

# Stanislaus & Mother Lode AB86 Regional Consortium

## Yosemite Community College District Region

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**Big Oak Flat Groveland U. School District**  
**Ceres Unified School District**  
**Columbia College**  
**Modesto City Schools**  
**Modesto Junior College**

**Newman-Crows Landing Unified School District**  
**Oakdale Unified School District**  
**Patterson Unified School District**  
**Sonora Unified School District**  
**Summerville Unified School District**  
**Turlock Unified School District**  
**Waterford Unified School District**

Calaveras County Office of Education  
Calaveras WIB  
Central Valley Opportunity Center  
El Concilio

Learning Quest – Stanislaus Literacy Centers  
Mother Lode WIB  
Stanislaus County Office of Education  
Stanislaus Alliance WorkNet (WIB)  
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\*\* Website Location: [www.yosemite.edu/ab86](http://www.yosemite.edu/ab86)

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### **MEMBERSHIP & DECISION MAKING STRUCTURE:**

The Stanislaus/Mother Lode AB86 Education Consortium is inclusive of multiple partners and stakeholders. The Consortium is organized into twelve voting consortium members: two community colleges and ten unified school districts. In addition, the consortium works with nine advisory partners: three county office of education, three workforce investment boards, and three local non-profits. To effectively administer the

proposed AB86 work plan efforts across the geographical location, the Stanislaus/Mother Lode AB86 Consortium commenced planning meeting via two sub planning groups: the Stanislaus AB86 Consortium and the Mother Lode AB86 Consortium. During the 2<sup>nd</sup> quarter of the 2014-15 fiscal year, the consortium merged meeting efforts to broaden discourse and collaboration amongst partners in the Yosemite Community College District (YCCD) service area.

This “December Report” provides a listing of the type of programs offered by local providers in the five program areas identified in the AB86 legislative efforts. The Hanover Research Group has assisted the consortium effort to evaluate needs via a market analysis and assessment report and a primary report on a collection of interviews within the region.

#### I. Consortium Membership:

***The Stanislaus County members*** include Modesto Junior College, Ceres Unified School District, Modesto City Schools, Patterson Unified School District, and Turlock Unified School District. These members represent the local community college and school districts with the most active adult education initiatives in Stanislaus County. These school districts are located across the geographical boundary of Stanislaus County. The Consortium members have long standing partner relationships with local non-profits and smaller school districts offering adult education services to the local community. The Consortium members are also presently collaborating on multiple initiatives inclusive of articulation agreements, dual credit models, community college classes at local school districts, ESL and basic education offerings for adults, short term CTE certificate programs and workforce development training efforts for the local adult population.

Historically, Modesto Junior College and the local school district consortium members have had a working relationship for transitioning adult basic education learners onto the Modesto Junior College campus to enroll in English as a Second Language programs, CTE college certificates and degree programs.

During the 2013-14 year, Modesto Junior College partnered with Patterson Adult School in offering “English as a Second Language” classes and “Computer Classes for Adults” in the City of Patterson. From a workforce development perspective, Modesto Junior College offered education and training programs for Warehouse & Logistics Professionals, LVN-Psychiatric Technicians, Phlebotomists, Food Processing Lab Technicians, and Medical Billing Professionals. Further, the consortium members have a rich history of working alongside local non-profit agencies, such as the LearningQuest - Stanislaus Literacy Centers and the Central Valley Opportunity Center, while maintaining prominent visibility in adult education in Stanislaus County.

Turlock Unified School District’s adult education program (Turlock Adult School) has existed since 1967 and is the largest adult education program in Stanislaus County, with an estimated 2,987 students enrolled in GED test preparation, citizenship, high school

diploma, and ESL classes. Due to its geographic location, Turlock Adult School also serves the adjacent communities in Delhi, Denair, Hughson; Keyes and Mountain View.

Modesto City Schools, the largest secondary school district in Stanislaus County, has an established reputation in ABE, ASE, ESL and CTE based programs. In particular, over the past several years Modesto City Schools has developed, evolved and maintained Career Technical Education programs for Nursing Assistant pre-Certification (CAN-Adult) in partnership with the Stanislaus County Community Service Agency and Welding Training for “low security inmates” in partnership with the Stanislaus County Sheriff’s Department.

Over the past several years, Ceres Unified School District’s adult education program (Ceres Adult School) has enhanced programming and services to better meet the needs of their adult education population; among these changes have been GED Spanish classes, ESL alternate scheduling, and child care support for participating adults. Unique to Ceres is a WIA supported one-stop center initiative inclusive of Project Yes (a youth employment and out-of-school youth program) co-located at the Ceres Adult School site.

***The Mother Lode members*** include Columbia College, Big Oak Flat Groveland Unified School District, Sonora High Unified School District, and Summerville High Unified School District. The three school districts are also spread geographically and have been consistently involved in ESL, GED, and CTE course efforts in the Mother Lode Area. In the Mother Lode region, Columbia College plays a pivotal role in providing a wide-range of adult education programs including short term CTE programs, workforce development training, ESL and GED.

In accordance to the AB 86 legislative language, all consortium member organizations have committed to providing information through a formal evaluation of current levels and types of adult education programs, in addition to more in-depth information on successful modeling for existing partnerships. Adult education programs to be evaluated include: education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; adult education programs funded through Title II of the federal Workforce Investment Act (Adult Education and Family Literacy Act), and all other adult education programs in the 5 designated areas. Member organizations will provide enrollment and curricular data for each program offered.

## II. Partners:

***The Stanislaus County*** includes partners such as the Central Valley Opportunity Center, Stanislaus County Office of Education, LearningQuest - Stanislaus Literacy Centers, and Stanislaus Alliance Worknet (WIB). Stanislaus County Office of Education is presently the convening body of the Yosemite ROP Board of Directors in which multiple school districts and Modesto Junior College meet. Stanislaus County

Office of Education offers unique support and introspection into adult education needs for selected populations. The Stanislaus Alliance Worknet is the operational entity of the Stanislaus County's Workforce Investment Board and is an instrumental partner in providing workforce development employment training direction for schools. The Stanislaus Alliance Worknet brings unique fiscal support, industry partnerships, and occupational readiness support in the preparation of participants for jobs and the workplace in our local industries. Both the Central Valley Opportunity Center and the LearningQuest - Stanislaus Literacy Centers provide an extension of services to adult learners that enhance current efforts by the Stanislaus AB86 Consortium members.

**Mother Lode** partners include Calaveras County Office of Education Stanislaus County Office of Education, Tuolumne County Office of Education, the Calaveras Workforce Investment Board and the Mother Lode Workforce Investment Board. Again, mimicking a community structure of involving County Office of Education experience with adult education outreach and learning, alongside Workforce Investment Board expertise and resources, in support of training programs and certifications that help adults become ready for jobs in industry. A clear example of this is Tuolumne County Office of Education's Special Education Local Plan Area (SELPA) program that provides services and support to Mother Lode school districts. SELPA offers an Adult Transition Program that educates disabled adults from ages 18 to 22. These students participate in a functional skills program and community based learning projects. Many of these students also participate in a local workability program, performing jobs in the community, as part of their transition goals. The program currently has 18 – 20 students annually.

All identified partners have been invited to participate at meetings and in the Consortium efforts during the life of the grant. It is the goal of the Consortium to ensure that each identified partner will be involved in the planning process by providing information on their current adult education offerings, enrollment data and support services, as applicable.

### **Teacher and Faculty Involvement**

Teachers representing each school district and faculty representing both community colleges in the areas of ESL, high school diploma, CTE and students with disabilities attend all consortium meetings and provide input and expertise to the consortium planning process and decision making. AB86 presentations have been provided to community college curriculum committees and information is consistently relayed to the Academic Senate of both community colleges.

### **Communication Plan**

The consortium maintains a public website devoted to AB86 conversation, resources, planning meetings, and research related to the Stanislaus and Mother Lode region ([www.yosemite.edu/ab86](http://www.yosemite.edu/ab86)). In addition, a communication team was designated in December 2014 to provide information to local school district and civic organizations.

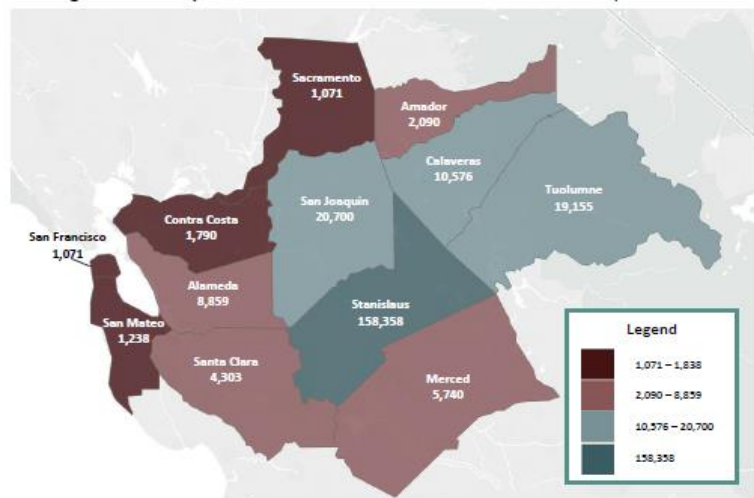
## Shared Leadership Strategies

The Consortium's work plan is being facilitated by the AB86 Project Coordinator through a series of planned meetings. Both the Stanislaus AB86 Consortium and the Mother Lode AB86 Consortium have consortium members and active "advisory member partners" attending planning meetings, participating in discussions and conducting and validating the evaluation of services in the region. The decision making process strives to achieve consensus on work plan activities and recommendation. Voting is limited to the Consortium members (2 community colleges and 10 school districts). These decisions will be necessary during review and recommendations on resource allocation, the evaluation approach of current regional school capacity, the evaluation process to be used in determining community needs, the review and finalization of grant reports and submitted recommendations. Partner agencies will provide instrumental value to the Consortium as advisors and may carry out work plan activities.

The decision making process will be re-examined in Spring 2015 to position this community to be able to move forward effectively in planning and implementing adult education regional strategies.

### AB86: Insights & Recommendations of Report

During the process of multiple planning meetings, conversations, data collection and recommendations, the AB86 Consortium has compiled several strategies and approaches. The items below highlight key insights & recommendations by the surrounding adult education needs in the YCCD service area.



Source: United States Census Bureau<sup>20</sup>  
Note: Relevant counties include Calaveras, Stanislaus, and Tuolumne

### Key Insights:

1. The Central Valley/ Mother Lode Region (Region 5) provided less adult education services for adults in 2014 (2.6% of population) than it did in 2009 (5.6% of population).
2. The AB86 Stanislaus/ Mother Lode Consortium service area is geographically a difficult area to serve because of remote locations. Adult education programs are primarily located along the Highway 99 corridor. Adequately servicing more rural areas will require personnel, infrastructure and technology investments.

3. The reduction in Carl Perkins fiscal resources without general allocations at school districts creates an environment lacking matching resources that negatively impact “maintenance of effort” for programs and services.

The Local Control Funding Formula (LCFF) offers little, if any support, for adult education programs because LCFF resources are focused on traditional K-12 to achieve new targets.

Key Recommendations:

1. Preliminary planning efforts by the AB86 Stanislaus Mother Lode Consortium request an estimated \$6M in resources for year one of implementation in support of expanded adult education services, professional development, curriculum alignment, technology and consistent and predictable regional planning and coordination efforts among stakeholders. This request assumes expansion and base line funding for adult education programs in the YCCD service area.
2. The current time line is insufficient to properly plan and fully vet strategies in support of AB86 policy goals. In order to continue our efforts and to insure maintenance of effort an extension of time is highly recommended.
3. It is critical to sustain base funding through FY2015-16 to ensure no further adult education program closures occur prematurely during the AB86 transition period.
4. Consideration of difference between “adult learners” located in rural locations far away from services vs those “adult learners” located near access to transportation services or adult school offerings.
5. Dedication of stable funding



**Objective 1: Services and Programs Currently Provided (Tables 1 & 2)**

In the attached Tables 1 & 2, the consortium has provided information related to Career Technical Education (CTE) credit based programs and Community Education fee based efforts. The addition of fee based and non-state funded services provides complete a picture of the current realities of services areas to include (1) CTE certifications and awards that assist adults in reaching true occupational entry into industry or dependency via occupational minimum skill based levels and (2) collecting information where community organizations provided adult education service absent of local, state or federal funding. CTE data has specifically been limited to short term CTE programs that align with current “gainful employment” reporting standards.

Community Colleges in particular have found collecting information on some of the basic skills classes difficult to estimate based on current Management Information System (MIS) information for budgets. Both Modesto Junior College and Columbia College are exploring similar assumption in providing more accurate operational funding information (present information in preliminary and incomplete on tables). It is also important to note that MIS information and assumptions of course designations vary between colleges, adult schools and partnering agencies. **Thus, data collection will require re-exploration of definitions in determining data needs to arrive at comparable information.**

The Stanislaus & Mother Lode AB86 Consortium’s adult education programs were hit hard by the California Recession and by K-12 adult education funding being placed in Tier 3 in 2009. After 2009, many adult education providers scaled back and in some instances shut down their programs in favor of diverting much needed funding to K-12 general education. Similar reduction in service patterns were shared at the October AB86 Summit in Sacramento for California Adult Education programs between FY2008-09 and FY2013-14. The table below illustrates these reductions for the Central Valley and Mother Lode Region (Region 5).

|  | <i><b>FY2008-09</b></i> | <i><b>FY2013-14</b></i> | <i><b>Change</b></i> |
|--|-------------------------|-------------------------|----------------------|
| <i><b>Basic Skills</b></i>                 | 14.5%                   | 10.6%                   | <i><b>-3.9%</b></i>  |
| <i><b>English As A Second Language</b></i> | 5.6%                    | 2.6%                    | <i><b>-3%</b></i>    |
| <i><b>Career Technical Education</b></i>   | 20%                     | 7.3%                    | <i><b>-12.7%</b></i> |
| <i><b>Adults with Disabilities</b></i>     | 14%                     | 10.4%                   | <i><b>-3.6%</b></i>  |

In FY 2013-14, the Central Valley & Mother Lode Region (Region 5) adult CTE programs met only 12,264 (7.3%) of the estimated 168,000 unemployed residents aged 20-64 with less than a high school diploma. In addition, approximately 400,000 residents from age 16-64 were limited English proficient region-wide with approximately 116,000 residing in the YCCD service area.

**The Hanover Research Group projects that population growth in the Stanislaus and Mother Lode region is expected to increase at a faster rate than the state of California.** The majority of this population growth will be comprised of Hispanic/Latino and multi-race individuals. Historically, these groups are English language learners and lack a high school diploma. This population trend further underscores the need to expand and provide a viable adult education delivery system that will lead to meaningful employment of its residents.

The required tables detail the collective work of the AB86 Stanislaus Mother Lode Consortium. Our consortium has worked collaboratively to create viable pathways, system alignment, and articulation among ALL members and partners. It is important to note that all consortium members/partners contributed to implementation strategies and work plans based on their five program areas of expertise (**e.g., ESL, Adult Basic Skills, Adult Secondary Education, and CTE**). Administrators, instructors, and community partners all contributed in identifying additional needs and goals to insure that the Yosemite Consortium plan an adult education system that will educate and assist adults toward completing their high school diploma, becoming English proficient, and leading them towards meaningful employment and in some cases continuing their post-secondary education.

Our response to meet these and additional gaps are specifically stated in Objective 4 and Tables 3.1 and 5.1

**Evaluation of adequacy and quality of program areas:** The following information below provides initial work inventorying programs and gaps identified by stakeholders during initial AB86 consortium planning meetings.

### STANISLAUS/MOTHER LODGE ADULT EDUCATION PROVIDERS

|  |  |
|--|--|
| <b>The Bridge</b>                                | <ul style="list-style-type: none"> <li>• ESL</li> <li>• GED tutoring (Focus: Southeast Asian Community)</li> </ul>   |
| <b>El Concilio</b>                               | <ul style="list-style-type: none"> <li>• Basic ESL for Spanish-speakers</li> </ul>   |
| <b>Central Valley Opportunity Center (CVOC)</b>  | <ul style="list-style-type: none"> <li>• Adult Basic Education (ABE), Literacy</li> <li>• GED</li> <li>• CTE – welding, solar panel installation, retail sales, Class A license-forklifts, general business occupations, culinary</li> </ul> |
| <b>International Rescue Committee</b>            | <ul style="list-style-type: none"> <li>• Refugees only – 6 week adult and work-related English classes – beginning, intermediate</li> </ul>  |
| <b>Learning Quest/Stanislaus Literacy Center</b> | <ul style="list-style-type: none"> <li>• Literacy</li> <li>• ESL</li> <li>• Citizenship</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• GED Prep</li> <li>• Locations – Robertson Road School, Marshall Community Center, Riverbank, Public Safety Center, Modesto and branch libraries</li> </ul>   |
| <b>St. Joseph’s Catholic Church</b>          | <ul style="list-style-type: none"> <li>• ESL classes</li> </ul>   |
| <b>Stanislaus County Office of Education</b> | <ul style="list-style-type: none"> <li>• ESL for migrant Head Start parents</li> <li>• “Come Back Kids” – high school diploma program ages 18-23</li> <li>• ESL workforce development</li> <li>• GED Testing</li> <li>• Sheet Metal/Electrical Apprenticeship</li> <li>• CTE/Academic credit courses in partnership with Modesto Junior College/Columbia College</li> </ul> |
| <b>Workforce Alliance</b>                    | <ul style="list-style-type: none"> <li>• GED prep</li> <li>• Workforce Investment/Prep</li> </ul>   |
| <b>Calaveras County Office of Education</b>  | <ul style="list-style-type: none"> <li>• High School Diploma</li> </ul>   |

## SCHOOL DISTRICTS

|   |  |
|---|--|
| <b>Ceres Unified</b>                                | <ul style="list-style-type: none"> <li>○ Adult Literacy</li> <li>○ Independent high school diploma program</li> <li>○ ESL</li> <li>○ GED</li> <li>○ Emergency Medical Technician Prep</li> <li>○ College credit courses</li> </ul>   |
| <b>Columbia College</b>                             | <ul style="list-style-type: none"> <li>○ Literacy, ESL – credit/non-credit</li> <li>○ CTE Certificate/Degree Programs</li> <li>○ Credit Basic Skill Courses: English, Math and Reading</li> </ul>  |
| <b>Modesto City Schools</b>                         | <ul style="list-style-type: none"> <li>○ High School Diploma</li> <li>○ Adult Basic Education (ABE)</li> <li>○ Adult Secondary Education (ASE)</li> <li>○ Civics</li> <li>○ ESL</li> <li>○ CTE/ROP</li> <li>○ Facilities for MJC college courses</li> </ul>  |
| <b>Modesto Junior College</b>                       | <ul style="list-style-type: none"> <li>○ Literacy, ESL – credit/non-credit</li> <li>○ CTE Certificate/Degree Programs</li> <li>○ Credit Basic Skill Courses: English, Math and Reading</li> <li>○ Fee-Based GED Courses</li> <li>○ LEA: Stanislaus Manufacturing and Maintenance Jt. Apprenticeship</li> </ul> |
| <b>Newman-Crows Landing Unified School District</b> | <ul style="list-style-type: none"> <li>○ Adult Basic Education</li> <li>○ ESL</li> <li>○ Facilities for college credit courses</li> </ul>  |
| <b>Patterson Unified</b>                            | <ul style="list-style-type: none"> <li>○ High school diploma – independent study</li> </ul>  |

|   |  |
|---|--|
| <b>School District</b>                      | <ul style="list-style-type: none"> <li>○ ESL</li> <li>○ Facilities for college credit courses</li> </ul>   |
| <b>Turlock Unified School District</b>      | <ul style="list-style-type: none"> <li>○ High school diploma (direct instruction and online)</li> <li>○ English online GED prep</li> <li>○ Spanish GED prep (direct instruction)</li> <li>○ ESL</li> <li>○ Citizenship</li> <li>○ CTE</li> <li>○ Facilities for MJC college courses</li> <li>○ LEA: Firefighter Apprenticeship</li> <li>○ Fee based Adult Courses</li> </ul> |
| <b>Waterford Unified School District</b>    | <ul style="list-style-type: none"> <li>○ One ESL all capturing course</li> </ul>   |
| <b>Sonora Union School District - Adult</b> | <ul style="list-style-type: none"> <li>○ High School Diploma</li> </ul>  |

### Current Levels and Types of Adult Education

Programs within the Region  
 July 10, 2014 Meeting

|   | <b>Modesto City Schools, Turlock USD, and Ceres USD</b>   | <b>Patterson, Newman-Crows Landing, Waterford</b>                     | <b>Calaveras COE, Sonora Adult School</b>               | <b>Stanislaus Alliance, MJC, SCOE and Learning Quest</b>   |
|---|---|---|---|--|
| <b>English As A Second Language (ESL)</b> | CURRENT:<br><ul style="list-style-type: none"> <li>• TUSD – ESL (leveled) beginning Literacy, beginning ESL, Intermediate ESL, Advance ESL</li> <li>• TUSD – ESL Civics</li> <li>• CUSD &amp; MCS – ESL</li> </ul> UNMET NEED:<br><ul style="list-style-type: none"> <li>• Expand ESL</li> <li>• Align ESL Curriculum</li> <li>• Access to Computer Literacy</li> <li>• Child Care</li> <li>• Dedicated Satellite Classes</li> <li>• Trans. to Programs</li> <li>• Courses beyond ESL</li> <li>• Expand ESL and diploma track to</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Levels Only</li> </ul> | <ul style="list-style-type: none"> <li>• ESL</li> </ul> | UNMET NEED:<br><ul style="list-style-type: none"> <li>• Transitioning from Secondary/Adult Ed to Post Secondary /Certification</li> <li>• Lack of academic guidance and planning and counseling services</li> <li>• Access to financial aid – Adult Ed</li> <li>• Paid Employment – Internship opportunities (Stan. Alliance)</li> <li>• Academic ESL (MJC Credit) in the Evening</li> <li>• Illiteracy in first language</li> </ul> |

|                            |  |  |  |   |
|----------------------------|--|--|--|---|
|                            | provide supply to meet demand  |  |  |   |
|                            | <b>Modesto City Schools, Turlock USD, and Ceres USD, Sonora USD</b>  | <b>Patterson, Newman-Crows Landing, Waterford</b>  | <b>Calaveras COE, Sonora Adult School</b>  | <b>Stanislaus Alliance, MJC, SCOE and Learning Quest, Calaveras County Office of Education</b>  |
| <b>High School Diploma</b> | <p>CURRENT:</p> <ul style="list-style-type: none"> <li>• TUSD - HS Diploma           <ul style="list-style-type: none"> <li>○ Distance Learning</li> <li>○ Direct Instruction</li> </ul> </li> <li>• CUSD – Diploma track with Independent Study, CAHSEE Prep, AM &amp; PM Adult Ed.</li> <li>• MCS, SUSD – Diploma track folded in ABE and CAHSEE</li> </ul> <p>UNMET NEED:</p> <ul style="list-style-type: none"> <li>• TUSD - Access labs, AM courses, tutorial support, access to electives (CTE), basic math</li> <li>• CUSD - More diploma track, ABE for Non-ESL, ABE basic language</li> <li>• MCS - Expand diploma track and ESL to provide supply to meet demand, AE Independent Study, AM A.E. options</li> </ul> | <ul style="list-style-type: none"> <li>• Independent Study – Adult School Diploma Packets, Computers</li> <li>• Credit Recovery 5<sup>th</sup> Year</li> </ul> | <ul style="list-style-type: none"> <li>• Tech Based Credit Recovery 5th</li> </ul> | <p>CURRENT:</p> <ul style="list-style-type: none"> <li>• SCOE offers Come Back Kids with additional programs offered county-wide</li> <li>• MJC Offers GED preparation program through its Community Education Department</li> </ul> <p>UNMET NEED:</p> <ul style="list-style-type: none"> <li>• Number of programs available countywide</li> <li>• Classes to be offered in morning and evening</li> <li>• Address barriers for felons to enroll and come onto a k12 campus</li> <li>• Internet access @ home for D.E. learning</li> <li>• Computer labs open hours</li> </ul> |

|                             | <b>Modesto City Schools, Turlock USD, and Ceres USD</b>   | <b>Patterson, Newman-Crows Landing, Waterford</b>   | <b>Columbia College, Calaveras COE</b>                  | <b>Stanislaus Alliance, MJC, SCOE and Learning Quest</b>   |
|-----------------------------|---|---|---|--|
| <b>GED</b>                  | <p><b>CURRENT:</b></p> <ul style="list-style-type: none"> <li>TUSD - HS Equivalency (GED English and Spanish)               <ul style="list-style-type: none"> <li>Direct instruction</li> <li>Distance Learning</li> </ul> </li> </ul> <p><b>UNMET NEED:</b></p> <ul style="list-style-type: none"> <li>TUSD – Modification (direct instruction and distance learning), computer instruction</li> <li>CUSD - Expand GED and ESL to provide supply for demand</li> <li>MCS – GED (English and Spanish)</li> </ul> | <ul style="list-style-type: none"> <li>English and Spanish programs needed</li> </ul>                                 | <ul style="list-style-type: none"> <li>GED</li> </ul>   | <p><b>CURRENT:</b></p> <ul style="list-style-type: none"> <li>Ceres USD and Stanislaus County Office of Education have approved facilities offering GED testing</li> </ul> <p><b>UNMET NEED:</b></p> <ul style="list-style-type: none"> <li>Computer literacy lab assistants</li> <li>Proctor of Spanish GED</li> <li>Facilities that meet requirement for computer testing. Ceres and Stanislaus County Office of Education.</li> <li>More seats available to community for GED prep courses</li> </ul> |
|                             | <b>Modesto City Schools, Turlock USD, and Ceres USD</b>   | <b>Patterson, Newman-Crows Landing, Waterford</b>   | <b>Columbia College, Calaveras COE and Sonora Adult</b> | <b>Stanislaus Alliance, MJC, SCOE and Learning Quest</b>   |
| <b>CTE – Workforce Dev.</b> | <p><b>CURRENT:</b></p> <ul style="list-style-type: none"> <li>TUSD - CTE Electives (aligned with pathways most are fee based), Community Service Electives.</li> <li>CUSD – EMT Program</li> <li>MCS – CNA and Welding</li> </ul> <p><b>UNMET NEED:</b></p> <ul style="list-style-type: none"> <li>TUSD – More Courses, align with MJC, free access not fee based, align to high demand industry</li> <li>CUSD – More CTE</li> </ul>  | <ul style="list-style-type: none"> <li>Logistics Training</li> <li>Tech Classes</li> <li>Workplace Spanish</li> </ul> |   | <p><b>UNMET NEED:</b></p> <ul style="list-style-type: none"> <li>Non Credit Short Term CTE Courses available through the Community College</li> <li>Identification of pertinent industry 3<sup>rd</sup> Party Certification recognized by employers</li> <li>Job development post training and services (Stanislaus Alliance)</li> <li>Soft skills-workability training/preparation</li> <li>Transition to Post Secondary or Jobs</li> <li>CTE courses meeting the occupation demand</li> </ul>          |

|  |   |   |  |   |
|--|---|---|--|---|
|  | <p>Electives, Computer Literacy</p> <ul style="list-style-type: none"> <li>MCS – Expand CTE Electives, Computers – specifically for business or workforce</li> </ul>                                      |   |  |   |
|  | <b>Modesto City Schools, Turlock USD, and Ceres USD</b>   | <b>Patterson, Newman-Crows Landing, Waterford</b>   |  | <b>Stanislaus Alliance, MJC, SCOE and Learning Quest</b>  |
| Incarcerated Adults                                      | <ul style="list-style-type: none"> <li>CTE Sheet Metal Fabrication Course</li> </ul>  |   |  | <p>UNMET NEED:</p> <ul style="list-style-type: none"> <li>High Enrollment Needed: GED testing services are provided by SCOE in partnership with Learning Quest Provides GED, ESL, Literacy to 10% of the population</li> <li>Longer Programs needed: Time in jail often too short to finish 2 weeks.</li> </ul> |
|  | <b>Modesto City Schools, Turlock USD, and Ceres USD</b>   | <b>Patterson, Newman-Crows Landing, Waterford</b>   |  | <b>Stanislaus Alliance, MJC, SCOE and Learning Quest</b>  |
| Matriculation to Post Secondary & Certification Programs | <ul style="list-style-type: none"> <li>Community ESL -&gt; Non Credit ESL-&gt; Credit ESL alignment</li> <li>Formal systems pathway and process</li> <li>Counseling services to guide students</li> </ul> | <ul style="list-style-type: none"> <li>Community ESL -&gt; Non Credit ESL-&gt; Credit ESL alignment</li> <li>Formal systems pathway and process</li> <li>Counseling services to guide students</li> </ul> |  | <ul style="list-style-type: none"> <li>Community ESL -&gt; Non Credit ESL-&gt; Credit ESL alignment</li> <li>Formal systems pathway and process</li> <li>Counseling services to guide students</li> </ul>   |
|  | <b>Modesto City Schools, Turlock USD, and Ceres USD</b>   | <b>Patterson, Newman-Crows Landing, Waterford</b>   |  | <b>Stanislaus Alliance, MJC, SCOE and Learning Quest</b>  |
| Disabled Adults  | <ul style="list-style-type: none"> <li>Intervention support courses</li> <li>OnTrack school site (severely handicapped adults)</li> </ul>   | <ul style="list-style-type: none"> <li>Transition to success 18-22 year olds</li> <li>Life skills development</li> </ul>  |  | <ul style="list-style-type: none"> <li>Literacy lack of program for physically disabled (a) too few tutors, (b) lack of formal process, (c)</li> </ul>  |

|         |  |  |  |  |
|---------|--|--|--|--|
|         |  |  |  | volunteers minimal training, (d) 4 hours per week of instruction <ul style="list-style-type: none"> <li>• Access</li> <li>• Finances</li> <li>• Accommodations</li> <li>• Limited CTE</li> </ul>   |
|         | <b>Modesto City Schools, Turlock USD, and Ceres USD</b>  | <b>Patterson, Newman-Crows Landing, Waterford</b>  |  | <b>Stanislaus Alliance, MJC, SCOE and Learning Quest</b>   |
| GENERAL | UNMET NEED <ul style="list-style-type: none"> <li>• Child Care</li> <li>• Transportation</li> <li>• Transition: Study Skills</li> <li>• Outreach Gap</li> <li>• Coordinated Information</li> </ul> | UNMET NEED <ul style="list-style-type: none"> <li>• Child Care</li> <li>• Transportation</li> <li>• Transition: Study Skills</li> <li>• Outreach Gap</li> <li>• Coordinated Information</li> </ul> |  | UNMET NEED <ul style="list-style-type: none"> <li>• Child Care</li> <li>• Transportation</li> <li>• Transition: Study Skills</li> <li>• Outreach Gap</li> <li>• Coordinated Information</li> </ul> |



## Objective 2: An Evaluation of Current Needs for Adult Education

### I. Programs within the Region, Overview of the Region, Geographic, Economic, and Statistical

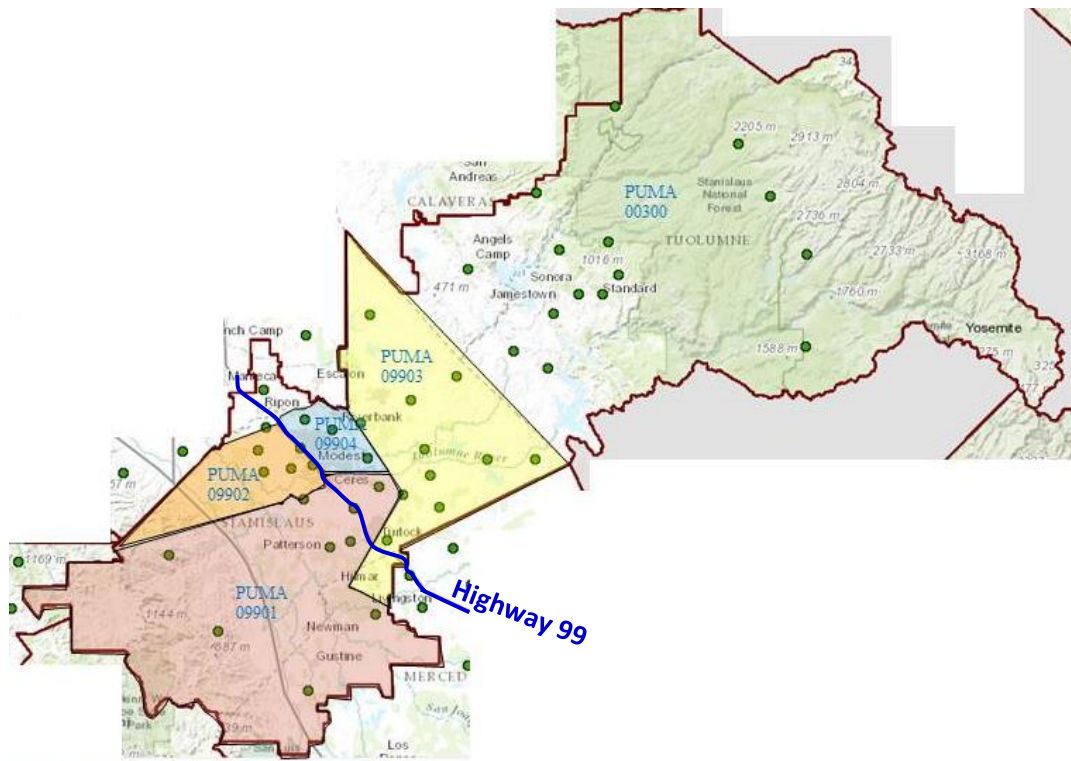
The Stanislaus Mother Lode Consortium comprises a geographic area of diverse demographics and adult education needs. Columbia College primarily serves students from Calaveras, Tuolumne, and Eastern Stanislaus counties. Modesto Junior College primarily serves students from greater Stanislaus County, which also includes students from portions of San Joaquin, Merced, and Tuolumne counties.

Calaveras County is located on the eastern side of California's Central Valley. Surrounding counties include Amador to the north, Alpine to the east and Tuolumne to the South. Stanislaus and San Joaquin border the county to the west. Situated in the Mother Lode region of the Sierra Nevada Mountains, Calaveras County is a popular tourist destination. Several main roadways cross the county, connecting Calaveras to Stockton and other parts of the Central Valley. *Calaveras County Economic Forecast* states that the only job sectors with material job gains were leisure and hospitality. The largest declines in jobs were in government, wholesale and retail trade. It is anticipated that by 2018, job growth will be dominated by construction, leisure and hospitality, and professional services.

Tuolumne County lies on the western slope of the Sierra Nevada, bordered on the north by Calaveras and Alpine, on the east by Mono, on the south by Mariposa, and on the west by Stanislaus. Three main highways traverse the county; state routes 49, 108, and 120. Tuolumne is also a tourist destination and a gateway to Yosemite National Park. The largest sectors in the county are leisure services, education, and healthcare services, retail trade and government, which account for 76% of all employment in the county. Employment growth is expected to continue at a moderate level. The only sector adding jobs was health and education. According to the *Tuolumne County Economic Forecast*, the county is dependent on net migration for growth because the natural increase has been negative since 1994. Between the 2000 and 2010 census the population of Tuolumne County grew by just 1.6%, making it the fifth slowest county in California. It is anticipated that by 2015 job growth will occur in healthcare, education services, retail trade and government.

Stanislaus County is located in the San Joaquin Valley and enjoys long growing seasons and is the seventh largest agricultural county in California. An extensive transportation network contributes to a successful agriculture and business region. Stanislaus is bordered by San Joaquin to the north, Calaveras and Tuolumne to the east, and Santa Clara to the west. *LaborMarketInfo* identifies the occupations with the fastest job growth to be Construction Trades, Veterinary Technologists and Technicians, Heating/Air Conditioning and Refrigeration Workers, Drywall and Ceiling Tile Installers, Supervisors, Construction and Extraction Workers. In 2012, most employment sectors were characterized by positive job growth. The largest gains were in wholesale and

retail trade, professional services, construction, and agriculture. The ongoing drought will affect agriculture employment as more acres throughout the County are taken out of production. *Stanislaus County Economic Forecast* predicts that by 2018, employment growth will be led by professional services, education and healthcare, wholesale and retail trade and government. Combined, these sectors will account for 66% of total wage and salary job growth.



The Hanover Research Group's *Regional Market Analysis: Adult Education Offerings* report and the *AB86 Interview Finding & Summaries* report provide some overarching key findings valuable in understanding the challenges and critical need for strategies that enhance adult education in Stanislaus and the Mother Lode. The reports examined 293,905 adults between the ages of 18 and 49 and found that

- Over 140,000 do not have a post-secondary education. Of those with less than an associate degree slightly more than 84% (estimated 117,400) are not enrolled in school
- The population in the PUMA 09902 area (Ceres, Patterson & Newman cities) has over 11% single mothers, almost double the size of other cities
- An estimated 57,700 do not have a high school diploma

- An estimated 27,758 do not speak English well or at all
- An estimated 39,000 are non-citizens
- Over 37% or 111,000 are unemployed out of the labor force
- 2.4% are veterans (8.4% of the total population are veterans suggesting a high 50+ year old veteran population)
- Over 70% earn under \$25,000 per year
- Over 60% is from Spanish/Hispanic/Latino ancestry
- The fastest growing and largest volume of occupations in the service area require a high school education or some college

**Figure 2.11: Top 20 Fastest Growing Occupations by Number in Region\*, 2010-2020**

| OCCUPATIONAL TITLE  | TOTAL JOB OPENINGS, 2010-2020 | ANNUAL SALARY <sup>^</sup> | ENTRY LEVEL EDUCATION             |
|---|-------------------------------|----------------------------|-----------------------------------|
| Cashiers  | 3,640                         | \$20,390.50                | Less than high school             |
| Retail Salespersons   | 2,940                         | \$21,591.50                | Less than high school             |
| Farmworkers and Laborers, Crop, Nursery, and Greenhouse             | 2,860                         | \$18,703.50                | Less than high school             |
| Laborers and Freight, Stock, and Material Movers, Hand              | 2,760                         | \$29,129.50                | Less than high school             |
| Combined Food Preparation and Serving Workers, Including Fast Food  | 2,380                         | \$19,156.50                | Less than high school             |
| Waiters and Waitresses  | 1,940                         | \$18,690.50                | Less than high school             |
| Registered Nurses   | 1,490                         | \$93,772.00                | Associate's degree                |
| Office Clerks, General  | 1,440                         | \$29,818.50                | High school diploma or equivalent |
| Farmers, Ranchers, and Other Agricultural Managers                  | 1,300                         | N/A                        | High school diploma or equivalent |
| Heavy and Tractor-Trailer Truck Drivers                             | 1,250                         | \$41,726.50                | Postsecondary non-degree award    |
| Stock Clerks and Order Fillers                                      | 1,130                         | \$22,867.50                | Less than high school             |
| Elementary School Teachers, Except Special Education                | 1,000                         | \$67,260.00                | Bachelor's degree                 |
| First-Line Supervisors of Retail Sales Workers                      | 1,000                         | \$36,080.00                | High school diploma or equivalent |
| Janitors and Cleaners, Except Maids and Housekeeping Cleaners       | 910                           | \$27,572.00                | Less than high school             |
| First-Line Supervisors of Office and Administrative Support Workers | 840                           | \$47,702.00                | High school diploma or equivalent |
| Bookkeeping, Accounting, and Auditing Clerks                        | 840                           | \$36,722.50                | High school diploma or equivalent |
| Landscaping and Groundskeeping Workers                              | 830                           | \$29,570.00                | Less than high school             |
| Food Preparation Workers  | 820                           | \$19,216.50                | Less than high school             |
| Carpenters  | 810                           | \$51,072.00                | High school diploma or equivalent |
| Teacher Assistants  | 790                           | \$29,286.50                | Some college, no degree           |

Source: California Employment Development Department, BLS<sup>28</sup>

\* By necessity, includes counties of Amador, Calaveras, Mariposa, Stanislaus, and Tuolumne.

<sup>^</sup> Salary figure is the average of the median salaries for the counties included.

## County Demographic Statistics and Comparisons

### *US Census and US Bureau of Labor Statistics*

|                                    | Calaveras | Tuolumne | Stanislaus |
|------------------------------------|-----------|----------|------------|
| Population                         | 44,515    | 53,874   | 525,491    |
| Unemployment                       | 8.0%      | 7.6%     | 11.1%      |
| Poverty Rate                       | 10%       | 13.1%    | 19.2%      |
| Median Income                      | \$56,686  | \$48,169 | \$49,866   |
| High School Grad<br>(25 and older) | 92.8%     | 88.4%    | 76%        |
| Bachelor's Degree                  | 20.8%     | 17.4%    | 16.3%      |
| English Learners                   | 7.3%      | 7.8%     | 40.6%      |
| Foreign Born                       | 4.3%      | 4.8%     | 20.4%      |

Stanislaus County is over five times the population size of Calaveras and Tuolumne Counties combined, and accounts for the largest number of adults in the consortium service area who have not earned a high school diploma or a bachelor's degree. Over 213,300 adults (40%) in this county are English learners and 1 in 5 residents **were not** born in the United States. Because of its sheer size, it is not surprising that Stanislaus County provides a more comprehensive adult education delivery system than Calaveras and Tuolumne counties. Despite the larger number of adult education providers, there still exists a shortage of quality comprehensive adult education programs to meet the needs of its adult population. By contrast, the Calaveras and Tuolumne counties are challenged by rural populations in its counties which are widely dispersed and cannot access adult education easily. Calaveras and Tuolumne counties have two small and limited adult education programs. Yet, for all counties, economic opportunities and income growth is not keeping pace with the increasing population and cost of living growth. Much of this is due to a workforce that lacks basic skills, CTE occupational skills, and employment soft skills. These statistics underscore the need to revamp and improve adult education throughout the region.

The consortium areas with a high percentage of English learners and those lacking a high school diploma reside in the eastern and western portions of Stanislaus County. Much of the population in these areas is comprised of farm laborers who lack the time and transportation to enroll and/or attend adult education programs along the Highway 99 corridor. Calaveras and Tuolumne Counties have a high percentage of adults who possess a high school diploma and a very small percentage of their population have English learners in comparison to Stanislaus County. Despite this adult education providers in all three counties report that there are waiting lists for students to enroll in their respective programs. The waitlists seem to coincide with a genuine lack of supply of adult education in general in the region.

During the 2013-14 fiscal year, Stanislaus County adult education consortium members and partners served 8,764 adults. During this same time Mother Lode adult education consortium members and partners served approximately 100 adults.

**Objective 3: Plans to Integrate Programs (Table 3.1)**

We have specifically identified pathways which we plan to implement in order to provide concurrent enrollment in adult high school diploma programs, and also include short term CTE certification in those jobs that are in high demand in our region. Additionally we have created pathways that lead from adult education CTE programs to college CTE programs and workforce certification.

For those students needing to become English proficient, plans are in place for adult ESL students to transition from secondary adult education to community college non-credit and credit ESL with the ultimate goal of transitioning these students into short term CTE certification.

Adult education providers in the region advocate for the alignment of all existing programs to provide a pathway to various levels of education and training. As an example, ESL providers highlight the importance of aligning ESL programs to ensure that adults are able to progress from Basic English training to the academic English courses that Columbia and Modesto Junior College offer. If we want these students to have employable skills, then it is imperative that they are able to read and comprehend a technical workplace manual.

| <b>Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation Among Consortium Participants</b>      |  |   |                             |  |   |                 |
|---|--|---|-----------------------------|--|---|-----------------|
| <b>Transition to be Addressed</b>   | <b>Strategy/ Approach to be Employed</b>                                       | <b>Resources Needed</b>                                 | <b>Estimate of the Cost</b> | <b>Responsible Parties (specific school district(s) and/or community colleges)</b> | <b>Methods of Assessment</b>  | <b>Timeline</b> |
| <b>SYSTEM ALIGNMENT:</b><br>Concurrent Enrollment of adults in Adult Secondary Education (ASE) and CTE Certificate or Degree Programs | Schedule structure to allow CTE Classes on site                                | Instruction and Technology Support for applied learning | 50,000                      | Modesto City School and Modesto Junior College CTE Deans                           | Successful Enrollment, Persistent of Adults In Programs   | 2015-2017       |
| <b>SYSTEM ALIGNMENT:</b><br>Concurrent Enrollment of adults in Adult Secondary Education (ASE) and CTE Certificate or Degree Programs | Tuition Waiver of Credit Course Enrollment as is done for high school students | MJC Student Service Support                             | 10,000                      | Turlock USD, Modesto CS, Ceres USD and Modesto Junior College Leadership Team      | (1) Number of enrolled ASE students in Concurrent Enrolled Program, (2) Evaluation of registration and waiver process | 2015-2017       |

| Transition to be Addressed  | Strategy/<br>Approach to be Employed  | Resources Needed  | Estimate of the Cost | Responsible Parties (specific school district(s) and/or community colleges)                              | Methods of Assessment  | Timeline  |
|---|---|---|----------------------|--|--|-----------|
| <b>SYSTEM ALIGNMENT:</b><br>Establishment of Short CTE 3rd Party Certification most commonly demanded in Region | Work Team Planning and Development Effort   | Planning time, School Licensing and or accreditation fees, faculty professional development   | 150,000              | School Districts, Stanislaus County Office of Education, Community Colleges, WIBs, Partners and Industry | (1) Documents codifying certifications with industry, (2) listing of areas able to certify, (3) appropriate training | 2015-2017 |
| <b>ARTICULATION &amp; PATHWAYS:</b> Adult School CTE to College Program Pathways/Workforce Certificate          | Evaluation of local Adult School CTE Programs to College Programs for Pathway Development | Articulation and Pathway Team: Areas of C.N.A.  | 10,000               | Modesto City School and Modesto Junior College Allied Health   | (1) Articulation Agreements, (2) CTE Pathway Mapping, (3) New course of program development                          | 2015-2017 |
| <b>ARTICULATION &amp; PATHWAYS:</b> Adult School CTE to College Program Pathways/Workforce Certificate          | Evaluation of local Adult School CTE Programs to College Programs for Pathway Development | Articulation and Pathway Team: Areas of EMT   | 10,000               | Ceres USD, and MJC Regional Fire Training Center   | (1) Articulation Agreements, (2) CTE Pathway Mapping, (3) New course of program development                          | 2015-2017 |
| <b>ARTICULATION &amp; PATHWAYS:</b> Adult School CTE to College Program Pathways/Workforce Certificate          | Evaluation of local Adult School CTE Programs to College Programs for Pathway Development | Articulation and Pathway Team: Areas of Welding   | 10,000               | Ceres USD and MJC Agriculture and Welding Department   | (1) Articulation Agreements, (2) CTE Pathway Mapping, (3) New course of program development                          | 2015-2017 |
| <b>PATHWAYS:</b> Computer Technological Literacy Workforce Certificate  | Evaluation of course need   | Planning Meetings, Resources for Curriculum Development Instruction, Materials and Technology enhancements, class availability (Microsoft Certifications) | 40,000               | Patterson USD, NCUSD, Waterford USD, CERES USD and Modesto CS administration and teachers                |  | 2015-2017 |

| Transition to be Addressed   | Strategy/<br>Approach to be Employed  | Resources Needed                                  | Estimate of the Cost | Responsible Parties (specific school district(s) and/or community colleges)   | Methods of Assessment   | Timeline  |
|--|---|---|----------------------|---|---|-----------|
| <b>ARTICULATION &amp; PATHWAYS:</b> Adult School CTE to College Program Pathways/Workforce Certificate | Evaluation of local Adult School CTE Programs to College Programs for Pathway Development | Articulation and Pathway Team: Areas of Logistics | 10,000               | Patterson USD, Stanislaus COE, Modesto Junior College   | Expanded offerings of short term adult course in lift truck training, computer literacy, MSSC Certification, OSHA Certification and/or Scanner Technology | 2015-2017 |
| <b>PATHWAYS:</b> Adult School CTE to College Program Pathways  | Evaluation of local Adult School CTE Programs to College Programs for Pathway Development | Articulation and Pathway Team: Workplace Spanish  | 10,000               | Patterson USD, Newman USD, Waterford USD  |   | 2015-2017 |
| <b>PATHWAYS:</b> Vocational ESL CTE Programs   | Evaluation of competency skill areas and development of non-credit broad CTE Options      | Planning Team                                     | 20,000               | Modesto Junior College CTE Faculty and ESL Faculty, Stanislaus County Office of Education, School Districts, Partners and WIBs. | (1) Development of CTE Non Credit Options in Ag Manufacturing, Logistic/Transportation, Health, Entrepreneurship  | 2015-2017 |
|  |   | <b>Total</b>                                      | <b>320,000</b>       |   |   |           |



**Objective 4: Response to Gaps Identified in the Region**

AB86 Stanislaus/ Mother Lode consortium members and partners have collected the following recommendations in evaluation needs and gaps in the region in response to Table 4.1 information. Specific resources projected and responsibilities have been covered in Tables 5.1, 6.1, 6.2 and 7.1.

**A. Strategies to Increase Capacity**

|   | <b>STRATEGIES TO ADDRESS IDENTIFIED GAPS BY STANISLAUS &amp; MOTHER LODE CONSORTIUM</b>   |
|---|---|
| <b>English As A Second Language (ESL)</b> | <p><b>Transition from Secondary to Post-Secondary/Certificate/High School Diploma</b></p> <ul style="list-style-type: none"> <li>• Counselors / Case Management / Educate students on options</li> <li>• Community Transition Specialists / coordinators / liaisons</li> <li>• Assist with paperwork / intake</li> <li>• Process in place – formalized procedure / documentation / transition protocol / common and formal assessment (reading, writing, and speaking)</li> <li>• Increase in ESL curriculum / specific occupational skills / certifications</li> </ul> <p><b>Lack of articulation/alignment</b></p> <ul style="list-style-type: none"> <li>• Process in place – formalized procedure / documentation / transition protocol / common and formal assessment (reading, writing, and speaking)</li> <li>• Program to program articulation</li> <li>• Same rigor / common curriculum</li> <li>• Professional development and collaboration to include planning</li> <li>• Funding for training / substitutes</li> </ul> <p><b>Expand ESL – Increase levels in remote areas</b></p> <ul style="list-style-type: none"> <li>• Include Rosetta Stone</li> <li>• Additional levels of ESL from basic literacy to advanced</li> <li>• Find adjunct faculty locally / mileage</li> <li>• Need community centers / teachers to provide instruction and facilities</li> </ul> <p><b>Access to computer literacy</b></p> <ul style="list-style-type: none"> <li>• Need community centers with open labs</li> <li>• Directory of services</li> <li>• Multi-lingual assistants</li> <li>• Partnering with Great Valley</li> </ul> <p><b>Childcare</b></p> <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Location</li> <li>• Educational gains</li> <li>• Tapping into child development training programs</li> <li>• Toddlers to 10 years old</li> </ul> <p><b>Satellite Classes</b></p> <ul style="list-style-type: none"> <li>• Lack of academic guidance/planning counseling services</li> <li>• Literacy in 1<sup>st</sup> language</li> <li>• Credit vs. Non-Credit / Non-Credit CTE</li> </ul> |



|  | <b>STRATEGIES TO ADDRESS IDENTIFIED GAPS BY STANISLAUS &amp; MOTHER LODE CONSORTIUM</b>  |
|--|--|
| <b>High School Diploma</b><br><br><b>High School Equivalency</b><br><br><b>GED</b> | <b>Expand class offerings throughout the day</b> <ul style="list-style-type: none"> <li>Partnerships with community-based facilities</li> </ul> <b>Increase programs in county</b> <ul style="list-style-type: none"> <li>Find teachers for day classes</li> <li>Competitive and standardized salaries</li> </ul> <b>Address barriers to felons</b> <ul style="list-style-type: none"> <li>Partnerships with community-based facilities (non-school)</li> <li>Distance learning</li> <li>Independent study</li> </ul> <b>Internet access at home for distance learning</b> <ul style="list-style-type: none"> <li>Identify programs through industry / disseminate information</li> <li>Notebooks / tablets (free wifi)</li> </ul> <b>Computer labs</b> <ul style="list-style-type: none"> <li>Identification of lab sites throughout Consortium Region</li> </ul> <b>Articulation/alignment of curriculum</b> <ul style="list-style-type: none"> <li>Understanding of Secondary Common Core – Post-Secondary Outcome Assessment</li> </ul> <b>GED vs. High School diploma</b> <ul style="list-style-type: none"> <li>Guidance counselor or teacher-trained individual to evaluate transcripts and provide course guidance and assessment</li> <li>Maintain GED and High School Equivalency programs at community colleges and school districts</li> </ul> |
| <b>Career Technical Education and/or Workforce Development</b>                     | <b>Expand Certifications and Courses</b> <ul style="list-style-type: none"> <li>3<sup>rd</sup> Party Industry Certifications: OSHA Safety, Microsoft, CompTIA, Lift Truck, MSSC, AWS, ServSafe</li> <li>CNA, Home Health Aide</li> <li>GIS</li> <li>Customer Service Academy</li> </ul> <b>Computer Literacy specifically for business and workforce needs</b> <ul style="list-style-type: none"> <li>Basic keyboarding</li> <li>Typing certificate</li> <li>Device training – tablet, tech instrument training</li> </ul> <b>Job Development Post-Training</b> <ul style="list-style-type: none"> <li>Soft skills</li> <li>Resume building / writing</li> <li>Workforce preparation</li> <li>Interview skills – appropriate dress</li> <li>Work experience/ Community classroom</li> <li>Work Keys Assessment</li> </ul> <b>Courses to meet occupational demands</b>  |
| <b>Incarcerated Adults</b>   | <b>Expand services to more than 10% in GED / ESL</b> <ul style="list-style-type: none"> <li>Difficulty due to short incarceration</li> <li>Provide support to Learning Quest, SCOE and Modesto City Schools and more opportunities to expand</li> <li>Explore Friends Outside services</li> </ul>  |

|   | <b>STRATEGIES TO ADDRESS IDENTIFIED GAPS BY STANISLAUS &amp; MOTHER LODE CONSORTIUM</b>  |
|---|--|
| <b>Matriculation to Post Secondary &amp; Certification Programs</b> | <ul style="list-style-type: none"> <li>• Formal systems and pathways</li> <li>• Counseling services</li> </ul>   |
| <b>Disabled Adults</b>  | <b>Lack of programs for physically handicapped</b> <ul style="list-style-type: none"> <li>• Outreach to Community Colleges</li> <li>• Increase access to DRAIL Access</li> </ul> |
| <b>GENERAL</b>  | None provided at this time   |

**Objective 5: Plans to Accelerate Student Progress (Table 5.1)**

The consortium proposes numerous methods, including contextualizing basic skills training leading to CTE training, horizontal and vertical alignments and articulations of all adult education programs. Providing increased counseling and support services to assist students to progress through the educational programs that will meet their goals. The expansion of classes that meet throughout the day and evening and additional wrap-around support services such as computer labs, on-site tutoring, and child care.

| <b>Table 5.1: Work Plan for Implementing Approaches Proven to Accelerate a Student's Progress Toward His or Her Academic or Career Goals</b> |  |  |                             |   |   |                 |
|--|--|--|-----------------------------|---|---|-----------------|
| <b>Description of the Approach</b>   | <b>Tasks/Activities Needed to Implement the Approach</b>   | <b>Resources Needed</b>  | <b>Estimate of the Cost</b> | <b>Responsible Member (specific school district(s) and/or community colleges)</b> | <b>Methods of Assessment</b>  | <b>Timeline</b> |
|  |  |  | <b>\$5,250,000</b>          |   |   |                 |
| Basic literacy skills courses that transition student from ESL, Basic Skills, ASE, and/or CTE  | Adopt registration methods to accommodate, curriculum, assessment, counseling, advising, implementation  | Teachers+Coordination time, counselors, professional development | \$1,500,000                 | AB 86 Members and Partners, Site Administrators                                   | Number of programs implemented; Common Assessment, matriculation data | Fall 2015       |
|  | Programmatic Pathways and Transitions to Accelerate Student Progress: 1) Basic literacy skill courses that transition students to GED, ESL, or diploma courses, 2) transition courses from intermediate to advanced ESL into CTE programs (e.g. contextualized basic skills in English, reading, and math to particular areas, |  |                             |   |   |                 |

|                                      |   |  |           |   |  |                   |
|--------------------------------------|---|--|-----------|---|--|-------------------|
|                                      | Increase CTE courses offered throughout adult programs day/evening. Emphasize workplace skills (particularly on-site)   | Facilities, technology and supplies for technical skill development training   |           | Adult Ed programs, community colleges                                   | Increased certifications at the high school level  | July-Dec. 2015    |
|                                      | Instructional Methods to Accelerate Student Progress: 1) offering of certifications in native languages, 2) shorter intensive courses, 3) tutoring support services   | Instructors, coordination, tutors  |           | All AB86 members and partners   | student success data, number of certifications completed, matriculation and persistence data | 2015              |
|                                      | Alignment/Articulation to Business Community to Accelerate Job/Career Goal Achievement: 1) career/job mentors in the business community to assist students in transitioning from school to work, 2) job developers to network with businesses and help students in ESL programs get jobs in the community, 3) explicit pathways from ESL to jobs in the community (e.g. internships, work experience, etc.) | Consortium partner director to direct efforts, staffing                        |           | All AB86 members and partners   | feedback from employers, student transition survey and matriculation data                    | 2015              |
| Diploma/College Transition Counselor | Designed AE Counselor job description and hiring of counseling/career and academic transition specialists   | Counselors, Technical Support, Clerical Support -- Transition Coaches, Mentors | \$500,000 | AB 86 Members and Partners, Site Administrators, Consortium Coordinator | Pre- Post Surveys; Data Review - Enrollment Data   | Fall 2015 Ongoing |

|  |   |  |             |                                     |   |                      |
|--|---|--|-------------|-------------------------------------|---|----------------------|
| Horizontal and Vertical Alignments and articulation of programs (ASE, ESL, CTE, Pre Apprenticeship Distance Learning) of Consortium Partners | Planning Meeting, PD Design, Shorter more-intensive courses, flexible delivery options (open entry/open exit) | Consortium Coordinator   | \$1,000,000 | Community Colleges/School Districts | High School Diploma, High School Equivalency, Skill level achievement certificates, industry recognized certification, student persistence or acceleration, student completion, student success, enrollment data, number of classes | Spring 2016          |
| Expansion of Day Adult School courses and programs   | Teacher recruitment and secure dedicated facilities   | Teacher, curriculum, materials   | \$500,000   | School Districts/Community Colleges | Enrollment in classes, class schedule   | Fall 2015            |
| Wrap-around support services (e.g., on site childcare, tutoring)   | Computer labs, technology, learning resource center, child care center  | Facilities, state of the art technology, distance ed capabilities, qualified staff, support services | \$1,500,000 | Adult Schools/Community Colleges    | Comparison studies looking at differences between those who take advantage of support   | Fall 2015<br>Ongoing |
| Educational Boot Camps   | Program design and implementation, curriculum   | Teachers, facilities, instructional resources  | \$250,000   | Adult Schools/Community Colleges    | Pre- Post Tests/Exit Surveys  | Summer 2015          |

**Objective 6: Consortium Professional Development Plans (Tables 6.1 & 6.2)**

The plans for regional professional development would allow educators to collaborate on the alignment of curriculum and to identify best practices that would serve the unique needs of adult learners. Consortium-wide professional development would enable regional experts to share their knowledge with all adult education providers in the area. Professional development will be specialized into specific educational areas (e.g., ABE, ASE, CTE, and ESL).

**Table 6.1 Current Professional Development**

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added

| Topic                                   | Professional Development Strategy  | Program Area(s) Addressed   | Estimated Cost to Implement Consortium-Wide |
|---|--|-----------------------------|---|
|   |  | <b>TOTAL</b>                | <b>\$295,000</b>                            |
| ESL Blended Model                       | SCOE Google Apps for Education   | Technology and ESL          | \$10,000                                    |
| Designed & Integrated ELD               | Teaching ELD strategies within content areas   | ESL - Language Proficiency  | \$10,000                                    |
| Digital/Distance Learning               | Quarterly instructors are brought together to explore/discuss digital/distance learning curriculum, i.e., Apex, Florida Virtual, Edgenuity, Edmentum.  | 9-12 Curriculum             | \$20,000                                    |
| Digital/Distance Learning               | Develop lesson plans jointly that will be shared. A learning management system is being adopted by instructors that will allow for class access and group instruction.   | 9-12 Curriculum             | \$10,000                                    |
| Technology in the Classroom             | Staff member(s) will attend technology mentoring program offered by Outreach and Technical Assistance Network (OTAN). Trained staff will offer local professional development to additional instructors needing to improve use of technology in the classroom. | ABE/ASE/GED/ESL             | \$10,000                                    |
| GED/High School Equivalency Preparation | Teachers will meet quarterly for planning, implementation & training.  | GED/High School Equivalency | \$10,000                                    |

| Topic                            | Professional Development Strategy   | Program Area(s) Addressed | Estimated Cost to Implement Consortium-Wide |
|----------------------------------|---|---------------------------|---|
| Common Core Training (ASE)       | Regional Training for ASE staff (faculty and paraprofessionals)   | ASE, Assessments (CAHSEE) | \$50,000                                    |
| CASAS Assessment Training        | Site/Regional Training for CASAS Assessment   | ASE, ABE, ESL             | \$60,000                                    |
| High School Equivalency Training | Site/Regional Training for high school equivalency assessments  | ASE, ABE, ESL             | \$30,000                                    |
| Effective Instruction            | Best teaching practices, lesson planning, lesson delivery   | ASE, ABE, ESL             | \$60,000                                    |
| Common Core Implementation       | Instruct teachers on implementation strategies/methodologies for the adoption of common core curriculum | ASE                       | \$25,000                                    |

**Table 6.2 Collaborative Professional Development Plan**

In the table below, address topics the consortium considers priorities for *collaborative* professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

| Topic  | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)             | Program Area(s) Addressed | Estimated Cost to Implement Consortium-Wide |
|--|--|---------------------------|---|
|  |  | <b>Total</b>              | <b>\$115,000</b>                            |
| Delivery of Effective Instruction for Adults | Professional development in interacting with adults to ensure participation and engagement (2 sessions per year) | ESL                       | \$10,000                                    |
| Curriculum                                   | Professional development in curriculum used for ESL classes (Quarterly)  | ESL                       | \$15,000                                    |
| Technology Skills                            | Professional development for staff in developing skills for technology (1x per year)                             | All Areas                 | \$10,000                                    |
| Digital/Distance Learning                    | Presentations by users and vendors   | All Areas                 | \$5,000                                     |

| Topic                               | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)                                    | Program Area(s) Addressed | Estimated Cost to Implement Consortium-Wide |
|-------------------------------------|---|---------------------------|---|
| Common Core                         | Project based training, best practices, flipped classroom (video-based)   | All Areas                 | \$10,000                                    |
| Effective Instruction               | Best teaching practices, lesson planning, lesson delivery   | ASE, ABE, ESL, CTE        | \$30,000                                    |
| CASAS Assessment Training           | Site/Regional Training for CASAS Assessment (1x year)   | ASE, ABE, ESL             | \$30,000                                    |
| Intra-agency Collaboration Meetings | Teachers from all agencies meet on a regular basis to collaborate and share information on topics relevant to adult education (1x year) | ASE, ABE, ESL, CTE        | \$5,000                                     |

\*Local workshops spread out quarterly or stipends provided to participants for Saturday trainings over a period of a month.

\*\*Instructors must be able to access the software, programs themselves and develop material in like groups that can be shared and taken directly back to the classroom. This should be followed up by a session on how it worked, where it could/should be changed.

\*\*\* Session after 3-4 months allowing time for instructors to share success stories and next steps to continue the momentum



**Objective 7: Plans to Leverage Existing Regional Structures (Table 7.1)**

Stakeholders highlight the importance of working with partners and employers in the region, and the importance of coordinating with a variety of community organizations to offer additional programming and outreach.

| <b>Table 7.1 Leverage of Existing Regional Structures from Partners<br/>(expand table as necessary)</b> |   |  |   |   |                 |
|---|---|--|---|---|-----------------|
| <b>Partner Institution Supporting Regional Consortium</b>   | <b>Program Area to be Addressed (1-5)</b> | <b>Tasks/Activities Needed to Implement Support of the Program</b>                     | <b>Member Counterpart(s)<br/>*</b>  | <b>Partner Contribution*<br/>*</b>                            | <b>Timeline</b> |
| Sierra Vista  | 1-4                                       | Counseling/Parent Presentation on Parenting Student and family support                 | Residents of Stanislaus County  | Staff Presentation  | Ongoing         |
| Center for Human Services   | 1-4                                       | Counseling Outreach Student and family support and wrap around services                | Residents of Stanislaus County  | Staff Presentations / Individual Sessions                     | Ongoing         |
| Hughson Family Center   | 1-4                                       | Family Connection Student and family support   | City of Hughson Residents and surrounding areas   | Community Outreach  | Ongoing         |
| Stanislaus County Sheriff Department  | N/A                                       | Gang Prevention / Awareness  | Residents of Stanislaus County  | Presentations   | Ongoing         |
| Career Quest  | 4,5                                       | Employability Skills / Paid Employment Job Training & Paid Internships                 | Residents of Stanislaus County  | Continued funding from WIB                                    | Ongoing         |
| Learning Quest  | 1   | High School Diploma / GED Supporting academic for CBK                                  | Stanislaus County Credit Recovery Program for 18-23 year olds ("Come Back Kids") GET Testing Services | Continued availability of shared space, collaborative efforts | Ongoing         |
| Chamber of Commerce   | 1, 2                                      | State of Business / ED Community Awareness of Destination Graduation, need for mentors | All Partners  |   | Ongoing         |

| <b>Partner Institution Supporting Regional Consortium</b>  | <b>Program Area to be Addressed (1-5)</b> | <b>Tasks/Activities Needed to Implement Support of the Program</b>                             | <b>Member Counterpart(s) *</b>      | <b>Partner Contribution* *</b>                                | <b>Timeline</b> |
|--|---|--|-------------------------------------|---|-----------------|
| Northern California Construction Trades  | 1-5                                       | Employability Skills / Paid Employment Pre-Apprentice Construction Trades Training             | SCOE                                | Stanislaus County Fairgrounds, SCOE and Alliance Career Quest | Ongoing         |
| Stanislaus County Fairgrounds  | 4,5                                       | Employability Skills / Paid Employment Continued use of space, collaboration with staff        | CBK / SCOE/ NCCT                    | SCOE and Alliance Career Quest                                | Ongoing         |
| Columbia College   | 4,5                                       | Culinary Arts, ESL (tentative). Use of Culinary Arts instructional classroom space             | Adults in the surrounding community | SCOE Facilities   | Ongoing         |
| MJC  | 4,5                                       | Electrical Classes. Use of Stanislaus Industrial Technology Institute instructional space      | Adults in the surrounding community | SCOE Facilities   | Ongoing         |
| Manufacturing Apprenticeship   | 5   | Manufacturing Boot Camp. Use of Stanislaus Industrial Technology Institute instructional space | Manufacturing Apprentices           | SCOE Facilities   | Ongoing         |
| Learning Quest in collaboration with Stanislaus County Library provides volunteers who teach basic reading and writing to adults with learning disabilities or who need remedial education | 1-3                                       | Setup referral system of students to this program  | Residents of Stanislaus County      | Providing 3 hours per week of tutoring by a volunteer         | Ongoing         |

| <b>Partner Institution Supporting Regional Consortium</b> | <b>Program Area to be Addressed (1-5)</b> | <b>Tasks/Activities Needed to Implement Support of the Program</b>   | <b>Member Counterpart(s) *</b> | <b>Partner Contribution* *</b>                      | <b>Timeline</b>         |
|---|---|--|--------------------------------|---|-------------------------|
| Literacy Network of Stanislaus County                     | 1, 3                                      | Utilizing the networking and information on GED, ESL and literacy programs in the county   | Residents of Stanislaus County | Directory, networking luncheon, and awards luncheon | Ongoing                 |
| Learning Quest  | 1, 2, 4                                   | A resource of literacy, GED preparation, and ESL classes for inmates in the county jail  | Residents of Stanislaus County |   | Ongoing                 |
| Learning Quest  | 1, 2, 4                                   | A resource of literacy, GED preparation, and ESL classes for CalWorks customers  | Residents of Stanislaus County |   | Ongoing                 |
| MJC   | 1,2,4                                     | On-going articulation agreements with adult serving institutions, sharing of resources, increased collaboration amount ESL instructors in the region | Residents of Stanislaus County | In-kind match (staff, additional resources)         | Fall 2014 (ongoing)     |
| Stanislaus County WIB                                     | 1-5                                       | Recruitment and retention of students seeking high school diploma, basic skills, and job development   | Residents of Stanislaus County | In-kind match (staff, additional resources)         | Fall 2014 (ongoing)     |
| YROP  | 4,5                                       | Access to ROP courses  | AB86 Region                    | In-kind match (staff, additional resources)         | Fall 2014 - Spring 2015 |
| City of Turlock   | 1-5                                       | Use of facilities and shared resources to support students living in the City of Turlock   | Turlock Adult School           | In-kind match (staff, additional resources)         | Fall 2014 (ongoing)     |

| <b>Partner Institution Supporting Regional Consortium</b> | <b>Program Area to be Addressed (1-5)</b> | <b>Tasks/Activities Needed to Implement Support of the Program</b>  | <b>Member Counterpart(s) *</b> | <b>Partner Contribution* *</b>              | <b>Timeline</b>       |
|---|---|---|--------------------------------|---|-----------------------|
| Stanislaus Center for Human Services                      | 1-4                                       | Presentations on medical coverage   | AB86 Region                    | In-kind match (staff)                       | Fall 2014 (ongoing)   |
| Salvation Army, Turlock                                   | 1-4                                       | Use of facilities and shared resources to support students living on the Westside of Turlock                        | Turlock Adult School           | In-kind match (facilities)                  | Fall 2014 (ongoing)   |
| Golden Valley Medical Center, Turlock                     | 1-3                                       | Presentations on medical coverage   | AB86 Region                    | Financial Support (scholarships)            | Fall 2014 (ongoing)   |
| Nonprofit agencies, Turlock                               | 1-4                                       | Scholarship opportunities for graduates   | Turlock Adult School           | Financial Support (scholarships)            | Fall 2014 (ongoing)   |
| Local Churches, Turlock                                   | 1-4                                       | Scholarship opportunities for graduates   | Turlock Adult School           | Financial Support (scholarships)            | Fall 2014 (ongoing)   |
| Local / Regional Transportation                           | 1-4                                       | Increased access to transportation in order to meet the needs/times (of access) needed for adult education students | AB86 Region                    | In-kind match (staff, additional resources) | Spring 2015 (ongoing) |

\*Indicate the consortium member(s) who will be the users of the contribution.

\*\*Partner contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: Matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

## APPENDIX A

Hanover Research Group: Regional Market for Adult Education Offerings: Yosemite Community College District

Weblink:[http://www.mjc.edu/instruction/teched/ab86consortium/documents/yccd\\_regionalmarketanalysis\\_ab86.pdf](http://www.mjc.edu/instruction/teched/ab86consortium/documents/yccd_regionalmarketanalysis_ab86.pdf)

Hanover Research Group: AB86 Interview Findings and Summaries

Weblink:[http://www.mjc.edu/instruction/teched/ab86consortium/documents/ab86\\_interview\\_findings\\_yccd.pdf](http://www.mjc.edu/instruction/teched/ab86consortium/documents/ab86_interview_findings_yccd.pdf)

AB86 Stanislaus Mother Lode Region Consortium Website: [www.yosemite.edu/ab86](http://www.yosemite.edu/ab86)