



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:	15-328-005
1.2 Consortium Name:	Santa Cruz County Adult Ed Consortium
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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

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

The Consortium has committed to the following three principles:

- Design a county-wide system for providing adult education that best meets the needs of adult education students.
- Seek the engagement of a broad range of stakeholders in aligning, coordinating, and integrating adult education services with the goal of increasing student success.
- Design for a level of service that is effective in serving students, sustainable with the anticipated funding streams, and includes resources that support continuous improvement of student learning outcomes.

The focus for the Consortium is on enabling adult education students to advance to employment and/or continued education, on increasing technology as appropriate to student needs and on the development of a bridge for transitioning students between the adult education system and Cabrillo College.

The alignment and integration of services that we seek is best achieved by focusing on pathways that serve the primary objectives of adult school students:

- **Basic Skills:** serving students acquiring basic skills, often with the intention of obtaining a high school diploma or GED, or preparing for entry into higher education;

- ESL: serving immigrants learning English for a variety of reasons including to increase employability, enable career advancement, pursue higher education, or increase the ability to support school age children;
- CTE: serving students who wish to enter a career, advance in their career, or prepare for higher education within a CTE pathway.

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

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

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

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

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

The current levels and types of adult education programs and their adequacy and quality have not substantially changed since we submitted our plan in March 2015.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

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

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

Six industries together constitute 62% of the employment in Santa Cruz County. Government is the largest, accounting for 16% of the jobs, with 35% of these or 6% of entire employment attributable to UC Santa Cruz. The other industries in order of size are: Educational (private) and Health Services (13%); Leisure and Hospitality (10%); Retail Trade (9%); Professional and Business Services (7%) and Farm (6%). (EDD, 2014) Most businesses have fewer than 10 employees (70%) and only 5.5% have more than 50 employees (Santa Cruz County Economic Vitality Strategy 2013). Approximately 20% of the workforce commutes out of the county for employment.

The unemployment rate for the county is currently (September 2015) 5.4% (EDD) According to a telephone survey conducted in 2013, the unemployment rate for Latinos was 2.5 times as high as for Whites. (Community Assessment Project - 2014)

Individual median income for the county was \$39,180 in 2012, however there is a substantial gap between those in the top and bottom quartiles. The difference between the median income for the top and bottom quartiles was \$81,023, putting the county in the 97th percentile compared to the nation for this statistic (Santa Cruz County Indicators 2014 - Community Foundation).

Over a third (36%) of the households have incomes below the Self-Sufficiency Income Standard. Among Latino households, 63% are below this standard. Almost 80% of those with less than an a high school diploma and 62% of those with no more than a high school diploma also have household incomes below the Self-Sufficiency Standard. (Santa Cruz County Indicators 2014 - Community Foundation) Across the County the number of students receiving free or reduced cost meals increased from 49.7% in 2007-08 to 59.4% in 2013-14. In the Pajaro Valley Unified School District this number was 76.6% in 2013-14. (California Department of Education)

In 2013 the county was 58% White and 33% Hispanic/Latino, with the White population having decreased by 4% and the Hispanic/Latino population increased by the same amount since 2007. The Hispanic/Latino population is concentrated in the southern portion of the county with Watsonville being comprised of over 80% Hispanic. (US Census Bureau)

In 2013 a language other than English was spoken at 32.3% of the homes. This increased from 28.6% in 2007. (US Census Bureau) The number of English Language Learners in our primary and secondary school systems increased from 27.9% in 2007-08 to 29% in 2013-14, compared to 22.7% in CA. (California Department of Education)

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

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

- Clearly defined pathways that traverse member and partner institutions and lead to job placement and higher education services
- Articulation agreements between adult education providers that clearly define how courses sequence to create these pathways, and that allow students to easily transition between providers
- Clearly defined on-ramps to these pathways with standardized assessments and guidance practices designed to guide students to the right pathway to meet their educational and career goals and the right on-ramp for their level of skills and knowledge
- Assessment, classroom and counseling practices that facilitate successful transitions between adult education and Cabrillo classes
- Partnerships with the Career Centers funded by the Workforce Development Board and the Employment Development Department that provide students with job placement services

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

- Clearly defined pathways to established apprenticeship programs serving the trades in neighboring counties developed in collaboration with the Workforce Development Board
- Pathways to any emerging apprenticeship programs within the county

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

- Offering of courses to parents (including those who are English Language Learners) designed to provide the skills and knowledge necessary to support the academic success of their children
- Offering of child development courses to parents and other caregivers to provide the skills and knowledge necessary to support the academic success of elementary and high school students

2.3d Collection and availability of data. (REQUIRED)

- Data sharing agreements that enable member and partner institutions to measure student movement and success at using these pathways
- Established practices for collaboratively assessing the efficacy of these pathways, planning improvements, and resourcing and executing these plans

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

- Established professional development standards for teaching adult learners


2.3f Alignment of academic content and curricula (OPTIONAL)


- Articulated ESL and CTE pathways that clearly define:
 - which portions of the pathways are taught by which members
 - what skills and knowledge a student must have to successfully transition to the next segment of a pathway
- Collection and review of data on the success of students who transition between members to measure success and inform improvement efforts

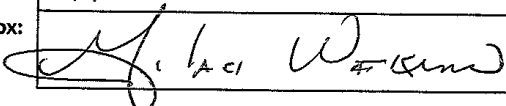
2.3g Alignment of educational services supported by this grant . (OPTIONAL)

- Alignment of outreach services to attract students to adult education as a pathway to higher education and career success and alignment of counseling and guidance services to assist students in setting education and career goals and creating and following a plan to achieve those goals.
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