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05 Greater Opportunity Through Adult Learning: Submitted

Details

Consortium Information

Consortium Name:

05 Greater Opportunity Through Adult Learning

Consortium Short Name:

05 Santa Cruz

Address:

6500 Soquel Ave. | Aptos, CA | 95003

Website:

<http://www.GOALAdultLearning.org/>

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Executive Summary

Executive Summary *

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

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 (SCCWDB). GOAL member agencies collaborate to provide adults in our region with programs and services in the following areas:

- Elementary and Adult Secondary Education High School Diploma (HSD) and/or High School Equivalency (HSE);
- Classes for immigrants (English as a Second Language [ESL], citizenship and workforce preparation);
- Adult entry/re-entry into the workforce;
- Programs for adults to assist elementary/secondary students to succeed academically;
- Programs for adults with disabilities;
- Short-term Career Technical Education (CTE) programs with high employment potential; and
- Programs for pre-apprenticeship training.

To prepare this three-year plan, consortium members started by conducting an assessment of accomplishments completed from the 2019-2022 Three-Year Plan. They reviewed student enrollment, progress, transition, and success data, conducted a survey of current students, did focus groups in the community, and cross-referenced

both their institution's others' planning documents and related community reports.

Each consortium convened stakeholders to review the wealth of data collected and created objectives and related activities to meet those metrics. We continue to strengthen partnerships among GOAL consortium members and plan to work more closely together; collaborating regularly on curriculum, program design and delivery, and critical support services for adult students.

Address Educational Needs

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 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.

Curriculum Alignment: Our curriculum alignment and professional development ambitions remain high with plans to create a crosswalk and map of the ESL curriculum. This will be used to improve the student experience by ensuring that the transition from ESL to college is smooth.

Improve Effectiveness of Services

Outreach and Marketing: There are many more adults in the community that could benefit from our services than are currently attending our schools. In some cases, social, educational, and economic barriers are preventing them from attending and in other cases, potential students are unaware of our course offerings. All three institutions will implement activities to increase enrollment, improve retention, and increase the number of students who show skills gains. There will be a greater emphasis on providing communication and messaging to the communities in languages in which they are comfortable communicating - like Spanish. We will institutionalize the Adult Registration Fairs held each semester..

Contextualized Instructional Strategies: With the integration of a service approach that provides adult education concurrently and contextually with workforce preparation activities, we will advance workforce training for in-demand occupational clusters that lead to employment with family-sustaining wages

Improve Integration of Services and Transitions

Transitions Specialists: To assist students with the planning, applying, and registering processes, all three organizations will have at least one transition specialist hired in 2022-23. These staff members will improve students' ability to apply, register for classes, and explore educational opportunities throughout all educational organizations in the county.

CommunityPro Application: The number of staff using CommunityPro is increasing dramatically, with a total of five transition specialists in the county. This will help the consortium make smooth referrals between organizations and more closely monitor transitions in real-time.

Assessment

Overview and Preparation *

Community

The Greater Opportunities through Adult Living (GOAL) consortium serves Santa Cruz County. Home to more than 220,000 adults (18 or older) residents and situated between two distinct California regions: Silicon Valley and the Monterey Peninsula, Santa Cruz County's strong local economy is anchored by vibrant technological, agricultural, and tourism industries.

Education

GOAL served 2,675 adult learners in 2020-21. According to the 2020 American Community Survey, (ACS) there are over 23,831 adults with less than a high school diploma or equivalency in Santa Cruz County, and GOAL's basic education and secondary courses served approximately 4% (911) of these adults in 2020-21.

The 2020 (ACS) estimated that over 30% of Santa Cruz County residents speak a language other than English at home, 11% reporting they speak English "less than very well". In South Santa Cruz County the numbers of adults reporting to speak English "less than well" are more prominent for residents of Watsonville (38%) and Pajaro (34%) county subdivisions (CCD), as well as the Live Oak subdivision (15%) in Santa Cruz city, making this an important area of focus and development for GOAL's English as Second Language (ESL) offerings. ESL courses at GOAL institutions in 2020-21 served approximately 2.4% (749) of those in the county who could benefit. ESL courses are taught at the Adult School Santa Cruz Location, at the Cabrillo Aptos Campus, and locations in and around Watsonville.

Santa Cruz County Labor Market

In Santa Cruz County, the unemployment rate of 4.5% is slightly lower than the state rate of 4.6%, while neighboring counties are higher - 5.8% in Monterey County and 5.3% in San Benito County as of April 2022.

The Santa Cruz County Workforce Development Board (WFDB) reports, in their 2021 State of the Workforce report, recommends focusing on preparing students for employment in industry clusters with higher earnings and growth potential. The Healthcare sector is strong with 14,700 workers, as is the Professional & Business Services cluster with 8,000 workers. The Building and Design cluster is showing a 29% growth rate (2014-2019) and the Finance, Insurance, Banking, & Real Estate cluster lost 2% of jobs in February 2020-2021 (lowest of all clusters).

The GOAL Consortium Board of Directors prioritizes the use of data to inform planning and decision-making. Organized by the consortium research analyst, SIS and TOPSPRO Enterprise/CASAS data provide the Board the opportunity to evaluate student enrollment trends, disaggregated by student demographics and geographic region, and the progress of student skills gains on a bi-annual basis. Annually, the board uses the California Community College Chancellor's Office (CCCCO) statewide data system (Launchboard by Cal-PASS Plus), local Workforce Development labor market data, and WestEd demographic data to evaluate student transitions, wages, and earnings

Community Needs Assessment

In an effort to learn more about the needs of the community the GOAL consortium completed a Community Needs Assessment. A two-pronged approach was used to ascertain the career and educational aspirations as well as the challenges of the adult community in Santa Cruz County and enrolled adult education students in our programs. To focus on the immigrant community, a more detailed survey was administered to the members of Senderos, an indigenous organization in Santa Cruz County.

Current students were asked for information about their educational goals, class interests, career goals, and interests, as well as educational barriers. The survey was available online in Spanish or English and was distributed to students by consortium members from a pool of students that include students of both Cabrillo College and the Watsonville Santa Cruz Aptos Adult School combined. As a result, the results of this survey are generalized across institutions.

Consortium Member Preparation

Each of the consortium educational institutions convened stakeholders across their organizations to review their own data, consortium level data, survey, and focus group results. Cabrillo College brought together representatives from across the campus to work over the course of the year to learn more about the Adult Education population and

craft plans to encourage enrollment and support student success with this student population.

Watsonville Aptos Santa Cruz Adult Education staff met throughout the year as part of their professional learning communities. Together they reviewed data and discussed issues facing enrollment and current student challenges. They then used that information to craft their three-year plan objectives and activities.

The Santa Cruz County Office of Education staff also reviewed all available information including the Local Control and Accountability Plan (LCAP) and WASC process over the last several months to incorporate stakeholder feedback. The plan was created in collaboration with input from CAC Community stakeholders.

Regional Alignment and Priorities *

Watsonville/Aptos/Santa Cruz Adult Education (WASCAE; 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 the California Adult Education Program mandates the two Adult Schools have merged. Enrollment in 2020-21 was 1,384 students.

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. Student surveys are conducted and students have responded positively with the impact WASCAE has had in their lives.

Cabrillo College: 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. Today, the college serves over 14,000 students with a student enrollment of 14,168 students in Academic Year 2020-21. Student enrollment dropped by 11% from the total enrollment of 15,697 in FY 2019-20 due directly to the impacts of the COVID-19 pandemic. The Hispanic student population at Cabrillo dropped from 45% in FY 2019-20 to 43% in Academic Year 2020-21.

This declining trend of our Hispanic student population is a cause of much concern among educators and administrators, as they are seeking to pursue strategies to both re-engage student populations and support them as they return to education.

In 2021-22 there were 1,008 Adult Education Program students enrolled. Of those, 30% (302) were enrolled in an English as a Second Language (ESL) class, 28% (282) participated in Career Technical Education, and 47% (470) participated in Basic Skills classes.

Santa Cruz County Office of Education: The county offers adult courses via three locations, including two community agencies, Sueños and the County Jail. Sueños is a WIOA Funded job training program for qualifying students in Santa Cruz County aged 16-24. The County Jail education program was on hold during the pandemic but will resume in 2022-23.

The Career Advancement Charter’s (CAC) mission is to serve adult students to re-enter a High School Diploma (HSD) completion program. Total enrollment for 2020-21 was 332 with 53 students in ESL courses, 232 students in HSD/HSE/GED courses, and 47 students in CTE Courses.

All CAC teachers and staff provide skilled case management to support rehabilitation and to keep students on track with the goal of attaining an HSD. Students receive 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 that include: CAC at Sequoia in Freedom and Aptos, CAC at Rountree Jail in Watsonville, Main Jail, and Blaine Women’s Facility, Santa Cruz, COE Central on Encinal in Santa Cruz, and the Probation Center Santa Cruz.

Evaluate the Educational Needs of Adults in the Region *

Pedroso Consulting was contracted by Santa Cruz County's Adult Education Consortium to conduct the community needs assessment component of the strategic plan. A two-pronged approach was identified by GOAL to ascertain the adult learning needs of Santa Cruz County: 1) a community focus group and survey and 2) an enrolled student survey.

Community Focus Group

Focus group participants were asked to share their personal and community assets, career and education aspirations or goals, barriers or challenges to meeting the goals, and asked to provide suggestions for improving adult education programming or service.

Goals and Aspirations - Top 3

	Percent of Participants
Get a better job	57%
Learn a new skill or trade	57%
Start their own business	39%

Industries they were interested in working in - Top 3

	Percent of Participants
Cosmetology	44%
Technology	24%
Hospitality	24%

Senderos Focus Group and Survey

A total of 32 Senderos members completed an online survey, and 8 members participated in a focus group. Senderos is a volunteer-based nonprofit organization that teaches Latino culture and history through dance and music classes, as well as offering tutoring and scholarships.

Top 5 Education Goals

Education Goals	Percent of Participants
English as a Second Language	93%
English Literacy	92%
Basic computer skills	89%
Family Literacy	81%
High School Equivalency	81%

Participants were asked about their interest in a list of career industries and a list of career classes. Note that Agriculture is high on one list but is not in the top 7 of the industry list. It is possible that is because the industry was labeled Horticulture rather than Agriculture. Cosmetology and Small Business/Entrepreneurship were inadvertently left off of

the industry list.

Top 6 Classes of Interest - CTE

Career Courses Interested In	Percent of Participants
Computer and Information Systems	75%
Health Allies	64%
Early Childhood Education	60%
Nursing	55%
Culinary Arts	55%
Hospitality	55%
Computer Applications/Business Technology	55%

Top 7 Career Industry Interests and Goals

Industry Interested In	Percent of Participants
Cosmetology	43%
Education, Children and Family Services	32%
Agriculture and Natural resources	29%
Small Business/Entrepreneurship	29%
Public services	21%
Health Science	21%
Medical Technology	21%

The top career goal indicated by participants was learning a new skill or trade (71%) followed by getting a better job (46%).



Key Findings and Recommendations

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

- Increase contextualized learning opportunities in ESL and career technical classes in the areas of most interest
- Review current computer skills offerings and marketing strategies
- Provide information on how to start a small business. They are especially interested in Cosmetology.
- Continue and expand information about financial assistance for those seeking Cabrillo college courses.
- Expand class locations, time, and day of classes
- Develop an orientation to Educational System

Current Student Survey

Students were asked about their educational goals, classes that most interested them, preferred instructional format (in-person, online, or hybrid), preferred time of day and day of the week for classes, and industry they were most interested in learning more about. They were also asked about their experience with registration and orientation. The data is not broken down by the institution the students were attending. The survey was available online in Spanish or English and was distributed to students by consortium members.

Educational Goals

	Percent of Participants
Learning/improving English skills	66%
Preparing for a promotion at their current job or a	42%
Earn a job training certificate or a new skill	31%
Earn a college degree.	22%

Classes of Interest

	Percent of Participants
Learning English as a second language was the top	85%
Basic skills with computers	80%
Job training or certificate courses	77%
Obtaining a high school diploma or equivalency	70%
Basic skills in Math	68%

Instructional Format

	Percent of Participants
In-person instruction	75%
Online	13%
Hybrid option.	11%

Time and Day of the Week

	Percent of Participants
Monday to Thursday	73%
Friday	59%
Saturday	16%
Sunday	12%
6:00 PM	38%
9:00 AM	33%

Industry Interest

	Percent of Participants
Small business/entrepreneurship (26%)	26%
Building trades and construction	25%
Children and family services	25%
Financial and business,	24%
Natural resources	20%

Registration

	Percent of Participants
Registration was very easy	47%
Registration was easy	30%
Somewhat easy	17%
Not easy at all	5%

Orientation

The majority (66%) of participants indicated they had not participated in an orientation. Of those who said they did not participate, 58% indicated they would have liked to do so. Of those who said they did participate in an orientation 88% indicated the orientation was useful or very useful,

Recommendations

Based on the student survey findings, Pedrosa Consulting recommends GOAL consider the following activities as it identifies goals and strategies for the three-year strategic plan

- Continue and expand ESL language offerings and modify courses to include additional conversational opportunities
- Share degree pathways and skill attainment courses or offerings.
- Increase contextualized learning and support to non-English speaking students
- Review and share small business/entrepreneurship classes.
- Provide childcare information and resources as part of outreach efforts.
- Shift class offerings to the evening.
- Communicate class offerings at workplace locations and partner with employers.
- Provide student orientations and improve the registration process

Santa Cruz County Workforce Development Board State of the Workforce 2021 made the following recommendations.

- Consider options to help employees return to work.

- Coordinate with economic development partners, employers, and regional training and education providers to expand existing industry clusters and foster those that are developing.
- Work with local, large, non-technology employers in the County to help make sure their IT needs are met.
- Encourage stronger partnerships between K-12 and post-secondary educators and local employers to bolster educational attainment, particularly in the South sub-region of the County.
- Support workers that are looking to transition to a new career pathway.

Barriers Across All Participants

There were some common barriers across all three groups of participants. Immigrants and current students were more sensitive to the time and day of classes. Current students were most concerned about their English Proficiency. Note that the cost of school was only mentioned by the current students.

Community - Focus Group	Community - Senderos Focus Group	Current Students
Access to free childcare	Cost of classes	Balancing work with school
Balancing work and family responsibilities	Day of classes	Cost of books
Lack of or limited transportation	Time of classes	Cost of transportation
Preschool aged children	Ability to take time off of work	Day of classes
Lack of a support network	Pandemic related obstacles	Time of Class
		English proficiency
		I'm studying at my home country
		Not available online
		Lack of computer or laptop
		Lack of discipline

Contributions by Entities *

Faculty, staff, and administrators from each consortium member participated in planning meetings with Annabelle Rodriguez (GOAL Director) and Doreen O'Donovan (GOAL Research Analyst).

Cabrillo College, Santa Cruz County Office of Education, and the Watsonville/Aptos/Santa Cruz Adult Education division assisted with the facilitation of student surveys. Staff from each organization attended numerous CAEP, CDE, CASAS, and WestEd webinars regarding the new 3-Year Plan template, data analysis, and goal setting.

Documents referenced when completing this plan.

- WIOA II members provided documents such as the Continuous Improvement Plan (CIP) and IELCE plans.
- SCCOE: School Plan for Student Achievement (SPSA) and Local Control Accountability Plan.
- Watsonville/Aptos/Santa Cruz Adult Education: Western Association Of Schools And Colleges, Postsecondary Visiting Committee Report
- Cabrillo College: COVID Technology Survey, 2023-2029 Cabrillo College Student Equity Plan, Guided Pathways Essential Practices: Scale Of Adoption Self-Assessment 2022, Cabrillo College Student Equity Executive Summary Integrated Plan 2017-2019, Cabrillo Title III Evaluation Plan for STEM Equity, Curriculum and Faculty HSI Task Force Recommendations, Student Supports HSI Task Force Recommendations, External Community Outreach Focus Group HSI Recommendations

- Santa Cruz County Workforce Development Board State of the Workforce 2021 Report
- Educational attainment for workers 25 years and older by detailed occupation, 2016-17
- Occupation Table, All Occupations in 3 California Counties, EMSI Q4 2021 Data Set, May 2022
- U.S. Bureau of Labor and Statistics
- U.S. Census and American Community Survey data

Annabelle Rodriguez, GOAL Director, attended committee meetings throughout the year that contributed to knowledge of community needs. Committees attended include:

- Cabrillo College Career Technical Education (CTE) Department Meetings
- Hispanic Serving Institution (HSI) Council meetings
- Workforce Development Board
- Latino Affairs Council

Pedroso Consulting was contracted to work with the GOAL consortium on the 3-Year Plan, primarily in the areas of quantitative and qualitative data gathering and interpretation of regional demographic and labor market data sources.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Cabrillo CCD	Member Representative	672	127	510	0	0	0	293	173	0	
*Pajaro Valley Unified	Member Representative	127	163	1,039	613	14	167	258	165	18	
*Santa Cruz City High	Member Representative	0	0	0	0	0	0	0	0	0	
*Santa Cruz Co. Office of Education	Member Representative	76	79	0	0	0	0	0	0	0	
*Santa Cruz Workforce Development Board	Member Representative	0	0	0	0	0	0	0	0	0	
Total Participants		875	369	1549	613	14	167	551	338	18	4494

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre- Apprenticeship
City of Watsonville Literacy Center	Community Organization	×	×	✓	×	×	×	×	×	×
Community Action Board Santa Cruz County	Community Organization	×	×	✓	×	×	×	×	×	×
Center for Employment Training	Community Organization	×	×	×	✓	×	×	×	×	×
Davenport Resource Service Center	Community Organization	×	×	✓	×	×	×	×	×	×
La Manzana Community Resources	Community Organization	✓	×	✓	×	×	×	×	×	×
Live Oak Community Resources	Community Organization	×	×	✓	×	×	×	×	×	×
Mountain Community Resources	Community Organization	×	×	✓	×	×	×	×	×	×
Volunteer Center of Santa Cruz	Community Organization	×	×	×	×	✓	×	×	×	×
Santa Cruz Public Libraries	Community Organization	✓	×	✓	×	×	×	×	×	×
Valley Convalescent & Rehabilitation Services	Community Organization	×	×	×	×	✓	×	×	×	×
Hope Services Santa Cruz	Community Organization	×	×	×	×	✓	×	×	×	×
Central Coast Labor Council	Industry	×	×	×	×	×	×	✓	×	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

GOAL consortium institutions outline a robust set of objectives and associated activities to address the findings in this report.

Address Educational Needs

- All three institutions are planning to address the need for additional career pathway development. The County Office of Education plans to put more emphasis on CTE in the coming years.
- Cabrillo College will continue to increase the number of noncredit courses offered.
- Watsonville/Aptos/Santa Cruz Adult Education and Cabrillo College review develop a crosswalk between ESL/ELL scales and do crosswalk mapping between ESL programs.
- All three institutions will implement activities to increase enrollment, improve retention and increase the number of students who show skills gains. They will be increasing the number of messages to the community and those messages will be more welcoming to folks who are more comfortable communicating in Spanish.

Improve Effectiveness of Services

- The County Office of Education will be using data-informed decision-making to better address the needs of students.
- Watsonville/Aptos/Santa Cruz Adult Education and Cabrillo College will improve contextualized class offerings using IELCE and IBEST models.
- The ESL Alignment activities will also improve the student experience by ensuring that their transition from ESL at the adult school to the college is smooth.
- Adult Learner Registration Fairs will be conducted by leveraging the staffing capabilities of community college, adult school, COE, and WDB in order to share with community members all of the programs and services offered by their institutions.
- The Adult School plans to expand and implement Professional Learning Communities.

Improve Integration of Services and Transitions

- All three organizations will have at least one transition specialist hired in 2022-23. These staff members will improve students' ability to apply, register for classes, and explore education options throughout all educational organizations in the county.
- The number of staff using CommunityPro is increasing dramatically with a total of five transition specialists in the county. This will help the consortium make smooth referrals between organizations and more closely monitor transitions in real-time.
- Cabrillo College will implement a new CCCCO non-credit application this year in order to greatly improve students' experience when registering.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Median Change in Earnings (AE 801 - Overall)
- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	4,662	6,218		2,440	2,440	2,440
Student Barriers	Low Literacy (AE 311 - Overall)	4,109	5,443		5,443	5,443	5,443
Student Barriers	Low Income (AE 310 - Overall)	2,547	3,676		3,676	3,676	3,676

Member Level Metric Targets

* Mandatory for all members

Cabrillo CCD (Reported by Cabrillo District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,492	4,765		4,765	4,765	4,765
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	600			600	600	600
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				50.0%	50.0%	50.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	106	163		63	63	63
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	14	11		53	53	53
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	46	36		93	93	93
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	31			0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		17		0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	254	484		112	112	122
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	178			95	95	95
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	270			97	97	97
Transition	Participants with Transition to ASE (AE 500 - Overall)	79			15	15	15

Pajaro Valley Unified (Reported by Pajaro Valley USD (PVUSD) - Watsonville-Aptos Adult Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,531	961		1,540	1,570	1,600
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	132			140	145	150
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				52.0%	54.0%	56.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	37	63		68	73	78
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	42	53		58	63	68
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	342	93		345	355	365
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	377	190		200	210	220
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	18	28		33	38	42
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	284	112		290	300	310
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	15			20	25	30
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	97			105	115	125
Transition	Participants with Transition to ASE (AE 500 - Overall)	100			110	120	130

Santa Cruz City High (Reported by Santa Cruz Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Santa Cruz Co. Office of Education (Reported by Santa Cruz County Office of Education (SCCOE))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	79	117		150	180	210
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	14			0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				80.0%	55.0%	65.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				40	55	70
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				30	40	50
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				10	20	30
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	12	50		0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	10			20	30	40
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	19			20	30	40
Transition	Participants with Transition to ASE (AE 500 - Overall)	60			0	0	0

Santa Cruz Workforce Development Board (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Cabrillo CCD	100%	100%	24%	100%	100%	100%
Pajaro Valley Unified	100%	100%	24%	100%	100%	100%
Santa Cruz Co. Office of Education	100%	100%	56%	100%	100%	100%

Objectives

Address Educational Needs

Description of Objective *

Adult Career Pathways

The overarching concept and vision of the GOAL 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’s 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 includes demographics such as high school dropouts, secondary graduates (high school diploma or equivalent) with no college, immigrant adults, previously incarcerated, adults re-entering the workforce, and employed persons looking to upskill.

To support Adult Career Pathways, GOAL 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, contextualized instruction, and lesson planning with clear transition pathways.

Our consortium intends to accelerate learning and produce college and workforce-ready graduates. CTE courses utilizing accelerated IET curricula such as and IBEST and IELCE models, will continue to be piloted and implemented in our consortium.

Non-credit and credit programs that address adult education, literacy workforce preparation, and workforce training for obtaining industry-recognized and academic credentials will support our efforts. These industry sectors have been identified through labor market 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. Necessary next steps include the identification of current pathway alignment, integration of the two systems, and plans 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 across the system, the unique challenges facing both, and how to better design and coordinate the planning process.

The Santa Cruz Small Business Development Center director, Brandon Napoli, is translating their existing course, “How To Start A Business In Santa Cruz County” into Spanish. They are also launching “Clicks2Bricks”. C2B is a free e-commerce incubator that will assist aspiring entrepreneurs and current business owners in starting, growing, and maintaining best practices, modern e-commerce websites, and associated business strategies

Curriculum Alignment

GOAL consortium members will align their CTE and ESL curricula for acceleration and seamless transition by coordinating strategies and processes the consortium can use to strengthen CTE programs to improve outcomes. Watsonville/Aptos/Santa Cruz Adult Education members will contextualize their basic skills instruction for a specific occupation or cluster of occupations within an industry or field

With the adoption of CASAS by all members, including Cabrillo College, we will continue towards program alignment and seamless transitions. Cabrillo College will utilize multiple measure assessments for course placement as part of their matriculation process for adult education and ESL students. By avoiding over-testing of students and building upon the students’ existing test results and academic accomplishments, the institutions are able to provide a seamless transition into Cabrillo’s ESL program. By developing eligible career pathway programs that facilitate concurrent enrollment in connected adult education postsecondary programs, our institutions will build bridges to facilitate our students’ journey toward English acquisition and career development and broaden the working relationship among ESL professionals at both immigrant-serving institutions and fill in possible support gaps to assist students that are eligible for AB540. Finally, it will address an important goal of the California Adult Education Program (AB86); opening doors of educational opportunity and access for our most vulnerable student populations.

Improve Integration of Services & Transitions

Description of Objective *

The consortium is committed to supporting immigrant adult learners in their integration and success. Our objective is to provide 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. Transition specialists across organizations will develop wraparound support for students’ personal and career aspirations by providing transitional counseling, educational plans, and referrals to community-based agencies for basic needs and other social supports.

Through the shared use of CASAS TOPSpro Enterprise and CommunityPro for case management, we will continue to measure and compare student literacy growth, student demographics, academic and career barriers, and successful student transitions. As a consortium, we will continue to improve the accessibility of the CASAS assessment as well as the use of CommunityPro, to better capture student achievement and guide instruction.

Improve Effectiveness of Services

Description of Objective *

Integrated Basic Education and Skills Training (IBEST) quickly teaches students literacy, work, and college-readiness skills, combining 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 specially designed for ESL learners who want to further develop their English literacy and communication skills through learning the context of job skills.

Many people in the community are still unaware of the services and educational opportunities available, at no cost to help them learn English, complete their High School education, and start or continue a path to better employment and higher earnings. To address this need, each organization is planning to continue or improve their strategic grassroots, multi-approach outreach and communication campaigns. Cabrillo College's new focus is to specifically reach out to the Hispanic/Latino/a community and make them aware of their programs and foster a sense of belonging as they interact with the campus community.

Adult Learner Registration Fairs – Fairs will be conducted by leveraging the staffing capabilities of all consortium members to enhance community presence. Fairs will have a focus on adult immigrants and be coordinated in an adult learner-friendly environment with opportunities to make connections with instructors, counselors, and financial aid staff. The objective of these events is to provide an easily accessible way for the community and current students to learn more about programming, meet with counselors and financial aid officers, and register for classes.

Activities & Outcomes

Activity Name *

Improve contextualized class offerings IELCE

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

WASCAE

- Support existing IELCE programs by expanding outreach efforts to the community members in an effort to increase enrollment.
- Develop new programs where/when appropriate to increase enrollment in IELCE offerings.
- Revisit our collaborative partnerships to look for opportunities for additional classes.
- Our IELCE plan is submitted each year as part of CIP (Continuous Improvement Plan) submitted to the CDE/AE Office. New contextualized ESL classes are designed to support an accelerated English language acquisition while the student is concurrently enrolled in a career pathway class. The ongoing IELCE plan consisted of several different co-class combinations which supported adult students as they launched into a specified career path. Some of the offerings included: General Health Careers, Childcare, Personal Care Attendant, Green Gardening, and Computer Office Skills. The yearly IELCE plan consists of a dual class model where an ESL teacher collaborates with a CTE instructor to hone the curriculum to best meet the needs of ELL Adults. The IELCE Plan is amended yearly and part of our agency's CIP (Continuous Improvement Plan) submitted to the CDE/AE Office.

Short-Term Outcomes (12 Months) *

Through community outreach and recruitment we will enroll 50 of our English Language Learners (ELL) students population into designated IELCE pathway classes.

Intermediate Outcomes (1-3 Years) *

Through community outreach and recruitment enroll 100 of our English Language Learners (ELL) students population into designated IELCE pathway classes to increase enrollment.

Long-Term Outcomes (3-5 Years) *

Through community outreach and recruitment we will double our enrollment for 200 of our English Language Learners (ELL) students population into designated IELCE pathway classes to increase enrollment.

Proposed Completion Date

06/01/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Michelle Rodriguez

Activity Name *

Expand program (ESL/ABE/ASE/CTE) access & support

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

WASCAE Transition Specialists (TS) and counseling will work one-on-one with students interested in transitioning to college to understand and complete FAFSA forms, college applications, and Ability To Benefit program, and Dual Enrollment (AB-554). Students will be tracked quarterly (ie Community Pro) to ensure a successful educational transition to set a baseline by June 2023. Transition Specialists/Counselors will:

- Review Community Pro Data to adapt strategies and adjust student outreach efforts within the various departments
- Set a target to visit every class at least once per semester
- Look for ways to increase the number of transitions
- Implement Community Pro with fidelity to accomplish this activity
- Meet monthly with WASCAE teachers and staff for communication, coordination, and collaboration
- Meet at least quarterly with consortium Transition Specialists for coordination and collaboration
- Create a presentation for staff to explain TS support program
- Support the development of an ESL Pathway utilized by all member institutions to assist adult learners to accurately self-assess the institution and course that best meets their educational goals.

Short-Term Outcomes (12 Months) *

Students will be referred with an increase annually due to the implementation of the activity by 3% by June 2023.

Intermediate Outcomes (1-3 Years) *

Students will be referred with an increase annually due to the implementation of the activity by 5% by June 2024.

Long-Term Outcomes (3-5 Years) *

Students will be referred with an increase annually due to the implementation of the activity by 7% by June 2025.

Proposed Completion Date

06/01/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Michelle Rodriguez

Activity Name *

Review and improve CTE programs

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

WASCAE

- Not every adult education student will transition to college/postsecondary. Entering the workforce is often the ultimate goal of our ESL, CTE, and Secondary students. Some students are attaining a GED on behalf of their employer. Some short-term vocational classes need a strong supportive bridge to entry-level employment.
- Maintaining healthy CTE enrollment by Continuing to market CTE programs to ESL, ABE, ASE, Citizenship, Fee support, and Parent Education students by visiting classrooms, and giving presentations.
- Encouraging all instructors to contextualize learning in regards to workforce opportunities. Rather than |what did for summer vacation”, tell us about a career pathway you find interesting and why Informing teachers about the various CTE offerings throughout the county by including it in the monthly “news and views” newsletter.
- Continuing to create and offer CTE courses aligned with WDB in-demand industry sectors and Aligning with CTE programs throughout the county (ie Cabrillo agricultural noncredit certificates)

Short-Term Outcomes (12 Months) *

Through outreach and recruitment, we will increase the enrollment by 5% of existing and newly formed (eg. Cosmetology) CTE programs by September 2024.

Intermediate Outcomes (1-3 Years) *

Through outreach and recruitment, we will increase the CTE enrollment by 7%. We will develop one more CTE course offering and pathway to employment by September 2025.

Long-Term Outcomes (3-5 Years) *

Through outreach and recruitment, we will increase CTE enrollment by 9% and develop two additional CTE course offerings and pathway to employment by September 2026.

Proposed Completion Date

09/01/2026

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

Responsible person(s)

Name

Michelle Rodriguez

Activity Name *

Professional Learning Communities

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

WASCAE

The Professional Learning Community for the Adult Education ESL/Learning Center departments will create a series of common formative assessments to inform instruction and improve student learning. The goal will be to increase the number of students making level gains and bridge to workforce training and education pathways to local community colleges (e.g. Cabrillo).

Short-Term Outcomes (12 Months) *

The ESL and Learning Center Departments will reestablish a more extensive working PLC framework focused on formative assessments to evaluate student learning. PLC teams will be formed to discuss and evaluate data and guide the collaborative efforts. To ensure progress, meeting times will increase by 50% by June 2023.

Intermediate Outcomes (1-3 Years) *

Increase number of students achieving a learning gain by 3% over baseline from short-term outcome year by June 2024.

Long-Term Outcomes (3-5 Years) *

Increase number of students achieving a learning gain by 5% over baseline from short-term outcome year by June 2025.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

Responsible person(s)

Name
Michelle Rodriguez

Activity Name *

Enhance Community Outreach

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

WASCAE

Intensify recruitment efforts region-wide from Davenport to Pajaro. Increasing community outreach to K-12 schools, local businesses, and non-profit agencies post-pandemic to re-establish connections to the community.

Short-Term Outcomes (12 Months) *

By June 30, 2023, we will increase the number of outreach activities (community presentations and local events) by 15%.

Intermediate Outcomes (1-3 Years) *

By June 30, 2024, we will increase the number of outreach activities (community presentations and local events) by 20%.

Long-Term Outcomes (3-5 Years) *

By June 30, 2025, we will increase the number of outreach activities (community presentations and local events) by 25%.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name

Michelle Rodriguez

Activity Name *

Provide SCCOE Students CTE Instruction

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

SCCOE

- Provide students with the opportunity to participate in CTE courses including Culinary Arts, Construction Technology, and Agriculture.
- Provide students with CTE short-term programs for high-demand occupations, social emotional counseling, and connection to wraparound services.
- Increase program engagement measured by program evaluation, teacher self-reports, surveys, focus groups, and ongoing enrollment in CTE Certificate programs, ensuring that all CTE teachers are appropriately assigned and credentials and increase student access to employment through Career and Technical Education Courses.
- In collaboration with Cabrillo College, we will implement vocational/career certificate courses into adult CTE programming. Students will develop resumes, cover letters, and employment skills.
- Eventually work with partners to expand course offerings to adult students, with a particular emphasis on Medical and Dental Assisting as well as Construction Skills Certification.

Short-Term Outcomes (12 Months) *

Increase opportunities for students to develop various skills needed to prepare for transitioning to post-secondary, entering the workforce, or advancing at their job by meeting with transitions specialists and or academic counselors. The number of students who are referred to another agency will go up by 5% in June 2024.

Intermediate Outcomes (1-3 Years) *

Students will develop resumes, cover letters, and employment skills. These skills certificate courses will be incorporated into COE offered Adult Career training courses in 2022-2023 school year.

Long-Term Outcomes (3-5 Years) *

Our goal is to have CTE course attendance increase by 50% and CTE certificate attainment to increase by 60%.

Proposed Completion Date

06/01/2026

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

Responsible person(s)

Name
Faris Sabbah

Activity Name *

Provide ESL Instruction

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

SCCOE

Provide ESL and Spanish Language materials to increase support for multilingual learners. Improving student literacy expands student access to job training, workforce, and higher education opportunities.

Short-Term Outcomes (12 Months) *

- Develop and boost outreach and communication around testing, and work with teachers to provide flexible testing opportunities for students.
- 50% of all new students will complete the pre-test
- 30% of all students will complete both the pre and post-assessment

Intermediate Outcomes (1-3 Years) *

- Increase by 5% the number of students who are achieving literacy gains in ESL as measured by TopsPro.
- Administrative team develop and allocate necessary resources to create new or enhance current programming to address challenges and barriers towards student school engagement.

Long-Term Outcomes (3-5 Years) *

Increase/improve services to Multilingual Students by 5%. Students will benefit from direct language instruction in a culturally responsive and respectful environment, with a focus on Level 1 and 2 language acquisition to assist them in developing skills to be prepared for transitioning to post-secondary opportunities, including entry or advancement in the workforce.

Proposed Completion Date

06/01/2024

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Faris Sabbah

Activity Name *

Maintain Transition Specialist

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

SCCOE

- By providing transition services, students have access to an advocate that will support them holistically to remove barriers, increase opportunities, and develop skills that will prepare them for transitioning to post-secondary opportunities, including entry or advancement in the workforce.
- Meet regularly with other TS for collaboration, onboarding of students, and registration fairs.
- Transition Specialists will meet regularly with students to support their socio-emotional needs and help them navigate their career and college goals.
- Transition Specialists will assist students with career-focused activities such as resume building, job searching, interview preparation, post-secondary and career exploration, community college or technical education registration, enrollment, and financial aid.

Short-Term Outcomes (12 Months) *

Increase/improve services to Multilingual Students by 5%. Students will benefit from direct language instruction in a culturally responsive and respectful environment, with a focus on Level 1 and 2 language acquisition to assist them in developing skills to be prepared for transitioning to post-secondary opportunities, including entry or advancement

in the workforce.

Intermediate Outcomes (1-3 Years) *

Develop and maintain student files in collaboration with teachers to assess and assist students in their individualized needs. Collaboration is essential to ensure that students are being given a career-centered learning experience that is tailored to their specific/individual needs. Increase our use of Community Pro as well as increase the number of referrals made with Community Pro to 10 students next year and start recording Transition Specialist activities in Community Pro.

Long-Term Outcomes (3-5 Years) *

Increase the number of students transitioning to post-secondary opportunities including short-term training programs by 5%. By focusing on local partnerships, warm hand-offs, centering student voices, and a strengths-based approach.

Proposed Completion Date

06/01/2023

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Faris Sabbah

Activity Name *

Data Informed Decision Making

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

SCCOE

- Track various forms of qualitative and quantitative feedback from students and staff opportunities to gain equitable data tracking and analyses.
- Continue to collaborate on cross-data analysis with our Adult Education partners throughout the county.
- Student Update Records (TopsPro & CommunityPro) for tracking qualitative data around capacity, resource referrals, post-secondary placements, and employment and earnings.
- Develop and expand systematic equitable and meaningful data collection to guide programming.
- Planning time to research and identify data enrichment and equity strategies, specifically racial equity.
- Emphasize the importance of data amongst CAC staff, especially in use of data for equity. Monitor collection of comprehensive qualitative & quantitative data from a variety of data methods and tools.
- Qualitative and quantitative systematic data collection that is both meaningful and informative is essential.
- Throughout the year, meetings and surveys are conducted where teachers, students, and stakeholders provide feedback regarding school governance and the program. This qualitative data allows us to regularly evaluate the integrity, capacity, and development of our organizational processes.
- Increase collaboration between educational institutions in the community to share information on existing programs and services available through each partner institution.
- Increase the use of Community Pro software by Transition Specialists and counselors in institutions.

Short-Term Outcomes (12 Months) *

As a result of focusing on data, the percentage of students with skill gains will go up at least 8% by January 2023.

Intermediate Outcomes (1-3 Years) *

Improve data around employment and earnings, post-secondary education and job placement enrollment rates, HSE pass rates, and multilingual learner data by May 2023.

Long-Term Outcomes (3-5 Years) *

This includes the number of referrals made with Community Pro case management application between educational organizations within the county from four students to at least 10 students next year and start recording Transition Specialist activities in Community Pro by June 2023.

Proposed Completion Date

06/01/2024

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)**Name**

Faris Sabbah

Activity Name *

Consortium members will align their ESL curriculum

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Cabrillo

- Review of CASAS/NRS scales and ATFL
- Develop a crosswalk between both scales
- Info gathering - other models, previous work done on this locally and state-wide
- Mapping of courses offered at each member institution on a crosswalk mapping
- Info gathering may include: meeting with faculty, staff, and other experts
- Norming with groups, relational agreements of how to work in collaboration across member institutions
- Cooperative goal setting, cooperative timelines, cooperative brainstorming sessions
- Reporting updates to the GOAL board, etc.
- Development of an ESL Pathway utilized by all member institutions to assist adult learners to accurately self-assess the institution and course that best meets their educational goals. Consortium members will be well-versed in the ESL offerings across the consortia and will support referrals as appropriate and based on student interest.
- Development of an ESL Pathway utilized by all member institutions to assist adult learners to accurately self-assess the institution and course that best meets their educational goals. Consortium members will be well-versed in the ESL offerings across the consortia and will support referrals as appropriate and based on student interest.

Short-Term Outcomes (12 Months) *

Cabrillo will complete a crosswalk between ESL scales and a map of ESL courses by 4/1/2023

Intermediate Outcomes (1-3 Years) *

Cabrillo will work with other consortium partners to complete an ESL pathway across institutions by 4/1/2024.

Long-Term Outcomes (3-5 Years) *

Cabrillo and other consortium partners will continue to refine ESL Pathways.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Matthew Wetstein

Activity Name *

Integrated Education & Training

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Our consortium intends to accelerate learning and produce college and workforce-ready graduates. CTE courses utilizing accelerated IET curricula such as IBEST, IELCE, and other models, will continue to be piloted and implemented in our consortium as resources allow. To address the need to create bridge programs and develop pathways to college and the workforce, we propose to pilot career pathways from the adult school to the college. Cabrillo will continue to explore integrated, contextualized education models in CTE courses. Cabrillo currently is piloting IBEST models: Integrated Basic Education & Skills Training. These are currently in place in CHW, ECE, and Culinary courses. Cabrillo will continue to explore other sustainable integrated contextualized models to increase access to adult learners into CTE programs.

- PRO will conduct an evaluation of IBEST effectiveness. This will include an analysis of the number of students enrolled in IBEST-supported classes, completion rate, and post-secondary transition (in Noncredit).
- Develop code that allows students to filter for IBEST courses when searching for courses.
- Cabrillo will support ESL and CTE instructors in the development of IET models and provide faculty coordination units (STRF/TUs) as appropriate.
- Cabrillo will support CTE instructors in the exploration of Noncredit courses with IET models
- Inform and support Cabrillo counselor on CTE courses supported by IET.

Short-Term Outcomes (12 Months) *

- Cabrillo College will prepare to expand IET courses within the current fields of study such that the class can be scheduled for the Fall of 2023.
- Code IBEST Courses in the system by Fall 2023
- Conduct IBEST program evaluation 2/15/2023

Intermediate Outcomes (1-3 Years) *

- Cabrillo will look for additional sources of funding to expand IBEST Courses during the 2023-24 academic year.
- Funding is secured, and Cabrillo College will expand IBEST courses to at least one additional area of study such that the class can be scheduled for the Fall of 2025.
- PRO will continue to report on the number of students who attended an IBEST class, completed the class, transitioned to a postsecondary class, and/or earned an award annually.

Long-Term Outcomes (3-5 Years) *

- Cabrillo College will create career certificates and pathways, which include IET courses such that the certificate program is approved by May 2025 and available for students by Dec 31, 2025.
- PRO will continue to report on the number of students who attended an IBEST/IET class, completed the class, transitioned to a postsecondary class and/or earned an award annually.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Matthew Wetstein

Activity Name *

Outreach & Marketing

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Outreach will continue to be a strong focus for Cabrillo. Cabrillo will continue to work closely with the GOAL office to develop culturally relevant and bilingual outreach materials. Cabrillo's Transition Specialist will continue to provide outreach presentations with school and community partners as well as weekend community events.

- 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, and 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 registration and financial aid staff
- October College and Career Family Nights - The college will enhance the annual College and Career Family nights to be more inclusive for Adult Education Students and their families. The ESL and noncredit departments will be invited to meet with community members, provide information about their programs, and set up informational displays. Dual enrollment information will be shared. Marketing for the event will include bilingual communication and add target marketing to potential adult education students in the community.
- Cabrillo departments will work together to expand internal and community events, programs, and opportunities to help create a sense of belonging that embraces, celebrates, and reflects Latinx culture.
- Cabrillo will work with the GOAL staff to expand visibility and participation in community events and spaces throughout the county on a regular basis including at local schools, farmer's markets, cultural festivals, non-profit organizations, and public libraries. They will invite and host community events on campus celebrating Chicana/Latinx culture including the following: Annual Mural Celebration in Fall as a beginning of the semester campus and community gathering, Dia de los Muertos, Hispanic Heritage week, Graduation events (Nuestra Recognition and all college graduation), Life events (funerals, weddings, quinceañeras, etc) via the Extension Office to help create an early awareness of our institution's HSI status and a sense of belonging to community members. This will require both staffing and funding for outreach and marketing efforts as well as in-reach to staff and faculty to serve as outreach ambassadors that help to establish personal connections to the college. Creating early on-ramps through dual enrollment and reaching adult learners, especially in Latinx and other racially minoritized communities is a priority.
- Cabrillo hopes to secure funding for an "I am Cabrillo College" campaign. It will include testimonies of current students about their educational path; faculty & staff who are Cabrillo alumni on the campus website. The theme will be carried on in the library or art display cases in Watsonville and in the community on light post banners near featuring current students, faculty, and staff; posters in public libraries; on Metro buses.
- The Marketing department will update the branding of Cabrillo noncredit courses and promote dual enrollment. They are seeking assistance to insure all materials and communication are inclusive to all members of our community including community members whose English is their second language. Event promotion will include English and Spanish advertising on radio and television, boosted social media, and materials.

Outreach

- Cabrillo's Community Outreach team will create a master outreach and event calendar to share among all campus outreach stakeholders including the Cabrillo transitions specialist(s), the marketing department, the CTE department, and GOAL transitions specialist. They will include faculty in their outreach efforts.

Short-Term Outcomes (12 Months) *

Centralize and prioritize timely announcements of cultural events. (8/2022)

Hire a full-time Spanish bilingual & biliterate, culturally responsive marketing professional. (12/2022)

Conduct a survey to foster community engagement and gather community feedback. (10/2022)

Create a Marketing Advisory Committee that includes staff, faculty, students, and community members. (Oct. 31, 2022)

Create Master outreach & event calendar

Intermediate Outcomes (1-3 Years) *

Distribute bilingual/biliterate printed information to community (By 8/2023)

Increase faculty and staff involvement/presence in local schools and community outreach (By 9/2023)

Create a marketing plan to streamline cultural event advertising requests (By 9/1/2023)

Establish a dedicated and ongoing operational budget for HSI activities. 6/60/2023

Host bilingual information sessions for families and the community starting by 10/1/2023

Long-Term Outcomes (3-5 Years) *

The GOAL and Marketing staff will review current marketing materials and look for opportunities to update marketing materials.

Surveys of current students and the community show an increase of awareness of programs offered at Cabrillo College for Adult Learners.

Proposed Completion Date

06/30/2022

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Matthew Wetstein

Activity Name *

Cabrillo's Transition Specialist

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Cabrillo's Transition Specialist (Student Support Specialist) will support students' onboarding to Cabrillo by utilizing a wrap-around case management approach. Activities will include outreach, application assistance (CCCApply and Noncredit App), ESL Assessment (if applicable), Adult Dual Enrollment Application, and help connect students with campus resources as needed.

Onboarding will include meeting the current GOAL Transition Specialist, the GOAL Director,. The Adult Dual Enrollment coordinator will learn more about how GOAL supports adult learners and share previous activities, contacts, and plans for the future. They will learn how to use the Community Pro application to close gaps of service and create a safety net for students and review past and current referral and transition data.

Short-Term Outcomes (12 Months) *

- Cabrillo will hire a Transition Specialist by 9/1/22.
- Once per semester the transition specialist will attend the Consortium Transition specialists' monthly meetings. Attendees include Transition Specialists from GOAL the Adult School and the County Office of Education. They will share their recent activities and future plans as well as join in their monthly communication.

Intermediate Outcomes (1-3 Years) *

- The Transition Specialist will increase the number of students who were contacted and services were offered too by 20% from the prior year, annually.
- The number of transitions from the Adult School and the County Office of Education to the Community College will increase from 133 (2021-2022 school year) up 30% to 173 students as shown in the Community Pro Application by 2023-24.

Long-Term Outcomes (3-5 Years) *

The Transition Specialist will reach out to community members, attendees of the Adult School and the County of Office of Education with the goals of increasing the number of transitions from the Adult School and the County Office of Education to the Community College will increase at least 10% annually.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Matthew Wetstein

Activity Name *

Pathways & Noncredit Development

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

In partnership with GOAL members, Cabrillo will develop eligible career pathways that facilitate dual enrollment and facilitate our students' journey toward English acquisition and career development. It will broaden and deepen the working relationship among ESL professionals across consortia member institutions. NonCredit is a critical and powerful "educational gateway" for adult learners 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 adult learner students as well as a key transition point to prepare students for credit instruction. Cabrillo will support the development of Noncredit stackable short-term, workforce training courses, certificates, and programs.

Cabrillo continues to develop noncredit courses that lead to stackable certificates. Twenty new short-term vocational courses, 15 workforce preparation courses, and 17 basic skill courses are either approved or pending Chancellor's Office approval. Another 71 new courses are in the Curriculum review process or pending. Research shows that noncredit courses are most sustainable if scheduled in-person with positive hours accounting for apportionment and that courses that are scheduled in chunks of either shorter duration or as 1day/week over the semester retain more students to completion of a certificate.

The new courses include a Cabrillo College Career Skills Certificate with a specific focus on resume building and interview skills. This non-credit course will be embedded into the current course learning outcomes and provide the preparation necessary to instantly join the local Santa Cruz County job market.

Short-Term Outcomes (12 Months) *

Offer a noncredit Career Skills Certificate Fall 2022.

Shepard new noncredit courses and certificates through the Cabrillo Curriculum Committee and the Chancelors' Office requirements by June 2023.

CTE Department to review county labor market and earnings data, focus groups responses annually when developing new programs and curriculum.

Increase the number of dual enrollment students from 122 to 134 (10%) by March 2023.

Intermediate Outcomes (1-3 Years) *

Review labor market data and determine industry focus to explore and get approved new stackable short-term, workforce training courses, certificates and programs annually

Review student responses to the application Ed Goal question and discuss how to incorporate findings into CTE planning by 10/1/2023.

Increase the number of dual enrollment students from by 10% by March 2024.

Long-Term Outcomes (3-5 Years) *

Review labor market data and determine industry focus to explore and get approved new stackable short-term, workforce training courses, certificates and programs annually

Cabrillo Department review previously enrolled students' median change in earnings and students who became employed by the 2nd Quarter after exit, annually

Proposed Completion Date

06/01/2025

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Matthew Wetstein

Activity Name *

Increased Access & Onboarding

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Cabrillo will utilize effective onboarding approaches. These may include Noncredit Application, Adult Registration Fair, and Transition Specialist.

- Noncredit Application: Cabrillo offers noncredit students a simpler way to apply to attend classes via a Google Forms document. The college plans to implement a new Chancellor's office noncredit application this year. The application will not require GOAL staff to manually enter student information any longer. Once all testing has been completed and approved for live launch, we plan on implementing the noncredit CCCApply application for all our students.

- 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 registration and financial aid staff.
- Transition Specialist - Cabrillo will hire a Transition Specialist that will work with GOAL member transitions specialists, Counseling, and other departments to assist students enrolling at Cabrillo.

Short-Term Outcomes (12 Months) *

- Implement the Chancellors' Office Noncredit application by summer of 2022.
- Cabrillo staff will organize a Fall 2022 and Spring 2023 Adult Learner Registration Fair.
- Cabrillo will hire a Transition Specialist by Sept 1, 2022.
- Current students will respond that it is easy to apply and enroll for classes at Cabrillo, when completing the Three-Year Plan survey.

Intermediate Outcomes (1-3 Years) *

Cabrillo staff will continue to organize Adult Learner Registration Fairs every semester.

Long-Term Outcomes (3-5 Years) *

Cabrillo will continue to support Adult Learner Registration Fairs and hire a second Transition Specialist.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Matthew Wetstein

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Cabrillo CCD	\$1,386,669	Certified
Pajaro Valley Unified	\$3,208,101	Certified
Santa Cruz City High (Optional)	\$0	Draft
Santa Cruz Co. Office of Education	\$4,645,055	Certified
Santa Cruz Workforce Development Board (Optional)	\$0	Draft
Totals	\$9,239,825	3/5 Certified

Funds Evaluation *

The consortium board calculates fund allocations on a percentage basis. Each member receives the same percent of the total funds regardless of the total amount.

Certification

Cabrillo CCD - Member Representative

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President

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Approved by Annabelle Rodriguez

06/17/2022 01:09 PM PDT

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Approved by Colleen Bugayong Pajaro Valley Unified School District

06/17/2022 01:27 PM PDT

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Awaiting Approval

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Approved by Denise Sanson

06/27/2022 12:02 PM PDT

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Approved by Andy Stone

Approved by Andy Stone

06/21/2022 01:28 PM PDT



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