Supply vs. Demand, summarizes the planning work on Objective 2. Targeted demand is the percentage of total demand that SBCAE proposes to achieve in the next three years. Current supply is the number of unduplicated enrollments reported by all consortium members in all program areas. Based on this we were able to calculate supply as a percentage of total demand and targeted demand.

Table S: Current Supply vs. Demand⁷¹	ABE/ASE	ESL	AWD	CTE/ Apprenticeship	Total
Total Demand	223,619	357,924	112,500	353,650	1,047,693
Targeted Demand	44,724	71,585	11,250	35,365	162,924
Current Supply	22,305	18,320	446	3,503	44,574
Supply as Percent of Total Demand	10.0%	5.1%	0.4%	1.0%	4.3%
Supply as Percent of Targeted Demand	49.9%	25.6%	4.0%	9.9%	27.4%

⁷¹ It is important to note that the Total Demand estimates were made based on demographic and incidence data from reliable sources such as the U.S. Census and the Centers for Disease Control. Therefore, SBCAE established its Program Area targets individually. However, it is likely that students may utilize services from more than one Program Area in any given year. Therefore, the 1,047,693 is a duplicated count and in excess of the total demand for the region.

Based on these data we are currently meeting only 4.3% of the total demand for adult education in the South Bay.

The SBCAE plan (see Table T below) calls for increasing the supply of adult education over the next three years. In the table below, we assume that total demand remains flat over the planning period, which is a very conservative assumption. SBCAE calls for increasing the supply of services from 4.3% of demand to 10.8% of demand by 2017-18, which, while very aggressive, is only beginning to address the needs of the region.

Table T: Projected Supply vs. Demand⁷²	FY 08-09	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
Total Demand	1,047,693	1,047,693	1,047,693	1,047,693	1,047,693	1,047,693	1,047,693
Targeted Demand	162,924	162,924	162,924	162,924	162,924	162,924	162,924
Supply- Current and Projected	72,475	47,817	44,574	44,574	60,274	72,374	113,224
Supply as Percent of Total Demand	6.9%	4.6%	4.3%	4.3%	5.8%	6.9%	10.8%
Supply as Percent of Targeted Demand	44.5%	29.3%	27.4%	27.4%	37.0%	44.4%	69.5%

Maintenance of Capacity

Our first priority when it comes to funding is to ensure that the consortium institutions are able to maintain their 2013-14 capacity in 2015-2016, i.e. the ability to serve the same number of adult learners in the AB86 program areas through the same or similar programs and services that they currently offer. We need to prevent creating additional gaps in service because of the ending of Maintenance of Effort (MOE) funding levels in the K-12 system.

One step in estimating the level of funding required by SBCAE to maintain this capacity in what may be called a transition year, Table U documents the various Adult School funds that will no longer be available as of July 2015:

1. MOE apportionment funds that will go away in FY 15-16.
2. Fees that may no longer be collected in FY 15-16, anticipating the state's emerging policies as mandated by SB173.
3. Reserves that Adult Schools have been spending to maintain service levels and that will be fully exhausted in FY 14-15.

⁷² Under Objective 4, every program area has a target to be met expressed as a percentage of total demand for the region, i.e. ABE-ASE 20% of total demand, ESL 10% first year, 20% second year, 30% third year, AWD 10% and CTE/Apprenticeships 10%. However, in order to show continuous increases against targeted demand, this analysis keeps the target for ESL constant at 20% of total demand across the planning period.

4. Any known sources of funds (such as designated donations received for AWD programs) which will no longer be available in FY 15-16.

As part of the exercise in estimating costs to maintain capacity, the SBCAE Steering Committee has agreed to an across-the-board factor of 5% to account for salary and benefit adjustments. In FY 15-16, SBCAE will need \$14,780,363 just to maintain the current capacity.

Table U. Maintenance of Capacity Costs— Adult Schools⁷³	SCAE	CACE	ESAE	MAE (Ayer)	SVAE	Total
Discontinued Funds	-	-	-	-	-	-
Apportionment FY 13-14	\$967,565	\$2,606,163	\$5,804,384	\$535,864	\$1,733,570	\$11,647,546
Fees	\$462,494	\$137,651	\$120,000	\$50,000	\$128,703	\$898,848
Depleted Reserves	\$357,109	-	-	-	\$1,054,567	\$1,411,676
AWD Donations	\$38,397	-	-	-	-	\$38,397
AWD Staffing	\$80,069	-	-	-	-	\$80,069
Total	\$1,905,634	\$2,743,814	\$5,924,384	\$ 585,864	\$2,916,840	\$14,076,536
Inflation factor at 5%	\$2,000,916	\$2,881,005	\$6,220,603	\$615,157	\$3,062,682	\$14,780,363

Scale Up, Quality Improvement and Regional Infrastructure

More than maintaining capacity, SBCAE proposes to in each program area in the following three categories using tiers of priority:

1. To scale up the capacity (the enrollment) provided by the SBCAE Consortium consistent with our goals in Objective 4.
2. To implement strategies to create seamless transitions (Objective 3), increase student success (Objective 5) and provide professional development to support all of the other Objectives (Objective 6).
3. To maintain and develop a regional infrastructure that supports the work:
 - (a) Assigned roles and responsibilities consistent with our guiding principles
 - (b) comprehensive regional website for course selection; consistent assessments
 - (c) Personalized education plans commonly used by all member institutions
 - (d) Curriculum alignment and articulation

⁷³ Specific to AB86 Program Areas

- (e) Continued consensus-based decision making process at the Steering Committee level
- (f) Meaningful input from faculty, classified staff, partners, Academic Senate and Bargaining Units, and adult learners – building upon the capacity already developed

Table V below summarizes the plan’s estimated costs for each Program Area, and for all AB86 programs consortium-wide. For a detailed breakdown by Program Area and strategy see A18 of the Appendix.

Table V. Scale-Up Capacity Costs⁷⁴

Program Area	FY15-16	FY16-17	FY17-18
ABE/ASE	\$8,101,329	\$14,632,240	\$33,409,986
ESL	\$11,199,900	\$20,301,739	\$42,627,999
AWD	\$1,682,928	\$3,413,319	\$4,346,321
CTE/Apprenticeships	\$6,700,302	\$12,761,078	\$19,751,346
Total SBCAE Program Area Costs	\$27,684,459	\$51,108,376	\$100,135,652

Regional Infrastructure

At this time, the costs involved in maintaining and leveraging regional infrastructure are embedded in the Program Area strategies and budgets.

Key Commitments Arising from the Planning Effort

From multiple sources of information (e.g. the Work Groups, partners, surveys, focus groups, key informants...) the Steering Committee has identified the following Key Commitments:

- The nine SBCAE member institutions are unified by our guiding principles of collective impact and success. Not only have we committed to working together to coordinate and align a delivery system to bring unprecedented benefits to adult learners, but we have also dedicated ourselves to supporting the well-being and success of every member of the SBCAE consortium.
- We commit ourselves to preserving and growing the current capacity of all consortium members to maintain and increase their adult education course and service offerings in both systems.

Although the estimated costs for the implementation of the SBCAE plan presume a higher level of funding, the Consortium is prepared to demonstrate outcomes and innovations to warrant the investment. Still, in all AB 86 program areas, there is far greater demand for programming than our current capacity to deliver. We intend to develop and agree upon a set of shared criteria to use in prioritizing our efforts, for example:

⁷⁴ Ibid

- Reducing the gap between need and capacity in AB86 program areas
- Striking an effective balance between regional and local investments in organizational capacity to increase the number of adult learners served, professional development to improve the quality of services and instruction, and development of key partnerships with community agencies, government and industry
- Seeking opportunities to innovate; filling programmatic gaps as well as supply gaps
- Building on and optimizing the skills and capabilities of the member organizations

The SBCAE consortium is committed to establishing a system of regional resources to be shared by all member institutions, as exemplified by the following:

- Common assessments – preferably adopting statewide systems
- Shared resources and expertise to serve adult learners with disabilities
- Regional real-time “catalogue” of courses and services
- Information systems to share student data and track student progress
- Single interface with industry advisory groups for CTE/apprenticeships
- Single contract with WIBs and other entities for all SBCAE member institutions
- Transition specialists/counselors across all program areas
- Articulation planning and agreements across all program areas
- And others including expanded use of technology and development of digital literacy outcomes for all learners

SBCAE is committed to enhancing and developing seamless transitions from Adult Schools to college and career. We must, therefore, create an effective matrix of transitional programs that will prepare and support our adult learners and result in a dramatic improvement in their success in making these transitions. Transitional programs may take many forms, including but not limited to:

- Improved course articulation and alignment between Adult School and Community College classes;
- Better utilizing the range of course offerings at Adult Schools and the Community Colleges to accelerate student transitions and to minimize negative economic impact on students, especially those who need basic skills development prior to pursuing transfer, diploma and/or CTE certificate level course work. Examples include:
 - Noncredit courses being offered by Community Colleges
 - Co-located courses
 - Dual-enrollment courses
 - Contextualized basic skills courses (e.g., I-BEST, Math for CTE, Reading/Writing Readiness for college-level courses etc.)
 - Assessment, academic and career counseling, and wrap-around services

Last, the SBCAE Consortium will need new outreach, marketing and other communication strategies to enhance community awareness and value perception for our coordinated/aligned and enhanced delivery system.

The SBCAE's data-driven planning approach (based on research, evaluation and accountability for results) will continue to engage multiple stakeholder groups (e.g., faculty, staff, partners, students, subject matter experts, etc.). The Work Group planning, and the collaborative decision making by the Steering Committee and faculty/classified Leadership Group, will continue to produce creative ideas/strategies and energize the participants from both systems in the process. At the same time, it has become clear that much more planning and collaborating will be required in the next several years. Continued resources will be needed to maintain this forward momentum. The process to date has confirmed the collective will to continue collaborative work in order to better serve adult learners in the South Bay. SBCAE waits with anticipation for the state's support for our mission and vision.

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A1 SBCAE Steering Committee Members

Table A1. SBCAE Steering Committee

Organization	Name	Title
Campbell Adult and Community Education	Bob Harper, Ed.D. (Co-chair)	Director, Campbell Adult and Community Education
	Donna Hope	Principal on Assignment - Career Pathways, CTE, and English Learners
East Side Union High School District	Richard Uribe	Director, East Side Adult Education
	Jeanne Mestaz	Administrator, East Side Adult Educ.
Milpitas Unified School District	Cheryl Jordan	Assistant Superintendent, Human Resources
	Usha Narayanan	Principal, Milpitas Adult Education/Corrections
Santa Clara Unified School District	Kathy Martarano	Director/Principal, Educational Options
	Christine Berdiansky	Program Supervisor
	Rochelle Kelly	Director/Principal, Educational Options
Silicon Valley Adult Education Program	Suzi Glass	Principal
	Gloria Curd	Coordinator of Adult Programs
San Jose/Evergreen Community College District	Carol Coen	Vice Chancellor Workforce, Economic, Resource Development
	Kishan Vujjeni (Co-chair)	Dean of College Transitions & Extension Program
	Lynette Gray	Project Supervisor
West Valley Mission Community College District	Rob Gamble	Director of Workforce and Economic Development
	Daniel Peck	President
	Mae Conroy	Director Off Campus and Special Programs

A2 SBCAE Work Group Members

Table A2. Work Group Members

Organization	Elem/Secondary Basic Skills	ESL/Citizen/Workforce Prep Basic Skills	Programs for Adults w/ Disabilities	CTE/Apprentice Programs
Silicon Valley Adult Education	Sam Ajam	Kitty Stenson	Peter MacDonald	Norma Martinez
	Kathy Jasper	Valerie Kiadeh		Nazila Safari
Campbell Adult and Community Education	Deborah Muscari	Leslie Johnson-Tatsuta	Margarita Ortiz-Minett	Val Clifford
	Jennifer Smith	Karen Weldon	Tim Kortenkamp	Krystyna Lett
Milpitas Unified School District	Giuliana Brahim	Thanh Nguyen	James Kramer	Kobi Amo-Mensah
	Angelica Mendoza	Patti Gairaud		Hongyan Zheng
Santa Clara Adult Education	Mary Taylor	Jorge Silva	Becky Pestarino	Gail Yee
	Lorraine Glick	Bill Kyle	David Grant	Emmy Postlewait
East Side Adult Education	Emily Wilson	Minh Nguyen		Joyce Alvarado
	Glennis Cameron	Shawn Tran		Ronney Bates
San Jose City College	Michael Divinia			Phil Crawford
	Celia Cruz-Johnson	Ronald Levesque		Sydney Sukuta
Evergreen Valley College	Valerie Bolaris	Kenneth Jardin	Robin Salak	Elaine Kafle
	Robert Knight			Cecil Lawson
West Valley College	Michelle Francis	Ellen Goldman	Judith Colson	Robert Anthony
		Ann Marie Wasserbauer		David Esmaili
Mission College	Sarah Sullivan	Amelia Akers-Martin	Annabel Tomacder-Ruiz	Cathy Cox
		Marina Broeder		Susan Schenck

A3 SBCAE Community Partners

Table A3. Community Partners⁷⁵

Organization	Name	Title
AmEnglish.com	David Hans	Director
Asian Americans for Community Involvement (AACI)	Arman Husic	
Asian Americans for Community Involvement (AACI)	Dara Tran	Social Worker
Asian Americans for Community Involvement (AACI)/CST	Naghan Alani	Peer Specialist
Asian Law Alliance	Nick Kuwada	Staff Attorney
Building Skills Partnership	Madeleine Case	
CalWORKS	Artie Garcia	
Campbell Union School District Rosemary Family Learning Center	Gina Phi	
Catherine and George Alexander Community Law Center, Santa Clara University	Cynthia Mertns	Executive Director
Catholic Charities	Ilse Pollet	ESK Instructor/Coordinator
Catholic Charities	Theresa Samuel- Boko	Program Manager
Center for Employment Training	Lela Chavez	Advisor, Support Services
Center for Employment Training	Nadya Dinolova	VESL Instructor
Center for Training and Careers	Mariah Artley	
College of Adaptive Arts	DeAnna Pursai	Co-Founder
College of Adaptive Arts	Pamela Linday	Co-Founder
County of Santa Clara Social Ser- vices	Rafaela Perez	
Dept. of Immigration, Santa Clara County	Teresa Castellanos	
EXPANDability/TransAccess	Maria Nicolacoudis	
Goodwill Silicon Valley	Trish Dorsey	
Grail Family Services	Cynthia Leyva	
Grail Family Services	Veronica Goei	
HomeFirst	Cris Vinviano	SSVF Outreach
HomeFirst	Edward Howard	Case Manager
Linguistics and Language Devel- opment, San Jose State University	Stefan Frazier	
NAMI: National Alliance on Mental Health	John Mitchem	Volunteer

⁷⁵ This list of partners includes individuals who attended the June and November SBCAE retreats but is only a partial listing of the SBCAE's community partners.

Table A3. Community Partners⁷⁵

Organization	Name	Title
NOVA: One-Stop Career Transition Services	Cindy Stahl	Manager of Job Seeker Services
Pars Equality Center	Ellie Cleland	Program Manager
Project Hired	Amber Martin	Community Relations
Project Hired	Liz Campbell	Marketing
Read Santa Clara, Santa Clara Library	Karen Masada	Literary Coordinator
Refugee Transitions	Elicia Smith	Program Manager
Refugee Transitions	Sonia Wong	Education Coordinator
Sacred Heart	Alex Morgan	
San Andreas Regional Center, Serving People with Developmental Disabilities	Thi Tran	District Manager
San Jose Public Library	Catherine McBain	Literary Project Specialist
Santa Clara City Library	Morgan Pershing	Librarian
Santa Clara County Construction Careers Association (S4CA)	Brenda Childress	
Santa Clara County Health and Hospital System	Hilary Barroga	
Santa Clara County Office of Education	Jeff Schmidt	CTE Coordinator
Santa Clara Dept. of Corrections	Neelam Wadhvani	Program Manager
Santa Clara Office of Education	Karen Spsychola	Work Experience Teacher
Second Harvest Food Bank	Jessica Vazquez	CalFresh Coordinator
Silicon Valley Independent Living Center	Joe Escalante	AT Specialist
Silicon Valley SCORE	Ed Davis	Counselor
Silicon Valley SCORE	Frank DeTurris	Counselor
SIREN	Hanh Le	Immigration Program Associate
Stride Center	Steven Hunt	
The Learning Oasis	Dana Bernard	
Upwardly Global	Cecily Victor	
Veteran Readjustment Center	Robert Pena	Veteran Administrator
Vision Literacy	Pat Lawson-North	Executive Director
WestEd, Strategic Literacy	Cindy Hicks	RA Facilitator
Workforce Development, City of San Jose	Christopher Donnelly	
Year Up	Rodney Tabares	

A4 Course and Program Offerings across the Consortium

A4.1 Adult Basic and Secondary Education Courses across the Consortium – English Courses

Table A4.1 Adult Basic and Secondary Education – English Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A (Transferable)
Campbell Adult and Community Education	Course				ABE 1: write a well-developed sentence using EAE conventions		HSE 1: write a 3-5 paragraph narrative essay using EAE conventions	HSE 2: write a 4-5 paragraph evidence-based argument	
	Enrollment				2x30=60 students total		1x20=20 students total	2x40=80 students total	
	Grade Level				4th-5th Grade		6th-8th Grade	9th-12th Grade	
	Course							HSD: write a research-based paper w/citations using EAE conventions	
	Enrollment							2 x 25 = 50 students total	
	Grade Level							9-12 th Grade	
	Assessment				TABE: 4.0-7.9 and CACE writing assessment		TABE: 8.0+ and CACE writing assessment	TABE:9.0+ and CACE writing assessment	
East Side Adult Education	Course		Beginning ABE: Write using proper sentence structure	English Review and intermediate and advanced ABE: Write a paragraph that follows conventions (topic sentence, supporting points, etc.) from their own knowledge base	English Composition: Write a five paragraph essay with supporting points from their own	Starting in English Composition and mastered in English 1A: Write a research based essay (2-3) pages with mostly teacher provided sources with some independence	English 1A/B and 2A/B: Write a research based essay (3-5 pages) with multiple official sources with teacher support and some independence	English 3 & 4 (curriculum goal to be implemented in 2015-2016): Write a research based essay (5+ pages) with multiple official sources mostly independently	Write a lengthy (7+ page) research based essay with multiple peer reviewed/scholarly resources mostly independently but with some teacher support
	Enrollment		4 x 20 = 80 students 270 hours divided into reading, writing and math	3 x 20 = 60 students 108 hours	3 x 27 = 82 students 108 hours	3 x 28 = 84 students 54 hours	3x 28 = 84 (English 1) 25x5 =128 (English 2) 54 hours	2 x 12 = 24 students 54 hours	N/A
	Grade Level		Grades 1-3	Grades 4-6	Grades 7-8	Grades 7-8	Grades 9-10	Grades 10+	N/A
	TABE Assessment			Reading: 3.5-6.5 Reading: 6+		Reading: 6+	Reading: 6+	Reading: 7.5+	N/A

Table A4.1 Adult Basic and Secondary Education – English Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A (Transferable)
Milpitas Adult Education	Course		ESL 1 & 2 Beginning Literacy for ESL	ESL 3 & 4 Low Intermediate	ESL 5 High Intermediate ESL	ESL 6 Advanced ESL	ESL Transition, English for the Workplace		
	Enrollment		140	140	45	50	22		
	Grade Level								
	Course		ABE/ASE/GED		Beginning ABE Literacy	Beginning Basic Education	Low Intermediate Basic	High Intermediate/ABE	High ASE
	Enrollment		22		22	22	22	15	17
	Grade Level		2nd-4th Grade	5 th Grade	4-6th Grade	6th Grade	6-8th Grade	6-8th Grade	N/A
	CASAS Assessment		181-190	191-200	201-210	211-235	221-235	236-245	246+
Milpitas Adult Education Corrections	Course		HSE, HS Recovery		Fiction Non Fiction	Drama	Poetry	Low/ASE	English 4A & 4B
	Enrollment		70		22	22	22	22	25
	Grade Level		9 th Grade		10 th Grade	10 th Grade	11 th Grade	11 th Grade	12 th Grade
	Course		IS English IA	English 1B	English 2A	English 2B	English 3A	English 3B	British Literature
	Enrollment		10	10	10	10	10	10	10
	Grade Level		4th Grade	4-6th Grade	4-6th Grade	6th Grade	6-8th Grade	6-8th Grade	
	CASAS Assessment		181-190	191-200	201-210	211-235	221-235	236-245	246+

Only has 1 multi-level ESL class and 10 multi-level ABE-GED classes
 ESL= 1 out of 60 students
 GED = 10 classes with an average of 15 students each

Table A4.1 Adult Basic and Secondary Education – English Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A (Transferable)
Santa Clara Adult Education	Course						<p>ABE Writing</p> <p>Language Skills: contractions, homonyms, and confused words, subject-verb agreement, pronouns, informal language, misplaced & dangling modifiers, skill coordination and subordination, parallelism, revising sentences, transition words, capitalization, sentence fragments and run-on sentences, apostrophes with possessives, commas, end punctuation, punctuation in clause separation. All skills include a writing link / task that correlates with the newly learned skill. Introduction of the writing process and writing prompts</p>	<p>High School Equivalent/High School Diploma</p> <p>Argument and Analysis Text Comparison, Extended Response (compare opposing arguments, develop a thesis, define points and gather evidence, write an introduction and conclusion, drafting and extended response / essay, Editing (nouns, pronouns, verb tense, helping verbs, apostrophes, basic subject-verb agreement, capitalization, sentence fragment correction, commas, sentence combining, run-on sentences, modifiers, advanced pronoun use, parallelism, transitions, paragraph organization)</p>	
	Enrollment						ABE / HSE = 59 total students (40 am & 35 pm)	ABE / HSE = 59 total students HSD = 81 total students HSD = 76	
	Grade Level						Approx. 2nd-6th grade	Approx. 8-12 grade	
	CASAS Assessment						6th grade: 201-215	7-12th grade: 216-245	
Silicon Valley Adult Education	Course	Basic letters and sounds --we send them for tutoring at Partners in Reading at the library	Below 3rd grade reading Level includes writing complete sentences	3rd and 4th grade levels includes grammar, mechanics and writing strategies	5th and 6th grade levels includes tying thoughts together and determining the thesis	7th and 8th grade level includes Writing a cohesive five paragraph essay with few grammar or mechanical errors	9th and 10th grade levels English and Literature	11th and 12th Grade levels English and Literature	
	Enrollment	ABE = 61 students total					60 students		
	Grade Level	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Approx. 9-12th Grade		

Table A4.1 Adult Basic and Secondary Education – English Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A (Transferable)
	TABE Assessment				Lower than 50% (3) on the rubric of 1-6		Higher than 50% (3) on the rubric of 1-6		
Evergreen Valley College	Course					English 341, Sentence/ Paragraph Development, SLO's 1. Identify the basic parts of speech. 2. Construct simple and complex sentences with correct verb forms and verb tenses. 3. Combine sentences by using various types of conjunctions and proper punctuation.	English 330, Improvement of Writing, SLO's 1. Shape paragraphs into organized thought and write a short composition. 2. Use one prewriting technique 3. Select, limit, and control a topic on both the sentence and paragraph level.	English 104, Fundamentals of Composition, SLO's 1. Plan & write impromptu compositions 2. Demonstrate, analyze, & write college level reading materials 3. State a thesis and support the thesis	English 001A, English Composition Reading Score 80 or over.
	Enrollment					9 sections, 273 students total	8 sections, 235 students total	16 sections, 439 students total	25 sections, 745 students total
	Grade Level					4-6th Grade RL initial placement	8.9-9.9th Grade RL initial placement	10-12th Grade RL initial placement	N/A
	COMPASS Assessment					0-58	59-69	70-79	85 or over

Table A4.1 Adult Basic and Secondary Education – English Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A (Transferable)
San Jose City College	Course						<p>Basic Writing Skills</p> <p>The course is designed to develop students' competence in basic writing skills two levels below English 1A. Students cover topics including the steps of the writing process, the development of paragraphs and short multi-paragraph composition, the writing of summaries, and the basic rules of standard English usage. The lab component provides individualized writing help for each student.</p>	<p>English 92, Essay Development</p> <p>Students will focus on writing of short composition in response to readings reflecting sentence variety, syntactic complexity, and paragraph efficiency using a variety of rhetorical modes. Students will also read college-level materials and write responses to the readings. Students will edit compositions for punctuation, spelling, and capitalization errors. This course prepares students for English 1A, the General Education transfer English Composition course.</p>	<p>English Composition</p> <p>The course emphasizes expository writing, critical reading, and research techniques. Students are required to produce a series of academic essays including a documented research paper in conventional format using MLA style. Analysis of readings and the practice of writing processes create the bases for student essays.</p>
	Enrollment						9 sections, 215 students total	14 sections, 286 students total	25 sections, 657 students total
	Grade Level						Below 10th grade	10-12th Grade	College composition
	COMPASS Assessment						41-59 writing	60-84 writing	85+ writing, 80+ reading

Table A4.1 Adult Basic and Secondary Education – English Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A (Transferable)
Mission College	Courses	Noncredit Courses in Academic Support Center: NCBAS 004: GED Prep. Writing and Reasoning NCBAS 901: Strategies to Improve Writing NCBAS 902: Strategies to Improve Writing					Eng. 900 WRITING SKILLS LAB - .5 unit lab class / co-requisite for Eng. 905 After completing Eng. 900, students will know how to apply various writing strategies to their own assignments and projects.	Eng. 908 EFFECTIVE WRITING 3 unit class After completing English 908, students will know how to write in-class and out-of-class essays of at least 750 words demonstrating relevant content, logical organization, adequate development, and sentence correctness and also write a research paper with relevant content, logical organization, adequate development, sentence correctness, and MLA documentation of at least two sources.	Eng. 1A ENGLISH COMPOSITION (UC / CSU transferable / 3 units) After completing English 1A, students will be able to write a college-level essay, including an argument and research essay of at least 1000 words, that is focused, tailored to a particular audience and purpose, developed with relevant, well-organized support, documented according to MLA guidelines, and expressed in correct and varied sentences. Students will also be able to analyze culturally diverse, college-level writing, including a full-length work.
	Enrollment	901: 1 section, 15 students					6 sections; 180 students total	11 sections = 276 students total	17 sections = 550 students total
	Grade Level	N/A					N/A	N/A	N/A

Table A4.1 Adult Basic and Secondary Education – English Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A (Transferable)
	Courses						Eng. 905 ENGLISH FUNDAMENTALS3 unit class / co-requisite Eng. 900After completing English 905, students will know how to write compositions of at least 500-750 words that has a controlling idea; logical organization based on purpose, topic and audience; multiple levels of development and sentence correctness. Students will also demonstrate in writing the ability to read a selection, identify its main ideas, analyze that idea, and arrive at a relevant conclusion.		
	Enrollment						6 sections = 173 students total		
	Grade Level						N/A		
	COMPASS Assessment						Eng. 905: 31-58	Eng. 908: 59-76	Eng. 1A: 77-100
West Valley College	Courses						ENG 903: Writing Fundamentals: Focused on writing sentences and paragraphs about readings (articles, essays, novels)	ENG 905: Paragraph and Essay Writing: focused on writing paragraphs and essays	College Level Research Paper Competency: Critically analyze texts, critical thinking; reading fluency
	Enrollment								ENGL 1A, many sections (writing); READ 053 / 054 College Reading and Thinking): 15 sections X 30 = 450 students
	Grade Level								N/A
	Courses								Eng. 905X: Accelerated course to cover both 905 and 1A at the same time
	Enrollment								

Table A4.1 Adult Basic and Secondary Education – English Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A (Transferable)
	Grade Level								N/A
	COMPASS Assessment							71-89 (Exit exam is a departmental writing exam)	90 or above

A4.2 Adult Basic and Secondary Education Courses across the Consortium – Reading Courses

Table A4.2 Adult Basic and Secondary Education – Reading Courses									
Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Levels Below English 1A	English 1A
Campbell Adult and Community Education	Courses				ABE: EBRI Method Tiers 1/2/3 vocabulary, fluency, comprehension		HSE 1: Reading across the content areas using DOK Level 1	HSE 2: Reading across the content areas using DOK Level 1, 2, 3	
	Enrollment				3 sections = 85 students total		1 section x 20 students = 20 students total	2 sections x 40 students = 80 students total	
	Grade Level								
	Courses							HSD: Read across content areas DOK 1,2,3	
	Enrollment							2 sections x 25 students each = 50 students total	
	Grade Level								
	TABE Assessment					1-3; 4-7		8-9	10+
East Side Adult Education	Courses		Reading Basic vocabulary development; using context skills; identifying facts, main idea, conclusions, inferences in paragraph to short articles. Life skills reading; some social science reading; some reading of fiction (elements of fiction); book reports (summary paragraph)	Communications ID main idea in a text; identify and explain literary terms; analyze elements of plot; make inferences based on evidence in text; synthesize content from several sources; vocabulary in context	English 1 A B	English 2 A B	English 3 A B	English 4 A B	

Table A4.2 Adult Basic and Secondary Education – Reading Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Levels Below English 1A	English 1A
	Enrollment		3 sections each meets 2Xs a week 97 students total	2 sections meet 2Xs a week 60 students total	3 traditional classes 1X a week each: 120 students total ; ; also offered in 2 labs 1 day a week 40 total students	5 traditional classes 1X a week; all in eve. program: 180 students total--many concurrently enrolled; offered in 2 labs 1 day a week = 12 students total	Offered in English Lab one day a week = 2 students total	Offered in English Lab one day a week = 0 students total	
	Grade Level		3.5-7.5th Grade	8th Grade	9th Grade	9th Grade +	9th Grade +	9th Grade +	
	Courses	ABE Serves students who cannot read up to 7.5; many students who want to enter GED class but are below 7.5.		GED Prep developing reading skills for 2014 GED					
	Enrollment	4 ABE classes: 2 morning 5 days, 1 afternoon (5 days) and 1 night (4 nights); current attendance 20-25 each; = 100 students		4 sections that meet 2Xs a week; 1 section that meet 5Xs a week and 2 section that meets 4Xs. 170 students total					
	Grade Level	Pre-Literacy - 7th Grade		7th Grade					
	TABE Assessment	Below 6. or teacher assessment in class	3.5-6.5	6.+ or teacher recommendation		7.5+			
Milpitas Unified Adult Ed	Courses		ESL 5	ESL 6	ABE 4.0	ABE 6.0	HSE/GED Low	HSE/GED High or HS Recovery	
	Enrollment		45	50	15	15	17	17	
	Grade Level		2nd-4th Grade	4-5 th Grade	4-6th Grade	6th Grade	6-8th Grade	6-8th Grade	
	CASAS Assessment		180 and below	181-190	201-210	211-220	221-235	236-245	246+
Milpitas Corrections	Courses		ESL 5	ESL 6	ABE 4.0	ABE 6.0	HSE/GED Low	HSE/GED High	
	Enrollment		60	15	15	15	15	15	
	Grade Level		4th Grade	4-6th Grade	4-6th Grade	6-7th Grade	8th Grade	9-10th Grade	
	CASAS Assessment		180 and below	181-190	201-210	211-220	221-235	236-245	246+

Table A4.2 Adult Basic and Secondary Education – Reading Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Levels Below English 1A	English 1A
Santa Clara Adult Ed	Courses						<p>ABE Reading</p> <p>Main Idea, Details, Inference, Sequence of events, Compare and Contrast, Cause & Effect, Conclusions, Author's Evidence and Purpose, Setting, Character, Application, Synthesis, Intro to Fiction (Adventure, Mystery, Fantasy, Classic), Identify Informational Texts (informational science, scientific research, biographies, historical court cases, forms and documents, manuals and handbooks, introduction of poetry, dramas and plays, speeches</p>	<p>High School Equivalent/High School Diploma</p> <p>Determine Main Idea & Details, Summarize, Determine Sequence, Categorize, Identify Cause and Effect, Compare and Contrast, Determine Author's Point of View, Make Inferences, Analyze Style and Tone, Draw Conclusions, Make Generalizations, Synthesize Information, Use Context Clues, Identify Cause and Effect in Fiction, Analyze Plot, Character and setting, Interpret Figurative Language, Determine Narrative Point of View, Make inferences in fiction, Identify theme, Draw Conclusions in fiction. These skills are needed to pass the HSE (GED or Hi-Set) and the CAHSEE</p>	
	Enrollment						Current Enrollment: ABE /HSE = 75 total students (40 am class & 35 pm class)	Current Enrollment: ABE /HSE = 75 total students (40 am class & 35 pm class) Current Enrollment in HSD = 76	
	Grade Level						Approx. 2nd-6th Grade	Approx. 7-12th Grade	
	CASAS Assessment						211-235	236-252	
Silicon Valley Adult Education	Courses				ABE, basic pronunciation, phonics, reading strategies for lower level students.		HSD Track OR HS Equiv Track: similar to college competencies; ENGL 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B ** Individual learning strategies.		
	Enrollment				61 students		130 students		
	Grade Level				Approx. 2nd-7th grade		Approx. 8-12th grade		
	TABE Assessment				Less than 8.2		8.2 or higher		

Table A4.2 Adult Basic and Secondary Education – Reading Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Levels Below English 1A	English 1A
Evergreen Valley College	Courses					English 321, Fundamentals of Reading, SLO's 1. Identify Main Ideas 2. Identify the meaning of a word through the use of context clues. 3. Identify supporting details of a paragraph. 4.0-6.0 RL initial placement	English 322, Introduction to College Reading, SLO's 1. Define Vocabulary word parts, 2. Identify the stated Main Idea, 3. Assess a passage's pattern of organization 8.9-9.9 RL initial placement	English 102, College Reading, SLO's 1. Create a summary of a long reading passage. 2. Examine author's use of Fact & Opinion 3. Evaluate Purpose & Tone 4. Compare & Contrast two major Characters from a novel 10-12 grade RL initial placement	English 001A, English Composition Reading Score 80 or over.
	Enrollment					181 students 6 sections	165 students 5 sections	326 students 10 sections	
	Grade Level					4.0-6.0 RL initial placement	8.9-9.9 RL initial placement	10-12 RL initial placement	
	COMPASS Assessment					0-58	59-69	70-79	Compass Writing Score 85 or over
Mission College	Courses	Noncredit Courses in Academic Support Center: NCBAS003: GED Prep. Reading and Critical Thinking					RDG 960 READING FUNDAMENTALS 3 units After completing RDG 960, students will apply fundamental reading skills including word attack strategies (phonics), vocabulary acquisition skills including analyzing context clues, main idea skills – the ability to distinguish main ideas from supporting details, and students will demonstrate motivation and responsibility in their own learning process as well as begin to develop an identity as a reader.	RDG 961 BUILDING COLLEGE READING STRATEGIES 3 units After completing RDG 961, students will demonstrate an improvement in pre-collegiate reading skills and strategies including utilizing vocabulary context skills to comprehend texts, applying inference skills and determining main ideas from academic texts when they are implicit/unstated. Students will demonstrate an increase in academic vocabulary, motivation, responsibility and persistence in their learning process.	RDG 054 CRITICAL COLLEGE READING AND THINKING Transfer Level Course 3 units acceptable for credit in CSU system also meets CSU critical thinking competency After completing RDG 054, students will apply the skills of critical reading, critical thinking, analysis and logical reasoning in multi-discipline and multi-cultural academic sources. Students will be able to flexibly choose and apply active reading strategies to analyze and evaluate texts. They will apply reflective judgment and problem solving skills to interpret, analyze and critically evaluate college texts and advocate ideas. Students will also apply strategies to monitor and improve reading fluency.
	Enrollment						1 section = 26 students total	4 sections = 146 students	10 sections = 323 students total

Table A4.2 Adult Basic and Secondary Education – Reading Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Levels Below English 1A	English 1A
	Grade Level						N/A	N/A	N/A
	COMPASS Assessment						16-45	46-72	73-95
San Jose City College	Courses					<p>Practical Reading- Students will develop practical reading, writing, and study skills needed for success in college. Emphasis will be on identifying main ideas of readings, improving comprehension, increasing vocabulary, and building basic computer skills. Students will read a range of materials, including magazines and newspapers, online materials, and fiction. Students will take a board-graded common final which will count as 40% of their final grade.</p>	<p>Essential of Reading- Students will read, discuss, and write about a variety of academic topics, contemporary themes, and social problems, using articles, text chapters, and fiction typical of those found in college courses. Students acquire reading comprehension and vocabulary development skills and are introduced to critical reading and research. Students will take a board-graded common final which will count as 40% of their final grade.</p>	<p>Analytical Reading- Students will read, discuss, and write about a variety of academic topics, contemporary themes, and social problems, using articles, text chapters, and fiction commonly assigned in college-level courses. Students will acquire proficiency in critical analysis and research, as well as vocabulary development, comprehension, and study skills. Students will take a board-graded common final which will count as 40% of their final grade.</p>	<p>English 1A- English Composition The course emphasizes expository writing, critical reading, and research techniques. Students are required to produce a series of academic essays including a documented research paper in conventional format using MLA style. Analysis of readings and the practice of writing processes create the bases for student essays.</p>
	Enrollment					5 sections = 139 students total	5 sections = 129 students total	7 sections = 188 students total	25 sections = 657 students total
	Grade Level					3-6th Grade	7-9th Grade	10-12th Grade	N/A
	COMPASS Assessment					0-58	59-69	70-84	85+ in writing; 80+ in reading
West Valley College	Courses						<p>READ 960: Reading Fundamentals; lower-level vocabulary acquisition, reading comprehension, fact vs. opinion, basic novel reading</p>	<p>READ 961: Effective Reading: main idea generation, inferential reading skills, vocabulary acquisition</p>	<p>READ 053: Crucial and Efficient Reading: transfers as Area E; critical thinking and reading; college-level textbook reading; college-level vocabulary acquisition</p>
	Enrollment								
	Grade Level						7-9th Grade	10-12th Grade	N/A
	COMPASS Assessment						0-44	45-66	67-87

Table A4.2 Adult Basic and Secondary Education – Reading Courses

Institutions		7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Levels Below English 1A	English 1A
	essment								

A4.3 Adult Basic and Secondary Education Courses across the Consortium – Math Courses

Table A4.3 Adult Basic and Secondary Education – Math Courses										
Institutions		7 Levels Below Transfer Level	6 Levels Below Transfer Level	5 Levels Below Transfer Level	4 Levels Below Transfer Level	3 Levels Below Transfer Level	2 Levels Below Transfer Level	1 Levels Below Transfer Level	Transfer Level	
Campbell Adult and Community Education	Courses	ABE Numeracy: Addition, subtraction, multiplication, division, estimating, rounding				PreAlgebra - fractions and decimals equivalent to 311, math 13, 14;	High School Equivalency class Introductory Algebra ratios and proportions	Algebra, Geometry, Statistics		
	Enrollment	3 sections @ 40 students each = 120 students total				HSD classes: 3 X 50 = 150 all 3 levels				
	Assessment	CACE-specific math assessment: 67% score places student in HSE 2; 50-67% score places student in HES1; <50% score places student in ABE								
East Side	Courses			Basic Math A & B: place value, whole numbers, fractions, decimals +, -, X, / elective credits	Intermediate Math A & B: problem solving, finding patterns, attributes of real numbers, collect and interpret data math credits	Intro to Algebra A & B: expressions, formulas, solving equations	Algebra 1 A & B 3 traditional classes 1 lab for A or B			
	Enrollment			These 3 levels are offered in a lab; there are 3 labs: 1 @ night, 2 in the morning. Each lab is once a week. Basic Math: 11 students total Intermediate Math: 74 students total Intro to Algebra: 35 students total		Algebra Lab 2 sections: 39 total 3 traditional classes in evening program: 96 total (including concurrently enrolled students)				
	Courses		ABE place value; whole numbers, decimals, fractions: +, -, X, /; percents. 4 ABE classes: 2 morning; 1 afternoon and 1 night. All meet every day.							
	Enrollment		135 total; not all may be working on math							
	TABE Assessment		3 and below students take a math skills test and teachers use results to determine what concepts a student needs to work on		4-5	6+	7+			

Table A4.3 Adult Basic and Secondary Education – Math Courses

Institutions		7 Levels Below Transfer Level	6 Levels Below Transfer Level	5 Levels Below Transfer Level	4 Levels Below Transfer Level	3 Levels Below Transfer Level	2 Levels Below Transfer Level	1 Levels Below Transfer Level	Transfer Level
Santa Clara Adult Ed	Course						<p><u>Number Sense</u> (place value, reading & writing whole numbers, rounding, estimation, number line, operating a calculator,) <u>Adding & Subtracting whole numbers, Multiplying & Dividing whole numbers, Squares, cubes, & roots, Fractions</u> (fraction basics, adding & subtracting fractions, multiplying & dividing fractions), <u>Decimals</u> (decimal basics, adding & subtracting decimals, multiplying & dividing decimals), <u>Ratios, Proportions, & Percents</u> (ratios & proportions, percent basics, solving for the part (p), solving for the rate (r), solving for the base and percent of change, statistics and probability), <u>Pre-Algebra</u> (expressions, functions, inequalities)</p>	<p><u>Number Sense & Operations</u> (whole numbers, operations, integers, fractions, decimals, ratio & proportions, percent) <u>Data Measurement Analysis</u> (measurement and units of measure, length, area, volume, mean, median, mode, probability, bar & line graphs, circle graphs, dot plot, histograms, & box plots) <u>Algebra, Functions, & Patterns</u> (algebraic expressions & variables, equations, squaring, cubing, taking roots, exponents, scientific notation, patterns & fractions, one-variable linear equations, two-variable linear equations, factoring, rational expressions, solving & graphing inequalities, coordinate grid, graphing linear equations, slope, using slope to solve geometric problems, evaluation of functions, comparison of functions) <u>Geometry</u> (triangle & quadrilaterals, Pythagorean theorem, polygons, circles, composite plane figures, scale drawings, prisms & cylinders, pyramids, cones, & spheres, composite solids)</p>	
	Enrollment						<p>ABE / HSE = 59 total students (combined ABE + HSE am 7 pm)</p>	<p>High School diploma enrollments = 81 HSE = 59 (combined ABE + HSE)</p>	

Table A4.3 Adult Basic and Secondary Education – Math Courses

Institutions		7 Levels Below Transfer Level	6 Levels Below Transfer Level	5 Levels Below Transfer Level	4 Levels Below Transfer Level	3 Levels Below Transfer Level	2 Levels Below Transfer Level	1 Levels Below Transfer Level	Transfer Level
	CASAS Assessment						201-225 = ABE	226-245 = HSE & HSD	
Silicon Valley Adult Education	Courses	ABE: Addition, subtraction, multiplication, division, estimating, rounding, metric system				Pre-Algebra: Fractions, decimals. Equivalent to 311, math 13, math 14.		High School Equivalency class; Introductory Algebra ratios and proportions	Algebra, Geometry and Statistics
	Enrollment	4 sections @ 25 students each = 100 students total				HS classes and some ABE students = 130 students total			
	TABE Assessment	50% and below (Test includes Addition, Subtraction, Multiplication, Division, Fractions, Decimals, Percent and PreAlgebra)				50% or higher			
Milpitas Unified Adult Ed	Courses			Math A and B	Math 1 and 2	Intro to Algebra A and B	Pre-Algebra A and B	Algebra 1A and 1B	
	Enrollment			10	10	10	10	10	
	CASAS Assessment			CA Star Test, Math	CA Star Test, Math	CA Star Test, Math	CA Star Test, Math	CA Star Test, Math	
Milpitas Corrections	Courses			N/A	N/A	N/A	N/A	N/A	
	Enrollment			N/A	N/A	N/A	N/A	N/A	
	CASAS Assessment			N/A	N/A	N/A	N/A	N/A	
Evergreen Valley College	Courses				Basic Math: MATH 300, 310	311 PreAlgebra	Introductory Algebra 111	Math 13, Intermediate Algebra can apply for AS degree, non-transferable.	Math 21, 22, 25 AND 61, 62, 63 - 5 sections x 40 students = 200;
	Enrollment				269 students total	9 sections x 30 students = 264 students total	15 sections X 40 students = 616	18 sections X 44 students = 760	Approx. 5 sections per class x 30 students = 810 students total
	Courses							Math 14 (Geometry)	MATH 70 - 79;
	Enrollment							123 students total	334 students total
	COMPASS Assessment				Arithmetic MATH 310 = 0-33	21-33	34+	33 +	43 or higher

Table A4.3 Adult Basic and Secondary Education – Math Courses

Institutions		7 Levels Below Transfer Level	6 Levels Below Transfer Level	5 Levels Below Transfer Level	4 Levels Below Transfer Level	3 Levels Below Transfer Level	2 Levels Below Transfer Level	1 Levels Below Transfer Level	Transfer Level
Mission College	Courses	<p>Noncredit Courses in Academic Support Center:</p> <p>NCBAS 005: GED Prep: Math Skills</p>			<p>Math 900 ARITHMATIC 3 units</p> <p>This is a course in basic computational skills and is a prerequisite for all other math courses. The course includes review and practice in fundamental arithmetic skills including whole numbers, fractions and decimals, ratio, proportion and percent, simple equations, problem analysis, and practical applications. This course provides a good background for students who wish to take pre-algebra.</p>	<p>Math 902 PRE-ALGEBRA 3 units</p> <p>This course is designed for students who have a solid foundation in arithmetic skills but need to develop those skills further before taking Elementary Algebra. This course is intended to serve as a bridge between arithmetic functions and elementary algebra. Topics include a quick review and practice in fundamental arithmetic skills, some basic operations involving polynomials, solving and graphing linear equations, and some practical applications.</p>	<p>Math 903 ELEMENTARY ALGEBRA 5 units</p> <p>The student studies and demonstrates knowledge and understanding of the basic operations and properties of real numbers, polynomials, rational and exponential expressions. Other topics include simplifying linear, rational and exponential expressions, solving linear equations and their applications, graphing linear equations, and factoring polynomials. Other topics include additional operations with rational expressions, working with functions, solving systems of linear equations and inequalities, solving quadratic equations by factoring, and working with scientific notation.</p>	<p>Math C INTERMEDIATE ALGEBRA 5 units</p> <p>The student studies and demonstrates knowledge of complex fractions, rational equations, quadratic equations, rational exponents and radicals, complex numbers, functions and relations, exponential and logarithmic functions, conic sections, linear systems and inequalities, sequences and series, and applied problems.</p>	
	Enrollment				6 sections = 188 students total	7 sections = 253 students total	10 sections = 358 students total	11 sections = 456 students total	

Table A4.3 Adult Basic and Secondary Education – Math Courses

Institutions		7 Levels Below Transfer Level	6 Levels Below Transfer Level	5 Levels Below Transfer Level	4 Levels Below Transfer Level	3 Levels Below Transfer Level	2 Levels Below Transfer Level	1 Levels Below Transfer Level	Transfer Level
	Courses				<p>Math 901 ARITHMATIC REVIEW 1.5 units The student reviews and practices fundamental arithmetic skills, including computations with signed numbers, fractions and decimals, and applications of ratio, proportion and percent to practical problems. This course is a fast paced review.</p> <p>Only 1 section taught in Winter, no enrollment in Fall 2014</p>			<p>Math CG MATHEMATICS FOR THE ASSOCIATES DEGREE STUDENT 3 units This course is designed to satisfy the graduation competency requirement in mathematics for the associate degree. The student studies a wide range of mathematical thinking that may include mathematical history, mathematics in different cultures and how to communicate mathematics to others. Topics may include a variety of techniques in critical thinking, problem solving and practical applications, using mathematics at the intermediate algebra level.</p> <p>Only taught during Spring semester, no enrollment in Fall 2014</p>	
	Enrollment				0 in Fall 2014			0 in Fall 2014	
	Assessment				Math 900: 0-30	Math 902: 31-100	Math 903: 26-50	Math B/C/CG: 51-100	
San Jose Community College	Courses				Arithmetic MATH 310	311 PreAlgebra	Introductory Algebra 111	Math 13, Intermediate Algebra can apply for AS degree, non-transferable. Math 13	Math 21, 22, 25 AND 61, 62, 63
	Enrollment					9 sections x 36 students = 330 students total	15 sections X 30 students = 460 students total	18 sections X 32 students = 587 students total	Approx. 40 students per class = 654 students total

Table A4.3 Adult Basic and Secondary Education – Math Courses

Institutions		7 Levels Below Transfer Level	6 Levels Below Transfer Level	5 Levels Below Transfer Level	4 Levels Below Transfer Level	3 Levels Below Transfer Level	2 Levels Below Transfer Level	1 Levels Below Transfer Level	Transfer Level
	Courses							Math 14 (Geometry)	MATH 51, 52
	Enrollment							49 students total	33 students total
	Courses								MATH 70 - 79
	Enrollment								373 students total
	COMPASS Assessment				Arithmetic MATH 310 = 0-33	Pre-Algebra MATH 311 = 21-33	Algebra 1 MATH 111 = 34+	Intermediate Algebra MATH 13 = 33 +	Transfer Level Algebra or Trig = 43 or higher
West Valley College	Courses				Math 902: Arithmetic	Math 902P: Pre-Algebra	Math 103: Elementary Algebra	Math 106: Intermediate Algebra	Math 10: Stats, Math 1/2/D: Pre-Calc / Trig, or higher
	Enrollment								
	Courses				Math 106S: Intermediate Algebra for Stats (for Non-STEM majors) - only qualifies student to take Stats				Math 10: Stats, Math 1/2/D: Pre-Calc / Trig, or higher
	Enrollment								
	COMPASS Assessment				0-24	0-24	25-74	75-114	115-120

A4.4 English as Second Language Course Offerings across the Consortium

Table A4.4 ESL Courses										
Institutions	Focus	8 Levels Below English 1A	7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A
Campbell Adult and Community Education	Writing	ESL 1 Beginning Literacy/ Beginning Low	ESL 2 Beginning High	ESL 3 Intermediate Low	ESL 4 Intermediate High	ESL 5 Advanced Low	ESL 6 Advanced High/Transition	For all above "3 levels below English 1A": Multilevel ESL 11 sections – 300 students FLEX (distance learning) 4 sections – 27 students		
	Reading									
	Listening/ Speaking	5 sections – 150 students	5 sections – 150 students	3 sections – 105 students	3 sections - 105 students	2 sections – 70 students	2 sections – 70 students			
	Grammar									
	Pronunciation									
	CASAS Assessment	Below 180 - 190	191-200	201-210	211-220	221-234	235+			
East Side Adult Education	Writing		Beginning Low	Beginning High	Intermediate Low	Intermediate Low/Advanced HighIL: IL: 8 sections, 278 total students AH: 8 sections, 121 students				
	Reading		26 sections, 902 students total	20 sections, 724 students total	11 sections, 425 students total					
	Listening/ Speaking									
	Grammar									
	Pronunciation									
	CASAS Assessment and In-house writing, listening/speaking		195-199	200-204	205-224	IL: 225-234 AL: 235+				
Milpitas Adult Education (Ayer)	Writing	ESL 1 Beginning Low	ESL 2 Beginning High	ESL 3 Intermediate Low	ESL 4 Intermediate High	ESL 5 Advanced Low	ESL 6 Advanced High			
	Reading	2 sections, 70 students total	2 sections, 70 students total	2 sections, 70 students total	2 sections, 70 students total	2 sections, 70 students total				
	Listening/ Speaking						1 section, 35 students total			
	Grammar									
	Pronunciation									

Table A4.4 ESL Courses

Institutions	Focus	8 Levels Below English 1A	7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A
	CASAS Assessment	Below 190	191-200	201-210	211-220	221-230	230+			
Milpitas Adult Education (Elmwood)	Writing	Multi-Level ESL								
	Reading	2 sections, 65 students total								
	Listening/ Speaking									
	Grammar									
	Pronunciation									
	CASAS Assessment	Below 190-200								
Santa Clara Adult Education	Writing	Beginning Literacy 2 sections, 60 students total	Beginning Low 2 sections, 60 students total	Beginning High 2 sections, 60 students total	Intermediate Low 2 sections, 60 students total	Intermediate High 2 sections, 60 students total	Advanced Low 2 sections, 60 students total			
	Reading									
	Listening/ Speaking									
	Grammar									
	Pronunciation									
	CASAS Assessment and SCAE ESL standards	Below 190	191-200	201-210	211-220	211-220	230+			
Silicon Valley Adult Education	Writing	Beginning High 2 sections x 30 students= 60 students	Intermediate Low 2 sections x 30 students=60 students	Intermediate High 2 sections x 30 students=60 students	Advanced 1 section x 35 students=35 students; Intermediate High/Advanced 1 section x 35 students=35 students					
	Reading	Beginning Low 2 sections x 25 students= 50 students	Beginning High 2 sections x 30 students=60 students	Intermediate Low 2 sections x 30 students=60 students	Intermediate High 2 sections x 30 students=60 students	Advanced 1 section x 35 students=35 students				
	Listening/ Speaking			Intermediate/ Advanced 1 sections=18-20 students total						
	Grammar									
	Pronunciation									

Table A4.4 ESL Courses

Institutions	Focus	8 Levels Below English 1A	7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A
	CASAS Assessment									
Evergreen Valley College	Writing			ESL 345 4 sections, 120 students total	ESL 332 4 sections, 120 students total	ESL 322 4 sections, 120 students total	ESL 312 4 sections, 120 students total	ESL 302 4 sections, 120 students total	ESL 91 4 sections, 120 students total	
	Reading			ESL 346 5 sections, 150 students total	ESL 333 4 sections, 120 students total	ESL 323 5 sections, 150 students total	ESL 313 4 sections, 120 students total			
	Listening/Speaking			ESL 347 4 sections, 120 students total	ESL 334 4 sections, 120 students total	ESL 324 4 sections, 120 students total	ESL 314 2 sections, 60 students total			
	Grammar			(See ESL 345 above)	(See ESL 332 above)	(see ESL 322 above)	ESL 316 2 sections, 60 students total			
	Pronunciation				ESL 337 2 sections, 60 students total	ESL 327 1 section, 30 students total	ESL 317 1 section, 30 students total			
	SLEP Assessment			346: 20-27 347: 32-38	333: 28-35 334: 39-46	323: 36-46 324: 47-54	313: 47-52 314: 55-63			
Mission College		Foundations in ESL	Beginning ESL	High Beginning	Low Intermediate	Intermediate	High Intermediate	Advanced		
	Writing	910 NC ESL 1 section, 36 students	920 NC ESL 1 section, 40 students	930 Grammar/Writing 3 sections, 70 students	940 Grammar/Writing 4 sections, 117 students	950 Reading/Writing 4 sections, 111 students	960 Reading/Writing 3 sections, 86 students	970 Grammar/Writing 4 sections, 86 students	Effective Writing for Advanced ESL 980 1 section, 27 students	
	Reading			930 Reading/Vocab 3 sections, 54 students	940 Reading/Vocab 3 sections, 84 students	(See 950 Reading/Writing above)	(See 960 Reading/Writing above)	970 Reading/Vocab 3 sections, 60 students		
	Listening/Speaking			930 Listening/Speaking 3 sections, 71 students	940 Listening/Speaking 3 sections, 87 students	950 Listening/Speaking 4 sections, 88 students	960 Listening/Speaking 3 sections, 80 students	970 Listening/Speaking 3 sections, 64 students	980 (elective- parallel Eng. 908/108) Effective Writing for Adv. ESL Students	

Table A4.4 ESL Courses

Institutions	Focus	8 Levels Below English 1A	7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A	
	Grammar			(See 930 Grammar/Writing above)	(See 940 Grammar/Writing above)	950 Grammar 3 sections, 92 students	960 Grammar 4 sections, 95 students	(See 970 Grammar/Writing above)			
	Pronunciation			930 Pronunciation 2 sections, 34 students		950 Pronunciation 2 sections, 36 students		970 AM 1 section, 25 students			
	COMPASS Assessment	Compass placement is 0-37. Writing sample is handwritten and scored by ESL teachers. Writing score determines course placement in 910 or 920 level.	Compass placement is 0-37. Writing sample is handwritten and scored by ESL teachers. Writing score determines course placement in 910 or 920 level.	Writing based on handwritten writing sample, graded by ESL teachers. Compass placement for all other skills is 38-56	Writing based on handwritten writing sample, graded by ESL teachers. Compass placement for all other skills is 57-76	Writing based on handwritten writing sample, graded by ESL teachers. Compass placement for all other skills is 77-83	Writing based on handwritten writing sample, graded by ESL teachers. Compass placement for all other skills is 84-87	Writing based on handwritten writing sample, graded by ESL teachers. Compass placement for all other skills is 88-95	Writing based on handwritten writing sample, graded by ESL teachers. Compass placement for all other skills is 96-100.		
San Jose City College	Writing			ESL 342 3 sections, 88 students total	ESL 332 2 sections, 43 students total	ESL 322 3 sections, 80 students total	ESL 312 4 sections, 93 students total	ESL 302 (6 units) 3 sections, 74 students total	ESL 91 (transfer elective) 3 sections, 93 students total		
	Writing Lab			All writing classes require (.5 unit) writing lab							
	Reading			ESL 343 3 sections, 64 students total	ESL 333 3 sections, 63 students total	ESL 323 4 sections, 84 students total	ESL 313 3 sections, 73 students total	(See ESL 302 above)	(See ESL 91 above)		
	Listening/Speaking			ESL 344 3 sections, 51 students total	ESL 334 3 sections, 74 students total	ESL 324 3 sections, 25 students total	ESL 314 1 section, 18 students total	ESL 104 (optional) 1 section offered every other semester			
	Grammar			(See ESL 342 above)	(See ESL 332 above)	(See ESL 322 above)	ESL 316 (optional) 2 sections, 25 students total	ESL 106 (optional) 1 section, 14 students total			
	Pronunciation				ESL 337 1 section, 13 students total	ESL 337 1 section, 26 students total	ESL 317 1 section, 19 students total				

Table A4.4 ESL Courses

Institutions	Focus	8 Levels Below English 1A	7 Levels Below English 1A	6 Levels Below English 1A	5 Levels Below English 1A	4 Levels Below English 1A	3 Levels Below English 1A	2 Levels Below English 1A	1 Level Below English 1A	English 1A
	COMPASS Assessment			ESL 342: Writing based on handwritten writing sample, graded by ESL teachers. Score = 1 ESL 343: 55-64 ESL 344: 45-56	ESL 332: Writing based on handwritten writing sample, graded by ESL teachers. Score = 2 ESL 333: 65-70 ESL 334: 57-68	ESL 322: Writing based on handwritten writing sample, graded by ESL teachers. Score = 3 ESL 323: 71-76 ESL 324: 69-80	ESL 312: Writing based on handwritten writing sample, graded by ESL teachers. Score = 4 ESL 313: 77-82 ESL 314: 81-91	ESL 302: Writing based on handwritten writing sample, graded by ESL teachers. Score = 5 ESL 104: 92-100 ESL 302 or 91: 83-100		
West Valley College	Writing/ Grammar			ESL 960 1 section, 18 students Integrated Skills Class 6 units	961 Grammar/Writing 2 sections, 34 students total	962 Grammar/Writing 2 sections, 56 students total	963 Grammar/Writing 2 sections, 54 students total	964 Grammar/Writing 2 sections, 54 students total	65 Grammar/Writing 1 section, 12 students total	
	Reading				961 Reading/Vocab 2 sections, 33 students total	962 Reading/Vocab 2 sections, 41 students total	963 Reading/Vocab 2 sections, 30 students total	964 Reading/Vocab 1 section, 30 students total	65 Reading/Vocab 1 section, 15 students total	
	Listening/ Speaking				961 Listening/Speaking 1 section, 29 students total	962 Listening/Speaking 1 section, 27 students total	963 Listening/Speaking 1 section, 37 students total	964 Listening/Speaking 1 section, 33 students total	65 Listening/Speaking 1 section, 15 students total	
	Pronunciation									
	CELSA Assessment Additional writing sample carries MORE weight than the CELSA test.				0-19	20-37	38-46	47-53	54-59	60-75

A4.5 Adults with Disabilities Program Offerings across the Consortium

Table A4.5 AWD Services							
Institutions	Disability	Assessment	General Accommodations	Disability Specific Accommodations	Counseling	Tutoring	Courses
Campbell Adult and Community Education	Mobility		40 hours total of CalWORKs site reps per week for CalWORKs students		Career and academic transition counseling for ASE & ESL students	Tutoring for ASE students	IBEST am : ABE combined with MSIT ABE bridge for high school students and adults in the afternoon Adult ABE in the evening Afternoon Credit recovery using Plato GED am HSD am Combo GED & HSD bridge in the afternoon HSD evening GED 1 evening GED 2 evening ISP HSD & GED Monday to Saturday all hours ESL 1-6 morning, afternoon & evening Family literacy ESL at Rosemary, preschool children in school at the same time as their parents morning & afternoon Smaller scale program at Sherman oaks
	Development		Career, health, academic and financial workshops specifically for CalWORKs students, but are open to all students who would like to go.				
	Emotional/ Behavioral		Naviance is dependent on how much work each teacher is willing to do unpaid along with individual learning plans.				
	Chronic Illness						
	Head Injury		The three counselors are given time to enter student information into Naviance.				
	Learning		Only one of them is a full time counselor, the other two have other duties and are not officially called counselors, because it would mean paying them what the high school counselors make which is double.				
	Hearing						

Table A4.5 AWD Services

Institutions	Disability	Assessment	General Accommodations	Disability Specific Accommodations	Counseling	Tutoring	Courses
	Vision		Blackford ESL am has forum Fridays to do ILPs and Naviance. Only ESL 2,3 & 4 do not have whole class instruction on Fridays. They make appointments with students so that they can meet with each one on an individual basis.				Flex ESL (independent studies for ESL) Monday to Saturday all hours Free citizenship classes on Saturdays MSIT M-F in the afternoon
	Speech						
Santa Clara Adult Education	Mobility						Warm water - 18 classes M-F, for students with arthritis and other physical disabilities Stroke program - 56 classes T-F, class titles are, reading, writing and computers, enunciation, memory and listening, high level communication, mobility, arm, hand, trunk ex., meal prep, perception. Developmentally disabled program- M-F, class titles are vocational, meal prep, gardening, community access, independent living skills.
	Development						
	Emotional/ Behavioral						
	Chronic Illness						
	Head Injury						
	Learning						

Table A4.5 AWD Services

Institutions	Disability	Assessment	General Accommodations	Disability Specific Accommodations	Counseling	Tutoring	Courses
	Hearing						
	Vision						
	Speech						
Evergreen	Mobility		Classroom Support Test-Taking Assistance		Specialized Counseling Services	Tutoring	Individualized Instruction (II-210), DSP A zero unit, zero credit lab Offers one-on-one tutoring Use of our specialized equipment, hardware, and software Use of our computers PED 22A – Adapted Cross Training Individualized overall fitness program for students with disabilities PED 56A – Adapted Strength Training Individualized muscle strength and conditioning program for students with disabilities
	Development		Priority Registration Alternate Media Formats				
	Emotional/ Behavioral						
	Chronic Illness						
	Head Injury						

Table A4.5 AWD Services

Institutions	Disability	Assessment	General Accommodations	Disability Specific Accommodations	Counseling	Tutoring	Courses
	Learning						
	Hearing						
	Vision						
	Speech			American Sign Language Interpreters and Captioners			
Mission College	Mobility		<ul style="list-style-type: none"> • Computer Access List: <ul style="list-style-type: none"> o Speech Recognition o Word Prediction with Speech o Adapted Keyboard Access o Mouse Alternatives o Adapted Devices 	Academic Support <ul style="list-style-type: none"> • Note takers • Readers/Scribes • Test-taking arrangements • Real-time captioners • Liaison with faculty/community • Orientation • Priority registration 		• Small Group Tutoring	Adapted Kinesiology (P. E.) Courses <ul style="list-style-type: none"> • KIN 001A Adapted Weight Training Adapted physical education program handled by a specialist to design physical education programs for students with physical or mental challenges. • KIN 001C Adapted Aerobics This course is designed to introduce and teach skills needed for daily cardiovascular activity through the use of rhythmic aerobics for students with physical or mental challenges. • KIN 001D Adapted Tennis This course is designed to introduce and teach skills needed to participate in the sport of Tennis for students with physical and mental challenges.
	Development			Referral/Liaison <ul style="list-style-type: none"> • Faculty • Campus programs • Community re- 			

Table A4.5 AWD Services

Institutions	Disability	Assessment	General Accommodations	Disability Specific Accommodations	Counseling	Tutoring	Courses
	Emotional/ Behavioral			sources • Agencies			<p>Learning Services Courses</p> <ul style="list-style-type: none"> • LS 910 Learning Strategies Lab for Library Competency (co-requisite with LIB 010) This lab serves as a practice time for students with learning challenges and/or different learning styles to become proficient in the co-requisite course LIB 010 Information Competency. Students may not take this course unless they are also enrolled in LIB 010. • LS 940 Learning Strategies in Expressive Language This course stresses the practical application of compensatory strategies for students with expressive language challenges. Students can take this alone or in conjunction with another writing course. • LS 941 Learning Strategies for the Learning Challenged Student This is an introductory course stressing learning compensatory strategies for students with various learning challenges. • LS 942 Math Strategies for the Learning Challenged Student This course is an introduction to Pre-Algebra and
	Chronic Illness			<p>Specialized Equipment</p> <ul style="list-style-type: none"> • Digital recorders • Electronic spellers • Computer Access <p>List:</p> <ul style="list-style-type: none"> o Screen Readers o Large Print Displays o Scan and Read Programs o Speech Recognition o Braille Translator/Embosser o Word Prediction with Speech o Adapted Keyboard Access 			
	Head Injury			<ul style="list-style-type: none"> o Mouse Alternatives o Adapted Devices 			
	Learning						
	Hearing		• Assistive listening devices				

Table A4.5 AWD Services

Institutions	Disability	Assessment	General Accommodations	Disability Specific Accommodations	Counseling	Tutoring	Courses
	<p>Vision</p>		<ul style="list-style-type: none"> • Closed circuit TV magnifier • Computer Access List: <ul style="list-style-type: none"> o Screen Readers o Large Print Displays o Scan and Read Programs o Speech Recognition o Braille Translator/Embosser o Word Prediction with Speech o Adapted Keyboard Access o Mouse Alternatives o Adapted Devices 				<p>Mathematics learning strategies for students with Math learning challenges who have had difficulty mastering the basic operational concepts of fractions, decimals and percentages, and applying them to Algebra concepts.</p> <ul style="list-style-type: none"> • LS 943 Adapted Computer Basics and Basic Keyboard <p>An introductory course designed for students with learning or physical challenges to access and navigate the college Course Management System (ANGEL). Additionally it will expose students to the use of specialized adapted software designed to meet specific needs in the areas of Reading, Writing and Math. This course is to prepare students for general college coursework.</p> <p>Classes for the PSDD are held in S1-203 in the Community Education Department at Mission College and in the community. Students receive individualized instruction, focusing on a variety of skill areas including but not limited to academic, communication, domestic, leisure, social, consumer and voca-</p>

Table A4.5 AWD Services

Institutions	Disability	Assessment	General Accommodations	Disability Specific Accommodations	Counseling	Tutoring	Courses
	Speech		Sign Language Interpreters Computer Access List: o Speech Recognition o Word Prediction with Speech o Adapted Devices				tional skills carried out in classroom and various community settings. Support Lab: • LS 950 Learning Strategies Lab for the Learning Challenged This course is designed to offer students with learning challenges an opportunity to practice compensatory strategy techniques in a laboratory setting.
San Jose City College	Mobility		Registration assistance Note taker services, reader services,		Counseling/ advising/ education planning - including an initial intake interview and follow-up later in the semester and for each semester thereafter as long as the student is enrolled;	Tutoring	Adapted Physical Education Strategy courses (Math, Reading, Orientation to College, Computer skills)
	Development		Interpreters/captioners and relay services,	Adults with Disabilities supported by DSP&S, if applicable, may be enrolled into the specialized, DSP&S funded programs such as Adapted Physical Education and/or Guidance courses including:			
	Emotional/ Behavioral		Test taking facilitation, Tape recorders and other related equipment	GUIDE 100/102/104/108/115/119 and 150.			
	Chronic Illness		Adults with Disabilities supported by DSP&S may receive services or activities	These courses are held each semester and offered Monday through Thursday of each week throughout the semester. Often, these courses are taken by students as transition courses while they are adjusting to the rigor of college expectations, routines, and			

Table A4.5 AWD Services

Institutions	Disability	Assessment	General Accommodations	Disability Specific Accommodations	Counseling	Tutoring	Courses
	Head Injury		per their documented medical disability as long as this disability is documented during their attendance at San Jose City College. These services may include: use of adaptive equipment; provision of alternate media; assistive computer technology; counseling: academic, career and personal; course related co-curricular accommodations; job development/placement assistance; interpreter/captioner services; liaison services from DSP&S staff with local state and federal agencies; multimedia educational aids; note taker/scribe assistance; outreach activities; reader services; referral services; registration assistance; special classes (APE/GUIDE); special parking; specialized/supplemental orientation; specialized tutoring;				services while at the same time building basic skills. These courses may enroll 20 to 25 students (or more pending the instructor’s decision) per class.
	Learning	Disability-related assessment (LD Assessments)					
	Hearing						
	Vision						
	Speech						

Table A4.5 AWD Services

Institutions	Disability	Assessment	General Accommodations	Disability Specific Accommodations	Counseling	Tutoring	Courses
			test facilitation/proctoring; and transition assistance from high school to college activities				

A4.6 Career Technical Education Programs/Pathways across the Consortium

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
Campbell Adult and Community Education	EKG Technician							
	Medical Assistant							
	Microsoft Applications			X				
	Office Assistant			X			X	
	MS – IT Academy – Microsoft User Certificate			X			X	X
	Clean/Tech Manufacturing Cer- tification Pathway			X			X	
	Admin Assistant			X				
	Accounting Admin Assistant							
	Medical Administrative Assistant							
	IT Technician							
	IT Administrator							
	Field Service Technician							
	Help Desk Technician							
	Microsoft Office Certification							
	Cisco Academy							
	Medical Office Assistant							
	Computer Operations							
	Upholsterer							
	Cabinet Maker							
	Arc Welding							
Servsafe - Food Handlers								
Sustainable Landscaping								
Business Management								

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
East Side Adult Education	EKG Technician							
	Medical Assistant							
	Microsoft Applications	X	X				X	
	Office Assistant	X					X	
	MS – IT Academy – Microsoft User Certificate	X					X	
	Clean/Tech Manufacturing Cer- tification Pathway							
	Admin Assistant	X					X	
	Accounting Admin Assistant	X	X				X	
	Medical Administrative Assistant	X					X	
	IT Technician	X					X	
	IT Administrator	X					X	
	Field Service Technician							
	Help Desk Technician	X					X	
	Microsoft Office Certification	X					X	
	Cisco Academy	X					X	
	Medical Office Assistant	X					X	
	Computer Operations	X					X	
	Upholsterer							
	Cabinet Maker							
	Arc Welding							
	Servsafe - Food Handlers							
	Sustainable Landscaping							
	Business Management							

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
Milpitas Adult Education (Ayer)	EKG Technician							
	Medical Assistant							
	Microsoft Applications							
	Office Assistant							
	MS – IT Academy – Microsoft User Certificate							
	Clean/Tech Manufacturing Cer- tification Pathway							
	Admin Assistant							
	Accounting Admin Assistant							
	Medical Administrative Assistant							
	IT Technician							
	IT Administrator							
	Field Service Technician							
	Help Desk Technician							
	Microsoft Office Certification							
	Cisco Academy							
	Medical Office Assistant							
	Computer Operations							
	Upholsterer							
	Cabinet Maker							
	Arc Welding							
Servsafe - Food Handlers								
Sustainable Landscaping								
Business Management								

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
Milpitas Adult Education (Elmwood)	EKG Technician							
	Medical Assistant							
	Microsoft Applications							
	Office Assistant							
	MS – IT Academy – Microsoft User Certificate							
	Clean/Tech Manufacturing Cer- tification Pathway							
	Admin Assistant			X		X	X	
	Accounting Admin Assistant							
	Medical Administrative Assis- tant							
	IT Technician							
	IT Administrator							
	Field Service Technician							
	Help Desk Technician							
	Microsoft Office Certification							
	Cisco Academy							
	Medical Office Assistant							
	Computer Operations				X		X	X
	Upholsterer				X		X	X
	Cabinet Maker				X		X	X
	Arc Welding				X		X	X
	Servsafe - Food Handlers				X		X	X
	Sustainable Landscaping				X		X	X
	Business Management				X		X	X

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
Santa Clara Adult Education	EKG Technician							
	Medical Assistant							
	Microsoft Applications		X	X				X
	Office Assistant		X				X	X
	MS – IT Academy – Microsoft User Certificate		X	X				X
	Clean/Tech Manufacturing Cer- tification Pathway							
	Admin Assistant		X				X	X
	Accounting Admin Assistant		X				X	X
	Medical Administrative Assistant		X	X			X	X
	IT Technician		X	X			X	X
	IT Administrator		X	X			X	X
	Field Service Technician		X	X			X	X
	Help Desk Technician		X	X			X	X
	Microsoft Office Certification		X	X				X
	Cisco Academy		X					
	Medical Office Assistant							
	Computer Operations				X			
	Upholsterer							
	Cabinet Maker							
	Arc Welding							
Servsafe - Food Handlers								
Sustainable Landscaping								
Business Management								

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
Silicon Valley Adult Education	EKG Technician			X			X	
	Medical Assistant	X	X				X	
	Microsoft Applications			X				X
	Office Assistant							
	MS – IT Academy – Microsoft User Certificate							
	Clean/Tech Manufacturing Cer- tification Pathway							
	Admin Assistant							
	Accounting Admin Assistant							
	Medical Administrative Assistant							
	IT Technician							
	IT Administrator							
	Field Service Technician							
	Help Desk Technician							
	Microsoft Office Certification							
	Cisco Academy							
	Medical Office Assistant							
	Computer Operations							
	Upholsterer							
	Cabinet Maker							
	Arc Welding							
Servsafe - Food Handlers								
Sustainable Landscaping								
Business Management								

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
Evergreen Valley Col- lege	Computer Aided Design & Drafting: Auto CADD	X						
	Computer Aided Design & Drafting: Mech CADD	X						
	Computer Aided Design & Drafting: Mech Drafting & Drafting	X						
	Computer Aided Design & Drafting: Arch CADD	X						
	Computer Aided Design & Drafting: 3D CADD	X						
	Auto - Smog Specialist		X					
	Auto - Engine Service			X				
	Entrepreneurship			X				
	Police Academy			X				
	Medical Asst Front Office			X				
	Paralegal Studies			X				
	Auto – Adv Auto Training					X		
	Amer Honda Prog					X		
	Auto – Drivetrain & Chassis					X		
	BIS General					X		
	BIS Info Processing Spec					X		
	Certified Nursing/Home Health Aide (CAN/HHA)	X	X					X
	Electrician Apprenticeship						X	
Meat Cutter Apprenticeship						X		
Mission College	Business Computing		X					X
	Cisco CCNP		X					X
	Cisco CCNA		X					X
	Computer Applications Level II		X					X
	Fundamental Food Services		X					X

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
	Skills I							
	Help Desk Specialist		X				X	
	Linux System Admin		X				X	
	Microsoft Office		X				X	
	Graphic Arts		X				X	
	Office Info Systems		X				X	
	Oracle Database Administrator		X				X	
	Real Estate Broker		X				X	
	Certified Network Engineer		X				X	
	Community Health Worker		X				X	
	Culinary Arts		X				X	
	Master Teacher (Early Childhood Education)		X				X	
	Psychiatric Technician		X				X	
	Vocational Nursing		X				X	
	Baking and Pastry		X				X	
	Food Service and Hospitality Supervisor		X				X	
	Food Service and Restaurant Management Supervisor		X				X	
	Retail Floristry		X				X	
	Skilled Foodservice Worker II		X				X	
	Early Childhood Education		X				X	
	Associate Teacher		X				X	
	Family Childcare		X				X	
	Digital Illustration		X				X	
	Graphic Design		X				X	
	Multimedia		X				X	
	Video Game Art and Design		X				X	

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
San Jose City College	Video Game Development		X				X	
	Business		X				X	
	Business Communication		X				X	
	Business Essentials		X				X	
	Business Professional		X				X	
	Business: Supply Chain Management (Purchasing)		X				X	
	Business: Management		X				X	
	Business: Marketing		X				X	
	e-Business		X				X	
	Human Resource Management		X				X	
	Real Estate Sales		X				X	
	Small Business Start-up		X				X	
	Office Administration		X				X	
	Fitness Specialist		X				X	
	Certified Nursing Aide		X				X	
	Home Health Aide		X				X	
	Emergency Medical Tech	X						
	Laser Tech			X				
	Solar			X				
	Computer Application Systems				X			
	Computer Info Systems				X			
	Construction Tech				X			
	Esthetics				X			
	Early Childhood Education				X			
	Machine Tech				X			
	Media Arts				X			

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
West Valley College	Real Estate			X				
	Air Conditioning/Refrig				X			
	Business				X			
	Cosmetology				X			
	Dental Assisting				X			
	Facilities Maintenance				X			
	Laser Tech				X			
	Medical Asst/Admin/Clinical				X			
	Electrician Apprenticeship					X		
	Meat Cutter Apprenticeship					X		
	Administrative Mgmt		X					
	Human Relations in Business		X					
	Marketing		X					
	Office Technologies		X					
	Medical Office Reception		X					
	Massage Therapy		X					
	Orthopedic Tech		X					
	Computer Applications		X					
	Insurance Billing Specialist		X					
	Court Reporting		X					
	Early Childhood Education		X					
	Clinical Assistant		X					
	Medical Assistant		X					
	Paralegal		X					
	Court Reporting		X					
	Accounting Clerk		X					X
	Architecture		X					X

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
	Historic Preservation		X				X	
	Computer Arts: Animation		X				X	
	Professional Selling		X				X	
	Business Administration		X				X	
	Business Communication		X				X	
	Business Leadership Skills		X				X	
	Business Management		X				X	
	Project Management		X				X	
	Retail Management		X				X	
	Small Business Startup		X				X	
	Business Int'l Foreign Lang		X				X	
	Communications & the Arts Specialization		X				X	
	Early Intervention		X				X	
	Program Director Specialization		X				X	
	Office Technologies – Online		X				X	
	Office Technologies Lev 1		X				X	
	Office Technologies Lev 2		X				X	
	Publishing w/Microsoft Office		X				X	
	CIS – Business Apps Option		X				X	
	CIS - Computer Science Option		X				X	
	CIS – Programming Emphasis		X				X	
	Legal Secretarial Studies		X				X	
	Legal Transcription Technolo- gist		X				X	
	Note Reading & Scoping Tech- nologist		X				X	
	Office Asst./Transcription Technologist		X				X	

Table A4.6 CTE Programs/Pathways

Institutions	Pathways	ASE Credit	CC Credit/ Transferable Credit	Non-credit	Enhanced Noncredit	WIA (AEFLA) funding	Instructor Led	Lab or Indep. Study
	Digital Medial Design & Production – Lev 1		X				X	
	Web Design & Production Design Emphasis – Lev 1		X				X	
	Web Design & Production - Production Emphasis – Lev 1		X				X	
	Web Development		X				X	
	Digital Publishing – Lev 1		X				X	
	Digital Publishing – Lev 2		X				X	
	Apparel Design – Lev 1		X				X	
	Apparel Design – Lev 2		X				X	
	Apparel Production – Lev 1		X				X	
	Apparel Production – Lev 2		X				X	
	Medical Administrative Assistant		X				X	
	CADD		X				X	
	Interior Design		X				X	
	Interior Design, Advanced		X				X	
	Interior Restoration & Pres		X				X	
	Kitchen & Bath Design		X				X	
	Facilities Planning & Design		X				X	
	Landscape Architecture		X				X	
	Park Management		X				X	
	Geographic Info Science		X				X	
	Electronic Imaging		X				X	
	Photography		X				X	
	Exer Science/Sports Med		X				X	
	Dance Specialist		X				X	

A5 Consortium Faculty Survey – Quantitative Results

A5.1 South Bay Consortium for Adult Education Survey Community College Responses Only

Q2 Your School/College:

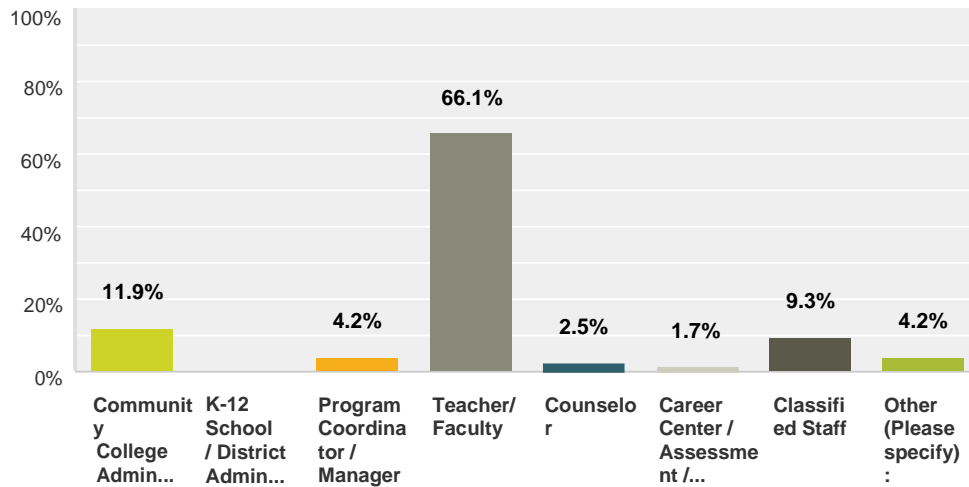
Answered: 120 Skipped: 0

Answer Choices	Responses
Evergreen Valley College	40.8% 49
Mission College	26.7% 32
San Jose City College	20.8% 25
West Valley College,	11.7% 14
Total	120

#	Other (please specify)	Date
1	Misson	9/3/2014 11:32 AM

Q3 What is your current role or position?

Answered: 118 Skipped: 2

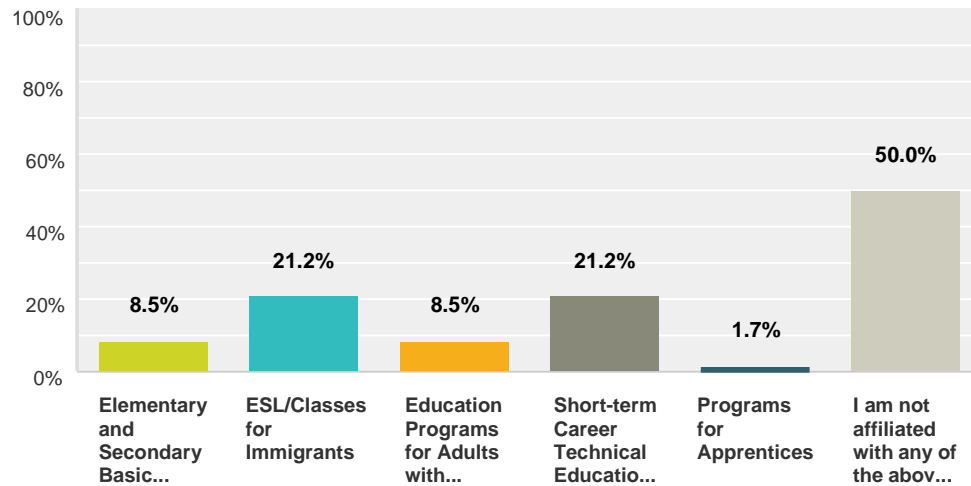


Answer Choices	Responses
Community College Administrator / Dean	11.9% 14
K-12 School / District Administrator	0.0% 0
Program Coordinator / Manager	4.2% 5
Teacher/Faculty	66.1% 78
Counselor	2.5% 3
Career Center / Assessment / Tutoring / Guidance Staff	1.7% 2
Classified Staff	9.3% 11
Other (Please specify):	4.2% 5
Total	118

#	Other (Please specify):	Date
1	ESL Department Chair and ESL Instructor	9/16/2014 7:59 PM
2	Director, California EH+S Training Center @ Mission College	9/16/2014 10:40 AM
3	Librarian	9/10/2014 7:53 AM
4	Department Chair, Faculty	9/9/2014 5:29 PM
5	Faculty and Curriculum Chair	9/8/2014 1:20 PM

Q4 With which of the following programs are you primarily affiliated? Check all that apply.

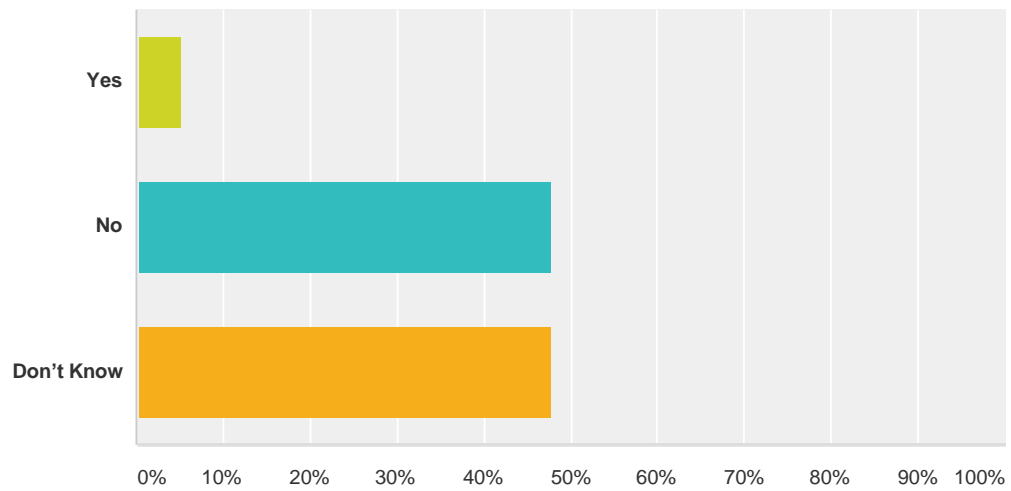
Answered: 118 Skipped: 2



Answer Choices	Responses	
Elementary and Secondary Basic Skills, including classes required for a diploma	8.5%	10
ESL/Classes for Immigrants	21.2%	25
Education Programs for Adults with Disabilities	8.5%	10
Short-term Career Technical Education (CTE) Programs	21.2%	25
Programs for Apprentices	1.7%	2
I am not affiliated with any of the above program areas	50.0%	59
Total Respondents: 118		

Q5 Does your school provide services in correctional facilities?

Answered: 120 Skipped: 0



Answer Choices	Responses
Yes	5.0% 6
No	47.5% 57
Don't Know	47.5% 57
Total	120

Q6 Please rate the overall quality and/or effectiveness of the programs, services, and courses available at your school to meet the needs of adult learners in each of the following areas:

Answered: 97 Skipped: 23

	Very High	Above Average	Average	Below Average	Very Low	No Services Provided	Don't Know	Total
Adult Basic Education (ABE) or Elementary Skills	10.5% 10	16.8% 16	14.7% 14	2.1% 2	3.2% 3	11.6% 11	41.1% 39	95
High school diploma or High School Equivalency Certificate (GED)	4.2% 4	4.2% 4	10.5% 10	0.0% 0	4.2% 4	22.1% 21	54.7% 52	95
College Basic Skills (remediation)	22.0% 20	36.3% 33	18.7% 17	2.2% 2	2.2% 2	0.0% 0	18.7% 17	91
English as a second language (ESL) or Citizenship or Vocational ESL (VESL)	31.6% 30	36.8% 35	14.7% 14	1.1% 1	1.1% 1	1.1% 1	13.7% 13	95
Short-term career technical education (CTE) programs	17.0% 16	22.3% 21	16.0% 15	6.4% 6	0.0% 0	1.1% 1	37.2% 35	94
Education programs for adults with developmental disabilities	9.5% 9	21.1% 20	17.9% 17	4.2% 4	7.4% 7	1.1% 1	38.9% 37	95
Education programs for adults with learning disabilities	11.8% 11	31.2% 29	18.3% 17	4.3% 4	2.2% 2	0.0% 0	32.3% 30	93
Programs for Apprentices	4.3% 4	6.4% 6	10.6% 10	4.3% 4	6.4% 6	11.7% 11	56.4% 53	94
Programs and services preparing students to transition into postsecondary education (such as career/life planning or academic guidance, transition planning, and college orientation)	20.2% 19	25.5% 24	22.3% 21	2.1% 2	3.2% 3	1.1% 1	25.5% 24	94
Programs and services preparing students to transition into the workforce (such as career guidance counseling, skills and aptitude assessments, resume and interview preparation)	17.0% 16	23.4% 22	19.1% 18	4.3% 4	6.4% 6	1.1% 1	28.7% 27	94
Programs for adults in correctional facilities	3.2% 3	1.1% 1	3.2% 3	2.1% 2	1.1% 1	26.3% 25	63.2% 60	95
Support services (such as guidance, counseling, transition plans, tutoring and follow-up services)	22.1% 21	32.6% 31	21.1% 20	6.3% 6	1.1% 1	0.0% 0	16.8% 16	95

#	Other (please specify):	Date
1	Conversation groups and conversation practice with native speakers for ESL students	9/16/2014 8:02 PM
2	Low funding for library materials	9/9/2014 11:00 AM
3	I am a new adjunct professor, This is my first term at Evergreen, so I cannot offer well grounded opinions yet.	8/29/2014 4:55 PM

Q7 Please rate the adequacy (sufficiency, comprehensiveness) of the programs, services, and courses available at your school to meet the needs of adult learners in each of the following areas:

Answered: 94 Skipped: 26

	Extremely/Very Adequate	Slightly/Moderately Adequate	Not at all Adequate	Don't Know	Total
Adult Basic Education (ABE) or Elementary Skills	22.8% 21	18.5% 17	10.9% 10	47.8% 44	92
High school diploma or High School Equivalency Certificate	10.9% 10	8.7% 8	12.0% 11	68.5% 63	92
College Basic Skills (remediation)	55.1% 49	23.6% 21	2.2% 2	19.1% 17	89
English as a second language (ESL) or Citizenship or Vocational ESL (VESL)	61.3% 57	19.4% 18	1.1% 1	18.3% 17	93
Short-term career technical education (CTE) programs	41.9% 39	21.5% 20	4.3% 4	32.3% 30	93
Education programs for adults with developmental disabilities	20.7% 19	23.9% 22	4.3% 4	51.1% 47	92
Education programs for adults with learning disabilities	31.5% 29	28.3% 26	4.3% 4	35.9% 33	92
Programs for Apprentices	9.8% 9	15.2% 14	7.6% 7	67.4% 62	92
Programs and services preparing students to transition into postsecondary education (such as career/life planning or academic guidance, transition planning, and college orientation)	32.6% 30	34.8% 32	3.3% 3	29.3% 27	92
Programs and services preparing students to transition into the workforce (such as career guidance counseling, skills and aptitude assessments, resume and interview preparation.)	35.5% 33	32.3% 30	3.2% 3	29.0% 27	93
Programs for adults in correctional facilities	2.2% 2	5.6% 5	10.0% 9	82.2% 74	90
Support services (such as guidance, counseling, transition plans, tutoring, and follow-up services)	46.2% 42	33.0% 30	3.3% 3	17.6% 16	91

#	Other (please specify)	Date
1	Tutoring issues in areas except math and English	9/2/2014 8:32 PM
2	See No. 6	8/29/2014 4:55 PM

Q8 Which of the program areas offered at your school have the greatest need for additional course offerings, services, or other improvements?

Answered: 87 Skipped: 33

Answer Choices	Responses	
Adult Basic Education (ABE) or Elementary Skills	26.4%	23
HS diploma or HS Equivalency Certificate	21.8%	19
College Basic Skills (remediation)	39.1%	34
ESL or Citizenship or Vocational ESL (VESL)	32.2%	28
Short-term CTE	46.0%	40
Developmental disabilities	24.1%	21
Learning disabilities	27.6%	24
Programs for Apprentices	36.8%	32
Transition to postsecondary education	28.7%	25
Transition to workforce	39.1%	34
Correctional facilities	20.7%	18
Support services (such as guidance, counseling, transition, and follow-up services)	34.5%	30
Total Respondents: 87		

Q12 Please rate your knowledge of the resources and services provided by the following agencies to serve adult learners/students.

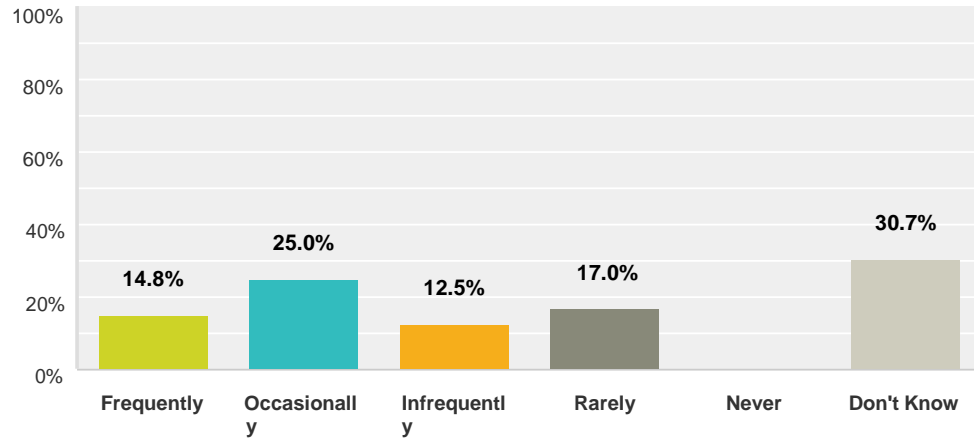
Answered: 90 Skipped: 30

	Excellent/Very Good	Good	Fair	Poor	No Services	Don't Know	Total
Area Community Colleges	43.3% 39	28.9% 26	14.4% 13	3.3% 3	0.0% 0	10.0% 9	90
Area Adult Schools	12.5% 11	22.7% 20	22.7% 20	13.6% 12	0.0% 0	28.4% 25	88
One-Stop Career Centers (work2future or NOVA)	12.4% 11	14.6% 13	12.4% 11	11.2% 10	0.0% 0	49.4% 44	89
County/City Libraries and branches	25.6% 23	18.9% 17	24.4% 22	4.4% 4	0.0% 0	26.7% 24	90
Community Based Organizations (Center for Employment and Training (CET), Goodwill, Community Health Partnership, etc.)	13.8% 12	16.1% 14	20.7% 18	5.7% 5	0.0% 0	43.7% 38	87
San Jose Office of Economic Development	5.7% 5	8.0% 7	12.5% 11	12.5% 11	0.0% 0	61.4% 54	88
San Jose Silicon Valley Chambers of Commerce	4.5% 4	6.8% 6	11.4% 10	17.0% 15	1.1% 1	59.1% 52	88
Santa Clara County Office of Education	12.5% 11	10.2% 9	17.0% 15	10.2% 9	1.1% 1	48.9% 43	88
Santa Clara County Vision Literacy	5.7% 5	4.6% 4	8.0% 7	9.2% 8	0.0% 0	72.4% 63	87
Santa Clara County Social Services	10.2% 9	8.0% 7	15.9% 14	9.1% 8	1.1% 1	55.7% 49	88
City Parks and Recreation	15.5% 13	11.9% 10	14.3% 12	11.9% 10	0.0% 0	46.4% 39	84

#	Other (please specify):	Date
1	I obviously don't know much!	9/9/2014 9:01 PM
2	San Andreas Regional Center - Fair	9/9/2014 1:27 PM
3	Community help for people with disabilities	9/2/2014 8:40 PM

Q13 How often have you or your school collaborated with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services to adult learners/students?

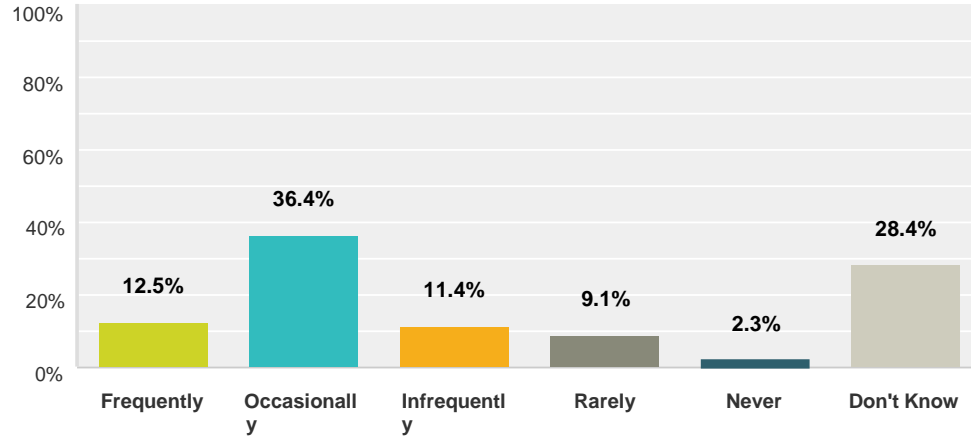
Answered: 88 Skipped: 32



Answer Choices	Responses	
Frequently	14.8%	13
Occasionally	25.0%	22
Infrequently	12.5%	11
Rarely	17.0%	15
Never	0.0%	0
Don't Know	30.7%	27
Total		88

Q14 How often have you or your school collaborated with area Adult Schools or the Community Colleges to better meet the needs of adult learners/students?

Answered: 88 Skipped: 32



Answer Choices	Responses	
Frequently	12.5%	11
Occasionally	36.4%	32
Infrequently	11.4%	10
Rarely	9.1%	8
Never	2.3%	2
Don't Know	28.4%	25
Total		88

Q15 Please identify the areas in which you have collaborated. Mark all that apply.

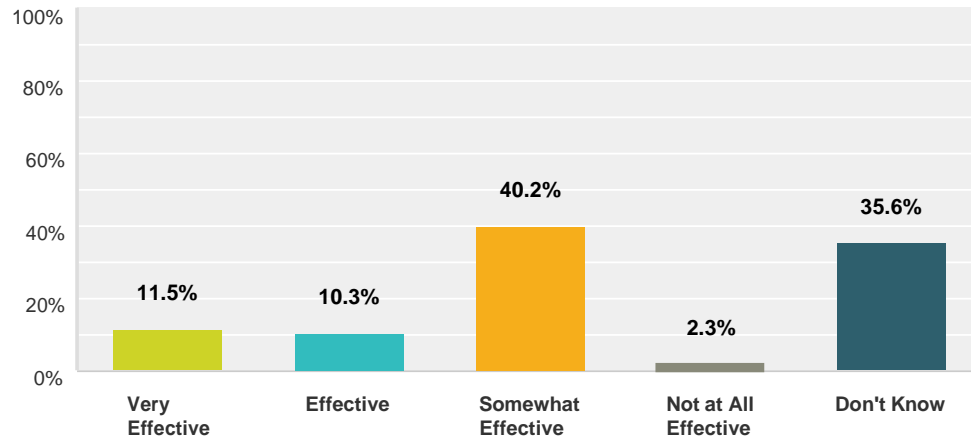
Answered: 82 Skipped: 38

Answer Choices	Responses
Alignment of assessments	14.6% 12
Alignment of educational and career	24.4% 20
Alignment of curriculum	29.3% 24
Articulation of courses	24.4% 20
Dual and concurrent enrollment	23.2% 19
Team teaching	15.9% 13
Creation of career pathways	26.8% 22
Sharing of information about students	29.3% 24
Sharing of data	24.4% 20
Joint grant writing and fund development	13.4% 11
Joint professional development	15.9% 13
Student referral	34.1% 28
None of the above	20.7% 17
Total Respondents: 82	

#	Other (please specify)	Date
1	Training students in fiber optics & Cabling	9/10/2014 9:46 AM
2	Corporate Training	9/10/2014 9:27 AM
3	I personally have been involved in such collaborations.	9/10/2014 8:02 AM
4	Worked with Santa Clara City Library to create curriculum around graphic novels and adult literacy	9/9/2014 3:19 PM
5	Community Collaboration Meetings that include outside agencies and K-12	9/9/2014 1:31 PM
6	KinderKaminata	9/8/2014 9:50 AM
7	I'm not sure what the question is asking? Our program collaboration or the college?	9/5/2014 9:16 AM
8	I would with Project Shine and used volunteers in my class.	8/31/2014 12:10 PM
9	advisory groups with outside industry	8/31/2014 10:16 AM
10	New adjunct professor. This is my first semester at Evergreen. Cannot offer grounded opinions yet.	8/29/2014 4:58 PM
11	Special information sessions for students	8/27/2014 3:42 PM

Q16 How effective have these collaborations been in improving or expanding adult education programs and services in your region?

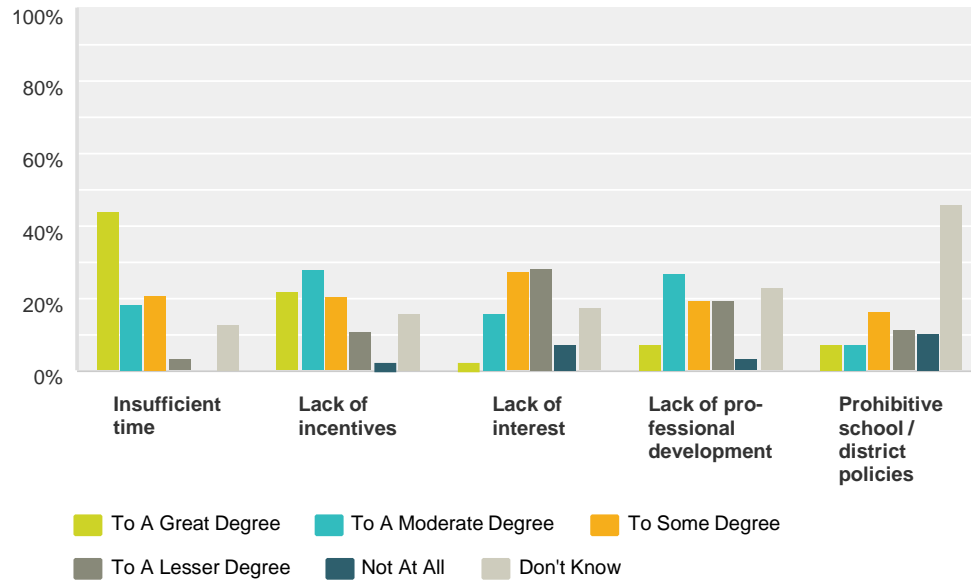
Answered: 87 Skipped: 33



Answer Choices	Responses	
Very Effective	11.5%	10
Effective	10.3%	9
Somewhat Effective	40.2%	35
Not at All Effective	2.3%	2
Don't Know	35.6%	31
Total		87

Q17 Below are some barriers to collaboration between schools/colleges and outside service providers. Please rate the degree to which each is a barrier to collaboration.

Answered: 86 Skipped: 34

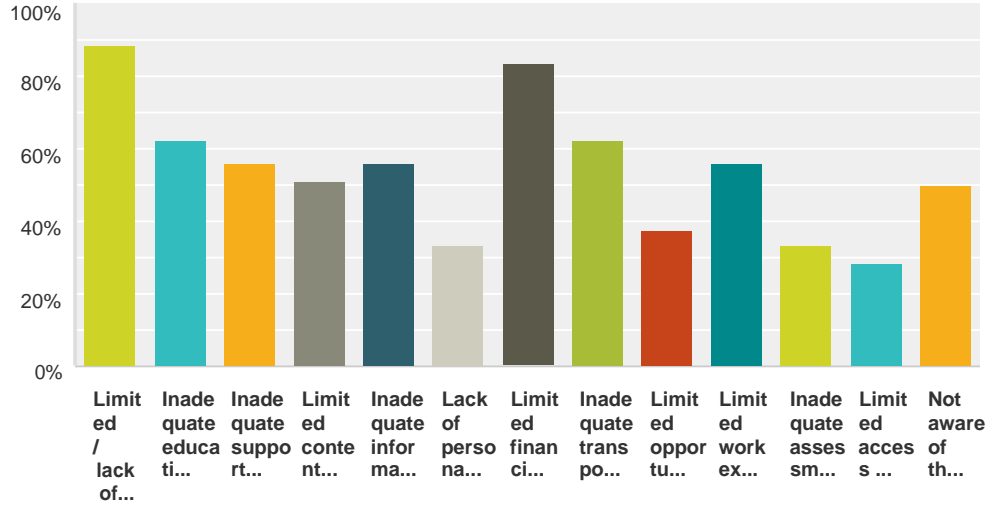


	To A Great Degree	To A Moderate Degree	To Some Degree	To A Lesser Degree	Not At All	Don't Know	Total
Insufficient time	44.2% 38	18.6% 16	20.9% 18	3.5% 3	0.0% 0	12.8% 11	86
Lack of incentives	22.0% 18	28.0% 23	20.7% 17	11.0% 9	2.4% 2	15.9% 13	82
Lack of interest	2.5% 2	16.3% 13	27.5% 22	28.7% 23	7.5% 6	17.5% 14	80
Lack of professional development	7.3% 6	26.8% 22	19.5% 16	19.5% 16	3.7% 3	23.2% 19	82
Prohibitive school / district policies	7.7% 6	7.7% 6	16.7% 13	11.5% 9	10.3% 8	46.2% 36	78

#	Other (please specify)	Date
1	Lack of funding	9/16/2014 8:07 PM
2	Lack of staffing and resources provided by HR to hire staffing on a permanate basis. Even though funding exists can only hire staff and instructors on part-time contracts	9/10/2014 9:27 AM
3	FUNDING!	9/8/2014 9:50 AM
4	money and want	9/4/2014 1:53 PM
5	The Community Colleges need more outreach staffers and fewer VPs.	8/27/2014 5:58 PM

**Q19 Of the following options, which are obstacles to adult learners/students?
Please check all that apply.**

Answered: 80 Skipped: 40



Answer Choices	Responses
Limited / lack of available childcare options / family needs	88.8% 71
Inadequate education and/or training programs or service options available	62.5% 50
Inadequate support services (e.g., tutoring, counseling, health services)	56.3% 45
Limited content delivery models (e.g., online options, flexible schedules)	51.2% 41
Inadequate information about programs and services available (e.g., in multiple languages and outreach)	56.3% 45
Lack of personal motivation / goals	33.8% 27
Limited financial resources	83.8% 67
Inadequate transportation options	62.5% 50
Limited opportunities to develop networking/soft skills	37.5% 30
Limited work experience opportunities (job shadowing, internships/externships)	56.3% 45
Inadequate assessment & career planning services	33.8% 27
Limited access and accommodations for students with disabilities	28.7% 23
Not aware of the resources or services available	50.0% 40
Total Respondents: 80	

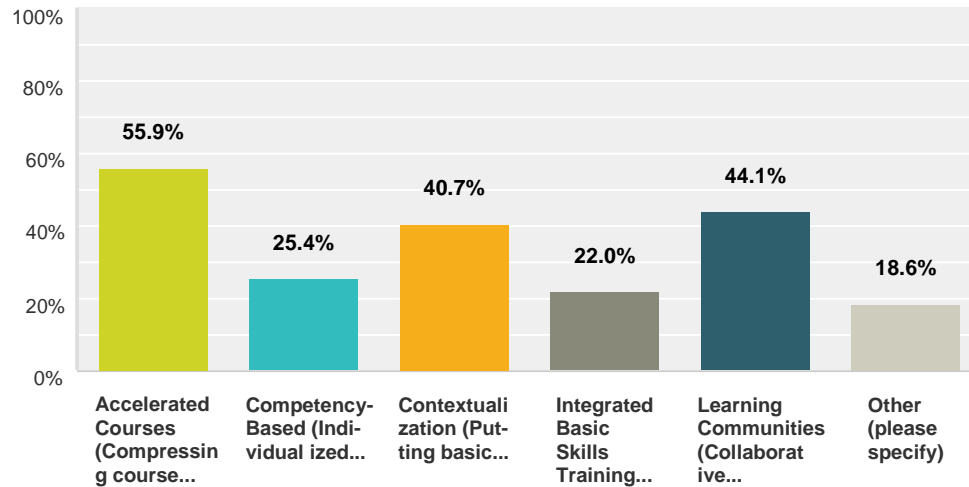
#	Other (please specify):	Date
1	Lack of knowledge of options and opportunities	9/16/2014 8:14 PM

2	Limited availability of days to offer courses/classes due to classroom availability. Also, paid time off from employers to have there employees do job training, recertification or build there education and skill sets.	9/10/2014 9:35 AM
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3	Being employed in jobs that are not on a regular schedule, that change weekly or even daily.	9/10/2014 8:07 AM
4	Comm. colleges get some students who would be better served by adult ed. and vice versa. We need to refer within programs and have a way to share data so students attend the program that best serves them.	9/5/2014 9:08 AM
5	cost/ our traffic situation	9/1/2014 1:32 PM

Q20 Which of the following strategies to accelerate student progress are currently in use within your program? Please check all that apply.

Answered: 59 Skipped: 61

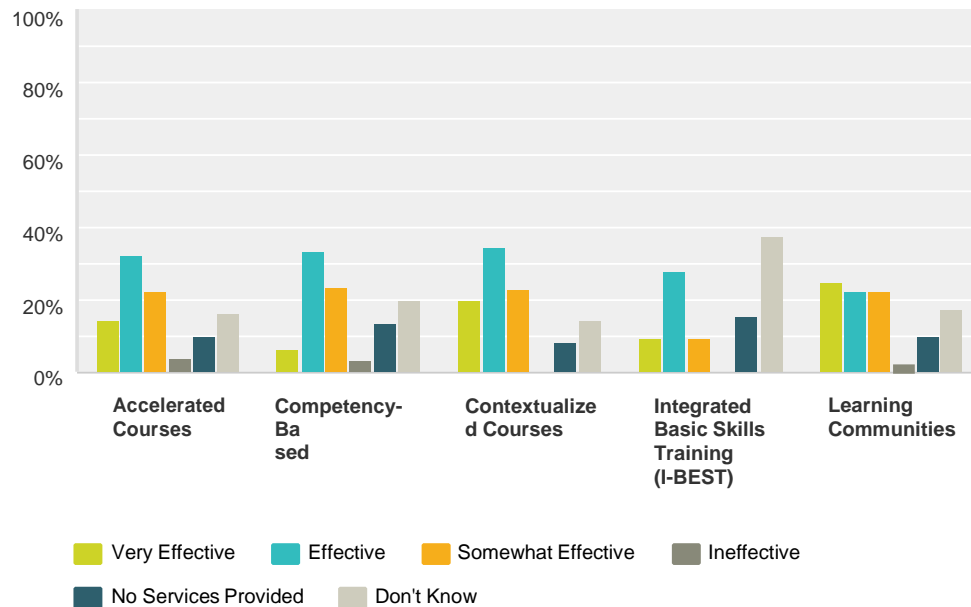


Answer Choices	Responses
Accelerated Courses (Compressing courses into shorter, more intensive terms)	55.9% 33
Competency-Based (Individualized instruction based on a student's competencies)	25.4% 15
Contextualization (Putting basic skills content into the context of a student's goals and career path)	40.7% 24
Integrated Basic Skills Training (I-BEST) (Technical and basic skills instructors team-teach)	22.0% 13
Learning Communities (Collaborative instruction across disciplines)	44.1% 26
Other (please specify)	18.6% 11
Total Respondents: 59	

#	Other (please specify)	Date
1	Service Learning	9/10/2014 4:42 PM
2	Half day seminars/workshops to full-day seminars/workshops.	9/10/2014 9:35 AM
3	n/a	9/10/2014 9:05 AM
4	I do not manage an adult education program at my college.	9/10/2014 8:07 AM
5	ESP courses, for example: English for Child Care Providers courses	9/9/2014 8:01 PM
6	Reading Apprenticeship professional development	9/9/2014 3:23 PM
7	Small Group Tutoring specifically geared towards Learning through Sensory Strategies	9/9/2014 1:49 PM
8	Service learning is also available allowing students to learn while assisting others	9/9/2014 12:15 PM
9	None for ESL, but not needed here. But computer literacy is needed.	9/5/2014 9:08 AM
10	New adjunct professor. This is my first semester at Evergreen. Cannot offer well grounded opinions	8/29/2014 5:01 PM

Q21 If you marked any of the strategies in the previous question, please rate their effectiveness at accelerating student progress toward educational and career goals.

Answered: 56 Skipped: 64

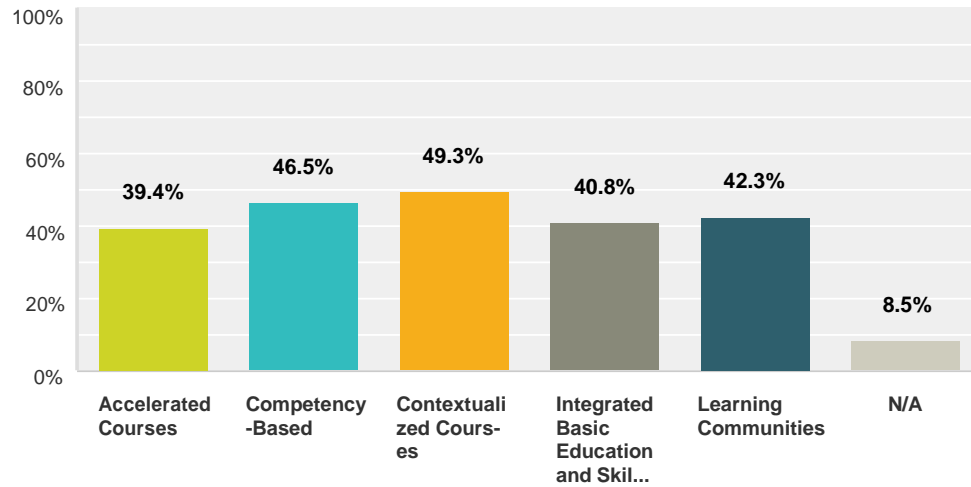


	Very Effective	Effective	Somewhat Effective	Ineffective	No Services Provided	Don't Know	Total
Accelerated Courses	14.3% 7	32.7% 16	22.4% 11	4.1% 2	10.2% 5	16.3% 8	49
Competency-Based	6.7% 2	33.3% 10	23.3% 7	3.3% 1	13.3% 4	20.0% 6	30
Contextualized Courses	20.0% 7	34.3% 12	22.9% 8	0.0% 0	8.6% 3	14.3% 5	35
Integrated Basic Skills Training (I-BEST)	9.4% 3	28.1% 9	9.4% 3	0.0% 0	15.6% 5	37.5% 12	32
Learning Communities	25.0% 10	22.5% 9	22.5% 9	2.5% 1	10.0% 4	17.5% 7	40

#	Other (please specify)	Date
1	n/a	9/10/2014 9:05 AM

Q22 Which of the following strategies to accelerate student progress would you like to see more of in your program? Please mark all that apply.

Answered: 71 Skipped: 49



Answer Choices	Responses
Accelerated Courses	39.4% 28
Competency-Based	46.5% 33
Contextualized Courses	49.3% 35
Integrated Basic Education and Skills Training (I-BEST)	40.8% 29
Learning Communities	42.3% 30
N/A	8.5% 6
Total Respondents: 71	

#	Other (please specify)	Date
1	n/a	9/10/2014 9:05 AM
2	smaller developmental class sizes	9/9/2014 1:49 PM
3	We need to grow and help our students transfer to USC or UC system.	9/5/2014 9:31 AM
4	We have many if these already	9/2/2014 8:54 PM
5	Accelerated courses haven't worked well for many developmental Reading students.	8/27/2014 6:12 PM

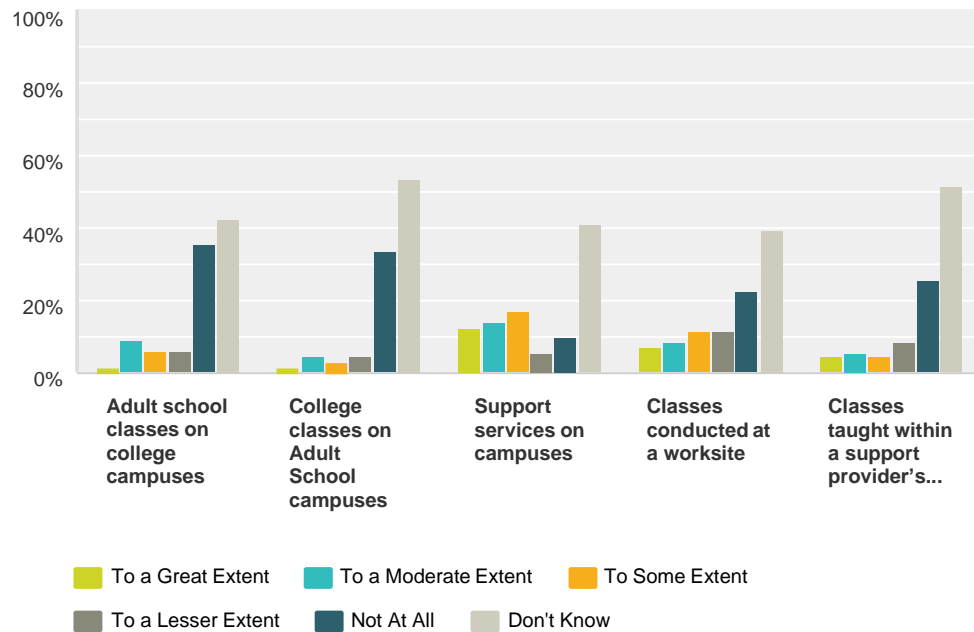
Q23 What additional models would you like to see more of in your program?

Answered: 16 Skipped: 104

#	Responses	Date
1	Centralized courses.	9/19/2014 4:15 PM
2	ESL training in the workplace coupled with classes.	9/16/2014 8:14 PM
3	Apprenticeships	9/15/2014 4:06 PM
4	N/A	9/10/2014 9:35 AM
5	Establishment of cohorts. Create a program in which students would be required to study full-time, with built-in counseling and tutoring. More programs that require tutoring for at-risk students.	9/9/2014 9:01 PM
6	N/A	9/9/2014 7:28 PM
7	NA	9/9/2014 5:40 PM
8	We did have learning communities, and they worked well. There was no money for this program, and it ended. I believe it should be brought back.	9/9/2014 2:29 PM
9	Team-teaching, Special Education with General Education Instructors, both specialists in a content	9/9/2014 1:49 PM
10	Establishing a learning community with English 1A classes with Library Information Competency. I believe Cabrillo College follows this model.	9/9/2014 11:14 AM
11	N/A	9/9/2014 9:02 AM
12	Apprenticeship	9/5/2014 9:37 AM
13	I'd like to see more community based services offered. Even if they are one day FREE to the public classes like, "How to Have Good Oral Hygiene" "What Every New Parent Should Know About Brushing and Flossing Children's Teeth" "Nutrition for Better Dental Health" "What is Periodontal Disease?" "How Does Poor Dental Hygiene Link to Cardiovascular Disease?" "Taking Your Child to the Dentist for the First Time" "How to Find a Dentist That's Right for You!"	9/5/2014 9:31 AM
14	Always progressing for betterment of students	9/2/2014 8:54 PM
15	I think that the use of online course presentation should be developed more fully.	8/30/2014 8:57 AM
16	Integrated reading and writing courses, ideally with cohorts over a year at the developmental level. First year experience programs. More ways to involve adult students who work full time in culturally competent, supportive services and communities to improve retention, development and persistence. Also more internships/externships and public-private collaborations.	8/27/2014 6:12 PM

Q24 To what extent does your program use the following Co-location Strategies to align activities or program elements between the Adult School and Community College?

Answered: 72 Skipped: 48

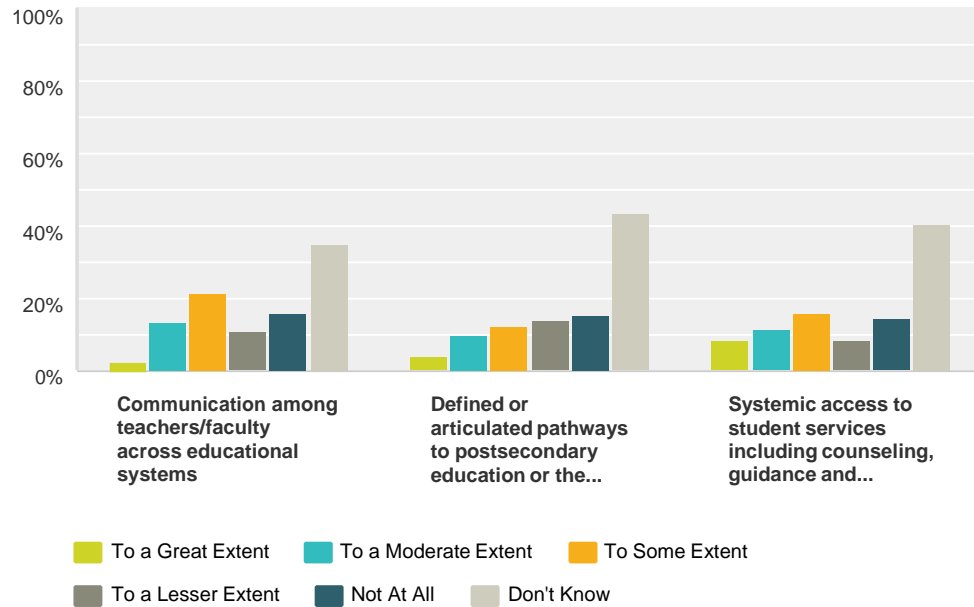


	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know	Total
Adult school classes on college campuses	1.5% 1	8.8% 6	5.9% 4	5.9% 4	35.3% 24	42.6% 29	68
College classes on Adult School campuses	1.4% 1	4.3% 3	2.9% 2	4.3% 3	33.3% 23	53.6% 37	69
Support services on campuses	12.7% 9	14.1% 10	16.9% 12	5.6% 4	9.9% 7	40.8% 29	71
Classes conducted at a worksite	7.0% 5	8.5% 6	11.3% 8	11.3% 8	22.5% 16	39.4% 28	71
Classes taught within a support provider's location (e.g., in a group home, facility for adults with disabilities, One Stop Career Center)	4.3% 3	5.7% 4	4.3% 3	8.6% 6	25.7% 18	51.4% 36	70

#	Other (please specify)	Date
1	I am not aware of this detail at my college.	9/10/2014 8:07 AM
2	The last concept above is a great thought!	9/9/2014 12:15 PM
3	I checked "Great Extent" for "Adult classes on college campuses because it seems we in ESL are doing Adult Ed work.	9/9/2014 12:05 PM
4	New adjunct professor. First semester at Evergreen Cannot offer a well grounded opinion	8/29/2014 5:01 PM

Q25 To what extent does your program use the following Transition Strategies to align activities or program elements between the Adult School and Community College?

Answered: 74 Skipped: 46

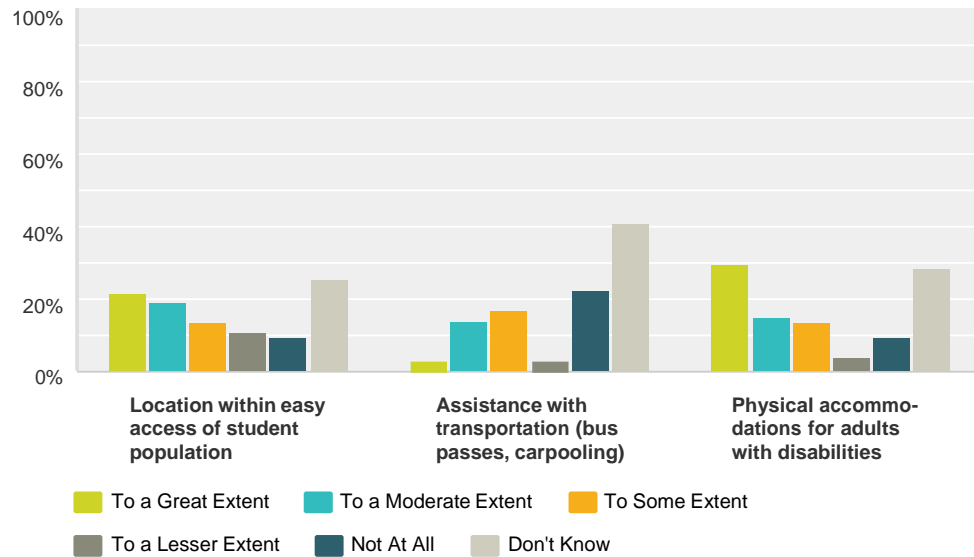


	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know	Total
Communication among teachers/faculty across educational systems	2.7% 2	13.5% 10	21.6% 16	10.8% 8	16.2% 12	35.1% 26	74
Defined or articulated pathways to postsecondary education or the workforce	4.2% 3	9.9% 7	12.7% 9	14.1% 10	15.5% 11	43.7% 31	71
Systemic access to student services including counseling, guidance and follow-up	8.7% 6	11.6% 8	15.9% 11	8.7% 6	14.5% 10	40.6% 28	69

#	Other (please specify)	Date
1	n/a	9/10/2014 9:05 AM
2	I am not aware of this detail at my college.	9/10/2014 8:07 AM
3	see above	8/29/2014 5:01 PM

Q26 To what extent does your program use the following Physical Access Strategies to facilitate student access to services?

Answered: 74 Skipped: 46

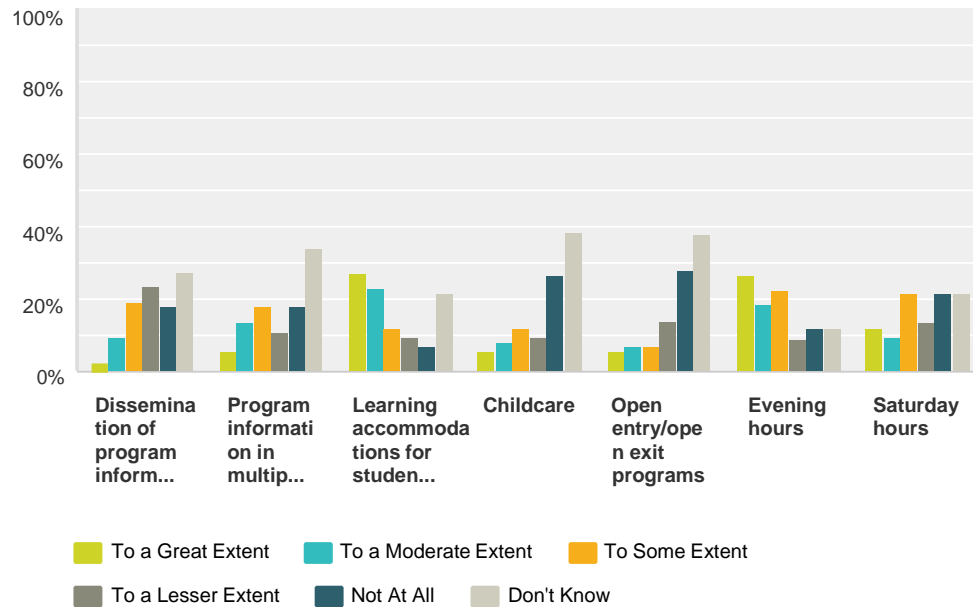


	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know	Total
Location within easy access of student population	21.6% 16	18.9% 14	13.5% 10	10.8% 8	9.5% 7	25.7% 19	74
Assistance with transportation (bus passes, carpooling)	2.8% 2	14.1% 10	16.9% 12	2.8% 2	22.5% 16	40.8% 29	71
Physical accommodations for adults with disabilities	29.7% 22	14.9% 11	13.5% 10	4.1% 3	9.5% 7	28.4% 21	74

#	Other (please specify)	Date
1	n/a	9/10/2014 9:05 AM
2	I am not aware of this detail at my college.	9/10/2014 8:07 AM
3	see above	8/29/2014 5:01 PM

Q27 To what extent does your program use other strategies to facilitate student access to services?

Answered: 76 Skipped: 44



	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know	Total
Dissemination of program information in local media	2.7% 2	9.6% 7	19.2% 14	23.3% 17	17.8% 13	27.4% 20	73
Program information in multiple languages	5.5% 4	13.7% 10	17.8% 13	11.0% 8	17.8% 13	34.2% 25	73
Learning accommodations for students with disabilities	27.0% 20	23.0% 17	12.2% 9	9.5% 7	6.8% 5	21.6% 16	74
Childcare	5.3% 4	8.0% 6	12.0% 9	9.3% 7	26.7% 20	38.7% 29	75
Open entry/open exit programs	5.6% 4	7.0% 5	7.0% 5	14.1% 10	28.2% 20	38.0% 27	71
Evening hours	26.3% 20	18.4% 14	22.4% 17	9.2% 7	11.8% 9	11.8% 9	76
Saturday hours	12.2% 9	9.5% 7	21.6% 16	13.5% 10	21.6% 16	21.6% 16	74

#	Other (please specify)	Date
1	n/a	9/10/2014 9:05 AM
2	I am not aware of this detail at my college.	9/10/2014 8:07 AM
3	see above	8/29/2014 5:01 PM

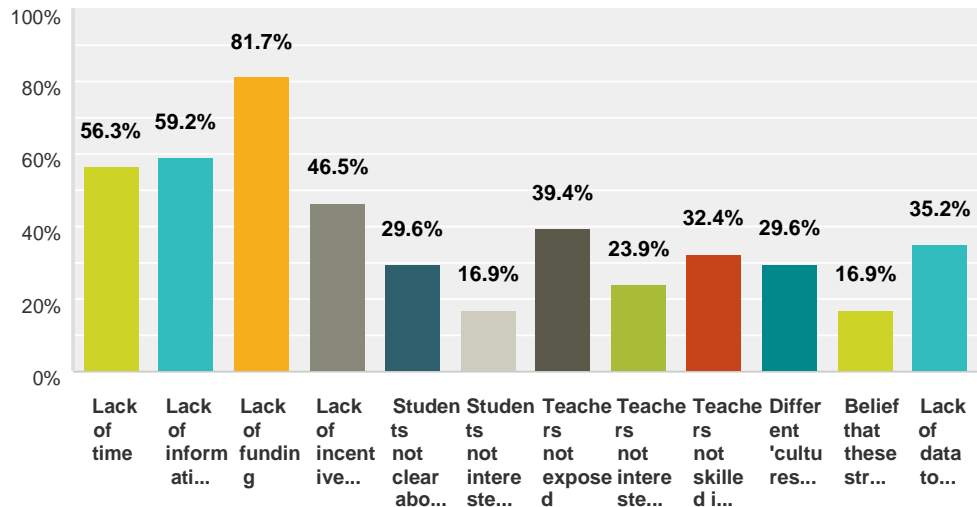
Q28 To what extent do the following challenges hinder the implementation of any of the strategies listed previously?

Answered: 75 Skipped: 45

	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know	Total
Lack of time	32.4% 23	23.9% 17	18.3% 13	4.2% 3	1.4% 1	19.7% 14	71
Lack of information about programs or services	23.2% 16	23.2% 16	21.7% 15	8.7% 6	2.9% 2	20.3% 14	69
Lack of funding	53.4% 39	15.1% 11	13.7% 10	1.4% 1	1.4% 1	15.1% 11	73
Lack of incentives, given separate organizational mandates	35.2% 25	18.3% 13	21.1% 15	1.4% 1	2.8% 2	21.1% 15	71
Students not clear about their goals	15.5% 11	23.9% 17	23.9% 17	9.9% 7	5.6% 4	21.1% 15	71
Students not interested in progressing to the next level or moving on to another program	2.9% 2	17.4% 12	21.7% 15	26.1% 18	8.7% 6	23.2% 16	69
Teachers not exposed to these strategies	15.3% 11	25.0% 18	19.4% 14	12.5% 9	6.9% 5	20.8% 15	72
Teachers not interested in these strategies	10.0% 7	14.3% 10	18.6% 13	20.0% 14	10.0% 7	27.1% 19	70
Teachers not skilled in teaching in these ways	10.3% 7	20.6% 14	17.6% 12	16.2% 11	5.9% 4	29.4% 20	68
Different 'cultures' across institutions	14.5% 10	18.8% 13	18.8% 13	14.5% 10	7.2% 5	26.1% 18	69
Belief that these strategies are not appropriate for the students	5.6% 4	15.5% 11	18.3% 13	11.3% 8	18.3% 13	31.0% 22	71
Lack of data to track progress and outcomes from these strategies	26.8% 19	11.3% 8	15.5% 11	7.0% 5	8.5% 6	31.0% 22	71

**Q29 Of these challenges, which are the ones that most need to be addressed?
Please mark all that apply.**

Answered: 71 Skipped: 49



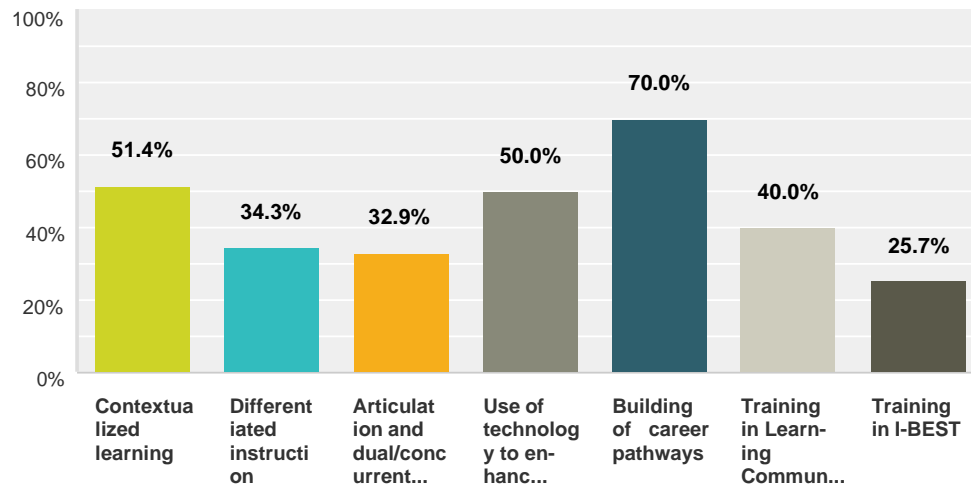
Answer Choices	Responses
Lack of time	56.3% 40
Lack of information about programs or services	59.2% 42
Lack of funding	81.7% 58
Lack of incentives, given separate organizational mandates	46.5% 33
Students not clear about their goals	29.6% 21
Students not interested in progressing to the next level or moving on to another program	16.9% 12
Teachers not exposed to these strategies	39.4% 28
Teachers not interested in these strategies	23.9% 17
Teachers not skilled in teaching in these ways	32.4% 23
Different 'cultures' across institutions	29.6% 21
Belief that these strategies are not appropriate for the students	16.9% 12
Lack of data to track progress and outcomes from these strategies	35.2% 25
Total Respondents: 71	

#	Other (please specify)	Date
1	Lack of staffing to perform such services.	9/10/2014 9:35 AM
2	I am not aware of this detail at my college.	9/10/2014 8:07 AM
3	Students may not be clear about their goals because they may not know how to go about applying for different jobs and apprenticeships if they do get at least an AA.	9/9/2014 12:05 PM

4	Teachers want to do this but lack support with all areas of growth and expansion of programs.	9/5/2014 9:31 AM
5	there is no coordination btw Adult Schools and comm. college. Time, money,data. are important too,	9/5/2014 9:08 AM

Q30 What kinds of professional development in your program area would be most valuable for improving or expanding services to adult learners/students? Please mark all that apply.

Answered: 70 Skipped: 50



Answer Choices	Responses
Contextualized learning	51.4% 36
Differentiated instruction	34.3% 24
Articulation and dual/concurrent enrollment	32.9% 23
Use of technology to enhance access and learning	50.0% 35
Building of career pathways	70.0% 49
Training in Learning Communities	40.0% 28
Training in I-BEST	25.7% 18
Total Respondents: 70	

#	Other (please specify)	Date
1	More hands on and field base work.	9/10/2014 9:35 AM
2	The library is a support service and need to be aware of the various adult eduction programs being offered so that collections, technology, and open hours can accomodate the largest percentage of the college's overall student usage.	9/10/2014 8:08 AM
3	Team Teaching, Education Specialist and Content	9/9/2014 1:50 PM
4	\$\$	8/27/2014 6:14 PM

8/31/2014 10:28 AM

A5. 2 South Bay Consortium for Adult Education Survey Adult School Responses Only

Q2 Your School/College:

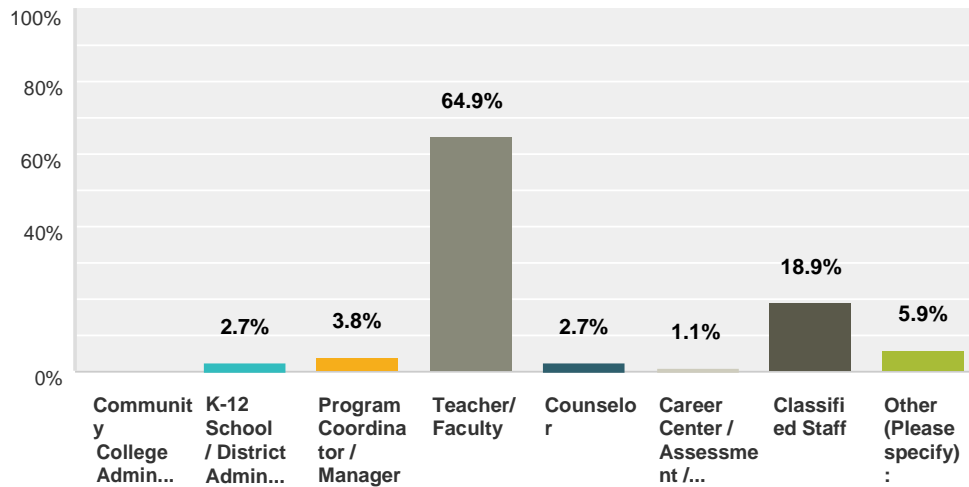
Answered: 187 Skipped: 0

Answer Choices	Responses
Campbell Adult and Community Education (Campbell Union High School District)	17.6% 33
East Side Adult School (East Side Union High School District)	41.7% 78
Santa Clara Adult Education (Santa Clara Unified School District),	10.2% 19
Silicon Valley Adult Education (San Jose Unified School District),	15.5% 29
Milpitas Adult School (Milpitas Unified School District)	15.0% 28
Total	187

#	Other (please specify)	Date
1	Milpitas Elmwood	9/16/2014 2:35 PM
2	Milpitas Elmwood Correctional Facility	9/16/2014 7:00 AM
3	San Jose City College	9/15/2014 4:05 PM
4	Milpitas Corrections	9/15/2014 12:44 PM
5	Milpitas MUSD/corrections	9/8/2014 8:42 AM

Q3 What is your current role or position?

Answered: 185 Skipped: 2

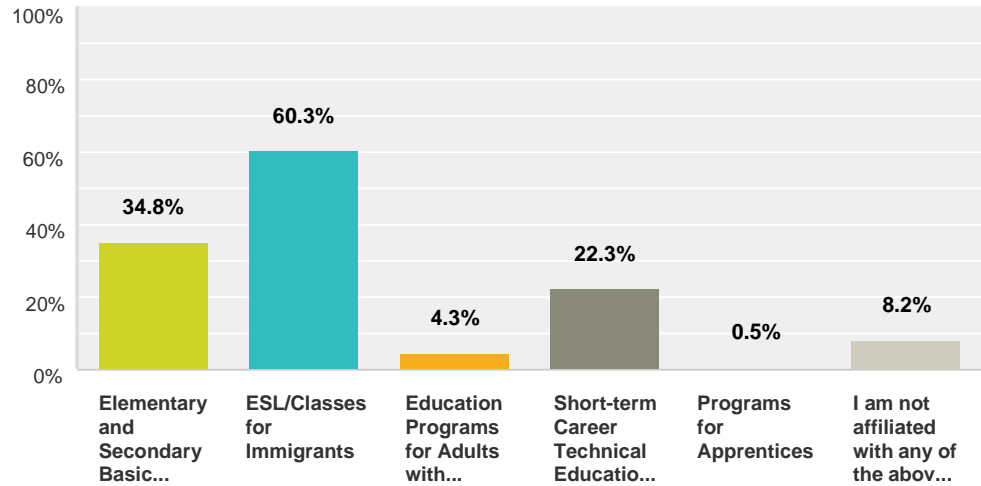


Answer Choices	Responses
Community College Administrator / Dean	0.0% 0
K-12 School / District Administrator	2.7% 5
Program Coordinator / Manager	3.8% 7
Teacher/Faculty	64.9% 120
Counselor	2.7% 5
Career Center / Assessment / Tutoring / Guidance Staff	1.1% 2
Classified Staff	18.9% 35
Other (Please specify):	5.9% 11
Total	185

#	Other (Please specify):	Date
1	ESL Department Chair	10/2/2014 5:52 PM
2	Night supervisor	9/30/2014 3:41 PM
3	Custodian/substitute	9/30/2014 3:35 PM
4	Resource teacher for technology	9/30/2014 3:01 PM
5	Calworks Site Rep (Counselor)	9/8/2014 4:11 PM
6	CalWORKs Site Rep	9/8/2014 2:08 PM
7	Instructional assistant	9/7/2014 11:23 PM
8	Superintendent	9/5/2014 4:28 PM
9	teacher/curriculum specialist	9/5/2014 1:06 PM
10	Site Supervisor	9/5/2014 9:00 AM

Q4 With which of the following programs are you primarily affiliated? Check all that apply.

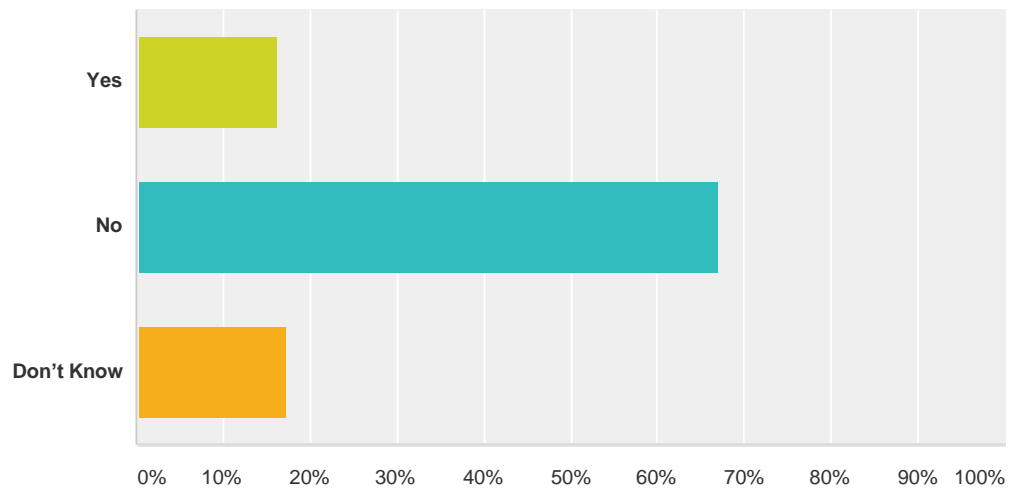
Answered: 184 Skipped: 3



Answer Choices	Responses	
Elementary and Secondary Basic Skills, including classes required for a diploma	34.8%	64
ESL/Classes for Immigrants	60.3%	111
Education Programs for Adults with Disabilities	4.3%	8
Short-term Career Technical Education (CTE) Programs	22.3%	41
Programs for Apprentices	0.5%	1
I am not affiliated with any of the above program areas	8.2%	15
Total Respondents: 184		

Q5 Does your school provide services in correctional facilities?

Answered: 187 Skipped: 0



Answer Choices	Responses
Yes	16.0% 30
No	66.8% 125
Don't Know	17.1% 32
Total	187

Q6 Please rate the overall quality and/or effectiveness of the programs, services, and courses available at your school to meet the needs of adult learners in each of the following areas:

Answered: 183 Skipped: 4

	Very High	Above Average	Average	Below Average	Very Low	No Services Provided	Don't Know	Total
Adult Basic Education (ABE) or Elementary Skills	31.1% 56	32.8% 59	12.8% 23	0.6% 1	0.0% 0	2.8% 5	20.0% 36	180
High school diploma or High School Equivalency Certificate (GED)	33.7% 61	34.3% 62	12.7% 23	1.1% 2	0.0% 0	1.1% 2	17.1% 31	181
College Basic Skills (remediation)	10.6% 17	12.4% 20	9.9% 16	1.9% 3	1.2% 2	18.6% 30	45.3% 73	161
English as a second language (ESL) or Citizenship or Vocational ESL (VESL)	50.8% 92	33.1% 60	8.8% 16	0.0% 0	1.1% 2	0.0% 0	6.1% 11	181
Short-term career technical education (CTE) programs	20.2% 35	23.7% 41	6.9% 12	4.6% 8	1.7% 3	8.7% 15	34.1% 59	173
Education programs for adults with developmental disabilities	6.6% 11	3.6% 6	3.6% 6	4.2% 7	2.4% 4	35.9% 60	43.7% 73	167
Education programs for adults with learning disabilities	4.8% 8	3.6% 6	4.2% 7	3.6% 6	3.0% 5	38.2% 63	42.4% 70	165
Programs for Apprentices	1.8% 3	4.8% 8	4.2% 7	1.2% 2	1.2% 2	33.7% 56	53.0% 88	166
Programs and services preparing students to transition into postsecondary education (such as career/life planning or academic guidance, transition planning, and college orientation)	13.1% 23	25.1% 44	20.6% 36	6.3% 11	0.6% 1	6.9% 12	27.4% 48	175
Programs and services preparing students to transition into the workforce (such as career guidance counseling, skills and aptitude assessments, resume and interview preparation)	14.8% 26	23.9% 42	23.3% 41	4.5% 8	2.8% 5	6.3% 11	24.4% 43	176
Programs for adults in correctional facilities	8.5% 14	6.7% 11	1.8% 3	0.6% 1	0.6% 1	50.3% 83	31.5% 52	165
Support services (such as guidance, counseling, transition plans, tutoring and follow-up services)	15.0% 26	27.7% 48	23.7% 41	5.2% 9	0.6% 1	7.5% 13	20.2% 35	173

#	Other (please specify):	Date
1	The quality of programs are based on my opinion	10/1/2014 3:30 PM
2	Not familiar with quality and effectiveness of other than ESL	9/30/2014 9:19 PM
3	Citizenship test prep	9/30/2014 2:43 PM
4	Calworks	9/30/2014 2:02 PM
5	Sorry! Too new to know if these programs are effective and to what degree.	9/10/2014 6:09 PM
6	MAE at Elmwood Corrections offers library services at both the men's and women's facility.	9/8/2014 9:40 PM
7	Support services for CalWORKs clients.	9/5/2014 9:03 AM

8	We have a goal of an individualized learning plan, focuses on career and post-secondary training, for every student. We use a digital tool to capture those goals and plans.	9/3/2014 6:29 PM
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Q7 Please rate the adequacy (sufficiency, comprehensiveness) of the programs, services, and courses available at your school to meet the needs of adult learners in each of the following areas:

Answered: 183 Skipped: 4

	Extremely/Very Adequate	Slightly/Moderately Adequate	Not at all Adequate	Don't Know	Total
Adult Basic Education (ABE) or Elementary Skills	59.9% 106	16.9% 30	1.7% 3	21.5% 38	177
High school diploma or High School Equivalency Certificate	67.2% 119	13.0% 23	2.3% 4	17.5% 31	177
College Basic Skills (remediation)	22.4% 37	18.8% 31	10.3% 17	48.5% 80	165
English as a second language (ESL) or Citizenship or Vocational ESL (VESL)	77.3% 140	14.4% 26	0.0% 0	8.3% 15	181
Short-term career technical education (CTE) programs	43.4% 75	15.0% 26	6.4% 11	35.3% 61	173
Education programs for adults with developmental disabilities	9.5% 16	8.3% 14	28.6% 48	53.6% 90	168
Education programs for adults with learning disabilities	7.7% 13	8.9% 15	33.3% 56	50.0% 84	168
Programs for Apprentices	7.4% 12	6.2% 10	25.9% 42	60.5% 98	162
Programs and services preparing students to transition into postsecondary education (such as career/life planning or academic guidance, transition planning, and college orientation)	31.8% 56	25.0% 44	8.0% 14	35.2% 62	176
Programs and services preparing students to transition into the workforce (such as career guidance counseling, skills and aptitude assessments, resume and interview preparation.)	38.3% 67	25.1% 44	7.4% 13	29.1% 51	175
Programs for adults in correctional facilities	13.6% 22	4.9% 8	29.6% 48	51.9% 84	162
Support services (such as guidance, counseling, transition plans, tutoring, and follow-up services)	38.8% 66	27.6% 47	6.5% 11	27.1% 46	170

#	Other (please specify)	Date
1	Answers to these questions are just opinions	10/1/2014 3:30 PM
2	We have long waiting lists	9/30/2014 3:02 PM
3	Handicapped students - moderately adequate; programs for adults in correctional facilities - not offered	9/19/2014 11:14 AM
4	The programs/services/courses that were not rated are not provided in our schools	9/8/2014 9:40 PM
5	We recruit many volunteers from the community to serve as tutors.	9/3/2014 6:29 PM

Q8 Which of the program areas offered at your school have the greatest need for additional course offerings, services, or other improvements?

Answered: 166 Skipped: 21

Answer Choices	Responses	
Adult Basic Education (ABE) or Elementary Skills	35.5%	59
HS diploma or HS Equivalency Certificate	36.1%	60
College Basic Skills (remediation)	33.1%	55
ESL or Citizenship or Vocational ESL (VESL)	44.0%	73
Short-term CTE	47.0%	78
Developmental disabilities	19.3%	32
Learning disabilities	33.7%	56
Programs for Apprentices	27.1%	45
Transition to postsecondary education	42.2%	70
Transition to workforce	48.2%	80
Correctional facilities	15.1%	25
Support services (such as guidance, counseling, transition, and follow-up services)	39.2%	65
Total Respondents: 166		

Q12 Please rate your knowledge of the resources and services provided by the following agencies to serve adult learners/students.

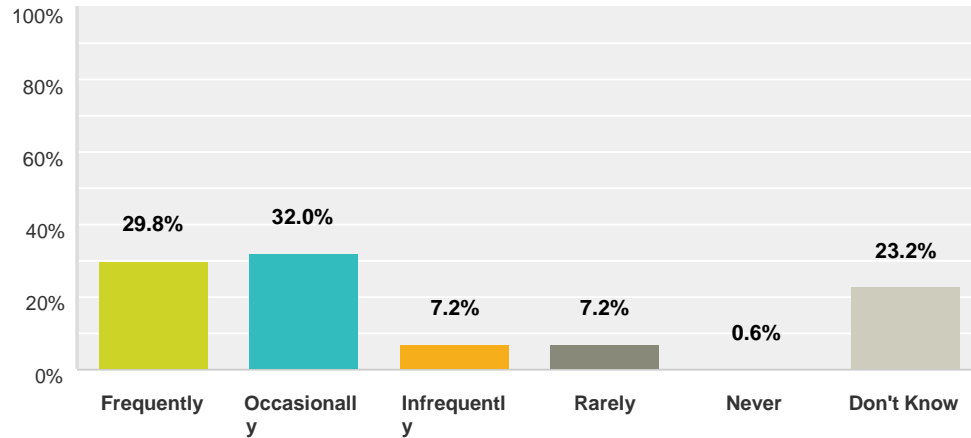
Answered: 182 Skipped: 5

	Excellent/Very Good	Good	Fair	Poor	No Services	Don't Know	Total
Area Community Colleges	40.6% 73	26.1% 47	10.6% 19	5.0% 9	1.1% 2	16.7% 30	180
Area Adult Schools	46.7% 84	28.3% 51	11.7% 21	3.3% 6	0.6% 1	9.4% 17	180
One-Stop Career Centers (work2future or NOVA)	21.1% 37	18.3% 32	14.9% 26	9.1% 16	1.1% 2	35.4% 62	175
County/City Libraries and branches	42.5% 76	23.5% 42	11.7% 21	5.6% 10	1.1% 2	15.6% 28	179
Community Based Organizations (Center for Employment and Training (CET), Goodwill, Community Health Partnership, etc.)	26.1% 46	25.6% 45	11.4% 20	10.2% 18	0.6% 1	26.1% 46	176
San Jose Office of Economic Development	2.8% 5	6.8% 12	14.2% 25	17.6% 31	3.4% 6	55.1% 97	176
San Jose Silicon Valley Chambers of Commerce	2.3% 4	8.0% 14	15.5% 27	16.7% 29	4.6% 8	52.9% 92	174
Santa Clara County Office of Education	18.4% 33	15.6% 28	17.9% 32	14.0% 25	1.7% 3	32.4% 58	179
Santa Clara County Vision Literacy	3.4% 6	6.9% 12	12.6% 22	14.3% 25	2.9% 5	60.0% 105	175
Santa Clara County Social Services	17.3% 31	15.1% 27	11.7% 21	14.0% 25	0.6% 1	41.3% 74	179
City Parks and Recreation	11.9% 21	21.0% 37	11.4% 20	13.1% 23	1.7% 3	40.9% 72	176

#	Other (please specify):	Date
1	Don't live here!	9/30/2014 9:21 PM
2	Aisan Law Alliance, CalFrist, Valley Health	9/30/2014 8:27 PM

Q13 How often have you or your school collaborated with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services to adult learners/students?

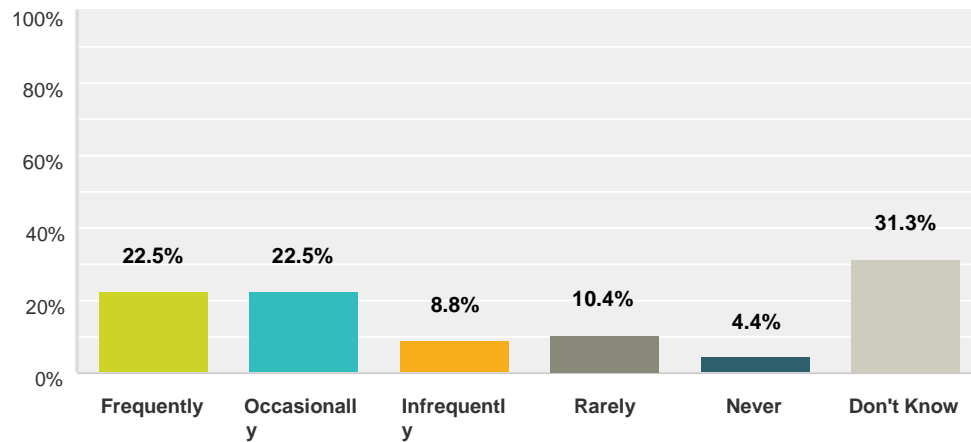
Answered: 181 Skipped: 6



Answer Choices	Responses	
Frequently	29.8%	54
Occasionally	32.0%	58
Infrequently	7.2%	13
Rarely	7.2%	13
Never	0.6%	1
Don't Know	23.2%	42
Total		181

Q14 How often have you or your school collaborated with area Adult Schools or the Community Colleges to better meet the needs of adult learners/students?

Answered: 182 Skipped: 5



Answer Choices	Responses	
Frequently	22.5%	41
Occasionally	22.5%	41
Infrequently	8.8%	16
Rarely	10.4%	19
Never	4.4%	8
Don't Know	31.3%	57
Total		182

Q15 Please identify the areas in which you have collaborated. Mark all that apply.

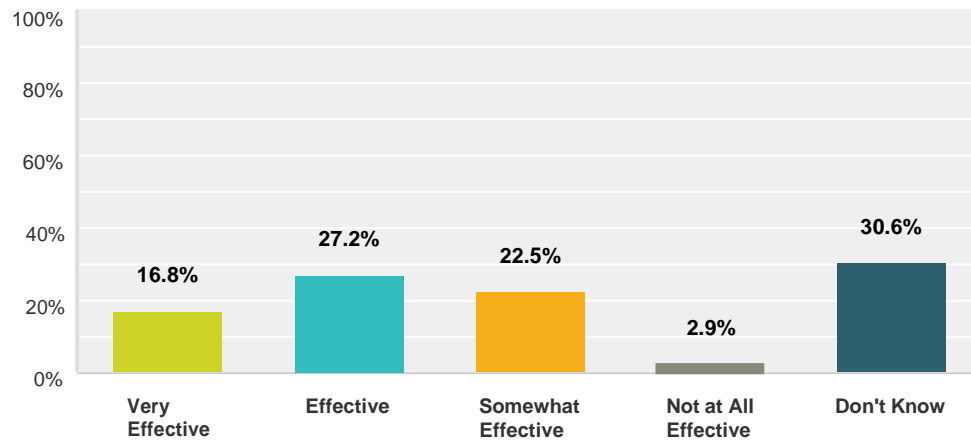
Answered: 172 Skipped: 15

Answer Choices	Responses
Alignment of assessments	26.7% 46
Alignment of educational and career	26.7% 46
Alignment of curriculum	30.8% 53
Articulation of courses	22.7% 39
Dual and concurrent enrollment	15.7% 27
Team teaching	14.5% 25
Creation of career pathways	16.9% 29
Sharing of information about students	39.0% 67
Sharing of data	32.0% 55
Joint grant writing and fund development	5.2% 9
Joint professional development	26.2% 45
Student referral	39.5% 68
None of the above	18.6% 32
Total Respondents: 172	

#	Other (please specify)	Date
1	Organizations present information in classes	9/25/2014 3:50 PM
2	Barbara Lee Senior Center	9/16/2014 4:50 PM
3	Mission College	9/16/2014 7:09 AM
4	I'm a new employee. Not sure.	9/13/2014 10:41 PM
5	Site visits to colleges.	9/10/2014 12:37 PM
6	setting digital literacy requirements for ESL students entering WVC ESL program, in collaboration with WVC's ESL Department	9/8/2014 12:20 PM
7	visits by Adult School students to Community College campuses which included tours, academic and financial information, placement assessment	9/5/2014 1:28 PM
8	Field trips to Work-2-Future, San Jose Library field trips, Speakers from Asian Law Alliance	9/5/2014 12:09 PM
9	Sharing locations	9/5/2014 11:46 AM

Q16 How effective have these collaborations been in improving or expanding adult education programs and services in your region?

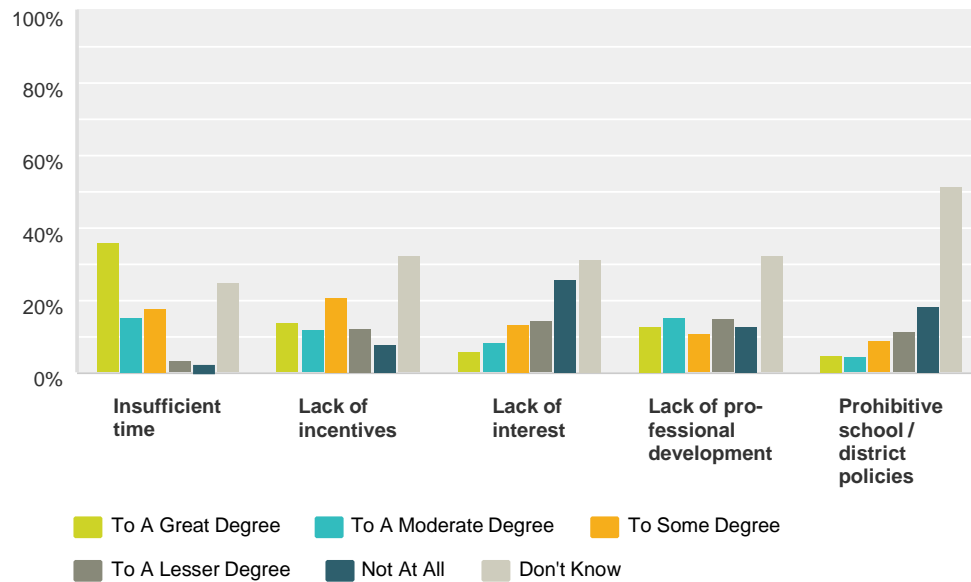
Answered: 173 Skipped: 14



Answer Choices	Responses	Count
Very Effective	16.8%	29
Effective	27.2%	47
Somewhat Effective	22.5%	39
Not at All Effective	2.9%	5
Don't Know	30.6%	53
Total		173

Q17 Below are some barriers to collaboration between schools/colleges and outside service providers. Please rate the degree to which each is a barrier to collaboration.

Answered: 179 Skipped: 8

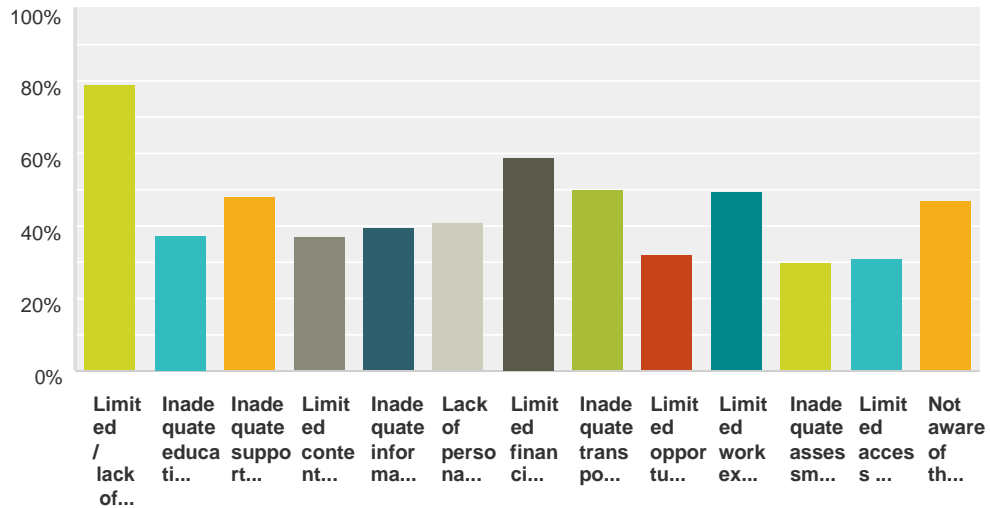


	To A Great Degree	To A Moderate Degree	To Some Degree	To A Lesser Degree	Not At All	Don't Know	Total
Insufficient time	35.8% 63	15.3% 27	18.2% 32	3.4% 6	2.3% 4	25.0% 44	176
Lack of incentives	14.1% 24	11.8% 20	21.2% 36	12.4% 21	8.2% 14	32.4% 55	170
Lack of interest	6.0% 10	8.3% 14	13.7% 23	14.3% 24	26.2% 44	31.5% 53	168
Lack of professional development	13.0% 22	15.4% 26	11.2% 19	14.8% 25	13.0% 22	32.5% 55	169
Prohibitive school / district policies	5.1% 8	4.5% 7	8.9% 14	11.5% 18	18.5% 29	51.6% 81	157

#	Other (please specify)	Date
1	ESL-friendly presenters are not usually available	10/2/2014 3:54 PM
2	I don't know to what degree each of these are a barrier to collaboration	9/30/2014 8:02 PM
3	It's hard to collaborate between the outside Adult School and the correctional facility	9/17/2014 12:54 PM
4	Correctional education can be isolated and restricted in many ways, it is not the most popular educational option that other schools/colleges want to be associated with.	9/10/2014 8:32 AM
5	it takes time not only to execute the event, but also to plan it so as to maximize the efficiency of the collaboration. as a rule the added expenditure of time and energy is not compensated. Rather, it's dubbed "part of the job"	9/5/2014 1:28 PM
6	S w w e q w www. A w a ww qq q. Q q a. 1 a qq qQR 11-111.	9/3/2014 8:56 PM

Q19 Of the following options, which are obstacles to adult learners/students? Please check all that apply.

Answered: 178 Skipped: 9



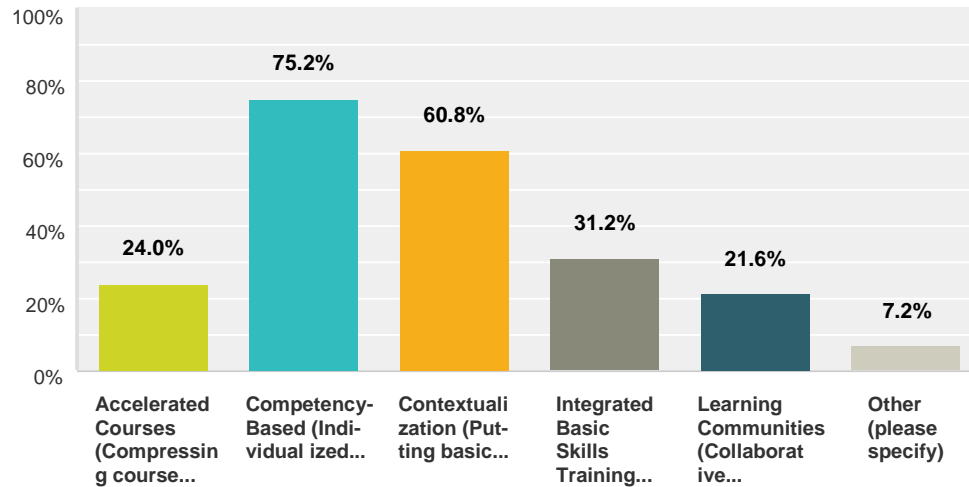
Answer Choices	Responses
Limited / lack of available childcare options / family needs	79.2% 141
Inadequate education and/or training programs or service options available	37.6% 67
Inadequate support services (e.g., tutoring, counseling, health services)	47.8% 85
Limited content delivery models (e.g., online options, flexible schedules)	37.1% 66
Inadequate information about programs and services available (e.g., in multiple languages and outreach)	39.3% 70
Lack of personal motivation / goals	41.0% 73
Limited financial resources	59.0% 105
Inadequate transportation options	50.0% 89
Limited opportunities to develop networking/soft skills	32.0% 57
Limited work experience opportunities (job shadowing, internships/externships)	49.4% 88
Inadequate assessment & career planning services	29.8% 53
Limited access and accommodations for students with disabilities	30.9% 55
Not aware of the resources or services available	47.2% 84
Total Respondents: 178	

#	Other (please specify):	Date
1	Some students might have personal issues and need additional supports (mental health).	10/1/2014 10:30 AM
2	Language barriers	9/30/2014 9:27 PM
3	Information and access	9/30/2014 1:55 PM

4	Bus schedules are not flexible to accommodate particular needs of some students	9/25/2014 4:00 PM
5	Corrections can be a challenge since we have an inconsistent population--long term follow through can be a challenge.	9/16/2014 12:33 PM
6	Lack of education in their native countries to transfer skills to learn English	9/11/2014 12:21 PM

Q20 Which of the following strategies to accelerate student progress are currently in use within your program? Please check all that apply.

Answered: 125 Skipped: 62

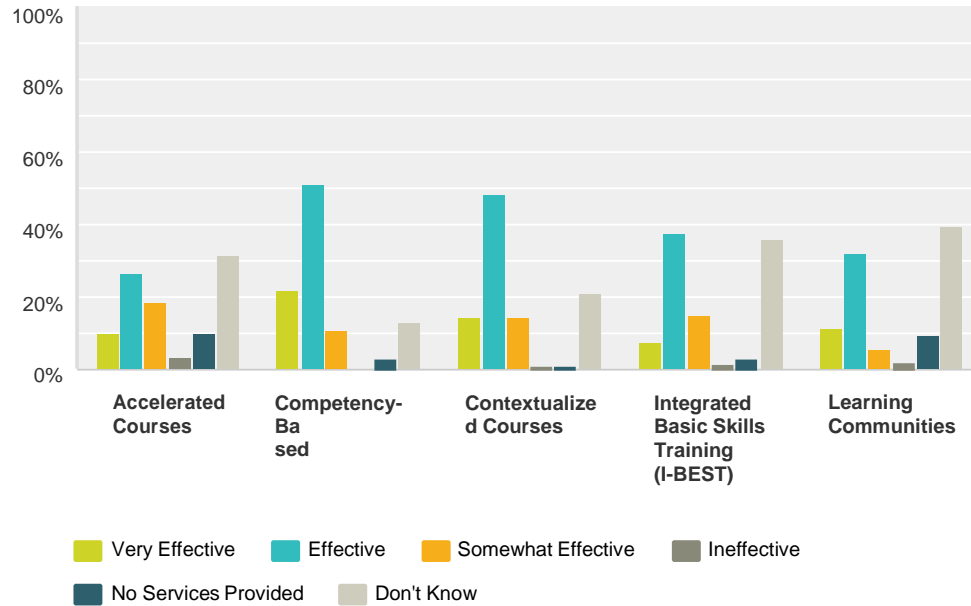


Answer Choices	Responses
Accelerated Courses (Compressing courses into shorter, more intensive terms)	24.0% 30
Competency-Based (Individualized instruction based on a student's competencies)	75.2% 94
Contextualization (Putting basic skills content into the context of a student's goals and career path)	60.8% 76
Integrated Basic Skills Training (I-BEST) (Technical and basic skills instructors team-teach)	31.2% 39
Learning Communities (Collaborative instruction across disciplines)	21.6% 27
Other (please specify)	7.2% 9
Total Respondents: 125	

#	Other (please specify)	Date
1	I am new and do not yet know what is available.	10/1/2014 10:30 AM
2	Learning communities are not yet in use/planning stage	9/30/2014 2:22 PM
3	Don't know	9/30/2014 2:11 PM
4	Don't know	9/30/2014 9:17 AM
5	None of the Above	9/25/2014 4:00 PM
6	Behavior modification knowledge	9/19/2014 4:06 PM
7	none of the above	9/16/2014 12:33 PM
8	none of these that I am aware of	9/6/2014 4:29 PM
9	We do have collaboration across disciplines, but "Learning Communities" implies a structure that we may not have.	9/3/2014 6:42 PM

Q21 If you marked any of the strategies in the previous question, please rate their effectiveness at accelerating student progress toward educational and career goals.

Answered: 125 Skipped: 62

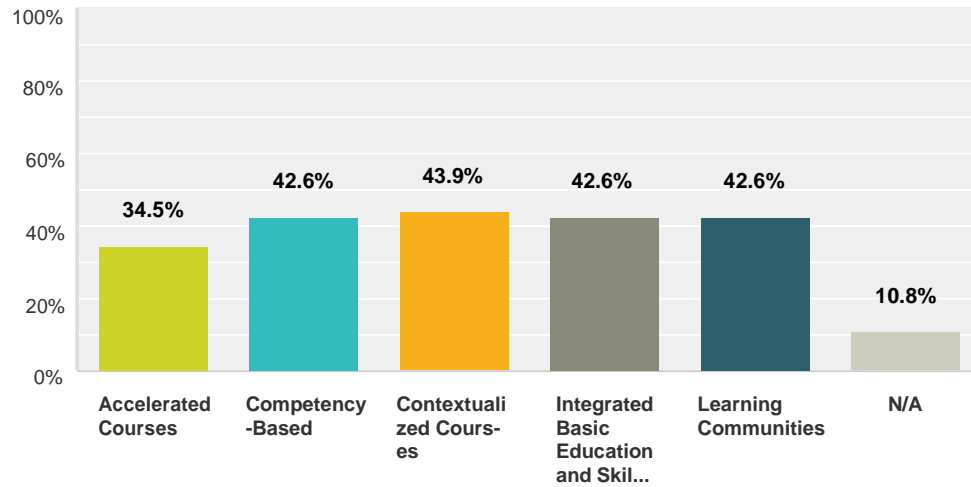


	Very Effective	Effective	Somewhat Effective	Ineffective	No Services Provided	Don't Know	Total
Accelerated Courses	10.0% 6	26.7% 16	18.3% 11	3.3% 2	10.0% 6	31.7% 19	60
Competency-Based	22.2% 24	50.9% 55	11.1% 12	0.0% 0	2.8% 3	13.0% 14	108
Contextualized Courses	14.3% 13	48.4% 44	14.3% 13	1.1% 1	1.1% 1	20.9% 19	91
Integrated Basic Skills Training (I-BEST)	7.5% 5	37.3% 25	14.9% 10	1.5% 1	3.0% 2	35.8% 24	67
Learning Communities	11.3% 6	32.1% 17	5.7% 3	1.9% 1	9.4% 5	39.6% 21	53

#	Other (please specify)	Date
1	Don't know all of above	9/30/2014 9:27 PM
2	This is our first try	9/11/2014 11:55 AM

Q22 Which of the following strategies to accelerate student progress would you like to see more of in your program? Please mark all that apply.

Answered: 148 Skipped: 39

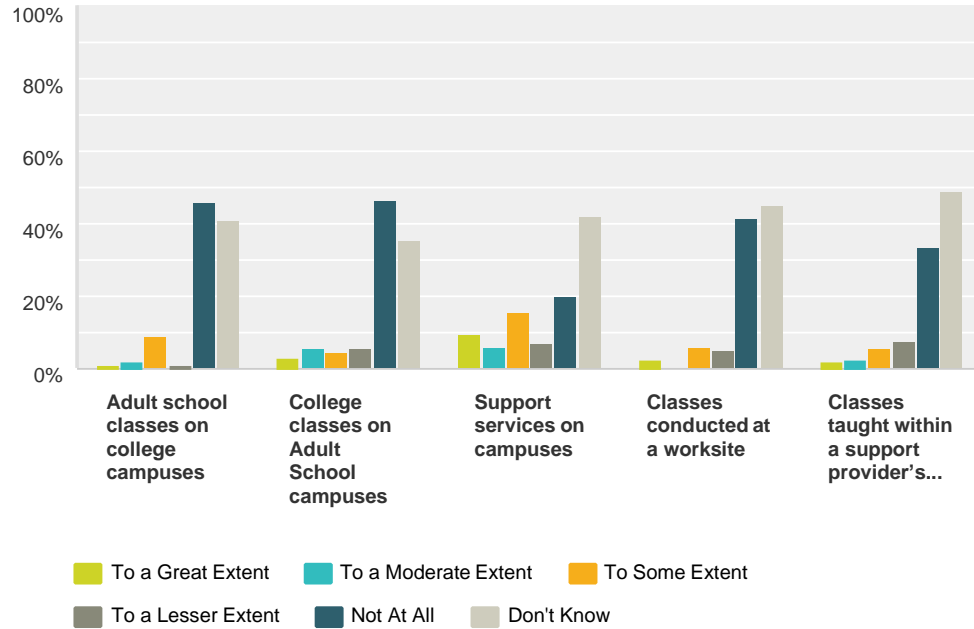


Answer Choices	Responses
Accelerated Courses	34.5% 51
Competency-Based	42.6% 63
Contextualized Courses	43.9% 65
Integrated Basic Education and Skills Training (I-BEST)	42.6% 63
Learning Communities	42.6% 63
N/A	10.8% 16
Total Respondents: 148	

#	Other (please specify)	Date
1	Distance learning	10/1/2014 1:53 PM
2	Apprenticeships, Job Training	9/25/2014 4:00 PM
3	Education is a process not an accelerated process.	9/16/2014 12:33 PM
4	Trauma, PTSD, more Mental Health, woman's services	9/16/2014 7:22 AM

Q24 To what extent does your program use the following Co-location Strategies to align activities or program elements between the Adult School and Community College?

Answered: 169 Skipped: 18

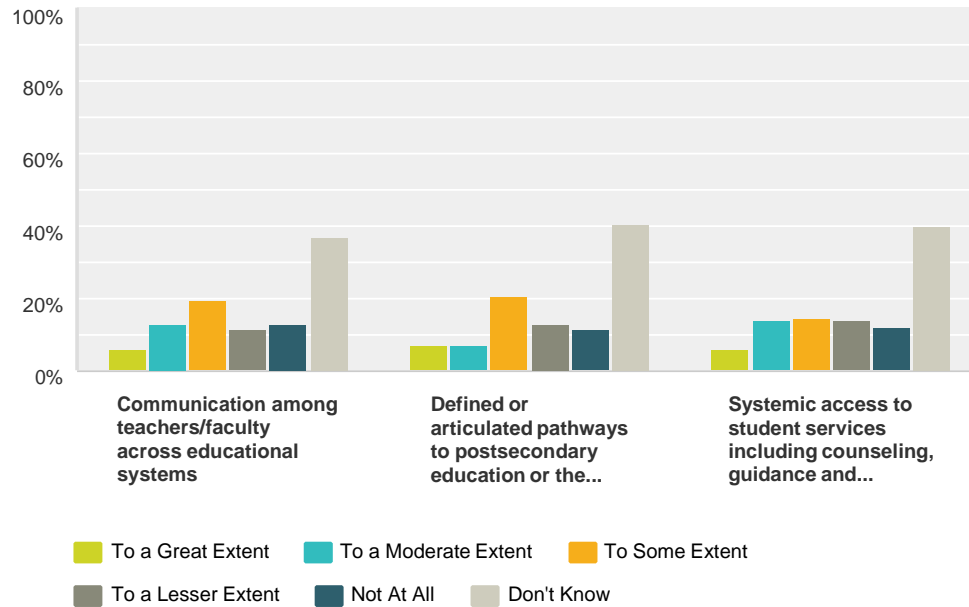


	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know	Total
Adult school classes on college campuses	1.2% 2	1.8% 3	9.0% 15	1.2% 2	45.8% 76	41.0% 68	166
College classes on Adult School campuses	3.0% 5	5.5% 9	4.3% 7	5.5% 9	46.3% 76	35.4% 58	164
Support services on campuses	9.4% 15	6.3% 10	15.6% 25	6.9% 11	20.0% 32	41.9% 67	160
Classes conducted at a worksite	2.5% 4	0.0% 0	6.2% 10	4.9% 8	41.4% 67	45.1% 73	162
Classes taught within a support provider's location (e.g., in a group home, facility for adults with disabilities, One Stop Career Center)	1.9% 3	2.5% 4	5.6% 9	7.5% 12	33.5% 54	49.1% 79	161

#	Other (please specify)	Date
1	N/A	9/17/2014 6:35 AM
2	na	9/16/2014 12:33 PM
3	Upon release from Elmwood and Main Jail some students attend Phase II which is an out of custody program. The individuals are still serving time in the community. The Re-Entry Center is open to all students who have finished their sentence and need a One Stop Center for different purposes.	9/10/2014 8:51 AM
4	With reduced funding a lot of this is not possible	9/6/2014 4:29 PM

Q25 To what extent does your program use the following Transition Strategies to align activities or program elements between the Adult School and Community College?

Answered: 169 Skipped: 18

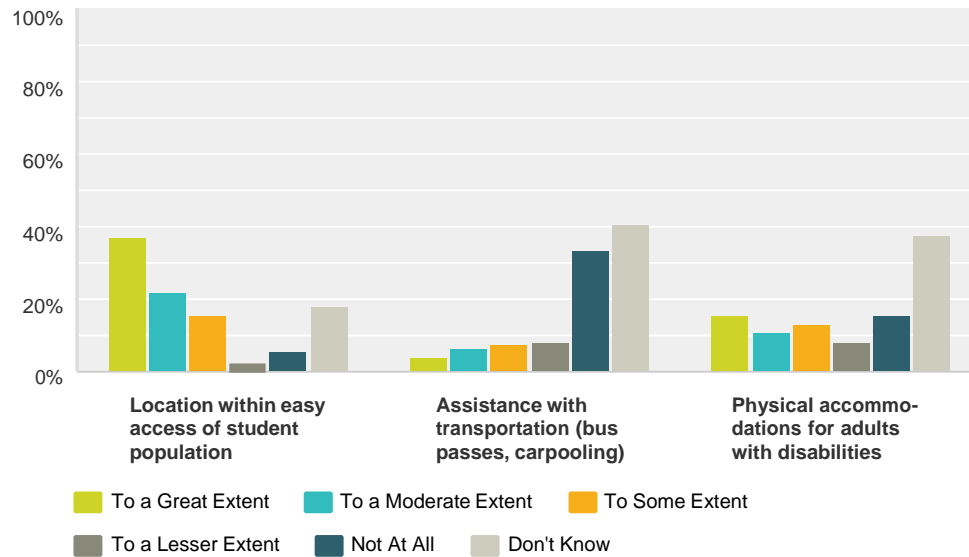


	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know	Total
Communication among teachers/faculty across educational systems	6.0% 10	13.1% 22	19.6% 33	11.3% 19	13.1% 22	36.9% 62	168
Defined or articulated pathways to postsecondary education or the workforce	7.2% 12	7.2% 12	20.4% 34	13.2% 22	11.4% 19	40.7% 68	167
Systemic access to student services including counseling, guidance and follow-up	6.0% 10	13.9% 23	14.5% 24	13.9% 23	12.0% 20	39.8% 66	166

#	Other (please specify)	Date
1	na	9/16/2014 12:33 PM
2	Students who attend the Phase II and the Re-Entry Center program receive additional instruction and support upon release.	9/10/2014 8:51 AM

Q26 To what extent does your program use the following Physical Access Strategies to facilitate student access to services?

Answered: 169 Skipped: 18

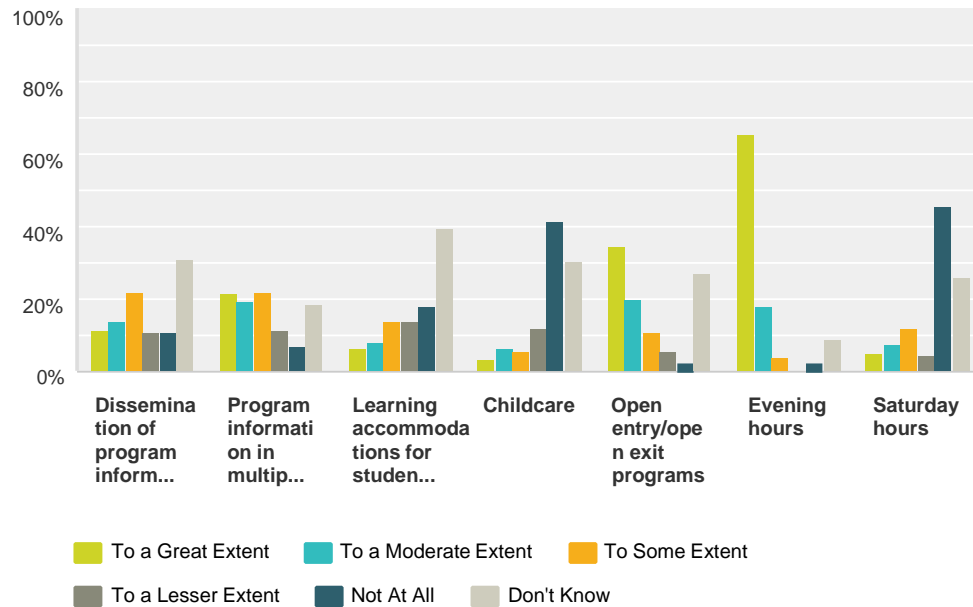


	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know	Total
Location within easy access of student population	36.9% 62	22.0% 37	15.5% 26	2.4% 4	5.4% 9	17.9% 30	168
Assistance with transportation (bus passes, carpooling)	4.2% 7	6.7% 11	7.3% 12	7.9% 13	33.3% 55	40.6% 67	165
Physical accommodations for adults with disabilities	15.3% 25	11.0% 18	12.9% 21	8.0% 13	15.3% 25	37.4% 61	163

#	Other (please specify)	Date
1	Elevator - but requires a key	9/30/2014 1:55 PM
2	na	9/16/2014 12:33 PM

Q27 To what extent does your program use other strategies to facilitate student access to services?

Answered: 172 Skipped: 15



	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know	Total
Dissemination of program information in local media	11.4% 19	13.8% 23	22.2% 37	10.8% 18	10.8% 18	31.1% 52	167
Program information in multiple languages	21.4% 36	19.6% 33	22.0% 37	11.3% 19	7.1% 12	18.5% 31	168
Learning accommodations for students with disabilities	6.7% 11	7.9% 13	13.9% 23	13.9% 23	18.2% 30	39.4% 65	165
Childcare	3.7% 6	6.7% 11	5.5% 9	12.2% 20	41.5% 68	30.5% 50	164
Open entry/open exit programs	34.3% 57	19.9% 33	10.8% 18	5.4% 9	2.4% 4	27.1% 45	166
Evening hours	65.5% 110	17.9% 30	4.2% 7	1.2% 2	2.4% 4	8.9% 15	168
Saturday hours	5.0% 8	7.5% 12	11.9% 19	4.4% 7	45.3% 72	25.8% 41	159

#	Other (please specify)	Date
1	N/A	9/17/2014 6:35 AM
2	Many of these strategies do not align with the authoritarian and restrictive environment of the jail.	9/10/2014 8:51 AM

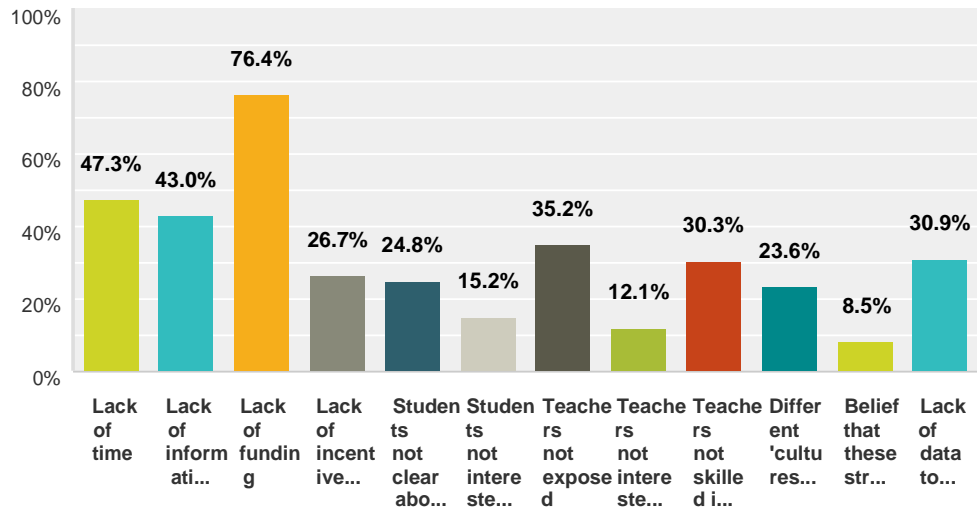
Q28 To what extent do the following challenges hinder the implementation of any of the strategies listed previously?

Answered: 172 Skipped: 15

	To a Great Extent	To a Moderate Extent	To Some Extent	To a Lesser Extent	Not At All	Don't Know	Total
Lack of time	25.0% 40	18.8% 30	16.9% 27	10.6% 17	5.6% 9	23.1% 37	160
Lack of information about programs or services	11.4% 18	15.2% 24	25.3% 40	17.1% 27	8.9% 14	22.2% 35	158
Lack of funding	54.3% 89	11.0% 18	11.0% 18	3.0% 5	1.8% 3	18.9% 31	164
Lack of incentives, given separate organizational mandates	12.6% 19	15.9% 24	17.2% 26	7.9% 12	6.0% 9	40.4% 61	151
Students not clear about their goals	7.1% 11	10.9% 17	34.0% 53	19.9% 31	10.3% 16	17.9% 28	156
Students not interested in progressing to the next level or moving on to another program	2.5% 4	8.7% 14	23.0% 37	24.8% 40	21.7% 35	19.3% 31	161
Teachers not exposed to these strategies	7.5% 12	10.0% 16	21.9% 35	19.4% 31	15.6% 25	25.6% 41	160
Teachers not interested in these strategies	3.2% 5	3.2% 5	10.8% 17	28.0% 44	24.8% 39	29.9% 47	157
Teachers not skilled in teaching in these ways	3.7% 6	9.9% 16	21.7% 35	16.8% 27	16.1% 26	31.7% 51	161
Different 'cultures' across institutions	6.3% 10	12.0% 19	18.4% 29	13.3% 21	19.0% 30	31.0% 49	158
Belief that these strategies are not appropriate for the students	0.6% 1	3.9% 6	8.4% 13	16.9% 26	34.4% 53	35.7% 55	154
Lack of data to track progress and outcomes from these strategies	10.0% 16	11.9% 19	15.6% 25	11.9% 19	14.4% 23	36.3% 58	160

**Q29 Of these challenges, which are the ones that most need to be addressed?
Please mark all that apply.**

Answered: 165 Skipped: 22



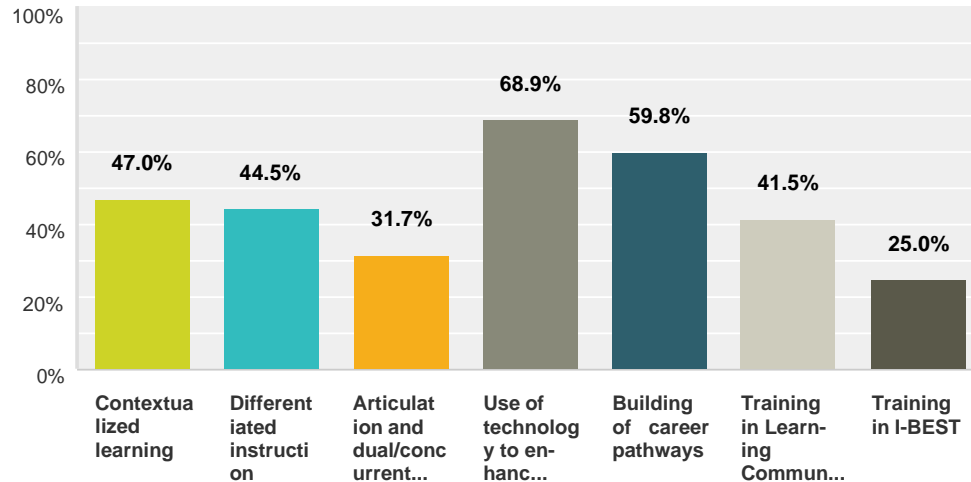
Answer Choices	Responses
Lack of time	47.3% 78
Lack of information about programs or services	43.0% 71
Lack of funding	76.4% 126
Lack of incentives, given separate organizational mandates	26.7% 44
Students not clear about their goals	24.8% 41
Students not interested in progressing to the next level or moving on to another program	15.2% 25
Teachers not exposed to these strategies	35.2% 58
Teachers not interested in these strategies	12.1% 20
Teachers not skilled in teaching in these ways	30.3% 50
Different 'cultures' across institutions	23.6% 39
Belief that these strategies are not appropriate for the students	8.5% 14
Lack of data to track progress and outcomes from these strategies	30.9% 51
Total Respondents: 165	

#	Other (please specify)	Date
1	We had more programs when we had the funding. More to offer the students such as distance learning and citizenship class. Some of our students have learning and/or developmental disabilities	10/1/2014 1:53 PM
2	We have inconclusive data ex. CASAS Listening I.L. and higher too difficult	9/30/2014 9:27 PM
3	Not all options in current teaching environment	9/16/2014 12:33 PM

4	The Sheriff's department houses inmate/students by crime and not by academic interest or skills. It is challenging to identify the strategies listed above in our system.	9/10/2014 8:51 AM
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Q30 What kinds of professional development in your program area would be most valuable for improving or expanding services to adult learners/students? Please mark all that apply.

Answered: 164 Skipped: 23



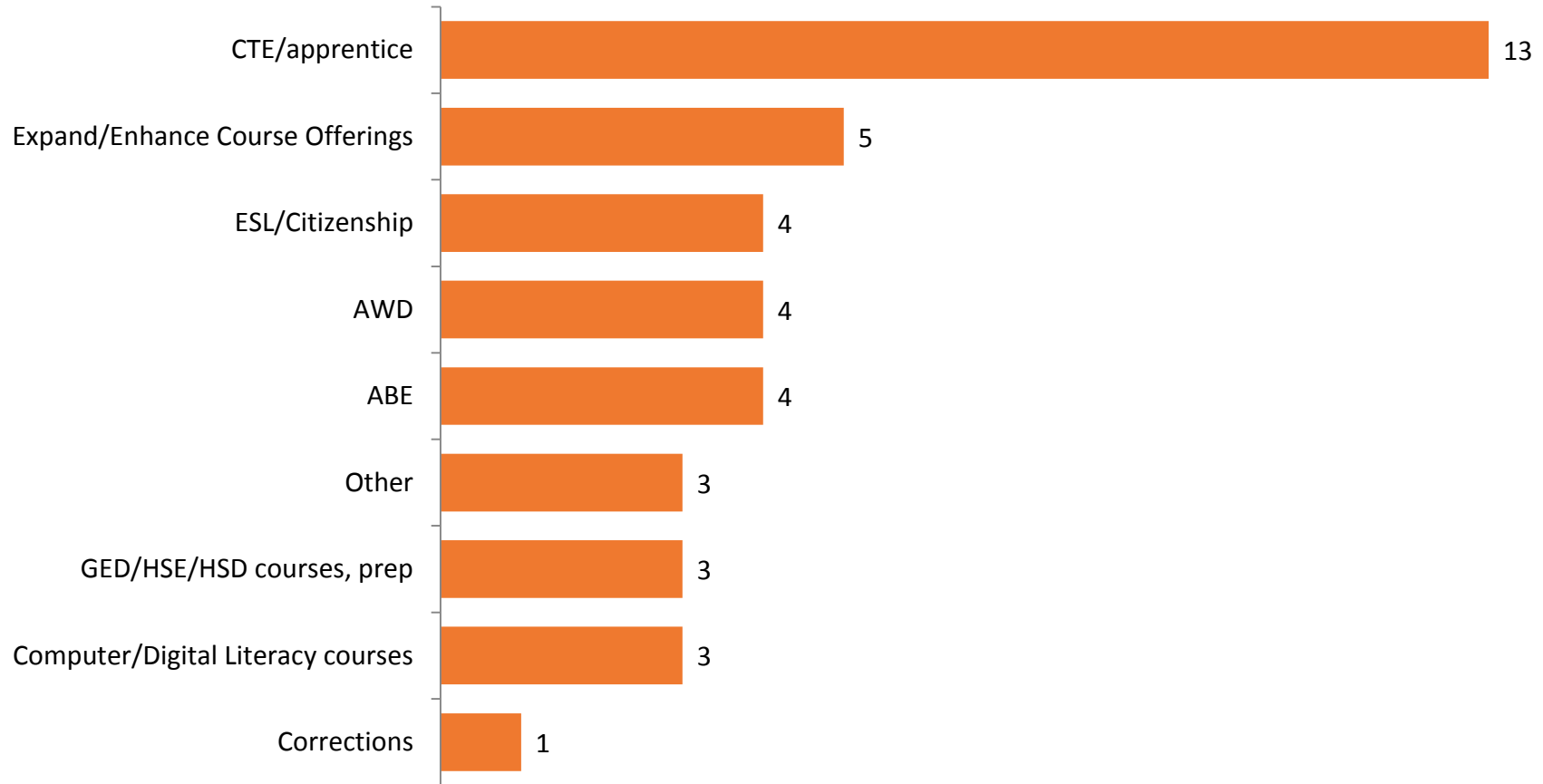
Answer Choices	Responses
Contextualized learning	47.0% 77
Differentiated instruction	44.5% 73
Articulation and dual/concurrent enrollment	31.7% 52
Use of technology to enhance access and learning	68.9% 113
Building of career pathways	59.8% 98
Training in Learning Communities	41.5% 68
Training in I-BEST	25.0% 41
Total Respondents: 164	

#	Other (please specify)	Date
1	Accelerate basic skills development	10/2/2014 3:23 PM
2	Support services fair. To know what's out there and how to access it (as an instructor and as a student). Also, an orientation to the other courses offered in AE so teachers can know (and can inform students).	9/30/2014 1:56 PM
3	Don't know	9/30/2014 9:17 AM
4	GED, Hi-Set, GED (CBT)	9/19/2014 2:34 PM
5	Meeting with/contacting IBEST teachers to exchange information and learn from each other.	9/8/2014 12:18 PM

A6 Consortium Faculty Survey – Qualitative Results

A6.1 South Bay Consortium for Adult Education Survey Community College Free Responses

Q9. What additional course offerings are needed?

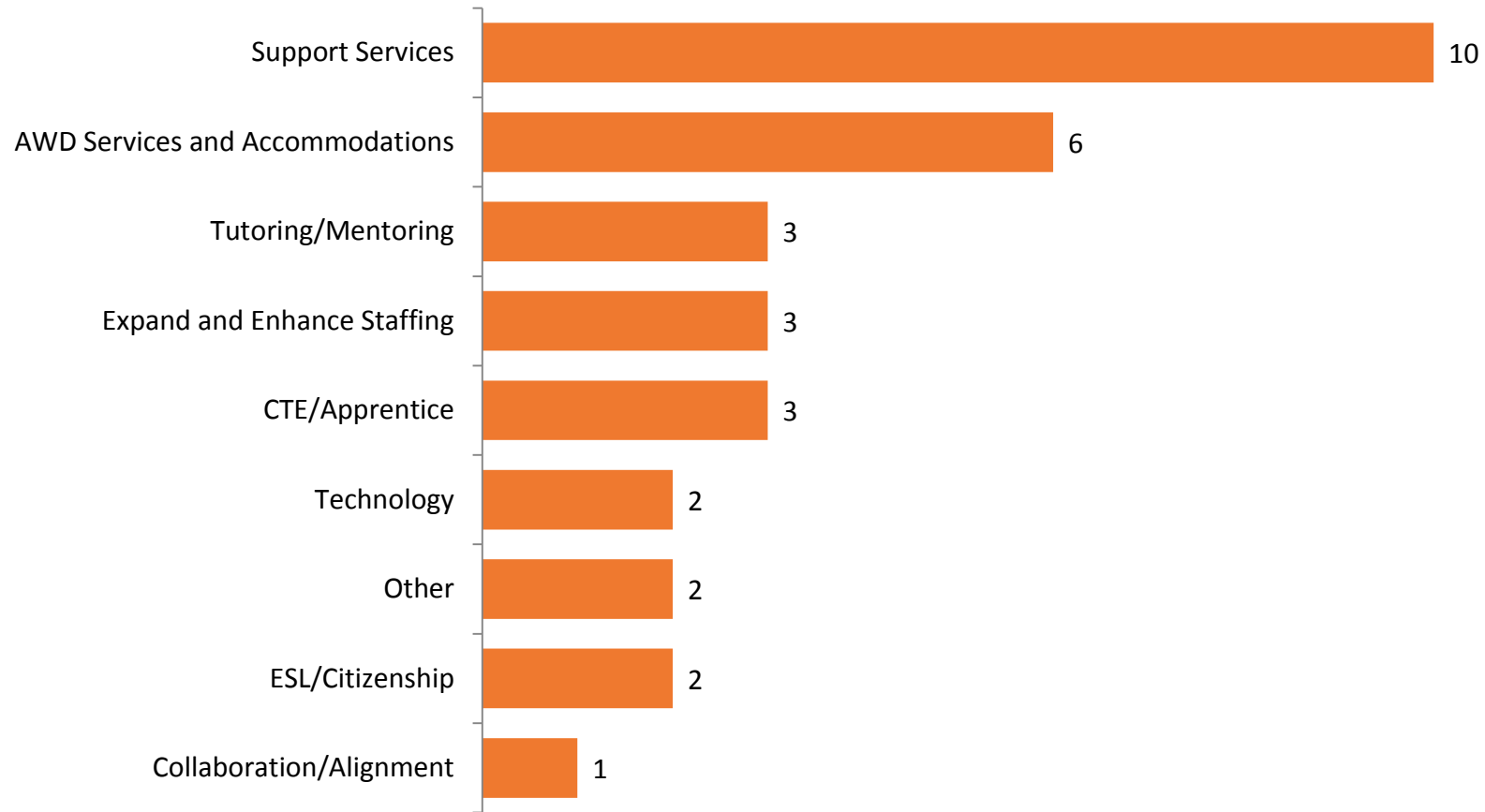


What additional course offerings are needed?	Category
More noncredit remedial courses which allow for repeatability.	ABE
Remedial Math, remedial Science, remedial English WRITING, Sensory Learning	ABE
Basic Skills support in all classes - teaching instructors of content courses how to teach reading and support basic skills students within their courses.	ABE
Reading classes need to be co-requisites with composition classes. To evaluate the understanding we need the students to write at about the same level as the reading class. We also need to have the Reading Labs required, not optional. May of our students need the help offered in the reading labs.	ABE
Need more courses geared for high functioning autism (Asperger's)	AWD
We need more courses to offer for adults with developmental disabilities, learning disabilities and for adults i correctional facilities.	AWD
More courses for students with learning disabilities. At EVC a student must be enrolled in a course to receive diagnostic services and these courses have been cut way back in the past few years, to my knowledge. There are long waiting times for assessment and services at EVC and other Community Colleges of which I am aware. The number of students in developmental courses should be reduced to 20/course.	AWD
Courses for adults with developmental disabilities	AWD
We need a computer literacy class for ESL students here at WV. It would also be helpful if the Adult Schools were able to prepare students with higher computer literacy. Our ESL program is small and we can't offer too many classes.	Computer/Digital Literacy courses
Many students that I encounter in my ESL classes struggle with lack of computer literacy and study skills.	Computer/Digital Literacy courses
computer courses	Computer/Digital Literacy courses
I'm not sure what our college offers to those individuals coming out of correctional facilities...	Corrections
Essential accounting/bookkeeping and financial skills for workforce use	CTE/apprentice
Massage Therapy Veterinary Assistant	CTE/apprentice
VESL	CTE/apprentice
More degree/certificate options are needed at Evergreen Valley College.	CTE/apprentice
Courses that help support graduates or Alumni. Graduates of our program need additional courses to help support and foster professional growth within the students' chosen field. Continuing education or certificate programs are lacking. We could keep our graduates if we offered more certificate programs that help enhance their career technology skills and help graduates advance at their current job.	CTE/apprentice
More vocational study courses and apprentices programs. Blue collar workers are what we need to focus more on as well as retraining that work force and that is why I work for CA EH+S Training Center @ Mission College. Do a job I believe is needed in the labor force to help the labor force.	CTE/apprentice
More reading in the curriculum courses. Perhaps reading in the disciplines or workforce	CTE/apprentice
Training in clinical technology-Medical equipment.	CTE/apprentice
Apprenticeships, voc ed	CTE/apprentice

What additional course offerings are needed?	Category
Currently ESL offerings are only academic and mostly intended for foreign students. We are doing very little to address the needs of the community in this area. Most CTE programs offered are 2 year degree with the option to transfer. We have a shortage of CTE programs that reflect area needs in terms of job capacity.	CTE/apprentice
More integration with outside union affiliations for CTE	CTE/apprentice
Improvement in path to HS diploma or GED for transition to college level offerings. Increase in short stackable career certificate classes for improved employment while pursuing continuing education.	CTE/apprentice
I understand we do not have any apprentice courses, unlike SJCC.	CTE/apprentice
As a 40 year ESL instructor at 3 schools, our ESL Department needs revamping. It has all the characteristics of an intensive English language program, which is OK for non-matriculated international students who are under SEVP regs. But it is dysfunctional for college-bound students who need additional ESL before transitioning to English. Our department was designed by an IEP Professional from SJSU! It may have worked 30 years ago but not now. There are too many levels; skill areas are taught in isolation such that students cannot use them successfully in the college classroom. It takes too long to finish the sequence, so students (int'l's and others) routinely game the system to get to English 905 or higher without going through the sequence. No other CC I know of has so many levels and skill areas.	ESL/Citizenship
ESL classes low level need to be addressed More vocational programs	ESL/Citizenship
ESL. It seems I always have students who I have to turn away.	ESL/Citizenship
The ESL department at EVC needs major improvement	ESL/Citizenship
All programs can be manualled. It would increase class size.	Expand/Enhance Course Offerings
More course offerings should be made available to those courses that are in high demand.	Expand/Enhance Course Offerings
more available sections	Expand/Enhance Course Offerings
College-level courses	Expand/Enhance Course Offerings
I see that there are entire programs missing. So, all of the courses appropriate to those programs.	Expand/Enhance Course Offerings
I'm not sure we need additional course offerings in ABE or High School Equivalency - we have just begun offering courses in those areas and need to assess them before we can tell. We need more occupational work experience courses that are focused on specific fields - particularly in the area of computers and technology - to get students experience in the areas they wish to work in. What we DO need are very basic computer literacy courses for the students at the lowest levels - both ESL and non-ESL students.	GED/HSE/HSD courses, prep
GED to AA	GED/HSE/HSD courses, prep
We recently approved new GED courses, but have not offered them yet; they are scheduled to begin in Spring 15. We have no marketing budget or admin structure for this endeavor, so getting information to the public about the courses has been	GED/HSE/HSD courses, prep

What additional course offerings are needed?	Category
<p>a challenge.</p> <p>We recently approved new GED courses, but have not offered them yet; they are scheduled to begin in Spring 15. We have no marketing budget or admin structure for this endeavor, so getting information to the public about the courses has been a challenge.</p>	Other
<p>It is required that ALL Mission College courses have student learning outcomes in the syllabus and that this is monitored to retain accreditation status. All teachers also must be evaluated and classes approved by the Mission College Curriculum Committee. This is an accreditation requirement.</p>	Other
<p>BASE ON THE GREATS NEED IN ADULT EDUCATION</p>	Other

Q10. What additional services are needed?

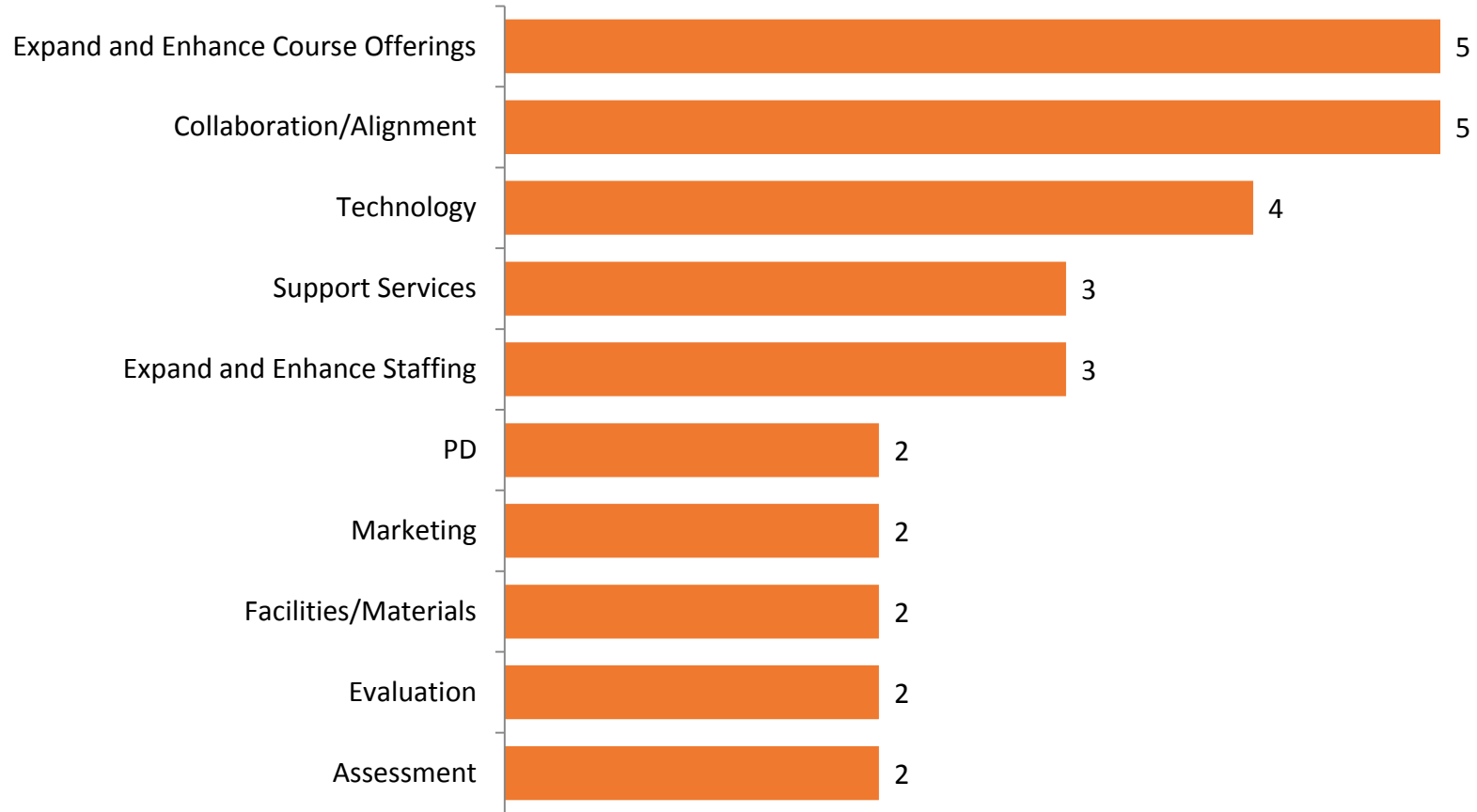


What additional services are needed?	Category
Better ADA campus access such as ramps, classroom space, and elevators.	AWD Services and Accommodations
Bilingual staff/volunteer who can help the students with developmental/learning disabilities take foreign language courses. Certain language activities have to be modified as well, so a specialist's lecture on this issue to the faculty would be very beneficial.	AWD Services and Accommodations
Courses for students with intellectual disabilities/Developmentally Delayed Learners. i.e., Gavilan College.	AWD Services and Accommodations
More DSP capacity	AWD Services and Accommodations
Need more support services that can handle developmental disabilities in academic areas.	AWD Services and Accommodations
Our Disabilities Support Program service dept is understaffed, I believe. Also, students have to pay for an examination to get diagnosed in order to receive services. There are no specific courses for students with LDs per se; rather, they can opt to receive accommodations in any course that they take as long as they qualify for services.	AWD Services and Accommodations
Gateways need to be opened between educational institutions (adult ed/CTE/Community Colleges) to address aligning curriculum and creating pathways between institutions for students.	Collaboration/ Alignment
data collection on job placement for CTE programs	CTE/Apprentice
I do not think we have any programs for apprentices.	CTE/Apprentice
More curriculum writings, college planning to add certificate programs for professional growth and development.	CTE/Apprentice
My husband taught English and ESL for Central Arizona College in the Az State Prison at Florence. There was nothing unique about it except he taught inside the prison and chose topics occasionally that were of more interest to that "population." Secondly, we have, I believe, become so focused on being a transfer college--which is a good thing, of course--but we have not developed even 1 program which is unique and would serve the needs of other populations. The world around us is changing; not everybody wants a 4 year degree. They need work-ready programs like our HM program. We need to study our surroundings and find more of these.	ESL/Citizenship
We need an administrative structure for our noncredit ESL and Basic Skills program. Once that is in place, we can develop orientations, workshops, and other services to help these students transition into our credit program. A marketing budget is also a need.	ESL/Citizenship
More librarians! If the college would finally hire an additional 2 librarians, then the library would thrive in offering more orientations and provide innovative ways for lifelong learning. If the College has stressed an ILO on Information Literacy, then it is time it spends its resources by beefing up the staff and enriching the library collection to add more breadth and depth.	Expand and Enhance Staffing
staff/faculty	Expand and Enhance Staffing
Counselors and support services for all students are sorely lacking. Students coming from K-12 special ed services receive a	Expand and Enhance Staff-

What additional services are needed?	Category
<p>rude awakening at the dearth of comparable services at the Community College level, especially at EVC. More testing times, aides in the classroom and better counseling are needed. Telling a faculty member to find a student note taker for a student with disabilities in her classroom is ridiculous -- particularly in developmental courses, where all students are challenged with developing note-taking and other college-level skills. Also, faculty are told they may only use videos with captioning. This greatly inhibits what materials may be used, as well as violating academic freedom, and there are few resources to help faculty get materials captioned. And requiring this of adjuncts, who may be laid off at the last minute before a course begins, is particularly egregious. Every developmental course should have an instructional assistant, but only one course in my department (Reading) has a part-time assistant. Developmental courses need to be capped at 20 students to provide them with sufficient attention. At EVC the cap in Reading is 35! At De Anza College, where I also teach, it is 25.</p>	ing
<p>For our current role what we have is fine. If we move to take over all adult ed and high school diploma/GED, etc then we need a lot more. We would also need the funding.</p>	Other
<p>It is required that ALL Mission College courses have student learning outcomes in the syllabus and that this is monitored to retain accreditation status. All teachers also must be evaluated and classes approved by the Mission College Curriculum Committee. This is an accreditation requirement.</p>	Other
<p>Reinstate a Day Care Program....for ALL STUDENTS...NOT JUST low income We need a \$ for a new swimming pool....this would serve everyone: DSPS, community, general ed</p>	Support Services
<p>we need to provide more services to those that want to complete their high school equivalency Certificates.</p>	Support Services
<p>Additional counselors needed to create education plans for students with targeted outcomes.</p>	Support Services
<p>Counseling and support services for students transitioning from Adult Education to college education as well as follow-up and support services.</p>	Support Services
<p>counseling specific to CTE</p>	Support Services
<p>Counselors and support services for all students are sorely lacking. Students coming from K-12 special ed services receive a rude awakening at the dearth of comparable services at the Community College level, especially at EVC. More testing times, aides in the classroom and better counseling are needed. Telling a faculty member to find a student note taker for a student with disabilities in her classroom is ridiculous -- particularly in developmental courses, where all students are challenged with developing note-taking and other college-level skills. Also, faculty are told they may only use videos with captioning. This greatly inhibits what materials may be used, as well as violating academic freedom, and there are few resources to help faculty get materials captioned. And requiring this of adjuncts, who may be laid off at the last minute before a course begins, is particularly egregious. Every developmental course should have an instructional assistant, but only one course in my department (Reading) has a part-time assistant. Developmental courses need to be capped at 20 students to provide them with sufficient attention. At EVC the cap in Reading is 35! At De Anza College, where I also teach, it is 25.</p>	Support Services
<p>I'm not knowledgeable about other dept. offering, so I can't comment. However, I do know a few students who are both ESL and Disability Program students who are not getting sufficient support in terms of general counseling, time mgmt skills, and resources to help them succeed in a academic program. The regular counseling program seems to routinely suggest ESL students take classes such as history or fashion design even though they don't have the prerequisites. Overall, I don't feel that any counseling staff understand the unique needs of ESL. If students can basically communicate orally, they assume they can write,</p>	Support Services

What additional services are needed?	Category
spell, and have correct grammar. It is NOT the case. Students are set up to fail and we lose students both as a dept. and a college.	
More support for counseling to provide and discuss opportunities for vocational study courses and apprentices programs and seeing those that get certificates know only a few more courses they can get an Associate's degree.	Support Services
Some students don't see a counselor, or receive confusing information about what classes they need to take. I wish there was a handout or a track for each program that would map out a personalized plan or path for each student depending on the end goal, and it would also provide information about clubs, tutoring services, mentoring programs and other services that are available along the way.	Support Services
the Counseling area at EVC, needs major improvement	Support Services
Library and multimedia center needs to be open in the evening. Evening students have difficulty fulfilling lab requirements when the center closes at 7pm.	Technology
More advanced teaching tapes. Addage tapes are 10 years old.	Technology
Better establishments of community by way of cohort building and mentoring. More services such as tutoring by qualified instructors and embedded tutoring. More support programs for first time to college students who can't go to school full time. More use of learning communities.	Tutoring/ Mentoring
Non-credit courses for Tutoring Adult Education Non-credit course for Mentoring in Adult Education Accommodations specific to those with various disabilities Educational planning for those needing remedial coursework prior to general college	Tutoring/ Mentoring
Tutorial services for west valley in college classes except English and math	Tutoring/ Mentoring

Q11. What other improvements do you recommend?

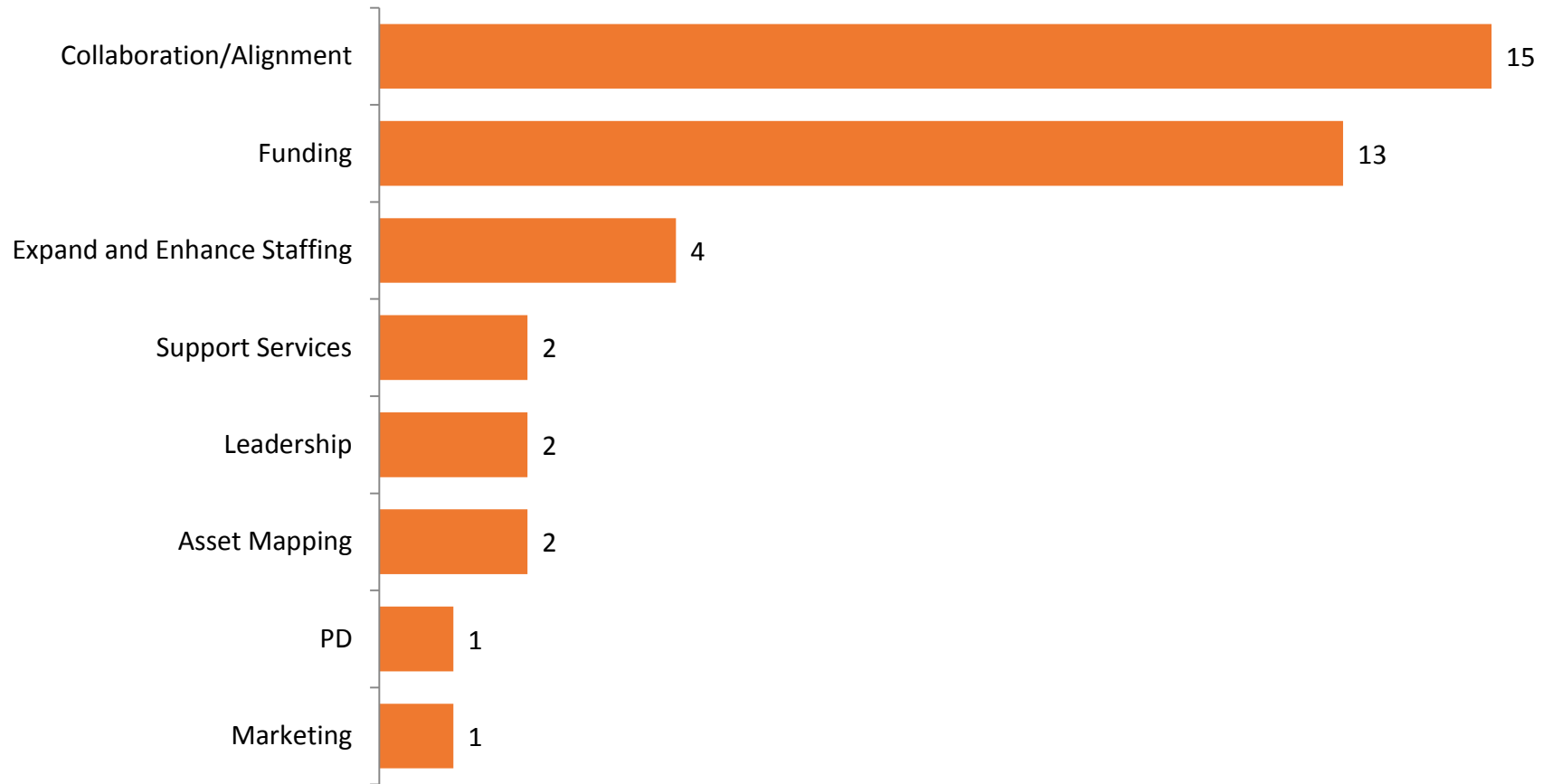


What other improvements do you recommend?	Category
<p>It would be a real help if our entering students were tested to determine their level of "computer literacy" - their ability to carry out the very basic computer tasks needed to register and take courses. This includes opening a document, changing it, saving it either to a desktop or a storage device, sending an email, attaching a file to an email, opening a webpage, filling out an online form, and printing something. It's amazing that in Silicon Valley a huge percentage of our students cannot do these things, but they are basic to their ability to enroll in courses. Students who are not able to handle these tasks should be able to take a noncredit course in basic computer skills so that they can function in the college environment.</p>	Assessment
<p>The placement test doesn't seem to be very accurate. Some students are placed higher, and some are placed lower. I believe that a better testing system should be put in place. Instructors between ESL, English, Communication, and Basic Skills should work together to address the needs of the students and to assure that they stay on track.</p>	Assessment
<p>Best practices be initiated from all colleges with a website like basic skills has done.</p>	Collaboration/Alignment
<p>The placement test doesn't seem to be very accurate. Some students are placed higher, and some are placed lower. I believe that a better testing system should be put in place. Instructors between ESL, English, Communication, and Basic Skills should work together to address the needs of the students and to assure that they stay on track.</p>	Collaboration/Alignment
<p>All institutions need to work together to provide education and training to close the middle-skill job gap in the state.</p>	Collaboration/Alignment
<p>Total revamp of Educational master plan</p>	Collaboration/Alignment
<p>More coordination of offerings among departments to create short term stackable certificates.</p>	Collaboration/Alignment
<p>It is required that ALL Mission College courses have at least 2 student learning outcomes in the syllabus and that this is monitored to retain accreditation status. Compliance and evaluation needs to be performed to maintain ACCJC accreditation or the institution is in jeopardy of losing accreditation. All teachers also must be evaluated and classes approved by the Mission College Curriculum Committee. This is an ACCJC requirement.</p>	Evaluation
<p>Follow up after completion of CTE programs to determine level of student success in obtaining employment.</p>	Evaluation
<p>Reduced class size for advanced writing classes in order to give individual students more attention. 25 or less especially for ESL, where the need for individualized instruction is very great.</p>	Expand and Enhance Course Offerings
<p>Can Mission be all things to all people? Maybe not. Should all 6 Community Colleges in our area be the same, catering to the same population, that is, of transfer-students? That could be an out-dated model. States like Texas, however, take bold steps to move some of their colleges "out of the box" with new programs that benefit students. Students in Houston can graduate from HS and have their AA/AS degrees in the bag when they graduate! It's a little like our 908/1A super class. We can do it. It saves students gobs of money. I believe Mission can do something like that, too. Let's focus on one segment of the public that needs something new, develop it and do it!</p>	Expand and Enhance Course Offerings
<p>The Community College would be better served if there were sufficient adult education classes offered so that the students who have no intention of completing a degree, whether because they are unable or uninterested, would not be in classes with people who are interested in and able to complete a two year degree.</p>	Expand and Enhance Course Offerings
<p>Accelerated pathways.</p>	Expand and Enhance Course Offerings

What other improvements do you recommend?	Category
More CTE for technical careers	Expand and Enhance Course Offerings
I think there may be a wealth of resources and talent available to SJECCD at "The Villages" with thousands of recently retired adults available to tech, tutor and mentor students.	Expand and Enhance Staffing
Increase staffing to support student achievements and opportunities.	Expand and Enhance Staffing
All disabilities students need to be counseled better on the difference between high school and college vis a vis the work expected to pass even developmental courses in a Community College, and that challenging failing grades without a sound basis just because that worked in high school is not appropriate. Also, ESL students should be required to take ESL courses if the counselors/faculty deem them appropriate. Students should not be allowed to choose whether to take ESL or mainstream classes themselves as I have had many students who cannot speak English and sometimes cannot write English who take the mainstream developmental sequences because it is shorter. These students are not appropriate in classes where English fluency is expected. The Community Colleges (and the rest of higher ed) should employ full-time faculty at a rate comparable with K-12. The education provided to students suffers with most courses being taught by part-time, adjunct "freeway flyers" who must teach at two or three districts to earn enough to survive and never have any job security, no private or permanent offices, no paid office hours at EVC and few elsewhere, few benefits, usually no teaching assistants, lower pay scales, and little respect. Think how well you could do your job if you had to work under such conditions.	Expand and Enhance Staffing
Major overhaul of Student Services, the customer service in this area is horrible	Facilities/Materials
facilities/events for students to join in the campus life	Facilities/Materials
Outreach (we go to them and present) to K-12 and correctional facilities programs that most often refer students for Adult Education. Inreach (they come to us for tours, presentations) especially for K-12	Marketing
More public awareness	Marketing
There should be more training on how to incorporate adults with developmental disabilities into the college setting. There seems to be a lack of understanding about developmental disabilities.	PD
Learning communities, more professional development for instructors	PD
Clarity a to the students about whether it is better to withdraw from a class or fail it.	Support Services
All disabilities students need to be counseled better on the difference between high school and college vis a vis the work expected to pass even developmental courses in a Community College, and that challenging failing grades without a sound basis just because that worked in high school is not appropriate. Also, ESL students should be required to take ESL courses if the counselors/faculty deem them appropriate. Students should not be allowed to choose whether to take ESL or mainstream classes themselves as I have had many students who cannot speak English and sometimes cannot write English who take the mainstream developmental sequences because it is shorter. These students are not appropriate in classes where English fluency is expected. The Community Colleges (and the rest of higher ed) should employ full-time faculty at a rate comparable with K-12. The education provided to students suffers with most courses being taught by part-time, adjunct "freeway flyers" who must teach at two or three districts to earn enough to survive and never have any job security, no private or permanent offices, no paid office hours at EVC and few elsewhere, few benefits, usually no teaching assistants, lower pay scales, and little respect.	Support Services

What other improvements do you recommend?	Category
Think how well you could do your job if you had to work under such conditions.	
Increase staffing to support student achievements and opportunities.	Support Services
Since I work in a computer lab, we don't have sufficient Tech support to help us. Just this semester when I felt we were really ready for the semester, I had to request tech support 3 times. ESL software is quite advanced and we've had to tweak, update, and change the computer resolution since the semester started 1.5 weeks ago. Our older computers and incredibly small tech support staff are not sufficient to meet the language lab demands. College administrators need to find a way to hire more tech support workers!	Technology
More technical IT support. More coordinator release time to help create certificate programs that match their graduates needs. More marketing. More funds.	Technology
It would be nice to have more computer and the software for the students in the reading labs.	Technology
Better computers and more software for students	Technology

Q18. Please provide your thoughts about ways to overcome the barriers above.

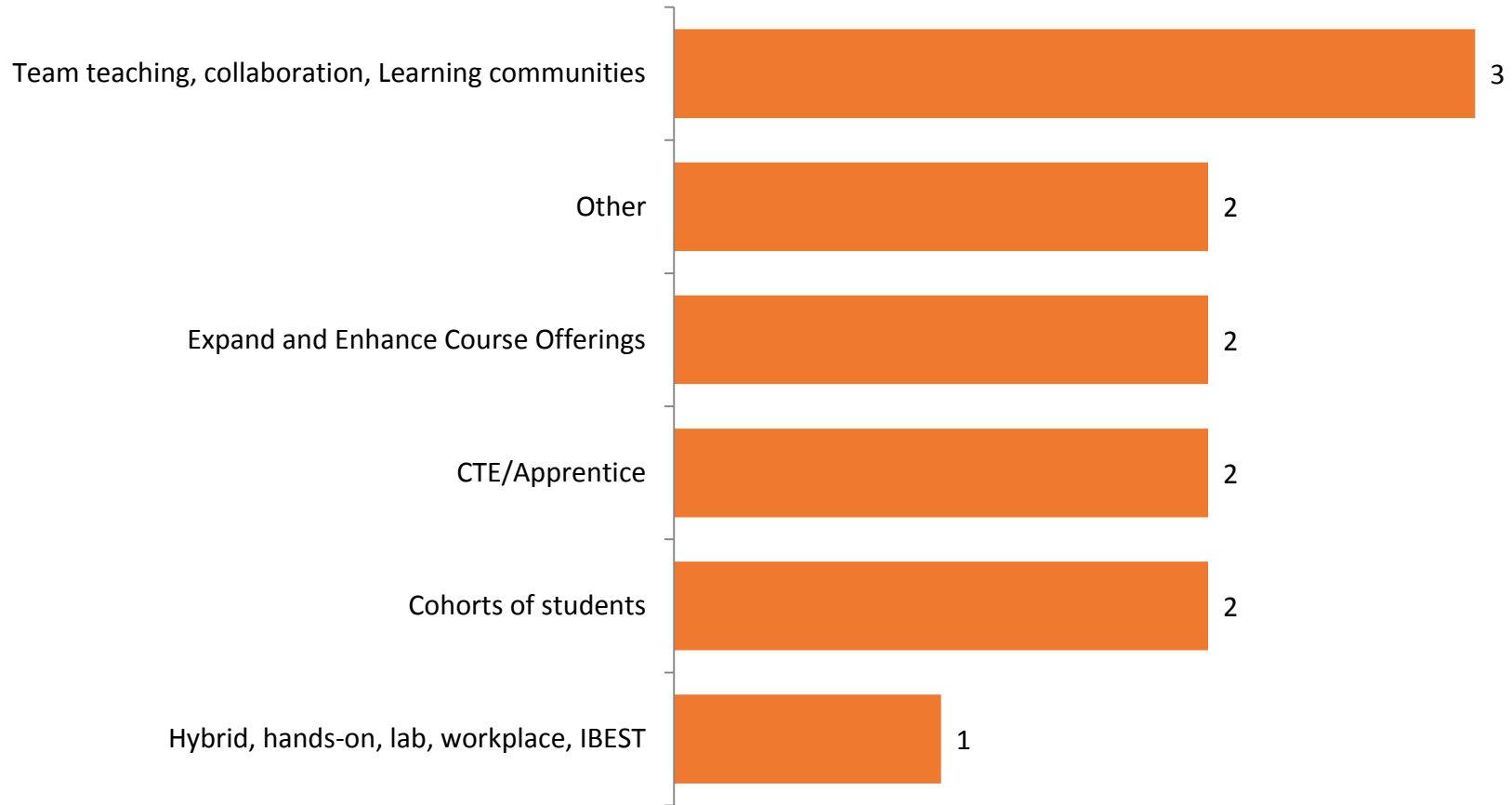


Please provide your thoughts about ways to overcome the barriers above.	Category
More information about students and the pathways they take now. Community College faculty and staff might be more interested in adult education if they knew how many of our students take that path - quantitative and qualitative data!	Asset Mapping
Staff and Instructors at all education institutions should have a good working knowledge of the pathways that are available for their varied student needs. Onboarding of new staff is miserable in providing basic information about one's own institution regarding student pathways let alone their place among other institutions. Improvements would be: Education related to student needs Education related to pathways available through community institutions Clear student success measurements Co-operative agreements among related institutions Funding/ Rewards for good outcomes for students	Asset Mapping
If potentially fruitful collaborations were identified and people were given paid time to work together, I doubt there would be many barriers to collaboration.	Collaboration/Alignment
Perhaps evening meetings as compared to 9-5 pm.	Collaboration/Alignment
I know we are all so busy during the semester at the Community College it is difficult to extend yourself. It is easier in the summer. I know there are barriers to summer as well, but it is easier for some.	Collaboration/Alignment
School Administrators need more time to accommodate and take part in collaboration.	Collaboration/Alignment
Make collaboration a top priority.	Collaboration/Alignment
Provide more opportunities for the two system to engage	Collaboration/Alignment
funding for meetings to take place	Collaboration/Alignment
I hear a lot of exciting ideas, but they immediately hit road-blocks such as "So and So doesn't like that idea and wants to do it another way" when 2-3 other people outlined a plan they are 99% sure will work. Something came up recently that had great potential but it got "nixed" higher up. It was sad.	Collaboration/Alignment
I'm a Community College instructor and I used to teach at an Adult School. I see that the education that these two entities provide is distinct but complementary. I would enjoy working with my colleagues in the Adult School to align standards and build pathways, but I have no time to do so. My teaching load keeps me quite busy. There should be a framework for such collaboration and more encouragement from within the college to take the time to establish a connection between schools and programs. I am not compensated for the extra time this kind of collaboration would require.	Collaboration/Alignment
The meetings, visits, workshops should be incentivized and required/ encouraged by the schools or by the district. The needs of the Adult School learners should be assessed. Programs, policies, and pathways should be mapped out and implemented. Data should be collected.	Collaboration/Alignment
Concerning CTE, true collaboration, not just checking of a box for district relevancy. Fruitful communication with outside industry to make partnerships with our Community College. This is now a disgraceful situation.	Collaboration/Alignment
Everyone is so busy that it is difficult to keep the college informed of all activities and encourage participation in any new effort. Finding specific, targeted, opportunities for participation might help. Many are afraid of "just going to another meeting to hear people talk". Active working sessions with tangible outcomes might be enticing to many people.	Collaboration/Alignment
Provide "reassigned time" for Community College teachers to be able to coordinate with Adult Schools and provide funding to bring Adult School students to Community College campuses for orientation, tour, placement and counseling on a regular basis.	Collaboration/Alignment
Both sides need to see how it benefits the students/clients. A monetary incentive or enrollment incentive would help.	Collaboration/Alignment

Please provide your thoughts about ways to overcome the barriers above.	Category
It is always helpful when we can talk to one another.	Collaboration/Alignment
When I as a lowly adjunct have made suggestions to do outreach to high schools to inform students about the financial aid for which they might qualify, which is often mentioned as a barrier to enrollment, I've been told there aren't enough staff members to do this. Budget priorities need to be re-examined and funding for faculty and staff who provide direct services need to be privileged over administrators.	Expand and Enhance Staffing
Again, 2 FT librarians for college is insufficient to get a library to thrive on campus. With 4 FT librarians, the library would thrive in programming and teaching. The campus often sees the library as an entity that can run itself. This is not so. It takes people to get it to run smoothly and efficiently. More librarians! More funding for library collections!	Expand and Enhance Staffing
Lack of staffing and resources provided by HR to hire staffing on a permanent basis. Even though funding exists can only hire staff and instructors on part-time contracts. Have the District policies of the College realigned to be like corporate sector.	Expand and Enhance Staffing
Hire more full-time faculty or include working with outside resources in course load. Part time faculty, most of whom work at more than one site, just don't have time to interface with outside service providers on a regular basis.	Expand and Enhance Staffing
Again, 2 FT librarians for college is insufficient to get a library to thrive on campus. With 4 FT librarians, the library would thrive in programming and teaching. The campus often sees the library as an entity that can run itself. This is not so. It takes people to get it to run smoothly and efficiently. More librarians! More funding for library collections!	Funding
When I as a lowly adjunct have made suggestions to do outreach to high schools to inform students about the financial aid for which they might qualify, which is often mentioned as a barrier to enrollment, I've been told there aren't enough staff members to do this. Budget priorities need to be re-examined and funding for faculty and staff who provide direct services need to be privileged over administrators.	Funding
I know we are all so busy during the semester at the Community College it is difficult to extend yourself. It is easier in the summer. I know there are barriers to summer as well, but it is easier for some.	Funding
funding for meetings to take place	Funding
I hear a lot of exciting ideas, but they immediately hit road-blocks such as "So and So doesn't like that idea and wants to do it another way" when 2-3 other people outlined a plan they are 99% sure will work. Something came up recently that had great potential but it got "nixed" higher up. It was sad.	Funding
I'm a Community College instructor and I used to teach at an Adult School. I see that the education that these two entities provide is distinct but complementary. I would enjoy working with my colleagues in the Adult School to align standards and build pathways, but I have no time to do so. My teaching load keeps me quite busy. There should be a framework for such collaboration and more encouragement from within the college to take the time to establish a connection between schools and programs. I am not compensated for the extra time this kind of collaboration would require.	Funding
The meetings, visits, workshops should be incentivized and required/ encouraged by the schools or by the district. The needs of the Adult School learners should be assessed. Programs, policies, and pathways should be mapped out and implemented. Data should be collected.	Funding
Allow release time for faculty to collaborate with other schools and outside service providers.	Funding
Funding for resources and participation	Funding

Please provide your thoughts about ways to overcome the barriers above.	Category
I think the biggest barrier is lack of funding not any of the above.	Funding
Fund-raisers	Funding
Both sides need to see how it benefits the students/clients. A monetary incentive or enrollment incentive would help.	Funding
Decisions need to be made at the state level about funding. Right now AB 86 is seen by many people as a fight to defend their livelihood. Until individuals can get past that feeling that they need to defend their funding and institution, they will not be able to work together for the good of students.	Funding
Our college does not really present Adult Education as part of our day to day mission statement.	Leadership
School Administrators need more time to accommodate and take part in collaboration.	Leadership
When I as a lowly adjunct have made suggestions to do outreach to high schools to inform students about the financial aid for which they might qualify, which is often mentioned as a barrier to enrollment, I've been told there aren't enough staff members to do this. Budget priorities need to be re-examined and funding for faculty and staff who provide direct services need to be privileged over administrators.	Marketing
Most times I have found people are looking for models that work.	PD
Again, 2 FT librarians for college are insufficient to get a library to thrive on campus. With 4 FT librarians, the library would thrive in programming and teaching. The campus often sees the library as an entity that can run itself. This is not so. It takes people to get it to run smoothly and efficiently. More librarians! More funding for library collections!	Support Services
We would like to open a community dental clinic to offer minimal services to our students and community members but the district's liability policy inhibits this process. We would also like to build more programs but lack leadership, funds, time, and faculty to create and grow our program for the future.	Support Services

Q23. What additional models would you like to see more of in your program?



What additional models would you like to see more of in your program?	Category
Integrated reading and writing courses, ideally with cohorts over a year at the developmental level. First year experience programs. More ways to involve adult students who work full time in culturally competent, supportive services and communities to improve retention, development and persistence. Also more internships/externships and public-private collaborations.	Cohorts of students
Apprenticeship	CTE/Apprentice
Apprenticeships	CTE/Apprentice
Centralized courses.	Expand and Enhance Course Offerings
I think that the use of online course presentation should be developed more fully.	Expand and Enhance Course Offerings
ESL training in the workplace coupled with classes.	Hybrid, hands-on, lab, workplace, IBEST
I'd like to see more community based services offered. Even if they are one day FREE to the public classes like, "How to Have Good Oral Hygiene" "What Every New Parent Should Know About Brushing and Flossing Children's Teeth" "Nutrition for Better Dental Health" "What is Periodontal Disease?" "How Does Poor Dental Hygiene Link to Cardiovascular Disease?" "Taking Your Child to the Dentist for the First Time" "How to Find a Dentist That's Right for You!"	Other
Always progressing for betterment of students	Other
Team-teaching, Special Education with General Education Instructors, both specialists in a content	Team teaching, collaboration, Learning communities
Establishing a learning community with English 1A classes with Library Information Competency. I believe Cabrillo College follows this model.	Team teaching, collaboration, Learning communities
We did have learning communities, and they worked well. There was no money for this program, and it ended. I believe it should be brought back.	Team teaching, collaboration, Learning communities

Q31. In summary, what is the most important thing that can be done to improve or expand adult education services in your community?



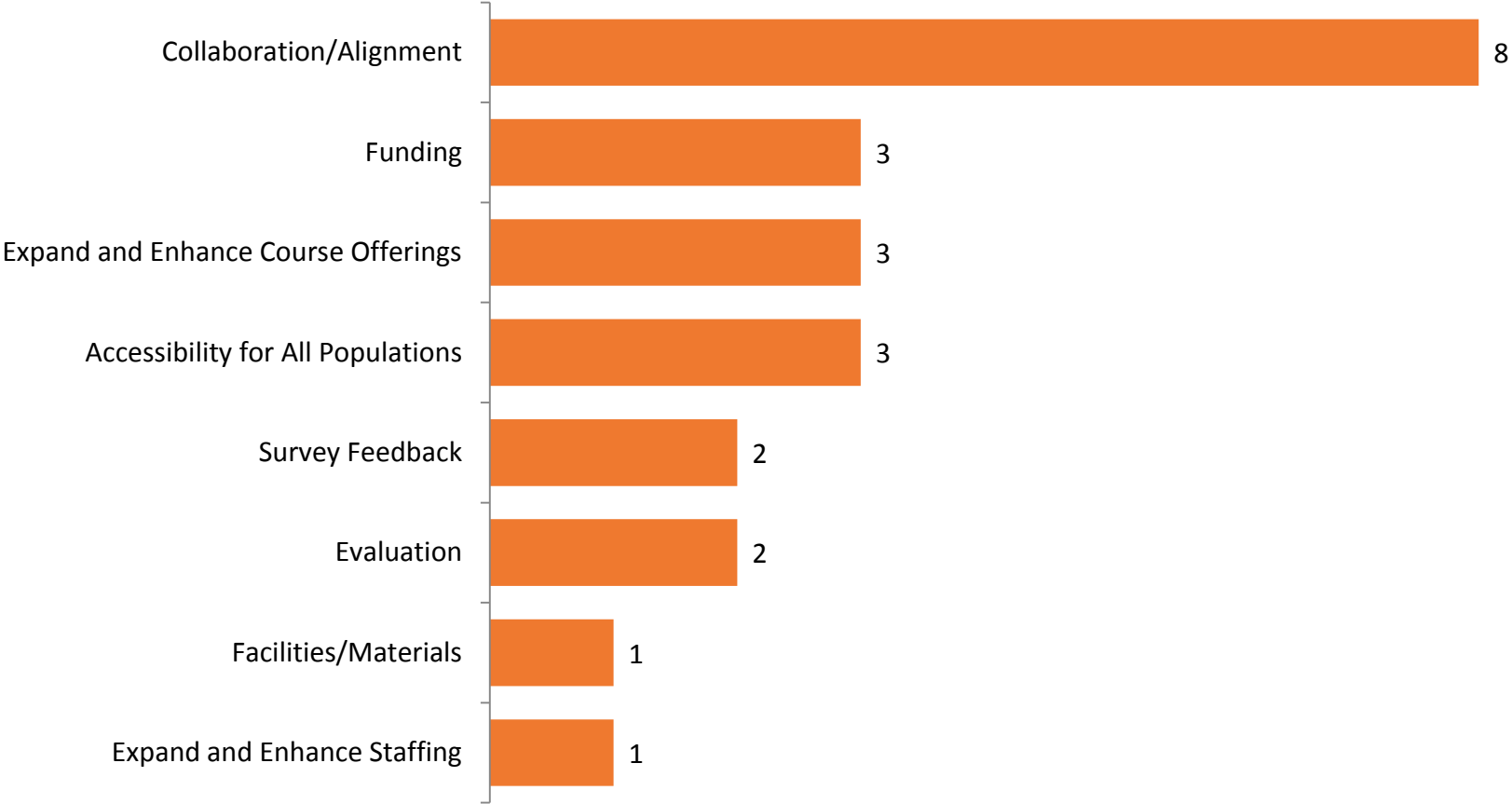
In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
Have an awareness about what services are offered at both college and Adult Schools.	Asset mapping
Identification of what is already offered and required staff knowledge regarding what is available across institutions. Identifying clear pathways with resources already in place and filling in resources where there is a gap.	Asset mapping
Figure out what's going on now, who the stakeholders should be, and ways to maximize resources.	Collaboration/Alignment
Time, funding, and especially use of the correct comprehensive student materials designed specifically to implement practical procedures (in my area: accounting/bookkeeping) for this particular type of student population.	Collaboration/Alignment
I think coordinating Community Colleges and adult ed offerings in these areas would be a big help.	Collaboration/Alignment
Expanded college discussion of all these issues	Collaboration/Alignment
Better communication between Adult Schools and Community College and more support and resources for collaboration.	Collaboration/Alignment
Information, training, and coordination to create a clear pathway for adult learners.	Collaboration/Alignment
It is required that ALL Mission College courses have student learning outcomes in the syllabus and that this is monitored to retain accreditation status. All teachers also must be evaluated and classes approved by the Mission College Curriculum Committee. This is an accreditation requirement.	Collaboration/Alignment
Adult education is critical for society. More collaboration between agencies, more communication to the community is needed. I also believe that we need to find a way to give these students more support so they are able to obtain more education and training to better themselves and their families -- childcare, flexibility of offerings, awareness of the stresses on their lives (irregular schedules, etc.) -- there are so many hurdles to overcome but such wonderful positive results when their educational goals are achieved.	Collaboration/Alignment
If adult ed. and Community College had funding and incentives to work together, everyone (schools and students) would benefit. Many ESL students at comm. college don't belong or need to be in academic programs due to age and motivation among other reasons. Many adult ed. students should transition to comm. college, but don't know how and lack computer literacy and study skills.	Collaboration/Alignment
Fund a well-planned, comprehensive plan for ongoing collaboration between Adult Schools and Community Colleges.	Collaboration/Alignment
Communication with a website of best practices and funding with incentives such as release time.	Collaboration/Alignment
More hands-on job training for students	CTE/Apprentice
More vocational and career based training that is not directly tied nor related to a person needing to obtain a Associates degree or have to take those classes--only classes that pertain to such vocational and career based training--and if a student wishes to obtain an Associate's degree later the other classes can be used for credit used to obtain or update their vocational skills.	CTE/Apprentice
To offer programs at the college to provide high employment potential.	CTE/Apprentice
Our community hardly knows we exist. Spread the word there is such a place as SJCC for CTE. Lack of communication with outside industry. No apprenticeship programs with quick articulation with the State of California and our CCC system.	CTE/Apprentice
Funding of proper adult ed so those who reach the Community College are ready and able to benefit from college level classes. Also, in the Community College, more information or sessions or short courses might be offered that would help especially im-	ESL

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
migrant students learn how education and the work world work in the US. The number of pronunciation classes for East Asians should also be increased.	
Well, for one thing, offer it!	Expand and Enhance Course Offerings
Develop an online presence that will enhance and facilitate the Adult Education Program and Process.	Expand and Enhance Course Offerings
More vocational and career based training that is not directly tied nor related to a person needing to obtain a Associates degree or have to take those classes--only classes that pertain to such vocational and career based training--and if a student wishes to obtain an Associate's degree later the other classes can be used for credit used to obtain or update their vocational skills.	Expand and Enhance Course Offerings
Paint and disseminate a complete, deep and thorough picture of the local adult population who could benefit by instruction, and an equally detailed picture of what employers are looking for. Create stackable certificates that could lead to a degree, but do not have to.	Expand and Enhance Course Offerings
We need support and leadership. We need project managers who follow through until new programs come to complete self-running function. We need funds, innovative creative developers, marketers, and planners to help our program grow and be seen in our community and students. If we are not thinking about growth and expansion, we are just another program dying on the vine as other private colleges create innovative ways to allure students to their programs.	Expand and Enhance Course Offerings
More \$	Funding
Funding for a separate program, including Accommodation Specialist, Advisors, Special Education Instructors	Funding
More ways to get money and support from the teaching effect for students.	Funding
INTERESTED STUDENTS, STAFF WITH ADEQUATE FUNDING AND SUPPORT	Funding
Better funding. A clearer picture of who would be providing what services.	Funding
Time, funding, and especially use of the correct comprehensive student materials designed specifically to implement practical procedures (in my area: accounting/bookkeeping) for this particular type of student population.	Funding
We need support and leadership. We need project managers who follow through until new programs come to complete self-running function. We need funds, innovative creative developers, marketers, and planners to help our program grow and be seen in our community and students. If we are not thinking about growth and expansion, we are just another program dying on the vine as other private colleges create innovative ways to allure students to their programs.	Funding
More funding	Funding
additional funding	Funding
If adult ed. and Community College had funding and incentives to work together, everyone (schools and students) would benefit. Many ESL students at comm. college don't belong or need to be in academic programs due to age and motivation among other reasons. Many adult ed. students should transition to comm. college, but don't know how and lack computer literacy and study skills.	Funding

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
professional development and funding. We can only teach so much to teachers- we must be able to offer funding incentives for colleges to want to offer such courses.	Funding
market research (to see what type of adult education is needed for our immediate community)	Marketing
Advertise	Marketing
Our community hardly knows we exist. Spread the word there is such a place as SJCC for CTE. Lack of communication with outside industry. No apprenticeship programs with quick articulation with the State of California and our CCC system.	Marketing
Awareness	Marketing
Professional development of faculty (learn importance of expanding adult education services and how such as teaching strategies)	PD
Providing incentives to create more interest in this topic would be a great first step. Faculty needs to want to know how adult services can help the students in their class be more successful.	PD
Research based Professional Development classes for teachers. Provide funding, incentives, etc. for teachers to improve their practice.	PD
As an adjunct teacher---like other adjuncts---we have limited knowledge of many or most of the developments and processes which this survey contemplates. We come to class; we teach; and we move on to other districts to repeat the process. I'm sorry I can't give you more informed response than this.	PD
professional development and funding. We can only teach so much to teachers- we must be able to offer funding incentives for colleges to want to offer such courses.	PD
More one-on-one attention to each student. Perhaps mentors who stay with a group of students for the semester or year in order to help them in many ways. Students need to feel that there is someone who cares about their progress and who can help them find and realize goals for their education. They also need personal help with technology, study skills, English, if they are ESL. No matter what programs are available, personal attention is what keeps students engaged and thus successful. Expecting students who are unaccustomed to American education or who have failed in some way prior to coming to college, need more than computer access to classes. They need hand-holding throughout the whole process. In short, they need small cohorts led by a stable mentor whom they meet regularly, preferably once a week to discuss their progress and problems they may be having.	Soft Skills
If adult ed. and Community College had funding and incentives to work together, everyone (schools and students) would benefit. Many ESL students at comm. college don't belong or need to be in academic programs due to age and motivation among other reasons. Many adult ed. students should transition to comm. college, but don't know how and lack computer literacy and study skills.	Soft Skills
Reconnecting adults to educational and career development options.	Support Services
Funding of proper adult ed so those who reach the Community College are ready and able to benefit from college level classes. Also, in the Community College, more information or sessions or short courses might be offered that would help especially immigrant students learn how education and the work world work in the US. The number of pronunciation classes for East Asians should also be increased.	Support Services

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
Funding for a separate program, including Accommodation Specialist, Advisors, Special Education Instructors	Support Services
More one-on-one attention to each student. Perhaps mentors who stay with a group of students for the semester or year in order to help them in many ways. Students need to feel that there is someone who cares about their progress and who can help them find and realize goals for their education. They also need personal help with technology, study skills, English, if they are ESL. No matter what programs are available, personal attention is what keeps students engaged and thus successful. Expecting students who are unaccustomed to American education or who have failed in some way prior to coming to college, need more than computer access to classes. They need hand-holding throughout the whole process. In short, they need small cohorts led by a stable mentor whom they meet regularly, preferably once a week to discuss their progress and problems they may be having.	Support Services
Funding of proper adult ed so those who reach the Community College are ready and able to benefit from college level classes. Also, in the Community College, more information or sessions or short courses might be offered that would help especially immigrant students learn how education and the work world work in the US. The number of pronunciation classes for East Asians should also be increased.	Transition/Orientation
More one-on-one attention to each student. Perhaps mentors who stay with a group of students for the semester or year in order to help them in many ways. Students need to feel that there is someone who cares about their progress and who can help them find and realize goals for their education. They also need personal help with technology, study skills, English, if they are ESL. No matter what programs are available, personal attention is what keeps students engaged and thus successful. Expecting students who are unaccustomed to American education or who have failed in some way prior to coming to college, need more than computer access to classes. They need hand-holding throughout the whole process. In short, they need small cohorts led by a stable mentor whom they meet regularly, preferably once a week to discuss their progress and problems they may be having.	Transition/Orientation

Q32. Any additional insights you'd like to share?

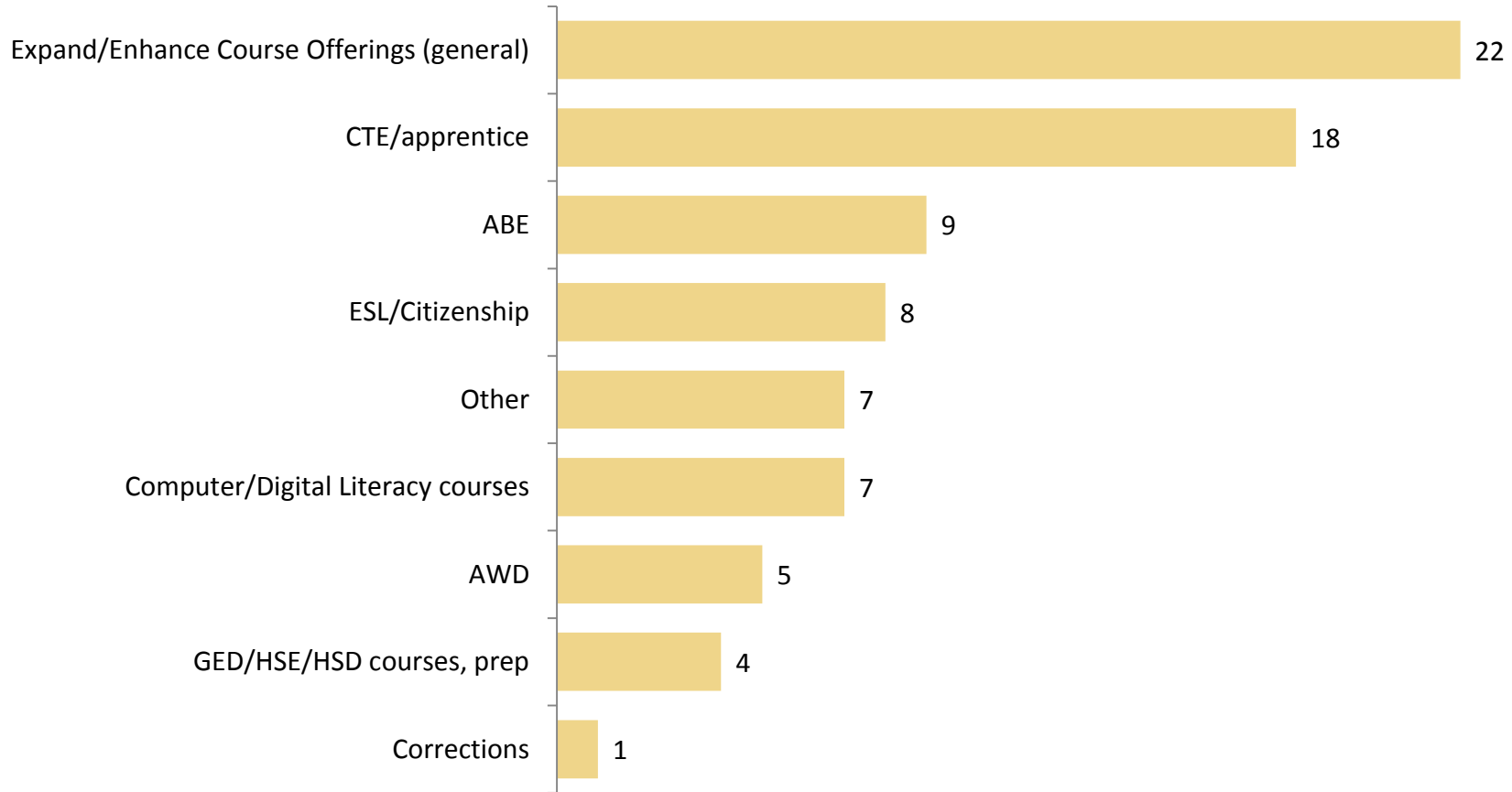


Any additional insights you'd like to share?	Category
<p>More training for the Blue collar workforce and less focus on career and transfer to 4-year colleges and obtaining an Associate's degree. Also funding set as side to pay for tuition and books for student that is not being tied to a certain income level even with higher income level does not mean they have sufficient money to attend classes and refresh there job skills!</p>	Accessibility for All Populations
<p>It is not clear what is meant by adult education. Adult education and its demographics were never defined. There are different types of adults seeking education, is this survey being conducted to improve the lives of students straight out of high school, students who are lifetime learners, students who are returning to school to change or improve their careers, or is this survey trying to address students who are planning to transfer to a four year college? The needs of all of these students are very different.</p>	Accessibility for All Populations
<p>Students with less than a high school diploma or high school equivalency are best served at Adult Schools as well as students who are recent immigrants with low level ESL skills. Adult schools should also serve adults who cannot afford to attend Community Colleges. Community colleges should serve most of the others. Short term career technical education should have certificate programs offered at both schools that are articulated with degrees and further education offered at the Community Colleges.</p>	Accessibility for All Populations
<p>Students with less than a high school diploma or high school equivalency are best served at Adult Schools as well as students who are recent immigrants with low level ESL skills. Adult schools should also serve adults who cannot afford to attend Community Colleges. Community colleges should serve most of the others. Short term career technical education should have certificate programs offered at both schools that are articulated with degrees and further education offered at the Community Colleges.</p>	Collaboration/Alignment
<p>Articulation with outside industry and city, county, state business leaders. Most of the communications happen indoors, provides a box check at district level, many smiles and no results for actual community members for CTE.</p>	Collaboration/Alignment
<p>I think a well-thought out plan for transparency throughout can really help this integration of services.</p>	Collaboration/Alignment
<p>Learning Institutions should have incentives in place for collaboration verses competition.</p>	Collaboration/Alignment
<p>Provide opportunities for faculty and staff to collaborate with community representatives; schedule these collaborative meetings on campus.</p>	Collaboration/Alignment
<p>The colleges shouldn't be doing a job that Adult Education should do.</p>	Collaboration/Alignment
<p>This is the first time I have ever heard of that Community College and Adult School teachers have been asked what works and what doesn't. If the legislature and governor don't listen to the results of this extensive attempt to tap into our knowledge, we're lost.</p>	Collaboration/Alignment
<p>I don't like the idea of throwing money at a problem assuming that will solve it; however, there needs to be some release time or extra pay to get staff at both places to coordinate their efforts. If a small database tracking students who move between programs would be nice too, but likely too expensive. Our college lost our data analyst and this would be at the bottom of a very long list. I think it's a better task handled by teaching staff anyway who actually know the students.</p>	Collaboration/Alignment
<p>It is required that ALL Mission College courses have at least 2 student learning outcomes in the syllabus and that this is monitored/evaluated to retain accreditation status. All teachers also must be evaluated and classes approved by the Mission College Curriculum Committee. This is an accreditation requirement.</p>	Evaluation

Any additional insights you'd like to share?	Category
<p>I don't like the idea of throwing money at a problem assuming that will solve it; however, there needs to be some release time or extra pay to get staff at both places to coordinate their efforts. If a small database tracking students who move between programs would be nice too, but likely too expensive. Our college lost our data analyst and this would be at the bottom of a very long list. I think it's a better task handled by teaching staff anyway who actually know the students.</p>	Evaluation
<p>Students with less than a high school diploma or high school equivalency are best served at Adult Schools as well as students who are recent immigrants with low level ESL skills. Adult schools should also serve adults who cannot afford to attend Community Colleges. Community colleges should serve most of the others. Short term career technical education should have certificate programs offered at both schools that are articulated with degrees and further education offered at the Community Colleges.</p>	Expand and Enhance Course Offerings
<p>Provide the pathways for adult students to earn degrees and diplomas leading to good paying jobs.</p>	Expand and Enhance Course Offerings
<p>The GED process seems to have been left out of most of this discussion.</p>	Expand and Enhance Course Offerings
<p>It is required that ALL Mission College courses have at least 2 student learning outcomes in the syllabus and that this is monitored/evaluated to retain accreditation status. All teachers also must be evaluated and classes approved by the Mission College Curriculum Committee. This is an accreditation requirement.</p>	Expand and Enhance Staffing
<p>Text material often incorrectly selected for designated population.</p>	Facilities/Materials
<p>I don't like the idea of throwing money at a problem assuming that will solve it; however, there needs to be some release time or extra pay to get staff at both places to coordinate their efforts. If a small database tracking students who move between programs would be nice too, but likely too expensive. Our college lost our data analyst and this would be at the bottom of a very long list. I think it's a better task handled by teaching staff anyway who actually know the students.</p>	Funding
<p>Funding of proper adult ed so those who reach the Community College are ready and able to benefit from college level classes.</p>	Funding
<p>More training for the Blue collar workforce and less focus on career and transfer to 4-year colleges and obtaining an Associate's degree. Also funding set as side to pay for tuition and books for student that is not being tied to a certain income level even with higher income level does not mean they have sufficient money to attend classes and refresh there job skills!</p>	Funding
<p>need to define your terms, not sure if I am answering the questions correctly: so I guess an in service on this is needed!</p>	Survey Feedback
<p>It is not clear what is meant by adult education. Adult education and its demographics were never defined. There are different types of adults seeking education, is this survey being conducted to improve the lives of students straight out of high school, students who are lifetime learners, students who are returning to school to change or improve their careers, or is this survey trying to address students who are planning to transfer to a four year college? The needs of all of these students are very different.</p>	Survey Feedback

A6.2 South Bay Consortium for Adult Education Survey Adult School Free Responses

Q9. What additional course offerings are needed?



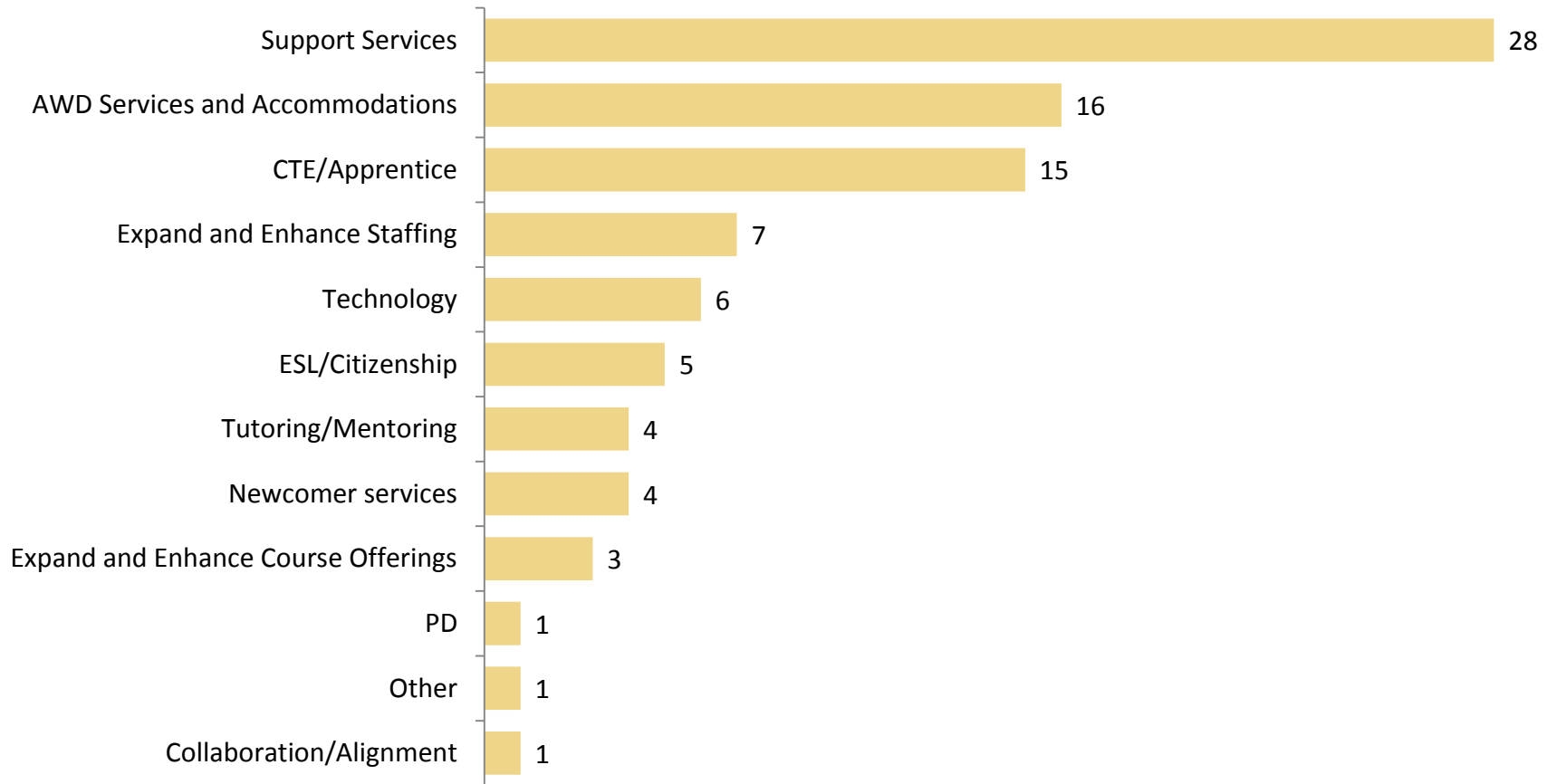
What additional course offerings are needed?	Category
More integrated basic skills.	ABE
I am only familiar with the ESL program. In my experience it would be advantageous to have a finer breakdown in the levels.	ABE
Basic writing classes, basic math classes, both to prepare for entry to college	ABE
We need some lower level academics for the ABE	ABE
Have a ABE math class separate from an ELA ABE class	ABE
Well any programs that help the newcomers, who have good educational backgrounds but English to merge into the language (English) and workforce environment.	ABE
Literacy ESL - Our current beginning low level doesn't cover materials for literacy students.	ABE
Beginning literacy classes for illiterate adults is greatly needed. We have adult students with minimal literacy skills who work in the daytime and come to classes at night but these classes do not meet their needs.	ABE
Adult Basic Education (ABE) and Elementary Skills (needed in the Correctional Facility) Short-term career technical programs (CTE) Vocational ESL (VESL)	ABE
Courses for adults with learning disabilities, such as dyslexia	AWD
Courses for learning handicapped students are needed.	AWD
Desperately need services and course offerings for learning disabled.	AWD
I would think that SVAE and SVCTE and our students would greatly benefit if we offered educational programs for adults with developmental & learning disabilities and adult who have been & are in correctional facilities.	AWD
It would be good to reinstate the Adults with Disabilities program and Life Long Learning (older adults) program that we used to have.	AWD
Computer classes for ESL students.	Computer/Digital Literacy courses
Computer classes with computer instructor, in addition to the classroom teacher	Computer/Digital Literacy courses
More computer literacy	Computer/Digital Literacy courses
More computer classes	Computer/Digital Literacy courses
ESL learners have computer lab, but just to learn English on computer. These students may need basic computer class to improve technology skills. Also, conversation class only for low level learners is a need.	Computer/Digital Literacy courses
Computer course specifically for ESL students.	Computer/Digital Literacy courses
Citizenship Technology (use of computers for research, educational activities)	Computer/Digital Literacy courses
Criminal Thinker's \ Relapse Prevention	Corrections
It might be helpful to have more programs than address the needs of students transitioning into the workforce.	CTE/apprentice
Students need additional support in transitioning from corrections to the workforce. We are expanding our offerings this year	CTE/apprentice

What additional course offerings are needed?	Category
to include more job preparation, but it is an area we need to improve.	
Adequate funding to support more classes to help adults transition to jobs through high school diploma/GED/ or ESL education.	CTE/apprentice
CTE/Apprenticeships	CTE/apprentice
- Standardized test preparation. - Job placement/training placement test such as certified nurse assistant and other related trainings.	CTE/apprentice
Vocational ESL (VESL)	CTE/apprentice
More courses that prepare students for CTE certificate courses at the Community Colleges. We do not have the facilities or budget to offer CTE courses, but we can provide courses that prepare students for these certificate courses (formerly called VESL and VABE courses).	CTE/apprentice
Career readiness, Industry/Sector oriented training; forklift, truck driving, masonry, welding, mechanical, etc Customer services, Admin Support, Clerical Assist	CTE/apprentice
courses in short term vocational training such as CNA or home health aid, Microsoft and Office Skills needs to made more available. A separate math class for those students who need extra help in that subject area to pass GED Tests and complete diplomas.	CTE/apprentice
Transitions to workforce or postsecondary education with guidance.	CTE/apprentice
CTE, MS cert, HSD, GED	CTE/apprentice
Basic Orientation to Vocational Courses for the Workforce.	CTE/apprentice
CTE classes, college prep, employment services	CTE/apprentice
Online Classes; Hybrid Face-to-Face/Online Classes; more CTE certificated classes;	CTE/apprentice
Vocational ESL; Citizenship, Career Technical Education classes leading to certifications (i.e. computer, Algebra and higher math courses, Transition/orientation to college	CTE/apprentice
We have no evening ABE class and only 1 HSD class in the evenings. We have no daytime GED at our location. We have a good sized waiting list for ESL and they grow constantly. We have only one CTE class in the evenings and none during the day. Many other programs are non-existent - AWD, LLL, apprentice programs, etc.	CTE/apprentice
More CTE courses	CTE/apprentice
Certified Nursing Assistant	CTE/apprentice
Citizenship at AH site	ESL/Citizenship
All levels of ESL Additional CTE courses Citizenship classes	ESL/Citizenship
literacy level ESL classes, for students that cannot read or write in their own language or English.	ESL/Citizenship
Basic writing for ESL learners. Advanced ESL with more instructional hours CTE courses	ESL/Citizenship
ESL-Citizenship classes More short term certificate programs in Office Skills, More Computer classes.	ESL/Citizenship
- Conversational courses for ESL - Writing course for ESL	ESL/Citizenship
More citizenship classes	ESL/Citizenship
More afternoon ESL classes	ESL/Citizenship
I think that the independent study program is a great loss to the community. Many students that work full-time and have family obligations are not going to be able to attend a class five days a week. I also think that the seat time requirement to earn	Expand/Enhance Course Offerings (general)

What additional course offerings are needed?	Category
<p>credits should be adjusted.</p> <p>Fee-based classes in the morning and at night.</p>	Expand/Enhance Course Offerings (general)
<p>independent study / on-line courses / distance learning In other words, options that do not include a schedule that puts a strangle hold on the student.</p> <p>For ABE and ESL, more classes in various locations. For adults with learning disabilities, I'm not sure what should be offered, only that most staff feel somewhat ineffective in working with students with various learning challenges.</p>	Expand/Enhance Course Offerings (general)
<p>Level 5 ESL daily instead of twice weekly.</p>	Expand/Enhance Course Offerings (general)
<p>More flexible class hours for ALL classes</p>	Expand/Enhance Course Offerings (general)
<p>Ones desired by the community.</p>	Expand/Enhance Course Offerings (general)
<p>We need to offer joint courses that are better aligned with college and job requirements. Courses should be hybrid and nimble in nature to be able to adapt and change quickly. All course material should become available online and similar in nature to what is offered at the college level for all students and books should be retired.</p>	Expand/Enhance Course Offerings (general)
<p>Distance learning program for ESL students who can't commit themselves to traditional class due to personal and/or work related reasons.</p> <p>- Community Programs - Saturday classes</p>	Expand/Enhance Course Offerings (general)
<p>More extra-curricular course offerings are needed in the men's and women's medium security lock down housing units. Currently we only have art in some dorms. The lock down population will benefit from courses and or workshops related to communication, parenting, business and others. While our 3R's curriculum teaches communication, parenting and job readiness the lessons are not courses.</p>	Expand/Enhance Course Offerings (general)
<p>Life skills training Financial literacy How to avoid being scammed</p>	Expand/Enhance Course Offerings (general)
<p>More electives, practical arts, arts, technical classes (computer).</p>	Expand/Enhance Course Offerings (general)
<p>Trauma, PTSD,</p>	Expand/Enhance Course Offerings (general)
<p>1. Enrichment for Seniors - Fun classes to engage mind and body (Tai Chi, painting, yoga, ballroom and hula, stretching, singing, Toastmasters, etc.) 2. Family Bonding courses (mother/son, father/son, etc.) where team building, acceptance, anger management is just part of curriculum.</p>	Expand/Enhance Course Offerings (general)
<p>Older adult class that we used to offer to. (life learning) such painting, drawing.</p>	Expand/Enhance Course Offerings (general)
<p>Additional elective classes in areas of student interest: computer repair, parenting, personal development (newer), forensic</p>	Expand/Enhance Course

What additional course offerings are needed?	Category
investigation More counseling and college readiness classes.	Offerings (general) Expand/Enhance Course Offerings (general)
college preparation - remedial History, Math, English	Expand/Enhance Course Offerings (general) Expand/Enhance Course Offerings (general)
single subject courses/classes such as Math class (basic), and English subject class. College prep. courses	Expand/Enhance Course Offerings (general) Expand/Enhance Course Offerings (general)
In the correctional facility we need more GED classes Improved offerings for HSE prep. Improved pre-HSE skill development. Need to expand our transition class. Need to improve support for students to transition successfully within our program. Independent studies program for High school Students. ESL Classes	GED/HSE/HSD courses, prep GED/HSE/HSD courses, prep GED/HSE/HSD courses, prep
There should be a transitional class for students who test into Adult Basic Skills who only need a few credits to get their high school diploma or students who only need to take the CAHSEE ELA or Math who TABE into Adult Basic Skills.	GED/HSE/HSD courses, prep
MORE FUNDING to reverse the last six years of "limitations" in ESL. Could we "expand and grow" our program rather than continue to "cut and reduce"?	Other
We are 30% what we were. Our district has a great need for adult education. The question is where is the money, to quote Marcus Battle, the District's finance expert. The sweeping was to stop but I don't see an improvement in the volume of services provided.	Other
ESL book that have explanations in Spanish, Vietnamese, Persian, Russian, and Khmer. Overhead projectors, document cameras, a printer, a cabinet to store files, books, records, realia, and needed technology tools. Paper and needed articles for student use/availability.	Other
I think the offerings are adequate	Other
A career center to offer assistance with placement tests/FASA, etc. would be a great improvement to our program.	Other
Any Type of Transitional Housing Recovery Residential Housing	Other
More counseling	Other

Q10. What additional services are needed?



What additional services are needed?	Category
Access to free resources for low income students with learning disabilities, including assessment and learning/teaching strategies.	AWD Services and Accommodations
As an Adult School our teachers are not trained to work with adults with developmental or learning disabilities. We need a list of social service agencies in the region that can provide services for the students within our consortium. We often hear that our students should be referred to the Community Colleges because they have the capacity to test and help these students, but the students must first enroll at the college. This is not an option for the majority of our students.	AWD Services and Accommodations
Additional services for preparing adults with learning disabilities to transition to the workforce.	AWD Services and Accommodations
At least occasional visits by Special Ed experts to diagnose more basic challenges like dyslexia in the ESL adult learners. Reinstate the "extended" academic year to mid-June AND summer school for the ESL program.	AWD Services and Accommodations
Adults with Disabilities classes; Post-Secondary transitional classes; Workforce transitional classes;	AWD Services and Accommodations
Desperately need services and course offerings for learning disabled.	AWD Services and Accommodations
Educational programs for adults with learning disabilities	AWD Services and Accommodations
I think there should be more support for students with disabilities. Perhaps we could also have a language line similar to what is in the doctor offices and the airport. This would allow us to better communicate with ESL students when we are trying to explain to them to come back for a placement test.	AWD Services and Accommodations
In the correctional facility we need more services and identification of adults with learning disabilities	AWD Services and Accommodations
Resources and support services to help adults with learning disabilities	AWD Services and Accommodations
services for persons with developmental or learning disabilities.	AWD Services and Accommodations
Services for students with learning disabilities. Additional math tutors.	AWD Services and Accommodations
special classes and teachers for students with learning disorders	AWD Services and Accommodations
Testing and support services for learning disabled students.	AWD Services and Accommodations
We need a Sped/resource teacher, and type of help for LD students. Right now we have nothing!!!!	AWD Services and Accommodations
We need program for student with learning disability.	AWD Services and Accommodations
Articulation Agreement with local Community Colleges for the CTE class. Internships with local business for the CTE class.	Collaboration/ Alignment

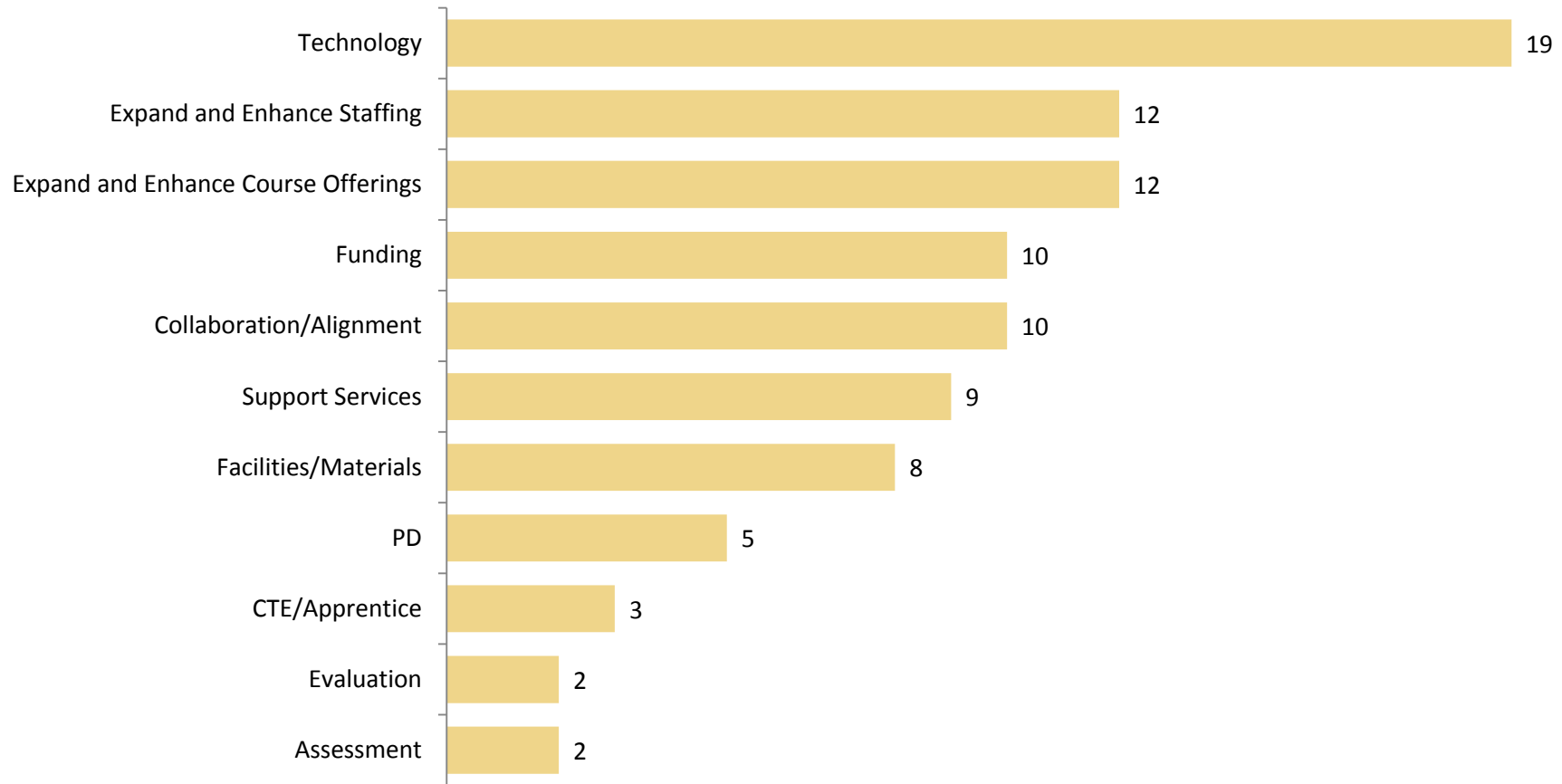
What additional services are needed?	Category
- Apprenticeship for career courses - More tech services	CTE/Apprentice
Certain certifications in technical areas such as x-ray tech and sonogram tech.	CTE/Apprentice
I don't know if this is offered, but I think we need more help for our ESL students preparing them for work and helping them to obtain real jobs and also for adults in general.	CTE/Apprentice
I think we could use career counseling, workforce trainings, and post-secondary training to prep folks for Community Colleges. We need to offer (at least once a year) CTE classes and other work-oriented classes. An expansion of classes for ABE, HSD, and ESL is really needed.	CTE/Apprentice
Job counseling	CTE/Apprentice
Job Placement	CTE/Apprentice
Mock interviews with employers, internships, more tutoring	CTE/Apprentice
more programs for transitioning adults into the workforce	CTE/Apprentice
More vocationally based courses	CTE/Apprentice
Programs for Apprentices	CTE/Apprentice
Services in preparing students to transition into the workforce Supporting services (such as guidance, counseling, transition, and follow up services)	CTE/Apprentice
Short - term job training certificates.	CTE/Apprentice
Startup funding for internship and career programs. We can generate ADA income based on enrollment, but the startup cost for programs makes it difficult to meet the needs of students. ie...when we started up Sustainable Landscaping, how can we fund equipment and supplies for both Men and Women's programs?	CTE/Apprentice
We would need a rep from the college to be on site to assist the students. A computer lab, or at least 10-15 stations. Someone to set up guest speakers for jobs (career fair). Transportation of students to travel to job fairs or other training sites.	CTE/Apprentice
Workforce readiness skills	CTE/Apprentice
A classroom that provides opportunities for leadership (centered around ESL), student populations' interest, or pertinent (desired) topics/activities.	ESL/Citizenship
A multilingual ESL counselor with sufficient hours to be available when needed. At present, the Community Resource teacher works very few hours and is not helpful to the students.	ESL/Citizenship
Distance learning for ESL	ESL/Citizenship
More information about Citizenship classes and where to find them. More advertisements about our ESL programs on foreign language radio stations. More advertisement in general about our adult ed offerings.	ESL/Citizenship
Support for Literacy level ESL students.	ESL/Citizenship
Bring back Saturday School!	Expand and Enhance Course Offerings
Independent Studies for the many working adults who cannot otherwise attend school.	Expand and Enhance Course Offerings
Ones desired by the community.	Expand and Enhance Course Offerings

What additional services are needed?	Category
Counselors	Expand and Enhance Staffing
Counselors to help students figure out what they want and how ae@esuhsd can help them to achieve it. ALSO to catalog and highlight success stories.	Expand and Enhance Staffing
Guidance counselors for the adult programs.	Expand and Enhance Staffing
We support services such as career counselors, social workers.	Expand and Enhance Staffing
1. We need our own tech person on campus that would be available each week to work with staff to streamline the equipment. 2. We need a website that our county stakeholders and advisory committee members could post pertinent student-related information. Some have not taken us seriously because we don't have a website. The important student links were always used and would use again if one was provided.	Expand and Enhance Staffing
More tutors	Expand and Enhance Staffing
Admin support. Additional resources and time for teacher prep and training.	Expand and Enhance Staffing
As I said, the services that make these newcomers and the existing school population more involved in the program because many if the newcomers get admission in the program sometimes in late semester and within one week they disappear.	Newcomer services
Community development	Newcomer services
Public information desk for many of our students who are newcomers.	Newcomer services
Services to help the newly immigrants to get job.	Newcomer services
Money to support such programs. We have a variety of programs but NEVER financial support for these current programs. I can not imagine adding more unfunded programs.	Other
Admin support. Additional resources and time for teacher prep and training.	PD
More funding to allow for courses in life transition classes.	Support Services
Financial Aid Person to screen students who may be eligible for assistance with any type of educational programs.	Support Services
Baby sitters for some parents (male and female) students are needed. Here one or two baby sitters would improve attendance.	Support Services
1. Referrals to Social Services. 2. Job placement departments 3. Liaison with Community Colleges. 4. Improved technology and teacher salaries.	Support Services
Life learning class	Support Services
Senior programs.	Support Services
Social services for students	Support Services
Therapy Group therapy Behavior Modification Yoga, Qui Gong,	Support Services
We would need a rep from the college to be on site to assist the students. A computer lab, or at least 10-15 stations. Someone to set up guest speakers for jobs (career fair). Transportation of students to travel to job fairs or other training sites.	Support Services

What additional services are needed?	Category
- Preparing students to transition to post-secondary education and the workforce - Guidance "counseling" follow-up service.	Support Services
Career assessments and counseling, college assessment and counseling, Distance learning and Independent Study options	Support Services
Counseling and guidance	Support Services
Counseling is #1. Child-care would be helpful, esp. for evening students. Accommodation for students with learning disabilities, mild retardation, and other learning problems. Training for how to deal with students needing extra help.	Support Services
Counseling services for students who want to pursue a college education and those who need to join the workforce.	Support Services
Counselors	Support Services
Counselors to help students figure out what they want and how ae@esuhsd can help them to achieve it. ALSO to catalog and highlight success stories.	Support Services
follow-up contact after completion	Support Services
For students transitioning to either college or the workforce, we need more targeted, individualized services to help students get to where they want to go. CACE has made great strides in this area and with our partners at SJCC , WVC and Work2Future, we're getting better.	Support Services
Guidance and transition into the workforce	Support Services
Guidance counselors for the adult programs.	Support Services
Guidance/Counseling	Support Services
I would like to see more "case management" of students who "stall out" within a program whether it be ESL or HSD. More intervention counselors, teachers, admin... particularly for students whose basic skills are not strong enough for HSD classes.	Support Services
More counseling, referrals, "warm hand-offs" to other programs.	Support Services
More guidance services and more support for the computer lab	Support Services
My previous background is in Career Counseling and job development and believe that additional help in this area would be of benefit to this population.	Support Services
On site counselors and advisors. Program specialist to assist the principal with other duties.	Support Services
Personal career and psychological counseling	Support Services
We support services such as career counselors, social workers.	Support Services
We would need a rep from the college to be on site to assist the students. A computer lab, or at least 10-15 stations. Someone to set up guest speakers for jobs (career fair). Transportation of students to travel to job fairs or other training sites.	Technology
1. We need our own tech person on campus that would be available each week to work with staff to streamline the equipment. 2. We need a website that our county stakeholders and advisory committee members could post pertinent student-related information. Some have not taken us seriously because we don't have a website. The important student links were always used and would use again if one was provided.	Technology
A new computer lab for teachers to teach their students 21st Century Skills.	Technology
Better facilities to enhance students' digital skills - new computers in computer room, etc.	Technology
Laptop carts	Technology
More comprehensive computer technology for adult education.	Technology
Additional services needed are related to one on one tutoring, post-secondary career counseling and community resource in-	Tutoring/

What additional services are needed?	Category
formation. For the past four years MAE is responsible for the library services in both the men's, women's at Elmwood and the service in Main Jail. We need additional services of a full time library employee that can serve the library and circulate and deliver books to the dorms.	Mentoring
Mentoring	Tutoring/ Mentoring
More tutoring and counseling for ESL and GED students.	Tutoring/ Mentoring
More tutors	Tutoring/ Mentoring

Q11. What other improvements do you recommend?



What other improvements do you recommend?	Category
1. Design our website to allow people to take the assessment/entrance tests online. Score online with immediate feedback. 2. Allow students who complete #1 above to register for classes online. 3. Staff counselors to answer "live chats" between specific hours for online information seekers. (See above #1 and 2) 4. Complete and promulgate master schedule within 90 days to allow proper planning for potential students to enroll. 5. Lean out our administrative processes. Remove the MMDA gain efficiencies. Use a lean/six-sigma master black boot to facilitate teams through this process. (I am one)	Assessment
Career aptitude testing	Assessment
More professional development aimed at teachers' needs and wants. An ESL administrator to create and maintain collaboration across levels and promote team building and a true sense of camaraderie celebrating achievements, accomplishments, and other special events.	Collaboration/ Alignment
Better information sharing between adult education centers and Community Colleges faculty and administrators about needs, offerings, plans, vision, etc.	Collaboration/ Alignment
I would like to keep our articulations in place for the CTE program. It would be great to bring back the Tech-Prep meetings. San Jose CC could hold meetings one per month and all the Adult Schools would send a rep. We would work on the articulations/visits/events. SJCC lost the grant money and the meetings stopped.	Collaboration/ Alignment
Much more collaboration and articulation among the Adult Schools and Community Colleges, starting at the instructional level and up through the administrative levels.	Collaboration/ Alignment
articulation of competencies which define specific levels of ESL among and between the various types of institutions	Collaboration/ Alignment
Better transition from ESL to high school ESL retention to continue.	Collaboration/ Alignment
Even more collaboration between sites and like-subjects with pay.	Collaboration/ Alignment
More technology and county and professional collaboration.	Collaboration/ Alignment
more collaboration with Community College faculty and employment services to develop services to help the students succeed after Adult School graduation	Collaboration/ Alignment
We need to team directed so we can put to use and benefit from the rich resource which is our staff and faculty.	Collaboration/ Alignment
More connections with community - community-based, workplace-based learning. From shadowing to paid internships... getting out of the classroom into real world contexts to learn.	CTE/Apprentice
Transitional programs, Apprenticeships, Admin support and student support	CTE/Apprentice
It might be beneficial to have a career counseling center.	CTE/Apprentice
Continue to track students who have gone through our programs--follow their success and achievements to show the importance of adult education and as inspiration to current students	Evaluation
We need to assess teachers because we have teachers who are teaching classes and not really know how to teach the assigned class.	Evaluation
More high school diploma programs	Expand and Enhance Course Offerings

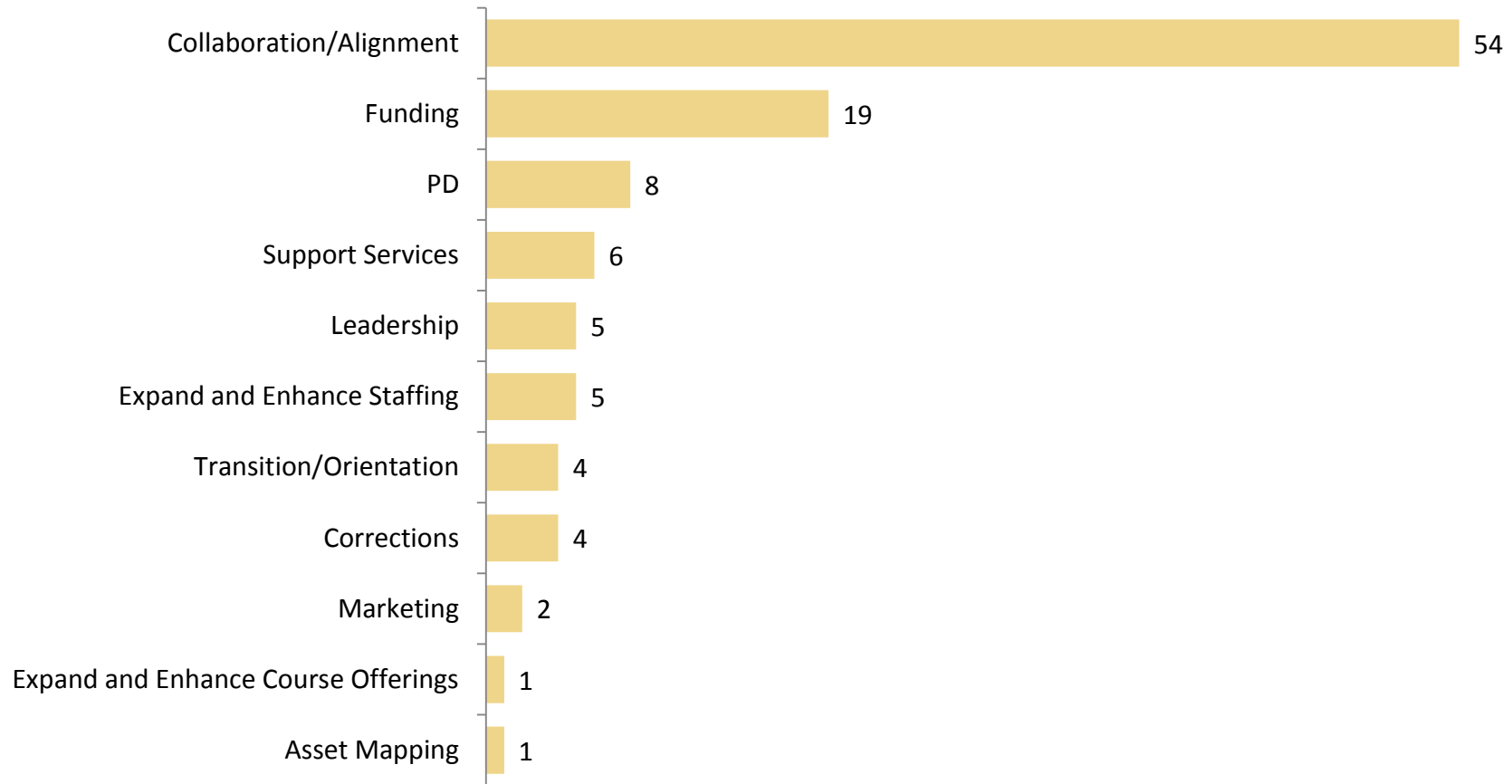
What other improvements do you recommend?	Category
We need activity classes for all adults such as recreational sports/fitness classes/nutrition/exercise/dance, etc.	Expand and Enhance Course Offerings
Our organization would better serve our customer base and the community we serve with expansion of classes currently offered. SVAE & SVCTE would greatly benefit from additional & increased state funding.	Expand and Enhance Course Offerings
Sustainability in Prisons project.	Expand and Enhance Course Offerings
A higher number of course offerings in our current course list. We need more GED classes to accommodate those who are on waitlists as well as ABE.	Expand and Enhance Course Offerings
Pre-GED class	Expand and Enhance Course Offerings
A Saturday English program. An independent study program and 2 days per week program. Many students cannot attend either a 5-day or 4-night schedule.	Expand and Enhance Course Offerings
1. Design our website to allow people to take the assessment/entrance tests online. Score online with immediate feedback. 2. Allow students who complete #1 above to register for classes online. 3. Staff counselors to answer "live chats" between specific hours for online information seekers. (See above #1 and 2) 4. Complete and promulgate master schedule within 90 days to allow proper planning for potential students to enroll. 5. Lean out our administrative processes. Remove the MMDA gain efficiencies. Use a lean/six-sigma master black boot to facilitate teams through this process. (I am one)	Expand and Enhance Course Offerings
Change the entrance requirement for getting into GED. Many students who don't read at 8.2 and certainly take advantage of the course work earlier and accomplish more during their studies. It would cut down the time in getting their GED diploma.	Expand and Enhance Course Offerings
Currently, faculty have no keys to enter the classroom. Students do not have access to the school's library. As future (potential) leaders of tomorrow, all students should be somewhat familiar with City Hall and local events. Unfortunately, funding seems to be limited. Although I was told a student government program exists, I am currently unaware of a liaison between City Hall and adult ed.	Expand and Enhance Course Offerings
Provide more class	Expand and Enhance Course Offerings
More GED classes.	Expand and Enhance Course Offerings
See above. Administrator that is solution oriented.	Expand and Enhance Staffing
More professional development aimed at teachers' needs and wants. An ESL administrator to create and maintain collaboration across levels and promote team building and a true sense of camaraderie celebrating achievements, accomplishments, and other special events.	Expand and Enhance Staffing
More classes for the community Better teachers, who are willing to work with students and who show up for class	Expand and Enhance Staffing

What other improvements do you recommend?	Category
Teacher aides.	Expand and Enhance Staffing
As mentioned in question 10. I believe that the program will benefit from hiring a second art, a full time librarian.	Expand and Enhance Staffing
Better teachers	Expand and Enhance Staffing
In order to have improvements on the amount of classes offered, we need more office support staff to process the paperwork.	Expand and Enhance Staffing
We need to assess teachers because we have teachers who are teaching classes and not really know how to teach the assigned class.	Expand and Enhance Staffing
1. Design our website to allow people to take the assessment/entrance tests online. Score online with immediate feedback. 2. Allow students who complete #1 above to register for classes online. 3. Staff counselors to answer "live chats" between specific hours for online information seekers. (See above #1 and 2) 4. Complete and promulgate master schedule within 90 days to allow proper planning for potential students to enroll. 5. Lean out our administrative processes. Remove the MMDA gain efficiencies. Use a lean/six-sigma master black boot to facilitate teams through this process. (I am one)	Expand and Enhance Staffing
Teacher support	Expand and Enhance Staffing
We should offer teacher's office hour for students to come in for help if needed	Expand and Enhance Staffing
More teacher's with counseling background, because the system is using the recovery model as a foundation for individuals in recovery.	Expand and Enhance Staffing
If we can provide childcare service, it will be very helpful to the students who have young children at home. With the service, they will be able to come to school.	Facilities/Materials
Books to loan to students to take home	Facilities/Materials
Facilities - fix bumps in carpet. Fix ramps and stairways	Facilities/Materials
The challenge of providing manipulatives for students in the correctional facilities should be addressed	Facilities/Materials
More GED books/computer lab time for GED	Facilities/Materials
Administration Building should be labeled as "Office" not "Lobby". IT confuses the ESL student population. Facility not service nor prog.	Facilities/Materials
Currently, faculty have no keys to enter the classroom. Students do not have access to the school's library. As future (potential) leaders of tomorrow, all students should be somewhat familiar with City Hall and local events. Unfortunately, funding seems to be limited. Although I was told a student government program exists, I am currently unaware of a liaison between City Hall and adult ed.	Facilities/Materials
Classes placed back into neighborhood sites--elementary schools, libraries, etc.	Facilities/Materials
More funding for all programs.	Funding

What other improvements do you recommend?	Category
Adequate funding	Funding
Our organization would better serve our customer base and the community we serve with expansion of classes currently offered. SVAE & SVCTE would greatly benefit from additional & increased state funding.	Funding
Funding for field trips. Better computer lab equipment	Funding
Even more collaboration between sites and like-subjects with pay.	Funding
Pay your teachers fairly, and for prep time so that you can attract more quality teachers. As the economy continues to improve we will continue to lose our best teachers. You cannot overwork and underpay your teachers and expect teachers not to burn out. Happy healthy teachers translates to better quality instruction in the classrooms. If students are important to you then you need to take care of your teachers.	Funding
More funding	Funding
Currently, faculty have no keys to enter the classroom. Students do not have access to the school's library. As future (potential) leaders of tomorrow, all students should be somewhat familiar with City Hall and local events. Unfortunately, funding seems to be limited. Although I was told a student government program exists, I am currently unaware of a liaison between City Hall and adult ed.	Funding
Increased California state adult education funding.	Funding
More funding	Funding
More professional development aimed at teachers' needs and wants. An ESL administrator to create and maintain collaboration across levels and promote team building and a true sense of camaraderie celebrating achievements, accomplishments, and other special events.	PD
Concrete, hands-on technical training with REAL opportunities to learn their skills. Part "trainings" we have been talked to or told the information, yet computers didn't work, or device for sound didn't function, or technical person did not know how to teach 20-30 attendees. Given a few minutes once, with no follow-up practices, does not offer us a positive learning ambiance.	PD
We are constantly becoming familiar with the needs students in the ABE/IBEST classes are faced with, whether it is low school level from their country to present disabilities. We work with a diversified population and are always finding additional teaching strategies and workshops that assist us in bettering ourselves to provide the best education possible for our students.	PD
More men's Groups Training for Correctional officers regarding Correction vs Addiction	PD
Provide more technology support for both staff and students i.e. professional development (how to use computers and technology to impart lessons).	PD
We have programs, but we need to develop awareness and educate our population the importance of goal.	Support Services
Transitional programs, Apprenticeships, Admin support and student support	Support Services
More Career Exploration and self-awareness	Support Services
We should offer teacher's office hour for students to come in for help if needed	Support Services
It might be beneficial to have a career counseling center.	Support Services
Better counseling services	Support Services
1. Design our website to allow people to take the assessment/entrance tests online. Score online with immediate feedback. 2. Allow students who complete #1 above to register for classes online. 3. Staff counselors to answer "live chats" between spe-	Support Services

What other improvements do you recommend?	Category
cific hours for online information seekers. (See above #1 and 2) 4. Complete and promulgate master schedule within 90 days to allow proper planning for potential students to enroll. 5. Lean out our administrative processes. Remove the MMDA gain efficiencies. Use a lean/six-sigma master black boot to facilitate teams through this process. (I am one)	
Teacher support	Support Services
We should offer teacher's office hour for students to come in for help if needed	Support Services
More guidance support and more support for the computer lab	Technology
His computer instructions like we used to have to run the computer times for the ESL classes	Technology
The computer lab needs improvement. Home computers are broken. New programs are needed.	Technology
More periodic check(s) on computer lab - computers not working, correct/replace original keyboards and make sure website(s) - Rosetta Stone are operable	Technology
More technology (computers/printers/projectors) at all of the sites, more resource appts. for students who need more 1-on-1 support	Technology
Upgrade computers and higher internet speed.	Technology
Funding for field trips. Better computer lab equipment	Technology
More computers and software.	Technology
More technology	Technology
More GED books/computer lab time for GED	Technology
Computer tools for staff and students for the adult education program. Training of staff in implementing computer technology in the classroom.	Technology
Technology and equipments	Technology
Free up the computer lab by moving the ESL 5 class to another location.	Technology
There must be sufficient helping staff to keep the classrooms neat and the technical support is much needed. Our classroom carpets are almost gone. The wires are all over in the front of the classrooms. It has created safety issues.	Technology
More technology and county and professional collaboration.	Technology
More leading edge technology; more basic computer operating classes; more Office Suite classes;	Technology
More up-to-date computers for student use.	Technology
Faster more longer lasting(without auto log-out) wireless.	Technology
Provide more technology support for both staff and students i.e. professional development (how to use computers and technology to impart lessons).	Technology

Q18. Please provide your thoughts about ways to overcome the barriers above.



Please provide your thoughts about ways to overcome the barriers above.	Category
There is not much information available.	Asset Mapping
The Community Colleges must develop the relationship that has been extended to them by adult education. This would effectively help transition the high school graduate to college. Without knowing what is needed of them such as math and English assessments, we are unable to help ensure their successful pathway to college level courses versus remedial courses. It is very frustrating that this relationship has been blocked for so long by the Community Colleges.	Collaboration/ Alignment
There does not seem to be interest on the part of colleges especially to together, e.g. I have never received information about how to prepare my students for the college entrance exam. There has been no point person to ask or receive information.	Collaboration/ Alignment
It feels like teachers are not part of the real decision making being done at the state level. It feels like we are only being included at the local level to try and make us feel we have a say but we really don't.	Collaboration/ Alignment
collaboration time imbedded into workday	Collaboration/ Alignment
During ALLIES and SBCAE meetings, curriculum and assessment alignment should be priority topics.	Collaboration/ Alignment
ESL teachers, especially higher level ESL teachers need to connect more with the teachers and faculty at CC. We need contact information so we can connect directly with CC faculty. When CC faculty comes to AE professional development, the AE teachers learn a lot. We could use more of this kind of interaction with CC faculty.	Collaboration/ Alignment
Information is passed along through print. At the same time, maybe during teacher meetings, a small time could be dedicated to talking about the collaboration occurring between colleges/schools and service providers. Whether we are serving on one of the collaboration teams, we all need to continuously informed so we can maintain the vision of unity.	Collaboration/ Alignment
more collaboration within and without the school to make the connection to facilitate student transition into work and/or Community College...without understanding the requirements of the schools and employers it is hard to prepare the students to meet challenges and for them to persist in further goals.	Collaboration/ Alignment
Outside service providers are often not aware of the consortium and their role in it. It also appears that there are not many social service agencies left that provide services that are needed for our students with learning disabilities.	Collaboration/ Alignment
I think the main issue is time - finding and coordinating the time. Release time from class would be optimal.	Collaboration/ Alignment
more money to allow collaboration.....more opportunities for teachers to talk individually with students too.	Collaboration/ Alignment
Pay teachers to meet with colleagues at other schools or allow release time.	Collaboration/ Alignment
Sufficient planning, funding, and preparation should continue to be considered and included with appropriate lead time in the calendar for release time, etc., so that all those interested can be engaged in the collaboration process.	Collaboration/ Alignment
More time. Maybe offer a professional development session where schools/colleges and outside service providers can participate - like a fair where services are showcased. Maybe assign different teachers to different service providers and then have them all regroup and present and share information (like what was done with Catesol conference participation. AND provide food and drink (best way to get people to come. Raffle prizes are good, too. You make it educational and fun)	Collaboration/ Alignment
1. Team teaching 2. Possible field trips to Community Colleges for weekly collaborative efforts to benefit our students. 3. Possibly adding Friday nights optional	Collaboration/ Alignment

Please provide your thoughts about ways to overcome the barriers above.	Category
My previous employment with federally-funded programs (i.e., migrant education, Even Start Family Literacy) there were regular, frequent meetings of other organizations and other entities relevant to our students. For example, the goal to help migrants graduate from high school was then extended to junior and four-year universities, to help the same students transition successfully. For Even Stuart, her families were invited 3-5 times a month to outside community agencies as resources. They included medical, legal, educational, career, medication, tax, banking/financial, etc. sources. This was offered as supplemental to their ESL and job skills daily classes. These were intentionally organized with training for instructions and adult learners.	Collaboration/ Alignment
Some if not a substantial group of adult ed. teachers are part-time, such as myself. I'm a full-time teacher during the day and information is not trickling down to me because we meet so infrequently.	Collaboration/ Alignment
The benefits of collaboration with other schools etc. should be made public. Full-time teachers should be hired and encouraged to look outside the program for referrals. At present, we have too many part time teachers who don't strive to help our students move outside the program.	Collaboration/ Alignment
Provide paid time for teachers for professional development and school/college/service collaboration	Collaboration/ Alignment
Focus on better horizontal communication, less rigid hierarchy - an intimidate administration (primary decision makers) mistrustful of their peers and supervisors. Collaboration can exist when a true spirit of trust is cultivated. Policy making involves implementation of agreed upon premises. Responsibility is fundamental to goal orientation and achievement. When administration says they will give us (me) a document camera in the middle of a meeting, and after the meeting tells me there are no document cameras, I feel staff (admin) has let the students down. The analog to this is e.g. keys, cabinets, needed school supplies, and dynamic "hands on" learning - including a trip to City Hall.	Collaboration/ Alignment
- Provide help/workshop for teachers - Make things interesting for teachers and students	Collaboration/ Alignment
1. More time for communication and collaboration between agencies. 2. Setting common goals between agencies. 3. Periodic review of common goals between agencies.	Collaboration/ Alignment
Establish frequent meetings to identify program needs and share resources.	Collaboration/ Alignment
Hold barrier analysis sessions with groups. Formulate action plans based upon root cause analysis of barriers. (I do this for a living with the DOD/Navy)	Collaboration/ Alignment
Increase staff collaboration days.	Collaboration/ Alignment
It is to develop a mutual understanding that together we have the same purpose that is student progress. Rest of the issues should be put on side and collaboration should be developed.	Collaboration/ Alignment
More information on what is available	Collaboration/ Alignment
More meetings with other districts teachers/personnels	Collaboration/ Alignment
Prior to the consortium, I am unaware of collaboration being a goal, so it isn't something we've worked on.	Collaboration/ Alignment
Team plan and include staff and faculty's ideas to team build. This is super important to the organization's quality of life.	Collaboration/ Alignment
We need ti find tune ti work together	Collaboration/ Alignment
- Offer pay to teachers/staff to attend meetings or send them during regular class time. - Create a yearly calendar with set dates/have deadlines - Set up a website to share information/use webinars to train teachers - give them time/ipad - Make	Collaboration/ Alignment

Please provide your thoughts about ways to overcome the barriers above.	Category
learning interesting and fun	
If teachers and other staff are provided with time and are paid for that time, their interest and incentive will improve. Most have sufficient professional development to do these collaborations.	Collaboration/ Alignment
Provide scheduled meetings with full pay at convenient time outside of regular schedule for the representatives.	Collaboration/ Alignment
Barriers can only be overcome when all the staff are in an agreement that what we are trying to do is to become a more successful program and have successful students.	Collaboration/ Alignment
Schedule a time that works for all the service providers.	Collaboration/ Alignment
There is a certain amount of territoriality to Adult Programs. Sometimes it seems that we are competing for the same students.	Collaboration/ Alignment
I believe that there is an interest in collaboration between schools/colleges and outside providers. I think that the two biggest barriers are insufficient time and a lack of professional development that provides staff with more knowledge and specific steps and strategies for collaborating.	Collaboration/ Alignment
1. There is no interest by colleges to help us transition adult education learners. 2. Processes and follow-up procedures MUST be developed in order for anyone to benefit.	Collaboration/ Alignment
Coordinating and organizing the schedule is an ongoing issue.	Collaboration/ Alignment
Create network groups that meet in a regular basis to brainstorm ways to collaborate and improve services.	Collaboration/ Alignment
More time for teachers to meet with staff from other agencies.	Collaboration/ Alignment
Semesterly if not more frequent offsite meetings to promote and increase collaboration between schools / colleges.	Collaboration/ Alignment
Transparency. Better communication.	Collaboration/ Alignment
Mandatory paid in-services. Release time for meetings. Stipend for preparation for meeting and doing action items afterwards.	Collaboration/ Alignment
Provide coverage to allow staff to contact and discuss collaboration with other agencies.	Collaboration/ Alignment
As teachers, our time is limited to the classroom and to our students. Building a rapport with the community and outside providers is essential and healthy to our student population, but a better road map and additional time is needed to insure a coherent and uniform message between our school, our students and the outside world.	Collaboration/ Alignment
having regular meetings and taking turns at each school so that staff members get a chance to experience each school campus and gain inspiration from what each place has to offer.	Collaboration/ Alignment
Let's collaborate with teachers with the curriculum. What courses would be more beneficial at the Adult Ed Level rather than at College. For example: More advanced courses in Reading and Listening and Grammar would be best at the College Level. Let the Adult School furnish the background to the students to be able to enter college.	Collaboration/ Alignment
Obviously, there needs to be some consensus on collaboration and its purpose. Once there is common ground, then you can work from there to reinforce and expand. Until you have a mutually beneficial situation for both Adult School Students and Community Colleges, nobody will see eye to eye on how each program can assist each other.	Collaboration/ Alignment

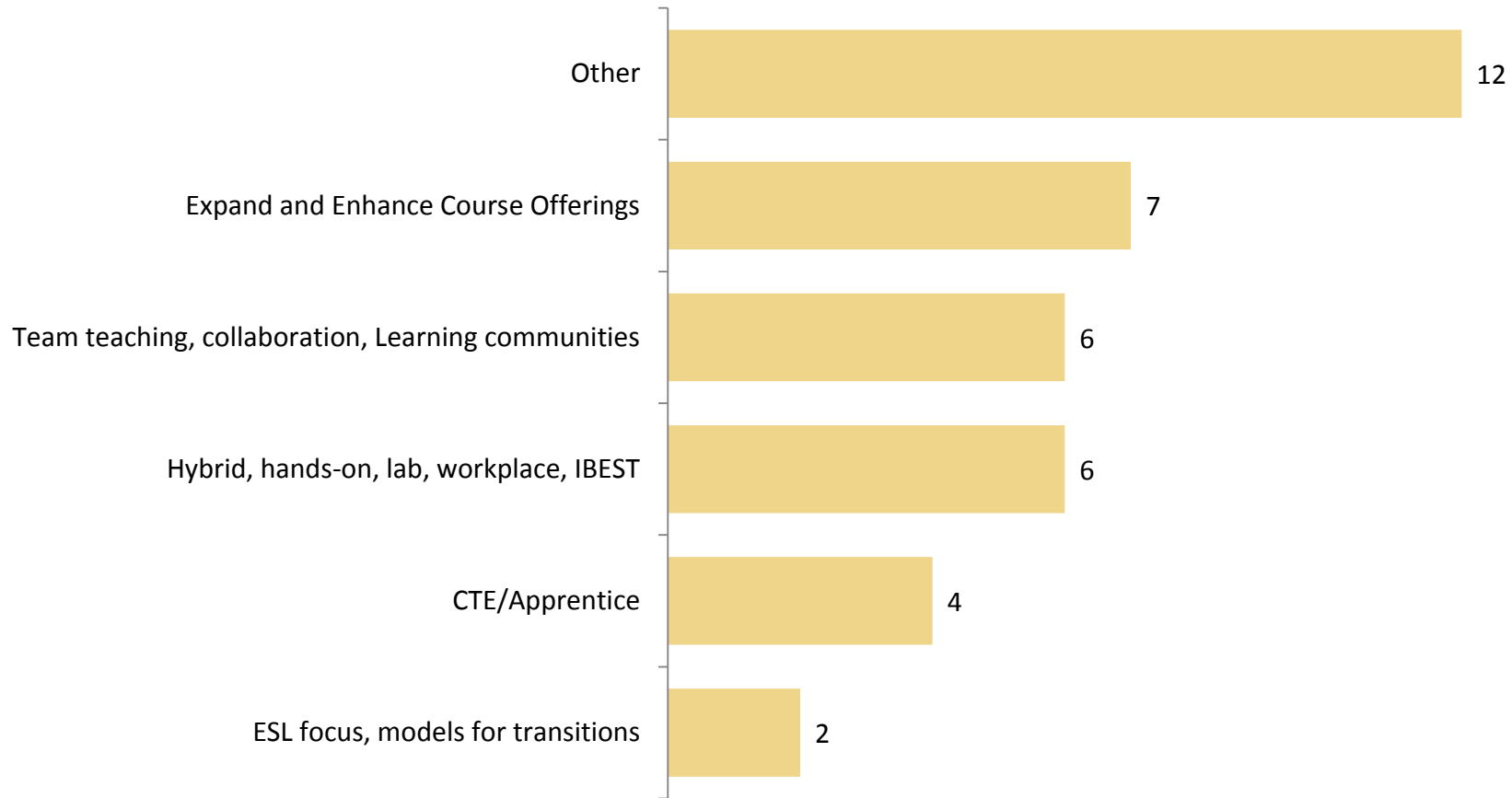
Please provide your thoughts about ways to overcome the barriers above.	Category
We have one meeting a month when we are allowed to interact with other community schools and organizations. We should be allowed to attend trainings and meetings that will help us to better serve our clients.	Collaboration/ Alignment
As in the planning grant, money to bring teachers, administrators--all levels involved in the planning. There needs to be equal motivation to succeed among all participants, rather than the current survival for Adult Schools vs. another pot of money for the Community Colleges.	Collaboration/ Alignment
Sharing the common goals of helping individuals attain success graduating from high school or GED and continuing on to post-secondary, or training	Collaboration/ Alignment
We need more time during the day to collaborate.	Collaboration/ Alignment
There are rules and regulations that must be adhered to because of the location (correctional facility) I don't know how to cross those barriers	Corrections
In my opinion the best ways to overcome the barriers above are to present adult education in corrections as a solution and not as a problem. The lack of understanding of correctional education alienates individuals and institutions to think resources are not well spent in jails and prisons. The realization that inmate/students change their lives and acquire tools to better serve themselves, their families and their communities upon release is not always known or well received.	Corrections
More up to date training that encompasses the diverse population we work with at the jail.	Corrections
Want to find partners in Sustainability in Prisons Project.	Corrections
1. Team teaching 2. Possible field trips to Community Colleges for weekly collaborative efforts to benefit our students. 3. Possibly adding Friday nights optional	Expand and Enhance Course Offerings
Articulation of who teaches what. ABE, ESL, H.S. Diploma, GED and CTE should be provinces of Adult Ed.	Expand and Enhance Staffing
I sometimes feel that when I have a guest speaker, they are not trained or skilled in presenting to a beginning low ESL class. The presenters need more training in becoming more ESL-friendly! Also, there seems to be a good deal of service providers' high turnover. The good ones are here one year and gone the next!!	Expand and Enhance Staffing
Thought I've seen a few times a call for those to volunteer i.e. book committee, testing, a continuation seeking volunteers should always be...	Expand and Enhance Staffing
Some if not a substantial group of adult ed. teachers are part-time, such as myself. I'm a full-time teacher during the day and information is not trickling down to me because we meet so infrequently.	Expand and Enhance Staffing
The benefits of collaboration with other schools etc. should be made public. Full-time teachers should be hired and encouraged to look outside the program for referrals. At present, we have too many part time teachers who don't strive to help our students move outside the program.	Expand and Enhance Staffing
I think the main issue is time - finding and coordinating the time. Release time from class would be optimal.	Funding
more money to allow collaboration.....more opportunities for teachers to talk individually with students too.	Funding
Pay teachers to meet with colleagues at other schools or allow release time.	Funding
Sufficient planning, funding, and preparation should continue to be considered and included with appropriate lead time in the calendar for release time, etc., so that all those interested can be engaged in the collaboration process.	Funding
Provide prep time.	Funding

Please provide your thoughts about ways to overcome the barriers above.	Category
- Offer pay to teachers/staff to attend meetings or send them during regular class time. - Create a yearly calendar with set dates/have deadlines - Set up a website to share information/use webinars to train teachers - give them time/ipad - Make learning interesting and fun	Funding
If teachers and other staff are provided with time and are paid for that time, their interest and incentive will improve. Most have sufficient professional development to do these collaborations.	Funding
Provide scheduled meetings with full pay at convenient time outside of regular schedule for the representatives.	Funding
- Providing prep time hours - Not require teachers to engage in these on own time and schedule	Funding
Fundings/grants	Funding
I don't know what the school policy is for requesting outside resources or speakers to come and share with my students about topics such as preventing identity theft, buying insurance, personal safety, requirements for entering college, etc. If we can have speakers for an hour or so in the class, there would not be a "time" problem.	Funding
We used to do some of these things but funding has all but eliminated many of them.	Funding
I believe that there is an interest in collaboration between schools/colleges and outside providers. I think that the two biggest barriers are insufficient time and a lack of professional development that provides staff with more knowledge and specific steps and strategies for collaborating.	Funding
Time seems to be the greatest obstacle. Since our ADA is such a priority there is no incentive to extend ourselves and allow true professional development because it will take away from this time. There seems to be a lack of seeking such opportunities at the admin end--lack of prioritizing this (?).	Funding
Mandatory paid in-services. Release time for meetings. Stipend for preparation for meeting and doing action items afterwards.	Funding
Provide coverage to allow staff to contact and discuss collaboration with other agencies.	Funding
As in the planning grant, money to bring teachers, administrators--all levels involved in the planning. There needs to be equal motivation to succeed among all participants, rather than the current survival for Adult Schools vs. another pot of money for the Community Colleges.	Funding
Adult Education needs more funding in order to be able to collaborate with more outside services.	Funding
Pay teachers for their time when they have to set up something special or do extra activities.	Funding
It feels like teachers are not part of the real decision making being done at the state level. It feels like we are only being included at the local level to try and make us feel we have a say but we really don't.	Leadership
Focus on better horizontal communication, less rigid hierarchy - an intimidate administration (primary decision makers) mistrustful of their peers and supervisors. Collaboration can exist when a true spirit of trust is cultivated. Policy making involves implementation of agreed upon premises. Responsibility is fundamental to goal orientation and achievement. When administration says they will give us (me) a document camera in the middle of a meeting, and after the meeting tells me there are no document cameras, I feel staff (admin) has let the students down. The analog to this is e.g. keys, cabinets, needed school supplies, and dynamic "hands on" learning - including a trip to City Hall.	Leadership
School districts need to lead and encourage, as well as providing support School district's primary focus should be providing services not just how best to cut costs Teachers need to be supported to better prepare and to take advantage of training and advancement	Leadership

Please provide your thoughts about ways to overcome the barriers above.	Category
It should be made as a part of our weekly classes instead of an extra assignment.	Leadership
Make more attempts.	Leadership
Continued community exposure to programs available.	Marketing
Need more outreach programs. Administrators - teachers, classified staff may reach local communities (elementary school, libraries, community centers, business offices, etc.) to inform the services that the district/Adult Ed may provide (ESL, HSD/GED, career). Join the back-to-school night is also an opportunity to advertise the services provided	Marketing
Insufficient time - staff is not given enough time for professional development in new teaching strategies ex. on technology.	PD
Involve faculty in joint professional development workshops. Provide opportunities to collaborate with colleagues at colleges and with outside service providers.	PD
Routine professional development schedule for departments	PD
More time. Maybe offer a professional development session where schools/colleges and outside service providers can participate - like a fair where services are showcased. Maybe assign different teachers to different service providers and then have them all regroup and present and share information (like what was done with Catesol conference participation. AND provide food and drink (best way to get people to come. Raffle prizes are good, too. You make it educational and fun)	PD
Provide paid time for teachers for professional development and school/college/service collaboration	PD
School districts need to lead and encourage, as well as providing support School district's primary focus should be providing services not just how best to cut costs Teachers need to be supported to better prepare and to take advantage of training and advancement	PD
I believe that there is an interest in collaboration between schools/colleges and outside providers. I think that the two biggest barriers are insufficient time and a lack of professional development that provides staff with more knowledge and specific steps and strategies for collaborating.	PD
Time seems to be the greatest obstacle. Since our ADA is such a priority there is no incentive to extend ourselves and allow true professional development because it will take away from this time. There seems to be a lack of seeking such opportunities at the admin end--lack of prioritizing this (?).	PD
There needs to be resources to have personnel dedicated to building the connections. There needs to be incentives that motivate using the connections and supports to achieve greater outcomes for students.	Support Services
Provide incentives for programs that help students achieve their educational goal and prepare them for the current jobs available.	Support Services
School districts to lead the way by giving clear guidelines and the use of incentives to motivate	Support Services
My previous employment with federally-funded programs (i.e., migrant education, Even Start Family Literacy) there were regular, frequent meetings of other organizations and other entities relevant to our students. For example, the goal to help migrants graduate from high school was then extended to junior and four-year universities, to help the same students transition successfully. For Even Stuart, her families were invited 3-5 times a month to outside community agencies as resources. They included medical, legal, educational, career, medication, tax, banking/financial, etc. sources. This was offered as supplemental to their ESL and job skills daily classes. These were intentionally organized with training for instructions and adult learners.	Support Services

Please provide your thoughts about ways to overcome the barriers above.	Category
More time. Maybe offer a professional development session where schools/colleges and outside service providers can participate - like a fair where services are showcased. Maybe assign different teachers to different service providers and then have them all regroup and present and share information (like what was done with Catesol conference participation. AND provide food and drink (best way to get people to come. Raffle prizes are good, too. You make it educational and fun)	Support Services
Work with Sheriff's dept to permit other successful students to return to Elmwood to share stories of their successes. There are very few of them, but they have the greatest impact on the willingness of the student to believe in the system and themselves as viable members of society.	Support Services
The Community Colleges must develop the relationship that has been extended to them by adult education. This would effectively help transition the high school graduate to college. Without knowing what is needed of them such as math and English assessments, we are unable to help ensure their successful pathway to college level courses versus remedial courses. It is very frustrating that this relationship has been blocked for so long by the Community Colleges.	Transition/Orientation
There does not seem to be interest on the part of colleges especially to together, e.g. I have never received information about how to prepare my students for the college entrance exam. There has been no point person to ask or receive information.	Transition/Orientation
1. Team teaching 2. Possible field trips to Community Colleges for weekly collaborative efforts to benefit our students. 3. Possibly adding Friday nights optional	Transition/Orientation
1. There is no interest by colleges to help us transition adult education learners. 2. Processes and follow-up procedures MUST be developed in order for anyone to benefit.	Transition/Orientation

Q23. What additional models would you like to see more of in your program?

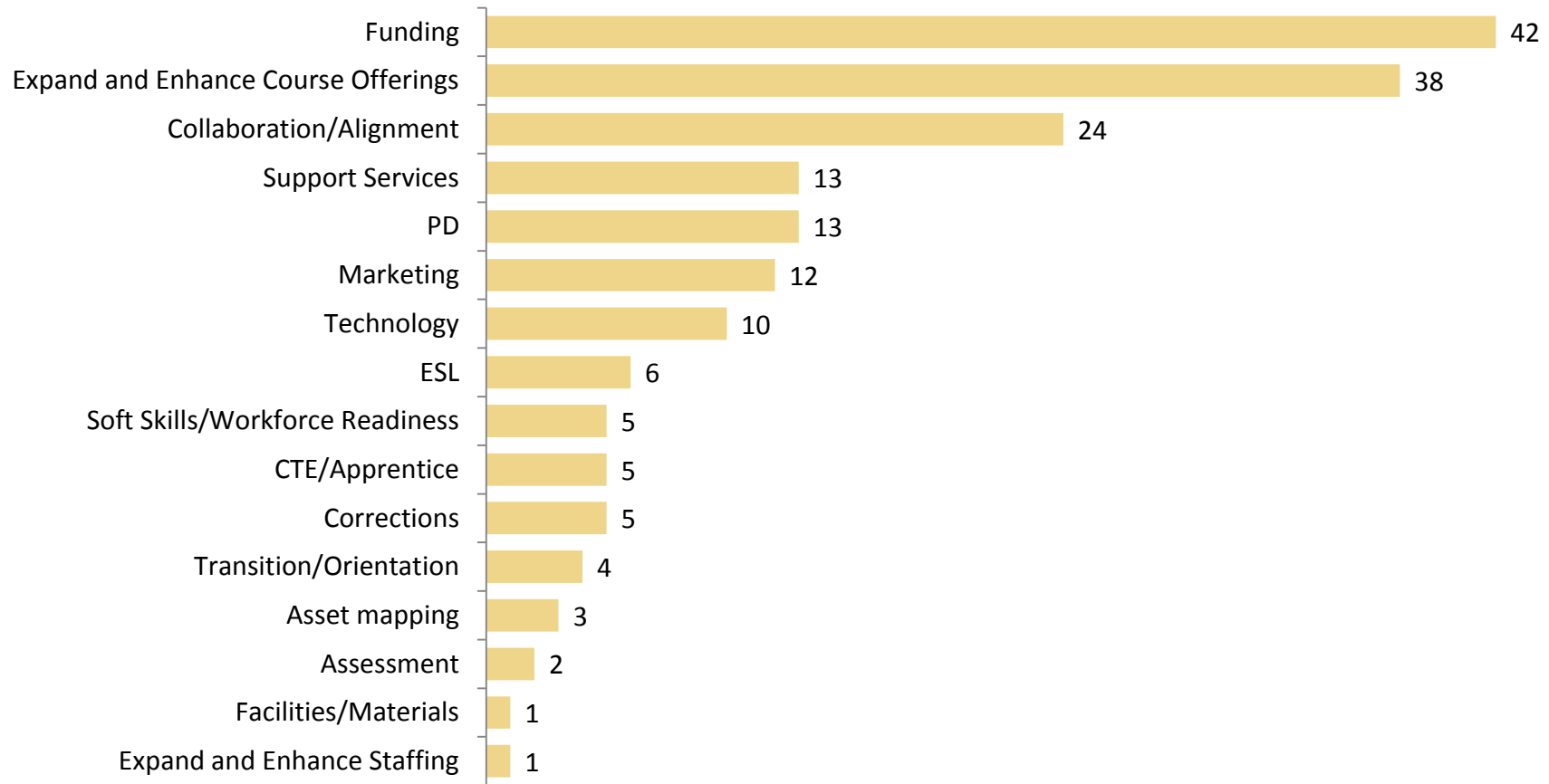


What additional models would you like to see more of in your program?	Category
Establishment of cohorts. Create a program in which students would be required to study full-time, with built-in counseling and tutoring. More programs that require tutoring for at-risk students.	Cohorts of students
I would like to see an educational model that focuses on current jobs so that students can learn adequate skills that helps them compete for a better job.	CTE/Apprentice
Professional certificate programs that are taught by industry and Silicon Valley employers.	CTE/Apprentice
Vocationally connected courses	CTE/Apprentice
- Transition courses offered to students between our Adult School and colleges. - Employer involvement in the selection and delivery of material that is better aligned with the requirements of the job(s).	CTE/Apprentice
We need a clearer transition model for students to move from ESL to IBEST to ASE or from ESL to Community College for those who already have education	ESL focus, models for transitions
Focus on ESL predicated on the subject (ESP English for Special Purposes). Allowing students access to the school library. A printer in the computer lab for adult education.	ESL focus, models for transitions
Online/distance learning courses	Expand and Enhance Course Offerings
Google classroom Edmodo Snapshot	Expand and Enhance Course Offerings
Blended and on-line classes.	Expand and Enhance Course Offerings
More tech and online learning.	Expand and Enhance Course Offerings
Independent (study at home) type programs. Saturday school 2-day or 3-day a week programs	Expand and Enhance Course Offerings
Web-based courses	Expand and Enhance Course Offerings
Learning online or distance education.	Expand and Enhance Course Offerings
IBEST	Hybrid, hands-on, lab, workplace, IBEST
The jail is a very authoritarian and restricted environment where teaching is not the Sheriffs Department priority. MAE's program would benefit from models such as the I-BEST model, however, it will only reach those individuals housed in the low security classification system.	Hybrid, hands-on, lab, workplace, IBEST
Hybrid program models	Hybrid, hands-on, lab, workplace, IBEST
More lab experiences	Hybrid, hands-on, lab, workplace, IBEST
Incorporate class instruction and hands-on.	Hybrid, hands-on, lab,

What additional models would you like to see more of in your program?	Category
Curriculum that is project based and easily collaborative not just information progression based.	workplace, IBEST Hybrid, hands-on, lab, workplace, IBEST
I think our program is doing well. Maybe we can provide classes to help students learn more about resume writing and job skills.	Other
Coming from a Career Counseling background and working with ESL students, I see a significant need for skills training combined with ongoing English Language Skills. The student who locate skills training & take advantage of it are very committed to and excited about the opportunity.	Other
Learning more about current and relevant information in classes instead of the old format in books that are outdated. I know this is being changed with common core, but there are still some classes that are "old school" and are not interesting or relevant to the student. Some models of classes that I think would be important and very useful to the adult student are: personal finance management, life skills, psychology (relationships and people skills), healthy living such as cooking at home on a budget versus fast food.	Other
More vocational programs.	Other
Staff development. Scholarship for staff. Scholarship for students.	Other
Trauma, PTSD, more Mental Health, woman's services	Other
Career and employment training Time for teacher preparation	Other
More up to date videos and college career technicians	Other
I would like to RSP classes added or pull out sessions done by a Resource teacher.	Other
More avenues for immigrant students to take advantage of Vocational Programs toward the workforce while learning their English.	Other
Basic literacy, adults with disabilities , and citizenship.	Other
Fast-track GED course option. ESL courses for all career and technological coursework. Life skills courses Bridge to college course Data analysis course Critical thinking course	Other
Teacher meetings on a weekly basis - maybe Wednesday. Just for teachers to meet and share strategies; talk and collaborate openly and freely.	Team teaching, collaboration, Learning communities
Team-teaching	Team teaching, collaboration, Learning communities
More team teaching and collaboration between staff who are teaching the same subjects/levels.	Team teaching, collaboration, Learning communities
- Transitional English (more classes) - Team teaching	Team teaching, collaboration, Learning communities

What additional models would you like to see more of in your program?	Category
Cross-pollination - where teachers visit another teacher's class for half of the class time.	Team teaching, collaboration, Learning communities
Integration with post-secondary institutions for more seamless transitions. Like "middle college" for high school students.	Team teaching, collaboration, Learning communities

Q31. In summary, what is the most important thing that can be done to improve or expand adult education services in your community?



In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
Standardized placement testing	Assessment
Aligning adult education programs with the Community Colleges. Making sure that an exit assessment in adult education places our students into CTE or mainstream classes in Community Colleges and not remedial classes or low level ESL classes.	Assessment
For all agencies and partners within the consortium to work together to develop a matrix so students, teachers, counselors, and administrators are familiar with the other educational offerings within the consortium to better educate and guide their students.	Asset mapping
Have clear information support person who can, answer questions and supply direct information about programs and services at each institution. They should also be able to share and co-utilize information and resources program to program as well as for individual students.	Asset mapping
A clear "pathway" for region needs to be developed, and commonly understood. All providers need to understand there place in the pathway, and how to get students to progress on the pathway. While "pathways" implies Career Pathways, so many other things are possible and needed by low basic skills adults. Immigrant integration, community engagement, and family literacy are hugely important for a healthy community, and must not be left out of our planning.	Asset mapping
Aligning adult education programs with the Community Colleges. Making sure that an exit assessment in adult education places our students into CTE or mainstream classes in Community Colleges and not remedial classes or low level ESL classes.	Collaboration/ Alignment
Continuing to educate the community in what Adult Education is beyond the mentality of "pottery" or "cooking" as some people do. Continuing to share the importance of Adult Education to the community. Outreaching to churches or businesses. Many are welcome to collaborating so members or employees can gain skills.	Collaboration/ Alignment
Adult services are vital to a healthy and vibrant community. Having literate parents is a key variable in children being successful in school. Partnerships are needed at two levels: 1) Elementary schools + Adult ed (to ensure family literacy) 2) Adult ed + Community colleges (to ensure career pathways)	Collaboration/ Alignment
Improve ground level communications	Collaboration/ Alignment
More collaboration between institutions, increased funding for a variety of targeted classes related to student goals, more professional development in many areas and better tracking of student outcomes.	Collaboration/ Alignment
- Child care during course time - Teachers meeting more outside class time	Collaboration/ Alignment
- Offer more classes of different subjects. - Improve collaboration between teachers by offering more incentives and giving paid time to lesson plan together.	Collaboration/ Alignment
1. Funding 2. Time to develop collaborations 3. Administrative support	Collaboration/ Alignment
1. Provide adequate funding for the adult education services. 2. Provide adequate amounts of time for collaboration and communication between agencies.	Collaboration/ Alignment
Team teaching opportunities for teachers (same level) (paid for by the district) to exchange ideas. Regular meetings for teachers on campus to discuss effective teaching strategies used in the classroom. More opportunities for students to interact with each other outside the classroom.	Collaboration/ Alignment

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
Part-time teachers (such as myself) might need email alerts to know of in services offered (if any) for new instrumental strategies.	Collaboration/ Alignment
Team building and community building to engage both.	Collaboration/ Alignment
Support teachers with more time to collaborate and develop professionally with weekly onsite meetings and monthly meetings and quarterly field trips and the occasional lunch meetings. Recognize achievements locally (on-site) and district-wide and allow for cross-collaboration across sites on a quarterly or bi-quarterly basis.	Collaboration/ Alignment
- It is collaboration among teachers and community. - Sharing results/data with students to track progress - Professional development to enhance knowledge and develop new strategies.	Collaboration/ Alignment
conducive work environment recognition of teacher sacrifices more training and time for teacher preparation and development	Collaboration/ Alignment
The most important thing that can be done to improve or expand adult education services in the jail is to continuing nurturing our relationship with the Sheriff's Department of Corrections and to reach out to providers and hire professionals that can enhance our programs. Implementation of more course offerings to meet the needs of the incarcerated population. MAE will benefit from having access to the county reports on the IWF (Inmate Welfare Fund), the Women's Commission and the Grand Jury. There findings and identified needs for the jails can help MAE provide more courses to our students.	Collaboration/ Alignment
Funding for class preparation time	Collaboration/ Alignment
To assure certificated and classified staff that there will be enough funds to at least continue to run the adult program we currently have. Educational growth and job/career choices are goals of many students. To achieve these goals, adult educations need the support and partnerships of the community, higher education institutes and local business.	Collaboration/ Alignment
More cooperation and communication.	Collaboration/ Alignment
The most important thing that can be done to improve adult education services in our community is to provide instructors and administrators with adequate planning time, meeting time, and funding to collaborate within and between institutions. Funding for services, materials, and Professional Development is essential as well. As Adult Education providers meet and collaborate they can share best practices, strategies, barriers encountered, etc. and begin a long term plan for improving instruction within individual schools/institutions as well as between Adult Ed Schools in the community and between the Adult Ed and Community College Institutions.	Collaboration/ Alignment
More time for Adult School teachers and Community College teachers to meet, observe each other's classes. Parity for Adult School instructors also important.	Collaboration/ Alignment
Better communication and cooperation among local schools, colleges, service providers, agencies, and most importantly governmental (county, state, federal) funding to improve & expand adult education services.	Collaboration/ Alignment
- Transition courses offered to students between our Adult School and colleges so that students can feel comfortable transitioning from an Adult School to college life. - Employer involvement in the selection and delivery of material that is better aligned with the requirements of the job(s).	Collaboration/ Alignment

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
Getting the word out - not being the "best kept secret" More collaboration with community resources (EDD, Community Colleges, Libraries, Goodwill, Salvation Army, Catholic Charities, Hope Rehabilitation Services, San Andreas Regional Center, Labor Unions, City Economic Development Departments, Chamber of Commerce, Industry Leaders)	Collaboration/ Alignment
The lack of funding does make a difference to our adult learner programs. But the restrictions placed on us because of the location in the correctional facility make a difference sometimes in being able to facilitate learning and differentiation for the students;	Corrections
Night classes for the high level learner with "controlled" access to the internet for Community College training and job/career exploration.	Corrections
Continue to work with the Sheriff's Department on the importance of adult education in the jails.	Corrections
The most important thing that can be done to improve or expand adult education services in the jail is to continuing nurturing our relationship with the Sheriff's Department of Corrections and to reach out to providers and hire professionals that can enhance our programs. Implementation of more course offerings to meet the needs of the incarcerated population. MAE will benefit from having access to the county reports on the IWF (Inmate Welfare Fund), the Women's Commission and the Grand Jury. There findings and identified needs for the jails can help MAE provide more courses to our students.	Corrections
Providing ABE would go a long way in helping our clients in custody and out.	Corrections
A clear "pathway" for region needs to be developed, and commonly understood. All providers need to understand there place in the pathway, and how to get students to progress on the pathway. While "pathways" implies Career Pathways, so many other things are possible and needed by low basic skills adults. Immigrant integration, community engagement, and family literacy are hugely important for a healthy community, and must not be left out of our planning.	CTE/Apprentice
access to post-secondary pathways	CTE/Apprentice
1. Fund Adult Ed at the levels it used to be funded at. 2. Greater publicity about programs. 3. More CTE classes	CTE/Apprentice
Providing a better and updated variety of programs for students. Especially in short term career technical education.	CTE/Apprentice
Give the Immigrant adult students the opportunity to utilize the CAREER TECH SCHOOL programs while learning their English.	CTE/Apprentice
The most important goal is to encourage all the immigrants in California to learn English.	ESL
More comprehensive advertisement of our program offerings to the community. A survey from the community on what they need to study and improve their lives. More classes that is geared toward technology in the ESL level.	ESL
Add literacy classes for the people who don't even know the alphabet. Add computer teacher for each site.	ESL
Make it available and accessible to more people. Especially to more ESL students. Due to lack of instructors, we have had to eliminate many classes. We have to limit the number of tests we give and have to postpone till next term.	ESL
Give the Immigrant adult students the opportunity to utilize the CAREER TECH SCHOOL programs while learning their English.	ESL
Provide more funding for additional classes to meet the needs of English learners.	ESL
We need to have more classrooms available to serve the needs of our adult education community. Counseling and guidance in career planning and transitional pathways need to be articulated and defined within our school, career tech educa-	Expand and Enhance Course Offerings

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
tion/services, and Community Colleges.	Expand and Enhance Course Offerings
Not sure, probably offer some programs like basic skills for a new job or just good to know.	Expand and Enhance Course Offerings
Adult students compose of a wide variety of demographics - ages, lengths of schooling in their country, family situations, goals and needs. Therefore, we must have "something for everyone" and not a "one size fits all" program or curriculum. They also need to learn "life skills" in addition to academic skills. For example, we have students who are retired, in their 60s and 70s who are not interested in a college education. We have young moms whose primary responsibility now is to take care of their children. Some students are ready for college or go into the workforce, or this is their goal.	Expand and Enhance Course Offerings
More courses at flexible time More counseling services	Expand and Enhance Course Offerings
- Child care - Saturday classes	Expand and Enhance Course Offerings
Add literacy classes for the people who don't even know the alphabet. Add computer teacher for each site.	Expand and Enhance Course Offerings
There should be a uniformed system of admission when the classes are in session. The students are allowed to enter the classes even in the last months of the session. That is not appropriate for them and the students who are already finishing their semester work.	Expand and Enhance Course Offerings
1. Longer academic year = more time for learners to absorb knowledge, practice, and more profoundly learn material. 2. Summer school for ESL learner - ditto reasons above.	Expand and Enhance Course Offerings
Give significant, valuable recognition to students efforts and achievement. Can we award high school units to completing levels? Can college credit be awarded, like in a HS AP class?	Expand and Enhance Course Offerings
- Offer more classes (variety) for students. Different times, etc.	Expand and Enhance Course Offerings
Saturday classes will allow more community members to participate in our programs.	Expand and Enhance Course Offerings
Offer more classes.	Expand and Enhance Course Offerings
Offer more classes.	Expand and Enhance Course Offerings
Having additional programs	Expand and Enhance Course Offerings
Continue to offer adult ed at sites closer to their population, homes.	Expand and Enhance Course Offerings
More fun classes for the community (I want to take a quilting class) :)	Expand and Enhance Course Offerings

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
Provide more AFFORDABLE partnership for vocational training. CCOC provides adult classes, but seems too expensive for students.	Expand and Enhance Course Offerings
1. Fund Adult Ed at the levels it used to be funded at. 2. Greater publicity about programs. 3. More CTE classes	Expand and Enhance Course Offerings
- Offer more classes of different subjects. - Improve collaboration between teachers by offering more incentives and giving paid time to lesson plan together.	Expand and Enhance Course Offerings
Offer more courses, and paid time for professional development, including observing other teachers and team-teaching.	Expand and Enhance Course Offerings
The most important goal is to encourage all the immigrants in California to learn English.	Expand and Enhance Course Offerings
Adding a larger variety of classes,/promoting better what is out there (radio, newspaper, etc.).	Expand and Enhance Course Offerings
We need to offer more. We have a lack of funding.	Expand and Enhance Course Offerings
Need more funding and provide variety classes for our community.	Expand and Enhance Course Offerings
It's important to continue all our classes for adult students. Besides, we can restart our Saturday classes and offer different classes in order to expand adult education services in our community.	Expand and Enhance Course Offerings
I strongly believe that adult education must be expanded in my community as it provides a chance to achieve their learning goals and eventually lead them to a better job. Adult education must be adequately funded to help many of my community members who needs a second chance to earn their high school diploma and develop their vocational skills.	Expand and Enhance Course Offerings
Having a secure funding source that allows for growth and flexibility. Having consistent leadership that can guide the planning and implementation of changes. Important and meaningful changes to what we offer to adult learners (and especially HOW we offer it) takes time and focus.	Expand and Enhance Course Offerings
Adult education serves the needs of the local community (ies). It serves a vital purpose to the unique needs of the community. The State of California should continue funding adult education. Community colleges should continue to collaborate with adult education to determine what educational services can be provided to the local communities.	Expand and Enhance Course Offerings
Monies to support transitions for teachers and class offerings for students.	Expand and Enhance Course Offerings
Help students create goals and set strategies to accomplish those goals. Give students pathways to college and workplace.	Expand and Enhance Course Offerings
To be available to our students' To better understand 'Their' living situations' impact on their education . i.e. Corrections	Expand and Enhance Course Offerings
Working in correction we are so limited.	Expand and Enhance Course Offerings

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
The most important thing that can be done to improve or expand adult education services in the jail is to continuing nurturing our relationship with the Sheriff's Department of Corrections and to reach out to providers and hire professionals that can enhance our programs. Implementation of more course offerings to meet the needs of the incarcerated population. MAE will benefit from having access to the county reports on the IWF (Inmate Welfare Fund), the Women's Commission and the Grand Jury. There findings and identified needs for the jails can help MAE provide more courses to our students.	Expand and Enhance Course Offerings
We need to have more options to give us more flexibility to meet student needs. How do we help them fit education in with so many other daily demand on them?	Expand and Enhance Course Offerings
I believe Santa Clara Adult Education offers a wide variety of programs and courses that meets the diverse needs of the students. I believe that it would be helpful if more career counseling services could be offered.	Expand and Enhance Course Offerings
Providing a better and updated variety of programs for students. Especially in short term career technical education.	Expand and Enhance Course Offerings
Expansion of the programs.	Expand and Enhance Course Offerings
It needs funding. Create more classes in Adult basic education.	Expand and Enhance Course Offerings
Full-time teachers should be hired. This would encourage people to stay with the program, develop their skills, and follow a project to completion. Young teachers should be hired, trained, and retained instead of retired teachers who have stopped learning how to teach and have little interest in long-term goals.	Expand and Enhance Staffing
ESL textbooks with explanation in Vietnamese/Spanish/Khmer/Russian. Students need to thoroughly understand rules of grammar, vocab, and context clues. A good ESL book should have this.	Facilities/Materials
The lack of funding does make a difference to our adult learner programs. But the restrictions placed on us because of the location in the correctional facility make a difference sometimes in being able to facilitate learning and differentiation for the students;	Funding
Receive funding from the state.	Funding
More collaboration between institutions, increased funding for a variety of targeted classes related to student goals, more professional development in many areas and better tracking of student outcomes.	Funding
Monies to support transitions for teachers and class offerings for students.	Funding
Adequate funding to provide enough classes, technology, etc.	Funding
We need to offer more. We have a lack of funding.	Funding
Need more funding and provide variety classes for our community.	Funding
It's important to continue all our classes for adult students. Besides, we can restart our Saturday classes and offer different classes in order to expand adult education services in our community.	Funding

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
I strongly believe that adult education must be expanded in my community as it provides a chance to achieve their learning goals and eventually lead them to a better job. Adult education must be adequately funded to help many of my community members who needs a second chance to earn their high school diploma and develop their vocational skills.	Funding
Having a secure funding source that allows for growth and flexibility. Having consistent leadership that can guide the planning and implementation of changes. Important and meaningful changes to what we offer to adult learners (and especially HOW we offer it) takes time and focus.	Funding
Adult education serves the needs of the local community (ies). It serves a vital purpose to the unique needs of the community. The State of California should continue funding adult education. Community colleges should continue to collaborate with adult education to determine what educational services can be provided to the local communities.	Funding
Restore funding to bring back Saturday classes, older adult classes, etc.	Funding
Increased funding	Funding
Adult Ed needs dedicated funding! Without a reliable source of funding at a minimal level, admin cannot plan for all the needs of the community and cannot rise to the need.	Funding
Move funding, working with more adults with disability in home facility	Funding
1. Funding 2. Time to develop collaborations 3. Administrative support	Funding
1. Provide adequate funding for the adult education services. 2. Provide adequate amounts of time for collaboration and communication between agencies.	Funding
1. Fund Adult Ed at the levels it used to be funded at. 2. Greater publicity about programs. 3. More CTE classes	Funding
- More exposure - More resources - More support - More funding	Funding
Providing ABE would go a long way in helping our clients in custody and out.	Funding
Giving us back the budget that we had in 2008. I also wish our budget would not budget would not be cut every year.	Funding
Funding for job training	Funding
In our teaching context, there has to be an understanding that we have a very transient population and some of the goals/objectives present a greater challenge for ex. long term assessment. I am all for providing more services for our students; however, if there is no money to support programs successfully we are doing our students and teachers a great disservice.	Funding
We need funding to extend the hours so that adult students can come in during their available hours.	Funding
The most important thing that can be done to improve adult education services in our community is to provide instructors and administrators with adequate planning time, meeting time, and funding to collaborate within and between institutions. Funding for services, materials, and Professional Development is essential as well. As Adult Education providers meet and collaborate they can share best practices, strategies, barriers encountered, etc. and begin a long term plan for improving instruction within individual schools/institutions as well as between Adult Ed Schools in the community and between the Adult Ed and Community College Institutions.	Funding
Funding for class preparation time	Funding

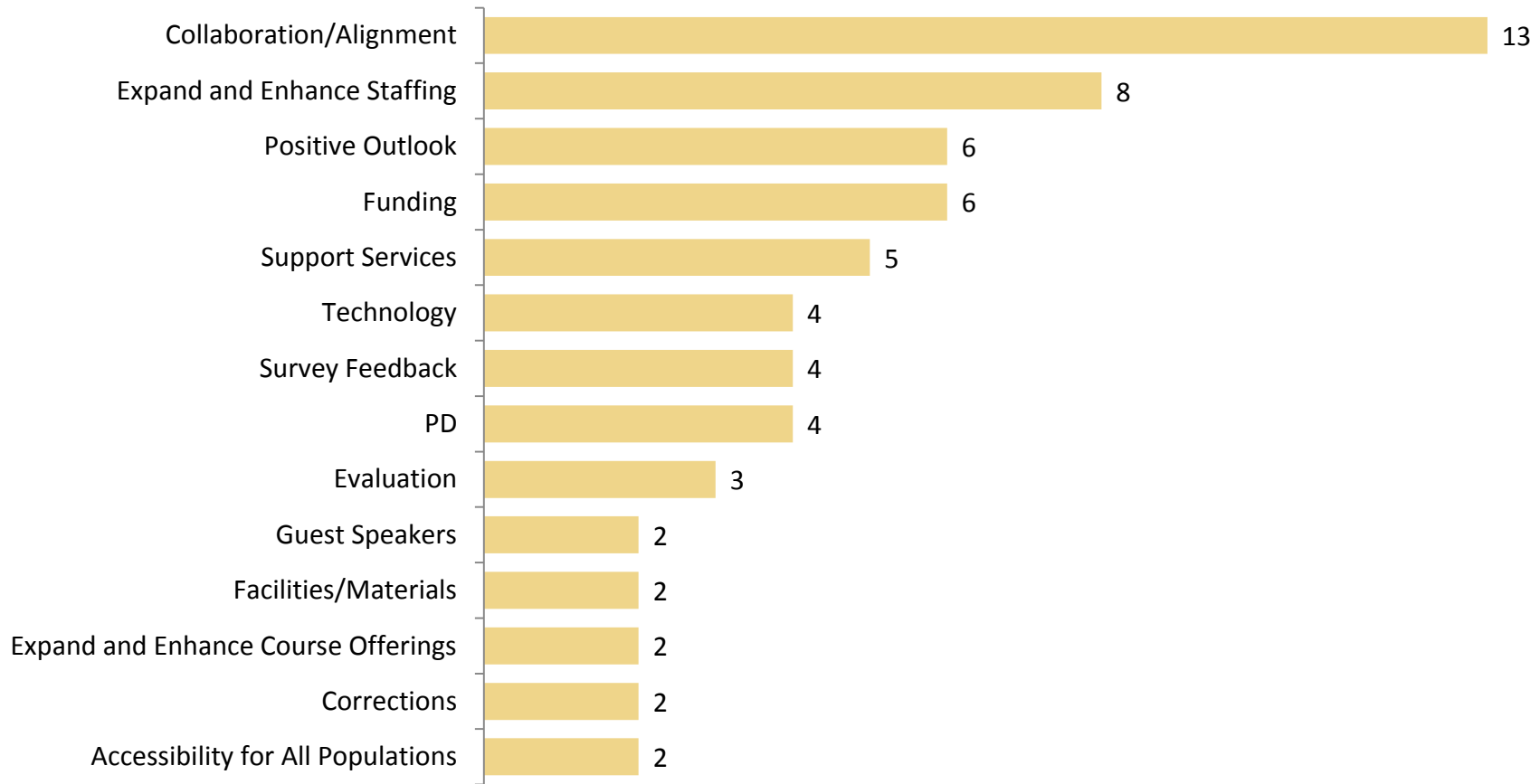
In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
To assure certificated and classified staff that there will be enough funds to at least continue to run the adult program we currently have. Educational growth and job/career choices are goals of many students. To achieve these goals, adult educations need the support and partnerships of the community, higher education institutes and local business.	Funding
Increase funds and incentives to attract highly qualified professionals, acquire state of the art technology in order to improve teaching/learning. Funds will also assist in hiring more staff/faculty and consequently provide better service and results.	Funding
More funding.	Funding
Additional funding	Funding
1. Early agenda inclusion of CBOB's on Consortium initiatives. 2. AB 86 is here to excel the economy of the west - let's do it right. We need funding and salary upgrades for such a high-level task.	Funding
Better funding!! for education.	Funding
Provide more funding for additional classes to meet the needs of English learners.	Funding
It needs funding. Create more classes in Adult basic education.	Funding
We need to have funding that is earmarked for Adult Education programs and not have the school district such as San Jose Unified use the money for their programs. We are serving those students who couldn't make it in the regular comprehensive high school in SJUSD and they need to recognize that fact. An educated populous makes for a better and safer communities.	Funding
Restore former funding levels!	Funding
Funding!!!!!! Teacher Training!!!!!!	Funding
Establishing stable dedicated funding based on student progress and outcomes	Funding
1) Find funding adequate to pay a living wage to enough experienced teachers to meet the demand for services and 2) Gain access to the space needed to house expanded programs where the clientele is.	Funding
We need more funding. We can just barely fulfill a need with 1/3 of our budget.	Funding
Funding! Services for students with learning difficulties.	Funding
Awareness of all programs but usually the lack of funding is the major problem.	Funding
More visibility through advertising and media. Recognition by the Community Colleges and employment agencies that we work with students to create pathways but need the people on the other side of the path to respond to adult ed and our students so they will be successful.	Marketing
Find a way to let the community know about adult education and what we have to offer. Needs to be advertised more.	Marketing
- More exposure - More resources - More support - More funding	Marketing
1. Fund Adult Ed at the levels it used to be funded at. 2. Greater publicity about programs. 3. More CTE classes	Marketing
The most important goal is to encourage all the immigrants in California to learn English.	Marketing
More comprehensive advertisement of our program offerings to the community. A survey from the community on what they need to study and improve their lives. More classes that is geared toward technology in the ESL level.	Marketing
Adding a larger variety of classes,/promoting better what is out there (radio, newspaper, etc.).	Marketing
We need to advertise about adult ed.	Marketing
Outreach, media, communication within the community, such as an Open House at the Adult School...	Marketing

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
Awareness of all programs but usually the lack of funding is the major problem.	Marketing
Better advertisement of our class offerings. Adding Citizenship classes. I get many requests to know where to go for Citizenship classes.	Marketing
Getting the word out - not being the "best kept secret" More collaboration with community resources (EDD, Community Colleges, Libraries, Goodwill, Salvation Army, Catholic Charities, Hope Rehabilitation Services, San Andreas Regional Center, Labor Unions, City Economic Development Departments, Chamber of Commerce, Industry Leaders)	Marketing
More collaboration between institutions, increased funding for a variety of targeted classes related to student goals, more professional development in many areas and better tracking of student outcomes.	PD
Good teacher knowledge and preparation for the subject or discipline she is teaching. Good relationship with the students, no favoritism or judgment because of difference in language, culture, tradition. Discuss the importance of attendance at the beginning, rules and regulations both in classes and school. Good hygiene and grooming should be encouraged.	PD
More teachers with experience in using technology in training.	PD
- Continuing professional development among staff with periodic follow-ups. - Use of technology and periodic maintenance of tech tools in order to facilitate and enhance teaching and learning.	PD
Textbooks are provide with CDS to facilitate interaction and listening skills. Therefore, providing teachers with the right technological equipment and professional development to implement them can improve adult education.	PD
Offer more courses, and paid time for professional development, including observing other teachers and team-teaching.	PD
Support teachers with more time to collaborate and develop professionally with weekly onsite meetings and monthly meetings and quarterly field trips and the occasional lunch meetings. Recognize achievements locally (on-site) and district-wide and allow for cross-collaboration across sites on a quarterly or bi-quarterly basis.	PD
- It is collaboration among teachers and community. - Sharing results/data with students to track progress - Professional development to enhance knowledge and develop new strategies.	PD
conducive work environment recognition of teacher sacrifices more training and time for teacher preparation and development	PD
More professional development on differentiated instruction	PD
The most important thing that can be done to improve adult education services in our community is to provide instructors and administrators with adequate planning time, meeting time, and funding to collaborate within and between institutions. Funding for services, materials, and Professional Development is essential as well. As Adult Education providers meet and collaborate they can share best practices, strategies, barriers encountered, etc. and begin a long term plan for improving instruction within individual schools/institutions as well as between Adult Ed Schools in the community and between the Adult Ed and Community College Institutions.	PD
Time and resources for teacher training and development	PD
More training/in-services.	PD
Computer usage daily as each student sits in front of a computer to use along with teacher guidance...	Soft Skills

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
Good teacher knowledge and preparation for the subject or discipline she is teaching. Good relationship with the students, no favoritism or judgment because of difference in language, culture, tradition. Discuss the importance of attendance at the beginning, rules and regulations both in classes and school. Good hygiene and grooming should be encouraged.	Soft Skills
Not sure, probably offer some programs like basic skills for a new job or just good to know.	Soft Skills
Adult students compose of a wide variety of demographics - ages, lengths of schooling in their country, family situations, goals and needs. Therefore, we must have "something for everyone" and not a "one size fits all" program or curriculum. They also need to learn "life skills" in addition to academic skills. For example, we have students who are retired, in their 60s and 70s who are not interested in a college education. We have young moms whose primary responsibility now is to take care of their children. Some students are ready for college or go into the workforce, or this is their goal.	Soft Skills
I believe the ability to use modern technology in their daily lives. More and more technology is being used/developed at a faster pace these days and will continue in the future. Using processors/computers for banking, shopping, paying bills, Doctor appts..... is being used every day, having Adult learners improve and function in this area greatly benefits the Adult learner. To help them with this the Adult Schools need computers to help in this area. With the amount of web learning content available out there, it would be great to take advantage of it. Most Adults are scared of computers, that's the first step, to familiarize and use computers, getting computers in classrooms would help get over this obstacle.	Soft Skills
We need to have more classrooms available to serve the needs of our adult education community. Counseling and guidance in career planning and transitional pathways need to be articulated and defined within our school, career tech education/services, and Community Colleges.	Support Services
More courses at flexible time More counseling services	Support Services
Help students create goals and set strategies to accomplish those goals. Give students pathways to college and workplace.	Support Services
I believe Santa Clara Adult Education offers a wide variety of programs and courses that meets the diverse needs of the students. I believe that it would be helpful if more career counseling services could be offered.	Support Services
WE NEED SERVICES FOR LD STUDENTS!!!!!!	Support Services
Team teaching > student center/caring/teaching environment	Support Services
Monies to support transitions for teachers and class offerings for students.	Support Services
- More exposure - More resources - More support - More funding	Support Services
- Child care during course time - Teachers meeting more outside class time	Support Services
- Child care - Saturday classes	Support Services
- Students to see their need/to be inspired to go back to school. - Students should have set their goals and work their way to achieve them. - Teachers should help their students move forward to achieve their goals.	Support Services
The most important thing that can be done to improve adult education services in our community is to provide instructors and administrators with adequate planning time, meeting time, and funding to collaborate within and between institutions. Funding for services, materials, and Professional Development is essential as well. As Adult Education providers meet and collaborate they can share best practices, strategies, barriers encountered, etc. and begin a long term plan for improving instruction within individual schools/institutions as well as between Adult Ed Schools in the community and between the Adult Ed and	Support Services

In summary, what is the most important thing that can be done to improve or expand adult education services in your community?	Category
Community College Institutions.	Support Services
To be available to our students' To better understand 'Their' living situations' impact on their education . i.e. Corrections increase the access to technology at all sites	Technology
Improve technology access for all students and in the classroom.	Technology
More computers and software	Technology
Add literacy classes for the people who don't even know the alphabet. Add computer teacher for each site.	Technology
More teachers with experience in using technology in training.	Technology
- Continuing professional development among staff with periodic follow-ups. - Use of technology and periodic maintenance of tech tools in order to facilitate and enhance teaching and learning.	Technology
Textbooks are provide with CDS to facilitate interaction and listening skills. Therefore, providing teachers with the right technological equipment and professional development to implement them can improve adult education.	Technology
Adequate funding to provide enough classes, technology, etc.	Technology
I believe the ability to use modern technology in their daily lives. More and more technology is being used/developed at a faster pace these days and will continue in the future. Using processors/computers for banking, shopping, paying bills, Doctor appts..... is being used every day, having Adult learners improve and function in this area greatly benefits the Adult learner. To help them with this the Adult Schools need computers to help in this area. With the amount of web learning content available out there, it would be great to take advantage of it. Most Adults are scared of computers, that's the first step, to familiarize and use computers, getting computers in classrooms would help get over this obstacle.	Technology
Increase funds and incentives to attract highly qualified professionals, acquire state of the art technology in order to improve teaching/learning. Funds will also assist in hiring more staff/faculty and consequently provide better service and results.	Technology
Monies to support transitions for teachers and class offerings for students.	Transition/Orientation
Good teacher knowledge and preparation for the subject or discipline she is teaching. Good relationship with the students, no favoritism or judgment because of difference in language, culture, tradition. Discuss the importance of attendance at the beginning, rules and regulations both in classes and school. Good hygiene and grooming should be encouraged.	Transition/Orientation
I believe courses for the developmentally disabled and physically challenged should be implemented and job training workshops and training should be available to all.	Transition/Orientation
- Transition courses offered to students between our Adult School and colleges so that students can feel comfortable transitioning from an Adult School to college life. - Employer involvement in the selection and delivery of material that is better aligned with the requirements of the job(s).	Transition/Orientation

Q32. Any additional insights you'd like to share?



Any additional insights you'd like to share?	Category
<p>I think we need to have some way to assess and help students with disabilities which hinder their learning. I think we also need help dealing with "difficult" students who have emotional or behavioral problems. Teachers also need support when they are making disciplinary decisions regarding students. From item 13: Frequently-not sure what this question means. If it includes referrals, I do that fairly often. If it means setting up some structured program, the only one I can think of is CALWORKS. From item 20: Accelerated Courses - we did this with one course I know of, but have changed back to a regular pace.</p>	Accessibility for All Populations
<p>I would like to see adults with disabilities and older adults to care about everyone - not just the workforce.</p>	Accessibility for All Populations
<p>The current collaboration will go a long way to minimize many of these challenges. However, there must be a built-in future and continued support after next year. For total implementation and data for comparisons with the current situation.</p>	Collaboration/ Alignment
<p>There can be alignment and collaboration only if the community Adult School has sustainable funding. Governance must not follow funding, or the most marginalized of students may be left out. Decisions need to be made understanding how best to serve those students who have the least access and fewest resources.</p>	Collaboration/ Alignment
<p>I am confident that our team at CACE will continue to collaborate and move progressively to meet the needs of our students; we will develop strategies and implement programs that will effectively strengthen our adult learners and our surrounding community.</p>	Collaboration/ Alignment
<p>I really wish the Community Colleges would join with adult ed to bridge the gap so that students would feel comfortable moving on to the next level and not give up. It would be a win-win situation. The colleges would have more students, adult ed would be able to prepare the students on what to expect in college, and the students would be successful in transitioning to college.</p>	Collaboration/ Alignment
<p>Increase collaboration among educational institutions, business, and other organizations. The establishment of a data tracking system that make possible to follow students' educational, career and professional progress. Develop a system to assess the employers' needs and offer programs that match those needs and also provide internship/apprenticeship opportunities.</p>	Collaboration/ Alignment
<p>Looking for college partnerships</p>	Collaboration/ Alignment
<p>We all need to understand and build a community to maintain progress and results for our students.</p>	Collaboration/ Alignment
<p>We had some good visits between our Advanced ESL class and some Jr. Colleges. I think more visiting and testing for admissions between our schools is a good idea.</p>	Collaboration/ Alignment
<p>We need more collaboration among Adult Schools and Community College</p>	Collaboration/ Alignment
<p>We need to build a sense of OAC team spirit. Everyone should know who everyone else is and what they do. We should have monthly birthday gatherings that include everyone. To increase communication, there should be a staff monthly newsletter.</p>	Collaboration/ Alignment
<p>Excited about more connections with the community and fellow professionals and the incorporation of new ideas and technology.</p>	Collaboration/ Alignment
<p>Community colleges have trouble with their data...students do not complete programs. It is my hope that they will realize that adult ed schools want to prepare students to be successful in college but cannot do this without our knowledge of requirements</p>	Collaboration/ Alignment

Any additional insights you'd like to share?	Category
and pathways. Students who are graduating whether they are 18 or 45 need to have a clear connection with their next educational destination. Community colleges need to work hand in hand with the Adult Schools to admit students confident that they are prepared and students will feel confident that they will succeed. This can only happen when the cc and the adult ed school talk to form partnerships.	
1. (CBT) for GED. Computer-based 2014 GED testing. 2. Transition to college program development. 3. Immediate connections to social services. 4. More college-readiness courses. 5. Greater resources committed to workplace and college transitions. From Item 12 - Goodwill and Center for Employment should be rated separately. From Item 19 - Not enough financial means to develop systemic guidance and follow-up.	Collaboration/ Alignment
Just that in my experience with adult learners they need to set a foundation, before we start building on it. Adult students in correction need to be solid in their recovery first.	Corrections
Adult Education in Corrections is important and matters as much as Adult Education in the community. Today more than ever we have a tremendous responsibility to bring the best and more effective practices and professionals to meet the needs of the incarcerated population.	Corrections
Community colleges have trouble with their data...students do not complete programs. It is my hope that they will realize that adult ed schools want to prepare students to be successful in college but can not do this without our knowledge of requirements and pathways. Students who are graduating whether they are 18 or 45 need to have a clear connection with their next educational destination. Community colleges need to work hand in hand with the Adult Schools to admit students confident that they are prepared and students will feel confident that they will succeed. This can only happen when the cc and the adult ed school talk to form partnerships.	Evaluation
Adult Education is not all about meeting a need. It is also about the economic impact, value, and the benefits it creates. For every one dollar (\$1.00) spent on Adult Education, I would venture to say that \$1.00 would surely bring a 5 or 10 fold economic return (if we ever did a study). This makes for a better workforce. Creates the opportunity for higher paying jobs and wages. Better informed citizen. More personal and sales tax revenue. Lower drop out rates for children of Adult Learners who model the importance of education. And list goes on ... I would say that there is probably no other state funded program that can make such an great economic impact on the state than Adult Education.	Evaluation
The current collaboration will go a long way to minimize many of these challenges. However, there must be a built-in future and continued support after next year. For total implementation and data for comparisons with the current situation.	Evaluation
The student population is not shrinking, likely growing. We need to be more flexible in offerings and delivery.	Expand and Enhance Course Offerings
1. (CBT) for GED. Computer-based 2014 GED testing. 2. Transition to college program development. 3. Immediate connections to social services. 4. More college-readiness courses. 5. Greater resources committed to workplace and college transitions. From Item 12 - Goodwill and Center for Employment should be rated separately. From Item 19 - Not enough financial means to develop systemic guidance and follow-up.	Expand and Enhance Course Offerings
Adult Ed is very affordable but lacks up-to-date teaching methods.	Expand and Enhance Staffing

Any additional insights you'd like to share?	Category
Outside training to help teachers be more effective. Compassion training, cultural competency/diversity training and law and ethics.	Expand and Enhance Staffing
Time for teacher preparation and training. Very crucial	Expand and Enhance Staffing
Insights? Retraining of "old/experienced" teachers towards new practices and strategies in teaching integrated with technology.	Expand and Enhance Staffing
Adult Ed could possibly teach immigrants English, job skills, and high school certification and possibly a semi-skilled certification i.e. child care, cosmetology, blood sampling, etc. Adult Ed is a bandage approach. Because of this, Adult Ed programs will be easy targets to be defunded by the state, etc. Short-sighted hiring practices of hiring part timers in lieu of full timers will undermine the vitality of the teaching staff who could have fought for improvements. Unfortunately, this will not change.	Expand and Enhance Staffing
Please hire a Sped/resource teacher, please pay more so someone with a sped credential would be willing to work here.	Expand and Enhance Staffing
The majority of teachers that I work with are very passionate about the work we do and believe we can positively impact their life goals. I do not feel that those who extend themselves on a daily basis are appreciated for their hard work. Low moral does not create a positive work environment.	Expand and Enhance Staffing
Team building and website and resources. Question 16 - But many of these haven't been done recently.	Expand and Enhance Staffing
Please contact the publishers of "Results" and request for specific language groups.	Facilities/Materials
Team building and website and resources. Question 16 - But many of these haven't been done recently.	Facilities/Materials
Adequate funding needed for Adult Ed Sept. 2015-16 Item 26 - Two answers given to second strategy.	Funding
Adult schools are crucial to local communities especially to low income residents. College is not appropriate for everyone. Working class people need Adult Schools to have a safe, nurturing environment to further their educational goals. We have great community support, participation, and need for adult ed here on the east side of San Jose. Let's adequately fund it.	Funding
Questions 27 and 28: We used to do many of these things but budget cuts eliminated much of it. Question 29: Archimedes said: "Give me a lever and a point (fulcrum) and I'll move the world." Give us the \$ and we'll move the educational cosmos.	Funding
The work that is taking place as a result of AB 86 is critical to the future of adult education in California. Funding needs to be stabilized for K-12 adult education.	Funding
We are a good program however we could be great if we had a bigger budget. Budget cuts have really taken out a lot of programs in our adult education program.	Funding
There can be alignment and collaboration only if the community Adult School has sustainable funding. Governance must not follow funding, or the most marginalized of students may be left out. Decisions need to be made understanding how best to serve those students who have the least access and fewest resources.	Funding
- Create a forum and invite alumni to be guest speakers. - Career day Question 14: We collaborate with area Adult Schools re: the Calworks program via the monthly adult ed coalition. Question 15: Calworks only via case review Question 16: Calworks Question 24: Support services on campus counseling/Calworks Question 28: \$\$\$	Guest Speakers

Any additional insights you'd like to share?	Category
There should be any outside speaker from any community who came to USA as immigrant and settled down well to be invited to ESL classes to promote confidence among the newcomers and other students to keep them in the programs.	Guest Speakers
Team building and website and resources. Question 16 - But many of these haven't been done recently.	PD
Adult Ed is very affordable but lacks up-to-date teaching methods.	PD
Outside training to help teachers be more effective. Compassion training, cultural competency/diversity training and law and ethics.	PD
Time for teacher preparation and training. Very crucial	PD
I am most grateful that our Board of Education supports our ESL and Adult School programs. They seem to appreciate how we empower our ESL students to enhance and strengthen the community. Hip hip, hoorah!	Positive Outlook
I have taught for three decades in this district. I have always maintained very good if not excellent relationship with students and administration. I rarely talk about problems but I have a good ear for problems. I listen a lot and follow rules to avoid problems. I have enjoyed the years of teaching and I look forward to coming to school every day. I thank God for all his blessings.	Positive Outlook
Not much is being done yet, but it will!	Positive Outlook
Our Staff is fortunate to be able to give Hope and Education to individuals that NEVER had taken an interest in their future in terms of 'Life Long Positive Goals' We are helping them mold...a better future for themselves.	Positive Outlook
I am confident that our team at CACE will continue to collaborate and move progressively to meet the needs of our students; we will develop strategies and implement programs that will effectively strengthen our adult learners and our surrounding community.	Positive Outlook
I love teaching at CACE!!	Positive Outlook
I think it's important to motivate students to keep coming to school. The purpose of adult education is to help students become lifelong learners.	Support Services
Negative feedback from administration is not what we need. Positive is rarely offered. Field trips (ESL students), social events (Teachers and students) More opportunities for ESL teachers to bond with the students outside of classroom. These should not be labeled as fraternizing with the students. We are teaching adults fully capable of making their own social choices. Admin. staff should be more receptive to it.	Support Services
Community colleges have trouble with their data...students do not complete programs. It is my hope that they will realize that adult ed schools want to prepare students to be successful in college but cannot do this without our knowledge of requirements and pathways. Students who are graduating whether they are 18 or 45 need to have a clear connection with their next educational destination. Community colleges need to work hand in hand with the Adult Schools to admit students confident that they are prepared and students will feel confident that they will succeed. This can only happen when the cc and the adult ed school talk to form partnerships.	Support Services
Just that in my experience with adult learners they need to set a foundation, before we start building on it. Adult students in correction need to be solid in their recovery first.	Support Services
1. (CBT) for GED. Computer-based 2014 GED testing. 2. Transition to college program development. 3. Immediate connections to social services. 4. More college-readiness courses. 5. Greater resources committed to workplace and college transitions. From Item 12 - Goodwill and Center for Employment should be rated separately. From Item 19 - Not enough financial means to	Support Services

Any additional insights you'd like to share?	Category
develop systemic guidance and follow-up.	
Why isn't this an online survey? Tax dollars should be used wisely. Question 13: I bring in guest speakers from my Navy employment.	Survey Feedback
Survey the students also. We will get useful feedback that should be factored in a new strategy.	Survey Feedback
1. (CBT) for GED. Computer-based 2014 GED testing. 2. Transition to college program development. 3. Immediate connections to social services. 4. More college-readiness courses. 5. Greater resources committed to workplace and college transitions. From Item 12 - Goodwill and Center for Employment should be rated separately. From Item 19 - Not enough financial means to develop systemic guidance and follow-up.	Survey Feedback
Question 19: Are support services inadequate or is it the knowledge of the availability of support services that is inadequate?	Survey Feedback
1. (CBT) for GED. Computer-based 2014 GED testing. 2. Transition to college program development. 3. Immediate connections to social services. 4. More college-readiness courses. 5. Greater resources committed to workplace and college transitions. From Item 12 - Goodwill and Center for Employment should be rated separately. From Item 19 - Not enough financial means to develop systemic guidance and follow-up.	Technology
We need more computers to prepare students adequately for the workplace.	Technology
Excited about more connections with the community and fellow professionals and the incorporation of new ideas and technology.	Technology
Insights? Retraining of "old/experienced" teachers towards new practices and strategies in teaching integrated with technology.	Technology

A7 Key Informant Interviews Transcripts and Notes

Social Services Agency, Benefits Services

September 2, 2014

Denise Boland & Rafaela Perez

The Social Services Agency's Benefits Services Division provides a variety of government entitlement programs, including Medi-Cal, General Assistance, CalWORKs and CalFresh. Medi-Cal and CalFresh have grown significantly in the past year by 47% and 9% respectively.

SSA has also increased its vocational services (under General Assistance) and has applied for a SNAP Ed grant of \$200m for employment and vocational training in other than GA populations. SSA works closely with the One Stops (WIBs) and partners with other organizations through CalWORKS Advisory and Safety Net Collaborative.

SSA provides some wraparound services that can help families with childcare, transportation, housing, etc. while they are on benefits. For eligible individuals the SSA may be able to subsidize employment for three months with the expectation that the employer continue the employment thereafter. Ideally students are connecting their adult education with their employment – improving performance via motivation and basic skills.

One major systemic challenge is to align the timelines for TANF (CalWORKS), Workforce Investment Board and the Adult Educational System. Economics are driving SSA clients and it is important for them to quickly achieve goals that are tangible with respect to income. CalWORKS funding has been reduced from 60 to 48 months and many adult students will not have completed their academic objectives in that timeframe.

Gaps

1. Programs for seniors
2. Reduced time on CalWORKS – many have not completed ESL, let alone GED or diploma
3. Services for learning disabled – SSA stopped testing for LD because there were no programs to provide treatment
4. ESL programs need to accelerate learning by contextualizing in vocational areas
5. SSA has limited employer partnerships

Strengths

1. Partnerships with the Adult Schools and Community Colleges
2. Because of contractual arrangements between SSA and AS/CCs, they have robust data sharing systems in place
3. Quality Assurance – identifying gaps and what is working

4. Efforts to create a wraparound system to support families, including adult education as an onramp to financial independence

Human Resource Agency, Immigration Relations and Integration Services (IRIS)

September 9, 2014

Teresa Castellanos

Magnitude of the population needing services.

There are more than 600,000 immigrants in Santa Clara County, 180,000 of which are undocumented. In general the undocumented population has lower educational attainment, but about a third of this population are highly educated individuals who have exceeded their visa's length of stay or who have lost their jobs which caused their H1b visas to expire.

Many immigrants face language barriers that minimize their ability to earn a family sustaining income in one of the most expensive counties in the country. Virtually every immigrant understands the imperative to learn English in order to achieve their economic goals. But at the same time ESL classes in the region have fallen from 1,200 to 600 due to the recession. This makes it much more difficult for immigrants to access English instruction.

Many immigrants also understand that, in this globalized job market, being bilingual is much more beneficial than being monolingual. However, the US education system's "bilingual" education simply uses the native language as a vehicle for learning English and is not truly intent on helping students become bilingual.

There are issues of differential acculturation and language acquisition that undermine family cohesion and the ability of parents to support their children's educational attainment.

The role of women in family stability and economic wellbeing is crucial and underestimated. Many women work in the informal economy (e.g., providing child care for their neighbors and relatives) which actually contributes significantly to family stability, while their husbands struggle with the variability of their participation in the formal economy.

What are the strengths of the adult educations system?

Adult education is the key to economic and social progress for immigrants. The Adult Schools are accessible to this population – especially when they are able to provide high quality classes in community settings.

Immigrants are eager to speak English fluently and Adult Schools are the entry point for many. The ability to communicate is empowering and enables immigrants to advocate for themselves and their children.

Many immigrant children come through the formal K-12 system but never gain full command (speaking, reading, writing) of either English or their native languages. These children often fail and/or dropout of the system. Adults Schools represent a second chance at full fluency.

Adult Schools provide a multi-cultural, multi-lingual learning community that honors the common struggle of immigrants to achieve the American Dream. They are constructed to honor and celebrate the achievements of the students they serve, understanding that the journey is personal and unique but also shared by all.

What are the weaknesses of the adult education system?

1. Acquiring English fluency is often a long and arduous process that needs to be accelerated to meet the needs of the immigrant population – they don't have all day to get this done.
2. We live in a community that is constantly reinventing itself. Being educated is a crucial foundation to staying with this disruptive process and prospering from the innovation in the SV. Lack of a coherent system with meaningful supports for immigrants gets in the way of this process of reinvention.
3. Adult Schools are under resourced and don't have sufficient entry level classes or upper level classes. People are on waiting lists and become discouraged. There is insufficient outreach and the system for informing people of available classes has broken down.
4. Many informal, community programs have sprung up to meet unmet needs for entry level courses, but there is insufficient quality control and rigor to many of these "volunteer" programs to move immigrants quickly to the next level of instruction.
5. Adult School classes used to be held in the community (churches, community centers, etc.) and these have been lost with the funding cuts.
6. There is a huge gap between Adult Schools and Community Colleges. Programs need to accelerate learning and increase rigor so that immigrants students can move quickly into CC programming. Currently we are not preparing people for the rigor of CC.
7. Policy barriers with economic bases diminish access. For example, unless you have graduated from the K-12 system, CCs can require a SSN to access financial aid and in-state tuition.

8. Socioeconomics are also important. Many immigrants are working multiple jobs and do not have time to attend classes and especially so based on time of day.
9. Lack of childcare, affordable housing and other supports.

What can be done to strengthen the system?

1. Immigrants have incredible networks. Access those networks in an culturally competent manner.
2. Empower parents to support their schools, children, etc. Traditional models may not work, but there is tremendous power in these communities if approached in an appropriate manner.
3. Help immigrants (and others) to achieve their goals, and help them reinvent themselves.
4. Document best practices.
5. CA is the first minority/majority state and could show the country/world how to make diversity a strength rather than a liability. Overcome the performance gap and the digital divide. Show how investment in quality education pays dividends for the state and society.
6. Immigration reform is a pending tsunami. If something happens here, English language acquisition will be part of the requirement. Plan ahead, and get a jump on these requirements – otherwise be swamped.

Office of the Sheriff, County of Santa Clara

September 9, 2014

Neelam Wadhvani

Inmate educational services began in the early 1990s with a greater emphasis on rehabilitation – began mostly with GED and Art with substance abuse education added a bit later in the decade because SA is so often implicated in criminal behavior. These programs have since expanded to a robust partnership between the County Department of Correction, Milpitas Unified School District and a number of private providers – currently offering 17 in-custody, two out-of-custody, one court-mandated and one court-appointed programs. In-custody programs center around a cognitive behavioral intervention effort, the 3 R's Core Curriculum, which includes: SA education; conflict resolution and anger management, and life skills. This curriculum is primarily provided by Milpitas Adult Education but also includes many private providers. There are some vocational programs such as arc welding, carpentry, landscaping and embroidery. There are parent classes focused on reentry and trauma informed mental health services. Typically only low and medium risk inmates are able to participate (program) in group classes. High and maximum risk inmates are typically segregated and can only participate in individual programming such as journaling using the Change Company's Workbook Program.

Currently the average daily population is 4,500-4,800 in three facilities: Elmwood Correctional Complex (2,500 males), Elmwood Women's Facility (600) and the Main Jail Complex (1,458 males). The influx of "realignment" or AB 109 populations from the California Department of Corrections and Rehabilitation has increased the daily census at the Jail by about 650, adding pressure on facilities – especially regarding classroom and group space. A typical class has 50-60 participants and may be held in the day room when other space is not available – often conflicting with other uses of the day room. Currently 700-900 inmates program into classes, and 100-150 high and maximum inmates are involved in individual journaling.

Ideally everyone would be in some form of constructive education while incarcerated. Practically speaking, with proper resources, as many as 75% could be served in some way. For many of those with a longer term (1-2 years) their time in jail is a huge opportunity to advance their education and employability once they are released.

Some demographic trends in the jail population are: increased numbers of gangs which creates more pressure to manage and segregate rival gangs; an increase in older inmates with additional health care issues; increased numbers of recent veterans; and an increase in monolingual Vietnamese inmates.

Possible Solutions

The County has established a Reentry Center to address the realignment population's transition back to the community. Other inmates are also served by this Center which

has a robust array of services, especially case management to help individuals find safe housing and a source of income which are the critical factors in successful reentry. Ongoing education often takes a back seat to housing and jobs – which is why it is critical to handle the educational needs (e.g., GED, diploma, etc.) while in custody. As noted above, there are logistical barriers to engaging more inmates in educational programming.

One solution to the education vs. economics conundrum would be to have more access to on-the-job training with stipends, apprenticeships and better connection to industries that will hire formerly incarcerated individuals. These could be part of a regional strategy.

There are currently no social entrepreneurship models working with formerly incarcerated (e.g., Rubicon, Delancey Street), but there would be interest in these models.

Online education could be a solution for the high and maximum population who cannot participate in groups, but past experience does not indicate that this option is practical.

Information sharing and case management are hampered by the lack of an integrated data system at the Jail. Currently there is data sharing, but it is done manually which is cumbersome. Developing a case management system with interagency data sharing would be a high priority.

Evaluation of the education program in 2010 called for more experiential, role-playing, scenario-based education in the Cognitive Behavioral Intervention mode. This led to the introduction of the 3-Rs program.

The County also recommends smaller group classes, but, as noted, the groups are large (50-60).

The formerly incarcerated participants in reentry services typically stop participating once their court-ordered mandates are completed. Some incentives for ongoing participation may be required to keep their attention on education.

Transition to Community College is very challenging for the formerly incarcerated population. They would require extensive “hand holding” to successfully navigate from the Adult School environment to Community College. They are in conversation with Prison Education regarding a seven-week program of academic and career orientation with additional volunteer mentors from the Community College to provide some of the hand holding.

National University

October 16, 2014

Dr. Joy Kutaka-Kennedy

1. Do you have a sense of the prevalence of adults with disabilities of various types? Our preliminary report included these estimates. Do you feel that these are generally accurate? If not, please suggest changes.

Students do not have robust life skills. There's a 30% drop out rate for students in high school. The rigor in high school has gone up with exit exams and has really hit AWD students. A lot of the time these drop out students end up in juvenile or adult corrections.

[Regarding the statement below] It is about 12% or higher in general and the prison population has a lot of undiagnosed disabilities and once they leave the school system there is no good way to collect data on who does or doesn't have disabilities. People will come to us, when they do come back to school, and say they just learned that they have ADHD and only now do they know how to work around those. So 12% is a conservative estimate.

Level of Need. *To the extent that learning disabilities are persistent lifelong conditions, information on the incidence of learning differences from school age students is relevant to the adult population. Centers for Disease Control⁷⁶ estimates that 7.66% of U.S. residents have a learning disability, and another 6.21% of the population has another developmental disability. Thus of the 1,426,323 adult residents of Santa Clara County, 109,256 would be predicted to have a learning disability and another 88,575 have a developmental disability. In addition, students who struggle academically in secondary education due to learning disabilities are potential adult education participants. Indeed, it is likely that people with LD would be over-represented in adult education.*

Psychological Disabilities can also be subject to being inadequately diagnosed and are highly stigmatized in many communities. The National Institute of Mental Health estimates that 26.2% of Americans 18 years of age and older suffer from a diagnosable mental disorder in any given year.⁷⁷ Research also indicates that mental health problems have a dramatically negative impact on earnings.⁷⁸ Based on the adult population of Santa Clara County, 373,697 will have a diagnosable psychological condition in any

⁷⁶ Trends in the Prevalence of Developmental Disabilities in US Children, 1997–2008

⁷⁷ Kessler RC, Chiu WT, Demler O, Walters EE. Prevalence, severity, and comorbidity of twelve-month DSM-IV disorders in the National Comorbidity Survey Replication (NCS-R). *Archives of General Psychiatry*, 2005 Jun; 62(6):617-27.

⁷⁸ Individual and Societal Effects of Mental Disorders on Earnings in the United States: Results From the National Comorbidity Survey Replication Ronald C. Kessler, Ph.D.; Steven Heeringa, Ph.D.; Matthew D. Lakoma, M.P.H.; Maria Petukhova, Ph.D.; Agnes E. Rupp, Ph.D.; Michael Schoenbaum, Ph.D.; Philip S. Wang, M.D., Dr.P.H.; Alan M. Zaslavsky, Ph.D. *Am J Psychiatry* 2008;165:703-711. doi:10.1176/appi.ajp.2008.08010126

given 12 month period.

Physical handicaps are so wide ranging it is difficult to estimate the percent of these handicaps in any given population, and most of these handicaps are relatively obvious and are largely subject to very specific accommodations in order for a student to obtain an education and to pursue a career.

Based on the incidence estimates above, it is clear that a large number of Adult School and Community College students are affected by these conditions.

From July 31st Report

We are finding that working with adult ed. teachers, there are strong indicators that there are learning disabilities but it is practically impossible to assess. There is an assessment tool in English and Spanish but not in other languages.

You would need to use their native language to assess disabilities. Assessment is one side of it and another side is how well trained your teachers are. That is a significant need that can be addressed. Some sort of professional development to recognize, and more importantly, differentiate and meet where the students are. Edmentum, under the Plato umbrella, and some of their services, especially for self-moderated classes, and some other programs for adult learners and ESL learners.

What do you see as the greatest need of the Adult Schools?

The K12 teachers, we don't think they have enough training but they probably have more training because there has been mandated training. It sounds like at the Community College level there has also been some.

The demand is high at City College. There are a number of students coming through the DSP pipeline versus the support services we offer... The struggle is to juggle supporting so many students. And I see challenges with individual teachers trying to accommodate students, I see that a lot. We are more of a supportive role but we don't have any programs to get into employment. They could go into any program at the college but the way I read the COE from the state, programs for AWD, is more than just support services.

Support services at Community Colleges are more robust than at Adult Ed. They have some resources but no funding to run them.

And that is if the student is graduating from K12 with an IEP that can be followed but many are coming through other pathways with undiagnosed disabilities. We want to talk to you today about what students need better.

There is probably a higher concentration of students in AE because these are people that have, in many cases, failed in high school and don't have an IEP. I've seen as high as 60% in corrections. There is a far greater need than we have resources to address.

Which is probably why the state is trying to have collaboration to address some of these students' needs. The student needs to be in the driver seat when designing their IEP in high school because they will be when they get out of high school.

We don't have the resources for case workers. Some of the Adult Schools have volunteer mentors but the funding was cut.

So this whole legislation is trying to get better outcomes for adult students which are a wide range of people? Veterans...

So for a lot of the emotionally, mentally ill, traumatized students, who require treatment, and then the students who have come up with perfect families and good schools, the age of 19-22 is when a lot of mental issues arise and they may have performed well in high school but then they have these things come up and may have behavioral issues or substance abuse issues. Is that an area you have experience with? How we can identify these students and help them.

What comes to mind is community mental health. Do you have resources list at Adult Schools?

Yes, social services agencies and I don't know about rehab.

At SJCC there is a lot of movement around mental health. There was a professor [at National University] who was mentally ill and had a PhD from Berkeley. He went through child abuse issues as a child and he taught math and computer science classes. He became an activist in pushing that agenda and one of our board members worked for a county mental health facility. I don't know the end result of that issue.

Mental Health services are very important support services. A lot of students coming out of high school have a track record but coming from adult ed., there is often no background information.

Community college has the same issues. And we can't afford the existing programs. Adding another service component is a challenge.

In the work group we have a professional who was in private practices. And with regard to diagnosing learning disability, through private sector it costs \$2000+ and takes 8-10 hours for one assessment. It's very expensive.

In public schools there is a long process before testing. You either test everyone or have to identify individuals. There has to be a process. Sometimes the system is overwhelmed so there are very long lead times. It is complex and there are a lot of needs and how to address them with limited resources is a difficult balance.

One of the challenges I see in the Community College, is there is a set start and end time but a person with disabilities needs a lot more time and they might not be able to complete materials in that short time. Especially in intensive programs. Cosmetology is 8am-5pm, 5 days a week to meet 1600 hours required for licensing at the state level. That is a struggle. Students think they can do it but they fall behind. DSP will say to give

them more time but they are supposed to be in the classroom. I don't know what the solution is.

In high school level there are accommodations given in terms of seat time, it sounds like system flexibility, which is costly, to design something comparable to that for adult ed., it seems like a very heavy lift. Is there anything we could learn from what works in other locations to use some accommodations that might help mitigate some of these problems?

Even at National U when there is someone with a disability, the student has to self-identify to say that they want to use the support services. What can we do to help these students transition is just what we are asking. Support services evaporate as soon as you are done with K-12.

It seems to me that one approach would be to empower the teachers closest to these students and another route to take on your side would be orientation courses or programs for AWD students on how to access services and how to tailor Adult School offerings to work for them. They need to be in the driver seat, and we don't train them well enough on how to advocate for themselves. They need empowerment and train them how to take charge and use their strengths in the programs they are in.

At Community College, class sizes vary greatly. In cosmetology, they do all sorts of different activities to mock the state board testing. With a class of 50 students, and if you have 3 or 4 AWD students, there is no way that teacher can allocate enough time to those students.

Having teachers have differentiated training so you have a baseline of expectations and build up from there. Ongoing coaching, collaboration, professional learning communities is what are needed rather than a one-time training.

Having special classes where you are including learning strategies while learning the subject matter, that would be contextualized learning. But would require sufficient volume, you can't do it for one or two students.

Having teachers having differentiated mastery levels. Learning how to juggle the needs of many in a way that everyone can get something out of it.

There is a cultural context here that is important. In Adult School, teachers have more flexibility and don't have much information about assessment and maybe differentiation strategies but at the Community College, faculty is delivering content and contextualized instruction or differentiated instruction, it is not what we do in college. "I give my lecture, you get it or you don't."

That is very much true. A couple professors told me that, students come to the class and some get stuck, others don't, and there is nothing they can do. They are not going to hand hold. They can blame high schools or whatever but that's it. That is what some believe but we are trying to push professional development but the mindset is that students are now at a higher level, and they should come prepared.

Is that less true with CTE?

Yes.

Well if we start with CTE teachers and ESL teachers, make inroads with those teachers.

Yes, experiment with learning communities. It is still a lot of prep time. The other piece, some of the students think they can get into XYZ profession but faculty, after a month, say no way. But under the rules, any one is allowed to go anywhere. They can fail but they can't get kicked out based on faculty belief that it's a bad fit.

- 2. Given the magnitude of the AWD population, which groups do you feel are most underserved in the adult education system?**

That would be students with most severe disabilities, they tend to be at home, have greatest fiscal and communication needs.

So some of those students would go into regional center programs? What is the profile there?

Behavioral communication, emotional, learning how to self-care. Students with greatest needs, they get some services but not enough to get them to participate in the greater social order. There are some programs in a segregated setting, not an integrated setting in a larger community.

- 3. What similar/different barriers do these students experience when they enroll in the adult education system (both Community Colleges and Adult Schools)?**

I would say the need for self-advocacy and train them to get them to come to terms with limitations and build on their strengths. What is sometimes called the hidden curriculum. How to act in the classroom or at a party. That is why they are bombing out in the larger world, They don't know how to communicate. They get fired. Students with emotional disorders, those are skill deficits. Job training, sheltered job workshops, coaching, leading to more permanent placement and employer training as well. There are employers out there that make a great effort to employ AWDs and really engage them. I think Obama recently had a meeting about

AWDs and how to get them more engaged. We don't have mandate programs. If you have a disability in France, employers have to hire the same proportion of people with disabilities as in the general population or pay a tax. It's a great idea. There is a social stigma in our communities. Not having a purpose in life is a greater disability. Not feeling like you belong.

4. How have recent changes in Special Education legislation/policy affected the adult learner?

I was specifically addressing age range change and any other policy that you are aware of.

IDEA, in '07 or '09, transition plans were not needed at age 14 but at 16 and they dropped a number of IEPs. Transition plans are still required but I think it is inconsistent across high schools.

5. What services or strategies do you feel have the greatest positive impact on adults with learning disabilities?

6. How would you approach assessment for adult populations – both to understand their assets and challenges and to measure their progress over time?

We have learned students need to have things broken down, so do professors modify their delivery? We would need to train all the teachers to deliver instruction in small chunks. Lower functioning students and ESL students would also benefit. If you are doing this in K12, everyone is benefiting.

If there is a class of 50 and 5 AWD students, reduce the class size to 30.

A disadvantage to push-in services, is that sometimes you have one-on-one tutoring going on in the back and the teacher then feels like that is no longer her student. What is better is integrated models, collaboration between AWD and gen ed. teachers.

So K12 practices could be adopted by adult ed. An inclusion model that CACE is using, a companion workshop. A student might be in English 1 and then there is a workshop with pre and post teaching going on with regular classes. We are looking at trying with our ESL classes.

7. We hope to enhance student academic achievement and economic prosperity. What are your thoughts about best practices in helping AWD to achieve their goals?

A key piece is that the AWD person is in the driver seat, they know their strengths and can do an oral presentation instead of a written paper and the teacher needs to be flexible to meet the needs of the students. It's more getting the teachers the strategies, it's that these are the best practices and they will help the entire class.

Helping teachers understand that there are these disabilities or that they don't speak English as a first or second language, teachers are coming to understand that and accept that this is how they are supposed to teach.

I came out of gen ed., and did gifted ed. and special ed., the infrastructure of connection is secondary to having a toolbox of techniques to teach and reach kids. As a college professor saying they just do their lecture and go home, that's not it anymore. They can just watch a lecture on YouTube. Education is changing in its delivery and there is more engaging and collaboration and collaboration skills are sought after more than intelligence because that is what is creating iPhones! To have those techniques that you can whip out, having that professional learning community to talk about best practices. Emphasize strengths rather than attack weaknesses.

Adult school and Community College teachers should do professional development together and they can learn from each otherwise they just stay in their silos.

So we have heard contextualization, I feel that experiential approaches that are not classroom based to ground what they are learning in some sort of reality. We have talked about CTE being a potential way to help students connect.

We talked about need for job developers for AWDs to get involved at different levels.

We need to build morale and avoid burnout among teachers. Must have constant renewal as a part of the culture. Need to develop a real central database of support services and opportunities. That is a critical part of improving outcomes.

Work2Future

September 23, 2014

Jeff Ruster, Workforce Investment Board Director

- 1. When you look at the different “populations” your agency serves (e.g., displaced workers, youth, WIA eligible) can you estimate the number of your clients that would benefit from adult education – including both Adult Schools and Community Colleges?**

Large percentage of the population could benefit from adult education because employers are seeking high level workers. They want people to believe in and take time for the opportunity to gain critical basic skills and language skills. The loss in income [for employers] is temporary. Language skills are a big issue. Basic skills are necessary in order to move forward in the workplace.

Demographics of clients:

Foreign Born demographics look like those of the general population: 35-40%

Older workers are really people of only 40+ years because they do not have current skills needed in the workplace. They need to be cutting edge and this is a special issue for the South Bay. They would benefit from adult education. There are 3-5,000 people served in the adult system but this is changing because we don't have the funding. The recession caused more highly educated workers to be unemployed.

We struggle with people who are coming in to Work2Future and who are under-skilled. The industries here need talent that these profiles don't meet.

- 2. What are the most common barriers that prevent your agency's clients from achieving a self-sustaining income?**

People are working multiple jobs. Older workers are cynical due to layoffs. There is a sense of hopelessness. There are social and psychological factors. We don't have the resources to do the volume of training that is needed. The length of time it takes to complete courses is a problem for an unemployed person who cannot afford to wait long periods of time before they can get a job. More is being done online, including an orientation program that gives certificate. We spend \$600k a year on workshops that give soft skills, computer skills. Employers want the soft skills; they are more willing to teach contextualized skills but not soft skills. So WorkKeys certifications or something of that nature and workshops are offered at Work2Future.

We would need to go through a procurement process since we don't have contracts with Adult Schools. We can refer people to your programs.

3. What do you think the adult education system should do to overcome your various client groups' barriers to success?

Adult education should look specifically at the needs of English learners and seniors. Adult education is to develop skills for employers and enhance peoples' quality of life. The scheduling need is huge; they need to offer classes at times that make sense for employers to work around. Going to a Community College for an adult learner is uncomfortable. Timing is another huge issue; how long it takes to complete a program. Skills change so fast that by the time you complete a program, employer needs may have changed. Adult learners need to develop entrepreneurial skills; learn how to write business plans, incorporation, etc.

4. Are there structural changes you feel would increase the impact of the adult education system on low-income and displaced worker populations in Santa Clara County?

One contract to the consortium vs. multiple contracts to individual Adult Schools and colleges would be extremely helpful.

5. Some adult education programs are receiving WIA funding. What impact is that funding having on your agency's clients, and how likely is this funding to shrink/grow/stay the same in the near future?

Adult schools are now mandated partners for the One Stops. Community colleges are already mandated. It requires a closer alliance with adult education programs and will have impact on Title 2 (WIA II) funding which is now gone. WIOA money will be administered locally. The voucher program remains in WIOA.

6. The South Bay Consortium for Adult Education (SBCAE) feels that a more coherent and efficient approach is needed to connect the adult education system to local industry. What suggestions would you make in this regard?

They need to make it simple and immediate. Nine different institutions want to interact with local industry and industry partners want to move very quickly. They start to lose interest when processes take too long. They are not finding the talent they need. Adult education needs to partner in a very responsive way. Industry needs to quickly move to do employee "upgrading". There is not a lot of employee training. They are hiring people for four years and then they move on. Many industry partners don't have HR departments. Real growth is in the fast-growing, smaller companies. That is the economic development engine.

7. Are there proven or innovative strategies you think would enhance the impact of the adult education system on economic and social justice in our

community?

We need to have a closer partnership with Adult Schools. There should be no wrong door for individuals. We need to work together to share expertise and knowledge. I like the consortium model instead of having individual relationships with each institution. I can also share our 2013 data with you, which basically shows that a high proportion of youth don't have 8th grade skills.

A8 Table 3.1 Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
Adult Basic and Secondary Education			
Transition to Community College	<ul style="list-style-type: none"> ● Align courses/curriculum across the consortium <ul style="list-style-type: none"> ○ Define/align prerequisites for transfer-level courses and CTE pathways ○ Systematize articulation agreements between institutions ○ Common website to share information about course alignment ○ Share curriculum and materials at a regional level <ul style="list-style-type: none"> ▪ Evidence-based reading levels (instruction) ▪ Reading Apprenticeship Initiative (cognitive routine), research-based ○ Look at psychological barriers that affect student successes 	<ul style="list-style-type: none"> ● <u>Statewide</u> template for articulation agreements (UC/CSU model) ● Time for cross-institution collaboration to align curriculum (articulation collaboration days) ● Common website with comprehensive list of course offerings, pathways, and articulation agreements ● Professional development (around Reading Apprenticeship, evidence-based reading levels) ● Common website, virtual discussion forum to share curriculum materials 	<ul style="list-style-type: none"> ● Having a common articulation template ● Defining/achieving successful collaboration ● Number of articulation agreements ● Number of students achieving educational goals/milestones ● Number of website hits ● Number of teachers who receive training <ul style="list-style-type: none"> ● Pre/post evaluation

⁷⁹ See tables in A18 for cost projections for the above strategies in Table 3.1

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<ul style="list-style-type: none"> ● Utilize common educational assessment across the consortium <ul style="list-style-type: none"> ○ Clearly define competency levels in basic skills ○ Align placement test content with curriculum to prepare students ○ Track results in shared, uniform data system across the consortium 	<ul style="list-style-type: none"> ● Statewide assessment initiative (placement) ● Collaboration across consortium and between faculty and classified staff re: curriculum alignment ● Common website with ability to share/update data across the region ● Understanding parameters of test taking (time constraints, etc.) 	<ul style="list-style-type: none"> ● Having common assessment across region ● Integrating assessment content into curriculum ● Defining/achieving successful collaboration ● Effectiveness of data tracking ● Number of website hits ● Student success metrics in completing education goals
	<ul style="list-style-type: none"> ● Mandate common education plans for students <ul style="list-style-type: none"> ○ Track student transitions and progress in shared, uniform data system across the consortium <ul style="list-style-type: none"> ■ Identify where students from Adult Schools are transitioning to/from to see what works ○ Leave room for constant updating of education plans <ul style="list-style-type: none"> ■ Revise goals as students achieve goals or change direction 	<ul style="list-style-type: none"> ● Offer transition specialists/counselors <ul style="list-style-type: none"> ○ Approx. 1 transition specialist: 200 students? (Consortium needs counselors directly involved in discussion to project needs) ● Professional development: Teachers need transition-specific training/release time ● Additional professional 	<ul style="list-style-type: none"> ● Number of students with education plans ● Number of students meeting with transition specialists ● Number of students achieving educational goals ● Policies that allow regional access to common education plans; regional web platform to access common education plans ● Number of teachers receiving training around transition <ul style="list-style-type: none"> ○ Pre/post evaluation, self-evaluation

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
		<p>development, collaboration, policies will depend upon outcome and design of the common assessment</p> <ul style="list-style-type: none"> ● Policy that is generic across the consortium that allows faculty/staff to share student information (MOUs may fulfill this need) ● Virtual shared access to common education plans 	
	<ul style="list-style-type: none"> ● Integrate soft-skills into curriculum ● Integrate ACT WorkKeys job skills assessment system for Applied Mathematics, Locating Information, and Reading for Information to assist students in earning ACT's National Career Readiness Certificate <ul style="list-style-type: none"> ○ Establish Career Development and College Preparation (CDCP) program courses, in program sequences, that lead to certificates of completion and improve employability and job opportunities. 	<ul style="list-style-type: none"> ● Contextualize learning: use soft skills to deliver curriculum ● Model soft skills yourself, demonstrate how students can help themselves ● Invite speakers from industry partners to address soft skills ● Professional development on contextualized learning, (Habits of Mind) <ul style="list-style-type: none"> ○ Use existing best practices ● Direct experience with employers, job shadowing to self-identify what soft skills are needed in the work place 	<ul style="list-style-type: none"> ● Student learning outcomes designed to include soft-skills ● Number of teachers who receive training on best practices <ul style="list-style-type: none"> ○ Pre/post evaluation ● Student evaluation on industry speakers ● Number of industry partners with internship, job shadowing, soft-skill curriculum collaboration <ul style="list-style-type: none"> ○ Evaluation of student success/reaching employment goals after completing direct experience programs

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
		<ul style="list-style-type: none"> • Role playing in classroom 	
	<ul style="list-style-type: none"> • Provide sufficient number of transition-specific counselors to help students to identify appropriate pathways and requirements <ul style="list-style-type: none"> ◦ Revise student perceptions of Community Colleges (vocational certificate options, not just a pathway to transfer to a 4-year institution) 	<ul style="list-style-type: none"> • See transition specialists resources cited above • Recommended college orientation for Adult School students <ul style="list-style-type: none"> ◦ Ongoing, dynamic information sharing- not just all on day one • Look at need projections • College instructors visit Adult Schools to discuss pathway options, economic benefits 	<ul style="list-style-type: none"> • Survey students re: perceptions around Community College • Number of students participating in college orientation • Number of students achieving education goals • Dynamic curriculum design to include soft-skills and orientation information • Number of colleges/Adult Schools collaborating to offer instructor visits re: college orientation
	<ul style="list-style-type: none"> • As students' progress toward transfer, align classroom culture across Adult Schools and Community Colleges <ul style="list-style-type: none"> ◦ Alter balance of classroom time/homework at Adult Schools 	<ul style="list-style-type: none"> • Co-location and dual-enrollment courses to transition students from adult ed. to Community College • Continued collaboration among consortium members 	<ul style="list-style-type: none"> • Number of co-located courses • Number of courses with dual-enrollment agreements • Number of students achieving education goals
	<ul style="list-style-type: none"> • Offer dual-enrollment and co-located courses across Adult Schools and Community Colleges <ul style="list-style-type: none"> ◦ Include Career Development and College Preparation (CDCP) program noncredit courses at the Community College for secondary education, ESL and vocational instruction. 	<ul style="list-style-type: none"> • MOUs • Articulation agreements • Aligning curriculum/assessments/benchmarks between Adult Schools and Community Colleges • Invested leaders 	<ul style="list-style-type: none"> • Number of co-located courses • Number of courses with dual-enrollment agreements • Number of students achieving education goals

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<ul style="list-style-type: none"> ● Use cohort model (optional) <ul style="list-style-type: none"> ○ Transitioning students into dual-enrollment courses ● Open entry/exit (optional) <ul style="list-style-type: none"> ○ Students entering Adult School begin with open entry 	<ul style="list-style-type: none"> ● MOUs ● Articulation agreements ● Aligning curriculum/assessments/benchmarks between Adult Schools and Community Colleges 	<ul style="list-style-type: none"> ● Number of co-located courses ● Number of students achieving education goals
	<ul style="list-style-type: none"> ● Transition/program orientation recommended/available for all Adult School students <ul style="list-style-type: none"> ○ Campus visits ○ Mentor program/student ambassadors at Adult Schools ○ Online/virtual 	<ul style="list-style-type: none"> ● See transition specialists resources cited above ● Common website with comprehensive list of articulation agreements, pathways, assessment test information, orientation offerings ● Ongoing, dynamic levels of orientation (integrated in curriculum, 1-day workshops, quarter long class in soft-skills, online videos, peer counseling) ● Collaboration across region/Paid time 	<ul style="list-style-type: none"> ● Number of students attending (some form of) orientation ● Tracking success rates of students attending different forms of college orientation ● Defining/achieving successful collaboration
	<ul style="list-style-type: none"> ● Professional development <ul style="list-style-type: none"> ○ Content area specialists to develop/share appropriate materials and best practices ○ Transition-specific knowledge sharing between faculty 	<ul style="list-style-type: none"> ● Release time for faculty ● Content area specialists to teach best practices ● Cross-training among staff and faculty 	<ul style="list-style-type: none"> ● Number of teachers receiving professional development <ul style="list-style-type: none"> ○ Pre/post, self-evaluation ● Number of students achieving educational goals

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<ul style="list-style-type: none"> o Continuous/ follow-up training and evaluation/collaboration between faculty (virtual and in-person) o Developed in-part with teacher input, collaborative decision making process 	<ul style="list-style-type: none"> ● Common website to share resources ● Collaboration across region to efficiently design effective professional development 	<ul style="list-style-type: none"> ● Number of website hits ● Open forum for faculty involvement
	<ul style="list-style-type: none"> ● Collaboration with super-region <ul style="list-style-type: none"> o Assessment o Career Pathways Trust, SB1070 o Foothill: single application 	<ul style="list-style-type: none"> ● Release time ● Common assessment and application across region 	<ul style="list-style-type: none"> ● Defining/achieving successful collaboration ● Common assessment methods/instruments
Transition to Workforce	<ul style="list-style-type: none"> ● Develop and offer contextualized CTE courses in basic and secondary education ● Integrate ACT WorkKeys job skills assessment system for Applied Mathematics, Locating Information, and Reading for Information to assist students in earning ACT's National Career Readiness Certificate <ul style="list-style-type: none"> o Regionally partner with industries/employers to identify skills that are needed/sought after and work backwards to integrate into curriculum 	<ul style="list-style-type: none"> ● Articulation agreements (curriculum/assessment alignment) ● Industry collaboration (Paid faculty leave time) ● Regional collaboration (Paid faculty leave time) 	<ul style="list-style-type: none"> ● Number of students achieving educational/career goals ● Number of industry partners participating in curriculum design, feedback on employer benefit ● Include student achievement metrics in Instructor performance evaluation
	<ul style="list-style-type: none"> ● Offer CTE stackable certificates that students can continue to build on (course articulation needed) <ul style="list-style-type: none"> o Need to motivate students with tangible economic benefit 	<ul style="list-style-type: none"> ● Articulation agreements (curriculum/assessment alignment) 	<ul style="list-style-type: none"> ● Number of students receiving stackable certificates ● Employer recognition/feedback of stackable certificate options
	<ul style="list-style-type: none"> ● Provide sufficient number of career/workforce counselors to help students to identify appropriate pathways <ul style="list-style-type: none"> o Provide comprehensive list of CTE pathways 	<ul style="list-style-type: none"> ● Approx. 1 counselor to 200 students? (Need direct counselor involvement to assess needs) 	<ul style="list-style-type: none"> ● Student survey re: satisfaction with career goals and progress toward goals ● Number of students changing

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<ul style="list-style-type: none"> and prerequisites ○ Student ambassadors/peer counseling ○ Refer students to community partners/employers for industry-specific information 	<ul style="list-style-type: none"> ● Website with comprehensive listing of all CTE pathways and industry referrals, constantly updated ● Student ambassadors/peer counselors and incentive program ● Professional development for counselors and teachers re: workforce preparation, job requirements, high-wage, high-demand employment 	<ul style="list-style-type: none"> career/education goals (seen as a positive change) ● Number of faculty receiving training <ul style="list-style-type: none"> ○ Pre/post, self-evaluation
	<ul style="list-style-type: none"> ● Offer workforce orientation/soft-skills mandatory for all Adult School students in CTE pathways <ul style="list-style-type: none"> ○ Classes, workshops, integrated into curriculum 	<ul style="list-style-type: none"> ● Paid time for collaboration across the consortium re: development of orientation curriculum, workshops 	<ul style="list-style-type: none"> ● Feedback from industry partners/employers on success of students who have participated in workforce orientation training
	<ul style="list-style-type: none"> ● Collaborate with community/industry partners to efficiently utilize resources and share best practices 	<ul style="list-style-type: none"> ● Paid faculty leave time for collaboration with industry partners 	<ul style="list-style-type: none"> ● Defining/achieving successful collaboration ● Feedback from industry partners on employer benefits
Career Technical Education			
Transition to Community College	<ol style="list-style-type: none"> 1. Ensure faculty and students are aware of CTE pathways and requirements across the consortium <ul style="list-style-type: none"> ● All pathways and requirements listed in one place (website; web application) in a cohesive, regional center 	<ul style="list-style-type: none"> ● Website/mobile application with comprehensive list of regional CTE pathway offerings/pre-requisites <ul style="list-style-type: none"> ○ Team to develop and 	<ul style="list-style-type: none"> ● Successful development of website/application ● Website hits ● Number of teachers, students, counselors who report aware-

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<ul style="list-style-type: none"> • Inform teachers, students and counselors of all pathway options and requirements 	<ul style="list-style-type: none"> maintain system with constant updates (potentially leverage existing resources, e.g., courses at Mission College) <ul style="list-style-type: none"> ○ Translation specialists • Team to explore possibility of utilizing resources that currently exist (e.g., state website, CA Career Zone, regional economic development websites) • Survey developer to collect course and pathway information • Webmaster to organize input from consortium members • Regional center that stores comprehensive information (website) • Teachers or Dept. Chairs from the Adult School need release time to instruct/offer assistance to the counseling staff 	<ul style="list-style-type: none"> ness of pathways • Enrollment numbers • Number of students transitioning to Community College and workforce /employment in CTE pathway • Progress on education plans (certificates, transfer, etc.)
	<p>2. Align courses/curriculum across the consortium</p> <ul style="list-style-type: none"> • Define/align prerequisites • Systematize program design • Hold curriculum alignment days • Hold articulation days (program-area specific) • Regional CTE advisory board, sector-specific boards with industry sector experts and em- 	<ul style="list-style-type: none"> • Regional center with personnel to accomplish these goals • CTE advisory board • Common website across consortium • Institutions willing to host 	<ul style="list-style-type: none"> • Number of successful articulation days • Number of successful curriculum development days • Number of articulation agreements • Number of articulated courses

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<ul style="list-style-type: none"> • ployers • Common website to share information about course alignment • Identify transition-specific contact person at each institution 	<ul style="list-style-type: none"> • articulation days • Transition-specific contact people at each institution • Time: 2-3 year effort to align individual courses: collaboration across consortium • Curriculum specialists • Manager to oversee the process 	<ul style="list-style-type: none"> • Number of program pathways with articulation and agreements • Number of students served in each pathway
	<p>3. Utilize common educational assessment across the consortium</p> <ul style="list-style-type: none"> • Basic skills/competencies aligned across curriculum • Regional CTE advisory board 	<ul style="list-style-type: none"> • Team to define skill levels • Testing center • Collaboration with statewide initiative for common assessment • Aligning curriculum with assessment test scores 	<ul style="list-style-type: none"> • Number of students taking assessment tests • Continued assessment for students (cyclical) • Decline in number of students taking remedial classes • Improve percentage of students completing courses, attaining certificates and employed in pathways
	<p>4. Institutionalize introductory career exploration for CTE</p> <ul style="list-style-type: none"> • Company tours – virtual and in-person • Regional career exploration resources • Student ambassadors • Video diaries • Partner websites • Directory of "CTE experts" 	<ul style="list-style-type: none"> • Regional center/clearinghouse • Common website/virtual meetings with career counselors • Industry partners • Transit passes for students • Offer employer incentives 	<ul style="list-style-type: none"> • Number of student ambassadors • Number of company tours held • Successful development of directory of "CTE experts" • Number of website hits • Increased student successful transition into employment

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<p>A. Provide sufficient number of transition-specific specialists and counselors to help students to identify appropriate pathways and requirements</p>	<ul style="list-style-type: none"> • Transition specialists and career counselors • Systemized, regular collaboration among transition specialists/counselors • Liaison specialists at resource center • Ongoing professional development for transition specialists 	<ul style="list-style-type: none"> • Number of counselors and specialists on staff • Number of professional development opportunities (with attendance totals - # of faculty/staff participating) • Number of students served • Number of students with education plans • Number of students meeting goals/student outcomes • Survey students on satisfaction of transition from Adult School to Community College
	<p>B. College orientation available/recommended for all Adult School students</p> <ul style="list-style-type: none"> • Different levels for different students: workshops, classes, • Offer college-credit for orientation at Adult Schools taught by Community College faculty • Combine with assessment testing; offer at Adult Schools 	<ul style="list-style-type: none"> • Agreements between Adult Schools and Community Colleges for college credit for orientation at Adult School • Community college faculty at Adult Schools • Tech support 	<ul style="list-style-type: none"> • Number of orientation agreements made • Number of orientation courses developed • Increased number of students going through orientation process • Survey students on satisfaction of transition from Adult School to Community College • Number of students, faculty, staff reporting that students are prepared for the transition to Community College • Improvement in assessment results
	<p>C. Common education plans for students</p> <ul style="list-style-type: none"> • One uniform data system across the consortium to track student transitions and progress • Expand Community College Education Plan Ini- 	<ul style="list-style-type: none"> • Statewide CalPass and Launchboard initiatives expanded to include Adult Schools 	<ul style="list-style-type: none"> • Successful development of uniform data system • Number of institutions using data tracking system

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<ul style="list-style-type: none"> Initiative to include Adult Schools 	<ul style="list-style-type: none"> Ramp up IT capacity of consortium Incentives for institutions to use data tracking systems 	<ul style="list-style-type: none"> Number of students with education plans Number of students meeting goals/student outcomes
	<ul style="list-style-type: none"> Offer professional development re: teaching contextualized courses 	<ul style="list-style-type: none"> Professional development opportunities 	<ul style="list-style-type: none"> Number of professional development opportunities (with attendance totals - # of faculty/staff participating) Number of successful applied CTE/contextualized basic skills classes (e.g. IBEST, VESL (Vocational ESL)) developed Enrollment in courses Number of learning communities between ESL/ABE and CTE developed Improved results on assessment testing
	<ul style="list-style-type: none"> Better packaging of pathways (e.g. cohort system/dual enrollment) 	<ul style="list-style-type: none"> Marketing team Regional center to map CTE-specific course pathways <ul style="list-style-type: none"> Curriculum and pathway alignment and articulation across the region Faculty and administration time/collaboration 	<ul style="list-style-type: none"> Enrollment in packaged pathways <ul style="list-style-type: none"> Increased number of students retained Increased number of students successfully completing certificates/degrees Increased number of transfers to 4-year institutions
	<ul style="list-style-type: none"> Applied CTE/contextualized basic skills classes (e.g. IBEST, VESL (Vocational ESL)) 	<ul style="list-style-type: none"> Curriculum development Create learning communi- 	<ul style="list-style-type: none"> Number of successful applied courses developed

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<ul style="list-style-type: none"> o Establish Career Development and College Preparation (CDCP) noncredit courses/programs at the Community Colleges, in program sequences, that lead to certificates of completion and improve employability and job opportunities. The CDCP noncredit programs will include contextualized basic skills, ESL and CTE. Additional CTE preparation and refresher courses for occupations which require continuing education, such as healthcare and finance/real estate 	<ul style="list-style-type: none"> ties between ESL/ABE and CTE • Professional development on teaching contextualized courses • CDCP noncredit courses and sequences of programs need to be explored and the most appropriate high demand/ high wage vocational programs begin in 2015-16 	<ul style="list-style-type: none"> • Improved results on assessment testing • Number of students transitioning to Community College and workforce /employment in CTE pathway
Transition to Workforce	<ol style="list-style-type: none"> 1. Develop a regional "Core Competencies Matrix", charting pathway options and how they lead to entry-level, mid-level, and high wage jobs 2. Articulate with industry partners <ul style="list-style-type: none"> • Develop curriculum in partnership with employers • Offer industry/employer recognized certificates • Identify partners who offer internships, job 	<ul style="list-style-type: none"> • Regional website • Constant updating • Regional CTE advisory board • Incentives to gain industry partners 	<ul style="list-style-type: none"> • Successful development of website/application • Website hits/number of teachers, students, counselors who report awareness of pathways • Enrollment numbers • Number of students transitioning to Community College and workforce • Progress on education plans (certificates, transfer, etc.) • Number of industry partners • Number of industry recognized certificates offered • Number of internships, job shadowing opportunities, ap-

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	shadowing, apprenticeships, job opportunities		prenticeships and job opportunities offered <ul style="list-style-type: none"> ○ Number of students successfully completing above
	3. Standardize assessments for CTE industry pathways across the region <ul style="list-style-type: none"> • Institutionalize regional/national work-readiness assessment (e.g. WorkKeys) 	<ul style="list-style-type: none"> • Personnel/advisory to develop • Curriculum development • Professional development • Identifying industry standards • Time to develop industry partnerships 	<ul style="list-style-type: none"> • Feedback from advisory groups • Number of industry partnerships • Number of professional development opportunities (with attendance totals - # of faculty/staff participating) • Industry standards clearly articulated • Curriculum developed • Number of students taking assessment tests • Continued assessment for students (cyclical) • Number of students with education plans • Number of students meeting goals/student outcomes
	A. Regional directory of knowledgeable content area/industry specialists	<ul style="list-style-type: none"> • Sufficient number of workforce/industry-specific counselors • Release time for faculty for student advisement 	<ul style="list-style-type: none"> • Number of workforce/industry-specific counselors on staff • Use of directory • Number of students served • Number of students with education plans • Number of students meeting goals/student outcomes

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<p>B. Workforce orientation available for all Adult School students</p> <ul style="list-style-type: none"> • Soft skills <u>required</u>/embedded in curriculum • Career exploration (internships, job shadowing) • Introduce noncredit Career Development and College Preparation (CDCP) programs in workforce, soft skills and career exploration, at Community Colleges, that lead to certificates of completion for improved employability and job opportunities, as well as certificates in recognized career fields. Students will have opportunities for contextualized learning in an flexible entry/exit model, with repeatability. The CDCP noncredit program addresses the needs of the underprepared students that need more time 	<ul style="list-style-type: none"> • Adult school faculty • Time/staff to develop curriculum and pre-apprenticeships • Industry partners • Guest speakers from industry partners • Enhanced noncredit CDCP courses and sequences must approved by the Chancellor’s Office and need to be evaluated for the SBCAE to begin 2015-16 	<ul style="list-style-type: none"> • Number of orientation courses developed • Number of guest speakers • Number of students going through orientation process • Number of students, faculty, staff, and employers reporting that students are prepared for the transition to workforce • Number of internships, job shadowing opportunities, and pre-apprenticeships offered <ul style="list-style-type: none"> ○ Number of students successfully completing above
	<p>C. Include tracking of CTE student outcomes/momentum points in common education plans (including skill-building)</p>	<ul style="list-style-type: none"> • Common website • Incentives for students to report their transition to workforce • Transition specialists to track student data • Incentives for employers to report student hiring (free courses) • Team/advisory to define skill building and momentum points as student outcomes 	<ul style="list-style-type: none"> • Successful development of uniform data system • Number of students/employers using system to report transitions to workforce • Number of students with education plans • Number of students meeting goals/student outcomes
	<p>D. Enhance/develop high-wage, high-demand career pathways</p> <ul style="list-style-type: none"> • New apprenticeships and non-trade 	<ul style="list-style-type: none"> • Regional center to collaborate with industry partners • Time/staff to develop pre-apprenticeship programs 	<ul style="list-style-type: none"> • Number of industry partnerships • Number of pre-apprenticeship programs developed • Number of new apprentice-

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
<ul style="list-style-type: none"> Time/staff to develop new apprenticeship programs ship programs developed Number of students served by pre-apprenticeship/apprenticeship programs Number of students successfully making transition to workforce 			
Adults with Disabilities			
Transition to Community College	<ul style="list-style-type: none"> Establish clear standards (reading, writing, math...) required for college Provide tools to help with the transition to college (Dragon, large print, laptops, calculators, note takers, graphic organizers, e-texts, adoptive technology...) Provide digital literacy skills Establish bridge program to assist with transition from AS to CC 	<ul style="list-style-type: none"> Transition specialists for AWD Funding for tools for AWD Staffing to teach digital literacy skills 	<ul style="list-style-type: none"> Number of students served Number of students successfully making transition
Transition to Workforce	<ul style="list-style-type: none"> Establish a CTE program for adults with disabilities 	<ul style="list-style-type: none"> Transition specialists for AWD 	<ul style="list-style-type: none"> Number of students served Number of students successfully making transition
Greater Independence Skills for Adults with Disabilities	<ul style="list-style-type: none"> Assessment, advisement and guidance at the resource center for AWD students Offer programs designed to help AWD maintain living skills Distinguish between those who can achieve complete independence from those who can only go so far and offer programs for both 	<ul style="list-style-type: none"> Transition specialists for AWD Staffing and funding for life skills programs 	<ul style="list-style-type: none"> Number of students served Number of students successfully achieving goal
Tracking Student Outcomes	<ul style="list-style-type: none"> Develop system to track student outcomes 	<ul style="list-style-type: none"> An information system for this purpose 	<ul style="list-style-type: none"> System in place and able to produce tracking data
English as a Second Language			
Transition to Community	<ol style="list-style-type: none"> Staff to reach out to communities and talk to parents 	<ul style="list-style-type: none"> Website 	<ul style="list-style-type: none"> Website visits

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
College	<ul style="list-style-type: none"> ○ Travel to neighborhoods, libraries ○ Social media/web resources 	<ul style="list-style-type: none"> ● Mobile Vans ● Bilingual marketing and outreach staff 	<ul style="list-style-type: none"> ● Outreach events
	<ol style="list-style-type: none"> 2. Ensure faculty and students are aware of ESL programs, Increase awareness of Adult School-CC ESL programs and services within immigrant communities <ul style="list-style-type: none"> ○ Joint marketing/outreach efforts 3. Requirements and support services across the consortium <ul style="list-style-type: none"> ○ Regional marketing and outreach ○ All programs, requirements and supports (e.g. childcare services) listed in one place (website; web application) in a cohesive, regional center ○ Inform teachers, students and counselors of all program options and requirements 	<ul style="list-style-type: none"> ● Website/mobile application with comprehensive list of regional ESL offerings <ul style="list-style-type: none"> ○ Team to develop and maintain system with constant updates (potentially leverage existing resources, e.g., courses at Mission College) ○ Translation specialists ● Team to explore possibility of utilizing resources that currently exist (e.g., state website, CA Career Zone, regional economic development websites) ● Webmaster to organize input from consortium members ● Regional center that stores comprehensive information (website) ● Teachers or Dept. Chairs 	<ul style="list-style-type: none"> ● Successful development of website/application ● Website hits ● Number of teachers, students, counselors who report awareness of ESL programs ● Enrollment numbers

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
		from the Adult School need release time to instruct/offer assistance to the counseling staff	
	<p>4. Align courses/curriculum across the consortium</p> <ul style="list-style-type: none"> • Standardize Adult Education ESL curriculum (e.g., LAUSD model--joint book fairs, share textbook lists, align levels and texts) • Standardize/align CC ESL levels and texts • Increase academic writing levels among Adult Ed students (e.g., Designated number of writing assignments across both systems) • For CC transfer ready students, add homework assignments while still in Adult School • Creation of contextualized vocational curriculum aligned across both systems • Common website to share information about course alignment • Identify transition-specific contact person at each institution 	<ul style="list-style-type: none"> • Regional center with personnel to accomplish these goals • Adult Education writing instructors • Professional development for Adult Education writing instructors in academic writing • Compensation for writing instructors to review and edit student writing Time for Adult Education and CC instructors/curriculum specialists to meet each semester • Common website across consortium • Transition-specific contact people at each institution • Manager/Coordinator to oversee the process 	<ul style="list-style-type: none"> • Number of alignment meetings • Number of AE and CC staff present at alignment meetings • Number of PD trainings for writing instructors
	A. Provide sufficient number of transition-specific spe-	• Transition specialists and	• Number of counselors and

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<p>specialists and counselors to help students to identify appropriate programs and requirements (financial aid)</p> <p>B. Provide regularly scheduled (semesterly, quarterly) CC tours to Adult School students</p> <ul style="list-style-type: none"> ○ Utilize Student Ambassadors: Adult Ed students to CC and reversed; Orientation tours (both day and evenings). ○ Events with individualized follow up with food ○ Contact and support (transportation, childcare info) from point person 	<p>career counselors (one at each school)</p> <ul style="list-style-type: none"> • Student Ambassadors • Systemized, regular collaboration among transition specialists/counselors • Ongoing professional development for transition specialists • Food, promotional materials 	<p>specialists on staff</p> <ul style="list-style-type: none"> • Number of professional development opportunities (with attendance totals - # of faculty/staff participating) • Number of students served
	<p>5. Improve preparation level of Adult Education students transitioning to CC</p> <ul style="list-style-type: none"> • Address Placement issues (assessment, data tracking, referral) • "Placement Nights" for AE to CC with online application, assessment, advisement, orientation. Includes a warm hand-off: referrals, orientations, tours appts set up by Transition Coordinator • Data tracking: add a question to online assessment (CCC apply): which previous school did you attend? • Partner communication: share student data, let partners know test dates, let schools know who is coming to take test • Professional Development –share textbooks, writ- 	<ul style="list-style-type: none"> • Dean Advisement • Assessment Specialist • Assessment coordinator – mini written assessment • Point person advisement person --> both sites 	

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<p>ing samples, board graded samples</p> <p>5. Improve instruction and instructional opportunities</p> <ul style="list-style-type: none"> • Co-collocation of classes, professional learning communities, concurrent enrollment, transitional writing support, contextual courses, individualized learning plans, workplace instruction • CC instructors teach the AE transfer course at the AE site • Flexibility to support writing and tech skills when necessary • Increase instructional rigor of credentialing requirements for ESL instructors at Adult level. (AE ESL credential based on, at minimum, a TESOL certificate along with ongoing professional development, rather than on the number of English courses they had taken in college) 	<ul style="list-style-type: none"> • FT Transition Coordinator • Funding for extra FT staff hours for tours, advisement • Equitable funding of Adult Schools with Community Colleges 	
<p>Transition to Workforce</p>	<p>1. Develop work readiness/preparation programs including those supporting advancement</p> <ul style="list-style-type: none"> • Marketing/outreach for existing support programs • Create industry partnerships • Prioritize services to highest need/most marginalized --Fee-based for higher skilled workers in the future • Offer more career-focused ESL and career skills (VESL or IBEST) in high demand areas like healthcare. 	<ul style="list-style-type: none"> • Language lab and tutoring center hours and staffing. • Increased pay for paraprofessional staff. • Funding for co-teaching • Some release time or pay for FT who oversees core classes 	<ul style="list-style-type: none"> • Number of accelerated courses • Number of professional learning communities • Number of labs

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<ul style="list-style-type: none"> • Create database linking programs offered to careers (includes class capacity to facilitate adding classes when demand requires it. 		
	<p>[Has not been discussed as group yet: Establish Career Development and College Preparation (CDCP) noncredit courses/programs at the Community Colleges, in program sequences, that lead to certificates of completion and improve employability and job opportunities. The CDCP noncredit programs will include basic skills, ESL and CTE: preparation and refresher courses, in many high demand/high wage industry sectors. Students will have opportunities for contextualized learning in an flexible entry/exit, with repeatability CDCP noncredit program address the needs of the underprepared students that need more time. CDCP courses/programs will not impact students financial aid.]</p>		
	<p>2. Reduce time students spend in basic ESL courses</p> <ul style="list-style-type: none"> • Develop “accelerated” courses that help to quickly move students into transfer credit programs. • Provide learning communities, tutoring, mentoring and other supports and advising for student success. • Create strong language labs at CC with additional online component for independent study and enhancement. • Two teachers (content & ESL) co-teach or two related subject teachers teach for learning community. Contextualized curriculum especially in career pathways. 	<ul style="list-style-type: none"> • Language lab and tutoring center hours and staffing. • Increased pay for paraprofessional staff. • Funding for co-teaching • Some release time or pay for FT who oversees core classes 	<ul style="list-style-type: none"> • Number of accelerated courses • Number of professional learning communities • Number of labs

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants⁷⁹

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment
	<ul style="list-style-type: none">• Utilize IBEST model teaching.• CC FT instructors oversee teachers of classes with multiple sections to ensure standardization to the course outline/curriculum and use of common assessments. Share teaching info and questions.• Develop online modules for vocabulary learning• Increase practice in vocabulary of dense fields/industries		

A9 Table 4.1 Needs and Solutions by Program Area Demand Metrics

Table 4.1. Needs and Solutions by Program Area Demand Metrics⁸⁰

Program Area	Description of the Instructional Need/Solution – Based on Variable Penetration Rates
ABE/ASE Classes	<p>In order to expand ABE/ASE programming to increase access for the population in need, we propose an increase from current capacity of 16,795 to 44,742. This represents a 20% potential demand rate which would increase system capacity by only 16,500 over the 2008-09 baseline. Future program expansions will be based on state funding as well as continued evaluation of region’s needs assessments for ABE/ASE.</p> <p>Some of this capacity should be a result of increased partnerships with community agencies that can assist individuals with very low literacy and numeracy rates and other barriers to participation in adult education.</p>
Programs for Immigrants – ESL	<p>SBCAE proposes to increase the capacity of members from the current supply of enrollments at 9,548 to achieve a market penetration rate of 40% (10% each year for 4 years) of the potential demand for Immigrant/ESL services which is estimated at 35,792 unduplicated enrollees. This would increase capacity by about 15,000 students when compared with 2008-09 enrollment baseline. SBCAE would also partner effectively with community agencies that can assist individuals with very low English skills and other barriers to participation.</p>
Adults with Disabilities	<p>SBCAE proposes a dramatic increase in services to AWD. Current classroom services levels are almost non-existent in the Adult Schools and limited in Community Colleges. The Consortium recognizes that the Community Colleges are providing a number of effective educational supports that help students mainstream in regular college classes, and we recommend that a mix of classroom and non-instructional services be provided. Given that 10% of the potential demand is 11,250 students per year across the Consortium, it is recommended that this number of students be served with both instructional and non-instructional services, an increase of 10,722 above the current service level. Again partnerships with community organizations will be needed to achieve this goal.</p>
Short-Term Career Technical Education	<p>SBCAE recommends increasing CTE programs that are currently serving 8,252 students per year to expand to serve 35,365 which it estimated to be 10% of the current demand. Accomplishing this goal will involve several strategic initiatives. First, the entire Consortium will need to dramatically increase its connections with local industry in a coherent manner in order to elicit their engagement, guidance and support. Second, State policy efforts should address the FTES fiscal disincentives inherent in CTE programs by providing a higher FTES reimbursement rate for these hands on, equipment demanding courses that require smaller class sizes.</p>
Apprenticeships	<p>While there are robust Apprenticeship programs available in the region, at the current time virtually no adult school or Community College students are engaged with these programs. SBCAE recommends targeting 600 apprentice enrollments which would achieve 10% penetration of the potential demand. This effort will require more effective networking with Santa Clara County Construction Careers Association (S4CA) and the building trade unions.</p>

⁸⁰ See tables in A18 for cost projections for the above strategies in Table 4.1

Table 4.1. Needs and Solutions – Systemic and Programmatic			
Problem Area	Need	Description of Solution	Resources Needed
System Col- laboration and Articulation	1. No common student assessments are used across the Consortium.	Solution: Work together locally (and to the extent possible with CDE and CCCCCO) to establish common assessment systems to ensure that adult learners are receiving the instruction and support necessary to achieve their educational and career goals.	
	2. Immigrant communities are not aware of ESL programs/services	Joint marketing/outreach efforts -Going to communities -Reaching out to parents -Vans to neighborhoods -Social media/web resources -libraries	
	3. Communities have difficulty accessing programs	Programs within communities (not necessarily new buildings but adequate space) Support services: Childcare, food etc. Computers—digital literacy Ask to use unused CC space in the evenings and late afternoons. WV has some space to share!	Funding for support services (snacks, child-minder) funding for computers and maintenance

Table 4.1. Needs and Solutions – Systemic and Programmatic

Problem Area	Need	Description of Solution	Resources Needed
	<p>4. Courses of study are not aligned across the AS/CC Consortium.</p>	<p>Standardize curriculum among AE based on LAUSD (joint book fairs, share textbook lists, align levels and texts); Align levels and texts with CC; Writing: increase academic writing levels among AE students; Contextualized vocational curriculum; Designated # of writing assignments (CC-AE) Add HW for students preparing to transfer.</p> <p>Solution: Work together locally (and to the extent possible with CDE and CCCCCO) to align courses of study and career pathways from the Adult Schools to the Community Colleges.</p>	<p>AE/CC writing teachers (correcting essays, etc.) Pay for AE teachers to grade writing assignments. AE teacher training in how to teach academic writing. Prof. dev. time for AE and CC teachers to meet each semester to align curriculum.</p> <p>Coordinator</p>

Table 4.1. Needs and Solutions – Systemic and Programmatic

Problem Area	Need	Description of Solution	Resources Needed
	<p>5.Lack of programs for work readiness (and advancement)</p>	<p>Marketing/outreach for existing support programs Inviting industry partners (Prioritize services to highest need/most marginalized --Fee-based for higher skilled workers in the future)</p> <p>Offer more career focused ESL and career skills (VESL or IBEST) in high demand areas like healthcare. Having a database listing what programs offer what careers and the class capacity (is there a waiting list?) will help us fill and add class when demand requires it.</p> <p>[Has not been discussed as group yet: Establish Career Development and College Preparation (CDCP) noncredit courses/programs at the Community Colleges, in program sequences, that lead to certificates of completion and improve employability and job opportunities. The CDCP noncredit programs will include basic skills, ESL and CTE: preparation and refresher courses, in many high demand/high wage industry sectors. Students will have opportunities for contextualized learning in an flexible entry/exit, with repeatability CDCP noncredit program address the needs of the underprepared students that need more time. CDCP courses/programs will not impact students' financial aid.]</p>	<p>Meet with biz partners to access gaps in workforce knowledge and future industry demands.</p> <p>Marketing ties in with database. Funding for database construction and training for users.</p> <p>More ESL teachers to work alongside content teachers.</p>
	<p>6. Language needs of ESL students within CTE programs in CC are not addressed sufficiently (beyond pre-reqs, alignment with CTE programs and ESL needs – now advisory only)</p>	<p>ESL and CTE/ content area specialist must identify language level needed for student success in chosen field (also writing, digital literacy, communicative competence, pronunciation, soft skills, professional presentations)</p>	<p>Time (and pay) for each CTE dept. to evaluate their specific requirements.</p>

Table 4.1. Needs and Solutions – Systemic and Programmatic

Problem Area	Need	Description of Solution	Resources Needed
	<p>7. Students experience disjointed or lack of support during transitions.</p>	<p>Transition Coordinator(s)/Team (one at each school?)</p> <p>Tours -- (CC and AE)/Student Ambassadors: Calendared regular events (semester, quarter); AE students to CC and reversed; Orientation tours(,both day and evenings), Tour ESL class, student ambassadors. CTE campus, class, dept.; Individual counseling/financial aid info, promotion, food; Follow-up – contact/support (transportation/childcare info) from point person (counselor, ESL T, student ambassador)</p> <p>Solution: Create an effective transitional support system for students moving from the Adult School classes to the Community Colleges/CTE program/transfer/industry. Expand transitional classes and services in both systems.</p>	<p>(For Tours) 5 hours/5-6 Tso and staff like counselor</p> <p>student ambassadors</p> <p>Food, promotional materials</p> <p>Point person to provide follow-up</p> <p>Full or half time Transition Specialist/Coord.</p>

Table 4.1. Needs and Solutions – Systemic and Programmatic

Problem Area	Need	Description of Solution	Resources Needed
	<p>8. Adult School students are sometimes not adequately prepared for Community College.</p>	<p>Placement (assessment, data tracking, referral)</p> <p>"Placement Nights for AE to CC" with online application, assessment, advisement, orientation; Warm hand-off: referrals, orientations, tours appts set up by Transition Coordinator;</p> <p>Data tracking: add Q to online assessment, CCC apply - which previous school was attended?; Partner communication: share student data, let partners know test dates, let schools know who is coming to take test; Professional Development –share textbooks, writing samples, board graded samples</p> <p>co-collocation of classes, learning communities, concurrent enrollment, transitional writing support, contextual courses, individualized learning plans, workplace instruction</p> <p>have a CC instructor teach the AE transfer course at the AE site</p> <p>Beef up writing and tech skills when necessary</p> <p>Equitable funding of Adult Schools with Community Colleges</p> <p>Increase rigor related to the credentialing requirements for ESL instructors at Adult level. In the past, some instructors received their AE ESL credential based on the number of English courses they had taken in college. They were not asked to have methodologies, Language Acquisition, Cross-cultural communication, Linguistics, grammar, courses and so forth. A minimum of a TESOL certificate should be required along with ongoing professional development, so that these instructors will be kept informed about the innovations in the TESOL field.</p> <p>Solution: Greater collaboration between faculty, counselors and administrators to ensure that appropriate standards are known by all and that students receive the level of instruction and support that is necessary to prepare for college level work.</p>	<p>(For Placement)</p> <p>Dean Advisement paid for ongoing \$</p> <p>Assessment Specialist</p> <p>Assessment coordinator – mini written assessment</p> <p>Point person advisement person --> both sites</p> <p>FT Transition Coordinator</p> <p>Funding for extra FT staff hours for tours, advisement</p>

Table 4.1. Needs and Solutions – Systemic and Programmatic			
Problem Area	Need	Description of Solution	Resources Needed
	9. SBCAE partners and potential partners do not have the information they need to be effective partners; and the SBCAE members do not know what resources are available in the community.	<p>Consortium Communication/Coordinator Role: Technology, social connective tools (e.g., Google drive), Conference calls, Create a Consortium website with links to shared resources like a list of current support services (e.g., transportation, child care, tutorial services)</p> <p>Leveraging regional partners to support the consortium (investing in adults = investing in families), reaching out to industry</p> <p>Solution: Create a robust “Regional Structure for Adult Education” that provides the infrastructure to create, support and sustain a system of communication and collaboration that develops the support services needed by adult learners and also meets the needs of the regional workforce sector.</p>	<p>Consortium coordinator</p> <p>People to set up and maintain (update), contribute, facilitate, share (role could rotate)</p>
	10. SBCAE lacks a common data platform to share student-level and system performance data in an effective manner to support student success and member quality improvement.	<p>Solution: Work to have current data systems connect, and work with CalPass+ or other resources (CalWORKS) to build out a local system and collect the requisite MOUs and permissions to be able to share student data. Develop an individualized learning and career plan that may be shared digitally among members.</p>	<p>IT support to set up and maintain. Training for all who input data.</p>
	11. Faculty/Instructors have not had sufficient opportunities to work together in an empowered and engaged manner in leading innovation across the region.	<p>Solution: Create and sustain a regional structure across institutions in partnership with industry, labor, government and community agencies.</p> <p>Develop shared professional development activities that build connections among faculty/instructors and administrators.</p>	<p>Funding for regular meetings between all stakeholders.</p>

Problem Area	Need	Description of Solution	Resources Needed
Institutional changes	12. Counseling and other non-instructional services have been minimized during the funding cuts, especially at the Adult Schools.	Resource Specialists, peer mentors → systemic support (not resting on teacher) Solution: Increase the funding and use of effective student support services such as counseling, advising, mentoring and tutoring at all of the SBCAE members. Solution: Robust professional development to ensure that all adult education staff are effective providers of support services and utilize support tools effectively. Counselors need more training to work with ESL students (just because a student can speak, doesn't mean he has literacy)	
	13. Undocumented students encounter barriers that undermine the affordability and accessibility of Community College.	Solution: Ensure that undocumented students are provided maximum opportunity to enroll and succeed at Community Colleges without encountering unnecessary barriers.	
	14. Adult learners with low-literacy and numeracy skills, limited or non-existent English and concerns about immigration issues do not trust governmental organizations and large institutions.	Solution: SBCAE members share resources and expertise with community providers who can help to engage these adult learners in the educational process, build their confidence, and ultimately move them into the formal educational system as appropriate. Expand the “no wrong door” practices to community partners where there is trust and comfort for the most vulnerable adult learners.	
	15. Students with learning disabilities are not identified and supported in an effective manner in Adult Schools.	Solution: Regional efforts are made to develop assessment expertise and to provide faculty with professional development and support in the classroom to differentiate instruction using best practices. Solution: Hire learning disability specialists regionally and locally to lead the charge on expanding access and success for AWD.	

Table 4.1. Needs and Solutions – Systemic and Programmatic

Problem Area	Need	Description of Solution	Resources Needed
<p>Personal and Environmental barriers to student success</p>	<p>16. Adult learners experience economic, personal and familial crises that undermine their ability to succeed as adult learners.</p>	<p>Solution: Develop technology supported strategies such as distance learning that provide flexibility in terms of time and geography.</p> <p>Solution: Develop and expand wraparound services that provide students with a variety of pragmatic support, including emergency financial assistance – requires partnerships with social services agencies and other safety net groups.</p> <p>Solution: Effective counseling and advising to help students find solutions that work in the real world and a coherent referral protocol to access community resources.</p>	
	<p>17. Adult Learners may lack understanding of the educational system and become discouraged when encountering barriers to success.</p>	<p>Solution: A qualified counselor/advisor should help all Adult Learners to develop an individualized learning and career plan on a common electronic platform (at both AS and CC systems). This should be a living plan than can be change as life circumstances and opportunities emerge.</p>	<p>Hire a specific transition advisor/coordinator. Develop ILP (indiv. learning plans) for each career path w/ inst. input.</p>

Table 4.1. Needs and Solutions – Systemic and Programmatic

Problem Area	Need	Description of Solution	Resources Needed
	<p>18. Too many Adult Learners spend numerous years in basic skills and ESL and many do not progress to certificate and degree programs. The length of time has implications on financial aid and other resources that students may need to complete degrees and certificates, including career technical education (CTE).</p>	<p>Solution: Ensure all students have an individualized learning and career plan that is reviewed frequently, adapted to changing needs, and assures that students are prepared for post-secondary success. Pay counselors to review ILP each semester w/ student.]</p> <p>Solution: Develop “accelerated” courses that help to quickly move students into transfer credit programs.</p> <p>Solution: Provide learning communities, tutoring, mentoring and other supports and advising for student success.</p> <p>Strong language labs at CC with additional online component for independent study and enhancement.. Contextualized curriculum esp. in career pathways. IBEST model teaching.</p> <p>CC FT instructor to oversee teachers of classes with multiple sections to ensure everyone is teaching to the course outline/curriculum and use common assessments. Share teaching info and questions.</p> <p>Develop online modules for vocab. learning practice in vocab. dense fields.</p>	<p>Increase language lab and tutoring center hours and staffing. Increased pay for paraprofessional staff.</p> <p>Two teachers (content & ESL) co-teach or 2 related subject teachers for learning community.</p> <p>Some release time or pay for FT who oversees core classes</p>

A10 Table 5.1 Work Plan for Implementing Approaches Proven to Accelerate a Student's Progress toward his or her Academic or Career Goals

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
Adult Basic and Secondary Education			
<p>Prioritize course articulation across the region</p>	<ul style="list-style-type: none"> ● Systematize process for articulation agreement <ul style="list-style-type: none"> ○ Align curriculum at each pathway, level and course ○ Align the last Adult School class in a series to the next step in a Community College certificate (e.g. stackable certificates) ● Define pathways regionally <ul style="list-style-type: none"> ○ Regional database would track agreements and outcomes ○ Make articulation agreements understandable and accessible for students as well ● Share curriculum and materials at a regional level ● Develop relationships to promote ongoing collaboration with counselors and departments across the region 	<ul style="list-style-type: none"> ● <u>Statewide</u> template for articulation agreements (UC/CSU model) ● Time for cross-institution collaboration to align curriculum (articulation collaboration days) ● Common website with comprehensive list of course offerings, pathways, and articulation agreements ● Professional development (around Reading Apprenticeship, evidence-based reading levels) ● Common website, virtual discussion forum to share curriculum materials 	<ul style="list-style-type: none"> ● Having a common articulation template ● Defining/achieving successful collaboration ● Number of articulation agreements ● Number of students achieving educational goals/milestones at accelerated pace ● Number of website hits ● Number of teachers who receive training ● Pre/post evaluation

⁸¹ See tables in A18 for cost projections for the above strategies in Table 5.1

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Standardize assessment testing across the consortium</p>	<ul style="list-style-type: none"> ● Clearly define competency levels in basic skills ● Track results in shared, uniform data system across the consortium (e.g. Naviance software) ● Align placement test content with curriculum to prepare students 	<ul style="list-style-type: none"> ● Statewide assessment initiative (placement) ● Collaboration across consortium and between faculty and classified staff re: curriculum alignment ● Common website with ability to share/update data across the region ● Understanding parameters of test taking (time constraints, etc.) 	<ul style="list-style-type: none"> ● Having common assessment across region ● Integrating assessment content into curriculum ● Defining/achieving successful collaboration ● Effectiveness of data tracking ● Number of website hits ● Student success metrics in completing education goals at accelerated pace

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Develop regionally articulated common education plans for all students</p>	<ul style="list-style-type: none"> ● Mandate common education plans for students <ul style="list-style-type: none"> ○ Track student transitions and progress in shared, uniform data system across the consortium (e.g. Naviance software) ○ Leave room for constant updating <ul style="list-style-type: none"> ▪ Revise and update goals 	<ul style="list-style-type: none"> ● Offer transition specialists/ counselors ● Professional development: Teachers need transition-specific training/release time ● Additional professional development, collaboration, policies will depend upon outcome and design of the common assessment ● Policy that is generic across the consortium that allows faculty/staff to share student information (MOUs may fulfill this need) ● Virtual shared access to common education plans 	<ul style="list-style-type: none"> ● Number of students with education plans at accelerated pace ● Number of students meeting with transition specialists ● Number of students achieving educational goals at accelerated pace ● Policies that allow regional access to common education plans; regional web platform to access common education plans ● Number of teachers receiving training around transition ● Pre/post evaluation, self-evaluation
<p>Redesign curriculum pathways</p>	<ul style="list-style-type: none"> ● Use cohort model ● Offer dual-enrollment courses at Adult Schools and Community Colleges ● Offer co-located courses at Adult Schools and Community Colleges ● Develop and offer stackable CTE certificates (in high-wage, high-demand industries) ● Offer courses in condensed amount of time (accelerated courses) ● Offer online courses (e.g. Khan Academy, MOOC) ● Offer modular learning 	<ul style="list-style-type: none"> ● Curriculum alignment across the consortium ● Paid leave time for faculty collaboration across the consortium re: <ul style="list-style-type: none"> ○ Dual enrollment agreements ○ Co-located courses ○ CTE certificate offerings ○ Online course development ○ Modular learning 	<ul style="list-style-type: none"> ● Number of dual enrollment agreements, co-located course, CTE certificate offerings, ● Development of online courses, modular learning programs ● Number of students achieving educational goals at accelerated pace

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Offer CTE courses to contextualize basic and secondary education</p>	<ul style="list-style-type: none"> ● Accelerate CTE pathways by offering basic skills taught in industry-specific courses (e.g. math for engineering) ● Include work orientation skills in curriculum (e.g. basic computer literacy, WorkKeys) ● Career Development and College Preparation (CDCP) noncredit programs may provide options for contextualized basic and secondary education in a open and repeatable framework. 	<ul style="list-style-type: none"> ● Articulation agreements (curriculum/assessment alignment) ● Industry collaboration (Paid faculty leave time) ● Regional collaboration (Paid faculty leave time) 	<ul style="list-style-type: none"> ● Number of students achieving educational/career goals at accelerated pace ● Number of industry partners participating in curriculum design, feedback on employer
<p>Offer career counseling</p>	<ul style="list-style-type: none"> ● Provide students with career/CTE pathway counseling <ul style="list-style-type: none"> ○ Provide comprehensive list of CTE pathways and prerequisites ○ Student ambassadors/peer counseling ○ Refer students to community partners/employers for industry-specific information 	<ul style="list-style-type: none"> ● Approx. 1 counselor to 200 students? (Need direct counselor involvement to assess needs) ● Website with comprehensive listing of all CTE pathways and industry referrals, constantly updated ● Student ambassadors/peer counselors and incentive program ● Professional development for counselors and teachers re: workforce preparation, job requirements, high-wage, high-demand employment 	<ul style="list-style-type: none"> ● Student survey re: satisfaction with career goals and progress toward goals ● Number of students changing career/education goals (seen as a positive change) ● Number of students achieving educational goals/milestones at accelerated pace ● Number of faculty receiving training ○ Pre/post, self-evaluation

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Prepare students for workforce readiness (professional etiquette)</p>	<ul style="list-style-type: none"> ● Offer workforce orientation/soft-skills mandatory for all Adult School students in CTE pathways <ul style="list-style-type: none"> ○ Classes, workshops, integrated into curriculum ○ Integrate ACT WorkKeys job skills assessment system for Applied Mathematics, Locating Information, and Reading for Information to assist students in earning ACT's National Career Readiness Certificate ○ Introduce Noncredit Career Development and College Preparation (CDCP) programs in workforce, soft skills and career exploration, at Community Colleges, that lead to certificates of completion for improved employability and job opportunities, as well as certificates in recognized career fields. Students will have opportunities for contextualized learning in an flexible entry/exit model, with repeatability. The CDCP noncredit program addresses the needs of the underprepared students that need more time. 	<ul style="list-style-type: none"> ● Paid time for collaboration across the consortium re: development of orientation curriculum, workshops ● Enhanced noncredit CDCP courses and sequences must approved by the Chancellor's Office and need to be evaluated for the SBCAE to begin 2015-16. 	<ul style="list-style-type: none"> ● Feedback from industry partners/employers on success of students who have participated in workforce orientation training
<p>Regionally partner with local industries/ employers</p>	<ul style="list-style-type: none"> ● Efficiently collaborate with employers to design basic and secondary education curriculum, contextualized CTE courses, and identify soft skills that are needed ● Identify employers who are willing to provide internships, job shadowing, apprenticeships 	<ul style="list-style-type: none"> ● Paid faculty leave time for collaboration with industry partners 	<ul style="list-style-type: none"> ● Defining/achieving successful collaboration ● Feedback from industry partners on employer benefits

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Offer student support services as a region</p>	<ul style="list-style-type: none"> ● Efficiently share resources such as assessment testing, learning disability testing, counseling, financial aid workshops, ● Effectively refer students to community organizations who provide support services (e.g. childcare, bus passes, etc.) ● Provide comprehensive list of support services offered within the region <ul style="list-style-type: none"> ○ Post on website (requires constant updating) 	<ul style="list-style-type: none"> ● Paid faculty leave time for collaboration across the consortium to coordinate sharing of resources (assessment testing, counseling, industry collaboration, support services, professional development) ● Common website with comprehensive listing of all support services 	<ul style="list-style-type: none"> ● Regional resource center/website ● Effective sharing of resources (student support services, counseling PD) ● Number of website hits ● Student satisfaction survey ● Effective referrals to outside community partners ● Feedback from community partners on effectivity of “marketing efforts”
<p>Market adult education as a region</p>	<ul style="list-style-type: none"> ● Provide comprehensive list of CTE pathway options and course offerings through a regional center <ul style="list-style-type: none"> ○ Post on website (requires constant updating) 	<ul style="list-style-type: none"> ● Common website with comprehensive listing of all CTE pathways and industry referrals, constantly updated 	<ul style="list-style-type: none"> ● Number of website hits ● Student satisfaction survey ● Number of new students creating education plans with counselors ● CTE/CC intake question asking for students’ referring school
<p>Career Technical Education</p>			

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Prioritize course articulation across the region</p>	<ul style="list-style-type: none"> ● Offer systematic, paid Articulation Days across the region <ul style="list-style-type: none"> ○ CTE-specific articulation days ○ Curriculum alignment needs to be course by course ○ Develop instructions/checklist on process for articulation agreement in advance of meetings ● Develop relationships to promote ongoing collaboration with counselors and departments across the region ● Define pathways regionally <ul style="list-style-type: none"> ○ Regional database would track agreements and outcomes ○ Make articulation agreements understandable and accessible for students as well ● Articulate the last Adult School class in a series to the next step in a Community College certificate (stackable certificates) 	<ul style="list-style-type: none"> ● Regional center with personnel to accomplish these goals ● CTE advisory board ● Common website across consortium ● Institutions willing to host articulation days ● Transition-specific contact people at each institution ● Time: 2-3 year effort to align individual courses: collaboration across consortium ● Curriculum specialists ● Manager to oversee the process 	<ul style="list-style-type: none"> ● Number of successful articulation days ● Number of successful curriculum development days ● Number of articulation agreements ● Number of articulated courses ● Number of program pathways with articulation and agreements ● Number of students served in each pathway

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Standardize curriculum and CTE prerequisites across the consortium</p>	<ul style="list-style-type: none"> ● Utilize common educational assessment across the consortium ● Align certificate options into stackable offerings ● Offer credit by exam 	<ul style="list-style-type: none"> ● Team to define skill levels ● Testing center ● Collaboration with statewide initiative for common assessment ● Aligning curriculum with assessment test scores ● Regional center with personnel to accomplish these goals ● CTE advisory board ● Common website across consortium ● Institutions willing to host articulation days ● Transition-specific contact people at each institution ● Time: 2-3 year effort to align individual courses: collaboration across consortium ● Curriculum specialists ● Manager to oversee the process 	<ul style="list-style-type: none"> ● Number of students taking assessment tests ● Continued assessment for students (cyclical) ● Decline in number of students taking remedial classes ● Number of successful articulation days ● Number of successful curriculum development days ● Number of articulation agreements ● Number of articulated courses ● Number of program pathways with articulation and agreements ● Number of students served in each pathway

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Expand impacted career pathways</p>	<ul style="list-style-type: none"> ● Increase counselor, teacher, student awareness of all CTE pathway options to identify <u>other</u> similar tracks students can pursue (e.g., radiology instead of nursing) ● Offer collocation of classes at job sites <ul style="list-style-type: none"> ○ Identify the <u>right</u> industry partnerships ● Open up evening and weekend rotations to students on clinical pathways ● Partner with CBOs that offer coursework (e.g. Healthcare training at Catholic Charities) ● Standardize assessments for CTE industry certificates to align Adult School and Community College offerings 	<ul style="list-style-type: none"> ● Website/mobile application with comprehensive list of regional CTE pathway offerings/pre-requisites <ul style="list-style-type: none"> ○ Team to develop and maintain system with constant updates (potentially leverage existing resources, e.g., courses at Mission College) ○ Translation specialists ● Team to explore possibility of utilizing resources that currently exist (e.g., state website, CA Career Zone, regional economic development websites) ● Survey developer to collect course and pathway information ● Webmaster to organize input from consortium members ● Regional center that stores comprehensive information (website) ● Industry and CBO partnerships ● Time/staff to develop expansion (e.g., collocation, new rotations, etc.) ● Resources for alignment as listed in the previous row 	<ul style="list-style-type: none"> ● Successful development of website/application ● Website hits ● Number of teachers, students, counselors who report awareness of pathways ● Enrollment numbers ● Number of students transitioning to Community College and workforce ● Progress on education plans (certificates, transfer, etc.) ● Resources re: alignment as listed in previous row ● Increased enrollment in similar, non-impacted tracks ● Number of partnerships developed ● Increased number of rotations for students on clinical pathways ● Agreements for collocated classes/CBO taught classes

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Prepare students for workforce readiness (professional etiquette)</p>	<ul style="list-style-type: none"> ● Identify what is needed by employers and work backwards to implement through the entire pathway curriculum <ul style="list-style-type: none"> ○ Contextualization, IBEST, career-specific skills ● Teach workforce readiness skills in workshops, seminars, non-credit classes, 1 unit counseling course, embedded in curriculum <ul style="list-style-type: none"> ○ Determine if mandatory ○ Market to high school students (“learn how to get a job”) ● Designate a CTE regional group to develop workforce readiness curriculum in partnership with employers <ul style="list-style-type: none"> ○ Adapt to each sector as needed ● Host CTE Workforce Day at regional center <ul style="list-style-type: none"> ○ Developed in partnership with industry and schools ● Promote work readiness on a deeper level by offering job shadowing and internships ● Use what already exists! <ul style="list-style-type: none"> ○ Contract as a consortia with groups like Work2Future and NOVA ○ Apprenticeship/Professional CTE may have different expectations/criteria for “workforce readiness” <ul style="list-style-type: none"> ▪ Pre-Apprenticeship classes are essential to address this need 	<ul style="list-style-type: none"> ● Adult school faculty ● Time/staff to develop curriculum and pre-apprenticeships ● CTE regional group ● Industry partners ● Guest speakers from industry partners 	<ul style="list-style-type: none"> ● Number of orientation courses/workshops developed ● Number of guest speakers ● Number of students going through orientation process ● Number of students, faculty, staff, and employers reporting that students are prepared for the transition to workforce ● Number of internships, job shadowing opportunities, and pre-apprenticeships offered <ul style="list-style-type: none"> ○ Number of students successfully completing above ● Workforce Day at regional center held ● Number of contracts developed with groups like Work2Future and NOVA

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
Respond to the needs of special student populations			
<ul style="list-style-type: none"> • Undocu-mented students 	<ul style="list-style-type: none"> • Targeted outreach and classes (ESL) taught at elementary schools • Teach home/self-employment skills (e.g. construction, small business development, workforce etiquette skills, etc.) • Target Dream Act students • Develop more non-state regulated pathway certificates (e.g. geriatric home health aide) • Community colleges have to collect social security numbers for federal audit purposes - how to address this barrier? 	<ul style="list-style-type: none"> • Outreach specialists • Time/staff to develop non-state regulated pathway certificates 	<ul style="list-style-type: none"> • Increased number of students enrolling in home/self-employment coursework • Number of non-state regulated pathways offered • Student outcomes re: self-employment • Documentation of outreach efforts

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<ul style="list-style-type: none"> Highly educated immigrants 	<ul style="list-style-type: none"> Counselors/regional center should identify <u>reliable</u> resources for diploma review/verification (Regional Center) partnership with/model after Upwardly Global workforce preparation model <ul style="list-style-type: none"> Cohort systems, networking, job shadowing Regional center refer students to “career experts” who can answer immigration-specific questions <ul style="list-style-type: none"> On-call/virtual access Student ambassadors Online videos (TCV, KQED) Refer students to comprehensive regional website with CTE pathway options/requirements <ul style="list-style-type: none"> Offer classes/workshops to address specific needs of this group (e.g., American business practices, accent reduction) 	<ul style="list-style-type: none"> Counselors/regional center specialists and “career experts” Partnerships with model programs, media Time/staff to develop systems and classes/workshops Student ambassadors Expanded IT capacity 	<ul style="list-style-type: none"> Number of counselors/specialists on staff Number of partnerships developed Number of “Career experts” and student ambassadors Online videos developed Regional website developed with reliable resources identified Number of classes/workshops developed for this population <ul style="list-style-type: none"> Number of students enrolled in classes/workshops Increased number of students retained Increased number of students completing certificates/degrees Increased number of students making successful transitions to 4-year institutions Increased number of students making successful transitions to workforce

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<ul style="list-style-type: none"> ● Adults with Disabilities 	<ul style="list-style-type: none"> ● Design universal curriculum re: accessibility <ul style="list-style-type: none"> ○ Professional development around teaching strategies for reaching everyone, including undiagnosed students and recognizing “hidden” disabilities ● Expand awareness of services available to students <ul style="list-style-type: none"> ○ Asset mapping of AWD resources ○ Refer <u>all</u> students to support services on first day of classes ● Expand awareness of companies in the area known for accessible hiring practices (e.g. refer students to Project Hire) <ul style="list-style-type: none"> ○ Connect current institutional resources to regional center ● Involve employers, partnerships in curriculum development <ul style="list-style-type: none"> ○ Identify minimal requirements for jobs – design curriculum around them ○ Define reasonable accommodations for AWD students ● Include learning disability specialist (with CTE knowledge or referral) as part of regional center ● Synchronized teaching to combine ABE and CTE classes 	<ul style="list-style-type: none"> ● Professional development ● Specialists/advisory to document assets, resources, employers, accommodations ● Industry partnerships ● Disability specialist 	<ul style="list-style-type: none"> ● Number of professional development opportunities (with attendance totals - # of faculty/staff participating) ● Asset map developed ● Reasonable accommodations defined ● Learning disability specialist hired ● Number of students, faculty, and staff who report increased awareness of support services, companies with accessible hiring practices, etc.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
Adults with Disabilities			
Provide a robust structure of support services	<ul style="list-style-type: none"> • Establish an intake process using the resource center • Consortium wide catalog of courses and services • Coordination of what offerings should be available where, based on needs data • Ensure appropriate resources available to staff consortium resources • Ensure consortium funding is set aside to fund shared resources, not subject to separate control by member organizations • Establish agreements with external services providers • Training of faculty in how to work with students with learning disabilities or other forms of disabilities • Create/restore course and service offerings for particular learning needs/styles in Adult Schools and Community Colleges • Create/restore course and service offerings for students with physical disabilities in Adult Schools 	<ul style="list-style-type: none"> • Disability specialists for key areas such as learning disability, developmental disability • Transition specialists/counselors for students with special needs • Disability assessments and trained specialists to use them • Funding to maintain staffing • Job developers to create internship and work opportunities for AWD 	<ul style="list-style-type: none"> • Number of adult learners served • Number of external service agreements in place • Number of adult learners served by external service providers • Number of faculty trained • Course offerings in place and enrollments for same
Provide a shared consortium pool of experts	<ul style="list-style-type: none"> • Create a pool of experts for the consortium who specialize in a number of disabilities, especially learning disability 	<ul style="list-style-type: none"> • Consortium staffing and funding 	<ul style="list-style-type: none"> • Number of adult learners served
Out-reach/marketing/ changing of mindset	<ul style="list-style-type: none"> • Develop ways to reach, communicate with and change minds about assessment, advisement, guidance services and alternative pathways 	<ul style="list-style-type: none"> • Outreach staffing and funding 	<ul style="list-style-type: none"> • Use of programs and services before and after campaigns

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
English as a Second Language			
Increase ESL program access for immigrant communities	<ul style="list-style-type: none"> • Develop programs within communities to reduce distance barriers <ul style="list-style-type: none"> • Utilize spaces in existing facilities (e.g., unused West Valley CC space in the evenings and late afternoons) • Provide support services: Childcare, food etc • Develop digital literacy 	<ul style="list-style-type: none"> • Food, childcare providers • Computers and maintenance 	<ul style="list-style-type: none"> • Number of “satellite” programs • Number of classroom partnerships

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Standardize ESL curriculum across the consortium</p>	<ul style="list-style-type: none"> • Align courses/curriculum across the consortium <ul style="list-style-type: none"> o Standardize Adult Education ESL curriculum (e.g., LAUSD model--joint book fairs, share textbook lists, align levels and texts) o Standardize/align CC ESL levels and texts o Increase academic writing levels among Adult Ed students (e.g., Designated number of writing assignments across both systems) o For CC transfer ready students, add homework assignments while still in Adult School o Creation of contextualized vocational curriculum aligned across both systems o Common website to share information about course alignment o Identify transition-specific contact person at each institution 	<ul style="list-style-type: none"> • Regional center with personnel to accomplish these goals • Adult Education writing instructors • Professional development for Adult Education writing instructors in academic writing • Compensation for writing instructors to review and edit student writing Time for Adult Education and CC instructors/curriculum specialists to meet each semester • Common website across consortium • Transition-specific contact people at each institution • Manager/Coordinator to oversee the process 	<ul style="list-style-type: none"> • Number of alignment meetings • Number of AE and CC staff present at alignment meetings • Number of PD trainings for writing instructors

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Develop work readiness/preparation programs including those supporting advancement</p>	<ul style="list-style-type: none"> • Marketing/outreach for existing support programs • Create industry partnerships • Prioritize services to highest need/most marginalized -- Fee-based for higher skilled workers in the future • Offer more career-focused ESL and career skills (VESL or IBEST) in high demand areas like healthcare. • Create database linking programs offered to careers (includes class capacity to facilitate adding classes when demand requires it. <p>[Has not been discussed as group yet: Establish Career Development and College Preparation (CDCP) noncredit courses/programs at the Community Colleges, in program sequences, that lead to certificates of completion and improve employability and job opportunities. The CDCP noncredit programs will include basic skills, ESL and CTE: preparation and refresher courses, in many high demand/high wage industry sectors. Students will have opportunities for contextualized learning in an flexible entry/exit, with repeatability CDCP noncredit program address the needs of the under-prepared students that need more time. CDCP courses/programs will not impact students financial aid.]</p>		

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Improve instruction and instructional opportunities</p>	<ul style="list-style-type: none"> ● Co-collocation of classes, professional learning communities, concurrent enrollment, transitional writing support, contextual courses, individualized learning plans, workplace instruction ● CC instructors teach the AE transfer course at the AE site ● Flexibility to support writing and tech skills when necessary ● Increase instructional rigor of credentialing requirements for ESL instructors at Adult level. (AE ESL credential based on, at minimum, a TESOL certificate along with ongoing professional development, rather than on the number of English courses they had taken in college) 	<ul style="list-style-type: none"> ● FT Transition Coordinator ● Funding for extra staff PD for writing courses ● Equitable funding of Adult Schools with Community Colleges 	

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals⁸¹

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Methods of Assessment
<p>Reduce time students spend in basic ESL courses</p>	<ul style="list-style-type: none"> ● Develop “accelerated” courses that help to quickly move students into transfer credit programs. ● Provide learning communities, tutoring, mentoring and other supports and advising for student success. ● Create strong language labs at CC with additional online component for independent study and enhancement. ● Two teachers (content & ESL) co-teach or two related subject teachers teach for learning community. Contextualized curriculum especially in career pathways. ● Utilize IBEST model teaching. ● CC FT instructors oversee teachers of classes with multiple sections to ensure standardization to the course outline/curriculum and use of common assessments. Share teaching info and questions. ● Develop online modules for vocabulary learning ● Increase practice in vocabulary of dense fields/industries 	<ul style="list-style-type: none"> ● Language lab and tutoring center hours and staffing. ● Increased pay for paraprofessional staff. ● Funding for co-teaching ● Some release time or pay for FT who oversees core classes 	

A11 Table 6.1 Current Professional Development

Table 6.1 Current Professional Development⁸²

Topic	Professional Development (PD) Strategy	Program Area(s) Addressed
Skill building	"Professional Development Days" (paid involvement with release time)	ABE/ASE, AWD, CTE, ESL
College readiness	Financial aid basic training	ABE/ASE, AWD, CTE, ESL
Instructional strategies	Curriculum design and best practices webinars (IBEST, CALPRO, ESLstation.net)	ABE/ASE, AWD, CTE, ESL
Instructional strategies	Reading Apprenticeship Training	ABE/ASE, CTE
Technology use and integration	Industry and technology webinars and conference participation (Microsoft, Cisco)	CTE
Instructional Strategies	U.S. and CA Department of Education webinars	CTE
Team building; Instructional strategies	Peer-to-peer collaboration/knowledge sharing and classroom observations	ABE/ASE, AWD, CTE, ESL
College readiness; Accelerated teaching	Course articulation coaching at Mission College	ABE/ASE, AWD, CTE, ESL

⁸² See tables in A18 for cost projections for the above strategies in Table 6.1

A12 Table 6.2 Collaborative Professional Development Plan

Table 6.2 Collaborative Professional Development⁸³

Topic	Collaborative Professional Development (PD) Plan	Program Area(s) Addressed
Student Support Services	<ul style="list-style-type: none"> • PD for counselors, faculty, and staff on how to help meet student's basic needs <ul style="list-style-type: none"> ○ How/where to refer students for basic needs support services (childcare, transportation, social worker, financial aid/literacy, housing, etc.) in such a way that they actually receive services in a timely manner ○ How to make students' aware of services and how they can ask for help/referrals and seek out services • PD for counselors, faculty, and staff on how to support students with learning/physical disabilities <ul style="list-style-type: none"> ○ How to recognize learning/physical disabilities ○ When/where to refer students for disability assessment and support services, ○ Opportunities for internships, CTE programs/certificates, jobs ○ How to provide accommodations in classrooms using adaptive equipment in classrooms ○ Utilizing existing resources <ul style="list-style-type: none"> ▪ K12 districts have special education experts to provide PD • PD for counselors, faculty, and staff on how to support special population students (veterans, homeless, undocumented, etc.) <ul style="list-style-type: none"> ○ Where to refer students for support services, internships, CTE programs/certificates, jobs ○ How to accommodate special needs in classroom ○ Cultural competency PD • PD for transition-specific counselors <ul style="list-style-type: none"> ○ Superior knowledge of course articulation/alignment, education plans, CTE pathways/certificates across institutions 	ABE/ASE, AWD, ESL, CTE
Ongoing Collaboration amongst Faculty, Staff and Across Institutions	<ul style="list-style-type: none"> • Designate PD coordinator for SBCAE regional structure and PD contacts at each institution • Develop brick and mortar or virtual regional structure that manages and supports regional PD strategies • Maintain ongoing PD collaboration across institutions in SBCAE (AB86) • Initiate ongoing peer-to-peer collaboration to share information, refine training skills, align classroom cultures <ul style="list-style-type: none"> ○ Cohorts engage in "professional learning communities" organized by program areas or crosscutting themes • Expand use of technology to share resources and skills within and across member institutions • PD for counselors and faculty on regional asset map, website/clearinghouse • PD for counselors and faculty on data tracking requirements (AB86, etc.) 	ABE/ASE, AWD, ESL, CTE
Curriculum and Instruction	<ul style="list-style-type: none"> • PD for counselors and faculty on course/program alignment across institutions <ul style="list-style-type: none"> ○ Coaching at articulation days • Dialogue among faculty on aligning classroom culture during transition from Adult Schools to Community College <ul style="list-style-type: none"> ○ Collaborative PD across institutions ○ Peer-to-peer collaboration 	ABE/ASE, AWD, ESL, CTE

⁸³ See tables in A18 for cost projections for the above strategies in Table 6.2

Table 6.2 Collaborative Professional Development⁸³

Topic	Collaborative Professional Development (PD) Plan	Program Area(s) Addressed
Career Technical Education	<ul style="list-style-type: none"> • PD for counselors and faculty on common or aligned assessment <ul style="list-style-type: none"> ◦ Integrating assessment into instruction • PD for counselors and faculty on education plans <ul style="list-style-type: none"> ◦ Helping students maintain, update, follow pathways • PD for faculty on curriculum/pedagogical design, for example: <ul style="list-style-type: none"> ◦ Alignment with Common Core ◦ Evidence-Based Reading Initiative, CALPRO, California Council for Adult Education ◦ Reading Apprenticeship • PD for faculty on the use of technology in curriculum/pedagogical design – e.g., online, hybrid, flipped classrooms • PD for faculty on incorporating 21st Century skills into all classes and institutional culture (e.g., <i>Habits of Mind</i>, SCANS skills) • PD for faculty on incorporating employer input to CTE curriculum • PD for faculty on designing and implementing contextualized instruction in ESL and ABE/ASE especially • Utilizing existing and free resources - PD on what exists, best practices, peer-to-peer collaboration <ul style="list-style-type: none"> ◦ Industry conferences/webinars ◦ Career pathway PD webinars from California Dept. of Education, U.S. Dept. of Education 	ABE/ASE, AWD, ESL, CTE
PD Scheduling and Follow-Up	<ul style="list-style-type: none"> • Provide funding for PD • Schedule PD days/workshops thoughtfully with reference to teacher schedules, coaching and other follow up efforts • Encourage part-time faculty to participate in PD • Follow-up on PD to increase efficacy and measure outcomes <ul style="list-style-type: none"> ◦ Evaluations, surveys, ◦ Small group skill refinement; coaching; and ongoing online PD 	ABE/ASE, AWD, ESL, CTE

A13 Enrollment by Program Area over Time

Table A13. Unduplicated Enrollment by Program Area over Time

ABE/ASE Enrollment				
	FY 08-09	FY 12-13	FY 13-14	% Change 08-09/13-14
Campbell Adult and Community Ed.	687	517	622	-9%
East Side Adult Ed.	3,117	2,984	2,486	-20%
Milpitas Unified School District (Ayer Site)	363	196	204	-44%
Milpitas Unified School District (including Elmwood Correctional Facility)	5,540	2,226	1,713	-69%
Santa Clara Unified School District	871	500	470	-46%
Silicon Valley Adult Ed. / MetroEd	1,631	568	605	-63%
Mission College	4,982	5,055	3,881	-22%
West Valley College	2,849	3,121	1,868	-34%
San Jose City College	5,437	4,461	4,245	-22%
Evergreen Valley College	5,621	6,666	6,211	-10%
Total ABE/ASE Enrollment	31,098	26,294	22,305	-28%
Programs for Immigrants (ESL, Citizenship) Enrollment				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Campbell Adult and Community Education	2,063	1,263	1,504	-27%
East Side Adult Education	7,493	3,769	3,842	-49%
Milpitas Unified School District (Ayer Site)	1,473	700	753	-49%
Milpitas Unified School District (Elmwood Correctional Facility)	1,198	432	521	-57%
Santa Clara Unified School District	2,745	1,113	1,230	-55%
Silicon Valley Adult Ed.	2,803	645	595	-79%
Mission College	1,564	1,283	1,103	-37%
West Valley College	1,186	1,121	994	-16%
San Jose City College	5,988	2,879	3,634	-39%
Evergreen Valley College	4,426	4,003	4,144	-6%
Total ESL Enrollment	30,939	17,208	18,320	-41%
Programs for Adults With Disabilities (AWD) Enrollment				
	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Campbell Adult and Community Ed.	194	0	0	-100%
East Side Adult Ed.	591	0	0	-100%
Milpitas Unified School District (Ayer Site)	0	0	0	N/A
Milpitas Unified School District (Elmwood Correctional Facility)	0	0	0	N/A

Table A13. Unduplicated Enrollment by Program Area over Time

Santa Clara Unified School District	344	218	196	-43%
Silicon Valley Adult Ed.	212	0	0	-100%
Mission College	--	--	--	--
West Valley College	516	374	245	-53%
San Jose City College	--	--	--	--
Evergreen Valley College	--	--	--5	--N/A
Total AWD Enrollment	1,857	592	446	-76%

Programs for Short-Term CTE Enrollment

	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Campbell Adult and Community Ed.	51	35	45	-12%
East Side Adult Ed.	893	497	471	-47%
Milpitas Unified School District (Ayer Site)	301	0	0	-100%
Milpitas Unified School District (Elmwood Correctional Facility)	2,175	1,194	1,161	-47%
Santa Clara Unified School District	2,836	1,532	1,328	-53%
Silicon Valley Adult Ed.	2,253	395	279	-88%
Mission College	72	70	56	-41%
West Valley College	--	--	--	--
San Jose City College	--	--	--163	N/A
Evergreen Valley College	--	--	--	--
Total Short-Term CTE Enrollment	8,581	3,723	3,503	-59%

Programs for Apprenticeships Enrollment

	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Campbell Adult and Community Ed.	0	0	0	N/A
East Side Adult Ed.	0	0	0	N/A
Milpitas Unified School District (Ayer Site)	0	0	0	N/A
Milpitas Unified School District (Elmwood Correctional Facility)	0	0	0	N/A
Santa Clara Unified School District	0	0	0	N/A
Silicon Valley Adult Ed.	0	0	0	N/A
Mission College	--	--	--	--
West Valley College	--	0	0	--
San Jose City College	--	--	--	--
Evergreen Valley College	--	--	--	--
Total Apprenticeships Enrollment	--	--	--	--

A14 California Community College Student Success Scorecard Metrics

Table A14. Student Success Scorecard Metrics

	Evergreen Valley College	Mission College	San Jose City College	West Valley College
Enrollment (Percent of Total Enrollment by Ethnicity)	14,920	15,777	13,766	17,636
African-American	2.9%	4.2%	7.5%	3.0%
American Indian/Alaska Native	0.4%	0.2%	0.5%	0.3%
Asian	27.2%	35.9%	21.9%	14.1%
Filipino	6.3%	9.4%	3.6%	2.1%
Hispanic	34.3%	20.9%	39.2%	19.3%
Pacific Islander	0.6%	0.6%	0.8%	0.4%
White	14.7%	19.9%	17.0%	44.5%
Two or More Races	1.5%	3.2%	3.5%	3.6%
Unknown Ethnicity	12.0%	5.7%	6.0%	12.8%
Cohort (tracked for six years through 2012-13)				
Completion Overall	50.5%	48.5%	44.3%	56.8%
African-American	42.9%	32.5%	35.6%	63.4%
American Indian/Alaska Native	80.0%	16.7%	16.7%	25.0%
Asian	65.3%	62.0%	65.3%	68.6%
Filipino	44.9%	49.1%	56.1%	50.0%
Hispanic	35.7%	35.4%	34.3%	48.9%
Pacific Islander	48.1%	17.6%	34.8%	40.0%
White	45.1%	50.3%	44.7%	57.4%
Persistence Overall	69.2%	70.3%	64.5%	72.1%
African-American	63.5%	70.0%	71.2%	85.4%
American Indian/Alaska Native	60.0%	100.0%	66.7%	58.3%
Asian	70.9%	67.2%	66.7%	65.3%
Filipino	68.1%	74.1%	68.3%	59.1%
Hispanic	69.5%	67.7%	63.0%	75.0%
Pacific Islander	59.3%	64.7%	78.3%	80.0%
White	68.8%	72.1%	60.4%	72.3%
Remedial Math	30.7%	23.0%	27.3%	39.6%
African-American	5.7%	15.2%	22.4%	37.1%
American Indian/Alaska Native	14.3%	0.0%	14.3%	12.5%
Asian	43.4%	42.4%	40.2%	46.5%
Filipino	20.5%	23.5%	33.3%	36.4%
Hispanic	30.2%	16.7%	24.6%	34.8%
Pacific Islander	50.0%	28.6%	14.3%	0.0%
White	33.3%	21.3%	29.7%	40.6%
Remedial English	49.6%	46.7%	43.1%	51.6%

Table A14. Student Success Scorecard Metrics

	Evergreen Valley College	Mission College	San Jose City College	West Valley College
African-American	52.5%	34.0%	42.2%	55.6%
American Indian/Alaska Native	50.0%	16.7%	16.7%	83.3%
Asian	62.3%	56.6%	58.1%	57.1%
Filipino	55.6%	42.1%	67.7%	33.3%
Hispanic	40.0%	42.3%	38.3%	42.6%
Pacific Islander	63.2%	64.3%	58.8%	42.9%
White	47.3%	41.8%	41.0%	53.0%
Remedial ESL	23.9%	11.5%	18.9%	24.9%
African-American	25.0%	5.0%	15.0%	0.0%
American Indian/Alaska Native	0.0%	0.0%	0.0%	N/A
Asian	28.5%	13.5%	27.4%	24.7%
Filipino	0.0%	16.7%	16.7%	0.0%
Hispanic	5.9%	2.6%	9.5%	17.9%
Pacific Islander	N/A	N/A	33.3%	0.0%
White	0.0%	7.1%	14.3%	31.8%
Career Technical Education	57.1%	51.5%	54.1%	52.3%
African-American	69.7%	50.0%	55.2%	46.8%
American Indian/Alaska Native	83.3%	75.0%	41.7%	60.0%
Asian	73.8%	51.2%	61.4%	48.5%
Filipino	59.6%	59.6%	55.0%	42.9%
Hispanic	54.4%	52.7%	51.6%	55.1%
Pacific Islander	60.0%	58.3%	63.6%	85.7%
White	46.4%	48.8%	51.5%	53.3%

A15 Demographic Data by School District

Table A15.1. K12 School District CDE DataQuest Demographic Data ⁸⁴

Unified School District	Enrollment	English Learners	1 Yr. Drop Rate (9-12)	4 Year Cohort Dropout Rate	Free / Reduced Price Meals		
Campbell Union High School District	7,417	737	10%	1.1%	6.7%	3,724	48.7%
East Side Union High School District	26,297	5,259	20%	5.3%	14.8%	14,055	53.1%
San Jose Unified School District	33,184	7,574	23%	2.6%	8.8%	14,790	44.6%
Santa Clara Unified School District	15,151	4,435	29%	4.1%	12.1%	6,592	44.3%
Milpitas Unified School District	10,033	2,514	25%	1.4%	7.1%	3,611	35.6%
Total South Bay Area	273,701	64,408	24%	3.2%	11.1%	98,716	37.0%

Table A15.2. Census Demographic Data by K12 School District

Unified School District	% Unemployed	Poverty	Less than HS Diploma	Non-English at Home
Campbell Union High School District	9.0%	8.7%	9%	36.0%
East Side Union High School District	10.5%	9.9%	24%	65.3%
San Jose Unified School District	9.1%	11.7%	20%	42.4%
Santa Clara Unified School District	7.8%	8.1%	12%	50.3%
Milpitas Unified School District	7.4%	5.5%	9%	61.2%
Total South Bay Area	6.4%	9.7%	13.5%	50.8%

⁸⁴ CDE DataQuest

A16 Program Student Enrollment Waitlists

Table A16. Cumulative Adult School Waitlisted Students 2013-2014⁸⁵

Adult School	Adult Basic Education	ASE - High School Diploma, ISP, GED Prep	ESL	Citizenship	VESL	Adults with Disabilities	CTE	Total by School
Campbell Adult and Community Ed.	30*	45*	60*	0	0	0	0	135*
East Side Adult Ed.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Milpitas Unified School District (Ayer Site)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Milpitas Unified School District (Elmwood Correctional Facility)	0	0	0	0	0	0	0	0
Santa Clara Unified School District	0	12	80	0	0	0	0	92
Silicon Valley Adult Ed.	206	381*	223	0	0	0	37	847
Total by program:	236	438	363	0	0	0	37	1,074

⁸⁵ *Schools stop adding students to the waitlist during the term

A17 Apprenticeship Programs in Santa Clara County

The Santa Clara and San Benito County Building Trades Association.

Western Insulation Contractors Association (Asbestos Workers) Local 16

www.insulators16-wica.com

Boilermakers Local Union 549

www.boilermakers.org

Bricklayers & Allied Craftworkers Local Union 3

www.bac3-ca.org

Northern California Carpenters Regional Council

www.nccrc.org

Carpet, Linoleum & Soft Tile Workers Local Union 12

<http://www.dc16iupat.org/local-unions.aspx>

Cement Masons Local Union 400

www.cm400.org

District Council 16

www.dc16iupat.org

Drywall / Lathers Local Union 9144

<http://www.unionnet.com/?TabId=268>

IBEW (Electrical Workers) Local Union 332

www.ibew332.org

IUEC (Elevator Constructors) Local Union 8

<http://www.iuec8.org>

Glaziers Local Union 1621

www.iupatlocal1621.org

Iron Workers Local Union 377

www.ironworkers377.com

Millmen Local Union 262

<http://www.scbtc.org/local.html>

Millwrights Local Union 102

<http://www.scbtc.org/local.html>

Operator Engineers 3

www.oe3.org

Painters Local Union 507

<http://www.dc16iupat.org/>

Plasterers Local Union 300

www.opcmialocal300.org

Plumbers & Steam Fitters Local Union 393

www.ualocal393.org

Roofers & Waterproofers Local Union 95

www.ualocal393.org

Sheet Metal Workers Local Union 104

www.smw104.org

Sign, Display Local Union 510

<http://www.local510.org/>

Sprinkler Fitters Local Union 483

www.sprinklerfitters483.org

Teamsters Local Union 287

<http://www.teamstersjc7.org/locals/roster/local-287.html>

A18 Scale-Up Capacity Budgets by Program Area

Table A18.1 ABE-ASE Program Area Costs

Actions to Address Identified Strategies	FY15-16	FY16-17	FY17-18
Increase the capacity of the consortium in this program area over the next three years. While we have set a target of providing 44,742 enrollments (which would equal 20% of potential demand), assuming an aggressive and achievable ramp, we will not reach target in the first three years. We can achieve enrollments of 4,400 in the first year, 7,900 in the second year and 22,000 in the third year. The third-year figure represents 49.2% of target.	\$6,177,600	\$10,850,800	\$29,563,600
Align courses/curriculum across the consortium - Define/align prerequisites and competencies for ABE and ASE levels in both the Adult School and Community College systems, as well as requirements for transfer courses to four-year institutions. Systematize and formalize counseling, articulation, transition, and hand-off responsibilities between institutions. Share curriculum and materials at a regional level, using research and evidence-based reading levels and strategies.	\$1,614,832	\$3,262,823	\$3,327,935
Review psychological barriers that affect student successes and address them with counseling and coordinating resources.	\$82,306	\$169,537	\$174,609
Compare and align Community College placement test content with curriculum to prepare students.	\$62,257	\$128,249	\$132,096
Implement a regional database for tracking student progress and agreements to minimize duplicate testing and multiple comparable evaluations.	\$164,334	\$220,831	\$211,746
Total costs for ABE-ASE Program Area	\$8,101,329	\$14,632,240	\$33,409,986

Table A18.2 ESL Program Area Costs

Actions to Address Identified Strategies	FY15-16	FY16-17	FY17-18
Increase the capacity of the consortium in this program area over the next three years. While we have set a target of providing 107,377 enrollments (which would equal 30% of potential demand), assuming an aggressive and achievable ramp, we will not reach target in the first three years. We can achieve enrollments of 6,900 in the first year, 12,000 in the second year and 32,000 in the third year. The third-year figure represents 29.8% of target.	\$7,615,300	\$13,244,000	\$35,317,333

Table A18.2 ESL Program Area Costs			
Actions to Address Identified Strategies	FY15-16	FY16-17	FY17-18
Align courses/curriculum across the consortium (Standardize Adult Education ESL curriculum (e.g., LAUSD model--joint book fairs, share textbook lists, align levels and texts); Standardize/align CC ESL levels and texts; Increase academic writing levels among Adult Ed students (e.g., Designated number of writing assignments across both systems); For CC transfer ready students, add homework assignments while still in Adult School; Creation of contextualized vocational curriculum aligned across both systems; Common website to share information about course alignment; Identify transition-specific contact person at each institution)	\$409,057	\$826,654	\$837,141
Provide sufficient number of transition-specific specialists and counselors to help students to identify appropriate programs and requirements (financial aid) (Provide regularly scheduled (semesterly, quarterly) CC tours to Adult School students; Utilize Student Ambassadors: Adult Ed students to CC and reversed; Orientation tours (both day and evenings); Events with individualized follow up with food; Contact and support (transportation, childcare info) from point person.	\$483,743	\$980,570	\$995,738
Reduce time students spend in basic ESL courses (Develop "accelerated" courses that help to quickly move students into transfer credit programs; Provide learning communities, tutoring, mentoring and other supports and advising for student success; Create strong language labs at CC with additional online component for independent study and enhancement; Two teachers (content & ESL) co-teach or two related subject teachers teach for learning community; Contextualized curriculum especially in career pathways; Utilize IBEST model teaching; CC FT instructors oversee teachers of classes with multiple sections to ensure standardization to the course outline/curriculum and use of common assessments; Share teaching info and questions; Develop online modules for vocabulary learning; Increase practice in vocabulary of dense fields/industries.	\$1,523,815	\$2,921,177	\$3,150,714
Develop work readiness/preparation programs including those supporting advancement (Marketing/outreach for existing support programs; Create industry partnerships; Prioritize services to highest need/most marginalized --Fee-based for higher skilled workers in the future; Offer more career-focused ESL and ca-	\$372,488	\$706,297	\$669,332

Table A18.2 ESL Program Area Costs			
Actions to Address Identified Strategies	FY15-16	FY16-17	FY17-18
reer skills (VESL or IBEST) in high demand areas like healthcare; Create data-base linking programs offered to careers (includes class capacity to facilitate adding classes when demand requires it))			
All programs, requirements and supports (e.g. childcare services) listed in one place (website; web application) in a cohesive, regional center; Inform teachers, students and counselors of all program options and requirements)	\$795,497	\$1,623,041	\$1,657,741
Total costs for ESL Program Area	\$11,199,900	\$20,301,739	\$42,627,999

Table A18.3 AWD Program Area Costs			
Actions to Address Identified Strategies	FY15-16	FY16-17	FY17-18
Funding for AB86 AWD Programs, Student Management, Transitions and Professional Development: Regional Center Coordinator, Learning Disability Specialists, Student Manager Specialists, Teachers, Speech Language Pathologist, Occupational Therapist, Clerical Staff, IT/Adaptive Equipment Operator, Para-Professional, Adaptive Equipment and Software, Website development, Professional Development.	\$1,682,928	\$3,413,319	\$4,346,321
Total costs for AWD Program Area	\$1,682,928	\$3,413,319	\$4,346,321

Table A18.4 CTE Program Area Costs			
Actions to Address Identified Strategies	FY15-16	FY16-17	FY17-18
Increase the capacity of the consortium in this program area over the next three years. While we have set a target of providing 35,365 enrollments (which would equal 10% of potential demand), assuming an aggressive and achievable ramp, we will not reach target in the first three years. We can achieve enrollments of 3,400 in the first year, 5,900 in the second year and 11,650 in the third year. The third-year figure represents 32.9% of target.	\$4,432,467	\$7,691,633	\$15,187,716
Align curriculum across the consortium	\$227,751	\$453,485	\$453,098
Common Educational Assessments Across Curriculum	\$384,155	\$775,677	\$784,956

Table A18.4 CTE Program Area Costs			
Actions to Address Identified Strategies	FY15-16	FY16-17	FY17-18
Regional resource center connecting adults schools Community Colleges across consortium	\$410,416	\$829,773	\$840,675
Contextualized Courses	\$671,451	\$1,861,007	\$1,330,596
Learning Disabilities Support Persons	\$426,468	\$862,841	\$874,735
Professional Development	\$147,595	\$286,661	\$279,569
Total costs for CTE/Apprenticeships Program Area	\$6,700,302	\$12,761,078	\$19,751,346

Table A18.5 Total Consortium Costs by AB86 Program Area

Program Area	FY15-16	FY16-17	FY17-18
ABE-ASE	\$8,101,329	\$14,632,240	\$33,409,986
ESL	\$11,199,900	\$20,301,739	\$42,627,999
AWD	\$1,682,928	\$3,413,319	\$4,346,321
CTE/Apprenticeships	\$6,700,302	\$12,761,078	\$19,751,346
Total South Bay Consortium for Adult Education Costs	\$27,684,459	\$51,108,376	\$100,135,652

A19 Supply vs. Demand Analysis

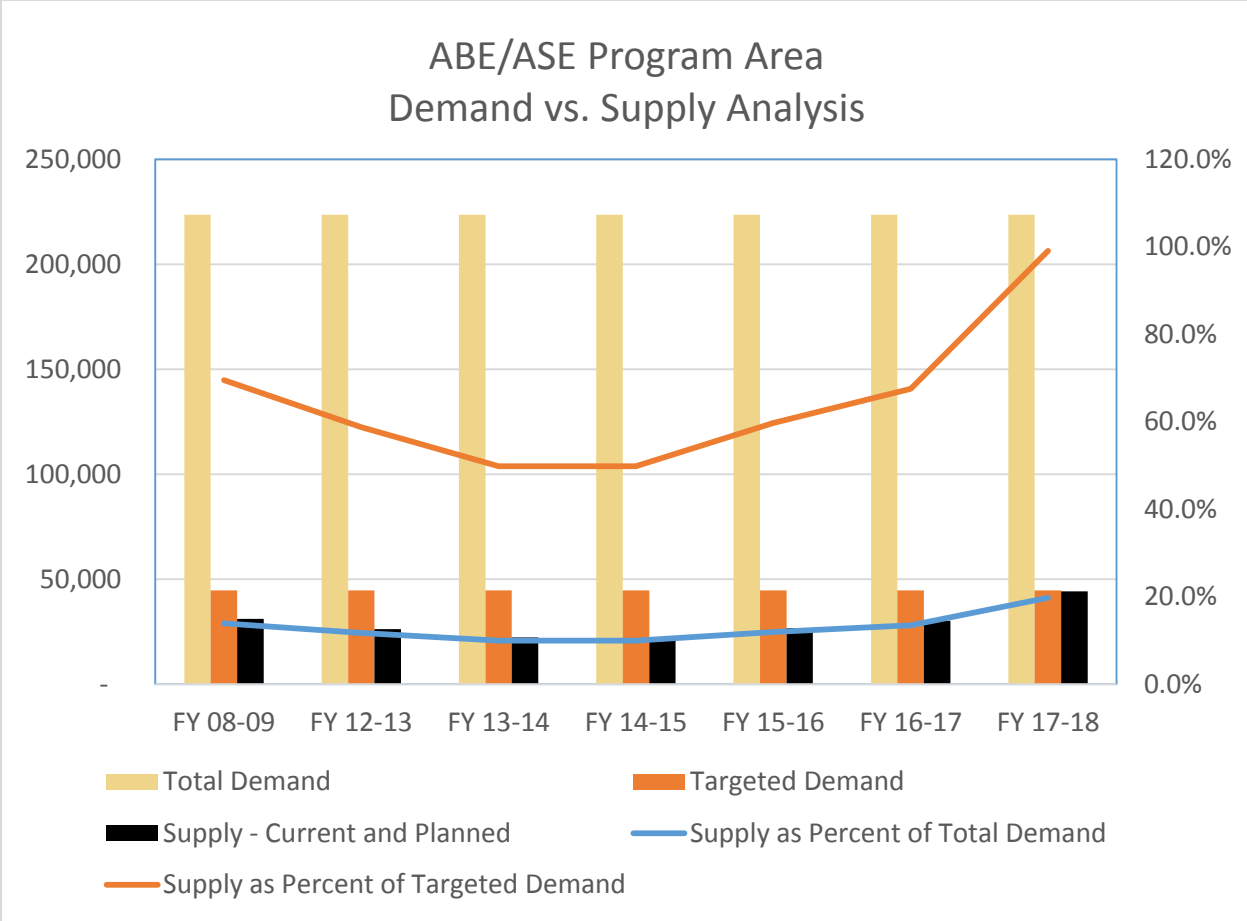


Table A19.1 ABE/ASE Supply vs. Demand⁸⁶

	FY 08-09	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
Total Demand	223,619	223,619	223,619	223,619	223,619	223,619	223,619
Targeted Demand	44,724	44,724	44,724	44,724	44,724	44,724	44,724
Supply - Current and Planned	31,098	26,294	22,305	22,305	26,705	30,205	44,305
Supply as Percent of Total Demand	13.9%	11.8%	10.0%	10.0%	11.9%	13.5%	19.8%
Supply as Percent of Targeted Demand	69.5%	58.8%	49.9%	49.9%	59.7%	67.5%	99.1%

⁸⁶ Under Objective 4, every program area has a target to be met expressed as a percentage of total demand for the region, i.e. ABE-ASE 20% of total demand, ESL 10% first year, 20% second year, 30% third year, AWD 10% and CTE/Apprenticeships 10%. However, in order to show continuous increases against targeted demand, this analysis keeps the target for ESL constant at 20% of total demand across the planning period

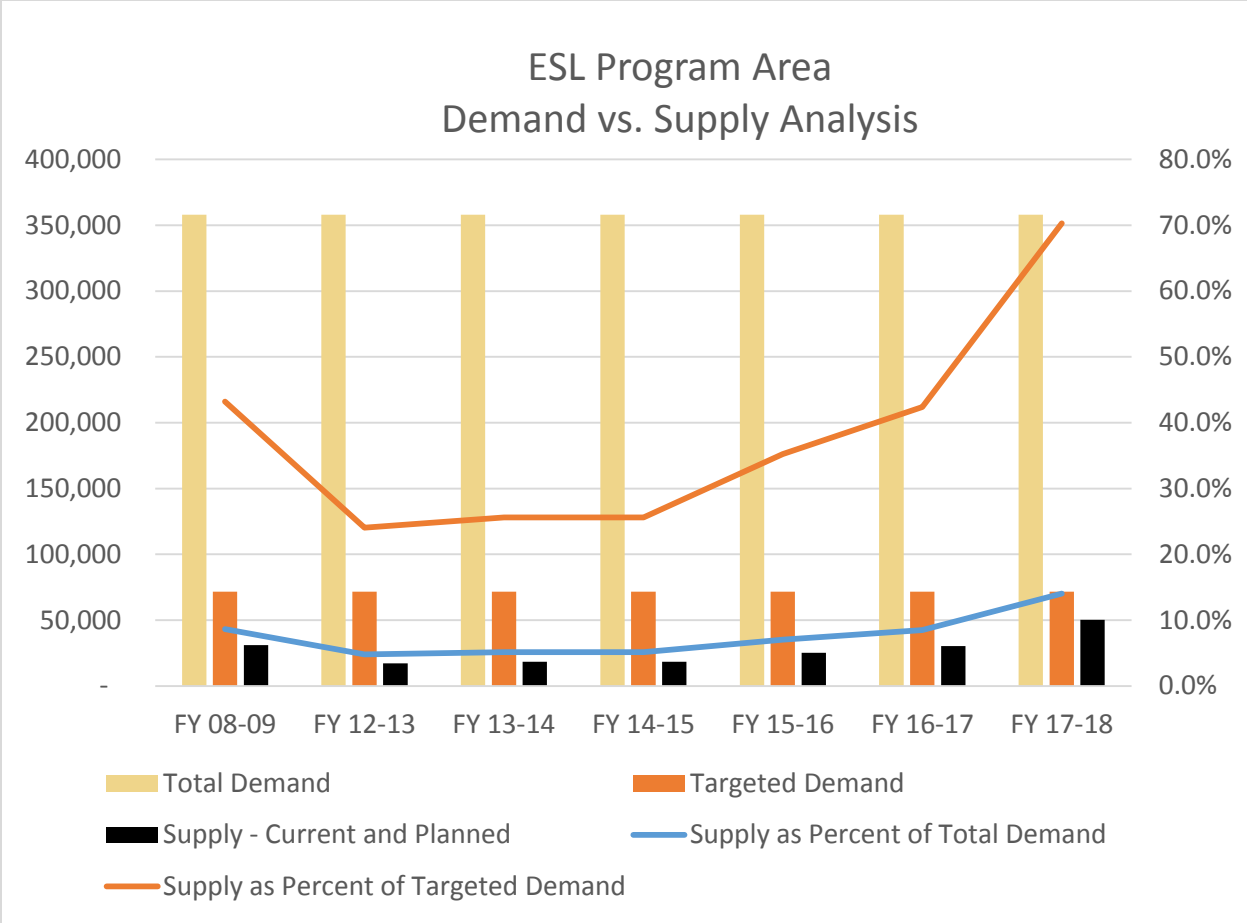


Table A19.2 ESL Supply vs. Demand⁸⁷

	FY 08-09	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
Total Demand	357,924	357,924	357,924	357,924	357,924	357,924	357,924
Targeted Demand	71,585	71,585	71,585	71,585	71,585	71,585	71,585
Supply - Current and Planned	30,939	17,208	18,320	18,320	25,220	30,320	50,320
Supply as Percent of Total Demand	8.6%	4.8%	5.1%	5.1%	7.0%	8.5%	14.1%
Supply as Percent of Targeted Demand	43.2%	24.0%	25.6%	25.6%	35.2%	42.4%	70.3%

⁸⁷ Ibid

AWD Program Area Demand vs. Supply Analysis

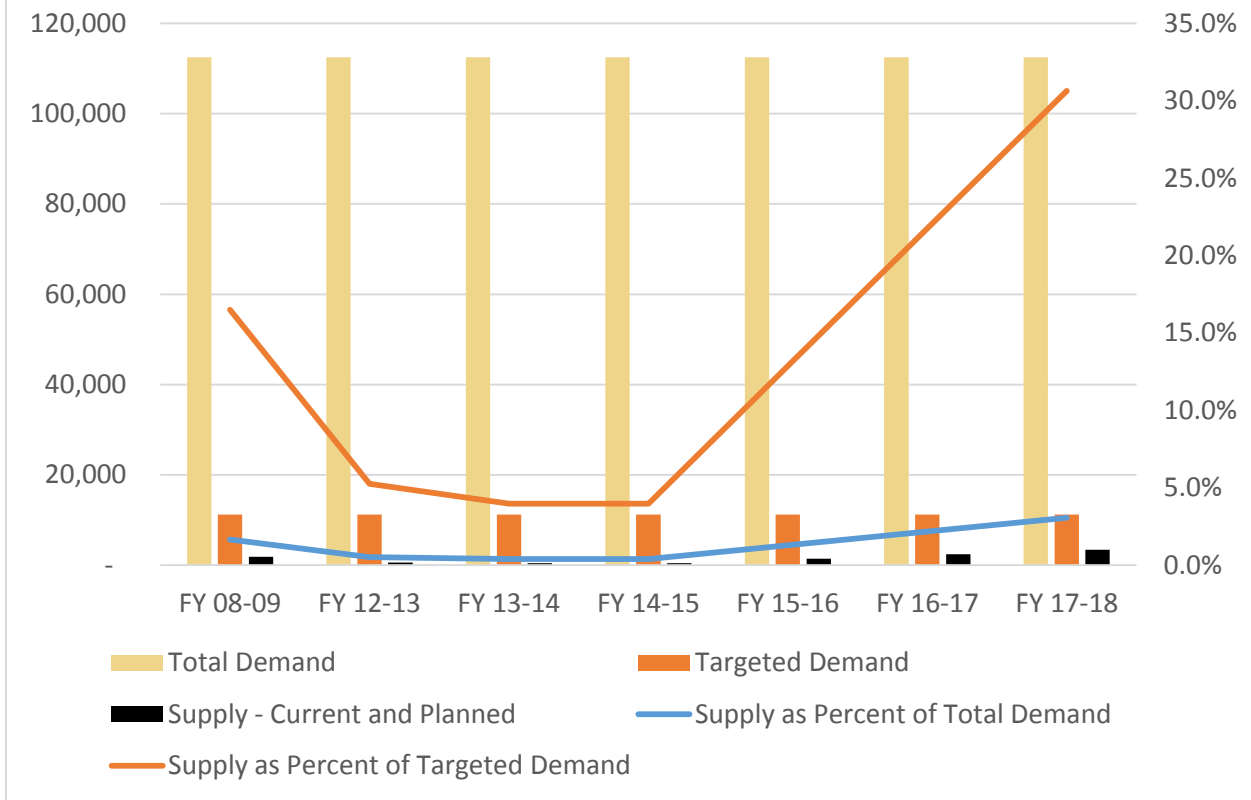


Table A19.3 AWD Supply vs. Demand⁸⁸

	FY 08-09	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
Total Demand	112,500	112,500	112,500	112,500	112,500	112,500	112,500
Targeted Demand	11,250	11,250	11,250	11,250	11,250	11,250	11,250
Supply - Current and Planned	1,857	592	446	446	1,446	2,446	3,446
Supply as Percent of Total Demand	1.7%	0.5%	0.4%	0.4%	1.3%	2.2%	3.1%
Supply as Percent of Targeted Demand	16.5%	5.3%	4.0%	4.0%	12.9%	21.7%	30.6%

⁸⁸ Ibid

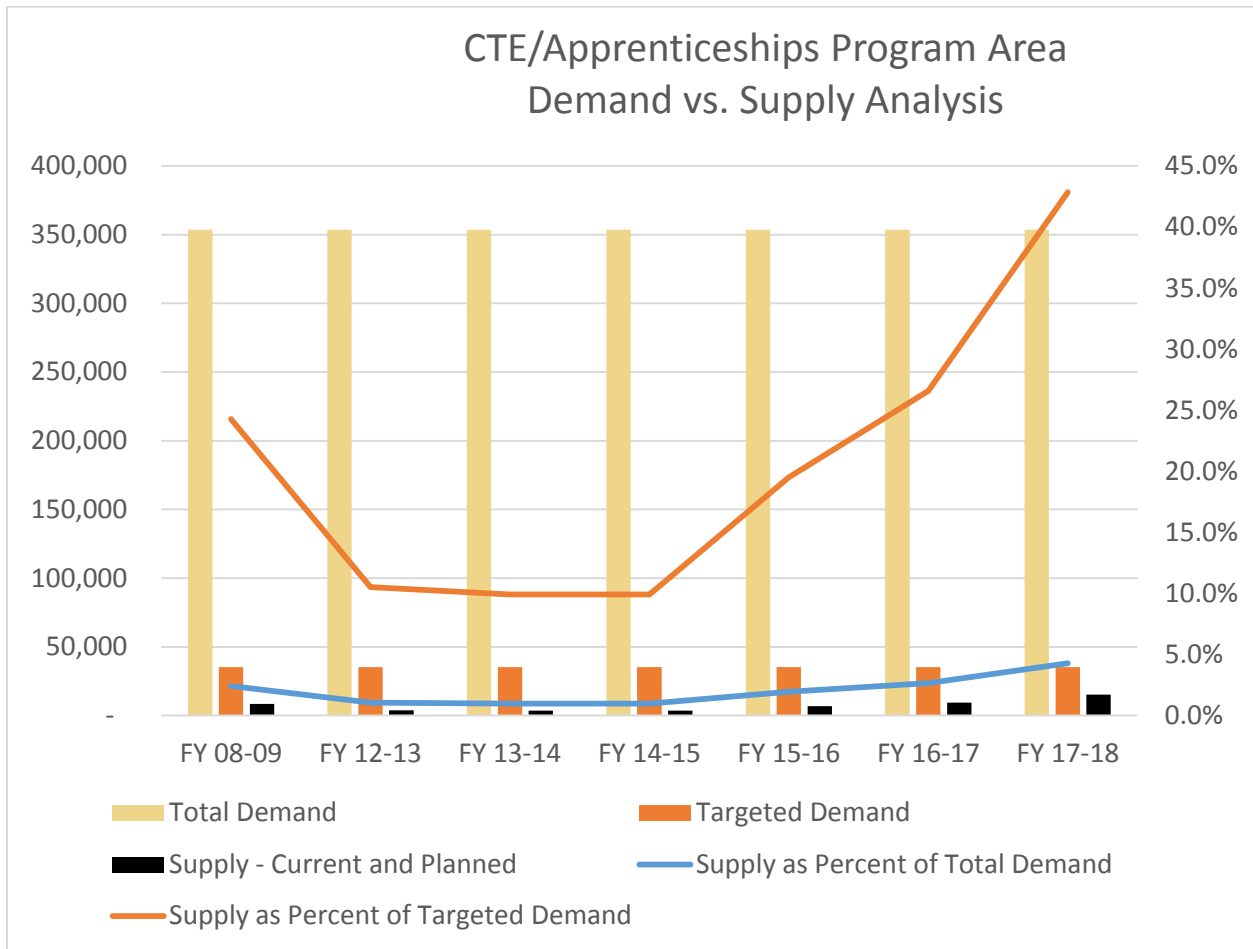
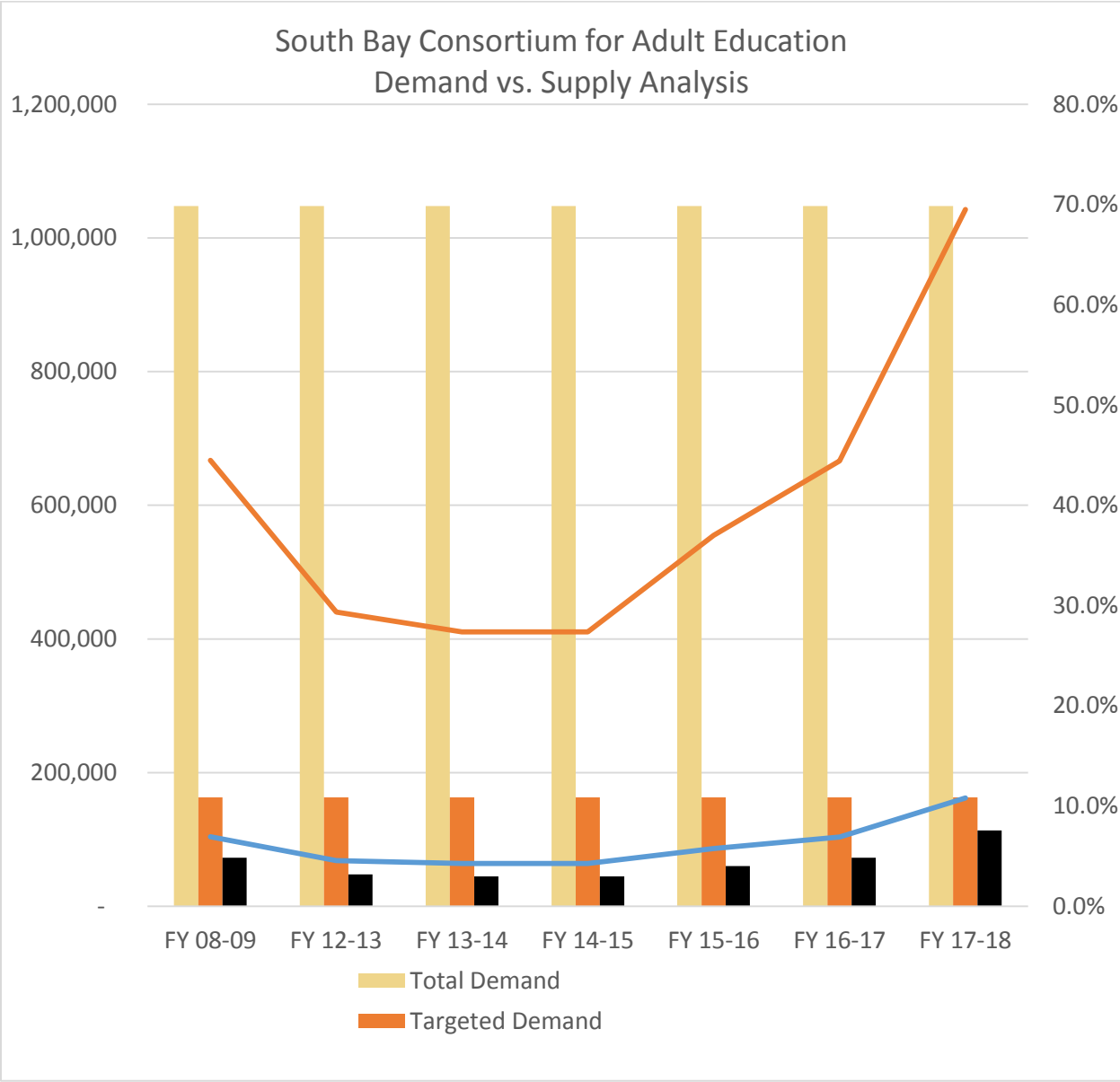


Table A19.4 CTE/Apprenticeships Supply vs. Demand⁸⁹

	FY 08-09	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
Total Demand	353,650	353,650	353,650	353,650	353,650	353,650	353,650
Targeted Demand	35,365	35,365	35,365	35,365	35,365	35,365	35,365
Supply - Current and Planned	8,581	3,723	3,503	3,503	6,903	9,403	15,153
Supply as Percent of Total Demand	2.4%	1.1%	1.0%	1.0%	2.0%	2.7%	4.3%
Supply as Percent of Targeted Demand	24.3%	10.5%	9.9%	9.9%	19.5%	26.6%	42.8%

⁸⁹ Ibid



	FY 08-09	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
Total Demand	1,047,693	1,047,693	1,047,693	1,047,693	1,047,693	1,047,693	1,047,693
Targeted Demand	162,924	162,924	162,924	162,924	162,924	162,924	162,924
Supply - Current and Planned	72,475	47,817	44,574	44,574	60,274	72,374	113,224
Supply as Percent of Total Demand	6.9%	4.6%	4.3%	4.3%	5.8%	6.9%	10.8%
Supply as Percent of Targeted Demand	44.5%	29.3%	27.4%	27.4%	37.0%	44.4%	69.5%

⁹⁰ Ibid

A20 Adult Learners' Focus Group Findings

Adult Learners' Focus Group Findings

February 24, 2015

General Overview

SBCAE convened 29 students to provide input regarding assets and challenges for adult learners in three Program Areas – ABE/ASE, ESL and CTE. Adults with disabilities (AWD) were not represented in the focus group process because the Consortium was not able to attract a sufficient number of AWD students to the focus group. Participants were provided a hot meal and a \$25 gas card as incentives to participate. Community college and adult school leaders were asked to facilitate and record these focus groups. With individual consent, a photographic record was kept of the evening, and some students volunteered to provide brief statements on digital video. The students were thoroughly engaged in the focus group dialogue for over an hour and then participated in a reporting out session, primarily led by the facilitators and recorders.

New Information

Most of the student focus group information was congruent with information SBCAE has obtained through faculty focus groups and Work Groups, surveys and other information sources. However, there were some detailed issues raised by the students that are worthy of mention. For example, low-income students in some adult schools are eligible for “loaner” textbooks, but students reported that they had access to these books for only six hours per week. This was a real hardship for them as they attempt to fit in studying time around their other work and family obligations. Another interesting observation was about the lack of affordable childcare on campus. While students would prefer subsidized childcare, they also suggested that a co-op childcare option would also be of interest so that adult students would help to care for each other’s children while they attend class. Obviously, there would be large practical considerations such as identifying an on-campus location, licensing, and “staff” qualifications but the suggestion was evidence that students were willing to think creatively and to work with the institutions to craft alternative solutions.

Priority Feedback

A number of items were repeated in all of the student focus groups or were mentioned multiple times in one of the focus groups. These include:

- Accessible and affordable childcare
- Cross system efforts such as dual enrollment, common assessments, articulated/transferable courses, career pathways, transfer of courses, etc.
- Need for bridge programs from adult schools to community colleges
- More courses available at times that are convenient for working students (e.g., evening ESL at community colleges; online, self-paced classes for students who cannot dependably attend classes due to family, work and transportation challenges)
- Stronger connection to industry so that students can obtain internships and employment
- Improved and enhanced counseling services at the community colleges

- Effective communication and information about the regional and local opportunities – especially for newcomers; need a website for the region
- The Consortium should seriously consider the importance of “soft” benefits such as cross cultural understanding, building confidence and self-esteem, friendships and peer mentoring/tutoring – all of which provide an affective connection to the adult education system

ABE/ASE Adult Learner Focus Group

The ABE/ASE student focus group identified both strengths and limitations of the adult education system.

Adult school assets included:

- Dedicated faculty who encourage and support students and go above and beyond the call of duty and who provide one-on-one support
- Flexible, on-line courses that allow students to go at their own pace, regardless of barriers such as childcare and transportation and that allow greater acceleration of learning for motivated students
- Students are encouraged and supported to set and achieve academic and career goals

Community college assets were identified as:

- Providing disability supports and accommodations
- Providing loaner textbooks for low-income students who could not otherwise afford books
- Stackable certificates that enable students to advance in their career as they pursue academic and career education

The students also identified a number of barriers, some of which were personal and/or environmental and others that are based on policy or institutional practices.

Personal and/or environmental barriers included:

- Family demands and lack of affordable childcare; childcare was universally recognized as a major barrier to regular college attendance for many of the students
- Student language barriers and/or lack of confidence in going to school/college
- Challenges experienced by immigrant professionals who lack the language skills to pursue a comparable career in the USA

Institutional barriers that impact students at both the adult schools and community colleges are:

- Lack of available information about what educational services are available in the region; need for a centralized website with information for all of the resources available; needs to be accessible to newcomers
- Lack of a bridge between adult schools and community colleges
- Not all schools/colleges have self-paced online options for students who are working and taking care of children and/or other family members
- While tutoring is available, the supply does not come close to meeting the demand
- Computer labs are not sufficiently available to meet student demand and at the times of day or night that they need
- Common assessment tests are needed across the region
- Inadequate transition counseling from adult school to community college
- Curriculum alignment, dual enrollment and career pathways are needed

Adult school-specific barriers include:

- Adult school courses do not always prepare students to enter college without need for remediation

Community college-specific barriers include:

- Need an online option for students to catch up if they have missed a class
- Inadequate financial aid and financial planning counseling
- While loaner textbooks are available, the demand is greater than the supply
- More tutoring is needed

ESL Adult Learner Focus Group

The Consortium convened a robust focus group of ESL students to provide input on the strengths and challenges of the adult education system in the region. However, since only two community college students participated in this focus group, the findings disproportionately address the adult schools.

Assets of the adult schools are as follows:

- Teachers are a great asset, displaying patience, support and general helpfulness
- Classes provide students with opportunities to build their English language skills, including listening/speaking and reading/writing in a self-paced environment
- There are opportunities to get to know about living in the USA and its cultural norms
- The program allows people of different cultures to interact, get to know each other, understand each other's cultures and make friends

- Some assistance is provided to help students with employment related issues – e.g., help with resumes, building confidence, interview skills, etc.

Assets of the community colleges vis-à-vis ESL are as follows:

- Teachers are competent and bring cultural sensitivity to their work
- While variable, counseling services are considered an asset
- Teachers provide cultural knowledge and information about the USA

Personal/environmental barriers to student success include:

- Work schedule and childcare issues
- Transportation problems, including cost of transit
- Low-income that requires students to work full time
- Fear of institutions
- Extremely limited English skills
- Even though comfortable with spoken English, some students lack capacity for reading and writing

Institutional barriers that impact students at both the adult schools and community colleges are:

- Lack of childcare on campus; subsidized and/or co-op childcare should be organized
- Classes are not always available at the time of day the student needs them
- Inadequate online classes
- Need more computer skill development to make job applications
- More counseling and individual tutoring are needed
- Need more contextualized courses that align to career pathways
- Professionals who have immigrated need more assistance with understanding the process for transcript evaluation, value of degrees and certificates and credit for professional experience
- All students should have an educational plan
- ESL courses should be contextualized in a variety of ways such as taking the California driver's license test, discussing social and political issues, employment related subject materials
- Adult schools and community colleges need stronger connections to industry for internships, volunteer opportunities, job placements

Adult School barriers include:

- Lack of capacity to meet the student demand, long waiting lists
- Upper level ESL classes should be taught at a “normal pace” to prepare students for community college classes

Community College barriers include:

- Lack of capacity for open enrollment and open exit classes
- Big classes make individual attention difficult
- Lack of evening ESL classes is a barrier to some students, especially those who work during the day
- More conversation and speaking are needed to improve fluency; accent modification and pronunciation are needed

CTE Adult Learner Focus Group

A focus group of 10 adult learners with experience in CTE programs at both the adult schools and community colleges provided substantial input regarding the assets and barriers to student success in this program area.

The assets of the adult schools in this respect are:

- Courses are flexible and may be brief; they allow open entry and open exit; this flexibility is especially good for individuals reentering society after incarceration
- Counselors are helpful and caring, and there are lots of helpful resources they can help to access
- Good, professional instructors who are practitioners in the career field
- Cost effective for most students
- Multi-cultural environment; cultures are valued and opportunities exist for learning about others

Community college assets include:

- Access to up-to-date technology prepares students for industry expectations
- General education provides opportunities to take needed time to identify a career pathway
- CTE programs provide a career oriented teaching and learning environment
- Able to transfer credits to other higher education institutions
- Diverse programs across the region

Personal/environmental barriers to success in CTE programming:

- Lack of affordable childcare
- Professionals from other countries lack information on the US system for certificates, diplomas and licensing

Barriers to student success in both adult school and community college:

- CTE programs should be better articulated between the two systems
- Information about adult education is disjointed and inadequate across the region
- Lack of industry-specific counseling

- Lack of contextualized courses that allow students to gain core competencies (math, reading, writing) while preparing for their career content areas
- Inability to transfer course credits between all SBCAE members (and beyond)
- CTE teachers need to stay up-to-date in their fields
- More tutors needed to support students in contextualized subjects
- Lack of consistent (placement) assessments across the region
- Adult school CTE students should be placed on the community college waiting lists while they are still in adult school in order to shorten the wait
- Lack of sufficient bridge programs from adult schools to community colleges
- Lack of dual enrollment options
- Relationships between adult schools, community colleges and industry should be strengthened to ensure that students have better access to employment



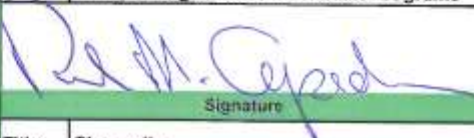
Barriers to student success in adult schools:

- Limited job placements and internships
- Education is not connected directly to jobs
- Too few certificate programs are offered through adult schools
- Professionals from other countries need more help understanding the US system and the prerequisites to getting jobs in their own field
- Some students need a more rigorous and accelerated adult school program, and others need a slower paced approach; it is challenging to meet the differing needs and economic pressures of a very diverse student population
- Need to inform community colleges and industry about adult school CTE programs and engage them to work together so that students can advance and become more employable




Barriers to student success in community colleges:

- Some CTE courses of study have very long waiting lists; this demoralizes students; more courses should be offered
- Assessments are not transferable between colleges and expire within six months
- More counseling is needed, especially career oriented counseling




TEMPLATE

AB86, Section 76, Article 3 Consortium Planning Grant Intent to Participate Member Signature Form			
 California Community Colleges Chancellor's Office		 State Department of Education	
District Name:	San Jose-Evergreen Community College District		
District Address:	4750 San Felipe Rd, San Jose, CA 95135		
Adult Education Planning Contact Information:	Name:	Kishan R. Vujjeni	Telephone: 408-918-5113
	Title:	Dean, College Transitions & Ext Programs	E-mail: kishan.vujjeni@sjcc.edu
Signature of Chief Executive Officer/ Superintendent/Designee:	 Signature		Rita Cepeda Printed Name
	Title:	Chancellor	Date: 2/18/14



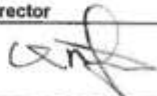
TEMPLATE

AB86, Section 76, Article 3 Consortium Planning Grant Intent to Participate Member Signature Form			
 California Community Colleges Chancellor's Office		 State Department of Education	
District Name:	West Valley Mission Community College District		
District Address:	14000 Fruitvale Ave, Saratoga CA 95070		
Adult Education Planning Contact Information:	Name:	Rob Gamble	Telephone: (408) 855-5255
	Title:	Director, Business/Community Engagement	E-mail: rob.gamble@wvm.edu
Signature of Chief Executive Officer/ Superintendent/Designee:	 Signature		Patrick Schmitt Printed Name
	Title:	Chancellor of WVMCED	Date:

TEMPLATE

AB86, Section 76, Article 3 Consortium Planning Grant Intent to Participate Member Signature Form			
 California Community Colleges Chancellor's Office		 State Department of Education	
District Name:	Campbell Union High School District		
District Address:	3235 Union Avenue, San Jose, CA 95124		
Adult Education Planning Contact Information:	Name:	Dr. Bob Harper	Telephone: 408.626.3402
	Title:	Director, Adult Education	E-mail: bharper@cuhsd.org
Signature of Chief Executive Officer/ Superintendent/Designee:			Patrick K. Gaffney
	Title:	Superintendent	Date: 2/6/14

TEMPLATE

AB86, Section 76, Article 3 Consortium Planning Grant Intent to Participate Member Signature Form			
 California Community Colleges Chancellor's Office		 State Department of Education	
District Name:	East Side Union High School District		
District Address:	830 N. Capitol Avenue, San Jose, CA 95133		
Adult Education Planning Contact Information:	Name:	Richard Uibe <i>uribe</i>	Telephone: 408-928-9310
	Title:	Director	E-mail: uriber@esuhsd.org
Signature of Chief Executive Officer/ Superintendent/Designee:	 Signature		Chris Funk Printed Name
	Title:	Superintendent	Date: 2.17.14

TEMPLATE


**AB86, Section 76, Article 3
Consortium Planning Grant
Intent to Participate Member Signature Form**






**California Community Colleges
Chancellor's Office**





**State Department of
Education**

District Name:	Milpitas Unified School District		
District Address:	1331 E. Calevaras Blvd, Milpitas, CA 95035		
Adult Education Planning Contact Information:	Name:	Kathy Pearson	Telephone: 408-635-2892
	Title:	Principal, Milpitas Adult Education Center	E-mail: kpearson@mused.org
Signature of Chief Executive Officer/ Superintendent/Designee:	 Signature		Cary Matsuoka Printed Name
	Title:	Superintendent	2/20/14 Date:

TEMPLATE

<p align="center">AB86, Section 76, Article 3 Consortium Planning Grant Intent to Participate Member Signature Form</p>			
 <p>California Community Colleges Chancellor's Office</p>		 <p>State Department of Education</p>	
District Name:	Santa Clara Unified School District		
District Address:	1889 Lawrence Rd. Santa Clara Ca. 95052		
Adult Education Planning Contact Information:	Name:	Kathy Martarano	Telephone: 408-423-3500
	Title:	Director	E-mail: kmartarano@scusd.net
Signature of Chief Executive Officer/ Superintendent/Designee:	 <small>Signature</small>		<p>Stanley Rose, Ed.D.</p> <small>Printed Name</small>
	Title:	Superintendent	Date: Stanley Rose, Ed.D.

TEMPLATE

AB86, Section 76, Article 3 Consortium Planning Grant Intent to Participate Member Signature Form			
 California Community Colleges Chancellor's Office		 State Department of Education	
District Name:	Metropolitan Education District - San Jose Unified School District		
District Address:	760 Hillsdale Avenue, San Jose, CA 95136		
Adult Education Planning Contact Information:	Name:	Susan (Suzi) Glass	Telephone: (408) 723-4253
	Title:	Principal	E-mail: sglass@metroed.net
Signature of Chief Executive Officer/ Superintendent/Designee:	 Signature		Alyssa Lynch Printed Name
	Title:	Superintendent	Date: 2/10/14 Alyssa Lynch

South Bay Consortium for Adult Education Project Management Plan

A. Organizational Structure:

Although the community college districts and the adult schools in the region have a history of existing collaborations, Assembly Bill 86 and its focus on adult education planning and implementation of regional consortia is a directive to meet more formally. The San Jose Evergreen Community College District (SJECCD), with its surrounding K-12 adult education schools and community organizations, held an adult education Symposium on May 30, 2013. This was part of the SJECCD strategic initiative to address the adult education needs of its diverse community. These network meetings continued as AB86 Consortium meetings through Fall, 2013. Participants at the meetings included senior leadership from both adult education and community college systems, and other community stakeholders with interests in adult education.

The ongoing Networking Meetings provided existing stakeholders occasion to explore the opportunities for adult education made possible by AB86. There is strong commitment among the participants to work together to better serve the educational needs of South Bay adults. The regional consortium to be called South Bay Consortium for Adult Education (SBCAE) was formed. SBCAE's Networking Meetings expanded to other interested stakeholders including immigrant services, social service organizations, veterans groups, employment services, disability advocacy groups, language learners, and other service providers. Given that adult schools' service areas crossed geographic boundaries of multiple community college districts, it was agreed that the membership of the SBCAE will include two community college districts and five school districts.

A few months prior to the release of Certificate of Eligibility (COE), a Steering Committee was formalized to include representatives from each of the school and community college districts. The Steering Committee oversees and ensures that a shared leadership process is followed to achieve the goals of AB86. The Steering Committee adopted the following purpose statement and goals:

Purpose: The South Bay Consortium for Adult Education Steering Committee oversees and ensures a commitment towards the development of a local consortium to provide collaborative adult education programs.

Goals:

- a) Assess adult education programs within the local area to identify and address gaps
- b) Create seamless transitions for students into postsecondary education or the workforce
- c) Use strategies to accelerate students' progress toward their academic or career goals
- d) Design professional development activities
- e) Leverage existing regional resources

Although many stakeholders attended the Network Meetings, Steering Committee membership was aligned with the Certificate of Eligibility's definition of members; that is public school districts and community college districts within the geographical boundaries of the designated region. The Steering Committee membership was formalized to include the following member institutions,

1. San Jose-Evergreen Community College District (San Jose City College, Evergreen Valley College)
2. West Valley-Mission Community College District (West Valley College, Mission College)
3. San Jose Unified School District (Silicon Valley Adult Education)
4. Milpitas Unified School District (Milpitas Adult Education, including Santa Clara County Correctional Facilities)
5. East Side Union High School District (East Side Adult Education)
6. Campbell Union High School District (Campbell Adult and Community Education)
7. Santa Clara Unified School District (Santa Clara Adult Education)

The Steering Committee determined that SBCAE's participants would continue to include other appropriate partners such as local public services and community based organizations. These partners and stakeholders would be invited to participate in appropriate planning activities, and also participate in the ongoing Network Meetings. The current partners who attended the Networking Meetings and are serving in an advisory role for the SBCAE include the following organizations:

- 1) County of Santa Clara - Immigrant Relations & Integration Services
- 2) County of Santa Clara Social Services
- 3) work2future - Workforce Investment Board
- 4) Career Ladders Project
- 5) Partners in Reading - Santa Clara County Library Services
- 6) Department of Veterans Administration (San Jose Veterans Center)
- 7) TransAccess (Solution Provider for Disabled Populations)
- 8) Center for Employment Training
- 9) Center for Training and Careers
- 10) Santa Clara County Office of Veterans Services
- 11) The Alliance for Language Learners' Integration, Education and Success (ALLIES)
- 12) Building Skills Partnership - SEIU
- 13) Faculty Organizations

In January, 2014, the Steering Committee adopted principles of shared leadership and decision-making by consensus. It was agreed that the Steering Committee would oversee the planning process using the following practices and ongoing strategies:

- 1) Two elected co-chairs, one each from the community college and adult education systems. The co-chairs are responsible for coordinating meetings.

- 2) Meetings are convened to distribute shared information and seek input that will help establish a foundational understanding of local needs and support a shared vision.
- 3) Obtain high level support for the work of the Consortium, as evidenced by Governing Board approved resolutions of commitment from all members.
- 4) Gather localized data related to the needs of the adult learner, create an asset map that identifies current services available to adult learners, identify service gaps, and review best practices to inform the Consortium's efforts toward data driven decisions.
- 5) Align programs to match the community needs (e.g., career pathways and college readiness.)
- 6) Plan for the creation of bridge programs and other strategies to transition students from secondary to postsecondary education.
- 7) Enhance and augment articulations and partnerships already in place:
 - San Jose City College and Evergreen Valley College have long standing program and course articulations with local K-12 Districts and Adult Education Schools. These articulation agreements provide opportunities for secondary students to earn college credit without paying any tuition or fees. These articulations assist students in making the connection between secondary and post-secondary education to employment opportunities.
 - San Jose City College and Campbell Adult and Community Education (CACE) are working toward establishing a clear pathway for CACE students to "transfer" to SJCC via the gateway of an ESL Program and establish co-campus advisement and support for the targeted CACE students.
 - SJECCD and MUSD collaborative partnership to include opportunities for co-enrolled high school students and adult learners in the newly planned joint use education facility.
 - The ESL departments of West Valley College and Silicon Valley Adult Education annually coordinate activities (financial aid presentations, campus tours, placement testing, etc.), that transition high-level ESL students into college.

In summary, the South Bay Consortium for Adult Education (SBCAE) was formed through a collaborative process of meeting as educational institutions and community stakeholders. These Network Meetings and information exchanges among community colleges and K-12 member districts facilitated the formation of a Steering Committee of representatives from all member districts. The Steering Committee will oversee the process to produce the Regional Plan for Adult Education. The Networking Meetings, which included a broad range of community stakeholders, will continue and function in an advisory role.

B. Shared Leadership Strategies:

The shared vision of the South Bay Consortium for Adult Education (SBCAE) is to serve the adult learner needs in Santa Clara County, providing assistance to English Language Learners, adults with disabilities, those seeking a high school diploma or GED certificates, and adults who lack basic literacy skills, while creating transitional pathways into careers or postsecondary education. Keeping this shared vision at the forefront, the SBCAE has developed a series of strategies to assure shared leadership and shared responsibility by both systems. These strategies include:

- The Steering Committee is the decision-making body of the SBCAE and has oversight of the process to develop the Regional Consortium Plan. Decisions are reached through consensus of committee members. The Steering Committee further defined the process so that planning efforts proceed even when conflict arises. If full member consensus cannot be reached, the Steering Committee elects one member representative from each system (K-12 & CCD) to negotiate a resolution and bring that resolution back to the full Committee. If there is still no consensus, one senior leadership representative (K-12 district superintendents and community college chancellors) from each system will negotiate a resolution and the Steering Committee accepts their recommendation.
- The Steering Committee also agreed to the following assumptions regarding the role of fiscal agent:
 1. Fiscal Agent does not have independent or overriding authority outside the shared Consortium leadership
 2. Grant is awarded to the Consortium, not to the Fiscal Agent
 3. Fiscal Agent is only for the term of the AB 86 planning grant
 4. Fiscal Agent has the capacity to perform fiduciary duties of the Fiscal Agent role
 5. Fiscal Agent receives funding (at 4%) for the performance of fiduciary duties. The Consortium may adjust the funding as needed through Consortium decision making process
 6. Oversight of the planning grant budget rests with the Steering Committee

Senior Leadership was presented the list of assumptions and signed in an agreement.

- Collaborative Authoring of the Certification of Eligibility (COE) - All members of the SBCAE actively participated in creating the language contained within the COE. The process began with a Steering Committee meeting in which the requirements of the COE were discussed in a general manner and members "brainstormed," creating bulleted thoughts to be included in the Project Management Plan Narrative. Each member then accepted responsibility to participate in a writing team to draft a specific section. Balance was accomplished by assigning one K-12 member and one

community college member to writing teams. Each writing team submitted a rough draft of their section to a common web-based portal, through which all members could review the drafts and make comments. The input was accepted and the drafts were finalized.

- The Steering Committee elected a member from the K-12 system and a member from the community college system as Co-Chairs. It is the responsibility of the chairs to gather input from all committee members and partners. They jointly organize and set the agendas for every meeting including Network Meetings. The chairs alternate in leading those meetings.
- The Steering Committee meetings are held in different locations (rotating among all five K-12 districts and both community college districts.) When a Steering Committee member hosts a meeting, that member handles the logistics for the meeting (including technology needs, etc.)
- While the Steering Committee is the decision-making body for the SBCAE, there are many partners who strongly influence those decisions. In order to optimize the opportunities for vested partners to systematically provide feedback and/or information to the Steering Committee, the SBCAE will continue to convene quarterly Network Meetings to which interested parties are invited. Those invited include faculty, social service agencies, those providing services for special populations (such as veterans) and other interested parties .
- The SBCAE will implement a series of written agreements defining the expected SBCAE commitment to and contribution from members and partners. "Members" as defined by language in AB 86, have obtained the highest level commitment from their organizations. Governing Boards representing all five K-12 districts and the two community college districts have adopted resolutions indicating the Boards' commitment to support the SBCAE. "Partners" will be asked to sign an agreement indicating their level of commitment and any expectation of funding.

The members of the Steering Committee have explicitly committed to participatory decision-making (by consensus) with a process in place to resolve possible conflict. Shared Leadership will be modeled by how the Steering Committee operates, assuring that both systems are adequately represented (for example, the Co-Chair roles representing both systems). Transparency and inclusion will characterize the planning process (as evidenced by the continuing Network Meetings inviting participation of a broad range of stakeholders). The firm commitment to better serve the adult learners of our region will continue to inform decision-making and leadership.

C. Project Planning Roles and Responsibilities:

Through the summer and fall of 2013 the South Bay Consortium for Adult Education (SBCAE) was formed through meetings with regional stakeholders in adult education. It was then determined that a Steering Committee, made up of representatives of the

community colleges and adult schools would have oversight of the AB86 Consortium planning grant with San Jose-Evergreen Community College District as the Fiscal Agent. The role of the Fiscal Agent is not a decision-making role, rather one of performing fiduciary duties. The Steering Committee's role is oversight of the planning grant's budget, and activities to accomplish the objectives and produce the Regional Plan for Adult Education.

Project planning roles and responsibilities have been determined by the Steering Committee through consensus. The two Co-Chairs of the Steering Committee represent both systems; the Dean of College Transitions and Extension Programs at San Jose-Evergreen Community College District and the Director of Campbell Adult Education. The Co-Chairs are responsible for the coordination and timely submission of required reports. The content of reports will be reviewed and agreed to by the Steering Committee.

Experts, workgroups or committees may be used, as needed, especially in areas such as those below:

- Demographic data collection
- Faculty coordination between the two systems
- Alignment of curriculum
- Assessment alignment
- Contextualized instruction and accelerated learning
- Professional development plans
- Common assessments
- Increasing ease of access
- Counseling/student support

The Steering Committee will also identify other staffing that may be necessary such as:

- Project Director
- Faculty
- Partner Services
- Support staff
- Consultants
- Webmaster

The numerous Consortium "partners" will represent their constituency at Network Meetings and communicate the process back to their stakeholder's group. The SBCAE also anticipates the creation of Advisory Groups or committees to support the planning activities. Advisory Groups may be long or short-term, and may include a variety of participants, depending on the need. The SBCAE is committed to ensuring that businesses are included in the Advisory Groups to provide real-time input related to hiring trends and/or employment opportunities.

The participation of a broad range of partners may also contribute existing resources

that the Consortium can leverage to identify career pathways and develop new programs.

The full Steering Committee will have the core responsibility to oversee the project management leading to the final Regional Consortium plan, even as it assigns tasks and activities to workgroups, Advisory Groups, or a Project Manager. Communication to stakeholders will be transparent and participatory as the Steering Committee generates and approves the messages intended for the larger community.

D. Communication:

Communication among regional members and other stakeholders will use existing practices and regional structures to communicate to districts and adult education providers. All members have forms of advisory groups (e.g. community advisory councils, career technical advisory committees) to which regular information about the planning process will be disseminated. Each SBCAE Steering Committee member will be responsible to report progress on the planning, decision-making, and implementation of consortium plan objectives to the member's institution.

The SBCAE communication plan will include the following strategies:

- The Consortium will use digital media to communicate the planning process and will create an interactive SBCAE website. Websites for the nine institutions that make up SBCAE will be linked to the consortium website. The consortium's website may also provide access to relevant resources supporting best practices of alignment of services, identification of career pathways, and transitioning adult students to postsecondary education.
- Regular reports about the planning process will be posted on the SBCAE website so stakeholders will be able to view and respond. The website will include calls for input from particular groups (e.g. teachers for curriculum alignment, counselors and credentialing personnel for professional development). A general comment and suggestions page will be monitored regularly.
- SBCAE will develop a graphic brand, such as a logo, to appear on the website and all printed materials.
- SBCAE will develop press-releases and other outreach to engage the local news media including newspapers and community newsletters to communicate about the planning process according to existing agency protocols.
- Steering Committee Co-Chairs maintain an email group that includes a representative from each member agency and participants in the Network Meeting. The distribution list of addresses will expand as more stakeholders are engaged.
- As members publish schedules and catalogs, information about SBCAE will be added to all these documents.

- Existing marketing structures within member agencies will be leveraged.

The SBCAE outreach strategies to regional stakeholders include the following:

- Network Meetings will be a principal strategy to reach out to regional stakeholders. SBCAE has held multiple Network Meetings where a wide-ranging group of stakeholders been invited to hear presentations about current adult education needs and services in the region. Network Meetings also presented speakers from the organizations serving the adult population regionally who shared data about their clients and the services they provide. These presentations anticipated the current planning process. Invited stakeholders have included county social services, the Workforce Investment Board, labor, library literacy organizations, agencies serving adults with disabilities, faculty representation and other community-based organizations.
- The group of stakeholders who are already involved in the process will be engaged to help develop and review the work of all the six objectives of the regional plan.
- SBCAE Steering Committee members and invited partner organizations will continue to identify other providers to be added to the network.
- Appropriate strategies will be implemented to include faculty and students who have significant roles in both developing and reviewing the completed Regional Consortium Plan.
- As needed, the Steering Committee will also develop content-specific presentations to take out to Workforce Investment Boards, school groups (faculty and/or students), business and the private sector, and other groups with an interest in adult education.
- Surveys, focus groups and other information-gathering strategies will engage local government, school districts, employers/workforce developers, and community-based organizations as SBCAE assesses current level of services and current needs, addresses gaps, and develops plans for alignment among members and partners.
- SBCAE will explore and deepen connections with other regional initiatives and consortia in order to leverage existing regional structures and to develop a collective impact model to increase adult students' achievement.

BOG, CALIFORNIA COMMUNITY COLLEGES
 CHANCELLOR'S OFFICE (CCCCO)

**AB86, Section 76, Article 3
 Consortium Planning Grant**

REGION: San Jose-Evergreen CCD

REGION: West Valley-Mission CCD

FISCAL AGENT: San Jose-Evergreen CCD

PRELIMINARY BUDGET SUMMARY

Object of Expenditure	Classification	Line	TOTAL PROGRAM FUNDS REQUESTED	
			\$	
			\$	657,493
1000	INSTRUCTIONAL SALARIES	1	\$	215,000
2000	NONINSTRUCTIONAL SALARIES	2	\$	60,000
3000	EMPLOYEE BENEFITS	3	\$	33,000
4000	SUPPLIES AND MATERIALS	4	\$	10,205
5000	OTHER OPERATING EXPENSES AND SERVICES	5	\$	314,000
6000	CAPITAL OUTLAY	6	\$	0
7000	OTHER OUTGO	7	\$	0
TOTAL DIRECT COSTS:		8	\$	632,205
TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs):		9	\$	25,288
TOTAL COSTS:		10	\$	657,493

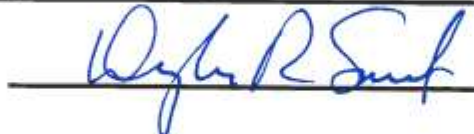
I authorize this cost proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and Federal Regulations.

District Chief Business Officer (or authorized designee):

Name: Doug Smith

Title: VC, Admin Services

Authorized Signature:



Date:

2/20/14