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## Section 1: Consortium Information

# Greater Opportunities For Adult Learning

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**Submitted:**

By Annabelle Rodriguez on 6.10.19



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## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

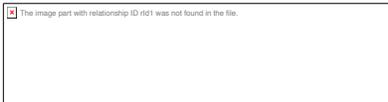
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The **Greater Opportunities through Adult Learning (GOAL)** consortium envisions all adults in our region having a clear pathway towards attainment of personal and career goals through seamless delivery of high quality of instructional, training, and support services. This is accomplished by leveraging resources and talents across both our Consortium and our community and by focusing those resources to provide viable career pathways and seamless transition to postsecondary and career education programs.

The needs assessment of adult education in Santa Cruz County that is included in our planning process concluded that there are more adults that could benefit from our services than are currently attending. Supply level is adequate for those seeking adult education and work training but additional courses are needed over the summer, evenings and weekend at some member institutions. During the planning process, considerable time was spent reviewing our priorities and goals and aligning them with available resources. In these discussions, we affirmed the transition model of “No Wrong Door” with common supports and services to build and expand career pathway options. We recognize the need for immigrant integration as an important pathway in our region. We discussed the value of developing transitional non-credit courses in the college, that conform with established college system protocols in the college system with resources from the consortium. We look forward to having more counseling personnel for adult education students in both the college and the adult school. Our curriculum alignment and professional development ambitions remain high.

Greater Opportunities through Adult Learning (GOAL) is comprised of five agencies: Cabrillo College, Santa Cruz County Office of Education (SCCOE), Santa Cruz City Schools (SCCS), Watsonville/Aptos/Santa Cruz Adult Education (WASCAE), and the Workforce Development Board of Santa Cruz County (SCCCWDB). GOAL member agencies collaborate to provide adults in our region with programs and services in the following (AB104) program areas: 1.) Elementary and Adult Secondary Education High School Diploma (HSD) and/or High School Equivalency (HSE); 2) Classes for immigrants (English as a Second Language [ESL], citizenship and workforce preparation); 3) adult entry/re-entry into the workforce; 4) programs for adults to assist elementary/secondary students to succeed academically; 5) programs for adults with disabilities; 6) short-term Career Technical Education (CTE) programs with high employment potential; and 7) programs for pre-apprenticeship training. We continue to strengthen partnerships within Consortium members and plan to work more closely together, collaborate regularly on curriculum, program design and delivery, and critical support services for students

The overarching concept and vision of our consortium work will be focused on the development of Adult Career Pathways – a coherent, articulated sequence of rigorous academic and career courses from adult education to an industry recognized certificate, CTE certificate associate degree, and/or licensure. An Adult Career Pathway focuses more on the special needs and circumstances of adults, especially those who were not initially successful in K-12 education. The target population of Adult Career Pathways include demographics such as high school dropouts, secondary graduates (high school diploma or equivalency) with no college, immigrant adults, previously incarcerated, re-entering workers, and employed persons looking to improve their skills.



With the integration of a service approach that provides adult education concurrently and contextually with workforce preparation activities we will advance workforce training in in-demand occupational clusters that lead to employment with family-sustaining wages. CTE courses that utilize contextualized instructional strategies such as Integrated Education and Training (IET) and Integrated Basic Education & Training (IBEST) models, will continue to be piloted and implemented in our consortium.

## 2.2 Pre-Planning Assessment

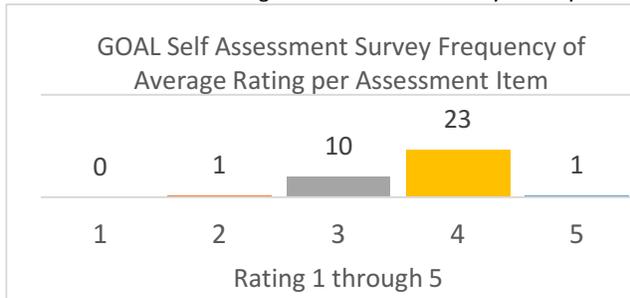
The GOAL consortium maintains a deep commitment to ensuring equitable access, progress, and outcomes for all Adult Education students and to student-centered inquiry, reflection, and design.

### 1. Self-Assessment

GOAL conducted a self-assessment survey in January of 2019. The Consortium Program Quality Self-Assessment Tool was provided by CAEP and designed to provide the consortium with a way to begin important conversations about the quality of their collaboration and impact within their communities. Our consortium used a self-directed quality improvement process wherein consortium agencies worked collaboratively to assess their strengths and weakness, and to develop strategies to enhance policies, procedures and practices accordingly.

There is general consensus in our consortium that the results scored higher than the work currently and realistically reflects. The Quality Indicators below reflect a more accurate picture of our strengths, weaknesses, and growth opportunities based on self-assessment tool, data, planning meetings, consortium meeting reflection and conversations. The survey was sent to a cross section of consortium members and 13 people responded. They were asked to use a rubric of 1 – 5 when answering the items, one being negative and 5 being positive. The average score was 3.6, with the lowest score a 2 and the highest score a 5. The following chart shows the frequency of response 1-5.

Table A outlines the average score broken down by Quality Indicators, Capacity, Connection, Entry and Progress.



**Quality Indicator #1:** Capacity: The consortium maintains adequate collaborative processes for planning, implementation and accountability. We have a full-time Consortium Director that supports and increases our capacity to 1.) self-governance and 2) documents processes and procedures for facilitating collaboration and coordination. A five-member Board meets on a monthly basis for program and fiscal oversight, guidance, and accountability. More work and committed resources are needed to effectively collaborate on consortium-wide goals of community and grassroots outreach, curriculum alignment, seamless transitions and cooperative working relations. Although progress has been made we will continue to build and move forward positively.

**Quality Indicator #2:** Connection: There is communication among consortium members to engage prospective students in CAEP program areas. There is room for improvement to develop coordinated annual recruitment plans and establish goals for the increase in th number of students enrolling in



program areas as well as utilizing labor market data as a recruitment tool. Consortium members have recently hired a Transition Specialist and this has proven to be a highly impactful strategy to engage adult learners in navigating our adult education and community college systems. Counselors and advisors should continue to learn about services offered by the consortium to effectively refer students across consortium partners. Consortium members have established bridge strategies and warm hand-offs but currently do not have program maps across members and partners. Our largest member provider organizes their curriculum and offerings around College & Career Readiness Standards and are currently developing and strengthening Integrated Educational Training (IET) models as an effective instructional practice that incorporates the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce.

**Quality Indicator #3: Entry:** Programs provide mandatory orientations for first-time students, either on-line or in person. These are designed to orient the student to the campus and available services available. Students participate in an orientation with a guidance counselor that welcomes students to programs and helps students establish learning goals and plans. They are assessed for appropriate placement and advised on literacy, high school diploma, or high school equivalency. Following a group orientation, each student makes an appointment to meet with the guidance counselor one-on-one to complete their Individual Learning Profile. Equally, new CTE students are required to attend mandatory orientations on their individual course of study. New ESL students also participate in a welcoming orientation activities, registration fairs prior to placement which is similar processes as our ABE/ASE program. Some students have access to high quality counseling and others are provided with referrals through United Way's 211 and district Migrant Education programs. Some partnerships exist that provide provide counseling, social, and academic support including local businesses, community leaders, CBO's and job training centers. An area for the consortium to improve is to provide students with coordinated, ongoing consistent support. Consortium members should also review their service delivery to adult learners and develop a plan to provide evening counseling and educational plans. There is currently little to no uniformity in consistency among providers regarding assessment, placement, and use of individual learning plans. While some members have been using CASAS assessments, recently all members have adopted the use of CASAS. The use of CASAS will provide an opportunity for growth and continuous improvement. However, Learning plans are currently not shared across agencies and do not drive academic and career planning for transition from adult education to post-secondary. This area of growth will be aided by the adoption of CommunityPro for ongoing case management, educational planning and referrals to community and partner services for financial assistance, housing, access to food/nutrition, childcare, books and materials, and physical and mental health services.

**Quality Indicator #4: Progress:** ESL alignment conversation are revived in our consortium where currently there is no alignment in ESL or career pathways. While some members are currently developing IET models others are beginning to align their departments to begin designing contextualized programs, this is being done in isolation and without communication and coordination across members. Curricula should be aligned, up-to-date and informed by current learning theory and promising practices with well-articulated instructional goals of reasonable scope and sequence. With improved ESL and adult career pathway alignment between partners, members will be able to actively track performance using data collection procedures and agreed upon measures of skills attainment.

**Quality Indicator #5: Completion Transition:** The ability of consortium members to facilitate timely program completion and successful transition into postsecondary education, job training and employment is limited. Some agencies provide case managed transition support, this process is not uniform or aligned across agencies. We currently do not have a formal articulation/dual-enrollment



policy or agreement. Exploring Ability to Benefit may provide our consortium an opportunity to develop dual-enrollment policies. Shared systems and procedures to support the transition process (including alignment, warm hand-offs, case management, referrals and tracking) are missing. Our Consortium regularly looks at student achievement and outcomes, though has not set performance targets. Some programs collaborate with partners and advisory councils to provide service-learning, job-shadowing, mentoring, internships, and apprenticeships, however, these are not coordinated across all members. Some programs regularly assess their effectiveness supporting student goal achievement using CAEP data systems and additional local measures of effectiveness such as industry recognized credential, CAEP completion measures such as high school and/or equivalency credentials. CAEP data has been utilized by members to expand their student support programming, evening courses, noncredit development, co-enrollment strategies and gathering baseline demographic and achievement data. For other members, CAEP data has been a tremendous driver for improving both data integrity and outcome metrics. As CAEP and WIOA come into alignment, we have utilized our data tools to meet accountability mandates and improve outcomes through new curricula and instructional program (IET in particular).

## **2. Consortium and Member's Capacity**

This section provides a description of the current levels and types of education and workforce programs and services provided to adults in the Santa Cruz region.

### **Cabrillo – Single College District**

Cabrillo is a dynamic, diverse and responsive community college dedicated to helping all students achieve their goals. Cabrillo offers a breadth of credit and noncredit courses available at both campus locations: Aptos and Watsonville. Cabrillo is a Hispanic Servicing Institution and 77% (404) of AEP students are Hispanic. Additionally, many AEP students are low income, first-generation enrollees, working at either part-time or full-time jobs. They are balancing parenting, school, and work to further their education. Cabrillo College serves students in both credit and non-credit classes with educational goals of transferring to a four-year college, obtaining an AA/AS-T community college degree, career development or certificate and learning English. In 2018-19 there were 1,112 adults enrolled in APE (TOPSPro). Of those, 38% (423) were enrolled in English as a Second Language classes, 21% (238) participated in Career Technical Education, 29% (325) participated enrolled in Basic Skills classes.

In fall 2018, our college participated in the #RealCollege survey on food and housing insecurity. Nationally, 123 two- and four-year colleges participated in the survey with a total of almost 86,000 respondents. Of those, 508 were Cabrillo students. Highlights of findings from our students indicate:

- 40% of respondents were food insecure in the prior 30 days
- 61% of respondents were housing insecure in the previous year
- 22% of respondents were homeless in the previous year
- 69% of students at Cabrillo College experienced at least one of these forms of basic needs insecurity in the past year
- 23% of food insecure students utilize SNAP benefits and 13% of homeless students utilize housing benefits.

There is substantial variation in basic needs insecurity across subgroups.

The Student Equity and Achievement Program support the California Community Colleges **in advancing the system-wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps** for students from traditionally underrepresented groups by doing of all of the



following: (A) Implementing activities and practices pursuant to the California Community Colleges **Guided Pathways Grant Program** (B) Ensuring students **complete their educational goals** and a defined course of study (C) Providing quality curriculum, instruction, and support services to students who enter college deficient in **English and mathematics to ensure these students complete a course of study in a timely manner.**

**Adult Basic Education/Basic Skills:** Cabrillo's English department offers 12-15 sections of Basic English serving 200-300 students each semester. In addition, it provides noncredit tutoring, and actively supports numerous learning communities. The success rate for Basic English hovers around 71%. About 28% of these students go on to successfully pass a transfer level English class within 3 years. **English as a Second Language:** Cabrillo College English as a Second Language program serves both resident and foreign students. The mission of the program is to improve the fluency of non-native speakers of English. The ESL program has two full time instructors and one part time instructors. The program operates under a three major categories of: Life Skills ESL (Community), Workforce ESL/CTE programs, and Academic ESL. **Immigrant Services:** The College offers a 6-week Summer Migrant Program at the Cabrillo Watsonville Center. Students take an English course and a college success strategies course and have the opportunity to visit CSU and UC campuses. The Summer Migrant Program challenges students, helps them gain confidence, provides them with knowledge about college resources, and helps them feel at home at Cabrillo. **Adults with Disabilities:** Cabrillo College provides assessments to determine if students are eligible for assistance, accommodations or appropriated courses as a result of a disability. The Accessibility Support Center (ASC) provides services, accommodations, and academic support for students with disabilities and learning differences at Cabrillo College. ASC assists the college to meet the requirements ensuring that all programs, services, and activities are accessible to and usable by students with disabilities as required by federal law including equal access to educational content and facilities. **Short-term Career Technical Education:** Cabrillo College offers credit and non-credit short term CTE courses and certificates. Free non-credit classes include in Biology, Computer Technology Skills, Culinary Arts and Dental Hygiene. For credit CTE short term certificates cover 20 disciplines. Each Career Education program on campus has an Industry Advisory Committee composed of related companies throughout the area. They are valued advisors as the college develops and updates career programs. Cabrillo hosts the Bay Area Community College Consortium (BACCC) and the college research department collaborates with them to gather and review data and evaluate program assessment processes.

**Programs for apprentices:** Students are required to complete clinical experience as part of their program and are placed in one or more of a dozen medical institutions in the Monterey Bay area. Local industry partnerships are strongest in Career Technical Education programs through industry advisory groups and willingness to employ students. We strive to bring employers on board as active partners as this supports on-going sustainability of the program. All CTE programs are driven and informed by local local market information and employers are very eager to work with the College as they do benefit from the pipeline of students for their workforce needs. Students receive hands on training, exposure to careers and develop technical and non-technical skills. We are currently working on developing apprenticeships in Information Technology and working with employers to encourage their participation. We are challenged by; lack of large employers in the area offering a steady supply of livable employment options (largest employers are the colleges, government and healthcare; smaller and even mid-sized companies not really prepared to participate or invest at scale; partners are often focused on short term needs/solutions; lack of centralized/universal employer/industry engagement at the college; regions are difficult to define - Monterey bay/Silicon Valley



**Community Partners:** NetLab is a networking environment assessable remotely by a large number of bay area college programs. Using their 40% CTE Enhancement Fund, Bay Area Community Colleges joined together to establish a remotely shared information and communication technologies (ICT) lab facility to serve their ICT students who need hands-on skills demanded by ICT employers. This program is also currently funded by the Strong Workforce Program and housed at Cabrillo College. The DigitalNEST is co-located at Cabrillo's Watsonville Center. This nonprofit connects youth to a skill-building community that transforms them into professionals who can create successful careers, innovative solutions, and prosperous communities.

The College CTE department coordinates planning and programing with the Santa Cruz Workforce Development board.

Cabrillo College offers a number of degrees and certificates in the health field. Cabrillo College receives funding from Federal Workforce Innovation and Opportunity Act (WIOA)- which supports our students by providing career development courses that align with WIOA work requirements as the college is an authorized training provider. Carl Perkins- The College's CTE program review process aligns with both college efforts and federal requirements. California Chancellor's Office Strong Workforce Program- 12 Career Education projects were funded by the Strong Workforce Program 2018-19.

### Santa Cruz County Office of Education

Santa Cruz County Office of Education offers services to adult learners via three general program areas: The Career Advancement Charter (CAC) was authorized as a dependent charter by the SCCOE in June 2017. The mission of the CAC is to serve adult students to re-enter into a High School Diploma (HSD) completion program. The CAC works in partnership with WIOA, SCCOE Alternative Education, SCCOE CTEP, Homeless, Foster, Santa Cruz Mental Health, and the Department of Corrections to maintain six small, strategically designed learning centers countywide.

All CAC teachers and staff provide skilled case management to support rehabilitation and to keep students on-track with the goal of attaining a HSD while simultaneously receiving career pathways coaching, workplace literacy development, individualized instruction, assistance to access support services and preparation for enrollment into Cabrillo College.

Currently the CAC has six satellite centers:

CAC at Sequoia in Freedom has capacity to serve 45-60 adult re-entry learners in the Watsonville area. The CAC-Sequoia site is an evening program that offers vibrant bilingual guidance and individualized instructional support toward completion of the HSD. English Learners at this site may earn elective credits and gain access to content curriculum through participation in ESL and Adult Basic Literacy support. All students have access to CTEP Construction, Culinary Arts, Career Exploration, Job Skills Literacy and Cabrillo Registration. This site is looking to expand services in Adult Basic Education, Literacy Development, ESL and Job training. This site will add childcare and meal services in the upcoming year.

CAC at Rountree Jail in Watsonville, Main Jail, and Blaine Women's Facility, Santa Cruz have capacity to serve about 75 students overall. Students within these facilities have access to individualized instruction toward attaining a HSD, HiSET and CTEP classes in Agricultural Technology, Computer Technology, Culinary Arts and Construction.

CAC at Cabrillo, Aptos has capacity to serve between 8-10 adult re-entry learners in the early evenings. This site offers individualized instructional support toward completion of the HSD and enhanced access into Cabrillo College, in partnership with the GOALS office. This site is looking to expand services and partnership with the GOALS office.



COE Central on Encinal in Santa Cruz has capacity to serve 25-50 adult re-entry learners during the day-time. This site partners closely with Santa Cruz Homeless and Foster Youth programs to offer individualized instructional support toward completion of the HSD.

Probation Center Santa Cruz was opened in May 2019 and will have the capacity to serve 10-15 reentry adults who are leaving the jail and/or on probation. In addition to housing multiple support service agencies, this site will offer the CAC's individualize instruction, career training, job literacy and online learning resources toward completion of the HSD.

SCCOE CTEP - The Santa Cruz County Career Technical Education Partnership (formerly ROP) provides students with the opportunity to acquire academic, career and technical skills and to prepare for life-long learning and success in the changing workplace. Offers medical assistant and dental assistant programs, the CTEP courses in Rountree jail, mentioned above, and evolving partnerships with schools across the county.

SCCOE Sueños – a WIOA Funded job training program located in the Sequoia building in Freedom, for qualifying students in Santa Cruz County ages 16-24. Sueños serves about 150 students who are; enrolled in school, out of school (OSY), or graduated from, various high schools across South County to access job readiness courses and paid internships. Sueños partners with CTEP and Cabrillo College to provide students with classes in Hospitality, Job Readiness and Office Skills.

### Watsonville/Aptos/Santa Cruz Adult Education

Watsonville/Aptos/Santa Cruz Adult Education (a division of the Pajaro Valley Unified School District) has been offering classes since 1928, originally designated as “Evening High School”. Core to the school’s mission for many decades has been to provide the opportunity to acquire English for the large community of adult immigrants. Santa Cruz Adult School programming dates back to 1919. Recently with California Adult Education Program mandates the two Adult Schools have merged and are now focused on the 7 State mandated areas:

- Adult Basic and Secondary Education
- English as a Second Language
- Adults in the workforce (including older adults)
- Adults training to support child school success
- Adult with Disabilities
- Careers Technical Education
- Pre-apprenticeship Training

These areas are aligned with our ongoing mission to provide Workforce Development Board recognized high need industry clusters such as allied health, hospitality & tourism, agriculture, early childhood education, information communication technology and manufacturing/construction/ transportation.

### **School Wide Learning Goals**

WASCAE reviewed the academic achievement of students, career opportunities available to them, surveyed students, and received input from the various stakeholders including the Community Advisory Council to contribute to designing the process to determine appropriate SLOs.

- Set and achieve measurable learning goals.
- Demonstrate measurable progress in meeting their learning goals.
- Engage in the application of 21st Century Learning Skills\* and Knowledge

WASCAE students demonstrate literacy gains year over year as measured by the CASAS assessment: transitioned to post-secondary, increased wages, students self-reported outcomes evidenced by CAEP outcomes. A strong effort is being made to improve data integrity of self-reported results. Student surveys are conducted and students have responded positively with the impact WASCAE has had in their lives. (Appendix XVIII)



**Adult Basic and Secondary Education (ABE/ASE):** ABE/ASE includes High School Diploma/ Equivalency (GED/HiSET) preparation classes and are offered in both Spanish and English. Students working toward a high school diploma or the GED/HiSET are provided dynamic content area instruction through textbooks, workbooks, computer software instructional programs, and through “blended instruction” to meet the different learning styles of students. Summative assessment is used to evaluate student learning at the end of instructional units by comparing the assessment scores with individual student learning goals. This information is then used to guide the instructional course for each student. ABE/ASE class instruction is based upon students’ performance in the CASAS pre- and post-tests, and GED/HiSET practice tests. **English as a Second Language:** WASCAE offers ESL instruction in all levels from beginning through advanced, as well as multi-level classes and Vocational ESL/Integrated Education and Training classes. The ESL program provides an initial placement based on an assessment of the student’s reading level and speaking ability. Teachers engage in whole-group, small-group, pair-work and online instruction activities. One of WASCAE’s computer labs is dedicated to the support of English Learners, utilizing the web-based English Discoveries and Burlington English programs (English language development programs). ESL exit exams and CASAS tests are used to assess student progress and curriculum. The majority of ESL students are employed in the local agricultural industry; consequently, the typical class size in the fall ranges from 20-25 students, with a significant increase during the non-harvest winter months to 30-50 students.

**Immigrant Services:** WASCAE also provides classes for students to prepare for their potential interview with Immigration in order to obtain their U.S. citizenship. WAAE offers ESL/Citizenship classes that focus on United States history and government. These classes concentrate on English grammar and conversation, as the greater part of the Citizenship application process is conducted in English.

**Adults with Disabilities:** WASCAE offers Music Appreciation and Art Appreciation classes at Valley Convalescent & Rehabilitation Center which provides both short and long-term care as well as physical, occupational, and speech therapies to its clients, and at Hope Services in Aptos a leading provider of services to people with developmental disabilities.

**Short-term Career Technical Education:** The Watsonville/Aptos/Santa Cruz Adult Education CTE program has several courses of study which allow for more advanced training. Health career offerings can start a student with Certified Nurse’s Assistant training which would allow a student to progress to certification as a Clinical Medical Assistant, EKG Technician, or Pharmacy Technician. The Office Skills class offers a basic introduction to Microsoft Office software and allows a student to continue studying more advanced features. WASCAE also offers basic accounting courses featuring the QuickBooks accounting software. CTE classes are also offered in computer repair, web design, and digital photography.

**Funding:** WASCAE has utilized its consortium allocation to capacity within the program areas offered while expanding the types of education and workforce programs and services for adults in the region in areas as identified by our original 3 year comprehensive plan and subsequent annual plans (north county: Davenport and San Lorenzo Valley). With our modest CAEP allocation increase we intend to further develop and strengthen our IET/IELCE (Integrated Education & Training/Integrated English Language Civic Education) programs to help adult learners transition to postsecondary and/or workforce.

WASCAE continues to collaborate with key partners to leverage and braid existing resources in order to better serve our community. As a WASC accredited agency and a WIOA Title II participant, WASCAE has aligned consortium goals with those plans provided and mandated by their accrediting body and the Local Workforce Development Board. WASCAE is working to align certain member program areas they have identified capacity to do so and the current effort is to align ESL classes across the consortium region.

Through our partnerships with Condensed Curriculum, The Monterey Bay Central Labor Council and The Monterey Bay Optometry Society WASCAE is able to offer internships (and externships which are not paid)

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## Greater Opportunities Through Adult Learning

with known employers including pharmacies, construction industry contractors and optometrists. Several local skilled nursing facilities host our nursing assistant student to complete their required clinical rotations at their sites.

As a WIOA Title II funding recipient, WASCAE is required to participate on the Local Workforce Development Board (LWDB). They coordinate with the LWDB on the ETPL (Eligible Provider Training List) and other mandates around reporting which align with similar CAEP reporting.

**Table 1. Regional Service Providers**

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
City of Watsonville Literacy Center	Public Library	275 Main St. #100 Watsonville CA 95076	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Community Action Board	CBO	406 Main St. #207 Watsonville CA, 95076	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Center for Employment Training	Job Training	10 Blanca Ln. Watsonville CA 95076	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alcance	CBO	406 Main St. #207 Watsonville CA 95076	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Davenport Resource Service Center	CBO	150 Church St. P.O. Box 97 Davenport CA 95017	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
La Manzana Community Resources	CBO	521 Main St. Suite Y Watsonville CA 95076	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Live Oak Community Resources	CBO	1740 17 <sup>th</sup> Ave. Santa Cruz CA, 95062	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mountain Community Resources	CBO	6134 Highway 9 Felton CA 95018	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Nueva Vista Community Resources	CBO	711 East Cliff Dr. Santa Cruz CA 95060	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Volunteer Center of Santa Cruz	CBO	1740 17 <sup>th</sup> Ave. Santa Cruz CA 95062	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Santa Cruz Public Libraries	Public Library	224 Church St. Santa Cruz CA 95060	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Valley Convalescent & Rehabilitation Services	Rehab Services	919 Fremont Blvd, Watsonville	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hope Services	CBO	Santa Cruz, Aptos, Watsonville	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Greater Opportunities Through Adult Learning

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Central Coast Labor Council	Labor Council	931 E. Market, Salinas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monterey Bay Optometry Society	Business	Santa Cruz, Aptos, Watsonville, Salinas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**Table 2. Funding for Adult Education Programs and Services**

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
<b>State / Federal Funding</b>			
<b>AEP</b>	3,506,546	3,611,742	8,443,000
<b>CalWORKs</b>	509,952	504,238	440,736+
<b>CCD Apportionment</b>	7,435,000	7,806,750	8,197,088
<b>Corrections</b>	447,000	447,000	447,000
<b>LCFF / District Funds</b>	1,213,860	1,505,379	1,804,618
<b>Perkins V</b>	643,987	643,897	643,897
<b>WIOA II</b>	938,764	949,617	949,617
<b>Other</b>			
Enhanced Funded NonCredit	419,749	92,430	92,430
Non-Enhanced Funded NonCredit	919,728	965,714	1,014,000
Fee's/Donation	505,491	620,000	595,000
Foster Youth	92,430	92,430	92,430
Homeless	47,674	47,674	47,674
DOL Tech Apprenticeship	492,283	492,283	492,283
CTE Strong Workforce k-12 (incl. San Benito HS and SCCOE)	713,812	713,812	713,812
Strong Workforce K-12	29,716	29,716,365	29,716,365
Strong Workforce K-12 Admin	71,428	71,428	71,428
<b>Total</b>	<b>55,251,697</b>	<b>85,893,434</b>	<b>91,396,088</b>



## 2.3 Community Need and Customers

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### Focus Group

Two efforts were conducted to understand the needs of the community and the alignment between the two. The first is a focus group study conducted to understand the educational and career goals and aspirations as well as barriers faced by community in meeting those needs. The second was an analysis of course offering and summary of enrolled student satisfaction surveys from adult education programs and services. The following first describes the focus group findings. It is followed by an analysis of current offerings. The final section summarizes next steps. (Appendix I)

#### *Focus Group Study Findings*

Pedroso Consulting was contracted by Santa Cruz County's Adult Education Consortium to conduct a community needs assessment to meet planning requirements set forth by California's Adult Education Program. To understand the needs of adult learners in Santa Cruz County, focus groups were scheduled with the assistance from various community partners. A focus group protocol was developed in collaboration with Greater Opportunities through Adult Learning (GOAL) staff. Six 1-hour focus groups were conducted in English or Spanish between February and March of 2019. A total of 39 community members were reached in five cities. Focus groups were held with Migrant Education Parent Leadership Group in Watsonville, Community Action Boards of Davenport and Santa Cruz (Live Oak), Workforce Development Offices in Capitola and Watsonville, and with parents of the community organization Senderos in Santa Cruz. The following summarizes findings from the focus group study. The full report can be found in Appendix X.

#### *Participant Demographics*

Those who participated were mostly women, with less than a high school education, and whose primarily language is Spanish. Slightly more than half live in Watsonville. A quarter had received adult education courses in the past three months and one-third were familiar with job training/vocational, adult basic education, and high school equivalency offerings. About half the participants were aware of ESL course offerings. Slightly more than half indicated being unemployed or not working. A third indicated either currently or previously working in agriculture and about a fifth indicated working in education or teaching.

#### *Career and Educational Goals and Aspirations*

To better understand the career and education needs of the community, focus group participants were asked to share their career or educational goals or aspirations. The top goals expressed by participants included the following:

1. *Learn English.* Participants noted that to achieve any career or educational goals they must learn English first.
2. *Work or find work.* Participants indicated that to provide for their families, they must work.
3. *Support their children.* Participants aspire to assist their children have better lives and want to help them.
4. *Become an entrepreneur.* Being economically self-sufficient is pressing for many and they believe that owning their own business can help them achieve it.
5. *Learn a skill, trade, or profession.* Others shared that they would like to secure a better financial future by learning a new and valued skill, trade, or profession.



### *Plans and Resources*

To understand what additional information or resources community members may need to help them achieve their goals, participants were asked to share plans they have made to meet their goals and indicate any additional resources they may need. Most participants either did not have a plan or indicated their plan was to learn English. Participants shared the following additional resources needed to meet their goals.

1. *Financial assistance.* Participants shared they need economic support to either pay for and offset the cost of attending classes or to assist in starting their own business.
2. *Flexible class schedule.* Participants would like to take courses that meet their family and work commitments.
3. *More information about adult education resources.* Participants shared that additional outreach and information about available adult education is needed, as many were unaware of the county's programs or resource for adult learners.

### *Barriers*

Participants were asked to describe the barriers or challenges they face in achieving their dreams, goals, or aspirations and/or to enrolling in adult education or career/job training classes. Six barriers emerged from the focus group discussions.

1. *High cost of living.* For many, education comes third to paying for rent and buying staples.
2. *Work schedule.* Most participants indicated after work or weekends as the best times to participate in classes as they work during the day. For those who work in agriculture or as day laborers, the slow period is in the winter.
3. *Childcare.* For mothers, childcare is a challenge because of cost and access. Participants shared there is often a waiting list, childcare centers and providers do not take children under one year of age, and the hourly fee can be more than what they earn per hour.
4. *Time/schedule.* Parents expressed that it is challenging to balance school, work, and family commitments.
5. *Learning in English.* The majority of those who did not have an opportunity to receive formal education in their home country expressed frustration with learning English.
6. *Prior adult education experiences.* This is an opportunity of growth for our consortium through technical assistance and professional development as all our consortium members increase their capacity to provide high quality adult and workforce education.

### *Other*

Three additional topics were discussed during the focus groups that are worth noting, as participants across the focus groups mentioned them. These include:

1. *Contextualize learning and apprentice opportunities.* Participants would like to work while they learn a new skill through apprenticeships or on-the-job training and would like opportunities to engage in real-world application of skills and the English language.
2. *Cabrillo College.* Cabrillo College is viewed by most as the community's adult education resource. Of participants who took adult courses at Cabrillo, many shared they were impressed by the quality of adult education teachers.
3. *Stakeholder involvement.* Many participants expressed their appreciation for the opportunity to share their aspirations and would like to know the findings from the focus groups discussions.



*Recommendations*

Based on findings from the focus group, the following recommendations were provided to improve and/or meet the career and educational needs of adult learners in Santa Cruz County.

1. Offer courses during times that align with community availability.
2. Provide and promote classes in Spanish to meet the basic educational needs of the community.
3. Offer contextualized learning opportunities in collaboration with industry partners to meet on-the-job training and apprenticeship needs.
4. Create a GOAL outreach campaign to communicate adult education resources to the community.
5. Conduct further analysis of ESL student experiences to understand the variation in student satisfaction with the offerings.

**Analysis of Enrollment and Offerings**

Consortiu members analyzed their programs and offering across our region based on program, geographic location, time of day, day of week, with a special interest in evening and weekend programming.

*Current Enrollment and Offerings*

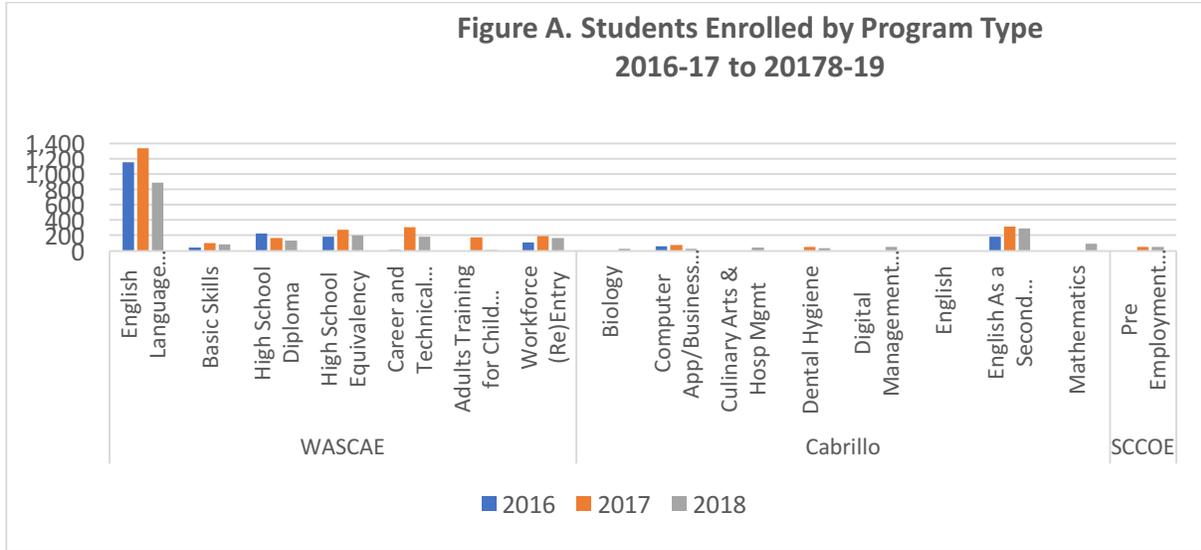
GOAL service providers include Cabrillo College, Santa Cruz County Office of Education (SCCOE) and Watsonville/Aptos/Santa Cruz Adult Education (WASCE). Total adult education enrollment in the 2018-19 academic year is 2,850, (as of May 2019; data incomplete) a decline from 2016-17 year and a slight increase from the previous year. Over the past three years, WASCE’s adult education enrollment is between 89% to 78% of total enrollment for the county (Table 1). Cabrillo College has steadily increased enrollment over the past three years.

**Table 1. Number and Percentage of Adult Education Enrollment by Year and Provider.**

Year	WASCAE		SCCOE		Cabrillo College		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2016-17</b>	3,194	89%	150	4%	238	7%	3,582	100%
<b>2017-18</b>	2,095	79%	100	4%	437	16%	2,632	100%
<b>2018-19</b>	2,236	78%	53	2%	561	20%	2,850	100%

*Enrollment by Program Type and Provider*

English as a Second Language draws the largest enrollment numbers across all three years and by provider (Figure A). High school Diploma and Equivalency programs have the second largest enrollment. Basic skills courses at WASCE and Cabrillo (high school basic math and general basic skills) have among the lowest enrollment.



*Demographic Profile of Adult Education Learners*

The majority are adult education students are female and of Hispanic origin (Figures B and C). Among SCCOE and WASCAE students, most students’ native language is Spanish. Among WASCAE students, most have attended a school outside of the U.S. (Figure D and E).

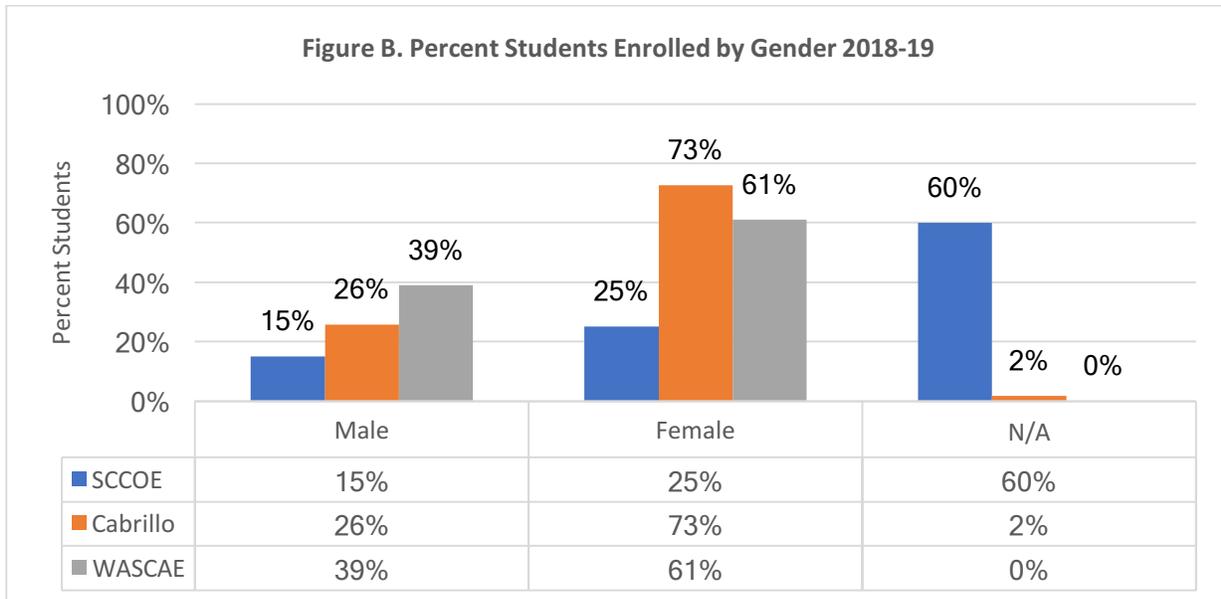




Figure C. Percent Students Enrolled by Race 2018-19

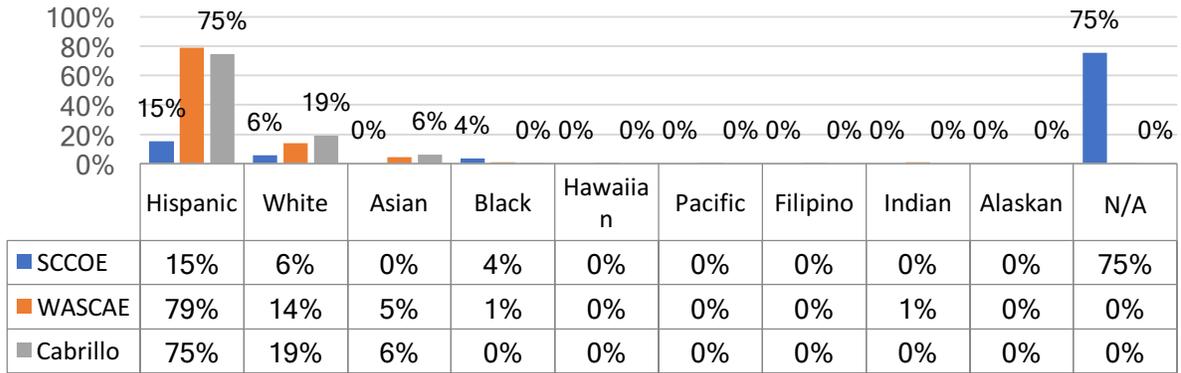


Figure D. Percent Students Enrolled by Native Language 2018 -19

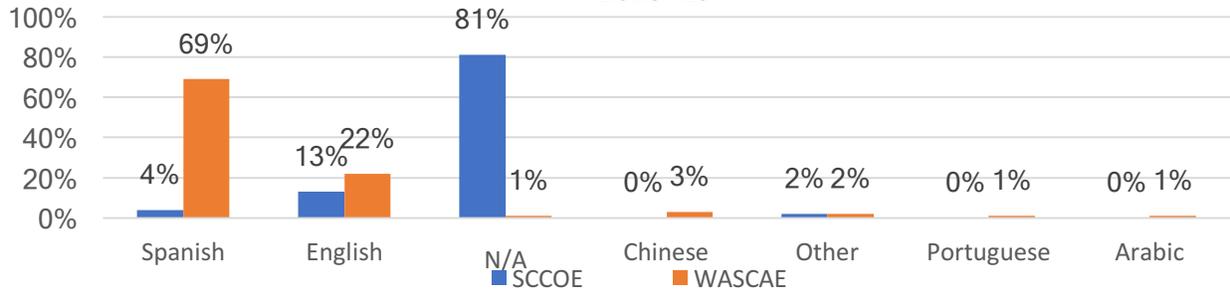
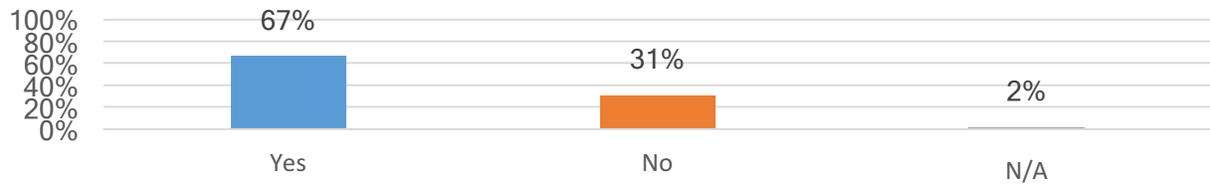


Figure E. Percent of WASCAE Students Who Attended School Out of U.S. 2018-19



*Offerings offered by Program, Location and Time.*

- In 2018-19, there were 55 ESL courses offered across providers with WASCAE offering 44 sections of ESL (Figure E)
- WASCAE also provided 31 of the 47 CTE sections in 2018-19. Cabrillo College offered 25 of the 32 courses in Adult Basic Education and WASCAE offered 18 of the 22 ASE courses (Figure E).
- Most offerings are delivered in the city of Watsonville across all program types followed by Santa Cruz and Aptos (Table 2).
- About a third of the ABE courses are offered on the weekend with about one-quarter offered in the summer and less than 5% offered in the evening (Table 3). all
- Almost half of the ESL and GED/HiSET sections are offered in the evening with few to none offered on the weekend or the summer (Table 3).

A look at CTE Classes

- One third of CTE sections are offered in evening and only two session during the weekend (Table 3).
- Both Cabrillo and WASCAE offer CTE course in Healthcare (Table 4).
- WASCAE offers course 8 CTE sections in a bilingual format and 5 sections that meet English Language learner needs (Table 4).



Table 2. Number of Sections by Program Type and City Where Section is Offered: 2018-19

Program type	Total Sections		City									
			Aptos		Watsonville		Santa Cruz		San Lorenzo Valley		Davenport	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CTE	47	100%	9	19%	37	78%	1	2%	0	NA	0	NA
ABE	32	100%	0	NA	21	67%	3	9%	1	3%	0	NA
ESL	55	100%	4	7%	39	71%	11	20%	1	2%	0	NA
GED/HiSET	22	100%	0	NA	12	55%	5	23%	2	9%	0	NA

Table 3. Total Number of Percentage of Sections by Program Type and Time Section is Offered: 2018-19

Program type	Total Sections		Time Section is Offered					
			Evening		Weekend		Summer	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CTE	47	100%	17	36%	2	--	0	--
ABE	32	100%	9	4%	12	38%	8	25%
ESL	55	100%	24	44%	2	4%	0	--
GED/HiSET	22	100%	11	50%	0	--	0	--



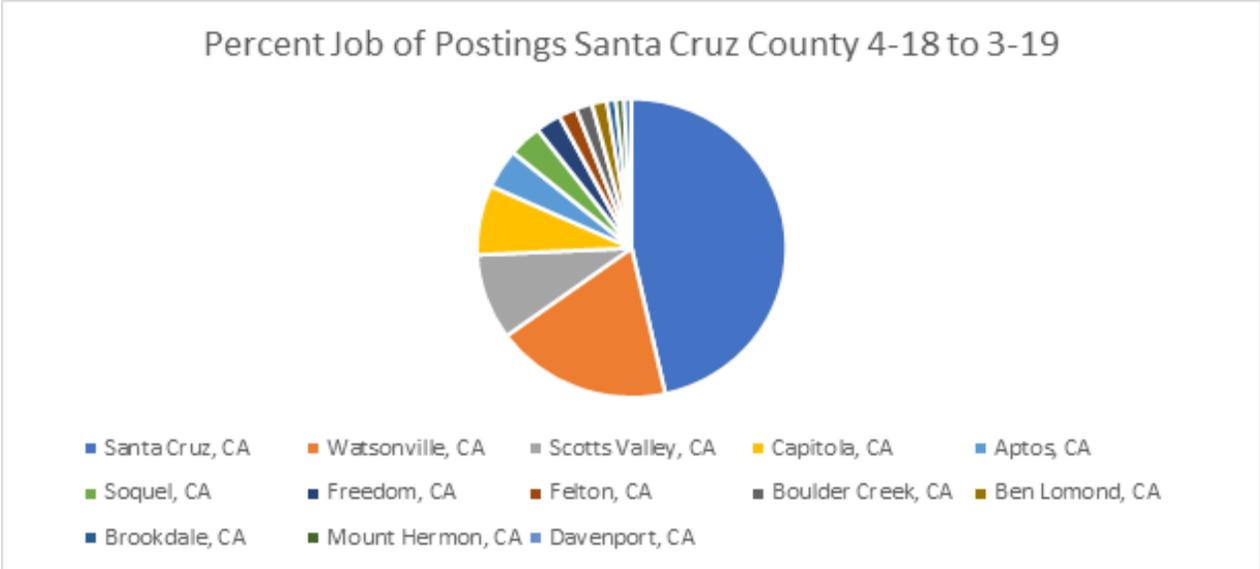
### *Conclusions and Next Steps*

1. While WASCAE offers evening and weekend programming, additional courses are needed in the evening and weekends to meet the availability of adult learners—a need identified in the focus groups. Develop plan to offer ESL in Santa Cruz/North County during the summer. While some courses are offered during the evening few and close to none are done so during the weekend or during the summer.
2. Courses that provide on-the-job training or apprenticeship opportunities or have real world application was noted as a need in both the focus group findings and the Workforce Development report. CTE courses offered by Cabrillo and WASCAE should be reviewed to see how on-the-job training and real-world applications opportunities can be increased.
3. The Workforce Development Report list four emerging industries: 1) Information and Communications Technologies, 2) Finance and Banking, Insurance and Real Estate, 3) Healthcare and 4) Biotechnology and Biomedical devices. Both Cabrillo and WASCAE offer course in Healthcare. GOAL should examine how it can strengthen the existing Healthcare pathway and investigate the possibility of developing additional pathways from one of the three remaining emerging industries.
4. To assist adult learners in Santa Cruz County attain a GED/HiSET and or increase job training skills, classes in Spanish that provide basic education skills are needed. WASCAE offers four sections of Spanish GED courses and eight bilingual or English language learner focused CTE courses. However, there were no classes for basic skills offered in Spanish. Additional GED/HiSET and basic skill courses in Spanish are necessary.
5. Currently, there are two entrepreneurial classes available for adult learners: eBay Home Business and QuickBooks. Web design and introduction to computer classes could also be considered entrepreneurial classes. To meet the need of assisting adult learners to become economically self-sufficient by owning their own business—a need noted in the focus groups, a defined entrepreneurial pathway should be developed that includes both courses already offered and additional ones.
6. The American Community Survey data and the Workforce Development report noted the large number of adult learners with less than a high school diploma. Currently, GOAL serves 2,850 adult learners. There are over 27,800 residents 18 or older with less than a high school diploma or equivalency. GOAL services approximately 10% of the those who could benefit from GED/HiSET services. Additionally, GED courses in Spanish exist but, as noted in the focus group, few are aware of these courses or aware of GOAL services and resources overall. The adults we surveyed face significant barriers that suppress their ability to enroll. To increase the number of adult learners served, GOAL should continue to build its marketing and outreach campaign to ensure targeted communities are informed and aware of GOAL's services and resources.

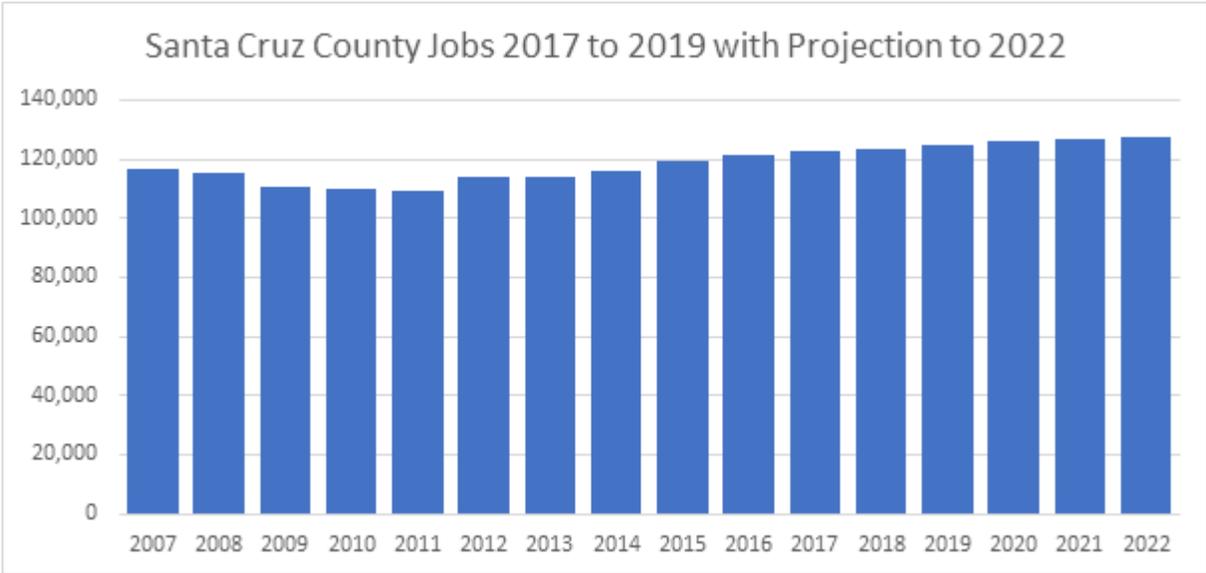
### **Economic Scan**

#### *Employment*

Santa Cruz County has an active job market with 31,257 unique jobs posted in the last 12 months (April 2018 to March 2019). The University of California posted the most with 1,254 unique postings. The vast majority of jobs are located in Santa Cruz at 46% with Watsonville in a distant second place at 18%.



The number of jobs in all occupations in the County has been growing steadily since the last recession. This trend is expected to continue.



EMSI Occupations Table May 2019



The top ten occupations in Santa Cruz County do not require Post-Secondary education. While these jobs provide needed income for local families, the community would be well served if there were more middle skill jobs available.

Description	Annual Openings	2019 Jobs	2022 Jobs	Median Hourly Earnings	Typical Entry Level Education
Personal Care Aides	675	3,690	4,101	\$11.75	High school diploma
Combined Food Preparation and Serving Workers, Including Fast Food	719	3,494	3,711	\$11.53	No Educational Credential
Retail Salespersons	479	3,292	3,310	\$12.45	No Educational Credential
Office Clerks, General	365	3,074	3,094	\$14.82	High school diploma
Cashiers	560	3,007	3,004	\$11.87	No Educational Credential
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	444	2,954	2,878	\$11.56	No Educational Credential
Waiters and Waitresses	415	2,046	2,126	\$11.92	No Educational Credential
Farmers, Ranchers, and Other Agricultural Managers	133	1,835	1,790	\$11.67	High school diploma
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	255	1,822	1,878	\$13.14	No Educational Credential
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	192	1,807	1,795	\$19.84	High school diploma

**Unemployment**

Santa Cruz County’s unemployment rate is relatively good compared to the rest of the state, but higher than neighboring counties and the state at 4.3% in March. The unemployment rate is disproportionately higher in the south county compared to the north.

**Industry**

Governmental agencies are the largest employers in the county followed by education and health services. The county gained 1,500 jobs in the past year, most of which were in the Government sector. Although Education and Health Services employ many people, they added few additional new jobs.

State of California, Employment Development Department  
[https://www.labormarketinfo.edd.ca.gov/file/lfmonth/scrz\\$pds.pdf](https://www.labormarketinfo.edd.ca.gov/file/lfmonth/scrz$pds.pdf)

**Wages**

According to the Santa Cruz County Workforce Development Board’s 2018 Industry, Economic & Workforce Research of Santa Cruz County report, “In addition to a limited overall job supply, employment growth in Santa Cruz County is concentrated in low-skill, low-wage work.” Over the last decade, low-skill jobs have seen high growth. These jobs pay close to \$30,000 per year and include protective services, food service and retail, building and grounds keeping work, and personal care



positions, The average wage for Santa Cruz County in 2017 was \$60,166 per year; this is a respective 30 percent and 10 percent lower than state- and nationwide averages.

According to the same report, there are significant differences in economic opportunity for South County Santa Cruz residents compared to North County Santa Cruz residents. Job growth in South County was six points lower compared to North County and four points lower than the overall countywide average. Furthermore, the unemployment rate in the southern region is almost double that of the northern part of the county.

**Cost of Living**

The Insight, Center for Community Economic Development’s California Family Needs Calculator estimate that a one adult requires a minimum income of \$33,156 or \$15.94 per hour in 2018 to live in Santa Cruz County. They calculate the cost of basic expenses for a non-elderly or disabled person including housing, food, child care, health care, transportation, and taxes. Costs are lower in near-by Monterey County at \$30,013 annually and higher in Santa Clara County at \$46,840 annually. Low-skill job wages are not keeping up with the cost to live in the County.

Monthly Expense: One Adult	
Housing	\$ 1,326
Health Care	\$ 151
Food	\$ 311
Transportation	\$ 265
Miscellaneous	\$ 205
Taxes	\$ 505
<b>Total Annual Expense</b>	<b>\$ 33,156</b>

<https://insightcced.org/2018-family-needs-calculator/>

**Housing**

Although Santa Cruz County continues to have one of the most expensive median home sales prices in the United States (top 2%) at \$798,000, housing prices are decreasing. Median monthly home ownership cost is \$2,774 (2018 American Community Survey). In the past year prices declined 0.4% and Zillow predicts they will fall 0.6% in the next year. The median rent price to rent a home in Santa Cruz County is \$3,163 per month.

**2.4 Identifying Goals and Strategies**

**Goal 1: Development of Adult Career Pathways**

The overarching concept and vision of our Consortium work will be focused on the development of Adult Career Pathways – a coherent, articulated sequence of rigorous academic and career/technical courses from adult school to an industry recognized certificate, CTE certificate associate degree, and/or licensure. An Adult Career Pathway focuses more on the special needs and circumstances of adults, especially those who were not initially successful in public education. The target population of Adult Career Pathways include demographics such as high school dropouts, secondary graduates (high school diploma or equivalent) with no college, immigrant adults, previously incarcerated, re-entering workers, and employed persons looking to upskill.

Our consortium intends to accelerate learning and produce college and workforce-ready graduates. CTE courses utilizing accelerated IET curriculum such as and IBEST and IELCE models, will continue to be piloted and implemented in our consortium. To address the need to create bridge programs and



develop pathways to college and workforce, we propose to pilot career pathways from the adult school to the college in the following sectors:

### Allied Health/Community Health Worker

key industry sector and certification may lead into healthcare career pathways for higher wage jobs to afford the cost of living in Santa Cruz County

### Early Childhood Education

shortage of childcare workers in a high cost of living area often requiring both parents to work; improving talent pipeline will support economic development strategies for Santa Cruz County

### Agriculture & Natural Resources

large industry sector to Santa Cruz County's economy

### Hospitality, Tourism & Recreation

large industry sector to Santa Cruz County's economy

### Information & Communication Technology

key industry sector for higher wage jobs to afford cost of living in Santa Cruz County

### Manufacturing/Construction/Transportation

small industry sector however, sector jobs do provide higher wage earning potential to afford the cost of living in Santa Cruz County and the availability of talent will support economic development strategies for Santa Cruz County

To support Adult Career Pathways consortium members will develop career ladders within the adult school and that transition to community college or workforce.

The GOAL consortium will continue its development of shorter courses and stackable certificates with workforce skill preparation, use of common assessment, and contextualized instruction and lesson planning with clear transition pathways.

NonCredit and Credit programs that address adult education and literacy workforce preparation and workforce training for obtaining industry recognized and academic credentials will support our efforts. These industry sectors have been identified through LMI data and have demonstrable labor force needs/gaps. Our consortium hopes to leverage other services from the LWDB and CBOs supporting recruitment, wrap-around support services, and navigation to facilitate transition and track outcomes supporting these additional bridge programs. The key points that were considered for these career oriented pathways were the identification of current pathway alignment and/or integration of the two systems and how to expedite the transition of adult learners to postsecondary education or into the workforce. Faculty from both systems are learning about the existence of various programs in each of the respective programs, the unique challenges facing both and how to design and coordinate the planning process to better serve students.

### Strategies

- Co-location of classes that support co-enrollment and bridges between AS and CC - Expand CTE program by leveraging member resources and facilities, including community college, adult school facilities and staff. Analysis of our work plans and current levels of service show a need to increase CTE offerings in the northern part of our region. This provides an opportunity to increase collaboration between the adult school and community college.
- Integrate IET and other contextualized learning models such as IBEST, I-DEA to create bridge programs and develop Adult Career Pathways to college and workforce
- Development of secondary and ESL bridges at AE that can support CTE at post-secondary as part of a transition strategy
- Review existing CTE programs of study to identify potential links and alignment.



- Programs of study without a postsecondary link should be evaluated for relevance and with the state's larger workforce priorities

### Goal 2: Alignment of ESL & CTE Curriculum

Consortium members will align their CTE and ESL curriculum for acceleration and seamless transition. Implement and coordinate strategies and processes our Consortium can use to strengthen CTE program quality and provide students with pathways to postsecondary credentialing and middle and higher wage career opportunities. Adult school members will focus their basic skills instruction contextualized for a specific occupation or cluster of occupations within an industry or field

Integrated Basic Education and Skills Training (IBEST) quickly teaches students literacy, work, and college-readiness skills so they can move through school and into living wage jobs faster. This integrated approach combines language support and workforce instruction. Cabrillo College is currently piloting IBEST in their newly launched Community Health Worker program.

WASCAE is currently developing/implementing IET courses especially designed for ESL learners who want to further develop their English literacy and communication skills through learning the context of job skills.

With the adoption of CASAS by all members including the community college we will continue towards program alignment and seamless transitions. Collaborative work groups will identify gaps and patterns and develop effective practices for addressing these in order to seamless transition students and incentivize acceleration of student progress. For the purpose of creating a seamless career pathway for adult education students transitioning to community college we will utilize multiples measures for course placement as part of Cabrillo's matriculation process for adult education ESL students arriving at the College. By avoiding over-testing of students (such as CASAS and the self-guided placement at Cabrillo) and building upon the students' existing test results and academic accomplishments, the use of multiple measures to inform placement of students in courses provides a seamless transition into Cabrillo's ESL program. By developing eligible career pathway programs that facilitate concurrent enrollment in connected adult education eligible postsecondary programs, our two institutions will build bridges to facilitate our students' journey toward English acquisition and career development. It will broaden and deepen the working relationship among ESL professionals at both immigrant-serving institutions. and fill in possible support gaps to assist to students that are eligible for AB540. Finally, it will address an important goal of California Adult Education Program (AB86); that of opening doors of educational opportunity and access for our most vulnerable student populations.

#### Strategies

- Identification of CASAS adult literacy levels and workforce preparation necessary to successfully transition into and complete postsecondary education or training across all consortium member institutions
- Implement CASAS adult literacy levels and workforce preparation to support students transition into and complete postsecondary education or training across all consortium member institutions
- IET courses especially designed for ESL learners who want to further develop their English literacy and communication skills through learning the context of job skills as well as workforce training or further education
- Through meaningful engagement Cabrillo, WASCAE, SCCOE instructors will share curriculum, analyze literacy levels and needs of students and develop aligned program curriculum and plans



- Engage American Institute Research (AIR) Curriculum Alignment Project (CAP). Third party entities for neutral facilitation

### Goal 3: Develop a Student Support Continuum

Our consortium is committed to support immigrant adult learners in their integration and success. Successful long-term integration requires a broad understanding of U.S. life and systems, integration into the civic, social, and economic life of their new communities, combined with strong English proficiency and other basic skills acquisition

Counselors and Transition Specialists play a critical role in a ‘no-wrong door’ approach. Utilizing the Immigrant Integration Framework we will develop a wraparound/continuum to support students personal and career aspirations through providing transitional counseling, educational plans, and linkages and referrals to community based agencies as needed for basic needs and other social supports. Utilize Community Pro to support case management, transition to college, and wrap around support.

#### Strategies

- Utilizing the Immigrant Integration Framework we will develop a wrap-around support system to support students personal and career aspirations through providing transitional counseling, educational plans, and linkages and referrals to community based agencies as needed for basic needs and other social supports
- Work with the current High School Counselor Conference to add a Adult Education Counselor/Transition Specialist track
- Develop a clear student continuum framework with strong engagement from consortium members, counselors, transition specialists, financial aid staff that will help staff understand the Consortium, Career Pathways, and the needs and challenges of adult learners
- Utilize Community Pro to support case management, transition to college, and wrap around support

### Goal 4: Increase Access for Adult Learners to Attend Post-Secondary

- Access to Financial aid:
  - Ability to Benefit: Co-enrolment, access to financial aid, advances AB540 status in an eligible career pathway program allows students to concurrently enroll in connected/linked adult education and federal Title IV eligible post-secondary programs. We will survey students ‘ability to benefit’ (ATB) from financial aid through co-enrollment and access federal financial aid to support their education and training at the community college and other post-secondary institutions.
  - AB540/NonResident Adult Dreamers/DACA: Supporting students in credit courses
- NonCredit/Workforce Skill Building - development of shorter courses and stackable certificates with workforce skill preparation, use of common assessment, and contextualized instruction and lesson planning with clear transition pathways. Utilize NonCredit courses at CC and bridge courses at AE to serve as a gateway into credit certificates and degree programs that lead to employment.  
NonCredit is quickly becoming a critical and powerful "educational gateway" for adult learners, immigrants, and under-served students by providing "open access" for those seeking to improve their earning power, employability, literacy skills and access to higher education. It serves as an important point of entry for under-served students as well as a key transition point to prepare students for credit instruction.

- Marketing & Community Awareness - strategic grassroots and multi-approach outreach and communication campaign
- Adult Learner Registration Fairs – Fairs will be conducted by leveraging the staffing capabilities of community college, adult school, COE, WDB in order to enhance community presence. Fairs will have a focus on adult immigrants and coordinated in an adult learner friendly environment with opportunities to make connections with instructors, counselors, and financial aid staff
- Utilize tools such as Community Pro to close gaps of service and create a safety net for students

### **Goal 5: Professional Development**

Consortium members are committed to achieving aligned, high-quality adult education and workforce programs of study. Educators will receive ongoing, progressive training and professional development to ensure their instruction is reflective of course standards and current industry work environments.

- Continue to build super regional efforts with neighboring Consortia. We will leverage Super-Regional efforts with Salinas Valley Adult Education Consortium, Monterey Peninsula Adult Education Consortia, and Gilroy ACE Adult Education Consortium in Training, coaching, and support on adult learning theories, pedagogy, and IET.
- Aligning federal, state and local funding to leverage and drive programmatic changes leading to the implementation of vertically aligned education to career learning pathways

Figure 1. Logic Model

**Goal Statement: Develop Adult Career Pathways**

*Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address*

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years	We expect that if accomplished these activities will lead to the following changes in 3-5 years
<ol style="list-style-type: none"> <li>1. WASCAE and Cabrillo College work groups charged with development and implementation of contextualized curriculum</li> <li>2. Commitment from CEO's and consortium leadership to approve and oversee shared curriculum development</li> <li>3. Resource allocation to support cross agency collaboration</li> <li>4. Institutional support from CEO's to ensure accountability of work to be completed. (Ex. counselor and faculty time, facility availability, cooperative working relations)</li> <li>2.</li> <li>5. CTE Programs will be informed by local labor market needs and</li> </ol>	<ol style="list-style-type: none"> <li>1. Members will develop and/or contextualized IET models such as Workforce ESL classes, IELCE, IBEST</li> <li>2. Strengthen and expand existing IET (such as IBEST &amp; Workforce ESL models)</li> <li>3. Identify 2 Adult Ed Career Pathways to begin NonCredit bridge development at Cabrillo and WASCAE</li> <li>4. Develop secondary/ESL courses at adult education sites that serve as bridge courses to support transition to CTE at post-secondary level/workforce</li> <li>5. Review existing CTE programs of study to identify potential links and alignment across member institutions. Programs of study without a postsecondary link should be evaluated</li> </ol>	<ol style="list-style-type: none"> <li>1. &amp; 2. IET courses will be available at Cabrillo &amp; WASCAE to accelerate student learning</li> <li>2. Development of Career Pathway Maps</li> <li>3. Students will have the opportunity to attend Adult Education and Community College courses in a single location with faculty that is well versed in helping students understand how to move along Adult Career Pathways.</li> <li>4. CTE programs across the consortium will be of high quality and linked to local labor market demand</li> </ol>	<p>Cabrillo college will review its pilot of IBEST courses in Community Health Worker classroom from Spring '19. Results from student and faculty program evaluations will be used to improve and further expand this program</p> <p>Members will review existing CTE program of study to identify potential links and alignment. Programs of study without a postsecondary link will be evaluated for relevance and with the State's larger workforce priorities.</p> <p>Faculty from member institutions will meet quarterly to accomplish this work.</p> <p>Member agencies will develop a plan for co-location of classes to support seamless transition for students.</p>	<p>Students who participate in contextualized learning, and new IET courses will be more prepared to attend college level courses and/or be successful in the workforce – as measured through persistence and graduation rates</p> <p>NonCredit students will successfully transition to Credit courses</p> <p>ESL students will successfully transition to CTE programs</p> <p>Cabrillo college - expand IET models such IBEST and Workforce ESL, and other into Culinary and Business Information Worker classrooms in Fall 2019 and integrate with other CTE programs in the coming years</p>	<p>The GOAL Consortium will develop Adult Career Pathways that integrate IET such as IBEST &amp; Workforce ESL courses. Students who participate in Adult Career Pathways and newly designed IET career courses and Workforce ESL courses that are co-located will do one of the following:</p> <ul style="list-style-type: none"> <li>• Attend a community college and graduate with a degree or certificate or</li> <li>• Transfer to a 4-year institution, attain employment with family sustaining wages or</li> <li>• Transition from noncredit to credit courses.</li> </ul> <p>This will be measured through TopsPro, Launchboard, MIS, and CommunityPro a shared data management system</p>

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# Greater Opportunities Through Adult Learning

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>demonstrate high employment</p>	<p>for relevance and with the state’s larger workforce priorities</p> <p>6. Explore co-Location of classes that support co-enrollment and bridges between AE and CC –</p> <p>7. NonCredit programs will be developed with labor market needs and demands: including short, stackable seasonal schedules</p>			<p>WASCAE will continue with its IET and IELCE pathways</p> <p>Students will successfully bridge from WASCAE ESL courses to CTE Cabrillo courses</p>	
<p>Assumptions</p>			<p>External Factors</p>		
<p>We believe that a coordinated support system for adult ESL learners where each member (WASCAE, Cabrillo, COE, and the WDB) understands what the respective members offer in detail will support ESL learners through our respective programs. Adult learners will have a clear understanding of what the various levels mean and where their available choices are that support their education goals and that their course of study culminates in a 'warm hand-off' transition to either next level (inter-agency transition) or externally to postsecondary or workforce.</p>			<p>We know that persistence is a risk factor for adult language learners and that economics often play a role in persistence rates. For many of these students the need to earn is greater than the need to learn. We also know of other external factors that impact our work, including: lack of childcare, lack of transportation, lack of literacy, learning disabilities, and other factors. Working with our members and partners we hope to provide adequate support services (counselling, transition services) and wrap-around services (referrals to appropriate social services, tutoring, workforce preparation, softskills training, etc) to help adult ESL learners succeed in postsecondary and workforce, or economic mobility.</p>		

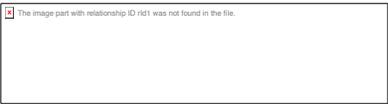


Figure 2. Logic Model  
 Goal Statement: Alignment of ESL/CTE Curriculum

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years	We expect that if accomplished these activities will lead to the following changes in 3-5 years
1. Institutional support from CEO's to ensure accountability of work to be completed. (Ex. Counselor and faculty time, facility availability, cooperative working relations. 2. Allocate sufficient resources in support of ESL curriculum alignment work group/team 3. Compile ESL course outlines and course SLOs from each agency 4. ESL Workgroup development team	1. Identify appropriate personnel from each agency to begin ESL curriculum alignment project 2. WASCAE, SCCOE and Cabrillo ESL faculty meet quarterly and conduct curricular cross walk of course outlines 3. Develop and implement a writing rubric to agree on writing skill levels; reach consensus on what skills are taught at the various NRS levels 1-6 4. Agencies will map course of study for adult education ESL students to transition to postsecondary and workforce	1. Clear delineation of ESL course offerings that compliment and support transitions from WASCAE to Cabrillo 2. Seamless transitions for WASCAE students to progress through ESL levels and externally to Cabrillo and/or workforce	Students will understand how our respective agency's ESL courses align	1. Aligning our respective ESL program levels will help us address the need for English as a Second Language services, address gaps in our County and determine best how to allocate resources. 2. Aligning our respective ESL programs will allow us to better address ESL professional development needs and to address student needs based on their goals and demographics.	Aligning our respective ESL program curricula will support a developing collaborative consortium that works together helping adult learners navigate their educational paths successfully to the workforce.

Assumptions	External Factors
We believe that a coordinated support system for adult ESL learners where each member (WASCAE, Cabrillo, COE, and the WDB) understands what the respective members offer in detail will support ESL learners through our respective programs. Adult learners will have a clear understanding of what the various levels mean and where their available choices are that support their education goals and that their course of study culminates in a 'warm hand-off' transition to either next level (inter-agency transition) or externally to postsecondary or workforce.	We know that persistence is a risk factor for adult language learners and that economics often play a role in persistence rates. For many of these students the need to earn is greater than the need to learn. We also know of other external factors that impact our work, including: lack of childcare, lack of transportation, lack of literacy, learning disabilities, and other factors. Working with our members and partners we hope to provide adequate support services (counselling, transition services) and wrap-around services (referrals to appropriate social services, tutoring, workforce preparation, softskills training, etc) to help adult ESL learners succeed in postsecondary and workforce, or economic mobility.



Figure 3. Logic Model

### Goal Statement: Develop Student Support Continuum

*Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address*

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years	We expect that if accomplished these activities will lead to the following changes in 3-5 years
<p>Institutional support from CEO's to ensure accountability of work to be completed and resource allocation. (Ex. Counselor and faculty time, facility availability, cooperative working relations.</p> <p>Intake/Orientation staff and teachers (identifying student goals) Transition Specialists Counselors</p> <p>Community Pro to support case management, transition to college, and wrap around support</p>	<p>Develop a wrap-around Student Support Continuum system to support students personal and career aspirations utilizing the Immigrant Integration Framework (IIF) through providing: transitional counseling and ed plans,</p> <p>IIF linkages and referrals, financial aid, academic support, orientation, health and follow up services</p> <p>Form workgroups and meet as needed to develop and implement Student Support Continuum plan: 1) Transition Specialists team (monthly) 2) Guidance team comprised of Counselors (quarterly) 3) Admin/staff team (as needed)</p> <p>Implement Community Pro and dedicate resources/staffing to maintenance of longitudinal tracking and warm handoff referral system</p>	<p>Students are prepared to transition from current program to next level (ASE&gt;CTE, ASE/CTE&gt; Workforce, ASE&gt;Postsec)</p> <p>Referring students to appropriate support services i.e. teachers refer to Transition Sp/Counselors to help connect student to targeted CTE programs, employment opportunities 'warm hand-off' to postsecondary Transition Specialist, Counselor and/or admissions process</p> <p><b>Student Support Continuum visual mapping tool</b> for students AND consortium member counselors, financial aid, transition specialists to understand the Consortium, Adult Career Pathways, and programs and services available to adult learners throughout the Consortium. (Ex. HSD/HSE classes offered)</p>	<p>Develop workgroups for Transition Specialist, Guidance Team, and Admin/Staff</p> <p>Develop workgroup schedule of meetings</p> <p>Develop a framework informed by IIF Collaboration and regular meetings/work group/planning/professional learning communities among support staff of teachers, transition specialists, counselors and Administration.</p>	<p>Students are prepared to transition from current program to next level (ASE&gt;CTE, ASE/CTE&gt; Workforce, ASE&gt;Postsec)</p> <p>Increased transitions from Adult Education to post-secondary (as measured by CAEP outcomes)</p> <p>Teachers, staff, and students with increased knowledge of post-secondary or workforce options and resources</p> <p>Increased student performance as measures by EFL gains</p> <p>Increased student persistence</p> <p>Increased number of students successfully transitioning to post-secondary or the workforce</p>	<p>Seamless transitions from Adult Education to post-secondary or workforce</p> <p>Coordinated Student Support Services with well-defined systems helping students achieve goals of transitioning from adult education to postsecondary and/or workforce; increasing outcomes as measured by CAEP Outcomes</p> <p>Increased student performance measured by CAEP outcomes</p>

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# Greater Opportunities Through Adult Learning

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
		Utilize Community Pro to support case management, transition to college or workforce and wrap around support			
Assumptions			External Factors		
A core belief among consortium partners is that a coordinated support system for adult learners that culminates in a 'warm hand-off' transition to either next level (inter-agency transition) or externally to postsecondary or workforce.			Protective factors include student motivation and skill set, work permit and/or citizenship status and mobility. Barriers may include immigration and work status, lack of skills, mobility and childcare. Immigration barriers will be addressed using the Immigrant Integration Framework*. Utilizing the Immigrant Integration Framework we will develop a wrap-around support system to support students personal and career aspirations through providing transitional counseling, educational plans, and linkages and referrals to community based agencies as needed for basic needs and other social supports		

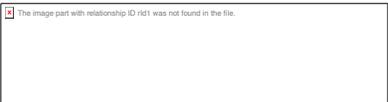


Figure 4. Logic Model

**Goal Statement: Increase access for adult learners to attend postsecondary**

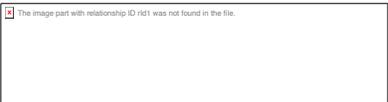
*Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address*

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years	We expect that if accomplished these activities will lead to the following changes in 3-5 years
<ol style="list-style-type: none"> <li>1. WASCAE/SCCOE/Cabrillo work groups charged with development and implementation of financial aid training</li> <li>2. Consortium wide collaboration and cooperation to adopt ATB</li> <li>3. Commitment from consortium leadership to expanding courses in the evening, weekends summer and North County as needed</li> <li>4. Consortium agencies coordinate outreach and communication campaigns with that of GOAL</li> <li>5. Commitment from consortium leadership to expand and institutionalize Adult Learner Registration Fairs.</li> <li>6. Commitment from consortium leadership to expanding NonCredit/Workforce skill building development opportunities.</li> <li>7. Commitment from Consortium leadership to adopt common assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide students and counselors Financial Aid training to understand financial aid across agencies and specifically how to access the Ability to Benefit program.</li> <li>2. WASCAE/Cabrillo- will identify eligible students whose goal is to attend college and qualify them for ATB status in an eligible career pathway program.</li> <li>3. Consortium members will expand courses in the evening, weekends, summer, and in North County.</li> <li>4. Implement - consortium wide strategic grassroots and multi-approach outreach and communication campaign to increase adult education community awareness including vertical alignment and what they mean to the broader community</li> <li>5. Expand and institutionalize Adult Learner Registration Fairs by leveraging the</li> </ol>	<p>Students concurrently enrolled in linked adult education and federal Title IV eligible post-secondary programs.</p> <p>Additional courses will be available to students evenings, weekends and across the country geographically</p> <p>Improved application process to simplify the application for onboarding of students at Cabrillo</p> <p>Improved tracking of AE students to CC - address CCCApply AE tracking</p>	<p>Students who did not previously know about Adult Education offerings attend registration fairs and subsequently start an educational program.</p> <p>Students will enter pre-apprenticeship programs, and have the opportunity to take shorter courses and stackable certificates for workforce skill preparation.</p> <p>The following (CAEP) Outcome Metrics:</p> <p>Number of Enrollees</p> <p>Educational Functional Level EFL Gain</p> <p>Literacy Gains</p> <p>EL Civics (additional assessment)</p>	<p>The following (CAEP) Outcome Metrics: HSD or HSE achieved</p> <p>Industry Recognized Certificate Achieved</p> <p>Transition to Post-Secondary AA Community College program.</p>	<p>The following (CAEP) Outcome Metrics: Enter Employment and Increase Wages.</p> <p>Attainment of AA from Community College</p>

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# Greater Opportunities Through Adult Learning

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>tools such as CASAS and other multiple measures</p> <p>8. Commitment from Consortium leadership to pursue expanded funding opportunities to post-secondary education and career training programs</p>	<p>staffing capabilities of all consortium members</p> <p>1. Enhance community presence, outreach, with a focus on adult immigrants in an adult learner friendly environment.</p> <p>6. Expand NonCredit/Workforce ESL, shorter courses and stackable certificates for workforce skill preparation.</p> <p>7. Members will adopt common assessment as the Adult School and SCCOE to help student with a seamless transition between agencies.</p>				
<p><b>Assumptions</b></p>		<p><b>External Factors</b></p>			
<p>All students can make gains and succeed. Attainment is reached at a faster pace when students are provided contextualized learning that complement their skills and interest.</p>		<p>Protective: Students are motivated and ready to build upon strengths. Students tend to have experiences that bring them to us ready to focus and complete requirements of the various programs. Risks: Students have socio-economic needs/barriers from providing for a family, immigration status to high housing and low wage work.</p>			



**Figure 5. Logic Model**  
**Goal Statement: Implement Professional Development supporting goals and strategies**

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>Institutional support from CEO's to ensure accountability of work to be completed. (Ex. Counselor and faculty time, facility availability, cooperative working relations.</p> <p>Allocated resources to support teacher release time; administrative and facilitation staff/time</p>	<p>Development of best practices to help achieve our overarching goals and strategies</p> <p>Implementation of PD around the following:</p> <ul style="list-style-type: none"> <li>*Adult learning theory</li> <li>*CASAS Assessment</li> <li>*Growth Mindset</li> <li>*Culturally Responsive Teaching</li> </ul>	<p>Consortium members committed to implementing aligned, high-quality adult education and workforce Professional Development programs of study.</p> <p>Shared case management system, Community Pro will help us track students as the exit one system, enter another</p>	<p>We expect that by collaborating on shared professional development objectives and activities our consortium partners change the awareness, knowledge and skills of Human Centered Design (HCD), Community Pro, Professional Learning Communities (PLC) and Integrated Education and Training serves as a precondition for intermediate and long term outcomes.</p>	<p>Students feel connected and supported by instructors as evidenced through student surveys and focus groups.</p> <p>Faculty increase their knowledge of adult learning theories and strategies to serve adult learners</p> <p>Similar to immediate outcomes of collaborating on professional development objectives (to help adult learners transition toward positive outcomes), we expect changes in behavior, decision-making and policies of our consortium that create a seamless system for adult students to progress through adult schools to postsecondary and/or workforce.</p>	<p>If immediate and intermediate outcomes are successfully achieved we expect to institutionalize how adult learners understand the 'no wrong door' concept and are offered services that expedite students' progression from ESL, ABE, ASE, CTE completion towards postsecondary certification and workforce entry as measured through CAEP outcomes.</p>
<b>Assumptions</b>			<b>External Factors</b>		
<p>Through collaboration, planning, and Board meetings our consortium has reached consensus that the outlined professional development strategies will benefit adult learners' progress through K12 adult education towards postsecondary and workforce milestones. Much of our discussion and work around professional development is a result of state-wide best practices and our own successes with agency level initiatives.</p>			<p>Protective factors that may enable the success of our shared professional development initiatives include positive communication and agreement, planning for activities and shared resources. Barriers could include incongruent scheduling and meeting plans, faulty communications, and/or inability to compensate participants.</p>		

## 2.5 Piloting and Implementation

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### Ability to Benefit (ATB)

**Background:** Postsecondary education and the attainment of workforce training and credentials are critical to an individuals' economic mobility. With the cost of college tuition and living expenses rising each year, financial aid is essential for low to middle-income students to access and complete workforce education and training. U.S. residents and citizens who do not have a HSD/HSE have historically been ineligible to receive federal financial aid. With the restoration of the Ability to Benefit (ATB) program in 2016, individuals without a high school diploma or HSD/HSE may now access federal financial aid to not only pay for tuition, fees, and books but other living expenses as well. This makes it more likely for students to attend full-time and complete college and workforce training faster.

**What is ATB?** - Ability to Benefit allows a student without a high school diploma or equivalency to receive Title IV student financial aid (e.g. Pell Grant) to pay for postsecondary education and training **if they are enrolled in an eligible career pathway program** and have first completed 6 credits (or equivalent) applicable toward a degree or certificate or passed a Department of Education (ED) approved exam. An important part of enrolling in an “eligible career pathway” program is that it will enable an individual to attain a secondary school diploma or its recognized equivalent, alongside at least one recognized postsecondary credential.

#### The Impact within Santa Cruz County and GOAL consortium:

Within Santa Cruz County, 13% of the population of adults over 18 older lack a high school diploma or equivalent. At Cabrillo College it is estimated that roughly 200 currently enrolled students lack a high school diploma or equivalency. Prospective students without a high school diploma are discouraged from applying to Cabrillo and oftentimes do not end up registering for classes due to lack of financial support to pay for fees, books, living expenses and lost job income. Others try to keep working, often keeping their full-time jobs while coming to Cabrillo. It is very challenging for low, middle-income students who do not receive financial aid. Other community members are enrolled in the adult school or county office of education programs but traditionally have to wait until completion of a high school diploma or equivalency before they can qualify for federal financial aid and begin workforce training and education in a career pathway. ATB will have a direct impact on the following types of students:

- Adult Basic Education students: HS completion and equivalency students,
- Cabrillo and Financial Aid applicants without a high school credential
- Former Running START students who did not graduate from high school

#### Steps for Implementing ATB across GOAL consortium:

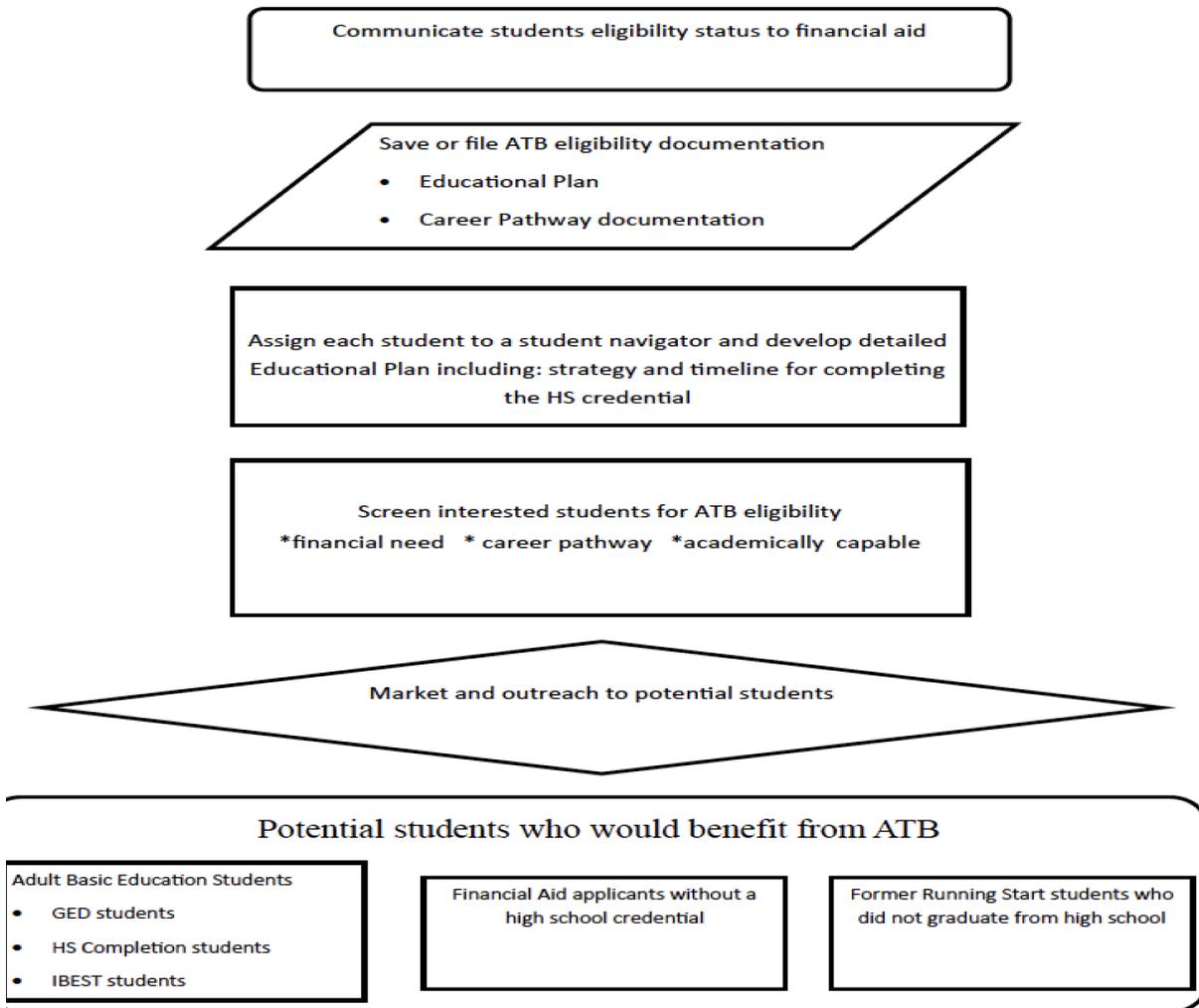
1. Identify eligible career pathway programs using 7 federal criteria A-G.
2. Identify acceptable documentation sources and repositories (ex. Community Pro)
3. Member institutions will identify students who are eligible candidates for ATB
4. Develop educational counseling and planning support for students
5. Develop an approval process and award Pell Grants to ATB students after completion of initial 6 credits of college level coursework or passing approved exam.
6. Track ATB student success and revise step 3 (above) as necessary
7. Explore co-location of courses at both AE and CC to encourage co-enrollment and ATB eligibility



Important considerations for GOAL consortia to consider when adopting ATB:

- Focus on the whole pathway through Integrated Education and Training (IET) - Students may need to receive adult literacy, workforce preparation (study skills, soft skills, and self-management skills), and occupational training in the same context.
- GOAL consortium members should facilitate the ability to earn a secondary school diploma through student-centered options including co-location, self-paced, online, IET, etc.
- Counseling and educational planning should be embedded across the consortia

**Flow Chart for Step 3: Identify students who are good candidates for ATB**



# Greater Opportunities through Adult Education

## Community Needs Study

Focus Group of Santa Cruz Community Members

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By: Rosio Pedroso, MPP  
Principal at Pedroso Consulting

Date: May 9, 2019



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## Executive Summary

Pedroso Consulting was contracted by Santa Cruz County's Adult Education Consortium to conduct a community needs assessment to meet planning requirements set forth by California's Adult Education Program. The community needs assessment is one of four phases. To understand the needs of adult learners in Santa Cruz County, focus groups were scheduled with the assistance of various community partners. A focus group protocol was developed in collaboration with Greater Opportunities through Adult Learning (GOAL) staff. Six 1-hour focus groups were conducted in English or Spanish between February and March of 2019. A total of 39 community members were reached.

### **Participant Demographic**

Those who participated were mostly women, with less than a high school education, and whose primary language is Spanish. Slightly more than half live in Watsonville. A quarter had received adult education courses in the past three months and one-third were familiar with job training/vocational, adult basic education, and high school equivalency offerings. About half the participants were aware of ESL course offerings. Slightly more than half indicated being unemployed or not working. A third indicated either currently or previously working in agriculture and about a fifth indicated working in education or teaching.

### **Career and Educational Goals and Aspirations**

To better understand the career and education needs of the community, focus group participants were asked to share their career or educational goals or aspirations. The top goals expressed by participants included the following:

6. *Learn English*. Participants noted that to achieve any career or educational goals they must learn English first.
7. *Work or find work*. Participants indicated that to provide for their families, they must work.
8. *Support their children*. Participants aspire to assist their children have better lives and want to help them.
9. *Become an entrepreneur*. Being economically self-sufficient is pressing for many and they believe that owning their own business can help them achieve it.
10. *Learn a skill, trade, or profession*. Others shared that they would like to secure a better financial future by learning a new and valued skill, trade, or profession.

### **Plans and Resources**

To understand what additional information or resources community members may need to help them achieve their goals, participants were asked to share plans they have made to meet their goals and indicate any additional resources they may need. Most participants either did not have a plan or indicated their plan was to learn English. Participants shared the following additional resources needed to meet their goals.

4. *Financial assistance*. Participants shared they need economic support to either pay for and offset the cost of attending classes or to assist in starting their own business.
5. *Flexible class schedule*. Participants would like to take courses that meet their family and work commitments.
6. *More information about adult education resources*. Participants shared that additional outreach and information about available adult education is needed, as many were unaware of the county's programs or resource for adult learners.



## Barriers

Participants were asked to describe the barriers or challenges they face in achieving their dreams, goals, or aspirations and/or to enrolling in adult education or career/job training classes. Six barriers emerged from the focus group discussions.

7. *High cost of living*. For many, education comes third to paying for rent and buying staples.
8. *Work schedule*. Most participants indicated after work or weekends as the best times to participate in classes as they work during the day. For those who work in agriculture or as day laborers, the slow period is in the winter.
9. *Childcare*. For mothers, childcare is a challenge because of cost and access. Participants shared there is often a waiting list, child care centers and providers do not take children under one year of age, and the hourly fee can be more than what they earn per hour.
10. *Time/schedule*. Parents expressed that it is challenging to balance school, work, and family commitments.
11. *Learning in English*. The majority of those who did not have an opportunity to receive formal education in their home country expressed frustration with learning English.
12. *Prior adult education experiences*. Several participants indicated that some, not all, teachers at the Adult School were not helpful or engaging. Participants indicated that ESL teachers have a difficult time accommodating various ESL levels in the same class and managing talkative students.

## Other

Three additional topics were discussed during the focus groups that are worth noting, as participants across the focus groups mentioned them. These include:

4. *Contextualize learning and apprentice opportunities*. Participants would like to work while they learn a new skill through apprenticeships or on-the-job training and would like opportunities to engage in real-world application of skills and the English language.
5. *Cabrillo College*. Cabrillo College is viewed by most as the community's adult education resource. Of participants who took adult courses at Cabrillo, many shared they were impressed by the quality of adult education teachers.
6. *Stakeholder involvement*. Many participants expressed their appreciation for the opportunity to share their aspirations and would like to know the findings from the focus groups discussions.

### **Recommendations**

Based on findings from the focus group, the following recommendations were provided to improve and/or meet the career and educational needs of adult learners in Santa Cruz County.

6. Offer courses during times that align with community availability.
7. Provide and promote classes in Spanish to meet the basic educational needs of the community.
8. Offer contextualized learning opportunities in collaboration with industry partners to meet on-the-job training and apprenticeship needs.
9. Create a GOAL outreach campaign to communicate adult education resources to the community.
10. Conduct further analysis of ESL student experiences to understand the variation in student satisfaction with the offerings.



## Introduction

As part of the three-year strategic planning requirements of California’s Adult Education Program, Pedroso Consulting was contracted by Santa Cruz County’s Adult Education Consortium to conduct the community needs assessment component of the strategic plan. A focus group approach was identified by Greater Opportunities for Adult Learning (GOAL) to ascertain the career and educational aspirations as well as the challenges of the adult community of Santa Cruz County. A protocol was developed in conjunction with GOAL that outlined five topic areas:

- 1) career and education aspirations or goals,
- 2) plans and resources needed to achieve those goals,
- 3) barriers or challenges to meeting the goals,
- 4) community assets,
- 5) other comments and what could be improved

In addition to discussing the protocol questions, participants were also asked to take a short survey either before or after the focus group to capture demographic information such as age, gender, zip code of residence, education status, and employment status, among other items. Between February and March of 2019, six focus groups took place across Santa Cruz County. Focus groups were conducted in Capitola, Davenport, Live Oak, Santa Cruz, and two in Watsonville. Organizations that assisted to coordinate the focus groups include: Community Action Board (CAB), Senderos, Santa Cruz County Migrant Education, and the Employment Development Department—Workforce Services Branch.

Thirty-nine community members were reached. Four groups were conducted in Spanish, one in English, and one bilingually. Focus group were approximately 1 hour in duration and 35 participants completed the demographic survey.

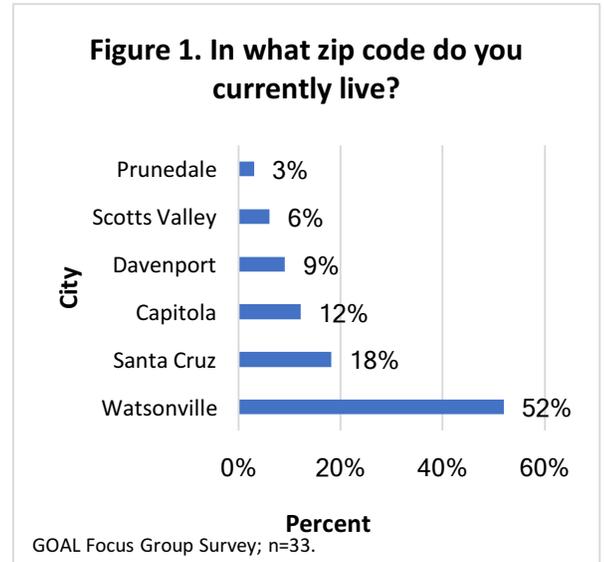
The following summarizes findings from both the survey and focus group discussions. The first section of the report presents findings from the demographic survey. Section 2 describes findings from the first section of the protocol—community members’ career and education aspirations or goals. Section 3 presents the plans and resources needed to achieve the goals and aspirations shared by community members. Section 4 describes the barriers community members face in achieving their career or educational goals. Section 5 lists the community assets identified by community members and section 6 describe other themes or suggestions mentioned in the focus groups. Section 7 provides recommendations based on focus group findings. The final section of the report presents the methodology used and acknowledgments. The demographic survey and the focus group protocol is included in Appendix A and B.

## Section 1: Demographic Information

Participants were asked to identify their zip code of residence, gender, age, primary language, work status, and education level. Of the 35 who completed the survey, the majority lived in Watsonville, were female (63%), between 40 and 49 years of age, and primarily spoke Spanish (73%). Slightly more than half were unemployed (53%).

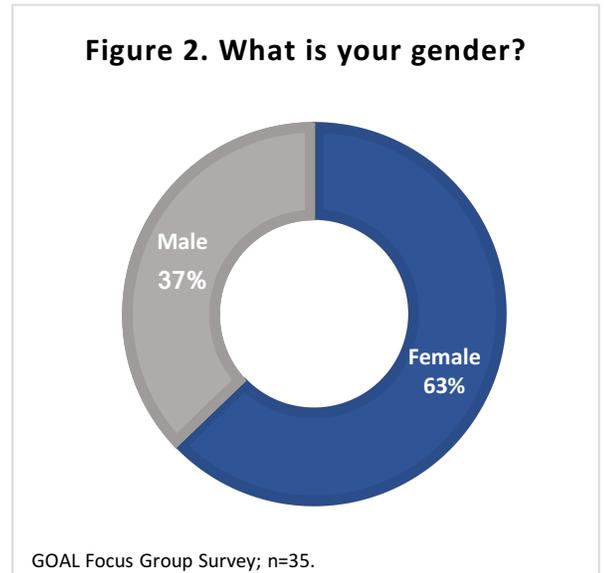
### Zip Code

Participants were asked to provide their zip code of residence. Figure 1 represents the range of zip codes provided by participants, grouped by city. Slightly more than half of participants reside in Watsonville (52%) and 18% reside in Santa Cruz. An additional 12% indicated they live in Capitola. One person indicated they live in Prunedale but come to Santa Cruz County for services.



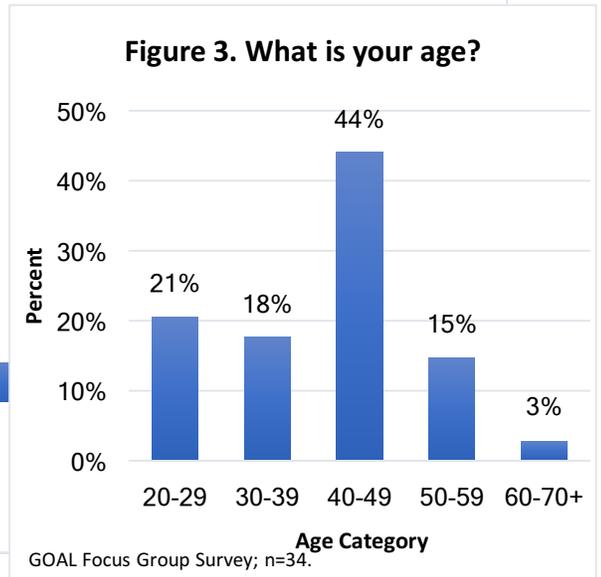
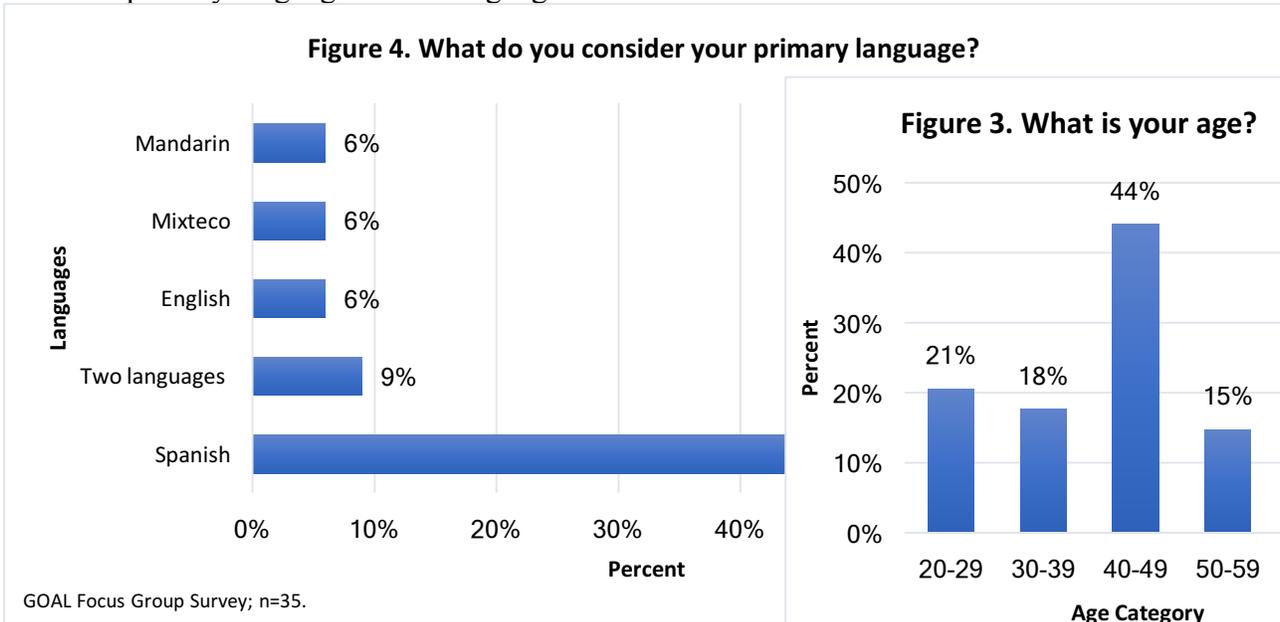
### Age and Gender

Participants were asked to provide their gender and age. More than half of the participants were women (63%) (Figure 2). In addition, nearly half of participants (44%) were aged 40 to 49. A similar percent was aged 20 to 29 and 30 to 39 (21% and 18% respectively) (Figure 3).



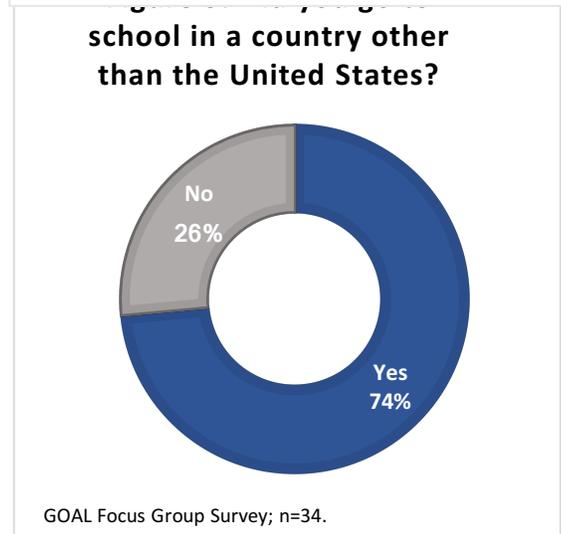
## Primary Language

Participants were asked to indicate their primary language. Nearly three quarters (73%) of participants indicated Spanish as their primary language (Figure 4). Six percent indicated English as their primary language. Other languages mentioned included Mandarin and Mixteco.



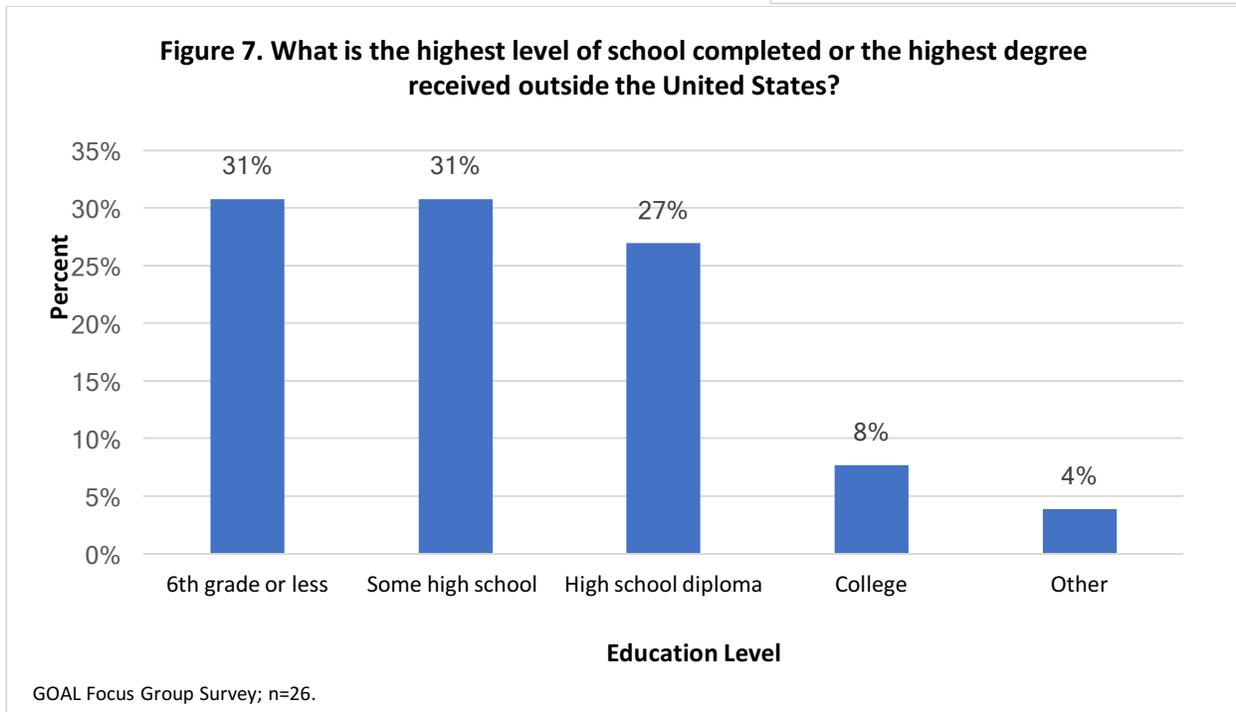
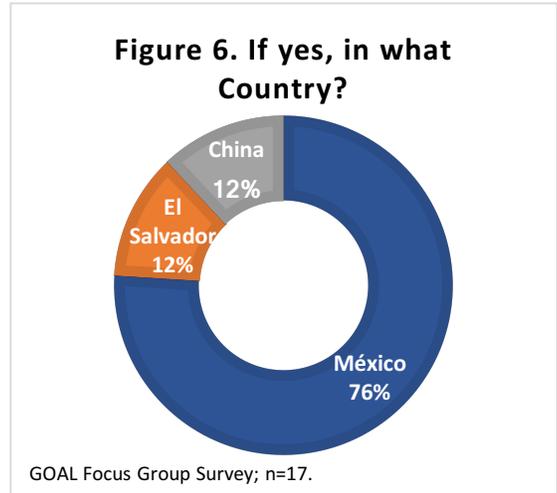
## Education Outside U.S.

Participants were asked to indicate if they attended school outside of the U.S. and if so, what level of education they attained. Three-quarters or 74% of participants indicated they had received an education outside the U.S. (Figure 5) and of those, 76% indicated they did so in Mexico, and 12% in El Salvador and China equally (Figure 6). Of the 26, who indicated they received an education outside the U.S., 62% had received less than a high school education (Figure 7). About a quarter (27%) had received a high school diploma and 8% reported a college level education.





During the focus group discussion, several participants indicated they had not studied in their home country but had taken advantage of studying in the U.S. not only for themselves but for their children.

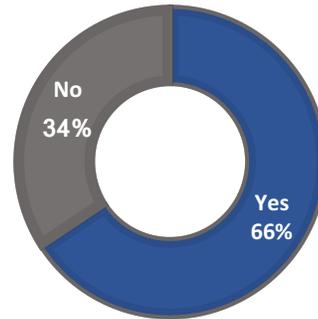


## Education: U.S.

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Participants were asked to indicate if they attended school in the U.S. and if so, what level of education they attained. Two-thirds (66%) of participants indicated they had received an education in the U.S. (Figure 8). Of the 23 who indicate they received an education outside the U.S., 21% had received some high school (Figure 9). About a fifth (21%) indicated receiving adult education, 13% indicated they had a high school diploma, and 21% reported a college level education.

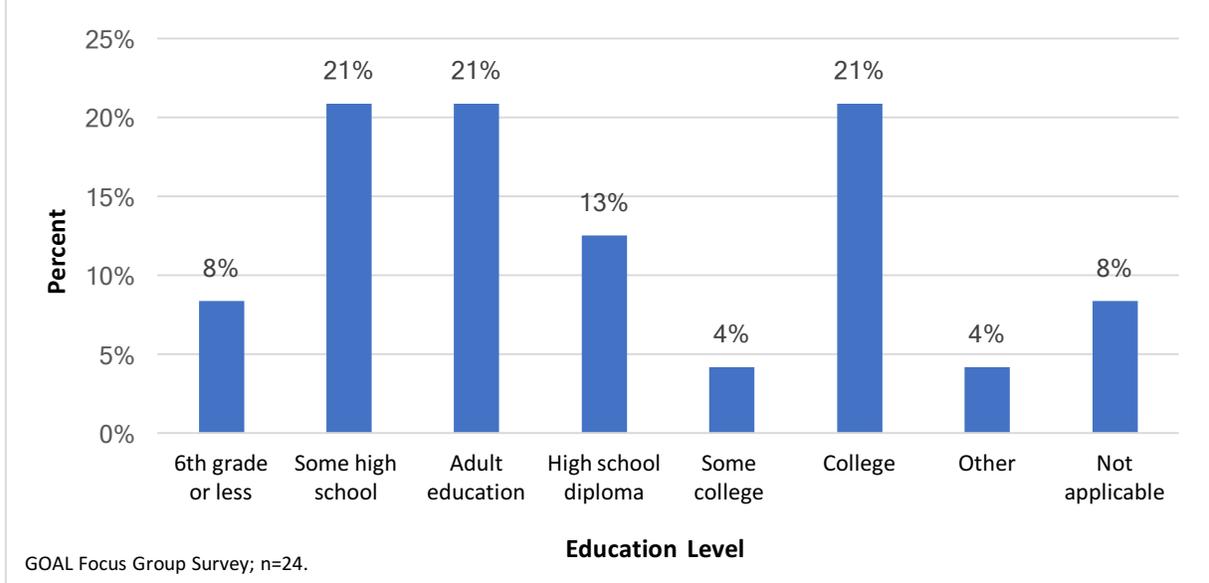
**Figure 8. Did you go to school in the United States?**



GOAL Focus Group Survey; n=35.



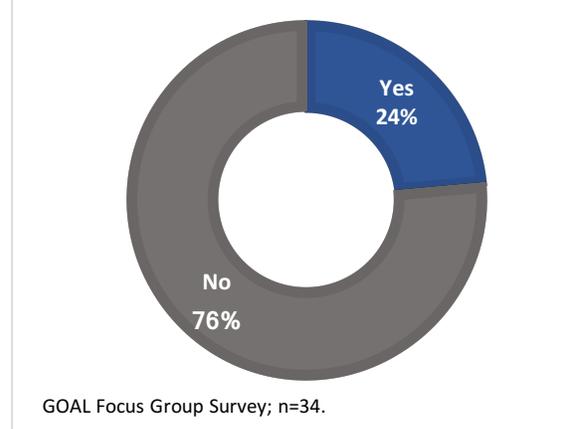
**Figure 9. What is the highest level of school completed or degree received in the United States?**



## Education: Adult School

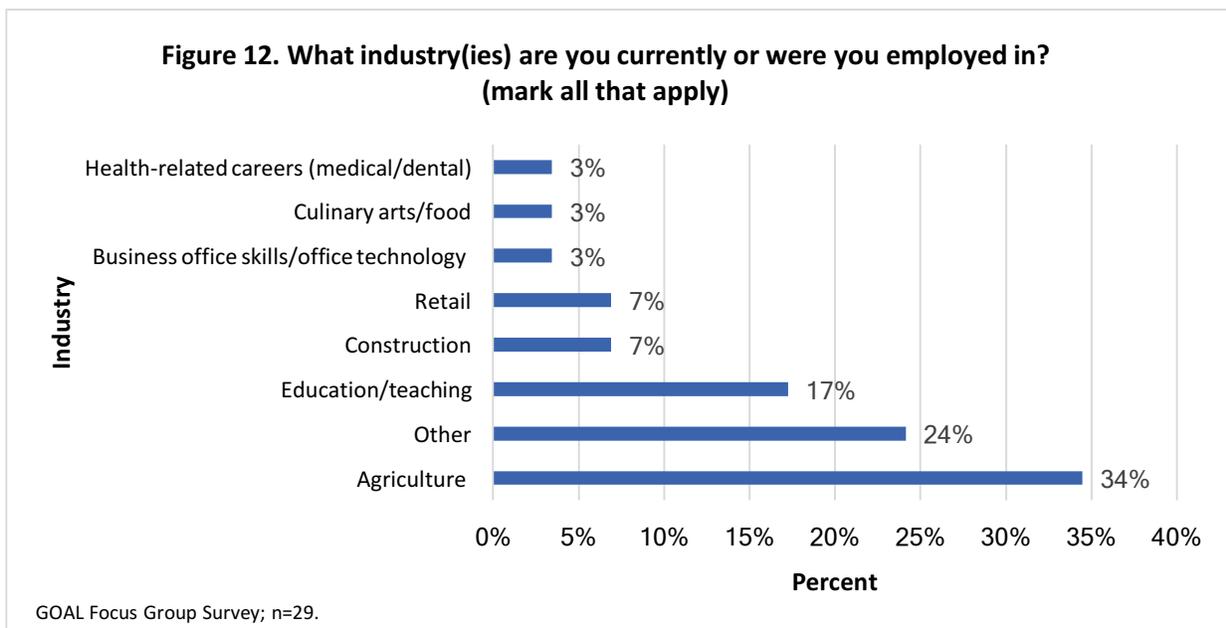
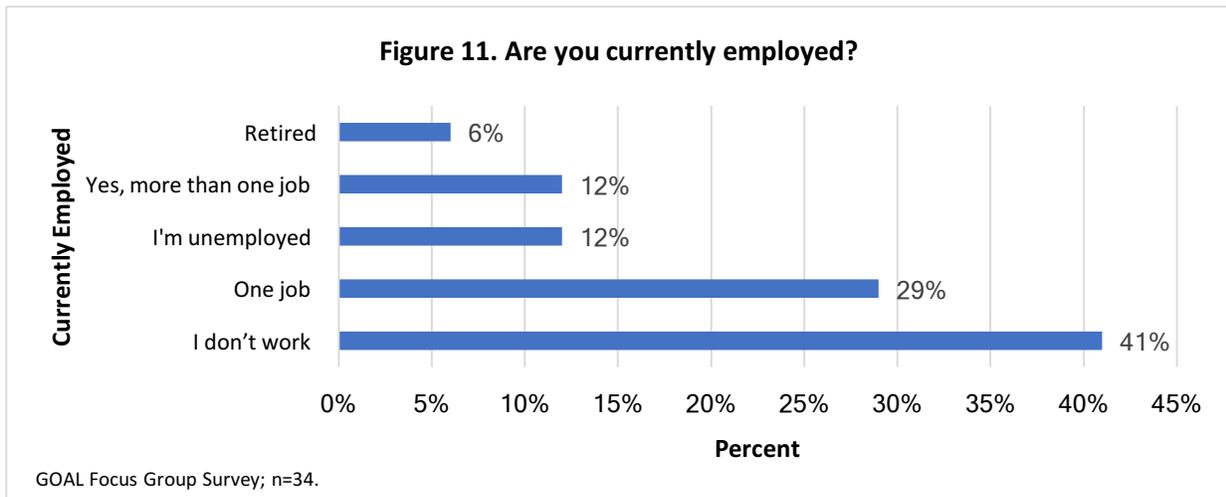
Participants were also asked if they were currently taking (in the past 3 months) any adult education classes, program or services such as: Literacy, English as a Second Language (ESL), Citizenship, High School Equivalency Test or other class or program. About one-quarter (24%) indicating doing so (Figure 10).

**Figure 10. Are you currently taking any adult education classes or enrolled in any programs or services?**



## Employment and Industry

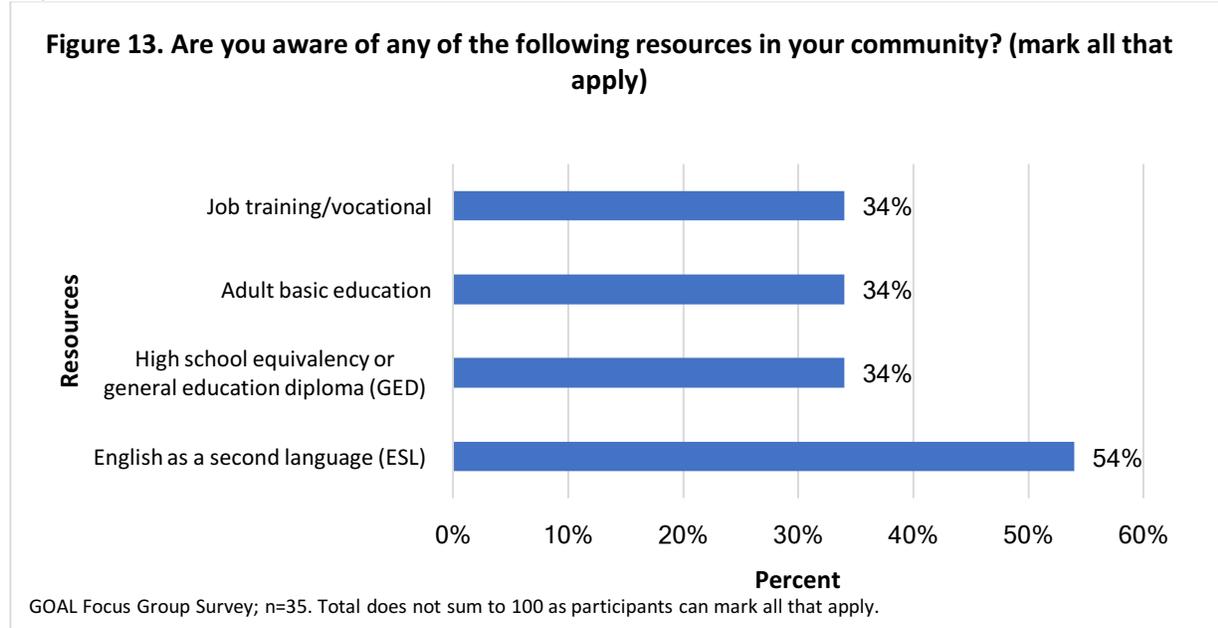
Participants were asked if they are currently employed and, if so, in what industry. If participants were not currently working, they indicated the industry they had worked in the past. Forty-one percent of participants indicated they do not work and 12% indicated they are unemployed. About 30% indicated they are employed with one job and 12% indicated they are employed with more than one job (Figure 11). One-third of participants indicated they currently or have worked in agriculture and 17% in education or teaching (Figure 12). About one-quarter or seven participants indicated “other.” Five people provided a description, including: cleaning houses (2), senior care (1), plumbing (1), and helping people with disabilities (1). Two participants did not provide describe what type of other industry they are employed in.





## Awareness of Adult Education Resources

Participants were asked to indicate if they were aware of the following adult education classes: job training/vocational, adult basic education, high school equivalency/general education diploma (GED), or English as a second language (ESL). More than half of the participants were aware of ESL classes and about one-third were aware of each of the remaining resources (Figure 13).

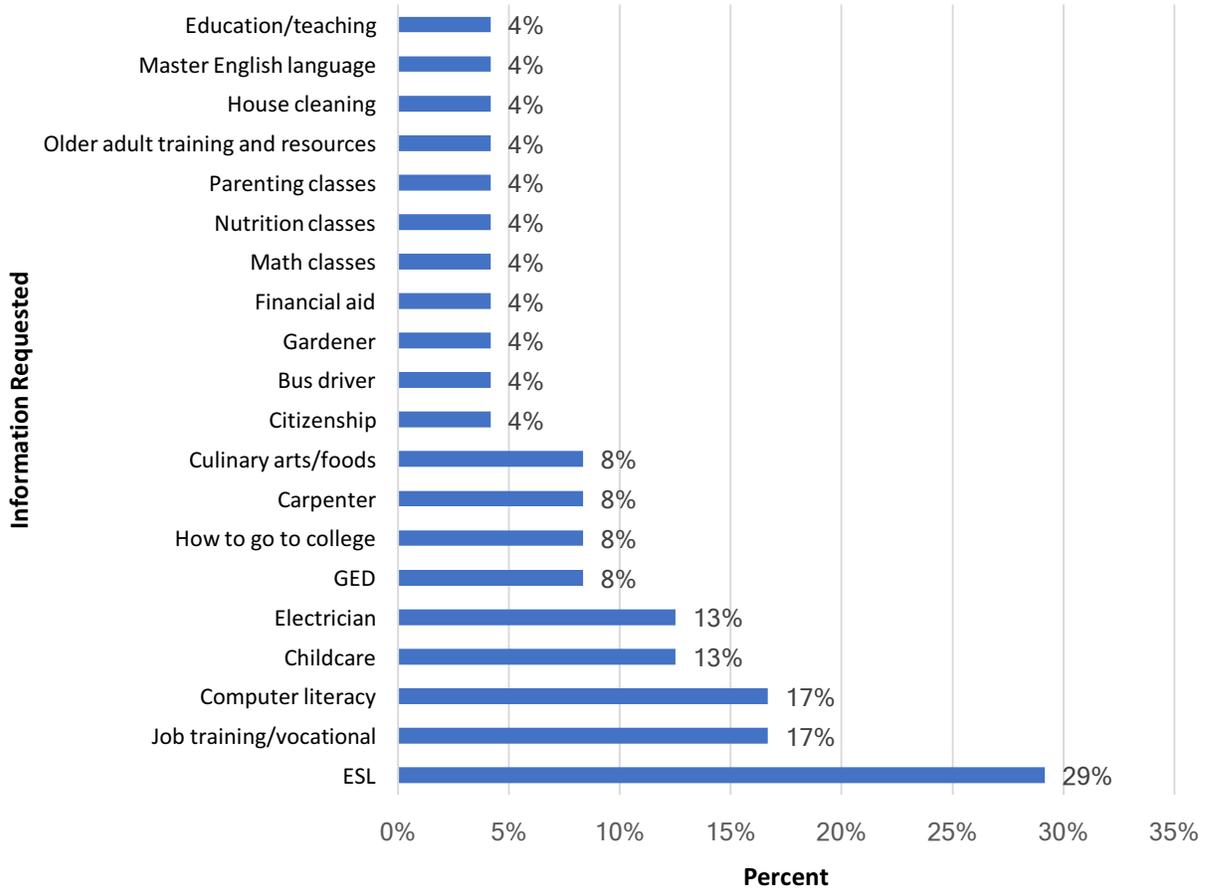


## Request for Information

Participants were asked to provide their name and contact information and indicate what additional information they would like to receive regarding adult education resources, programs, or services. Thirty-one participants provided contact information and of those who did, 24 described the type of information they would like to receive and eight left the space blank. The most common request for information was for English as a second language courses (29%), followed by computer literacy and job training information (17% and 17% respectively) (Figure 14). The list of names and contact information along with the requested information by participant will be sent under separate cover to the Director of GOAL, Ms. Rodriguez, to coordinate appropriate follow-up with focus group participants.



**Figure 14. What additional information would you like to receive? (can provide multiple responses)**



GOAL Focus Group Survey; n=24. Total does not sum to 100 as participants provided more than one answer.



## Section 2: Career or Education Goals/Aspirations

The following summarizes findings resulting from the focus group discussions. Participants were asked to share their career or educational goals/aspirations. Ms. Pedroso probed by asking them about their work or education dreams. Most were unable to distinguish between educational and career goals. The following are the findings, in order of most frequently mentioned goals, along with some quotes from participants:

**Goal 1: Learn English.** Learning English was the most common response when asked to identify or describe their career or educational goals. In fact, approximately two-thirds of participants indicated learning English as either their career or educational goal. Participants indicated that in order to do anything either in terms of work or study, they had to learn English first.

*You need to learn English to communicate at work and get a better job.*

**Goal 2: Work.** The second most common response was securing a job if they did not have one already or finding a better job if they had a job. As mentioned later in the report, the cost of living in the county is prohibitive and for many, paying basic needs such as rent, and food is their primary objective.

*I tell my children to not work now but finish their schooling. I don't want them to suffer like I have.*

**Goal 3: Support Children.** The third most common response when asked about career or educational goals was to help their children succeed in school. Some parents shared that they have learned English to help their children with their homework so that they can have a better future.

**Goal 4: Entrepreneurial Aspirations.** In almost every session, participants indicated a desire to be economically self-sufficient by being self-employed. Participants indicated they are interested in professions such as hair stylist, seamstress, make-up artist, baker, or an online business where they can have both flexibility and income.

**Goal 5. Learn a Skill/Trade/Profession.** Most participants also indicated they want to learn a skill or trade or profession that is in demand such as advanced computer literacy, design, cashier, bus driver, or nurse. Additional goals shared by participants include becoming a U.S. citizen, attending Cabrillo College, owning a restaurant, and returning to Mexico.



## Section 3: Plans and Resources

Participants were asked to indicate how they plan on achieving their dreams, goals, or aspirations and to identify resources or additional information they might need to meet those goals.

Participants were also asked to indicate when they might reach their goals, such as in three months or a year. This question was difficult for most participants to answer. In fact, many shared this was the first time they had to think about a time frame. The following describes the specific plans or resources mentioned by participants during the focus group.

**Plan 1: No Plan.** Many responded by indicating they had not thought about a plan or were unsure how to start the planning process. Two participants suggested that part of adult education strategic planning include workshops that help the community identify and set goals.

**Plan 2: Learn English.** Others indicated that learning English is the first step in achieving their goals or aspirations and shared that once they learn English then they can move on to the next step.

### Resource Needed 1: Financial

**Assistance.** Many expressed the need for financial assistance such as money to pay college fees or capital to start a business. They shared that without financial assistance it is difficult for them to enroll in classes. The majority were unaware that most of the adult education courses were free. Additionally, for those who want to start their own business, there was some frustration concerning lack of money and where to go to acquire funding.

*I would like to go to Cabrillo, but I live paycheck to paycheck. I know paying for Cabrillo is beneficial to my future but right now I cannot afford it.*

**Resource Needed 2: Flexible Class Schedule.** Participants stated the need to have classes that are available during evenings and weekends. Two participants shared that past ESL courses allowed participants to take videos and work packets home. This flexibility, they said, would be welcomed because their work schedule is constantly shifting, preventing them from enrolling in courses during specified times.

### Resource Needed 3: More Information About Adult Education.

Most were unaware of the adult education programs and services available in Santa Cruz County. As noted earlier, about one-third of participants were aware of GOAL resources: GED, adult basic education, and job training. Most participants indicated they wanted to know more about what resources are available to them. They were unfamiliar with the county's adult education programs nor how they aligned with the community college. For many, they believed the only educational resource available to them was attending Cabrillo College.



## Section 4: Barriers or Challenges

Participants were asked to describe the barriers or challenges they face in achieving their dreams, goals, or aspirations and/or to enrolling in adult education or career/job training classes. The following are the most common responses provided by participants.

**Barrier 1: High Cost of Living.** Participants expressed that the cost of living in Santa Cruz County is very high. For many, education comes third to paying for rent and buying staples. Many also believed that all classes are fee based as many have heard of Cabrillo College and the per unit fee. They indicated they were unable to pay the fee plus childcare and potentially forgo work in order to take a class.

**Barrier 2: Work Schedule.** Most participants indicated after work or weekends as the best times to participate in classes as they work during the day. For those who work in agriculture or as day laborers, the slow period is in winter. Several of the men indicated that while they have taken ESL evening classes, going to class after work is not as productive as they hoped as they are tired and unable to focus.

**Barrier 3: Childcare.** For mothers, childcare is a challenge because of cost and access. According to participants, there is often a waiting list, childcare centers/providers do not take children under one year of age, and the hourly fee can be more than what they earn per hour.

**Barrier 4: Time/Schedule.** Parents expressed that it is challenging to balance school, work, and family commitments. Parents value spending time with their children (i.e. supporting their children in sports, after-school activities, and simply spending time with them after a long day at work). Often, their career or educational goals take second place to their family's and children's needs.

**Barrier 5. Learning in English.** The majority of those who did not have an opportunity to receive formal education in their home country expressed frustration with learning English. Many have tried various times to take classes but feel they do not progress because they do not have the opportunity to practice either during or outside of class. Several also indicated they also need basic skills but feel overwhelmed with taking courses in English. For those whose primary language is Mixteco, learning Spanish comes before learning English as they need to learn Spanish to function within their communities.

*Many have the opportunity to work but unfortunately, they do not have the financial means to study and one is resigned to say that I have to work to survive.*

*I have to work during the day, make dinner, help my children with homework, making it difficult to attend classes in the evening but I could do the weekends.*

*I wanted to take an electrical class, but it was offered from 1 p.m. to 3 p.m. I can't take off work.*

*I have tried many times to learn English, but I have a hollow head. I don't practice English enough and I talk a lot in class. One time, the teacher told me to be quiet. I felt so embarrassed that I did not return.*

## Barrier 6: Prior Adult Education

Experiences. Several participants indicated that some, not all, teachers at the Adult School were not helpful or engaging. Participants indicated that ESL teachers have a difficult time accommodating various ESL levels in the same class and managing talkative students. Due to participants' prior negative classroom experiences, some did not want to return for additional classes

*The teacher would spend most of the time behind the desk and not walk around to help us or asked other students to provide assistance.*

## Other Barriers or Challenges. Several

**participants also mentioned other barriers and challenges to achieving their goals or aspirations including age and legal status.**

**Age:** Some men mentioned getting older is a challenge in meeting their career goals as they are not able to perform the same physical tasks as other younger colleagues, potentially reducing their employability. Many of those who shared this opinion noted they did not take advantage when they were younger of opportunities to educate themselves because the need to work was more urgent. They did not see, as they do now, that investing in their education would have better prepared them for older age. Despite not being able to perform the same physically demanding work as their younger counterparts, these men were eager and willing to be trained in a different trade or profession, one that would be less physically demanding.

**Legal status:** Some participants also mentioned being undocumented as a barrier, as they believe they cannot access their educational or career goals without legal status. The lack of legal status prevents them from acquiring the tools they need to work or learn such as acquiring a driver's license and or applying to college.

*I would like to be a chauffeur. I was a good driver in Mexico, but I don't have my papers.*

## Section 5: Community Assets

Participants were asked to share the resources or supports that could help them achieve their dreams/goals or enroll in adult education or career/job training classes.

**Support 1: Family.** Across all focus groups, participants indicated that their source of strength and hope was their family. Participants shared that their children inspire them to work long hours during the week and then take classes in the afternoon or at weekends to provide their family with better opportunities. They continue to try and improve themselves for the family's well-being. Many admitted they have failed to learn English several times and shared that they won't stop trying because they know, in the long run, it will benefit them and their children.

**Support 2: Community Organizations.** Participants shared that organizations such as Community Action Board (CAB) and Senderos, and parent groups provide a supportive environment, important resources, and information such as parenting classes, food, and opportunities to find a job. These organizations meet the day-to-day needs of the community. Across all focus groups, it was clear that the host focus group organizations had not only gained the community's respect but also their trust.



## Section 6: Other Comments

Three additional topics were discussed during the focus groups that are worth noting, as participants across several focus groups mentioned them: contextualized learning/apprenticeship opportunities, positive Cabrillo College experiences, and appreciation for stakeholder input.

### Contextualize Learning and Apprentice Opportunities

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Several participants indicated they would like to work while they learn a new skill through apprenticeships or on-the-job training opportunities. Participants indicated that doing so would allow them to earn a living while learning a skill that could improve their economic prospects. Several participants (men and women) indicated both during the focus groups and on the survey that they would like to become, for example, an electrician or carpenter (or a similar trade). In addition, participants also indicated they would like classroom exercises that integrate real-world work experiences. One participant suggested English classes include exercises where they learn English words they would need to better communicate on the job with their employers.

*The quality of instruction at Cabrillo is just different. Teachers are interested in you and you are given lots of work.*

### Cabrillo College

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Several participants indicated that they were impressed with the adult education teachers at Cabrillo College. They shared that the teachers were welcoming but also required them to put forth their best efforts. It was apparent that the teachers at Cabrillo College had earned these students' respect. In addition, others who had not taken a course at Cabrillo shared that they aspire to attend the college in the future. Cabrillo College is viewed as the community's adult education pathway. As mentioned previously, many were not aware of the adult education programs and services available in the county.

*I took a course at Cabrillo for adults and the instructor was attentive but also required that I do my part. I learned a lot.*

### Stakeholder Involvement

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Many participants expressed their appreciation for the opportunity to share their aspirations and the barriers or challenges they face in achieving them. A few participants were hesitant to share as they felt their voices would not be truly heard and or it was not confidential or anonymous. They did not want to experience any reprisals as a result of their comments. However, after assuring them the Santa Cruz Adult Education Consortium is very interested in understanding their educational and career goals and wants to help identify strategies that will reduce the challenges they face in achieving them, participants were open to talking and sharing. Participants hope the findings from the report will be shared with them and the community and look forward to learning more about adult education programs and services.

*Thank you for helping our community and above all for helping Senderos. I hope the adult education staff can work with us as everyone here is a volunteer.*



## Greater Opportunities Through Adult Learning



## Section 7: Recommendations

Based on the focus group findings, Pedroso Consulting recommends GOAL consider the following activities as it identifies goals and strategies for the three-year strategic plan.

### 1. Align Course Offerings

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Due to work and family commitments, many community members are unable to access adult education classes during the day and are most available weekends and winter months.

- It is recommended GOAL increase offerings during the weekend and winter months to align with community needs.

### 2. Provide and Promote Classes in Spanish

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As noted in the focus groups and via the American Community Survey data, a large percentage of the community is Spanish-speaking (and most have less than a high school diploma; see Figures 3, 7 and 9). This part of the community could benefit from learning basic skills in Spanish. One participant shared he was preparing for the GED in Spanish, and others in the focus group noted they were not aware that this resource was available.

- It is recommended that GOAL continue to offer classes in Spanish and increase efforts to communicate these offerings to the Spanish-speaking community.

### 3. Conduct Further Analysis of ESL Student Experiences

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Some focus group participants indicated negative ESL classroom experiences, which some expressed as a barrier to re-enrolling or participating in adult education courses.

- To help improve student experiences in ESL courses, it is recommended that GOAL initiate a more in-depth analysis of the factors that may contribute to the experiences noted in the focus groups.

### 4. Offer Contextualized Learning Opportunities

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Focus group participants indicated that for both ESL instruction and career training classes they want more contextualized learning and on-the-job training opportunities. Further, several participants indicated they wanted to learn on-the-job and or learn a trade such as electrician, baking, or carpentry (Figure 14).

- It is recommended that GOAL consider increasing contextualized learning opportunities in ESL and career training classes.
- It is also recommended that GOAL examine the development of industry partnerships to increase on-the-job training or apprenticeship opportunities.

### 5. GOAL Outreach Campaign

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The focus group findings demonstrate there is inconsistency in how adult education is viewed across Santa Cruz communities. Many participants view Cabrillo College as the only adult



education resource. Aside from ESL courses, many are not aware of the adult education program and service available in the county (Figure 13).

- It is recommended that GOAL identify these inconsistencies, understand why they exist, and make appropriate adjustments.
- It is also recommended that a campaign to “rebrand” GOAL to all communities be undertaken in English and Spanish.

It is acknowledged that this process will take time, but there are some actions that can be taken now:

1. GOAL should endeavor to partner with organizations such as Community Action Board (CAB), Santa Cruz County Migrant Education, Employment Development Department—Workforce Services Branch, and others to assist in systematically promoting the resources and information available through GOAL.
2. To promote the benefits of adult education and inform the community about GOAL resources, GOAL can develop and offer informational workshops that not only provide information about classes and resources but also explain what is involved in attaining or achieving educational or career goals. This type of high-contact interaction is very effective with low-literate communities.
3. GOAL should ensure follow-up information and resources are provided to participants who requested such information during the focus groups. Specifically, participants were asked to provide contact information if they wished to receive more information about adult education programs. Thirty-one of the 39 focus group participants indicated they would like further information. This is a unique opportunity for GOAL to connect or reconnect with adults that are interested in learning about adult education offerings.



## Section 8: Methodology

The following explains the approach used to collect and analyze the educational experiences and needs of Santa Cruz community members.

### Participants and Procedures

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The GOAL Director facilitated introductions with specific organizations within the county that worked with migrant, low-income, Spanish speaking, and unemployed community members—those for whom adult education may have a greater economic and educational impact.

Organizations contacted to coordinate focus groups included the following:

- Senderos
- Community Action Boards (CAB) of Davenport, Live Oak, Capitola and Watsonville
- Santa Cruz County Migrant Education
- Santa Cruz City Public Library
- Employment Development Department—Workforce Services Branches in Capitola and Watsonville
- Watsonville City Library

Of those, six focus groups reaching 39 community members were conducted between February 16 and March 16, 2019. The duration of each focus group ranged between 45 minutes to 1 hour and 15 minutes in length. Participants were informed that their participation was voluntary, anonymous, and confidential. It is important to note that in two focus groups participants expressed the importance of the confidential nature of the discussion as they felt they were able to more fully share their experiences. The anonymity of the participants in the focus groups is protected in this report. Participants were provided with either lunch or a cash incentive in appreciation of their time and feedback. Permission was granted by participants to record the session for ease of notetaking.

Thirty-five of the 39 participants completed a basic demographic survey either before or after the focus group. Table 1 lists the names of organizations where the focus group took place, the number that participated, the date of the focus group, and the language in which the focus group was conducted. The demographic survey is found in Appendix A.

### Protocol

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Ms. Pedroso conducted all the focus groups. Of the six, four were conducted in Spanish, one in English, and one bilingually. Ms. Pedroso used an open-need interview protocol. The protocol was developed in collaboration with GOAL staff (See Appendix B). The protocol was used as guide and while most questions were asked, due to time and the direction of the conversation, one question was not consistently addressed across the focus groups. It was:

Do any of you know someone who is currently enrolled in community college? If so, can you tell me what you know about their experience?

## Data Analysis

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After each focus group, key themes were noted and shared with the Director of GOAL. Themes found across focus groups were combined to provide a broader picture of the community's adult education needs. At the conclusion of each focus group, the session was transcribed and reviewed to confirm themes noted and include any additional findings not noted in the original summary. However, the primary data source were the notes taken during the session. Often, several participants agreed with a statement made by a fellow participant and indicated so through nonverbal cues such as nodding their heads in agreement.



**Table 1. Location, Number of Participants, Date, and Language of Focus Groups—GOAL Focus Group 2019**

Name of Organization	City	Type of Community	Number of Participants	Completed Survey	Language	Date
1. Senderos	Santa Cruz	Oaxaca	8	8	Spanish	2/26/2019
2. Community Action Board	Santa Cruz (Live Oak CDP)	Low-income/unemployed	8	8	Spanish	2/21/2019
3. Community Action Board	Davenport	Low-income	5	5	Spanish	3/5/2019
4. Workforce Development	Capitola	Unemployed	4	4	English	3/13/2019
5. Workforce Development	Watsonville	Unemployed	8	5	Bilingual	3/15/2019
6. Migrant Education Parent	Watsonville	Migrants	6	5	Spanish	3/19/2019
<b>Total</b>			<b>39</b>	<b>35</b>		

Note: Four participants did not complete the voluntary survey.



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Ms. Robles (Senderos)

Ms. Herrera (Migrant Education Parent Leadership group)

Ms. Winter and Ms. Duckworth (Employment Development Department—Workforce Services Branch)

Although time did not permit coordinating focus groups at both libraries, we would like to thank library staff for their willingness to assist with this project.



# Appendix Tables



**Table 1A. Participant demographic information—GOAL Focus Group 2019**

	Number	Percent
<b>Zip code</b>		
Watsonville—95076	15	45%
Watsonville—95019	2	6%
Prunedale—95012	1	3%
Santa Cruz—95060	6	18%
Davenport—95017	3	9%
Scotts Valley—95066	2	6%
Capitola—95062	4	12%
<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Age</b>		
20–29	7	21%
30–39	6	18%
40–49	15	44%
50–59	5	15%
60-70+	1	3%
<b>Total</b>	<b>34</b>	<b>100%</b>
<b>Gender</b>		
Female	22	63%
Male	13	37%
<b>Total</b>	<b>35</b>	<b>100%</b>
<b>Primary Language</b>		
Spanish	26	73%
Mixteco	2	6%
English	2	6%
Two languages	3	9%
Mandarin	2	6%
<b>Total</b>	<b>35</b>	<b>100%</b>

Note: Totals may not sum to 100 due to rounding.



**Table 2A. Participant education received outside the U.S. and level of education—GOAL Focus Group 2019**

	Number	Percent
Education—outside U.S.		
Yes	25	74%
No	9	26%
<b>Total</b>	<b>34</b>	<b>100%</b>
If yes, what country		
México	13	76%
El Salvador	2	12%
China	2	12%
<b>Total</b>	<b>17</b>	<b>100%</b>
Education level—outside U.S.		
6th grade or less	8	31%
High school (no diploma) (middle/9th grade)	8	31%
High school diploma	7	27%
College	2	8%
Other	1	4%
<b>Total</b>	<b>26</b>	<b>100%</b>

Note: Totals may not sum to 100 due to rounding. The discrepancy between those who indicated they received education outside U.S (25) and those who indicated the level of education received outside the U.S. is because participants these questions were not dependent one another.



**Table 3A. Participant education received in the U.S., level of U.S. education and adult education status—GOAL Focus Group 2019**

	Number	Percent
<b>Education-U.S.</b>		
Yes	23	66%
No	12	34%
<b>Total</b>	<b>35</b>	<b>100%</b>
<b>Education level—U.S.</b>		
6th grade or less	2	8%
High school (no diploma) (middle/9th grade)	5	21%
High school diploma	3	13%
Adult education	5	21%
Some college credit, no certificate or degree (community college or four-year college/university)	1	4%
College	5	21%
Other	1	4%
Not applicable	2	8%
<b>Total</b>	<b>24</b>	<b>100</b>
<b>Enrolled in adult education</b>		
Yes	8	24%
No	26	76%
<b>Total</b>	<b>34</b>	<b>100%</b>



**Table 4A. Participant awareness of adult education resources, employment status and industry of employment—GOAL Focus Group 2019**

	Number	Percent
Aware of adult education resources		
English as a second language (ESL)	19	54%
High school equivalency or general education diploma (GED)	12	34%
Adult basic education	12	34%
Job training/vocational	12	34%
<b>Total (mark all that apply)</b>	<b>NA</b>	<b>NA</b>
Currently working		
One job	10	29%
I don't work	14	41%
I'm unemployed	4	12%
Yes, more than one job	4	12%
Retired	2	6%
<b>Total</b>	<b>34</b>	<b>100%</b>
Industry		
Agriculture	10	34%
Other	7	24%
Construction	2	2%
Education/teaching	5	17%
Business office skills/office technology	1	3%
Health-related careers (medical/dental)	1	3%
Retail	2	7%
Culinary arts/food	1	3%
<b>Total</b>	<b>29</b>	<b>100%</b>

Note: Totals may not sum to 100 due to rounding.



## Appendix A—Demographic Survey



EDUCATION

In order to improve on our programs and services, we would like more information about your education. Please be assured your responses will remain anonymous.

5. Did you go to school in a country other than the United States?

- Yes
- No (Go to Q.7)

If yes, in what country?

6. What is the highest level of school completed or the highest degree received outside the United States?

7. Did you go to school in the United States?

- Yes
- No (Go to Q.9)

8. What is the highest level of school completed or degree received in the United States?

- |   |   |
|---|---|
| <input type="radio"/> 5th grade or below  | <input type="radio"/> Some college with a certificate (community college or four year college/university) |
| <input type="radio"/> 6-8th grade   | <input type="radio"/> Associates degree (2 year college)  |
| <input type="radio"/> 9-12th grade, no diploma  | <input type="radio"/> Bachelor's degree   |
| <input type="radio"/> High school equivalency (GED/HSE or HISET)  | <input type="radio"/> Master's degree   |
| <input type="radio"/> High school graduate (diploma)  | <input type="radio"/> Doctorate or Professional school degree (doctor or lawyer)                          |
| <input type="radio"/> Some college credit, no certificate or degree (community college or four year college/university) |   |
| <input type="radio"/> Other (please specify)  |   |

**9. Are you currently (in the last 3 months) taking any Adult Education classes, programs or services (ex. Literacy, English as a Second Language (ESL), Citizenship, High School Equivalency Test, etc)?**

- Yes
- No

**10. Please tell me if you are aware of any of the following resources in your community?**

- English as a second language (ESL) classes
- High School Equivalency or General education Diploma (GED) classes
- Adult basic education classes
- Job Training/Vocational



Santa Cruz Consortium Focus Group Survey

## EMPLOYMENT

**In order to improve our programs and services, we would like more information about your employment. Please be assured your responses will remain anonymous.**

**11. Are you currently employed?**

- Yes, one job
- Yes, more than one job
- No

**12. In what industry(ies) are you currently employed in? (check all that apply)**

- |  |   |
|--|---|
| <input type="radio"/> Agriculture                              | <input type="radio"/> Financial services (ex. bank teller)    |
| <input type="radio"/> Automotive                               | <input type="radio"/> Health-related Careers (medical/dental) |
| <input type="radio"/> Business office skills/Office technology | <input type="radio"/> Hospitality management                  |
| <input type="radio"/> Information technology                   | <input type="radio"/> Culinary Arts/Foods                     |
| <input type="radio"/> Childcare/Preschool                      | <input type="radio"/> Public safety                           |
| <input type="radio"/> Construction                             | <input type="radio"/> Retail                                  |
| <input type="radio"/> Cosmetology                              | <input type="radio"/> Small Business/Entrepreneurship         |
| <input type="radio"/> Education/Teaching                       |   |
| <input type="radio"/> Other (please specify)                   |   |



Santa Cruz Consortium Focus Group Survey

Contact Information

**In order to improve our programs and services, we would like more information about your employment. Please be assured your responses will remain anonymous.**

13. If you are interested receiving information about any class, program or service previously mentioned, please provide your name, telephone number and email.

Name

Email

Phone Number

Please indicate the information you would like to receive

**Thank you for your participation.**



## Appendix B—Focus Group Protocol

### Introduction

Welcome and thank you for joining me today to talk about your personal experiences. We are seeking information from members of the Santa Cruz Community who are not currently taking any adult education or career/job related training or courses to inform our work to improve services for adult learners in Santa Cruz County.

I want to thank you for participating tonight and want to state that anything you say tonight will be confidential and anonymous. We want you to feel comfortable sharing and we value your input. The information gathered tonight will be presented in the aggregate; that is, no one individual will be identified or pointed out.

I would like to take a few minutes to introduce ourselves. Please share one thing about yourself like a hobby or where you are from. Thank you all for sharing.

### Aspirations/Goals/Dreams

First, I would like to ask you about our future.

1. Please tell me about your career or job goals (e.g., get a raise/earn more money or get a promotion).
2. Please tell me about your educational goals (prompts: are you seeking a GED, or to improve job skills or earn a certificate?).
3. Could you tell me when you think you might reach your goal (e.g., 3 months, 6 months, a year, or other?)

If they cannot state their educational, job or career goals, ask:

4. Tell me where you would like to be in 6 months, 1 year or 5 years; or tell me about your dreams or goals.
5. Can you tell me how you plan on achieving your goals or aspirations?
6. Can you share what resources or additional information you might need to meet your goals?

For those who do not share aspirations, follow-up questions:

7. Tell me how you can plan to get there?

### Barriers or Challenges to Enrollment or “Dreams”

Often, we face barriers and challenges to meeting one’s goals or dreams.

8. Please tell me what you think your barriers or challenges are in achieving your dream(s) and/or to enrolling in adult education or career/job training classes?

### Personal and Community Assets

Just as there are challenges, we also have resources and supports in our home or community that can assist.

9. Can you share with me what resource or supports can help you achieve your dreams/goals or enroll in adult education or career/job training classes?

Now, I would like to ask you a couple of questions about your community.

10. Do any of you know someone who is currently enrolled in community college? (yes or no)

If so, can you tell me what you know about their experience?

**Suggestions for Improving How We Serve You**

The Santa Cruz Adult Education Consortium is looking for ways to better serve the residents of Santa Cruz County.

11. Please tell me how we can improve how the adult education in Santa Cruz County can better service you. What additional information or resources would be helpful (e.g., outreach and information sharing in areas where I live, more class offerings, or more classes in the evening).
12. Do you have any additional comments or suggestions you would like to share?

Before we conclude, I would like to ask you to complete this survey. It will take 3 to 5 minutes to answer and your answers are anonymous. I will read them out loud and you can answer as we go along.

Thank you for joining us tonight and sharing your stories and comments. It is greatly appreciated.

**Addendum****Summary narrative of WASCAE Student Satisfaction Survey from fall 2018**

Each semester, WASCAE administers a student satisfaction survey allowing students to voice their issues, needs, and desires, giving feedback on how a teacher can change his or her instruction to help them perform better in class. Student surveys can be a valuable source of feedback for our program and it's important to use an instrument that will collect high-quality data. WASCAE attempts to measure core topics that can be high-leverage to improve teaching effectiveness and student outcomes. Student perception surveys are one valid way to measure teaching effectiveness and an expectation of our accrediting body.

Results of our December 2018 survey included responses from ninety-nine (99) participants, 93% of whom are ESL students and 4% ABE/ASE students. 62% of responding participants attend our Institute of Learning and Culture in downtown Watsonville and 34% reported from the La Fonda site in Santa Cruz.

- 98% rated their enrollment process as excellent or good
- 97% rated the advisement and counseling received as excellent or good
- 100% rated the course content as excellent or good
- 99% rated the instructional materials as excellent or good
- 99% rated their instructor as excellent or good
- 99% rated their class overall as excellent or good

Regarding outreach and how participating students heard about our programs, 85% indicated that they learned of our school by word-of-mouth or from friends. 19% indicated that they learned of our school from our biannual catalog (nearly 90,000 mailed twice/year to single family homes in Santa Cruz County).

Reason for enrollment in WASCAE programs include: (duplicate responses)

- 90% to learn English as a Second Language
- 52% personal enrichment
- 43% to get a better job
- 26% to become a better parent
- 13% to obtain a high school diploma/equivalent
- 8% to become a US citizen

When asked if students are familiar with Schoolwide Learning Outcomes, 72% answered affirmative (SLOs and WASCAE Mission Statement is posted in each classroom). 90% of respondents indicated that their class enrollment has helped them to set learning goals. 87% reported making measurable progress toward achieving their learning goals. 93% of students reported that they had access to textbooks and other resources to support their learning. 100% rated the school facility as excellent or good.

Other notable data captured from the survey includes:

- 82% reported that instruction caused them to think critically often or sometimes
- 100% said instruction included opportunities to work/collaborate with others
- 99% indicated that instruction provided them with information important to their goal
- 82% reported that instruction provided them with opportunities to use technology
- 95% said that instruction at WASCAE taught them life and career skills