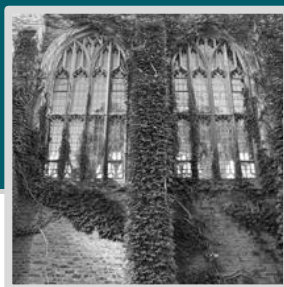


AB 86 Interview Findings and Summaries

Prepared for Yosemite Community College District

October 2014



In the following report, Hanover Research presents findings from interviews conducted with adult education stakeholders in the Yosemite Community College District service area.

TABLE OF CONTENTS

Executive Summary and Key Findings	4
INTRODUCTION	4
General Considerations	4
KEY FINDINGS.....	5
Evaluation of Existing Adult Education Programs (Objective 1).....	5
Evaluation of Adult Education Needs (Objective 2)	6
Plans to Integrate Programs (Objective 3)	6
Plans to Address Gaps (Objective 4).....	7
Plans to Accelerate Student Progress (Objective 5)	8
Plans to Collaborate on the Provision of Professional Development (Objective 6).....	8
Plans to Leverage Existing Regional Structures (Objective 7)	9
Interview Summaries.....	10
CALAVERAS COUNTY	10
Scott Nanik, Calaveras County Office of Education	10
STANISLAUS COUNTY	11
Eric Andersen, Modesto City Schools	11
Cindy Young, Stanislaus County Office of Education.....	11
Jerry Jarvis, Modesto City Schools.....	13
Mike Brown, Turlock Unified School District	15
Larry Scheg, Modesto Junior College.....	16
Ruth Luman, Modesto Junior College.....	17
Jeff Rowe, Alliance Worknet.....	18
Isaias Rumayor, Turlock Adult School.....	19
Katherine Razo, Ceres Adult School.....	21
Yamilet Valladolid, El Concilio.....	22
Karen Williams, Learning Quest.....	23
Roberto Serrato, Ceres Unified School District	25
Marcos Huerta, Patterson Joint Unified School District	26
Deans Mendez, Sanders, and Daly, Modesto Junior College	28
TUOLUMNE COUNTY.....	30
Kathy Sullivan, Columbia College.....	30

Michael McCoy, Sonora Union High School District.....31

EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

Hanover Research conducted 17 interviews with adult education stakeholders in the Yosemite Community College District (YCCD) service area. The following report includes key findings from these interviews and highlights from each interview.

The interviews discussed topics related to the seven California Assembly Bill 86 (AB 86) objectives for adult education:

- **Objective 1:** Evaluation of Existing Adult Education Programs,
- **Objective 2:** Evaluation of Adult Education Needs,
- **Objective 3:** Plans to Integrate Programs,
- **Objective 4:** Plans to Address Gaps,
- **Objective 5:** Plans to Accelerate Student Progress,
- **Objective 6:** Plans to Collaborate on Provision of Professional Development, and
- **Objective 7:** Plans to Leverage Existing Regional Structures.

Throughout the interviews, Hanover focused specifically on Objectives 4-7; however, because context is important for understanding these objectives, Hanover asked additional questions that addressed Objectives 1-3 as well.

This Executive Summary presents findings from the 17 interviews that Hanover conducted with stakeholders in the YCCD service area. The following section presents individual summaries of each interview. Summaries are listed by county in the order the interviews were conducted, and interview findings are organized by objective.

GENERAL CONSIDERATIONS

The adult education needs vary by county within the YCCD service region. Figure 1 presents data for all of the counties in the Stanislaus/Mother Lode region. In particular, the data show that the potential English as a second language (ESL) population in Stanislaus County is more substantial than in Calaveras and Tuolumne Counties. Nonetheless, the latter counties have small but significant populations of residents over the age of 25 without a high school diploma and of individuals aged 18-64 with cognitive disabilities.

Because Stanislaus County has a much larger population than Calaveras and Tuolumne Counties – over five times that of both other counties combined – it is unsurprising that the majority of the adult education services are located within Stanislaus County. For example, Calaveras County only offers adult education programming through its Office of Education, which will be losing funding for its high school diploma program at the end of this year.

Figure 1: Select Demographic Characteristics for Counties in the Yosemite Community College District Service Area

CATEGORY	CALAVERAS COUNTY		STANISLAUS COUNTY		TUOLUMNE COUNTY	
	#	%*	#	%*	#	%*
Population Estimate	45,124	--	518,336	--	54,621	--
Over 25 Population with Less than HS Diploma (Includes Equivalent)	2,071	6.2%	74,327	23.4%	4,747	11.6%
Non-Citizens	897	2.0%	63,267	12.2%	1,481	2.7%
Over 5 Population Who Speaks a non-English Language at Home	N	N	196,138	41.0%	4,144	7.9%
Over 5 Population Who Speaks English Less than "Very Well"	N	N	79,872	16.7%	1,441	2.7%
18-64 Population With a Cognitive Disability	1,502	5.7%	14,155	4.5%	2,649	8.7%

Source: American Community Survey

*Percentages are based on the number of residents within the category's age category.

An "N" indicates that data are not provided because the number of sample cases in this category is too small.

Interviewees in Calaveras and Tuolumne Counties highlight the difficulty of providing adult education programs to county residents. They maintain that the largely rural population of these counties is widely dispersed and cannot easily access adult education in the region. As a result, one Columbia College dean highlights the need to provide strategic programming to these counties based on thorough needs assessments. Stakeholders across the region maintain that providing adult education services to the diverse population within the YCCD service area will be one of the major challenges the district faces as it continues to fulfill the requirements of AB 86.

KEY FINDINGS

The following findings represent common themes identified across the various counties within the YCCD service area. The findings are organized by objective.

EVALUATION OF EXISTING ADULT EDUCATION PROGRAMS (OBJECTIVE 1)

- **Interviewees highlight a range of adult educational programs currently offered in the YCCD service area.** In Stanislaus County in particular, a variety of adult schools offer adult education programs alongside Modesto Junior College, Learning Quest, and other organizations in the region. Stakeholders mention the existence of elementary and secondary skills courses, ESL training, and short-term vocational programs offered to specific populations as well as to the community as a whole. In Tuolumne County, Sonora Adult School and Columbia College provide adult education programming, and in Calaveras County, the Office of Education offers a high school diploma program that is in high demand.
- **Nonetheless, interviewed stakeholders maintain that the level of adult education in the region is inadequate to suit the demand.** Adult education providers cite high demand and long wait lists for existing program offerings. These interviewees maintain that the level of adult education has increased since its low point during

the recession but maintain that there is still room for growth in the region as a whole. In particular, students in the more rural areas of the YCCD service have difficulty accessing adult education programs. Furthermore, funding is still a concern for many programs. The Calaveras County Office of Education, for example, will not have funding after this year for its high school diploma program for adult students, the only one of its kind in the county.

- **Furthermore, interviewees maintain that the quality of programs varies between providers.** Adult education instructors in the region have various levels of teacher credentials. At Learning Quest, for example, volunteers provide the majority of the education, whereas professors must have a master's degree or above to teach for-credit courses at Modesto Junior College. Program curricula also vary among providers. As one dean notes, many ESL programs focus on spoken rather than written English, which is incongruent with the programs taught at Modesto Junior College.

EVALUATION OF ADULT EDUCATION NEEDS (OBJECTIVE 2)

- **Adult education needs in the YCCD service area vary by county, although there are similarities in terms of the need for elementary and postsecondary basic skills.** In Stanislaus County, the need for ESL programming is much higher than in Tuolumne and Calaveras Counties. The director of Learning Quest states that the need for ESL is so great that they are unable to gauge it because the organization caps its wait list at 250 students. In all of the counties, however, stakeholders cite the importance of developing programs that establish a foundation for basic skills at both the elementary and secondary level. Interviewees state that skill training should extend beyond math and reading to computer literacy and soft skills necessary for employment.
- **Interviewed stakeholders also stress the importance of providing short-term vocational training.** One dean at Modesto Junior College proposes that the creation of non-credit vocational courses at the community college level is something that the consortium should consider as it works to integrate programming throughout the region. The director of El Concilio echoes such sentiments, stating that the population that she serves is particularly interested in gaining those basic skills that will allow them to seek immediate employment.

PLANS TO INTEGRATE PROGRAMS (OBJECTIVE 3)

- **Adult education providers in the region advocate for the alignment of existing programs in the region to ensure a direct pathway to various levels of training.** For example, ESL providers highlight the importance of aligning ESL programming from different providers to ensure that adults are able to progress from basic English training to the academic English courses that Modesto Junior College offers, for example. To that end, one adult school principal recommends conducting a survey

of adult learners to evaluate the goals of these students and then designing adult education pathways around helping students to achieve these goals.

- **Articulation agreements between the community college and adult schools may help to provide additional pathways for adult learners.** Modesto Junior College has several articulation agreements with traditional high schools in the region, and some interview stakeholders argue that there is room for such agreements with adult schools as well. Those who support improved articulation assert that it will help to align existing programming and allow students to progress through multiple types of adult programming concurrently.
- **Many interviewees underscore the need for transitional services so that students are aware of the types of educational programs that are available to them.** A wide variety of locations offer adult education, and stakeholders maintain that counseling is critical to ensuring that students are able to transition through various programs efficiently. These individuals emphasize that keeping track of what is available and providing course progression information will allow adult learners to reach their educational goals as quickly as possible.

PLANS TO ADDRESS GAPS (OBJECTIVE 4)

- **Stakeholders recommend offering expanded programming that is centrally located and offered at flexible times.** Contacts cite additional basic skills training and ESL programs as being the most important. However, because the YCCD service area is widely dispersed, many interviewees note that potential adult learners in the region lack access to transportation and would prefer to attend programs that are located near where they live. Interviewees suggest offering programs at a variety of central locations, including those that parolees and probationers can access. They further recommend offering additional programs during the day and in the evening, which will allow the widest spectrum of potential students to access programs.
- **Some contacts also advocate for expanding online education opportunities.** Some adult school principals suggested that distance learning or hybrid models would allow students greater access to educational programming. Distance education would also enable adult learners to customize their education by focusing on elements with which they need help and advancing quickly through subjects in which they excel. However, several stakeholders note that wide-scale distance learning would require more courses that offer computer literacy for adult learners.
- **Providing additional counseling, support services, and outreach is also important for many interviewed stakeholders.** Several interviewees mention that students are often unaware of what is available or unsure of which programs will help them meet their educational goals. Similarly, many state that students can be intimidated or wary of enrolling in adult education, particularly if they do not excel in a traditional classroom setting. A trusted advisor may make the difference in enabling these students to complete their education. Additional outreach to potential adult students, many of whom would not think to approach an educational provider

directly, would also likely result in drawing more students in need of adult education.

PLANS TO ACCELERATE STUDENT PROGRESS (OBJECTIVE 5)

- **Interviewed adult education providers propose numerous methods to accelerate student progress, including contextual learning, stackable credentials, and accelerated coursework.** Some recommend contextualizing basic skills training with vocational coursework to allow students to progress through basic education while learning practical job skills. Others cite the potential of programs that provide initial training and then build upon this training once students have found employment in a given industry. Some interviewees also suggest that basic skills courses should be taught within an accelerated framework.
- **However, interviewees also underscore the importance of personal motivation and state that counseling and support services are critical to accelerating student progress.** For these stakeholders, providing students with a plan and instilling in adult learners the importance of education helps students as they progress through the educational programs that meet their goals. Similarly, they state that having a trusted mentor or advisor is important for adult learners, many of whom face challenges that go beyond those traditional students. For many interviewed stakeholders, additional support services that provide funding to overcome problems of transportation and childcare are also imperative.

PLANS TO COLLABORATE ON THE PROVISION OF PROFESSIONAL DEVELOPMENT (OBJECTIVE 6)

- **Many adult education providers in the region highlight the importance of offering professional development that is specifically oriented toward adult educators.** These stakeholders suggest offering regional professional development programs that would allow educators to collaborate on the alignment of curriculum and to identify best practices for education that will serve the unique needs of adult learners. One principal indicates that consortium-wide professional development would enable regional experts to share their knowledge with all education providers in the area.
- **Some stakeholders feel as though professional development activities should be further specialized into the various types of adult education.** One principal states, for example, that ESL instructors would have different professional development requirements than teachers of career and technical education (CTE) programs. He therefore argues that some professional development should focus on individualized methods for the types of programs that AB 86 addresses. One ESL instructor echoes this sentiment, stating that encouraging adult education ESL instructors to define challenges and address solutions would be beneficial.

PLANS TO LEVERAGE EXISTING REGIONAL STRUCTURES (OBJECTIVE 7)

- **Adult education stakeholders in the YCCD service area highlight the importance of working with employers in the region.** Some suggest working with job providers to identify the skills that are necessary to finding a job within a given industry. However, one dean of Modesto Junior College advises collaborating with a wide range of employers to codify a broad skillset that can be applicable to a variety of industry fields. Many contacts who work with adults recommend partnering with regional employers to provide practical experience, such as internships or site visits, to adult learners, many of whom are looking to advance in or find a career.
- **Interviewees also highlight the importance of coordinating with organizations to offer additional programming and outreach.** The director of Learning Quest, for example, recommends offering adult education in churches and community centers, which are often centrally located and well known in the region. She adds that churches and other organizations can also help to provide outreach to target adult populations, including parolees and probationers, who may not be able to access education at public schools. Many regional support service organizations highlight their willingness to improve outreach in the YCCD service area. To connect with Hispanic students, for example, the director of El Concilio states that she is willing to connect adult education providers with Spanish-speaking radio and television stations, which may be valuable sources of promotion for adult education programs.

INTERVIEW SUMMARIES

CALAVERAS COUNTY

SCOTT NANIK, CALAVERAS COUNTY OFFICE OF EDUCATION

CONTACT INFORMATION	
Name	Scott Nanik
Title	Director
Organization	Calaveras County Office of Education
Date of Interview	September 11, 2014
Notes	Calaveras County is different from Stanislaus County in both its demographic makeup and the availability of resources. Mr. Nanik speaks to the unique challenges the county faces for potential students in need adult education programs.
INTERVIEW SUMMARY	
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> ▪ Nanik cites access as the greatest obstacle to potential adult student enrollment. He states that adult education providers in the region, including the community college, are too distant for most county residents to easily access. The Office of Education currently offers a high school diploma program, but they are losing what little funding they have. Originally the program had 100 students, but now the county can only afford to pay for 18. Nanik states that without additional funding, the office will be unable to offer any diploma program for adult learners next year. ▪ Ideally, Nanik suggests that programs should be offered in the county but maintains that at the very least, adults in the region should be provided with information and opportunities to access programs elsewhere in the region. Currently, Nanik states that potential students have low incomes and lack the necessary transportation to access and enroll in existing offerings. ▪ Nanik also highlights the importance of providing information and counseling for potential students. He contends that informing adult learners aware of available offerings and encouraging them to be motivated despite adversities is highly important for the target population.
Objective 5: Plans to Accelerate a Student's Progress	<ul style="list-style-type: none"> ▪ Nanik did not speak to this objective.
Objective 6: Plans to Collaborate on Provision of Professional Development	<ul style="list-style-type: none"> ▪ Nanik maintains that the Office of Education's high school diploma program instructor also teaches at one of the county's K-12 schools and receives professional development through her primary employer. Because there are so few programs in the county, there is no professional development specifically for adult educators.
Objective 7: Plans to Leverage Existing Regional Structures	<ul style="list-style-type: none"> ▪ Nanik did not speak to this objective.

STANISLAUS COUNTY*ERIC ANDERSEN, MODESTO CITY SCHOOLS*

CONTACT INFORMATION	
Name	Eric Andersen
Title	Principal
Organization	Modesto City Schools
Date of Interview	September 11, 2014
Notes	Andersen is the principal of the Pearson Education Center. He has lived in the Modesto region for much of his life and is very familiar with the needs of the area.
INTERVIEW SUMMARY	
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> ▪ Andersen maintains Stanislaus County residents are unaware of what is available for adult learners. For instance, many people do not know that adult schools offer programs that are free of cost to students. He states that improving awareness is critical. ▪ Andersen states that additional funding will allow Pearson Education Center to provide courses that are important for Modesto residents. For example, Andersen would like to offer a Spanish-language GED, which he believes would be extremely useful for potential students in Stanislaus County. ▪ Addressing gaps in transportation and funding are additional areas Andersen feels are important. ▪ Andersen also notes that courses on soft skills would be useful for students.
Objective 5: Plans to Accelerate a Student's Progress	<ul style="list-style-type: none"> ▪ Andersen did not speak to this objective.
Objective 6: Plans to Collaborate on Provision of Professional Development	<ul style="list-style-type: none"> ▪ Andersen says that 12 of the 14 teachers in the district are from the K-12 schools, so most of the teachers receive professional development through the district as a part of their training.
Objective 7: Plans to Leverage Existing Regional Structures	<ul style="list-style-type: none"> ▪ Andersen maintains that the Pearson Education Center could offer additional programming at locations throughout Modesto given the available funding to support these courses.

CINDY YOUNG, STANISLAUS COUNTY OFFICE OF EDUCATION

CONTACT INFORMATION	
Name	Cindy Young
Title	Director
Organization	Stanislaus County Office of Education
Date of Interview	September 12, 2014
Notes	Young identifies many of the elements of adult education that are necessary for Stanislaus County.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ The county Office of Education offers a high school diploma program for students who are at least 16 years of age, Come Back Kids/Destination Graduation, Downtown. The program is a charter school, and had expected around 20 students last year but graduated over 100. This year Come Back Kids/Destination Graduation, Downtown has an enrollment of over 350 adult learners. ▪ The Office of Education also offers ESL services and special education services if need be.

<p>Objective 2: Evaluation of Adult Education Needs</p>	<ul style="list-style-type: none"> ▪ Young states that many Stanislaus County residents are English language learners. As a result, Young emphasizes ESL training as being one of the largest needs in the region. ▪ Because more businesses are establishing locations in Stanislaus County, Young highlights the importance of working with employers to identify skills that are required in these new industries. For Young, developing training programs around these skills will help to ensure that adult learners will be able to seek employment once they complete an educational program. ▪ Young stresses the need for clear pathways for adult students who have earned a high school diploma. She contends that adult students often lack a clear direction once they have completed high school. Therefore, Young states that it is critical to provide these learners with support as they examine further education or employment. ▪ Young states that providing internships and other on-the-job training is extremely beneficial. Such activities allow adult learners to gain practical experience while earning a high school diploma.
<p>Objective 3: Plans to Integrate Programs</p>	<ul style="list-style-type: none"> ▪ Young maintains that working with the community college and other adult education providers to establish articulation agreements and curriculum standards is important. She states while these agreements currently exist, they often vary from teacher to teacher. Young emphasizes the need for one centralized system, which would make the alignment process more efficient and enable all adult learners to progress through educational opportunities at various facilities. ▪ Young also argues that it is important for there to be immediate transcription of course credits wherever they are taken, although she recognizes that others do not share this opinion.
<p>Objective 4: Plans to Address the Gaps</p>	<ul style="list-style-type: none"> ▪ Young states that providing adult education services to disabled individuals is very difficult. However, she contends that it is important for the consortium to work together to guarantee that the needs of these students are being met. ▪ The ESL population often has educational struggles that go beyond learning English, Young asserts. She advocates for expanded basic skills training and support for these individuals as they progress through education. ▪ Young maintains that working to provide employment training for adult students is critical. She states that it is important to educate adults for employment opportunities in the region. In this sense, internships and other practical training are critical. ▪ Young underscores the lack of distance learning opportunities in the region, noting that many adult students are unable to access education, particularly at the postsecondary level. In this sense, the consortium should consider expanding its distance programs for adult students. However, Young states that in order to access distance learning, adult learners need additional courses that address basic computer and keyboarding skills. ▪ Young explains that expanding programming in Stanislaus County to include those areas that are not located near existing providers is important. Similarly, she mentions that it is important to provide support services that address challenges such as lack of childcare or transportation. ▪ Because Come Back Kids/Destination Graduation, Downtown is offered during the day, Young highlights the need for provide similar programs in the evening to ensure greater flexibility for adult learners.

<p>Objective 5: Plans to Accelerate a Student's Progress</p>	<ul style="list-style-type: none"> ▪ The Stanislaus County Office of Education has programs in which students can take high school diploma programs and community college courses simultaneously. Young states that additional programming in this area will be important for students who wish to pursue further education or enter a vocational pathway more quickly. ▪ Young states that counseling and coordination activities are similarly important. She maintains that having individualized attention and access to support services will allow adult learners to progress more efficiently through educational programs. ▪ Young also maintains that access to distance learning opportunities is important for adult students, particularly those programs that allow adult students to apply life experience toward a high school diploma.
<p>Objective 6: Plans to Collaborate on Provision of Professional Development</p>	<ul style="list-style-type: none"> ▪ The Stanislaus County Office of Education provides twice monthly professional development for its instructors in the Common Core and new technology. The office also sends adult educators to conferences in local districts. ▪ Young states that professional development in technology, support services, and state standards is particularly important for the region as a whole. She adds that familiarizing adult educators with the region's labor market is critical to ensure that instructors are teaching students to access employment opportunities in the region.
<p>Objective 7: Plans to Leverage Existing Regional Structures</p>	<ul style="list-style-type: none"> ▪ Young underlines the importance of partnering with agencies and providers in the region. For example, Young states that the Office of Education works with a wide variety of organizations in Stanislaus County, which enables students to receive employability skills in conjunction with a high school diploma. Come Back Kids/Destination Graduation, Downtown has a staff member that works with individuals on soft skills. The program has also partnered with Alliance Worknet and Learning Quest to provide additional support for adult learners. ▪ Young states that additional funding to make further connections with employers and support service organizations would be extremely beneficial for adult students in Stanislaus County.

JERRY JARVIS, MODESTO CITY SCHOOLS

CONTACT INFORMATION	
Name	Jerry Jarvis
Title	Instructor
Organization	Modesto City Schools
Date of Interview	September 12, 2014
Notes	Jarvis is a teacher of adult classes at the Pearson Education Center and is also a part-time counselor.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ Jarvis states that the funding at Pearson Education Center was affected heavily by the recession. While the center offers some adult programming, including ESL training and high school diploma courses, Jarvis does not believe the current level of adult education is sufficient to meet the demand from existing and potential adult learners.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ Jarvis says that there is a need to create an adult education curriculum for all programs that will assist students in finding employment. ▪ Jarvis also emphasizes the need for a strong network of ESL services in Modesto. He adds that outlying districts in the YCCD service area have different demographics and may require additional programs.

<p>Objective 3: Plans to Integrate Programs</p>	<ul style="list-style-type: none"> ▪ Jarvis emphasizes the importance of working with adult education providers in the YCCD service area to coordinate and align programs in the region. For Jarvis, developing pathways and providing accurate information to potential adult learners enables these individuals to access the programming they need and advance through offerings at multiple locations.
<p>Objective 4: Plans to Address the Gaps</p>	<ul style="list-style-type: none"> ▪ Jarvis says that the Pearson Education Center is strong in helping with high school diploma programs. He maintains, however, that in order to address the gaps in programming, providers should work within existing programs to establish a balance between classroom instruction and independent study, particularly through distance learning. ▪ Jarvis feels that adult education programs must aim to teach those 21st-century job skills, such as critical thinking and teamwork, that regional businesses request of their employees. He also believes it is important to address non-programming barriers, such as childcare and transportation. As such, Jarvis advocates for flexibility in scheduling to offer classes during the day as well as in the evenings. ▪ Finally, Jarvis thinks that it is important to have additional support systems to address other challenges facing many adult students, including drug use and time management skills.
<p>Objective 5: Plans to Accelerate a Student's Progress</p>	<ul style="list-style-type: none"> ▪ According to Jarvis, computer-based programming or distance learning will help students to focus on the skills they need while advancing quickly through aspects of curricula with which they are already familiar. ▪ Jarvis also believes that providing basic skills in conjunction with vocational training could be beneficial, provided these programs are well thought out and developed in conjunction with local employers. For Jarvis, teaching students to apply basic skills to practical applications an integral part of offering adult education.
<p>Objective 6: Plans to Collaborate on Provision of Professional Development</p>	<ul style="list-style-type: none"> ▪ Jarvis states that many of the teachers at Pearson are teachers at K-12 institutions who receive professional development through the school system and contracts with the school. However, he sees immense benefits in coordinating with regional providers to offer professional development specifically for adult education providers. Jarvis maintains that discussion on aligning adult education curricula with Common Core standards may be of particular use to adult educators.
<p>Objective 7: Plans to Leverage Existing Regional Structures</p>	<ul style="list-style-type: none"> ▪ Jarvis underscores the importance of coordinating with employers to enable students to receive practical training in regional industries. He adds that the Pearson Education Center used to partner with one of the larger employers in the region to provide onsite ESL and basic skills training. For Jarvis, expanding upon these types of programs will be extremely beneficial for adult learners as well as employers.

MIKE BROWN, TURLOCK UNIFIED SCHOOL DISTRICT

CONTACT INFORMATION	
Name	Mike Brown
Title	Instructor
Organization	Turlock Unified School District
Date of Interview	September 12, 2014
Notes	Brown has been a math teacher for 25 years and began teaching adult education about five years ago. He believes strongly in the programming that Turlock offers and thinks it is important to offer programming for adults who may not have been successful in the traditional classroom.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ Brown states that one of the positive aspects of adult education is that because there is no set curriculum, he is able to address the needs of individual students more effectively. However, he states that his math course is organized into groups and that it would be more beneficial to offer courses for students who need training in basic skills.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ Brown emphasizes the importance of providing programming for adult students at all levels of learning. He states that there is a need for basic math and reading skills because many students at the school are not yet at a high school level. ▪ Brown also states that, based on his knowledge of the region, vocational training is important, particularly for students who are adept at learning in nontraditional ways. Similarly, Brown adds that there should also be apprenticeship and internship programs that allow students to learn while earning employment experience.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> ▪ Brown maintains that he would like to work with vocational programs in the region to provide basic math instruction in conjunction with practical training. Brown recommends offering courses with two instructors who would address both practical and theoretical training. ▪ Brown states that there is potential for providers throughout the region to work together to offer additional programming at K-12 schools. He adds that such programming should be closely aligned with other regional offerings so that adult learners are able to efficiently progress through higher levels of education.
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> ▪ In Stanislaus County, Brown maintains that lack of transportation and access to existing programming is still challenging for many students. He advocates for the establishment of satellite campuses throughout the region to allow students the access the programming they need. Brown also states that working with K-12 schools, community centers, and other facilities is important to provide adult students with access to the appropriate equipment and technology. ▪ Brown emphasizes that the timing of adult program offerings should be expanded so as to provide greater flexibility to potential students. He adds that this should include course offerings during day and evening hours as well as on weekends.
Objective 5: Plans to Accelerate a Student's Progress	<ul style="list-style-type: none"> ▪ Brown suggests that contextualized learning opportunities, such as incorporating basic and vocational skills, may help students progress through programs as quickly as possible. ▪ Brown also maintains that counselors and individualized mentoring may also help students develop a plan that will identify the classes they need to graduate. He recalls one example where a woman was misinformed about the number of courses she had remaining to graduate and was unable to graduate with her cohort.
Objective 6: Plans to Collaborate on Provision of Professional Development	<ul style="list-style-type: none"> ▪ Brown states that teachers of adult education should have some form of professional development to address the specific concerns and challenges of teaching adults. He adds that he would find it extremely beneficial to coordinate with adult educators in the region to identify effective methods of teaching this unique population.

Objective 7: Plans to Leverage Existing Regional Structures	<ul style="list-style-type: none"> ▪ Brown encourages the consortium to work more closely with employers to identify and target those skills that are necessary to finding employment in the region. He says that connecting students with employers is an important aspect of adult education.
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LARRY SCHEG, MODESTO JUNIOR COLLEGE

CONTACT INFORMATION	
Name	Larry Scheg
Title	Professor – Reading
Organization	Modesto Junior College
Date of Interview	September 15, 2014
Notes	Scheg speaks mainly from his experience as a teacher of basic skills at Modesto Junior College.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ At Modesto Junior College, Scheg is aware of writing courses as well as several CTE programs.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ Scheg states that adult students in the region need basic reading and math skills. Without such skills, students are unable to move through progressive levels of adult education.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> ▪ Scheg believes that there should be a computer program that lies out the progression of program offerings that are available to students through multiple adult education providers. Integrating and aligning programs from agencies throughout the region is a key component of developing such a program for Scheg.
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> ▪ Scheg maintains that it is important to work with technology, particularly with younger adults. He states that adult education programs should incorporate technology as opposed to traditional book learning. In order to achieve this, Scheg highlights the importance of making computer labs in public facilities throughout the region accessible to adult students, particularly during the evening. ▪ Scheg underscores the importance of adult schools conducting additional outreach activities in the community. He said that advertising at sporting events as well as at farmers’ markets is important in reaching the target adult population.
Objective 5: Plans to Accelerate a Student’s Progress	<ul style="list-style-type: none"> ▪ Scheg states that it is important for schools to provide individualized counseling to students so they have a plan and a pathway for completing education quickly and efficiently. For Scheg, consistently keeping track of student course progression and notifying adult learners of their progress is critical.
Objective 6: Plans to Collaborate on Provision of Professional Development	<ul style="list-style-type: none"> ▪ Modesto Junior College offers in-house professional development for its adult educators, and Scheg states that there are quality instructors within the college who are able to teach one another effective methods of reaching adult learners. However, Scheg maintains that additional collaboration with adult education providers in the region will enrich the college’s existing professional development offerings. In particular, Scheg states that technology training is the most important element of professional development for adult educators.
Objective 7: Plans to Leverage Existing Regional Structures	<ul style="list-style-type: none"> ▪ Scheg did not speak to this objective.

RUTH LUMAN, MODESTO JUNIOR COLLEGE

CONTACT INFORMATION	
Name	Ruth Luman
Title	Professor – ESL
Organization	Modesto Junior College
Date of Interview	September 16, 2014
Notes	Luman is an ESL instructor at Modesto Junior College. She has a master’s degree in teaching English as a second language and has taught in a number of postsecondary and non-postsecondary settings. She spoke specifically to the AB 86 objectives as they relate to ESL training for adult learners.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ Luman mentioned a number of ESL providers for adult learners in the region, including adult schools, Learning Quest, and organizations aimed at specific populations. At Modesto Junior College, Luman states that English for academic programs (higher level) is offered in conjunction with English for work and life (lower level). ▪ Despite the variety of opportunities, however, Luman states that the supply is insufficient to meet the demand given the high population of potential ESL students. She also maintains that the rigor of ESL training varies from location to location, and there is no set curriculum.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ Luman says that ESL training is necessary for the region but adds that this training should also be coordinated with pathways to vocational programs or postsecondary education.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> ▪ Luman maintains that collaboration between ESL providers in the region already exists. However, she underscores the importance of increased coordination to align programming to ensure that all students are receiving the same rigor of training. ▪ Luman adds that some ESL students may not be aware of the academic English training at Modesto Junior College. She states that the college should work together with adult schools and other ESL providers to provide a direct pathway to academic-level English for those adult learners who wish to go further in their language training. ▪ Luman similarly advocates for a pathways program between ESL and CTE programming. In order to accomplish this, Luman recommends offering a basic skills bridge course for ESL and non-ESL students that provides students with the basic skills they need to integrate into traditional vocational programming.
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> ▪ Luman maintains that one of the biggest challenges that potential students face is enrolling in courses. Some students may not be aware of what is available, and others may be intimidated by enrolling in coursework at the college. She suggests that improved communication and additional resources for counselors would be useful to ensure that adult learners have access to the programs that meet their skill level and goals.
Objective 5: Plans to Accelerate a Student’s Progress	<ul style="list-style-type: none"> ▪ Luman suggests that integrating ESL with vocational or job training may help students enter the workforce more quickly.
Objective 6: Plans to Collaborate on Provision of Professional Development	<ul style="list-style-type: none"> ▪ Luman maintains that there used to be professional development for the whole region through the Yosemite branch of the Teachers of English to Speakers of Other Languages (TESOL). The annual meetings of this branch, which were curtailed after the recession, allowed ESL instructors to collaborate and discuss common challenges. She states that if similar meetings could occur, ESL teachers could work together to address challenges by bringing in speakers and employing regional resources.

<p>Objective 7: Plans to Leverage Existing Regional Structures</p>	<ul style="list-style-type: none"> ▪ Luman maintains that there is a lot that can be done to leverage regional structures for adult ESL students. Currently, the highest level of English for work and life at Modesto Junior College has a job fair where there are mock interviews with regional employers. Members of the Workforce Investment Board also participate in these job fairs. Luman strongly believes in strengthening the connection between ESL programming and regional employers and maintains that existing programs should be expanded to incorporate additional interaction between English language learners, regional businesses, and support services.
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JEFF ROWE, ALLIANCE WORKNET

CONTACT INFORMATION	
Name	Jeff Rowe
Title	Workforce Development Director
Organization	Alliance Worknet
Date of Interview	September 18, 2014
Notes	Alliance Worknet is the Workforce Investment Board of Stanislaus County. The organization provides potential adult learners with support services and referrals to adult education programs in the region.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ Rowe states that for adult basic skills, Alliance Worknet relies upon Learning Quest, which also offers a GED training program. He notes that during the recession, Learning Quest was one of the few adult education providers in the county but maintains that in recent years, adult schools are offering more programming for Stanislaus County residents. ▪ Of the adult schools in the county, Rowe states that Alliance Worknet most frequently refers potential students to Ceres and Turlock. He states that in recent years, both of these schools have effectively rebuilt their robust basic education and high school diploma programs. Rowe also refers students the Stanislaus Office of Education’s Come Back Kids program. ▪ Rowe states that there are more options in the county than previously, but he contends that the current level of adult education is insufficient to meet regional demand.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ Rowe underscores the need for ESL programming for Stanislaus County residents. While agricultural activity is strong in Stanislaus County, Rowe states that the mechanization of agricultural processes means that there are fewer jobs in the region in which employees are not required to know English. ▪ Rowe also states that there is a large need for high school diploma programs and high school equivalency programs in the region. Within this area, Rowe adds that classes that offer training on basic computer skills are also important. He maintains that it is difficult to find a well-paying job in the region without being able to navigate technology.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> ▪ According to Rowe, AB 86 legislation has encouraged adult education providers in the region to collaborate more effectively. However, he states that there is additional room for coordination, such as negotiating articulation agreements between the community college and the adult schools and aligning existing programming to establish defined pathways between program offerings at different facilities.

<p>Objective 4: Plans to Address the Gaps</p>	<ul style="list-style-type: none"> ▪ Rowe highlights access to existing programs as one of the largest gaps in the region. He states that adding additional programs in multiple locations at flexible times would allow more adult students to access the programming they need. ▪ Rowe states that because of the Workforce Investment Act performance requirements, Workforce Investment Boards are often discouraged from taking on students who may not progress as quickly through adult education. Having different standards for students who need more than short-term training would be extremely helpful in enabling them to receive the education they need.
<p>Objective 5: Plans to Accelerate a Student's Progress</p>	<ul style="list-style-type: none"> ▪ Rowe maintains that the best way of accelerating student progress is to provide adult learners with the counseling services they need to determine a path and a plan to completion. He states that more one-on-one interaction will help potential students to access education that is suited to their career and educational goals.
<p>Objective 6: Plans to Collaborate on Provision of Professional Development</p>	<ul style="list-style-type: none"> ▪ Rowe states that adult education instructors must understand the circumstances of adult learners, be able to address any potential barriers, and guide students toward the appropriate resources. He maintains that offering professional development courses in the region that address these areas would be extremely beneficial to adult educators.
<p>Objective 7: Plans to Leverage Existing Regional Structures</p>	<ul style="list-style-type: none"> ▪ Rowe recommends coordinating a resource fair where community organizations present on what is available to adult learners. He states that representatives from various organizations, adult education providers, and employers could make presentations to ensure that students are aware of what is available and are able to associate different programming with individuals to whom they can reach out.

ISAIAS RUMAYOR, TURLOCK ADULT SCHOOL

CONTACT INFORMATION	
Name	Isaias Rumayor
Title	Principal
Organization	Turlock Adult School
Date of Interview	September 18, 2014
Notes	<p>Rumayor has been a regular attendee of the consortium planning meetings and is aware of what is being discussed. He states that he is encouraged by the collaboration that has been occurring as a result of AB 86 but states that much of what is planned will be dependent on the funding the consortium receives. Currently, Turlock Adult School only has funding through May of 2015.</p>
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ Turlock offers ESL instruction and U.S. Citizenship training, high school diploma programs, and GED test preparation in both English and Spanish. The school also offers several CTE classes, particularly in business areas (computer skills, keyboarding, etc.). Rumayor states that the Turlock Adult School does not currently offer opportunities for apprenticeships or individualized programs for adult learners with disabilities. ▪ Although Turlock is the biggest adult school in the region with roughly 1,400 adult students, Rumayor states that funding has limited the amount of students that adult schools can serve, and the supply of adult education is insufficient to suit the demand.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ In particular, Rumayor highlights the need for extensive ESL programs. He also states that there is a need for expanded job training to train employment skills that are needed by regional industry.

Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> ▪ Rumayor recommends collaboration between adult schools and the community college to ensure that there are clear pathways to postsecondary education. Aligning adult education in the region will be a key aspect of these pathways. However, Rumayor argues that such alignment will require additional funds as well as closer coordination between adult education providers in the region. ▪ Because ESL is the most important and popular adult education course in the county, Rumayor emphasizes the importance of additional collaboration to bridge the gap between existing programs. For Rumayor, this collaboration will allow students to efficiently progress through progressively higher levels of ESL. ▪ Rumayor states that in general, it would be ideal if the adult schools would provide basic skills that could be built upon at the community college level. While there are plans to do this with ESL, Rumayor contends that these activities could apply to vocational programs as well.
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> ▪ For Rumayor, the biggest gap in adult education is lack of access. He states that the number of hours that students can go to school is lacking, and that the timing of courses should be more flexible. Rumayor adds that adult schools should offer students opportunities to take courses that offer direct instruction in addition to independent study. ▪ Rumayor would like additional funding for counselors in the adult school to establish deeper connections with students as they progress through educational programs. Rumayor states that these counselors would help to provide adult learners with the training and support to attend and excel through adult education, even at the community college level.
Objective 5: Plans to Accelerate a Student's Progress	<ul style="list-style-type: none"> ▪ Rumayor highlights the importance of offering more programs at flexible times and with a variety of delivery formats. He states that computer-based learning has been very well received, and there is a lot of demand for it. However, the adult school cannot afford to have an attendant at the computer lab, and many students do not have access to technology at home.
Objective 6: Plans to Collaborate on Provision of Professional Development	<ul style="list-style-type: none"> ▪ Rumayor maintains that bringing adult teachers together based on their specializations is an important aspect of AB 86. He states that the region is hoping to organize this with ESL instructors so teachers can meet and discuss challenges and define best practices. He adds that such professional development can take place across all fields of adult education programming. ▪ Rumayor also highlights the importance of providing training for teachers who are helping students to receive their high school equivalency certificate. He maintains that there is a need to identify best practices in this area and to collaborate on establishing these practices within the consortium.
Objective 7: Plans to Leverage Existing Regional Structures	<ul style="list-style-type: none"> ▪ Turlock is building a partnership with Alliance Worknet to offer opportunities for adult learners to work on job skills as they attend the adult school. Rumayor states that increased collaboration with organizations such as Alliance Worknet will help connect adult students to regional employers and access available employment opportunities.

KATHERINE RAZO, CERES ADULT SCHOOL

CONTACT INFORMATION	
Name	Katherine Razo
Title	Instructor
Organization	Ceres Adult School
Date of Interview	September 19, 2014
Notes	Razo is an ESL instructor at Ceres Adult School and Modesto Junior College. She has taught previously at other organizations in the region.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> Razo cites a number of organizations that offer ESL programming, including Ceres and other adult schools in the region. However, she states that while there are programs available, they are inadequate to suit the demand. Furthermore, Razo states that some of these programs are not taught by certified teachers, and the quality of existing programs varies between organizations.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> Because of the large Spanish-speaking population in the region, Razo cites a need for ESL courses. Many English language learners do not have a high school diploma, so Razo also highlights the importance of high school diploma and equivalency programs.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> Providing a direct pathway to all levels of ESL programming is critical to Razo. She states that defining the transition between lower- and upper-level ESL is an important aspect of establishing this pathway. Upper-level ESL is only offered at Modesto Junior College, and Razo underscores the significance of aligning all programs in the region to ensure that lower-level courses prepare students for academic English training.
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> Razo highlights the importance of counseling for adult students to ensure that they are taking the courses that are suited for their level of English knowledge. She maintains that a support system for adult learners is particularly critical for the ESL population. Razo also suggests that counselors from Modesto Junior College present at classes in adult education centers to inform students of the availability of ESL programs at the community college level. Razo maintains that offering life skills courses in conjunction with ESL training will also help adult learners as they progress through their courses and seek employment.
Objective 5: Plans to Accelerate a Student's Progress	<ul style="list-style-type: none"> Razo stresses the importance of assessment – providing students with the training that is suited to their level. These assessments will provide students with information that they can act upon with the help of a case worker or counselor.
Objective 6: Plans to Collaborate on Provision of Professional Development	<ul style="list-style-type: none"> Razo states that it is important to bring ESL teachers in the region together to discuss common challenges and best practices for teaching adult ESL students. Such meetings would also help to align course offerings in the region.
Objective 7: Plans to Leverage Existing Regional Structures	<ul style="list-style-type: none"> Razo stresses the importance of collaboration and communication between ESL providers. This will ensure that existing resources are used most effectively to serve the widest population of ESL students.

YAMILET VALLADOLID, EL CONCILIO

CONTACT INFORMATION	
Name	Yamilet Valladolid
Title	Modesto Site Supervisor
Organization	El Concilio
Date of Interview	September 19, 2014
Notes	El Concilio is an organization that provides social services to immigrant Hispanic residents of Stanislaus County. As such, Valladolid speaks specifically about this population in the interview.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> Valladolid states that there are a number of adult education programs in the region. However, she says that current level of programming is inadequate to serve the large Hispanic population in Stanislaus County.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> In particular, Valladolid highlights the importance of short-term vocational programming. She states that it is important for migrant and temporary workers to be able to take full-time jobs that will provide a living wage and benefits. These individuals would need programs that teach them a skill that could be immediately applied to a job. ESL programming is important as well for Valladolid. Many of the Hispanic residents El Concilio works with do not speak English and need help locating and accessing adult education programs. Similarly, Valladolid states that access to language programs like Rosetta Stone would be useful in providing flexible English language training for working adults. Basic computer literacy is also important for the Hispanic population that El Concilio serves, as many of these residents do not have access to computers and need training in how to use technology in everyday life.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> Valladolid states that coordination of ESL programs in the region is extremely important. El Concilio offers some ESL training, but Valladolid emphasizes that it is important for existing programs to collaborate to ensure that all programs are aligned and that students can progress from low-level ESL courses to advanced ESL at the community college.
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> Valladolid cites the importance of providing high school equivalency programs in Spanish, which she maintains should be offered in conjunction with ESL. Valladolid states that programming must be inexpensive because many of the potential students are low income. Valladolid stresses the importance of teaching life and study skills in conjunction with language training, as she notes that many students have been out of school for some time.
Objective 5: Plans to Accelerate a Student's Progress	<ul style="list-style-type: none"> Case management is one critical factor Valladolid cites as having an impact on student progression. Helping adults plan an educational pathway and providing them with access to support services will allow students to complete their education more quickly. Valladolid also highlights how offering high school equivalency programs in Spanish in conjunction with ESL will accelerate the progress of English language learners and speed their pathway to a job.
Objective 6: Plans to Collaborate on Provision of Professional Development	<ul style="list-style-type: none"> Providing a meeting space for ESL coordinators is critical. Valladolid states that it is important for ESL instructors to understand the culture of English language learners for them to reach the Hispanic population.

<p>Objective 7: Plans to Leverage Existing Regional Structures</p>	<ul style="list-style-type: none"> ▪ Valladolid states that ESL providers do not reach out enough to the Hispanic community. In particular, Valladolid notes that she would be more than willing to connect ESL providers to Univision and Spanish-language radio stations so that these programs could get their message to a wide range of Hispanic residents. ▪ Valladolid notes that providers should work with employers to identify skills that are necessary and provide short-term training programs that help adult learners attain or progress in a job. Valladolid maintains that for the population she serves, immediacy is important. Therefore, focusing on skills that meet existing job requirements is critical.
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KAREN WILLIAMS, LEARNING QUEST

CONTACT INFORMATION	
Name	Karen Williams
Title	Executive Director
Organization	Learning Quest
Date of Interview	September 22, 2014
Notes	Learning Quest is an organization that provides adult basic education, secondary skill training, and some ESL programming. The organization makes use of volunteers to provide individualized training to adults.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ Learning Quest offers adult basic education, secondary skills, and some ESL training. The program also offers tutoring for the Come Back Kids/Destination Graduation, Downtown program offered through the Stanislaus Office of Education. ▪ Williams states that the amount of adult educational program is not enough to suit the demand.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ In particular, Williams highlights the need for additional high school diploma and ESL programs in the region. She states that the demand for ESL is so great at Learning Quest that they cannot gauge it because they cut their waiting list off at 250. GED programs are in similarly high demand. ▪ Williams also cites the importance of short-term certificate programs. She states that for most jobs, a high school diploma is not enough and providing adult learners with additional skills is critically important.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> ▪ Williams states that programs should work with employers in the region to identify skills that are needed and to build programming around these skills. ▪ Williams advocates for coordinators to provide information to students that identify the transition to various types of adult education programs. Once students have completed programming in one organization, Williams argues that these coordinators could direct students to additional programming options that would further assist them in getting a career or postsecondary employment. ▪ Having one database that includes the adult education programs in the region is also important for Williams. She states that this database should be regularly updated and provide coordinators and counselors with information about the resources that are available in the region.

<p>Objective 4: Plans to Address the Gaps</p>	<ul style="list-style-type: none"> ▪ Williams states that programs need to be offered where students are able to attend them, which requires thinking outside the box. She states that many schools state that they cannot offer programs for probationers or parolees because these individuals are not allowed on school grounds. However, Williams suggests that if this is the case, programs should be offered at facilities other than schools, such as community centers and churches. ▪ Williams similarly states that adult schools rely too heavily on credentialed teachers, which are expensive. While having credentialed teachers is important, Williams maintains that training volunteers to provide tutoring in conjunction with classroom instruction may be a way to provide individualized education to students at a low cost. ▪ Transition counselors are also important for Williams. These counselors provide students with the information they need to identify a pathway that is suited to them. Many students are not aware of the programs that are available, and Williams maintains that individualized attention is critical for ensuring that students are able to transition from a high school diploma program to postsecondary education or the workforce.
<p>Objective 5: Plans to Accelerate a Student's Progress</p>	<ul style="list-style-type: none"> ▪ Williams highlights the importance of having individualized tutoring to focus on the specific needs of the student for students in adult basic education programs. ▪ Williams maintains that ESL programming should be offered in an accessible location with provisions for childcare. She adds that ESL programming should have some type of accountability to ensure that students will attend and be engaged with training as well. ▪ For high school diploma programs, Williams states that in her experience, adult learners need a combination of group interaction and individualized instruction. She states that while students need to be able to learn in a group setting, they should also be allowed to skip those skills that they are already familiar with.
<p>Objective 6: Plans to Collaborate on Provision of Professional Development</p>	<ul style="list-style-type: none"> ▪ For Williams, professional development for adult educators in the region is critically important. She states that it is extremely useful for educators to meet to discuss what students in the region need and the best methods for meeting these needs. She adds that surveys of adult student needs can be particularly useful for identifying teaching needs.
<p>Objective 7: Plans to Leverage Existing Regional Structures</p>	<ul style="list-style-type: none"> ▪ Williams reiterates the need to make use of areas outside of K-12 schools. For example, she states that using space at churches would allow for more adults to receive education and will make use of existing structures and volunteers, who can be trained to provide some adult education. She adds that such training will be low in cost and make programming more accessible to a wider variety of students.

ROBERTO SERRATO, CERES UNIFIED SCHOOL DISTRICT

CONTACT INFORMATION	
Name	Roberto Serrato
Title	Coordinator
Organization	Ceres Unified School District
Date of Interview	September 22, 2014
Notes	As the coordinator of Ceres adult education programming, Serrato is familiar with both AB 86 and the program offerings in the region.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ Ceres Adult School provides a variety of services, including ESL training, adult basic education, diploma programs, and GED preparation in both English and Spanish. The school offers programming during the day and at night and has childcare provisions for its students. ▪ Serrato states that the level of programming in the region is inadequate to suit the demand. He states that even without any outreach activity, the programming offered at Ceres Adult School is consistently full.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ Serrato highlights ESL training as being one of the most needed programs in the region. He adds that GED programs are important as well. ▪ Serrato also states that there needs to be a way for ESL students to transition into a high school diploma program more effectively. ▪ Serrato adds that programs that address basic literacy courses are also important.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> ▪ For Serrato, one of the critical aspects of integrating programs is aligning programs horizontally and vertically. For Serrato, there needs to be articulation agreements with Modesto Junior College to ensure that students are able to transfer credits accordingly. ▪ In order to do this, Serrato highlights the need for aligning curriculum and having regular meetings to ensure that programming meets the same rigor across all adult education providers.
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> ▪ Serrato states that Ceres Adult School is currently operating with a small group of employees. However, he maintains that having counselors or curriculum coaches is important in “connecting the dots” between different programs. He states that many students receive a high school diploma and are unaware of what to do next. Providing those pathways is important. ▪ Serrato states that adult educators should work to provide educational programming as close to the adult learners’ homes as possible. This includes offering programs at multiple locations that are easily accessible to adult students. Serrato adds that offering courses during the day as well as in the evening is important. ▪ For Serrato, working with employers to identify the skills that are needed for the regional economy is critical. Tailoring programming to these needs will ensure that students are able to find employment once they complete their adult education. ▪ Serrato maintains that outreach is also important, provided schools are able to provide adequate training to meet the demand. He hypothesizes that if his school provided outreach, Ceres would attract three to four times the number of students it currently serves.
Objective 5: Plans to Accelerate a Student’s Progress	<ul style="list-style-type: none"> ▪ Serrato highlights the importance of data and ensuring that students are placed in the correct courses. He states that additional counseling to provide students with more resources in drafting an educational plan is important but cites budget shortages as an obstacle for hiring this type of support staff.

<p>Objective 6: Plans to Collaborate on Provision of Professional Development</p>	<ul style="list-style-type: none"> ▪ Serrato believes that professional development is critically important for all adult educators in the region. He states that professional development should work on empowering staff to work with adult students in identifying pathways and referring students to programs that are logical next steps. ▪ Serrato highlights the importance of collaboration, setting goals, and sharing evidence-based practices. He states that professional development can go a long way in encouraging seamless articulation between programs and establishing a discourse. ▪ However, Serrato states that because many adult educators have other jobs, the timing of professional development can be difficult.
<p>Objective 7: Plans to Leverage Existing Regional Structures</p>	<ul style="list-style-type: none"> ▪ Serrato contends that using existing K-12 facilities is an important way of ensuring that adults can access educational programming. For example, Serrato states that Ceres Adult School offers an ESL programming during the day for adult learners at nearby public schools. Parents are able to take classes in the same school as their children while the children are also attending school. Serrato maintains that such programs provide additional accessibility for adult learners.

MARCOS HUERTA, PATTERSON JOINT UNIFIED SCHOOL DISTRICT

CONTACT INFORMATION	
Name	Marcos Huerta
Title	Principal of Alternative Programs
Organization	Patterson Joint Unified School District
Date of Interview	September 24 and 25, 2014
Notes	Huerta entered the position of Principal of Alternative Programs at Patterson Adult School in July of this year. Nonetheless, he is knowledgeable about the program offerings in the region and speaks to the direction the district wishes to go as a whole.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ Patterson Adult School offers a high school diploma program that is offered as an independent study and as morning ESL courses. ▪ Huerta states that the level of program offerings is insufficient to suit the demand, noting that many of Patterson’s programs have wait lists.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ Huerta identifies a need for an expanded high school diploma program and for a GED program for adults who have fewer high school credits. ▪ Huerta also contends that there is a need for multiple levels of ESL programming that is offered at more flexible times for adult learners. ▪ Basic computer literacy courses are also important according to Huerta, particularly with the number of warehouses in the region (see below). ▪ Because of its easily accessible location, a number of warehouse facilities are located in Patterson, including those operated by Amazon, CVS, and Kohl’s. Restoration Hardware has recently broke ground on a warehouse facility in the area as well. As a result, Huerta maintains that there is room to provide additional training for careers in this sector.

<p>Objective 3: Plans to Integrate Programs</p>	<ul style="list-style-type: none"> ▪ Patterson Adult School has employed a community navigator to assist adults as they design and plan their career paths. This navigator is intended to provide adult students with pathways outside of the adult school toward additional education and training. ▪ Huerta also foresees further integration between the community college and the adult schools. Currently, Modesto Junior College offers some concurrent enrollment courses in the area and is working to offer courses that will suit the needs of the warehouse employers in the region. Huerta maintains that these programs can be expanded to include adult students as well.
<p>Objective 4: Plans to Address the Gaps</p>	<ul style="list-style-type: none"> ▪ Huerta states that offering an online portion of Patterson Adult School’s high school diploma program will allow students to progress more quickly through the diploma process. ▪ Huerta also stresses the importance of offering GED programs in addition to high school diploma courses for adult learners who would prefer to earn their high school equivalency. ▪ Providing additional ESL courses that are offered at flexible times and at various levels is also important for Huerta. Huerta suggests conducting a needs assessment of potential ESL students to get a sense of what is important for these potential adult learners.
<p>Objective 5: Plans to Accelerate a Student’s Progress</p>	<ul style="list-style-type: none"> ▪ Huerta states that the Patterson Adult School’s counselor and community navigator are intended to accelerate students through programs as quickly as possible. He states that these employees work with students to develop an educational plan and identify resources that will help students attain this plan. ▪ Huerta sees potential for working with employers in the large warehouses to identify skills that can be “stackable.” He states that it may be feasible to offer programs that allow students to get an initial job in these facilities and then build upon the initial programs to offer additional skills that would be necessary to build a career. ▪ Huerta suggests that it may be beneficial to provide competency-based diploma programs as an option for adult learners. He states that this would facilitate the process of students earning credit for their experience. However, he maintains that offering this type of program would be difficult and require effort on behalf of educators to define competencies and have these programs approved. He also states that such programs may be difficult to explain to students.
<p>Objective 6: Plans to Collaborate on Provision of Professional Development</p>	<ul style="list-style-type: none"> ▪ Huerta highlights the benefits of coordinating regional providers to provide professional development for adult educators and services. He states that many teachers may receive traditional professional development if they work in K-12 jobs but maintains that addressing concerns that are specific to adult education is important. ▪ Huerta believes it is important to survey adult education instructors to get a sense of what professional development is needed in the region. He contends that much of the professional development activities can make use of adult education experts in the consortium.
<p>Objective 7: Plans to Leverage Existing Regional Structures</p>	<ul style="list-style-type: none"> ▪ Huerta emphasizes the importance that community centers and schools in the region can play to offer computer labs time for adult learners. He states that extending the time that adult students are able to access resources will help accelerate their progress. ▪ Huerta states that it is important for Modesto Junior College to continue to make use of existing space in Patterson and elsewhere to provide local courses for the region. He states that Modesto is beginning to provide some programming specific to Patterson residents within the city but maintains that these programs should be expanded. ▪ Patterson Joint Unified School District has recently acquired a centrally-located building, which it intends to turn into a professional development center. Huerta states that this center will provide space for job fairs, workshops, and other professional development activities in the region.

DEANS MENDEZ, SANDERS, AND DALY, MODESTO JUNIOR COLLEGE

CONTACT INFORMATION	
Name	Dean Pedro Mendez, Dean Brian Sanders, and Dean Jillian Daly
Title	Dean of Career Technical Education, Community Education, and Workforce Development; Dean of Science & Mathematics; and Dean of Literature and Language Arts
Organization	Modesto Junior College
Date of Interview	September 29, 2014
Notes	As one of the main organizers of AB 86 legislation, Mendez has an overall view of the process as a whole. He invited Deans Sanders and Daly to present the perspective of the junior college, which provides unique input into the challenges the consortium faces as a whole.
INTERVIEW SUMMARY	
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ Mendez states that there are a number of programs offered through adult schools, local non-profits, and at the junior colleges, which are currently focused on for-credit courses. He states that in the Mother Lode area, there is an aging population that is widely distributed and the course offerings are not as robust. ▪ In terms of quantity, Mendez underscores geographic and demographic gaps in adult education in the region, particularly in the more rural areas of the YCCD service area. ▪ All of the deans state that adult education in the region has varying levels of quality. They cite the lack of structured curriculum alignment in the region as one factor contributing to varying quality. Sanders states that 50 percent of Modesto Junior College applicants score at the bottom level of math, and Daly reports similar figures for reading and writing. Furthermore, Mendez maintains that most ESL programs focus on conversation as opposed to reading and therefore are incongruent with the higher levels of ESL training at the community college.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ The deans cite the need for basic skills in a variety of subjects, including literacy, math, and computer training. Mendez believes that a foundation of basic skills courses is critical for the region. ▪ The interviewees also cite the need for education for parents so they can model educational behavior to their children. ▪ Mendez cites the need for considering financial packages for adult education, as many of the financial aid programs begin for students once they receive a high school diploma. ▪ The deans also highlight the potential for non-credit basic education courses in CTE and basic skills, which will allow these programs to be taught less expensively and allow teachers with higher credentials to focus on upper-level coursework.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> ▪ Mendez states that Modesto Junior College works closely with traditional high schools to integrate programming and provide pathways for high school students. However, he states that there has been little integration or articulation discussion with the adult schools in the region. ▪ For Sanders and Daly, discussions with adult school leaders should address the level at which students can transition to community college programming. They state that this could potentially involve common core standards whereby specific standards are taught at each of the educational sites. ▪ The deans also suggest there be defined transitional support for adult students so that these students are aware of how to transition into adult education at the community college level. ▪ Mendez suggests that there is a potential to link ESL and high school diploma programs with more vocational training. He sees potential in negotiating with adult schools to provide a type of “contracted” CTE programming, in which the adult schools and the community college work together to provide cohesive programming offered through both providers.

<p>Objective 4: Plans to Address the Gaps</p>	<ul style="list-style-type: none"> ▪ Both Sanders and Daly state that because of the fact that all of Modesto Junior College’s adult education is for credit, they have to hire instructors at a certain level, and the demand for programs is much higher than the supply. Once funding models subsidize non-credit courses at the same rate as credit courses, Sanders and Daly state that Modesto Junior College should split its basic skills training into for-credit (upper level) and non-credit (lower level) models. The latter could engage teachers with less training and would therefore be less expensive to run, leaving the master’s-level teachers to teach the upper-level courses. ▪ Mendez maintains that it is difficult to provide CTE programming at various locations because many vocational programs require expensive equipment. He states that there is a potential to offer some initial programming at onsite locations throughout the region but maintains that there must be a point in which students transition into attending courses at the community college.
<p>Objective 5: Plans to Accelerate a Student’s Progress</p>	<ul style="list-style-type: none"> ▪ The deans highlight the importance of accelerated programming and immersion in a particular subject. They state that adult students must learn at a level of frequency in which they can retain the information they need to complete their education. Sanders maintains that adult learners in particular must have a dedication to completing programs because many of these potential students struggle in the traditional educational setting. ▪ Mendez suggests the potential for open-entry/open-exit programs that allow adult students more flexibility in completing their education. ▪ All of the deans underscore the importance of providing counseling services to adult learners to guide them through programs, particularly as they transition to the community college level.
<p>Objective 6: Plans to Collaborate on Provision of Professional Development</p>	<ul style="list-style-type: none"> ▪ Mendez highlights the importance of working with adult education providers in the region to continue to systematically discuss curricula alignment and how to work together as a whole to provide adult learners the type of education they need. Within this, Mendez cites the need for systematic professional development to reinforce the standards set by the consortium as a whole.
<p>Objective 7: Plans to Leverage Existing Regional Structures</p>	<ul style="list-style-type: none"> ▪ Mendez states that working with employers and the Workforce Investment Board (WIB) can be difficult because there is no one industry that is hiring a large number of employees. He states that the best solution would be to work with employers and the WIB to codify general workforce skills that could be applicable to a wide variety of jobs and to develop agreed-upon methods for teaching these skills. ▪ Sanders and Daly highlight the importance of working with employers to provide internships and job experience programs for Modesto Junior College students but state that such programs should be reserved for higher-level students at the postsecondary level.

TUOLUMNE COUNTY

KATHY SULLIVAN, COLUMBIA COLLEGE

CONTACT INFORMATION	
Name	Kathy Sullivan
Title	Interim Dean of CTE and Economic Development
Organization	Columbia College
Date of Interview	September 17, 2014
Notes	Kathy spoke mostly about CTE programs but offered some suggestions about adult education in the region as a whole.
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ Columbia College offers a wide variety of CTE programming, including in business administration, computer information systems, and emergency medical services. ▪ Sullivan is aware of some basic skills and high school diploma classes as well as basic computer skills in the region.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ Sullivan states that because the population is relatively rural and spread out, the main need in the region is to identify the population that needs adult education and provide services accordingly. ▪ Sullivan adds that it is important to make sure that the populations being served are made aware of the importance of education.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> ▪ Sullivan states that Columbia College CTE programs have strong articulation agreements with high schools throughout the region. She states that the college would be willing to consider offering similar agreements to adult schools to ensure that high school diploma students may incorporate vocational training into their education.
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> ▪ Providing students with counselors to provide individualized pathways toward education is particularly critical to Sullivan. ▪ While the ESL population in Tuolumne County is relatively small, Sullivan states that the college is aware that it may not be serving that population appropriately and states that there may be a need to offer additional ESL courses.
Objective 5: Plans to Accelerate a Student's Progress	<ul style="list-style-type: none"> ▪ Sullivan indicates that counseling and articulation agreements may help to accelerate student success. Counseling provides students with a plan for pursuing adult education, and articulation agreements allow potential students to pursue vocational training and a high school diploma simultaneously.
Objective 6: Plans to Collaborate on Provision of Professional Development	<ul style="list-style-type: none"> ▪ At Columbia College, there are funds for professional development. The college also has Academic Wellness Education and Focus Inquiry Groups (FIGs) for college faculty. ▪ Sullivan believes that it is important for the community college to coordinate activities with other adult education providers in the area to ensure that adult education teachers have access to professional development.
Objective 7: Plans to Leverage Existing Regional Structures	<ul style="list-style-type: none"> ▪ Sullivan states that Columbia College is an excellent resource, but some students feel intimidated by enrolling in high school courses. She states that the community college's planned off-site locations may help in transitioning students to community college attendance.

MICHAEL MCCOY, SONORA UNION HIGH SCHOOL DISTRICT

CONTACT INFORMATION	
Name	Michael McCoy
Title	Superintendent
Organization	Sonora Union High School District
Date of Interview	September 18, 2014
Notes	Sonora is located in Tuolumne County. McCoy spoke of the adult education needs in this region.
Objective 1: Evaluation of Existing Adult Education Programs	<ul style="list-style-type: none"> ▪ McCoy indicates that Sonora had a robust adult education system prior to the recession but was forced to cut programming due to budget cuts. Currently, Sonora UHSD employs a part-time instructor to provide a high school diploma program that accepts 15 students at a time. ▪ McCoy maintains that the existing programming in the county is inadequate to meet the demand. In particular, demand for high school diploma programs is particularly strong; McCoy states that there is a waitlist of 60 students for 15 slots.
Objective 2: Evaluation of Adult Education Needs	<ul style="list-style-type: none"> ▪ McCoy highlights three major needs for Tuolumne County: <ul style="list-style-type: none"> ○ <i>High school diploma programs</i>: McCoy notes that GED programs are insufficient for many employers in the region; ○ <i>Programs for parolees/probationers</i>: There is a large prison in the county, and McCoy states that there needs to be more education that is directed specifically at this population; and ○ <i>Short-term vocational programs</i>: McCoy highlights programs that address basic computer skills like Microsoft Office, warehousing, water quality testing, and food safety.
Objective 3: Plans to Integrate Programs	<ul style="list-style-type: none"> ▪ In Tuolumne County, McCoy envisions a three-way partnership between the K-12 districts, Columbia College, and the Workforce Investment Boards. ▪ McCoy believes that programs that combine high school diploma training (offered through K-12 districts) and vocational training (offered through the community college) would be a good addition to existing programs for adults and traditional students.
Objective 4: Plans to Address the Gaps	<ul style="list-style-type: none"> ▪ McCoy asserts that there should be an education center in each of the counties that can accommodate about 100 students. Programs offered at these centers should be flexible and offered at times when adults are available. McCoy adds that this center should: <ul style="list-style-type: none"> ○ Be located in a central location, ○ Have trained teachers on staff, ○ Be equipped with technology resources, and ○ Provide counseling services as needed. ▪ McCoy also states that there should be some storefront centers that are located close to public transportation and open during the evenings to provide students with training and information. ▪ McCoy also highlights the importance of making sure that students are aware of available programs. He recalls that when the district brought back the high school diploma program, it put advertisements in laundry facilities and adds that advertising at sporting events and farmers' markets could also reach the appropriate populations.
Objective 5: Plans to Accelerate a Student's Progress	<ul style="list-style-type: none"> ▪ McCoy emphasizes the importance of having trained teachers in ensuring that students progress quickly through the program. ▪ McCoy also states that it is important to make sure that students are aware of what is available and that they have a clear pathway to attain their goals.

<p>Objective 6: Plans to Collaborate on Provision of Professional Development</p>	<ul style="list-style-type: none"> ▪ Sonora only employs one adult education teacher, who is highly trained, but the district does not offer much professional development. However, McCoy notes that he would support their adult education teacher if she wanted to attend a workshop or training. ▪ McCoy highlights the benefits having adult educators throughout the region get together and discuss challenges and strengths.
<p>Objective 7: Plans to Leverage Existing Regional Structures</p>	<ul style="list-style-type: none"> ▪ McCoy suggests linking services together and providing these services in one location that is easily accessible. ▪ McCoy states that the Workforce Investment Board has a central location and a lot of space. He maintains that this may be a good initial site for adult education services.

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