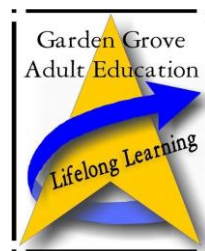


AB86 REGIONAL COMPREHENSIVE PLAN

MARCH 1, 2015



Submitted by:

RANCHO SANTIAGO ADULT EDUCATION CONSORTIUM

RSCCD: SANTA ANA COLLEGE, SANTIAGO CANYON COLLEGE

SANTA ANA COLLEGE – SCHOOL OF CONTINUING EDUCATION

SANTIAGO CANYON COLLEGE – SCHOOL OF CONTINUING EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE UNIFIED SCHOOL DISTRICT

GARDEN GROVE UNIFIED SCHOOL DISTRICT

ORANGE COUNTY DEPARTMENT OF EDUCATION

ORANGE COUNTY SHERIFF'S DEPARTMENT

Rancho Santiago Adult Education Consortium
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RANCHO SANTIAGO ADULT EDUCATION CONSORTIUM

The Rancho Santiago Adult Education Consortium would like to thank all of the members, partners and participants of the Steering Committee and Task Force Groups for their dedication and commitment to the development of the RSAEC AB86 Regional Comprehensive Plan. Special thanks also goes out to all faculty, staff and community members of RSAEC who have contributed their time to creating better educational and career pathways for the adult learners in the region.

STEERING COMMITTEE MEMBERS, PARTNERS AND REPRESENTATIVES

Greg Boston, OCSD	Jim Kennedy, SAC-SCE	Bob Reyes, CCCSOC
Vern Burton, OCDE	Robert Lee, SCC	Steve Thornhill, OCDE
Lisa DiDonato, RSAEC	Nilo Lipiz, SAC-SCE	Kerrie Torres, OUSD
Byron Fairchild, OCDE	Dominic Mejico, OCSD	Mary Lou Vachet, OCDE
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Paula Kusenda, SAC-SCE	Mary Polychrome, SCC-SCE	

CONSORTIUM OVERVIEW

DEMOGRAPHIC PROFILE OF REGION

The Rancho Santiago Adult Education Consortium (RSAEC) is geographically located in the center of Orange County, which has a population of 3,021,840. Orange County is a geographic region of 798 square miles and covers a 42 mile stretch along the coast. Orange County has the third largest population count among all counties in the state of California and ranks sixth in the nation. Within the boundaries of RSAEC, there is a population of 757,942. There are seven cities within the consortium's boundaries, which consist of Santa Ana, Orange and Villa Park and sections of Anaheim, Fountain Valley, Garden Grove and Irvine. According to a report put together by the UCI Community Labor Project and UCLA Labor Center, Santa Ana is ranked as the second least affordable housing area in the U.S and was in the top five percent for overcrowded housing. Additionally, over 85% of school age children participate in the reduced or free lunch program (*UCI Community and Labor Project and the UCLA Labor Center, Orange County on the Cusp of Change, July, 2014*). According to the 2012 American Community Survey (ACS), the ethnic background in the consortium's region consists of 52.8% Hispanic, 27% White alone, 17.1% Asian, 1.2% Black or African American, and 1.9% other (*US Census Bureau, 2008-2012 American Community Survey*). The following charts illustrate the ethnic background within RSAEC by percentage of population. The first chart depicts the ethnic makeup of the population living within the consortium's boundaries. The second chart lists the population by city and includes population numbers from Garden Grove, Fountain Valley, Anaheim and Irvine, parts of which fall outside of the consortium's boundaries.

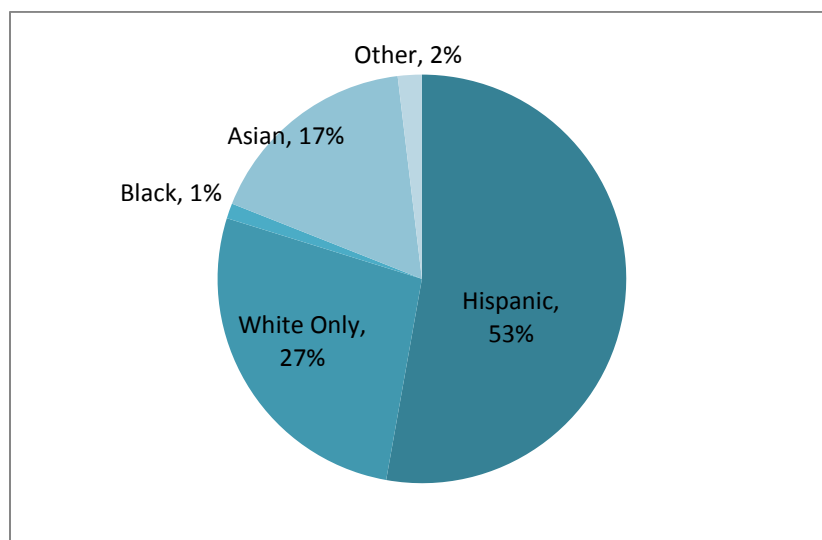
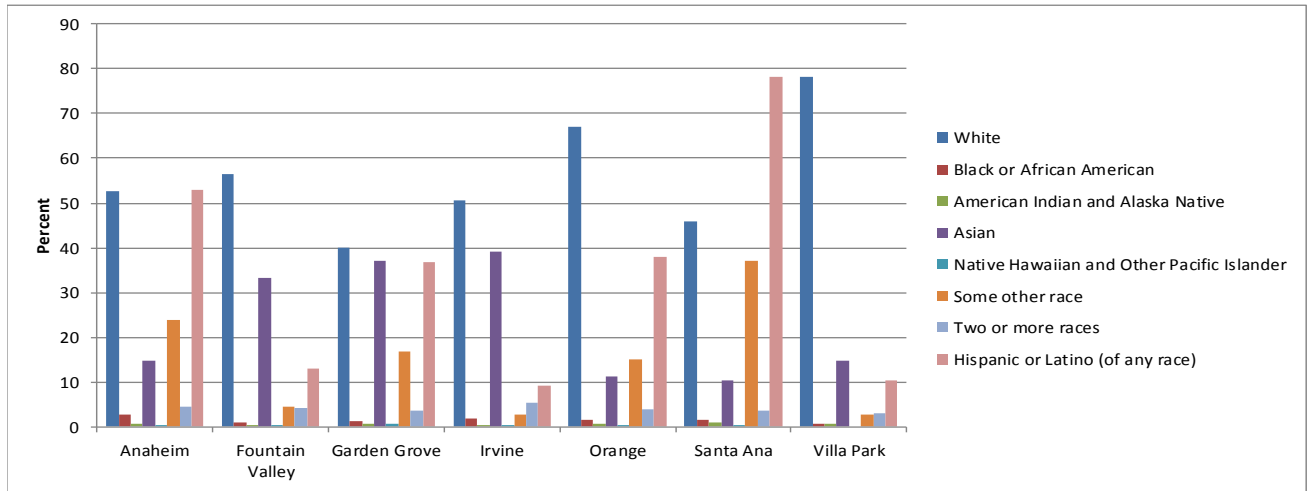


Chart I: RSAEC Percentage Of Population By Ethnic Background

Total Population and Race of Cities with Rancho Santiago Community College District

U.S. Census 2010		Reported Only One race														Two or more races		Hispanic or Latino (of any race)	
		One Race Total		White		Black or African American		American Indian and Alaska Native		Asian		Native Hawaiian and Other Pacific Islander		Some other race		Total Pop			
City	Total Pop	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Anaheim	336,265	321,401	95.6	177,237	52.7	9,347	2.8	2,648	0.8	49,857	14.8	1,607	0.5	80,705	24	14,864	4.4	177,467	52.8
Fountain Valley	55,313	52,998	95.8	31,225	56.5	510	0.9	229	0.4	18,418	33.3	171	0.3	2,445	4.4	2,315	4.2	7,250	13.1
Garden Grove	170,883	164,764	96.4	68,149	39.9	2,155	1.3	983	0.6	63,451	37.1	1,110	0.6	28,916	16.9	6,119	3.6	63,079	36.9
Irvine	212,375	200,665	94.5	107,215	50.5	3,718	1.8	355	0.2	83,176	39.2	334	0.2	5,867	2.8	11,710	5.5	19,621	9.2
Orange	136,416	131,011	96	91,522	67.1	2,227	1.6	993	0.7	15,350	11.3	352	0.3	20,567	15.1	5,405	4	52,014	38.1
Santa Ana	324,528	312,857	96.4	148,838	45.9	4,856	1.5	3,260	1	34,138	10.5	976	0.3	120,789	37.2	11,671	3.6	253,928	78.2
Villa Park	5,812	5,643	97.1	4,550	78.3	42	0.7	34	0.6	854	14.7	1	0	162	2.8	169	2.9	598	10.3



Source: U.S. Census Bureau, 2010 Census.

Chart II: RSAEC Percentage Of Population By City

ECONOMIC PROFILE OF REGION

The majority (107,144 workers or 30.3%) of the workforce within the region works in management positions including business, science and arts occupations. These occupations are followed by employment in sales and office occupations (25.6%), service occupations (19.1%), production occupations including transportation and maintenance (15%), and natural resources occupations including construction and maintenance (10%). The industries with the highest percentage of employees (50%) within the consortium’s region include:

- Educational services, health care and social assistance
- Professional, scientific, management, administrative and waste management services
- Retail trade
- Construction

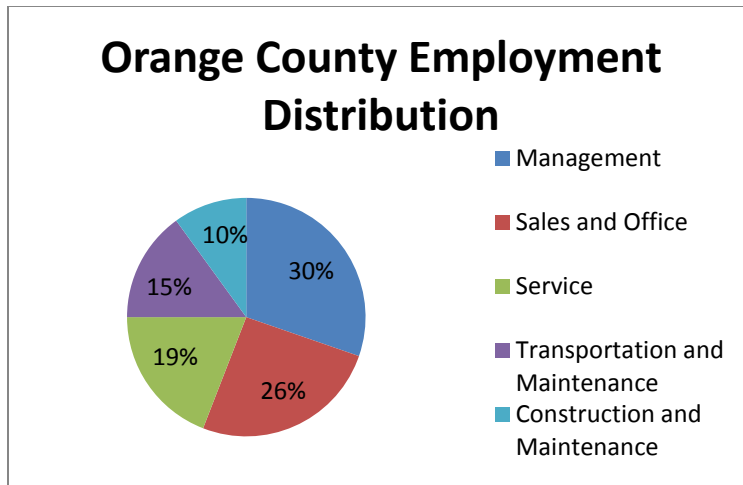


Chart III: Percentage Of Employees By Industry

PLANNING PROCESSES

Member Organizations

RSAEC is made up of the Rancho Santiago Community College District (RSCCD), which is comprised of two separate colleges: Santa Ana College (SAC) and Santiago Canyon College (SCC), and the two major K-12 school districts within the RSCCD boundaries: Santa Ana Unified School District (SAUSD) and Orange Unified School District (OUSD). RSCCD, SAUSD and OUSD have a long history of working together to service the adult students in the region. In addition to these members, several partners in the community have also joined the consortium.

Courses in the five program areas are currently taught at 62 community locations and eight correctional facility locations. The 62 community locations are comprised of five major site locations including Santa Ana College (SAC), Santiago Canyon College (SCC), Centennial Education Center (CEC), Orange Education Center Provisional Education Facility (OEC), and the Lincoln Education Center (LEC). These major sites provide student placement, assessment, counseling, and other student support services. The consortium also includes 57 smaller off-site locations. These locations include community centers, churches, non-profit organizations, libraries, and shared elementary, intermediate and high school classrooms in both Santa Ana and Orange Unified School Districts. The eight correctional facility locations are comprised of county jails, city jails, intake and release centers, and locations for adults referred by probation

to a day reporting center. (See Appendix B for a complete list of sites and courses offered.)

Members

- Rancho Santiago Community College District (RSCCD)
- Santa Ana Unified School District (SAUSD)
- Orange Unified School District (OUSD)

Partners

- Garden Grove Unified School District (GGUSD)
- Orange County Sheriff's Department (OCSD)
- Orange County Department of Education (OCDE)
 - Alternative, Community, and Correctional Education Schools and Services (ACCESS) – a division of OCDE
 - Center of Opportunity, Reentry and Education (CORE) – a program within ACCESS at OCDE
- Boys and Girls Club of Santa Ana
- Delhi Community Center
- Consumer Credit Counseling Service of Orange County (CCCSOC)

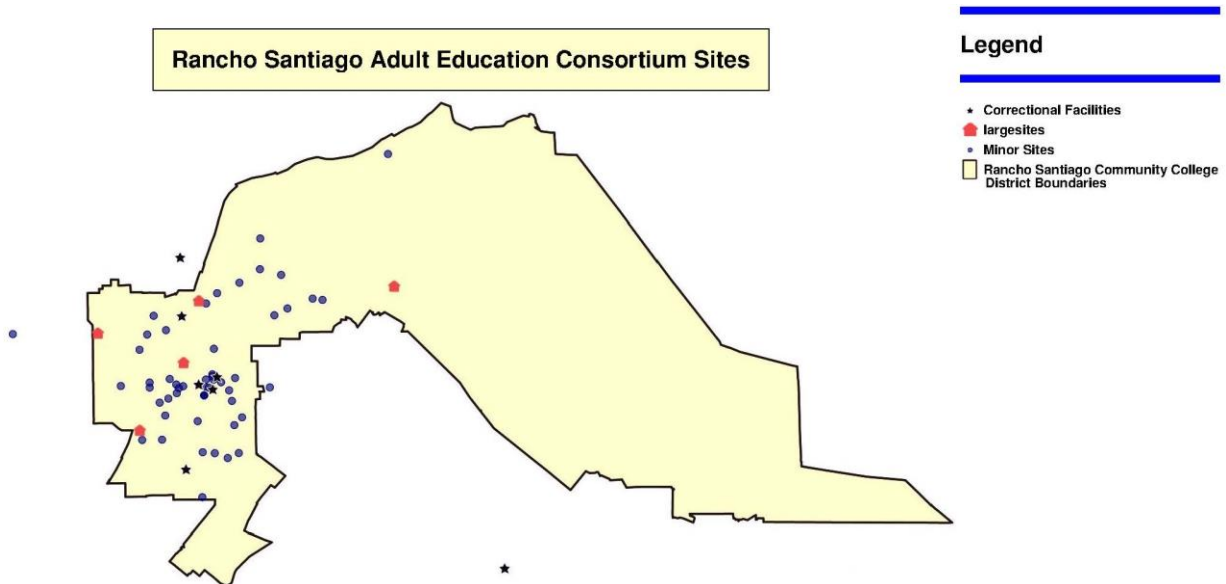


Figure I: RSAEC Sites

Regional Planning Process and Decision Making

RSAEC met for the first time on March 17, 2014 and discussed the structure and planning process of the grant. There was representation from all three of the consortium members and from two partners. Since March, there have been eleven consortium meetings held through February 28, 2015: March 17, April 28, May 27, June 24, July 21, August 18, September 15, October 20, November 17, January 12 and February 9. In addition to these consortium meetings, the project coordinator has met with community centers and non-profits in the region, held multiple rounds of task force meetings in addition to one-on-one meetings with instructors and administrators to help evaluate the current needs of the adult education programs and ways to address the identified gaps.

The consortium voted and established clear guidelines for decision-making. Decisions regarding all matters including potential partners, advisory groups and local businesses will be made on a consensus basis by the consortium members and partners. Each agency has one vote.

Organizational Structure

RSAEC's Steering Committee is comprised of members from the Santa Ana College-School of Continuing Education, Santiago Canyon College-School of Continuing Education, Orange Unified School District, and Santa Ana Unified School District, as well as partners from the Garden Grove Unified School District, Orange County Department of Education and Orange County Sheriff's Department. Each agency has a maximum of two members represented on the Steering Committee. If a member of the Steering Committee cannot attend a meeting, a representative can attend in their place. In addition, there are four Task Force groups representing the five program areas and a fifth representing Inmate Education. Program Areas 4 and 5 have been combined to facilitate meeting times.

Program Area Task Force Groups

- 1) Adult Basic Skills and Secondary Basic Skills (including High School Diploma/Equivalency Certificate)**
- 2) ESL, Citizenship and Workforce Prep in Basic Skills**
- 3) Adults with Disabilities**
- 4) Short Term CTE & Apprenticeships**
- 5) Inmate Education**

Shared Leadership

RSAEC has employed a variety of shared leadership strategies. Regular meetings have been held to plan, discuss, and evaluate each step of the process. The

consortium has also agreed on agenda items, recording and approval of meeting minutes, meeting days, times and locations. It was decided that the consortium would meet on the 3rd Monday of each month at a rotating location. Thus far, meetings have been held at different member or partner agency locations, so that all consortium participants can become more familiar with the facilities of other agencies.

Representation and collaboration between subject area experts are important shared leadership qualities. In order to make sure that all interested parties were involved in the planning process, the consortium decided to put together task force groups. These groups are made up of a diverse group of instructors and administrators from different member and partner agencies. It is the goal of RSAEC to have a collaborative work group to be able to advise and support the consortium through the planning process. So far, there have been over thirty task force meetings held in the various program areas. Over forty community liaisons, instructors and administrators have participated in the meetings, representing five non-profit organizations and six agencies, including participants from K-12, credit, noncredit and enhanced noncredit, and correctional facilities. The meetings were extremely successful and led to much of the information gathered in this report.

The consortium has also decided to continue to use documents and policies that have been in place between the current members and partners. The consortium will continue to use established agreements such as Memorandums of Understanding, Use of Facilities Agreements, Instructional Services Agreements, and Consulting Agreements whenever possible. Also, depending on the situation, new or revised agreements will be created if needed. For example, the consortium has voted and decided to allocate a budget of up to \$10,000 for each member or partner agency for expenses relating to AB86. As the fiscal agent, RSCCD has created subcontract agreements with the members and partners to be paid for these expenses. To date, only GGUSD and OCDE have moved forward with a subcontract agreement. The other consortium agencies have decided that any expenses incurred are part of their regular workday and do not need additional compensation.

During the initial planning meeting on March 17th, the consortium worked together to decide how they wanted to allocate the work. After a vote, the consortium decided to hire a project coordinator, a researcher, a web designer, and a clerical assistant. The project coordinator, Chrissy Gascon, oversees the details of the grant, drafts the reports, co-leads the consortium meetings, and coordinates meetings and tasks with the members, partners and task force groups. The researcher, Lisa DiDonato, reports the statistics and data for the Rancho Santiago region. She has created interactive maps and summary reports, which show all the sites and programs in the region in addition to follow-up summary reports of the data found in these maps. She has also created surveys for students, faculty, staff, community members and the inmate education

programs to help identify the needs of adult learners. The web designer, Robert Lee, is in charge of creating and maintaining a website for the consortium. The website houses all of the pertinent information including documents, reports, and maps regarding the consortium's plan. (<http://www.ranchosantiagoadulted.com>) The clerical assistant, Paula Kusenda, provides clerical support and takes and records minutes for the consortium and task force meetings.

Teacher and Faculty Involvement

It is very important to RSAEC to involve teachers and faculty in every aspect of the planning process. In order to keep the faculty apprised of what is happening, presentations have been made at faculty development workshops, Academic Senate meetings, monthly department meetings and through email communication. In addition, RSAEC has set up a website where teachers can read the most current AB86 Plan updates.

Teacher and faculty involvement is crucial to the consortium's planning and implementing of new curriculum practices and creating articulation agreements. To date, over thirty teachers and faculty members have participated in writing and revising new curriculum to create new courses in ESL, ABE, GED and HSS that will facilitate the transition of noncredit students into credit programs. Additionally, there are over twenty-five teachers and faculty members who are presently working on articulation agreements between the K-12 adult education, noncredit and credit programs. In November, 2014, fifteen faculty members from the CTE departments at SAC, SAC-SCE, SCC, SCC-SCE, GGUSD, SAUSD and OCDE-CTEp met to begin articulation agreements for the various CTE courses being taught within the consortium. It was a very collaborative meeting, and it was decided that the group would continue to meet monthly to make sure that articulation agreements would continue to be developed and put into practice.

Informing teachers and faculty members of new best practices that the consortium is learning about throughout the planning process is another way that RSAEC is addressing faculty involvement. In January, fifty RSAEC instructors took part in an AB86 sponsored faculty development workshop to learn more about the ways to use career pathways to contextualize instruction. This 8-hour workshop allowed ESL, ASE, ABE and CTE instructors to work together to develop contextualized lessons. A follow-up trip with ten RSAEC faculty members to visit the I-BEST programs in Washington took place during the first week of February. Together with a team from the North Orange County Regional Consortium (NOCRC), participants visited three community colleges, observed classes, and participated in group and panel discussions. The information gathered from this visit will be shared with faculty and incorporated into upcoming faculty development workshops. Continued collaboration with NOCRC is

planned as both consortia learn more about these best practices. RSAEC has also planned additional day-trips to visit local schools that are incorporating I-BEST practices so that more instructors will be able to see examples of these programs first-hand.

Communication Plan

Early on, RSAEC decided that creating a website would be the best way to keep faculty and the community members informed about the AB86 planning process. To date, the website (<http://www.ranchosantiagoadulted.com>) has had over 675 visitors. The website allows the consortium to retain a sense of transparency and allows visitors to look at everything the consortium has developed to date. The website is updated at least once a month with agendas, minutes from Task Force and Steering Committee meetings, research on regional data, current courses, programs and sites, and all reports that have been submitted to the AB86 State Work Group.

Involving the teachers and faculty has also been an important aspect of RSAEC's communication plan. As stated above, teachers and faculty have been involved and informed from the start. Informational workshops have been given at various department meetings, and faculty development workshops have been held to accommodate all faculty and staff. Teachers and faculty members have been invited to participate in Task Force meetings. These meetings are open to all, and part-time and full-time instructors are encouraged to get involved.

Additionally, it has been the consortium's goal to involve its community members in the planning process. Members of the community have been invited to informational meetings to hear about the consortium's plans and how they can get involved. Additional meetings are scheduled to take place in the spring. Currently, RSAEC is working together with OCDE to schedule a stakeholders meeting. It is the intent of the meeting to gather members from the Chamber of Commerce, the Workforce Investment Board, the County Social Services Agency, and other local businesses to talk about ways to open communication and develop partnerships to enhance the adult education programs within the consortium. With talks about creating an Allocation Committee, it is now more important than ever to have good working relationships with members of the community.

Since the AB86 Regional Summit in October, RSAEC has reached out to the other consortia within Orange County to develop a relationship and share planning efforts and ideas. This communication has been extremely beneficial. Monthly meetings have been held between the project coordinators at RSAEC, NOCRC, South County and Coast. The group has shared comprehensive plan drafts, proposal ideas, and has agreed to collaborate on future endeavors together. Two from these consortia, RSAEC and NOCRC, traveled together to Washington in February to visit the I-BEST programs.

Additionally, ten members from NOCRC and the South County Consortium participated in RSAEC's faculty development workshop: Using Career Pathways to Contextualized Instruction for Adult Learners. It is the hope of the four consortia to continue these relationships with the goal of continuous communication and collaboration throughout the AB86 implementation process and beyond.

STATUS REPORT FOR OBJECTIVES 1-7

REGIONAL COMPREHENSION PLAN PRIORITIES

RSAEC Priority #1: Building of two new regional facilities

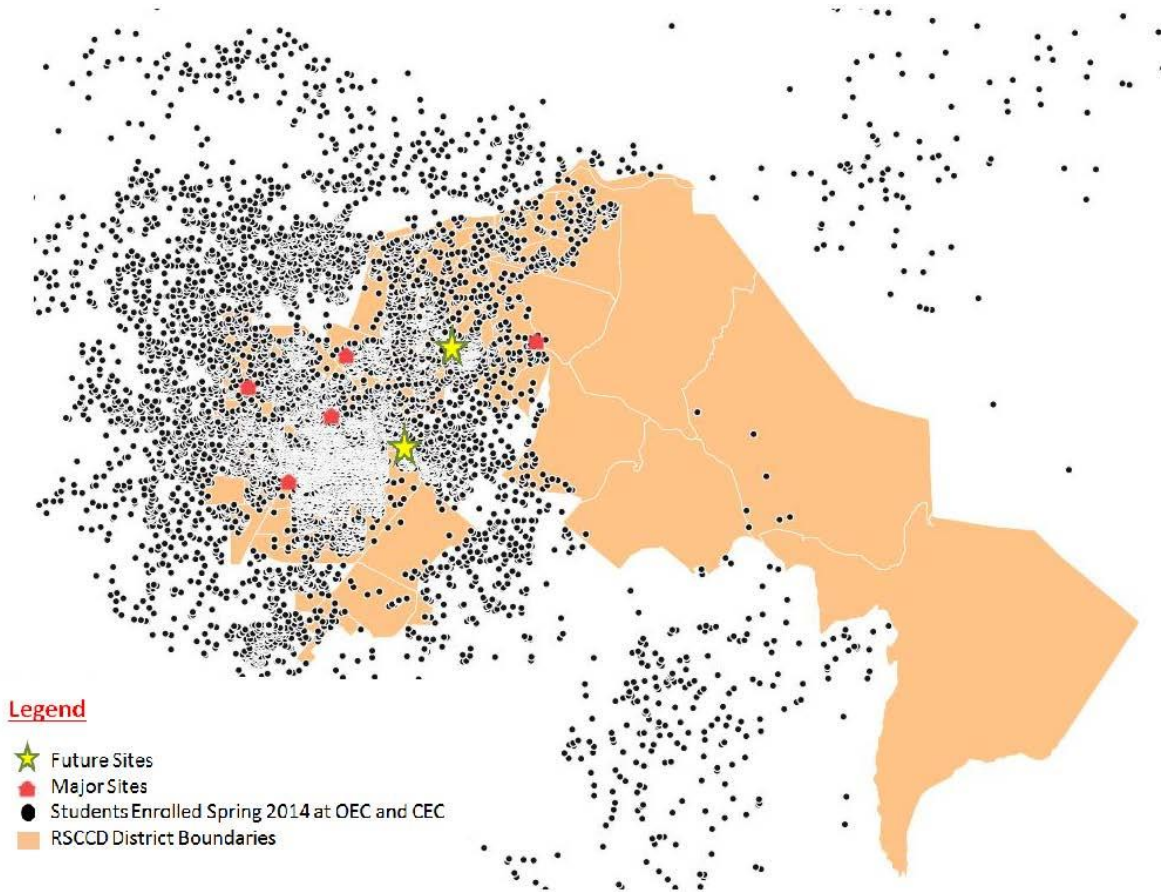


Figure II: Proposed Regional Facilities Sites

The number one priority of RSAEC is the building of two new regional facilities in the areas of east Santa Ana and the El Modena neighborhood of Orange. These areas are densely populated and according to the region's census data, students' needs are underserved in all of the program areas. The student population map shown above is divided by census tracks and data confirms that 45% of adults 18-24 living in the five census tracks surrounding the proposed Santa Ana site do not have high school diplomas. The Rancho Santiago region includes 130 tracks, and three of the tracks surrounding the proposed Santa Ana site rank in the top five in percentage of population for adults without a high school diploma. Likewise, 27% of adults 18-24 living in the five census tracks surrounding the proposed Orange site do not have high school diplomas. Additionally, the proposed Santa Ana area represents a household population of 40.8%

who do not have someone over the age of 14 who speaks English or speaks English very well (*US Census Bureau, 2008-2012 American Community Survey*). These statistics demonstrate a serious need for adult learners in these areas. Although there are small sites located nearby, most are limited to one classroom. This limits the adult learners who are living in these geographic areas to few class choices. Additionally, with few intermediate or advanced level courses in ESL, CTE, GED or high school subjects provided at the community leveraged sites, it prohibits adult learners from progressing along their educational and career pathways by not providing easy access to these types of programs and courses. The following chart represents the imbalance of course offerings at the small sites within the consortium. Approximately 64% of all courses taught at small sites are beginning level ESL courses. Adult learners living within the consortium need access to courses that will help them progress and transition to postsecondary education and the workforce.

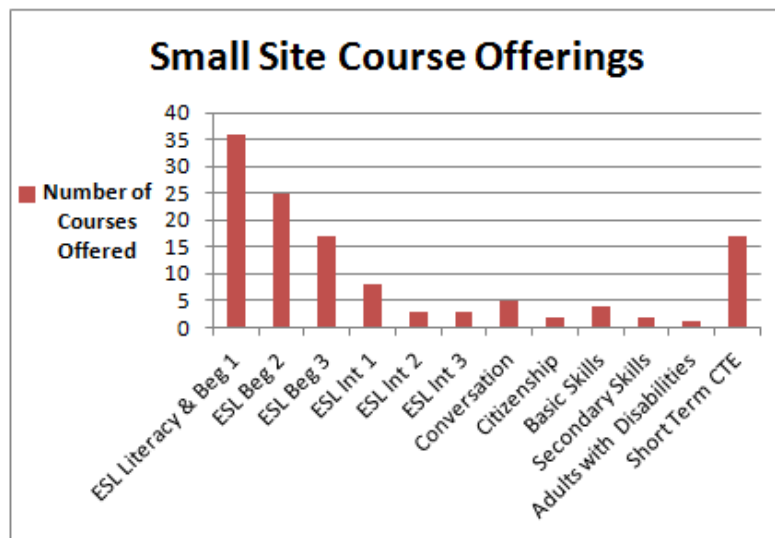


Chart IV: Number of Small Site Course Offerings

The building of the two new regional centers will require a substantial financial commitment. The chart on the following page shows the breakdown of the estimated costs compiled by the Facility Planning, District Construction and Support Services Office at the Rancho Santiago Community College District. The consortium is in the process of identifying and contracting with a firm to develop the *Rancho Santiago Adult Education Consortium Facilities Master Plan* in order to build two regional centers in Orange and Santa Ana.

Rancho Santiago Adult Education Consortium	
NEW REGIONAL CENTERS	
Estimated Cost (each center)	
Item	Estimated Cost
Land Acquisition	\$10,000,000
New Construction	\$12,000,000
250 Parking Spaces/Stalls	\$2,000,000
10% Contingency for Construction	\$1,400,000
Soft Cost (Plans/Design/Approval/Permits)	\$4,600,000
Furniture & Equipment	\$2,500,000
TOTAL ESTIMATED COST	\$32,500,000
Notes:	
Each center to be approximately 30,000 square feet in size	
20,000 square feet for instruction	
10,000 square feet for student support services and administration	
Parking Spaces: 250	

Chart V: Regional Center Estimated Cost

RSAEC Priority #2: Additional full-time faculty

The hiring of additional full-time faculty at SAC-SCE, SCC-SCE and GGUSD is a main priority to RSAEC. This priority was discussed in over 30 task-force meetings and is a serious concern among faculty. In order to meet the needs of the adult learners living within RSAEC, additional full-time faculty must be hired. Currently, at SAC-SCE and SCC-SCE full-time faculty represents only 3% of the total faculty and staff, whereas part-time faculty represents 71% and 73% respectively. Likewise, GGUSD has no full-time faculty. Part-time faculty do not have sufficient time to write needed curriculum, develop articulation agreements or work on important committees to develop programs recommended by the State Chancellor’s Office such as the Student Success and Support Program (SSSP) and the common assessment. Lack of full-time faculty is especially needed in program areas with specialties, such as high school subjects and short term CTE. For example, a high school English instructor cannot be expected to write curriculum in the areas of math or natural and social sciences. Likewise, a CTE business skills instructor cannot be expected to write curriculum in the area of Allied Health. These areas are unique and require an expert in the subject area to oversee them. To accomplish the AB86 goals set by the Chancellor’s Office to meet students’ needs, additional full-time faculty must be in place. Currently the State Chancellor’s Office requires that the community college districts have a ratio of 75% full-time faculty to 25% part-time faculty in credit programs (*Full-time Faculty Obligation - AB1725*). Noncredit faculty must have a similar ratio of tenured full-time faculty in order to accomplish the guidelines set forth by AB86 and to meet the needs of the region’s

student population. The charts provided below produce a clear picture of the under-representation of full-time faculty at SAC-SCE and SCC-SCE.

Santa Ana College - School of Continuing Education (SAC-SCE)
7 Year Historical Data

Faculty & Staff	2007-2008*		2008-2009*		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators					5	1%	5	1%	5	1%	5	1%	5	1%
Full-time Faculty & Counselors					10	2%	11	2%	11	2%	11	3%	11	3%
Part-Time faculty & Counselors					406	77%	382	76%	338	73%	297	71%	297	71%
Support Staff					103	20%	106	21%	107	23%	103	25%	103	25%
Total					524	100%	504	100%	461	100%	416	100%	416	100%

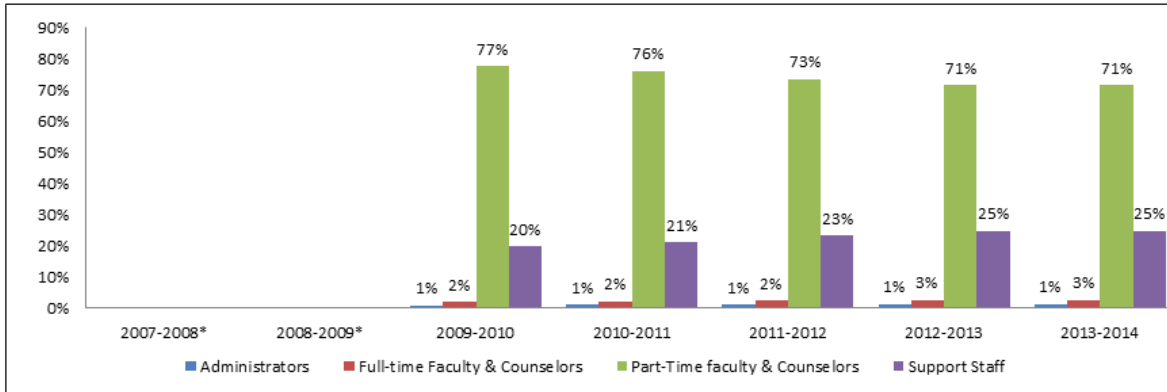


Chart VI: SAC 7-Year Historical Data

*Data not available for 2007-2009

Santiago Canyon College - School of Continuing Education (SCC-SCE)
7 Year Historical Data

Faculty & Staff	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators	4	1%	4	1%	4	2%	4	2%	3	2%	3	2%	4	2%
Full-time Faculty & Counselors	11	3%	12	4%	9	4%	8	4%	7	4%	8	5%	6	3%
Part-Time faculty & Counselors	261	76%	242	78%	179	76%	132	70%	121	69%	112	67%	141	73%
Support Staff	68	20%	52	17%	44	19%	45	24%	44	25%	44	26%	41	21%
Total	344	100%	310	100%	236	100%	189	100%	175	100%	167	100%	192	100%

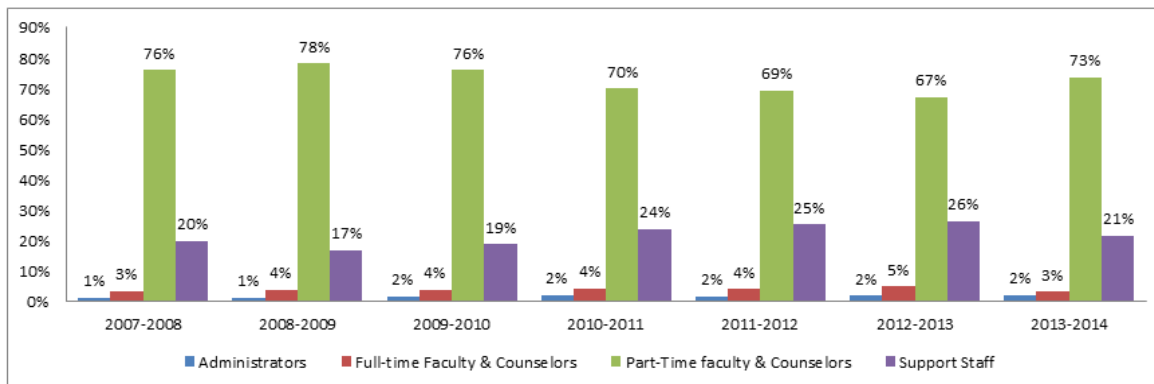


Chart VII: SCC: 7-Year Historical Data

Although the following passage from Assembly Bill 1725 was referring to credit faculty, this statement is equally true for noncredit faculty. *“...because the quality, quantity, and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient members of full-time faculty with sufficient opportunities for continued staff development, and with sufficient opportunity for participation in institutional governance” (AB1725 Section 70a.)*

RSAEC Priority #3: Additional sites in high need areas within one mile of targeted adult learners

In addition to the two regional centers, RSAEC needs additional sites in high need areas. Preferably, these sites would be located within one mile of the targeted adult learners. Although RSCCD has approximately 52 leveraged sites, 73% of these locations offer fewer than two courses and are dependent on the regulations of the specific sites. The census data reflected previously indicates that more classes and programs are needed to meet the needs of the students living within the consortium’s boundaries. Additional sites that belong directly to RSCCD will benefit adult learners in the consortium because it will allow for direct control of the classes, thus eliminating class closures due to circumstances beyond the program’s control. Classes, which are operated on leveraged sites, are dependent on the sites rules and availability. Cancellation of classes or the cancellation of an entire semester program is not uncommon due to conflicts such as events at the location, religious holidays, or an increase in enrollment at a local school, which would require the classroom returned for use for their growing K-12 student population. Acquiring additional permanent sites throughout the region would allow the consortium to better serve the students’ needs.

RSAEC Priority #4: Development of educational and career pathways

Common mission statement themes, which are found in the participating schools within the consortium, include “provide... lifelong educational opportunities” (GGUSD), “prepares students to transition to college” (SAC-SCE), and “enable students to maximize their potential” (SCC-SCE). The goals in these mission statements cannot be achieved without clear and seamless educational and career pathways being developed. New and innovative curriculum needs to be written, articulation agreements need to be made between credit and noncredit/adult education faculty, and continuous professional development needs to be provided to the consortium faculty. Plans to accomplish these educational and career pathways have been outlined in Objectives 3, 5 and 6. It is important to note, that without the hiring of additional full-time faculty and the addition of much needed regional facilities, the resources to create these pathways will not exist.

REGIONAL COMPREHENSION PLAN OBJECTIVE #1

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

Narrative: The following narrative describes the services and programs provided by the Consortium members and partners in the Rancho Santiago Adult Ed region for each of the five program areas listed in AB86. In addition, an evaluation of adequacy and quality in these five program areas is provided.

Analysis: See Tables 1.1A, 1.1B, and 1.2

Program Area #1: Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate

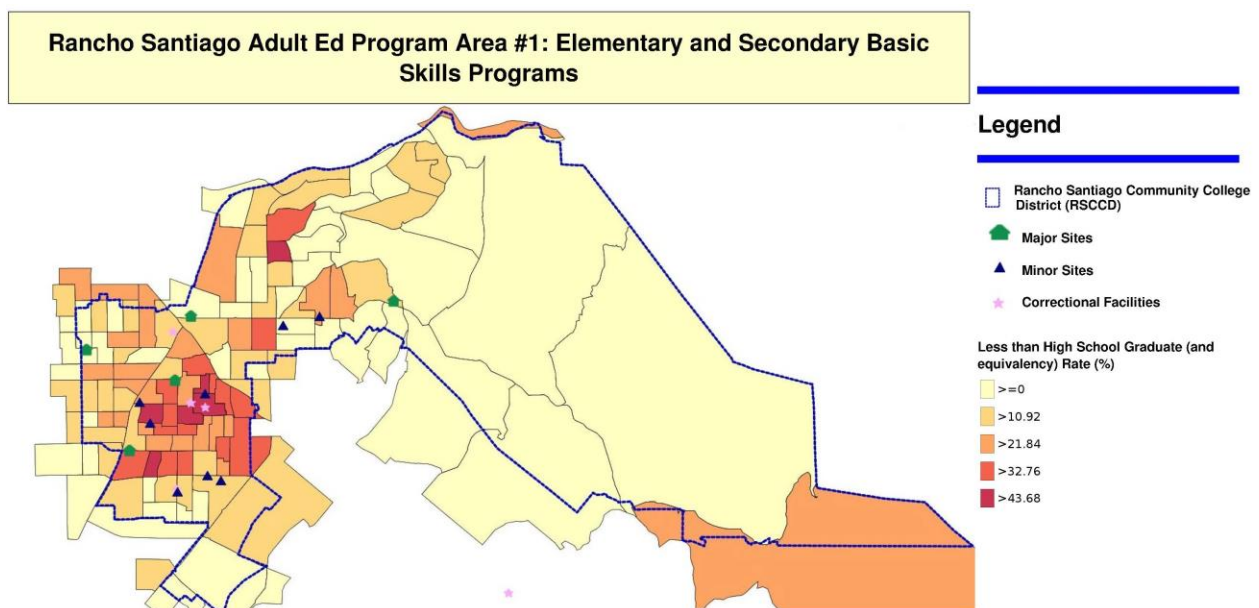


Figure 1.1: Map Of Program Area #1 Sites With Demographic Data

Within RSAEC, four of the seven consortium members and partners offer courses in elementary basic skills. Courses offered include Adult Basic Education, (ABE), Native Language Basic Skills (NLBS), Spanish Literacy, Student Leadership Skills, and Money Matters. These courses are taught at thirteen sites representing 18% of our community locations including the five major site locations and eight of the 58 smaller off-site locations. In addition, elementary basic skills are also offered at five correctional facilities within our regional boundaries. All of the above mentioned courses are

enhanced noncredit and receive enhanced funding. Additionally, courses in Adult Basic Education receive funding through the Adult Education and Family Literacy Act (AEFLA). Disabled Students Programs and Services (DSPS), counseling and other student support services are provided at three of the major site locations.

Secondary Basic Skills are offered by five of the seven consortium members and partners. Courses offered include GED, Spanish GED, High School Diploma and Student Leadership Skills. These courses are taught at nine sites representing 15% of our community locations. Courses in GED are offered at six sites, with four of the GED courses being offered in English and two offered in Spanish. Currently, seven of the correctional facilities offer GED courses. The High School Diploma program is currently being offered through two of the consortium members and one of the partners. There are four HS Diploma programs being offered at major site locations and one at a correctional facility. All of the above mentioned courses are enhanced noncredit and with the exception of Spanish GED, receive funding through AEFLA. DSPS, counseling and student support services are provided at three of the major site locations.

Current research in the region shows that RSAEC does not have adequate programs and classes to meet the needs of adult learners. Approximately 20% of the population ages 18-24 (17,072 residents) in the Rancho Santiago region, have an educational level that is less than a high school diploma. Likewise, this also affects the over 25 population in the region. 29% of the population ages 25 and over (135,660 residents) have less than a high school diploma (*US Census Bureau, 2008-2012 American Community Survey*). Please see Objective #2 for more detailed analysis.

Sites Offering Adult Basic Education and Secondary Education Classes

	Count	Percent of ABE/ASE Sites	Percent of All Sites	Percent of Non-Correctional Sites
Major Sites	5	24%	7%	8%
Minor Sites	8	38%	12%	13%
Correctional Facilities	8	38%	12%	13%
Total	21	100%	31%	35%

All Consortium Sites 68
 All Non-Correctional Consortium Sites 60

Chart 1.1: Sites Offering ABE and ASE Classes by Percentages

Program Area #2: Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language (ESL) and Workforce Preparation Classes in Basic Skills

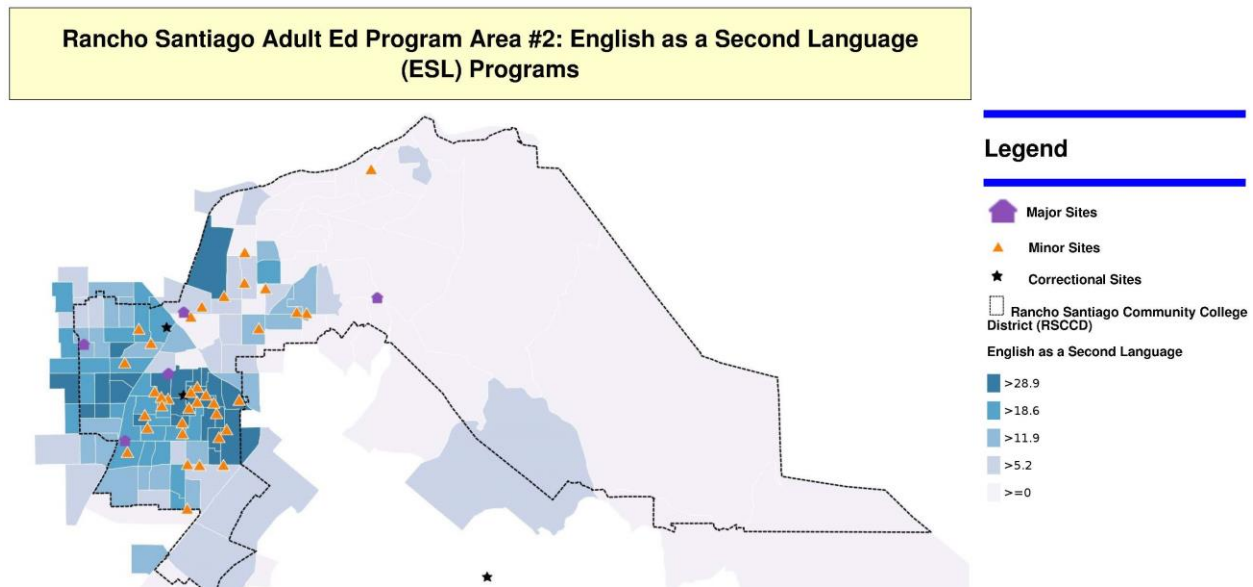


Figure 1.2: Map Of Program Area #2 ESL Sites With Demographic Data

The English as a Second Language (ESL) and Citizenship Program is the largest of the five program areas in RSAEC. ESL courses are taught at all five of the major site locations and 36 off-site locations representing 66% of the community locations. In addition, ESL courses are offered at four correctional facility locations. To accommodate the students' needs, the 41 sites have a variety of ESL courses including, Literacy, Beginning 1, 2 & 3, Beginning Low-High, Beginning Multi-Level, Intermediate 1, 2 & 3, Intermediate Low-High, Intermediate Multilevel, Advanced, Pronunciation, Conversation 1 & 2, Writing A & B, Advanced Grammar, and English for Work. In addition, credit ESL courses are offered at the two community colleges.

Citizenship is currently taught at nine sites representing 15% of our community sites. Workforce Preparation Classes in Basic Skills (also known as Vocational ESL or VESL) is offered at three sites representing 5% of the community sites. ESL, Citizenship and Workforce Preparation are all enhanced noncredit programs at RSCCD and receive funding through AEFLA. DSPS, counseling and student support services are offered at four of the major site locations, with citizenship services also available at some community centers.

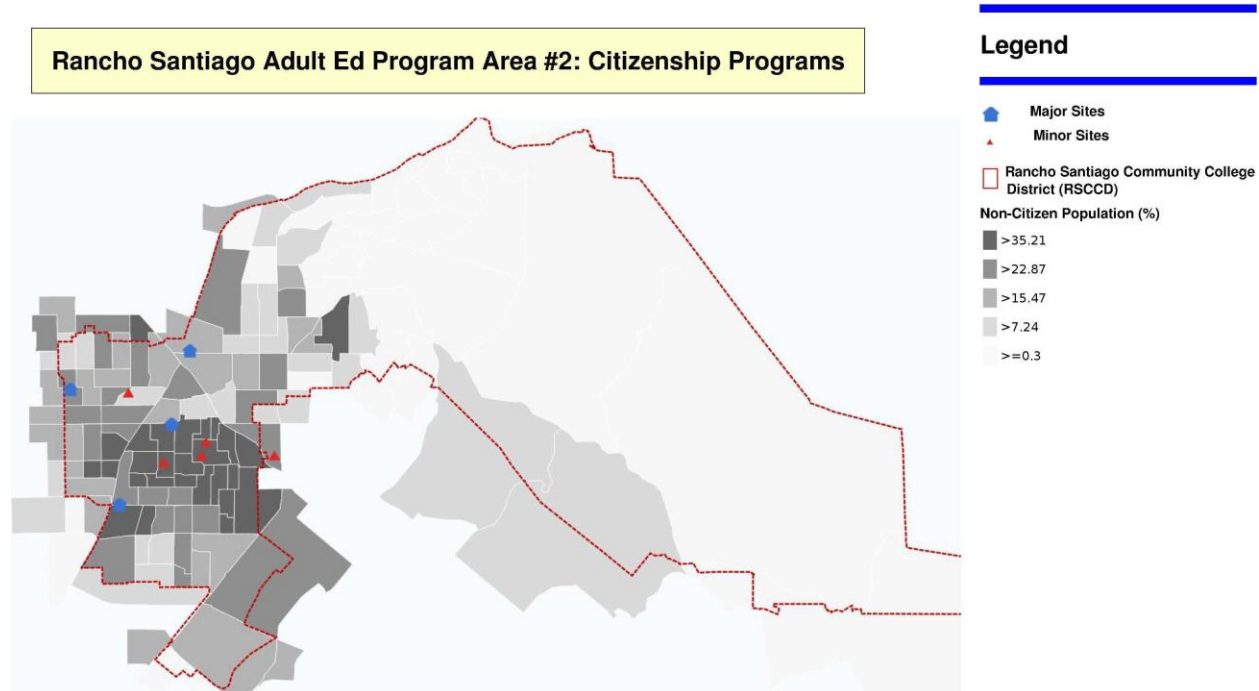


Figure 1.3: Map Of Program Area #2 Citizenship Sites With Demographic Data

Current data shows that in 15% (31,917) of the households in the Rancho Santiago region “no one age 14 and over speaks English only or speaks English very well” (*US Census Bureau, 2008-2012 American Community Survey*). Although there is a large amount of classes and locations, census data shows that these locations might not be in areas that are easy for all students to access. (See Objective #2 for more detailed analysis.)

	Count	Percent of ESL Sites	Percent of All Sites	Percent of Non-Correctional Sites
Major Sites	5	11%	7%	8%
Minor Sites	36	82%	53%	60%
Correctional Facilities	3	7%	4%	5%
Total	44	100%	65%	73%
All Consortium Sites	68			
All Non-Correctional Consortium Sites	60			

Chart 1.2: Sites Offering ESL Classes by Percentages

The same applies to Citizenship classes offered within the consortium. Research shows that 23% of the region’s population (173,343) does not have U.S. Citizenship (*US Census Bureau, 2008-2012 American Community Survey*). With such a high

number, it does not seem that nine sites is an adequate number to service this population.

Sites Offering Citizenship Classes

	Count	Percent of Citizenship Sites	Percent of All Sites	Percent of Non-Correctional Sites
Major Sites	4	44%	6%	7%
Minor Sites	5	56%	7%	8%
Correctional Facilities	0	0%	0%	0%

Total 9 100% 13% 15%

All Consortium Sites 68

All Non-Correctional Consortium Sites 60

Chart 1.3: Sites Offering Citizenship Classes by Percentages

Program Area #3: Education Programs for Adults with Disabilities

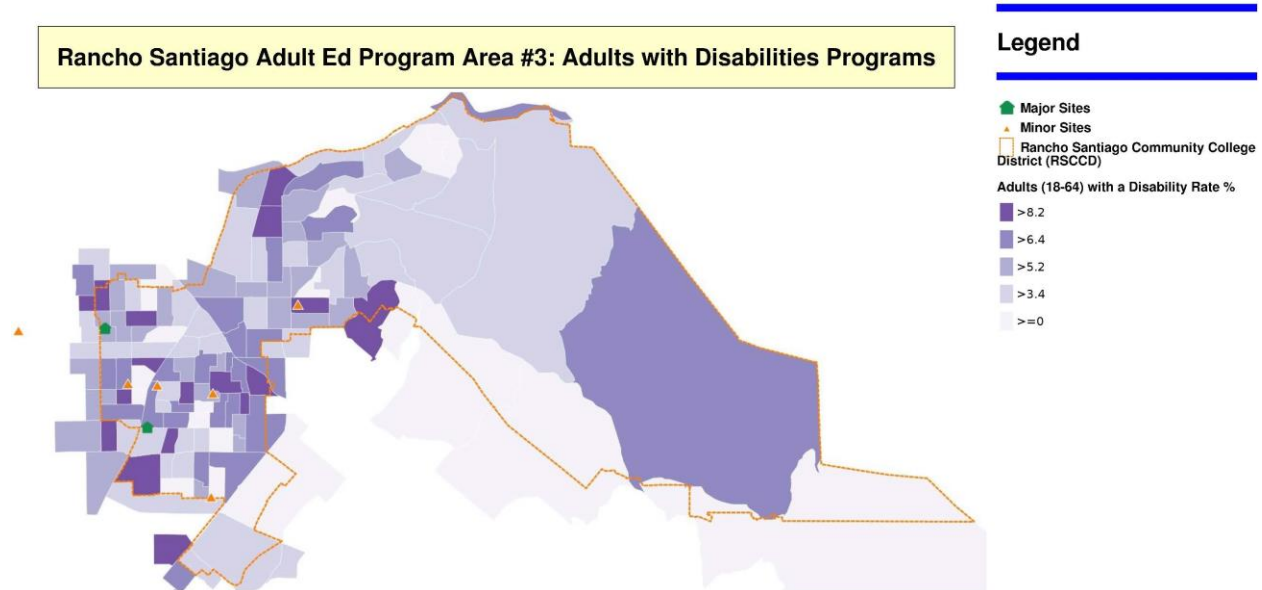


Figure 1.4: Map Of Program Area #3 Sites With Demographic Data

Among RSAEC, four of the seven members and partners offer programs for adults with disabilities. There are nine sites offering classes for adults with disabilities representing 15% of the community sites. Courses offered include Vocational Training, Independent Living Skills, Mobility Training, Connection to Community Resources, Functional Academics, Community Access Skills, Workplace Skills, Instruction for Parents and Adult Family Members in Signing for the Deaf, and Issues and Concepts for Adults with Developmental Disabilities. All of the courses listed above are noncredit and are not

receiving funds from AEFLA. All nine sites provide various services including counseling, Individualized Education Plans (IEP), DSPS and support services for adults with substantial disabilities.

One of the areas in which the consortium is working on increasing the quality of the program is in transitioning students to college credit programs and the workforce. There are 26,401 persons between the ages of 18-64 with a diagnosed disability (*US Census Bureau, 2008-2012 American Community Survey*) and they need more support services in order to successfully transition to college credit. The various programs within the Rancho Santiago region need to work together to better meet these students' needs. (See Objective #2 for more details in this area.) The consortium has already seen some improvement in this area through collaboration at task force meetings and by consortium members working together. For example, this fall SAUSD and SAC-School of Continuing Education (SAC-SCE) implemented a course to help students prepare to transition from the K-12 adult transitional program to SAC-SCE's noncredit program. The K-12 students are enrolled in a noncredit class at CEC to learn lifeskills, workforce preparation and employability skills. The two agencies are working together to help prepare students for the workforce. This course prepares and enables these students to find employment or continue on a career pathway after they have completed their K-12 adult transitional courses. With additional funding and programs, the consortium would like to see this type of collaboration continue.

Sites Offering Adults with Disabilities Classes

	Count	Percent of Adults with Disabilities Sites	Percent of All Sites	Percent of Non-Correctional Sites
Major Sites	2	25%	3%	3%
Minor Sites	6	75%	9%	10%
Correctional Facilities	0	0%	0%	0%
Total	8	100%	12%	13%

All Consortium Sites 68
 All Non-Correctional Consortium Sites 60

Chart 1.4: Sites Offering Classes For Students with Disabilities By Percentages

Program Area #4: Short Term Career Technical Education Programs with High Employment Potential

Currently, overall unemployment in the Rancho Santiago Adult Ed region's 16 and over population is at 9.5% representing 37,461 persons in the Rancho Santiago region (*US Census Bureau, 2008-2012 American Community Survey*). Within the consortium, five

of the seven members and partners offer courses in Short Term Career Technical Education Programs (Short Term CTE). In addition, six correctional facility locations offer Short Term CTE. Seventeen sites within RSAEC offer classes representing 27% of the community sites.

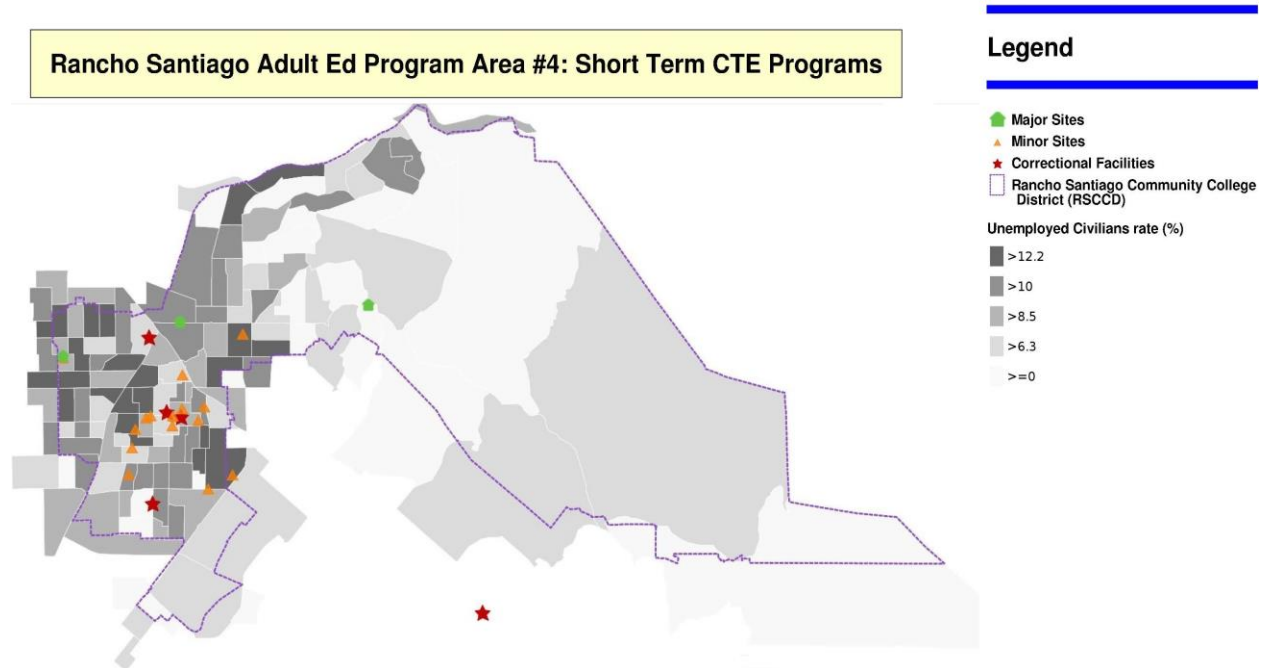


Figure 1.5: Map Of Program Area #4 Sites With Demographic Data

To help align students' employability needs with the needs of the community, there are a variety of programs and certificates offered to help better prepare students to find employment within the region. Some of the programs include Automotive Careers, HVAC, Intro to Welding, Intro to Sewing, Childcare Worker Programs, Dental and Medical Assistant Programs, Retail/General Office Clerk and Computer Skills. Computer Skills is one of the largest programs within Short Term CTE, offering courses in MS Office applications, QuickBooks, Adobe Acrobat, Navigating the Internet, Keyboarding, and more.

Although there is a large variety of programs offered in Short Term CTE, students are still having difficulty completing the programs and finding gainful employment due to lack of English skills. This is another area that collaborating and working together between agencies and departments can improve student outcomes. Members of the CTE and ESL task forces have scheduled subcommittee meetings to address these issues. At present, the subcommittee, comprised of both CTE and ESL department members, is working on a set of stackable certificates for a Retail Sales Clerk Certificate that will include both ESL and CTE classes. The stackable certificate is divided into four levels, allowing students to earn four certificates in shorter time intervals while working

toward the goal of completing the Retail Sales Clerk Certificate. This new stackable certificate has gone through the curriculum approval process and is now awaiting approval from the State Chancellor’s Office. The consortium is also looking into ways to incorporate contextualized, co-enrolled learning programs similar to the I-BEST model in Washington. Meetings are currently taking place at SAC and SCC between noncredit and credit CTE faculty to look at ways of opening up new career pathways and easing student transition into credit CTE programs. Again, with additional funding and programs, the consortium would like to see this type of collaboration continue. (See Objective #2 for more information.)

Sites Offering Short term Career Technical Education Classes

	Count	Percent of CTE Sites	Percent of All Sites	Percent of Non-Correctional Sites
Major Sites	3	13%	4%	5%
Minor Sites	15	65%	22%	25%
Correctional Facilities	5	22%	7%	8%
Total	23	100%	34%	38%

All Consortium Sites 68
 All Non-Correctional Consortium Sites 60

Chart 1.5: Sites Offering CTE Classes By Percentages

Program Area #5: Programs for Apprentices

Currently, in RSAEC, there are no programs for apprentices offered through K-12 adult education schools or CCC noncredit programs. However, Santiago Canyon College offers credit apprenticeship programs that offer training, in partnership with various employers and the Division of Apprenticeship Standards, for apprentices in the following programs:

- Carpentry
- Cosmetology
- Electrician
- Maintenance Mechanic
- Operating Engineers
- Plastering
- Power Lineman
- Surveying

REGIONAL COMPREHENSION PLAN OBJECTIVE #2

Consortium Plan Objective #2: An evaluation of current needs for adult education programs within the consortium’s region.

Narrative: The following narrative includes a description and assessment of current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet.

Analysis: See Table 2. Note that the 2008-2009 unduplicated enrollment number for RSCCD is a calculated estimate. The district used a different information management system at that time. In addition, Orange Unified School District (OUSD) no longer collects average daily attendance (ADA) for adult ed., but records continue to be kept. This explains the District’s ADA numbers, but no revenue.

Program Area #1: Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate

RSAEC created an elementary and secondary basic skills task force to address the unmet needs of the adult learners in the region. Within the consortium’s boundary lines, 17,072 adults, who comprise 20% of the 18-24 year old population, do not have a high school diploma. Likewise, this also affects the over 25 population in the region. 29% of the population ages 25 and over (135,660 residents) have less than a high school diploma (*US Census Bureau, 2008-2012 American Community Survey*). According to the Regional Fact Sheet supplied at the AB86 Planning Summit in Sacramento (*October, 2014*), only 17% of the adult learners within the Orange County Consortia are having their needs met in the area of basic skills. This is down from 30.9% in 2008/2009.

Rancho Santiago Adult Education Consortium-Program Area Estimated Educational Attainment and Elementary and Secondary Basic Skills (ABE/ASE) Class Sites

	Age 18-24	
Less Than High School Diploma	17,072	20%
Total	85,733	
	Count	18-24 No HS Diploma or GED
Sites offering ABE/ASE Classes	13	
Census Tracts with Sites Offering ABE/ASE Classes	13	2,080
Census Tracts with 18-24 year olds without a HS Diploma	125	17,072
Census Tracts that do not have ABE/ASE Sites	112	15,002
Percentage of Census Tracts with One or More ABE/ASE Sites	10%	12%

The Rancho Santiago Adult Education Consortium-Program Area currently offers Elementary and Secondary Basic Skills classes at 13 locations. These sites are located in 13 census tracts containing an estimated population of 2,080 18-24 years that do not have a high school diploma or its equivalent. It is estimated that there 17,072 18-24 year olds within the district that do not have a high school diploma. Thus, 10% of the tracts with this population are served by a site offering elementary and secondary basic skills courses. This means that only 12% of the census tracts that have 18-24 year olds without a high school diploma or the equivalent are located in census tracts that also offer elementary and secondary basic skills courses.

Chart 2.1: Estimated Educational Attainment And ASE/ABE Sites

The task force identified the following areas of significant need:

Lack of classroom space

Classroom space is very limited within the region, which hinders the consortium's ability to expand course offerings. Centennial Education Center (CEC) has the largest amount of ABE, GED and High School Subjects students, yet there are very few classrooms to service its adult learners. For example, one classroom at CEC located in B-109 has 128 seats to accommodate an integrated class of ABE, GED and high school language arts students. This same room had an unduplicated enrollment of 1,455 students in the 2014 spring semester (*Datatel, Santa Ana College, School of Continuing Education, spring 2014*). During the 2014 spring semester, the waitlist for a seat in room B-109 averaged 35 students at high demand class times. In fact, all ABE, GED and High School Subjects classrooms at CEC reported being impacted at different times throughout the 2013-2014 academic year, with seat waiting lists implemented for all rooms.

Lack of full-time instructors

The imbalance between full-time and part-time instructors in the consortium does not allow programs to properly serve students. For example, within the ABE and ASE departments at Santa Ana College and Santiago Canyon College – Schools of Continuing Education there are only four full-time instructors versus 84 part-time instructors to service approximately 39,500 students (See Table 1.1A, unduplicated enrollment 2013-2014). Prior to the recent implementation of the Affordable Care Act (ACA), the community college district had relied on part-time instructors to assist with the work overload. With the new ACA limitations, part-time instructors are no longer able to provide extra hours to be used toward facilitating, curriculum writing or substitute teaching, and this has greatly impacted the ability of faculty to meet student needs in the region. In fact, many of the RSCCD part-time instructors are eager to participate in the AB86 task force group, but are unable to do so because of the new ACA requirements.

Lack of Instructional Center Technicians

The high school subject labs located at both SAC-SCE and SCC-SCE are in great need of Instructional Center Specialists (ICT). Lack of these positions severely hinders student progress and transition. With limitations put on part-time instructor hours and the imbalance of full-time and part-time instructors, it is vital to increase the use of ICT positions. The ICT positions fill a much needed void in keeping the process of inputting ongoing and final student grades as well as providing clerical, curriculum, and registration support.

Lack of alignment between credit and noncredit/K-12 adult education

At the June 9th task force meeting, credit instructors from SAC and SCC noted that lack of college readiness skills is one of the largest areas of concern pertaining to students who have transferred from noncredit and adult education programs. From a survey of ABE and ASE noncredit instructors, it was determined that there is a lack of authentic class materials. New courses and curriculum need to be developed to inform and guide students through the process of college readiness including developing a clear transitional pathway that will enable adult learners to not only

access college programs and services, but also to succeed. More accelerated noncredit programs are needed so that adult learners can transition to credit at a faster rate. There is a need to align noncredit and K-12 students so that they can easily transfer between programs within the consortium. Students need to learn more about their academic and career options. In addition to AA Degrees, it is especially vital to inform students about opportunities in alternative pathways such as Regional Occupational Programs (ROP), Certificate Programs, Short Term CTE, and Programs for Apprentices.

Lack of child-care

Child-care is only offered at three of the eleven Program Area #1 sites. These child-care programs have limited space and only accept children based on age limitations (9 months to pre-kindergarten). In addition, there is a lack of evening and weekend child-care at all eleven sites.

Lack of transportation

Adult learners are not able to get to their classes in an ideal amount of time, with some bus routes taking 45 minutes to over one hour to reach their destinations. Oftentimes students need to take two or three buses to reach their desired location. The schools within RSAEC do not subsidize the cost of public transit. The ABE, High School Diploma, and GED programs have limited locations and require students to travel to varying sites. Due to this circumstance, the cost of transportation is a factor.

Lack of computers and computer instruction available to adult learners

Classrooms within the consortium do not have enough computers to serve all of the adult learners. For example, in three of the largest classrooms at Centennial Education Center (CEC), which are used for high school subjects, ABE and GED, there is a compelling need for additional computers. In the integrated high school subjects room, which includes GED, language arts, vocabulary and composition, there are 128 seats with 21 computers. The integrated math room, which services high school, ABE and GED students, has 52 seats and 0 computers. Lastly, the high school social and natural sciences room has 52 seats and 3 computers. These numbers reflect that on any given day, only 10% of the students in these classes have access to a computer. Currently, not one of the major sites within the region has a student computer lab. As both educational and career pathways add greater emphasis on technology, the lack of computers hinders the consortium's adult learners' ability to reach their goals. There is a need for more computer instruction at the ABE and ASE level as well as a need to develop new curriculum in introductory computer skills, computer vocabulary, and keyboarding. This is especially important with the formerly incarcerated students who lack these basic skills and need them to facilitate their transition back into their lives and also into a career or educational pathway.

Lack of preparation for students taking the new GED/Equivalency Certificate

The need to align the new GED to the common core has created a significant gap between the current GED curriculum and what students need to successfully pass the exam. Funding for new materials and textbooks is greatly needed in order to teach the updated standards. Computer-based testing is the new testing method of

the GED, yet many students lack basic computer literacy skills to pass the test in the allotted amount of time (See data regarding lack of computers above). In addition, instructors within the task force have observed that approximately three-fourths of the adult learners in the region are entering GED classes with a 6th to 8th grade level, whereas the new test is written at the 10th grade level. Also, there are two GED classes offered in Spanish within the consortium, yet instructors do not have the newly revised testing materials in Spanish.

Lack of study options for adult learners

A designated student resource center needs to be established at all five of the consortium's major site locations. Adult learners need a place where they can go to work independently, meet with counselors, borrow books, and have access to a computer lab. As illustrated by the information regarding computer availability on page 31, students within the consortium are severely limited by the lack of technology in the classrooms. Due to limited class space, students need to be given a place where they can finish classwork, complete homework, and study using course required books. In addition to establishing the resource center, students need a greater variety of course options, such as correspondence classes, hybrid classes, and independent study. Furthermore, students in the inmate education program do not have the option of completing their high school diploma readily available.

Lack of Outreach

There is a lack of advertising and targeting of specific student populations. According to the Regional Fact Sheet provided at the AB86 Planning Summit in Sacramento (*October, 2014*), Orange County Consortia have had a combined drop of 50,670 students in the area of basic skills. This represents a 45% drop in enrollment in the past five years. Although cuts in funding were a significant reason for these drops, increased advertising and information is now needed to increase enrollment and bring class and program enrollments in our region back to 2008/2009 levels.

Time lapses between ending one program and entering another

Both credit and noncredit instructors stated that many of the noncredit students' learned skills disappear from the time they end their previous class and start their next class.

Lack of DSPS help/services in the classroom

There is a lack of DSPS classroom specialists in the ASE, ABE and GED lab classrooms at SAC-SCE and SCC-SCE. Currently at SAC-SCE, there is assistance from the credit DSPS office on Tuesdays and Thursdays only. Students attending classes in the labs on Monday, Wednesday and Friday are not always able to use much needed equipment, such as Kurzweil, or specialty equipment used to help students with visual and/or hearing impairments. In order to meet all student accommodations, DSPS specialists need to be in the noncredit lab classrooms every day. In addition, it was determined that adult learners within the consortium need to have greater access to support services. With the increase of students in need of accommodations, it is vital for these adult learners to have the support they need. It was determined that there is a need to hire and train more DSPS faculty,

counselors and assistants. In particular, funding for full-time DSPS counselors and psychologists/mental health counselors is needed on the larger noncredit campuses to accommodate adult learners in need of psychological counseling services.

Program Area #2: Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language (ESL) and Workforce Preparation Classes in Basic Skills

A second task force group was created to look at Program Area #2. The task force members from RSAEC met over a period of eight months and one of the areas that they discussed was the unmet needs of the ESL adult learners, who represent 15% of the households (31,917 homes) in the region. The task force also discussed the needs of non-citizen adult learners, who represent 23% (173,343 people) of the region’s population (*US Census Bureau, 2008-2012 American Community Survey*). According to the Regional Fact Sheet supplied at the AB86 Planning Summit in Sacramento (*October, 2014*), only 8.8% of the Orange County Consortia adult learners are having their needs met in the area of ESL. This is down from 16.3% in 2008/2009.

Rancho Santiago Adult Education Consortium-Program Area Estimated English as a Second Language (ESL) Services and Population

	All Households in District
No one age 14 and over speaks English only or speaks English "very well".	31,917 15%
Total	206,200

	Count	ESL Households
Sites offering ESL Classes	41	
Census Tracts with Sites Offering ESL Classes	32	10,847
Census Tracts with ESL Households	125	31,917
ESL tracts not served	93	21,070
Percentage of ESL Census Tracts with One or More ESL Sites	26%	34%

Within the Rancho Santiago Adult Education Consortium-Program Area there are 41 sites offering ESL classes (this does not include correctional facilities). These sites are located in 32 census tracts containing an estimated 10,847 ESL households. It is estimated that there are 31,917 ESL households within the district. Thus, 26% of the tracts with ESL households are also served by at least one site offering ESL courses. In terms of ESL households, 34% are located in census tracts that also offer ESL classes.

Chart 2.2: Estimated ESL Services And Population

The following chart shows the estimated population by citizenship.

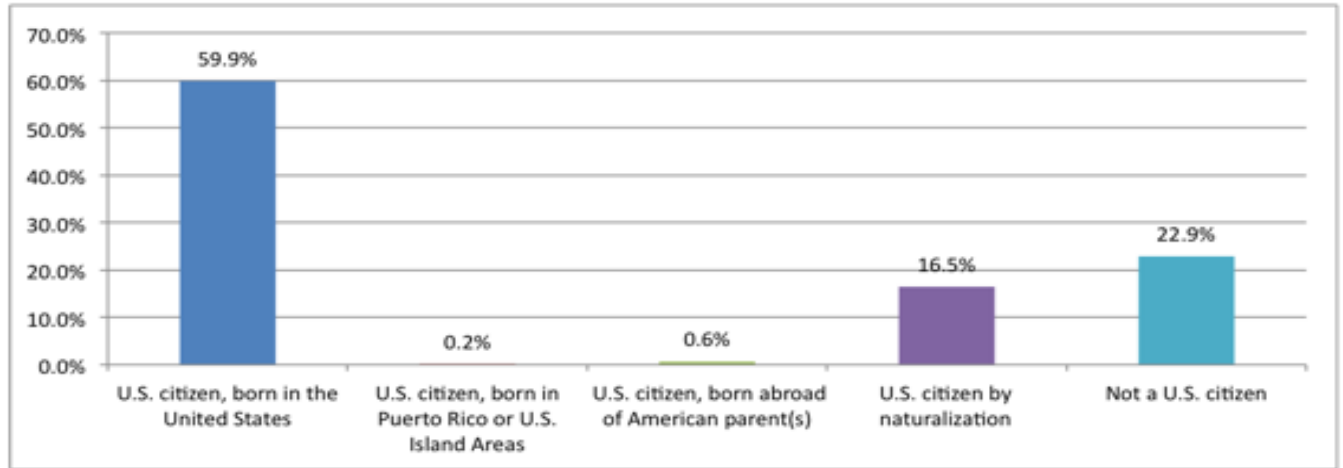


Chart 2.3: Estimated Population By Citizenship

**Rancho Santiago Adult Education Consortium-Program Area
Estimated Population by Citizenship**

	<u>Count</u>	<u>Percent</u>
U.S. citizen, born in the United States	451,166	59.8%
U.S. citizen, born in Puerto Rico or U.S. Island Areas	1,225	0.2%
U.S. citizen, born abroad of American parent(s)	4,804	0.6%
U.S. citizen by naturalization	124,083	16.4%
Not a U.S. citizen	173,343	23.0%
Total	754,621	100%

Chart 2.4: Estimated Population By Citizenship

The task force decided that there were significant needs in the following areas:

Lack of full-time instructors

The imbalance between full-time and part-time instructors does not allow the consortium to properly serve students. For example, within the ESL/Citizenship departments at Santa Ana College and Santiago Canyon College – Schools of Continuing Education there are five full-time instructors and one full-time coordinator versus 195 part-time instructors to service approximately 27,725 students (See *Table 1.1A, unduplicated enrollment 2013-2014*). Prior to the recent implementation of the Affordable Care Act (ACA), the community college district had relied on part-time instructors to assist with the work overload. With the new ACA limitations, part-

time instructors are no longer able to provide extra hours toward facilitating, curriculum writing or substitute teaching, and this greatly impacts the ability of faculty to serve their students' needs. In fact, many of the RSCCD part-time instructors are eager to participate in the AB86 task force group, but are unable to do so because of the new ACA requirements.

Lack of Instructional Assistants (IA) in the ESL classroom

Literacy and beginning low students take more time and need more help when acquiring English skills. There is a need to make accommodations within the classroom to provide extra help in this area. Noncredit instructors have stated that providing impacted classes with an IA greatly accelerates the learning time for students to acquire new skills.

Lack of alignment between noncredit and K-12 with credit programs

ESL students have a fear of moving to the next level, which creates a need to connect noncredit ESL students with students in higher levels and credit classes. Lack of full-time instructors and counselors limits the faculty's ability to facilitate the students in moving up the pathway to credit. Curriculum is needed to link classes and integrate different levels of instruction. Credit instructors have stated that noncredit students are not adequately prepared for credit classes. New courses and curriculum need to be developed to inform and guide students through the process of college readiness including developing a clear transitional pathway that will enable adult learners to not only access college programs and services, but also to succeed. Additionally, more accelerated noncredit programs, including the development of contextualized, co-enrolled learning models, are needed so that adult learners can transition to credit at a faster rate.

Lack of alignment between K-12 districts and noncredit

Due to the transient population in the consortium's region, students often transfer between programs. There is a need to align K-12 and noncredit ESL classes so that adult learners can make an easier transition between programs. A common placement assessment needs to be developed as well as accurately labeling course offerings using CB21 coding as a guide. In addition to course alignment, all K-12 and noncredit students need to learn more about their academic and career options. In addition to AA Degrees, it is especially vital to inform students about opportunities in alternative pathways such as Regional Occupational Programs (ROP), Certificate Programs, Short Term CTE, and Programs for Apprentices. Hiring standards also create a problem in aligning K-12 and noncredit programs. Requirements are not equivalent across counties and districts with adult education and noncredit agencies having different hiring standards.

Lack of child-care

Child-care is only offered at five of the forty-one Program Area #2 sites. These child-care programs have limited space and only accept children based on age limitations. In addition, there is a lack of evening and weekend child-care at all forty-one sites.

Lack of transportation

Although there are many ESL classes in the community, most of them are taught at the beginning levels, with only three community sites offering classes above the Beginning 3 level. Adult ESL learners wishing to continue their studies in advanced levels must travel to one of the major sites. In addition, classes with fewer than 20 students are often canceled, further hindering students' progression to higher levels, and creating a need for them to find means to travel to another class location. Many adult learners are not able to get to their classes in an ideal amount of time, with some bus routes taking 45 minutes to over one hour to reach their destinations. Oftentimes students need to take two or three buses to reach their desired location. It is time-consuming and costly for the students. The schools within RSAEC do not subsidize the cost of public transit.

Lack of computers and computer instruction available to adult learners

Similar to Program Area #1, ESL classrooms do not have enough computers to serve all of the adult learners within the consortium. There is a need for more computer instruction in the ESL classroom. Additional curriculum in introductory computer skills, computer vocabulary, and keyboarding is needed to prepare adult learners for transitioning into credit programs and the workforce. This is also true within the inmate population where there is a definite need to embed computer lessons into the ESL courses.

Lack of help for students with disabilities

According to the task force, the perception is that there has been little to no support in noncredit to help ESL adult learners with disabilities. This is especially apparent in off-site locations. Adult learners within the consortium need to have greater access to support services regardless of their class location. It was determined that there is a need to hire and train more DSPS faculty, counselors and assistants. In particular, funding for full-time DSPS counselors and psychologists/mental health counselors is needed on the larger noncredit campuses to accommodate adult learners in need of psychological counseling services.

Lack of Citizenship classes

There are nine sites that offer citizenship programs within the consortium. Many of these classes are impacted with 45+ students and have waiting lists to enter. Orange County Communities Organized for Responsible Development (OCCORD), a non-profit organization within the consortium that assists immigrants with citizenship training, consistently has adults waiting to enter citizenship classes. The consortium's region has a non-citizenship rate of 23% (173,343 persons). To further elaborate on this problem, the data shows that only 12% of the non-citizen population has a citizenship class offered in their census tract. In the top ten census tracts with the largest number of non-citizens, nine out of ten census tracts do not have sites that offer citizenship classes. This affects 83,476 non-citizens (*US Census Bureau, 2008-2012 American Community Survey*).

Lack of Outreach

There is a lack of advertising and targeting of specific student populations. According to the Regional Fact Sheet provided at the AB86 planning summit in Sacramento (*October, 2014*), Orange County Consortia have had a combined drop

of 43,917 students in the area of English as a Second Language. This represents a 46% drop in enrollment in the last five years. Although cuts in funding were a significant reason for these drops, increased advertising and information is now needed to increase enrollment and bring class and program enrollments in our region back to 2008/2009 levels.

Program Area #3: Education Programs for Adults with Disabilities

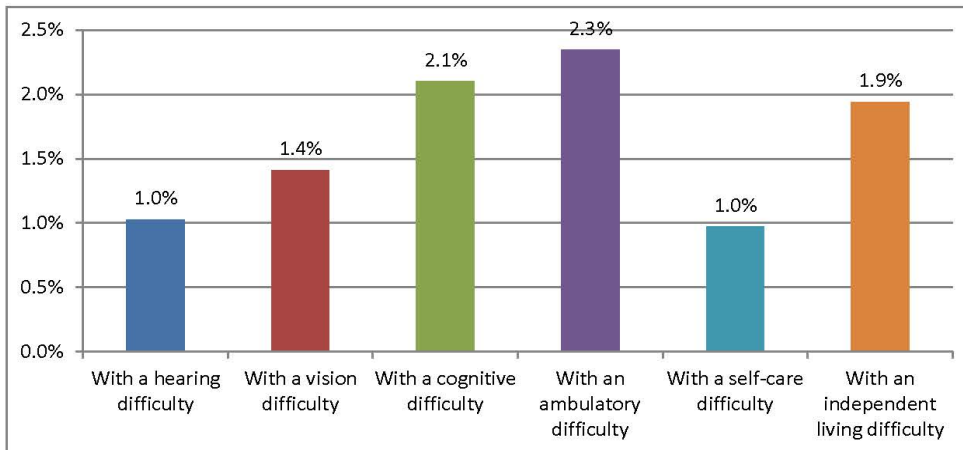
Within RSAEC there are 26,464 adults age 18-64 identified with a disability. Disabilities affect 5.5% of the total population within the boundaries of the region. Adults with a hearing difficulty comprise 1% of the disabled population; vision difficulties make up 1.4%; cognitive difficulties account for 2.1%; ambulatory difficulties 2.3%, self-care difficulties 1%, and independent living difficulties make up 1.9% of the disabled population (*US Census Bureau, 2008-2012 American Community Survey*). A task force group was formed to discuss the unmet needs for students with disabilities.

**Rancho Santiago Adult Education Consortium-Program Area
Estimated Population with Disabilities**

	<u>Count</u>	<u>Percent</u>
Total civilian noninstitutionalized population	749,808	
<u>With a disability total civilian noninstitutionalized population</u>	<u>53,358</u>	<u>7.1%</u>
With a disability 18 to 64 years	26,464	5.5%
With a hearing difficulty	4,933	1.0%
With a vision difficulty	6,781	1.4%
With a cognitive difficulty	10,099	2.1%
With an ambulatory difficulty	11,275	2.3%
With a self-care difficulty	4,668	1.0%
With an independent living difficulty	9,330	1.9%
<u>Population 18 to 64 years</u>	<u>480,192</u>	

Chart 2.5: Estimated Population With Disabilities

Percentage of the Population 18 to 64 Years of Age by Type of Disability



DISABILITY

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Chart 2.6: Percentage Of Population 18-64 Years Of Age By Type of Disability

The adults with disabilities task force identified the following unmet needs:

Lack of courses offered

There are 9,330 adults living with an independent living difficulty within the region's boundaries (*US Census Bureau, 2008-2012 American Community Survey*). RSAEC has classes at 8 sites, which service approximately 561 students (*See Table 1.1A, unduplicated enrollment 2013-2014*). There is a need to implement more and varied programs focusing on independent living skills. In addition, courses need to be developed in social skills with an emphasis on the work environment and interview skills. Furthermore, a community outreach program needs to be developed for businesses that are flexible in their support of hiring and mentoring those with disabilities.

Lack of attention to student transitioning

The task force found that many of the adult learners with disabilities fall to the wayside because they often do not have the support services they need to make decisions regarding choices available to them in higher education. Adult learners with identified disabilities who finish their K-12 programs are uncertain of what to do or where to go. Students need to be better prepared to speak with their DSPS counselors, and to be able to talk about what they need.

Need to identify adult population at different agencies

Four of the member and partner agencies in RSAEC offer services for adult learners with disabilities, but historically there has been little communication between these different agencies. Adult learners with disabilities are unable to see the connection between their K-12 programs and other schools within the region that offer credit and/or noncredit programs. There is a need to combine all of the programs and services on a map that can be shared with all of the agencies. The task force recommended that a regional service center be developed for adult learners with disabilities with ties to all of the consortium's agencies that offer services.

Undiagnosed student population

In addition to the 26,464 adult learners aged 18-64 living in the region with a disability (*US Census Bureau, 2008-2012 American Community Survey*), there are many more that are undiagnosed. Many of the adult learners in the region are undocumented and do not qualify for health care. In Orange County there is an estimated population of 236,569 persons who are undocumented. The greatest percentage of this population, over 18%, resides in Santa Ana and Orange (*Pastor, What's at Stake for the State, 2013*). The task force determined that there is a need to expand DSPS services to identify and accommodate students with undiagnosed disabilities. Instructors report that they see possible learning disabilities in class, but are unable to address these issues due to a lack of resources and training. Thus, many adult learners with undiagnosed disabilities have difficulty moving forward. In addition, the inmate education task force recommended that new assessments be developed for the county jails to help identify undiagnosed adult learners in the inmate education programs.

Lack of research in how to accommodate the growing student population diagnosed with autism spectrum disorders (ASD)

There is a lack of information regarding the growing number of adult learners with a diagnosed autism spectrum disorder. In 2002 there was an estimated one out of 150 children diagnosed with an ASD in the United States. That number increased nationwide to one out of 88 children by 2012. In Orange County, the number is even higher. In fact, Orange County has the highest number of students diagnosed and receiving special education services in the state of California. It is reported that one in every 63 children within Orange County has been diagnosed with an ASD and is receiving special education services (*Katherine Bold, UC Irvine Health, Autism Facts and Signs, ucirvinehealth.org, 2015*). As these children grow into adults, there is a need for the community college and K-12 adult education programs to provide them with opportunities that lead to jobs with family sustaining wages and/or to post-secondary education. Further research is needed in this area, as well as dedicated funding toward developing new programs and services directed at this growing population. In addition, funding is needed to hire transition specialists with DSPS training to encourage and facilitate students in continuing on a career and/or educational pathway.

Program Area #4: Short Term Career Technical Education Programs with High Employment Potential

Short Term Career Technical Education Programs with high employment potential are offered at seventeen sites within RSAEC. In 2013-2014 there were approximately 11,091 students enrolled in the regions various CTE programs (See *Table 1.1A and 1.2, unduplicated enrollment 2013-2014*). In comparison to the data available on unemployment rates, this number is quite low. According to the latest census data, there are 37,554 people over the age of 16 who are unemployed. According to the Regional Fact Sheet supplied at the AB86 Planning Summit in Sacramento (*October, 2014*), only 20.3% of the Orange County Consortia adult learners are having their needs met in the area of short term CTE. This is down from 88.4% in 2008/2009. A CTE task force was formed to look at the unmet needs of these adult learners.

**Rancho Santiago Adult Education Consortium-Program Area Estimated
Estimated
Population in the Labor Force 16 years and over**

Population 16 years and older

	<u>Count</u>	<u>Percent</u>
In labor force	395,469	68%
Not in labor force	184,271	32%
	579,740	
Population 16 years and over		
In labor force- Civilian labor force	395,150	99.9%
In labor force- Armed forces	319	0.1%
Population 16 years and over		
In labor force - Civilian labor force - Employed	357,596	90.5%
In labor force - Civilian labor force - Unemployed	37,554	9.5%

Chart 2.7: Estimated Population In The Labor Force 16 Years And Over

The CTE task force met and identified the following areas of significant need:

Lack of full-time instructors

The imbalance between full-time and part-time instructors does not allow the consortium to properly serve students. For example, the CTE departments at Santa Ana College and Santiago Canyon College – Schools of Continuing Education are taught almost exclusively by part-time instructors. There is only one full-time instructor between both colleges to service approximately 11,000 students (See *Table 1.1A, unduplicated enrollment 2013-2014*). Garden Grove Unified School District also has no full time instructors and their program services approximately 206 students (See *Table 1.2, unduplicated enrollment 2013-2014*). Prior to the recent implementation of the Affordable Care Act (ACA), the community college district had relied on part-time instructors to assist with the work overload. With the

new ACA limitations, part-time instructors are no longer able to provide extra hours toward facilitating, curriculum writing or substitute teaching and this greatly impacts the faculty's ability to serve their students' needs. In fact, many of the RSCCD part-time instructors are eager to participate in the AB86 task force group, but are unable to do so because of the new ACA requirements.

Lack of child-care

Child-care is only offered at three of the seventeen Program Area #4 sites. These child-care programs have limited space and only accept children based on age limitations (9 months to pre-kindergarten). In addition, there is a lack of evening and weekend child-care at all seventeen sites.

Lack of transportation

Adult learners are not able to get to their classes in an ideal amount of time, with some bus routes taking 45 minutes to over one hour to reach their destinations. Oftentimes students need to take two or three buses to reach their desired location. With adult learners taking classes in CTE, employment is a big factor and they do not have the time to spend 1-2 hours commuting daily. With classes having limited locations, the cost of transportation is also a factor. In addition, the schools within RSAEC do not subsidize the cost of public transit.

Lack of computers and computer instruction available to adult learners

Classrooms do not have enough computers to serve all of the adult learners. There is a need for more computer-based certificates programs. As the workforce gets more and more technology based, all adult learners need to learn basic computer skills including keyboarding, software applications, and computer vocabulary to be competitive in the workforce market. Furthermore, there is a specific need within the inmate education program to offer more computer classes. Inmates often do not have the resources or knowledge necessary to transition to the workplace once they are introduced back into society. The inmate education task force recommended that more computer classes be implemented, and additional courses be developed using simulation software to create a virtual environment.

Lack of English skills

Short Term CTE adult learners often have difficulties talking and verbalizing information about themselves. There is a need to better prepare these students in soft skills, oral language and interview skills. In addition, CTE students often have poor writing skills and are unable to draft a sentence or paragraph. Classes in workforce readiness, with a focus on reading and writing, need to be developed to help these students transition to the workplace and increase their employability chances.

Outreach is limited

There has been a decline of 5,245 students attending Short Term CTE programs at RSCCD over the past five years (*See Table 2, unduplicated enrollment 2008-2009 and 2013-2014*). Outreach programs need to be developed to reach out to K-12 adult education programs as well as to students in noncredit ESL, ABE and ASE programs to inform them of the Short Term CTE certificate offerings. According to the Regional Fact Sheet provided at the AB86 Planning Summit in Sacramento

(October, 2014), Orange County Consortia have had a combined drop of 41,683 students in the area of short term CTE. This represents a 77% drop in enrollment. Although cuts in funding were a significant reason for these drops, increased advertising and information is now needed to increase enrollment and bring class and program enrollments in our region back to 2008/2009 levels. Adult learners need to be made aware of the alternative educational options that Short Term CTE programs provide.

Program Area #5: Programs for Apprentices

Santiago Canyon College is the largest provider of apprenticeship programs in the state of California offering seven programs and servicing 3,491 students. However, so far there has been little collaboration between the noncredit and K-12 programs and the Divisions of Apprenticeship Standards in order to align the two programs. There is an opportunity to collaborate with the various apprenticeship programs offered through SCC as possible career pathways for adult learners, but currently, this opportunity is largely underutilized. Due to the way that apprenticeship programs operate independently of the college and through the use of Training Trusts, it makes it difficult to form relationships with the various programs. In addition, all of the apprenticeship programs are run independently of each other, providing another hurdle in collaboration efforts.

Lack of full-time instructors

The imbalance between full-time and part-time instructors does not allow the consortium to properly serve students. This applies to the area of apprenticeship also. Students who do not immediately qualify to enter apprenticeship programs will need to enroll and complete pre-requisite courses. Additional full-time instructors are needed to develop curriculum for adult learners that are choosing a career pathway in education that incorporates apprenticeship programs.

Lack of alignment

Currently there is very little alignment between the K-12 adult education and noncredit programs and the credit apprenticeship programs. Adult learners, in both K-12 and noncredit, do not have a clear career and/or educational pathway to enable them to enter these programs. Likewise, adult learners who are not qualified to enter the apprenticeship programs do not have a referral program established with noncredit or adult education programs to provide them with the skills and pre-requisites they need.

Lack of child-care

Child-care programs are lacking at all K-12 and noncredit sites. These child-care programs have limited space and only accept children based on age limitations (9 months to pre-kindergarten). In addition, there is a lack of evening and weekend child-care at all sites.

Lack of transportation

Adult learners are not able to get to their classes in an ideal amount of time, with some bus routes taking 45 minutes to over one hour to reach their destinations. Oftentimes students need to take two or three buses to reach their desired location. With classes having limited locations, the cost of transportation is also a factor. In addition, the schools within RSAEC do not subsidize the cost of public transit.

Outreach is limited

Outreach programs need to be developed to reach out to K-12 adult education programs as well as students in noncredit ESL, CTE, ABE and ASE programs to inform them of the apprenticeship offerings. Similar to CTE, adult learners need to be made aware of the alternative educational options that the Apprenticeship programs provide.

Lack of pre-requisite courses designed for Apprenticeship programs

Currently, there are few courses designed specifically for students wanting to enroll in apprenticeship programs. New courses need to be developed to facilitate the transition between noncredit and credit programs in the area of apprenticeship.

REGIONAL COMPREHENSION PLAN OBJECTIVE #3

Consortium Plan Objective #3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

Narrative: The following narrative describes the specific plans and strategies the consortium will employ to create educational pathways and alignment of placement, curriculum, assessments, progress indicators and major outcomes. In addition, it describes transition strategies among consortium participants including communication paths among consortium participants and higher education institutions, defined and articulated pathways to postsecondary education or the workforce, and embedded access to student services including counseling, guidance, and follow-up.

Analysis: See Table 3.1

RSAEC Priorities:

- 1) Building of two new regional facilities**
- 2) Hiring of additional full-time faculty**
- 3) Additional sites in high need areas within one mile of targeted adult learners**
- 4) Development of educational and career pathways**

Overlapping Program Areas:

After over 30 task force meetings, one-on-one meetings, and faculty and department meetings, it was noted that many of the transitions needing to be addressed overlap the five program areas. The following narrative has been compiled from information gathered from all of the aforementioned meetings. The task force determined that the following transition strategies be employed by all of the program areas, and in some cases, a group of two or three areas.

To meet the needs of the consortium's adult learners in in the areas of transitioning, alignment and articulation, it is the number one priority of the consortium to provide classroom space and facilities where students can learn and advance through their educational pathways. In order to provide this, two new regional facilities need to be built. The major outcome of building these centers would be increased enrollment from the underserved population in the consortium and increases in the number of adult learners advancing to credit programs and the workforce.

To ease the transition between the AB86 planning period and the implementation phase, and to maintain compliance with the Adult Education Block Grant Program, a full-time AB86 project administrator needs to be funded. The responsibilities of this

position would include coordination of the AB86 efforts of the RSAEC members including SAUSD, OUSD, GGUSD, OCDE, and OCSd, as well as, but not limited to: libraries, community-based organizations, local workforce development boards, county probation departments and social services agencies. Responsibilities would include leading steering committee and task force meetings to develop a comprehensive plan that includes an evaluation of the adult educational needs, as well as, current levels and types of adult education services in the region, an evaluation of funds available to the members of the consortium, actions that the members of the consortium can take to address the needs of adult learners, improve the effectiveness of services offered, and improve the integration of services and transitions into postsecondary education and the workforce. Additional responsibilities would include continued work and collaboration with other consortia, reaching out to community partners to leverage facilities and services, implement ongoing professional development, and continued work with all program area task force groups to document and evaluate the implementation of goals and objectives as stated in the AB86 Comprehensive Plan. Progress indicators would include completing all duties set forth by the Adult Education Block Grant Program, tracking the implementation of the proposals recommended by the consortium and allocation committee, and tracking progress made with the objectives of the plan.

In order to continue the valuable research work being done for the consortium, funding is needed to hire a full-time AB86 researcher. Throughout the planning stage, the RSAEC researcher tracked census data, provided student demographics, created interactive maps, and conducted surveys. This type of work needs to continue as we move into the implementation phase. Additionally, as the consortium members develop new programs and implement proposals set forth in the comprehensive plan, data will need to be gathered and interpreted to guide the consortium. Progress indicators would include the gathering of data and statistics from newly implemented programs. The major outcome of this position would be the ability to align data across the consortium and use the data to develop improved programs for the adult learners within the Rancho Santiago region.

The funding and hiring of a part-time AB86 webmaster is also crucial for the consortium during the implementation phase. During the AB86 planning stage, the web designer created a web page so that all state-wide consortia, local faculty and staff, community partners, and interested agencies could access what RSAEC was doing at any given time. This allowed for the consortium to remain inclusive and transparent. As the implementation phase approaches, RSAEC would like to expand the AB86 website into an informational site for all adult learners within the consortium where they can access information such as class offerings, site locations, and counseling and DSPS services. Progress indicators would include monitoring the transition of the current website into a student-centered website and tracking the increase of visitors to the site. The major

outcomes of establishing this position would be to align all consortium information onto one accessible platform and to show a significant gain in adult learners obtaining information from the RSAEC website, enrolling in classes, and/or receiving services from one of the RSAEC sites.

In order to integrate existing programs and create seamless transitions for the adult learners in the Rancho Santiago region, alignment and transition between noncredit and credit needs to be implemented across all program areas. Alignment of programs needs to pay specific attention to assessments, orientation and student education plans. Currently, there is not a centralized position at SAC-SCE to oversee all program areas. Funding for a management position to coordinate and manage student success is needed. The responsibilities of the position would include coordinating student career and educational pathways in the following areas:

- Coordinate assessment and orientation for all noncredit
- Coordinate transition
- Coordinate counseling
- Coordinate orientation, career and pathway fairs
- Coordinate outreach

The progress indicators would include tracking student success, student completions and student transitions to credit. Major outcomes would be an increase in students following their student success plans and matriculating into a credit program or transitioning into the workforce.

In order to track student success, common state-wide student ID numbers need to be implemented. Discussions regarding implementing a common state-wide ID number were heard in almost all of the outbreak groups at the AB86 State Summit in Sacramento (*October, 2014*), and most of the consortia were in agreement that this is a high priority. By creating a state-wide student ID number for adult learners in community college and K-12 adult education programs, it will facilitate communication paths among consortium members. Additionally, it will greatly increase the accuracy of tracking student success data.

In order to better prepare adult learners in all program areas for transition to credit, including alternate pathways such as CTE, certificate programs, and apprenticeships, students need to meet with counselors earlier on in their noncredit programs. Waiting until completion is often too late for many adult learners. Developing and implementing a student interest assessment is important to help students identify their strengths and to align them with the correct program to meet their needs. Meeting with a counselor as soon as possible after a student enrolls in classes to review educational and career pathways allows students to re-focus on the next step of their plan. Also, in order to meet the needs of off-site learners, teleconferencing with counselors via Facetime or

Skype, mobile devices or iPads is recommended. The creation of new educational and informative videos, and online orientation programs, need to be made readily available so that students have better access to counseling information and services. This will also allow off-site students who have historically had little interaction with counselors to benefit from embedded counseling. One of the new Student Success Support Program guidelines will require all students in noncredit programs to receive an orientation and have an individualized education plan. These are currently being planned at some agencies. Progress indicators would include tracking the number of adult learners utilizing online orientation sites and teleconferencing with counselors. Major outcomes would include an increase in the number of adult learners transitioning to credit programs.

The findings listed above are equally important within the inmate education program. Counselors are needed within the jail system to provide help in identifying inmates who are interested in further education. It is vital for these students to take initial assessments upon entry to help identify their strengths and choose the correct program. In addition, this assessment needs to provide an exit strategy, which is a distinct need in the inmate education program. Many inmates do not know what to do upon release and need extra guidance to help them with transitioning. Individualized student education plans also need to be readily available to this population. Progress indicators would include tracking the number of adult inmates meeting with counselors and completing their initial needs assessments, and tracking the progress made on their Student Education Plans. Major outcomes would include an increase in the number of inmates transitioning into credit programs or the workforce upon release. Furthermore, the inmate education task force believes that with an increase in education and guidance, it will contribute to a decline in the recidivism rate among ex-offenders.

The common assessment, which is currently being developed by the state of California, is also essential in aligning courses and programs within the consortium. The common assessment would affect Program Areas #1, #2 and #4 in the testing of basic skills and student placement in the areas of English and Math, as well as ESL for credit and noncredit programs. The common assessment would facilitate communication between participants in the consortium and enable better alignment between all programs. Upon completion of the common assessment, funds would be needed to conduct a regional pilot and to determine cut-off scores for levels in the various courses in the region. Funding for a full-time assessment faculty member to coordinate among all the programs in the region and align programs using CB-21 coding would also be necessary. Monthly meetings to determine the success of the program and an increase in the alignment between these programs would be used as the progress indicators. A major outcome of this would be to have all programs in the consortium's region using the common assessment.

Program Area #1: Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate

In order to create seamless educational pathways, representatives from the consortium's elementary and secondary basic skills programs met and identified seven major areas where strategies need to be employed to align career and educational pathways. All of these plans include programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following transition strategies be employed by Program Area #1.

Articulation agreements between noncredit high school subjects and credit courses, including apprenticeship programs, need to be established in math, natural and social sciences, and English. These agreements will enable noncredit students to easily transition into apprenticeship programs and/or college level classes. Collaboration between the noncredit, apprenticeship and credit programs needs to include curriculum development and post-testing that aligns with entry level assessments. In addition, noncredit science instructors need to work with their credit counterparts to better align coursework and prepare adult learners for credit level classes. This is an area of concern because noncredit students entering science classes at SAC and SCC are not required to take labs in their adult education classes. Initial talks between the noncredit and credit programs have determined that an added lab component is essential. In collaborative task force meetings, it has been suggested to leverage the use of science labs at Orange County Department of Education, Orange Unified and Santa Ana Unified's high school sites to conduct an action research project that will give adult learners the added lab component to help them succeed in credit science courses. Progress indicators would include tracking the number of classes with articulation agreements and tracking the number of noncredit students transitioning into those courses. Major outcomes would be determined by the number of students who complete the articulated high school course and complete the correlated credit course with a C or better.

The creation of updated evidence-based curriculum needs to be written to align the elementary and secondary basic skills programs with common core standards in the ABE, High School Diploma and GED programs. Additionally, evidence-based activities and tasks need to be integrated into the GED curriculum and developed in both English and Spanish to align with the new GED assessment. Curriculum in the core subject areas of math, natural and social sciences, and English needs to be expanded and aligned to college entry-level classes and career readiness. Additionally, curriculum in the areas of ABE English and math needs to be updated and revised to allow for a seamless transition into higher-level programs or the workforce. To support the new curriculum, new textbooks, software programs and supplementary materials aligning

with common core need to be purchased and made available to adult learners throughout the consortium.

In order to be successful with these implementations, funding to hire additional full-time ABE, GED, and ASE faculty is crucial, especially in the areas of English, natural and social sciences, and math. Currently, there are only four full-time instructors in the elementary and secondary basic skills programs at SAC-SCE, SCC-SCE and GGUSD combined. There are no full-time instructors with expertise in math or the sciences teaching in any of the adult education programs in our consortium's region, which services approximately 30,784 students. Writing curriculum, developing articulation agreements and collaborating with the credit departments is nearly impossible without sufficient full-time faculty. Additionally, there is not enough full-time faculty to continue the much needed ongoing communication between consortium members.

In addition to full-time faculty, there is also a great need to hire full-time Instructional Center Technicians (ICT) in the ABE, GED and HSS lab rooms at SAC-SCE and SCC-SCE. The decline in the number of ICT's in the elementary and secondary basic skills rooms has severely hindered student progress and transition. ICT's duties include the processing of ongoing and final grades needed for student progression and transition, in addition to clerical, curriculum, and registration support. A major outcome of hiring additional ICT's would be to see an increase in the ease of transitioning learners into their next level or course of study. Major outcomes would include an increase in the number of students transitioning to higher levels and an increase in graduation completion rates.

Increased staffing of the counseling departments at SAC-SCE and SCC-SCE is also needed to develop a pathway for noncredit students to transition and succeed in credit classes. By offering a Student Success Class with embedded counseling, adult learners would be equipped with the necessary tools to overcome barriers that inhibit academic success and student retention. The class would offer guidance, tools to succeed in college, help with navigating the campus, and homework assistance. Follow-up would be provided through a student-peer mentor program. This class was developed and approved in 2009, but never implemented due to budget cuts. Progress indicators would include the number of students enrolled in the class and in the subsequent peer-mentor component. Major outcomes would be a rise in student retention rates and tracking the increase in students who meet their benchmarks on the SSP's.

New programs need to be developed for K-12 students from SAUSD, OUSD, and OCDE who have aged-out or are too credit deficient to graduate. In order to facilitate students transitioning to the noncredit High School Diploma program at SAC-SCE and SCC-SCE, it is proposed to establish an adult high school diploma program in

conjunction with SAUSD, OUSD, and OCDE at an off-site location. RSAEC faculty have started communications with NOCRC to learn from their successful *SCE-Gilbert-West Off-Site High School Lab Action Research Project*. Faculty from RSAEC have been invited to visit the Gilbert-West site, speak with instructors and counselors, and observe work being done in the classroom. After research and information is gathered, SAC-SCE and SCC-SCE propose to start two action research programs, one in conjunction with SAUSD and the other with OUSD modeled after the Gilbert-West project currently being conducted by NOCRC. Faculty from SAC-SCE and SCC-SCE will work together with the guidance counselors at SAUSD, OUSD and OCDE. Similar to the Gilbert-West project, SAC and SCC will pilot this project with the goal of increasing student retention and completion rates. Progress indicators would include the number of students entering and completing their high school diplomas. Major outcomes would be a rise in high school completion rates and graduates transitioning to credit programs and/or the workforce.

Alignment across programs is also essential. In the program areas of short term CTE and elementary and secondary basic skills, it is important to align programs to enable students to have options to take courses in both programs. This would facilitate students who would like to take CTE courses as electives in the high school diploma program. Currently, high school students enrolled through GGUSD do not have these options available. Creating new elective options could be done by working together with the various high school diploma programs in the consortium to align such issues as seat time and elective requirements. Again, full-time faculty would need to be available to create curriculum and articulation agreements between the programs.

Program Area #2: Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language (ESL) and Workforce Preparation Classes in Basic Skills

ESL and citizenship instructors met over several months to collaborate on pathways for adult learners to seamlessly transition into postsecondary education and the workforce. The task force concentrated on five areas of concern. The following plans include recommendations for programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to plans discussed in the overlapping areas noted above, the task force recommended that the following transition strategies be employed in Program Area #2.

Articulation agreements between noncredit and credit ESL need to be developed. To make a seamless transition to credit, students need to be able to complete their noncredit ESL courses and be directly enrolled into credit courses without any hurdles. It is recommended that a Transition to College Class be developed for Intermediate 3 students to help ease the transfer process. The proposed class would incorporate three

different elements including noncredit, credit and embedded counseling. An example of lessons would include components on orientation to college, note-taking skills, organizational skills, the writing process, academic vocabulary and advising students on plagiarism. Students would also receive tours of the college campus, guidance in creating an educational plan, and assistance with applying for college including information on financial aid. Progress indicators would be to monitor the work being done in the course and to track the amount of completed student portfolios. The major outcome would be for a student to pass the class and transfer directly into the credit EMLS 110 class or its equivalent at two levels below transfer.

The ESL curriculum also needs to be updated to incorporate improved alignment standards with career and educational pathways. The curriculum at SAC-SCE, SCC-SCE and GGUSD needs to be rewritten across all levels to include College and Career Readiness standards. Additional workforce in basic skills courses also need to be written to help align adult ESL learners with alternative pathways in CTE and apprenticeship programs. As the consortium learns more about integrative learning models, such as the I-BEST program in Washington, it is important to investigate ways to incorporate contextualized learning methods and co-enrolled class structures into new curriculum projects. It is recommended that a Professional Learning Community (PLC) be formed at each agency to advise the curriculum committees on student needs and transitioning patterns to help student progress at all instructional levels. Communication between the different agency's PLCs will allow faculty within the consortium to collaborate and facilitate with course alignment between programs (see also Objective 6). Progress indicators would include committees meeting to develop new and innovative curriculum with the help of PLC's. Major outcomes would include the implementation of the new curriculum and an increase of adult learners meeting their goals either in a career or educational pathway. It must be noted that these objectives cannot be met without a significant increase in full-time faculty.

As the consortium looks at ways to incorporate contextualized learning methods into ESL program curriculum, it also needs to look specifically at lower-level ESL courses. Lower-level adult learners need a pathway to be developed to lead them into higher-level contextualized, co-enrolled learning environments. New ESL curriculum incorporating math and career readiness skills needs to be developed that will specifically target beginning learners. It is recommended that a special task force be created to investigate, gather information and data, and develop new innovative curriculum to gear beginning-level students on a pathway that will enable them to easily transition into higher-level courses and/or the workforce. Progress indicators would include tracking the number of new courses developed and instituted. The major outcome would be an increase in student retention and persistence, as well as an

increase in the number of students transitioning into higher-level courses and/or the workforce.

Similar to the problems facing the adult elementary and secondary basic skills program, the ESL departments at SAC-SCE, SCC-SCE and GGUSD have a great need to hire additional full-time faculty. Currently there are five full-time instructors and three full-time coordinators at the educational agencies within the consortium. Between these three agencies, 27,725 adult learners are enrolled in ESL and citizenship classes. There is obviously an urgent need for funding to increase the number of full-time faculty so that articulation agreements, curriculum development and innovative programs can be developed for adult learners within the consortium.

Currently, there is a lack of citizenship classes within RSAEC. Enrollment is at capacity and there are not enough resources currently available to expand this vital program. There is a need to hire more part-time instructors and a full-time faculty member to coordinate the program and to help students, instructors and administrators navigate the changing immigration laws and standards. Pathways to citizenship provide the students with greater access to higher education and employment opportunities. Studies show that becoming a citizen can also provide many more opportunities for substantial increases in income. (*Citizenship, A Wise Investment for Cities, Summer 2014*). Thus, giving our adult learners an avenue to become citizens will also broaden their opportunities with education, employment and income.

Program Area #3: Education Programs for Adults with Disabilities

The task force group has worked together over the past few months to create new systems of alignment between the adults with disabilities program and consortium members. Five areas of concern were reviewed, and the group developed strategies to create pathways to both career and educational goals. In addition to plans discussed in the overlapping areas noted above, the task force determined that the following transition strategies be employed in Program Area #3.

To ease the transition between noncredit and credit, orientation programs need to be developed to promote and streamline access to educational pathways. Both a one-day program to help adults learners adjust to the different guidelines used by credit programs and a six-week orientation to facilitate the transition from noncredit to credit need to be established. The six-week student orientation would include a workshop on DSPS services with a component on self-advocacy, counseling sessions and class visitations. Progress indicators including tracking the number of students attending the orientations and monitoring student participation in the various workshops would be employed. The major outcome from these orientations would be a gain in students

transitioning from noncredit to credit programs with an increased retention rate once established at the college.

The task force members have learned that through the collaboration between the consortium's K-12 transition program and the noncredit adults with substantial disabilities program, faculty have been provided with the ability to share resources. The group recognizes that future collaboration is vital, and that the continued sharing of ideas and resources has great benefits to both the students and the efficiency of the programs. It is shown that adults with disabilities are less apt to succeed in careers in comparison to their non-disabled peers, but with post-secondary education the gap between the two significantly declines. (*DO-IT: Helping Students With Disabilities Transition to College and Careers, Sheryl Burgstahler, September 2003*) New classes where K-12 transitional students bridge over to noncredit classes are an excellent way to align students for future academic and career goals. There has been much discussion at the task force meetings to expand current course offerings at SAC-SCE and SAUSD to new locations. Discussions between consortium members have resulted in new ideas being formed on how to leverage facilities to accommodate these courses at new locations. SAUSD, OCDE and SAC-SCE would like to continue these open lines of communication by continuing the work started with the task force groups. New collaborations between SCC-SCE, OUSD and OCDE also need to be formed to further expand these valuable relationships throughout the consortium. Funding is necessary for this expansion and the development of appropriate curriculum for new courses. Progress indicators include an increase in adults with disabilities over the age of 22 participating in noncredit programs, and major outcomes would result in more students completing the program and transitioning into the workforce.

Building a bridge between the adults with disabilities programs at SAC-SCE and SCC-SCE with local businesses in the region is necessary to help transition adult learners into the workplace. In order to facilitate this process, it is necessary to hire outreach DSPS business liaisons and develop a community outreach program to collaborate with businesses that are flexible in their support of hiring and mentoring adults with disabilities. The K-12 transitional programs have great examples that the noncredit programs can learn from. Collaboration between the consortium members is recommended to guide SAC-SCE and SCC-SCE in starting a new outreach program. Progress indicators would be to track the increase in businesses working with liaisons from the students with disabilities programs. The major outcome would be an increase in the amount of students with disabilities transitioning into the workforce.

With the increase of the K-12 students with Autism Spectrum Disorders (ASD), it is necessary to develop plans to ensure that there is a seamless transition to postsecondary education and/or the workforce. As these children grow into adults, there is a need for the community college and K-12 adult education programs to provide

them with opportunities that lead to jobs with family sustaining wages and/or to postsecondary education. Further research is needed in this area, as well as dedicated funding toward developing new programs and services directed at this growing population. In addition, funding is needed to hire transition specialists with DSPTS training to encourage and facilitate students in continuing on a career and/or educational pathway. Progress indicators would include tracking the number of students receiving DSPTS services and an increase in programs geared toward adult learners with ASD's. Major outcomes would be tracking a measurable gain in adult learners with ASD transitioning into credit programs and/or the workforce.

In addition, a new course in self-advocacy needs to be written and offered for students with disabilities. The Dean of DSPTS at SAC noted that a significantly high number of students with disabilities enter the college not understanding their rights or their responsibilities. Adults with disabilities entering the credit programs need to transition into the program as informed adults who are able to ask for accommodations for themselves. Once these adult learners are recognized as credit students, they lose their ability to rely on their parents or guardians to make decisions for them. This can be a very frustrating situation for adult learners. Discussions among the consortium members at SAC, SAC-SCE and SAUSD determined that these adult learners need a self-advocacy class to properly prepare them as they continue on their educational pathway, whether it is at a credit or noncredit institution. Curriculum would need to include lessons on asking for help, requesting accommodations, and meeting independently with counselors. Major outcomes would include a significant increase in the amount of adult learners with disabilities that come to the DSPTS offices at SAC-SCE or SCC-SCE informed of their student rights and responsibilities.

Program Area #4: Short Term Career Technical Education Programs with High Employment Potential

CTE credit and noncredit instructors met over several months to collaborate on pathways for adult learners to seamlessly transition into postsecondary education and the workforce. The following plans include recommendations for programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following transition strategies be employed in Program Area #4.

Articulation agreements between noncredit and credit CTE programs need to be developed. These agreements will enable noncredit students to easily transition into college level classes. Collaboration between the noncredit and credit departments needs to include curriculum development and course alignment especially in the areas where both programs offer similar classes. Initial work in this area began during the

planning process, and RSAEC has already made great strides. In November 2014, a joint CTE task force was formed with members from SAC, SCC, SCC-SCE, SAC-SCE, GGUSD, OUSD, and OCDE-CTEp. This joint CTE task force has been working diligently to create articulation agreements and to align courses taught at the K-12, adult education and noncredit programs with courses on the credit side at SAC and SCC. It is the goal of the task force to eliminate duplication of courses and create seamless transitions so that adult learners can continue their education on a postsecondary level. Progress indicators would include tracking the number of completed articulation agreements. Major outcomes would include a significant increase in student persistence and transition into credit CTE courses.

Full-time faculty needs to be hired to develop and write new CTE curriculum for courses and certificate programs. Currently, there is only one full-time CTE faculty member in our consortium's region, which services approximately 11,000 students. SAC-SCE and GGUSD no longer have any full-time instructors or coordinators. It is therefore critical that full-time faculty be hired to develop the new curriculum that is needed to meet the needs of adult learners within the consortium. New certificate programs need to be developed in areas of high employment potential to create pathways to credit CTE certificates and degrees that lead to jobs with family sustaining wages. New noncredit pathways in Allied Health such as pharmaceutical technology, occupational therapy and medical assistant programs are needed to help students transition into credit programs. Writing curriculum, developing articulation agreements and continuing the valuable collaboration efforts with the credit departments is nearly impossible without a sufficient number of faculty. Additionally, there is not enough full-time faculty to continue the much needed ongoing communication between consortium members.

Courses and training in the use of Blackboard also need to be developed. 95% of the business skills classes at the credit college use Blackboard, and noncredit students are at a significant disadvantage from the start because Blackboard is not used in noncredit classrooms to any significant degree. New curriculum, including activities to use Blackboard for supplemental materials, homework and testing, needs to be integrated into existing classes to enhance noncredit CTE classes. Although there has been some collaboration initiated at the task force and follow-up department meetings, further work needs to be done. Progress indicators would include more instructors trained in using Blackboard and an increase in instructors incorporating Blackboard into noncredit classes. Major outcomes would include an increase in the number of students transitioning to credit with skills in the use of Blackboard.

New classes in workplace vocabulary for adult learners in the county inmate jail program need to be established in the areas of business skills, welding, and warehouse employment including purchasing, shipping and receiving. These classes could act as a bridge by breaking down barriers and connecting ex-offenders to CTE programs at the

community colleges or the workforce upon release. Additionally, classes focusing on soft skills need to be developed. These classes will not only help with retention, but also with transition into future educational and career pathways. Seamless transitioning is vital for adult learners in the inmate education program, and more funding is needed to further develop and aid this group of students so that they do not get lost between programs after release. Major outcomes of adding these courses could be seen through an increase in ex-offenders transitioning into credit programs and the workforce as well as a decrease in the recidivism rate of inmates enrolled in these classes.

Lack of English skills is also an area that needs to be addressed if adult learners are to be able to transition seamlessly into credit programs and/or the workforce. Similar to courses needed in the inmate education program, noncredit and K-12 adult learners need new and innovative curriculum to be written, and instructors need to help students increase their English language skills. Students need to be prepared in oral language and interview skills, workforce readiness with a focus on reading and writing, and employability skills. Progress indicators would include measuring the increase of courses offered and an increase of enrolled students. The major outcome would be increased course completions and improved retention in higher-level courses.

Program Area #5: Programs for Apprentices

Although programs for apprentices were discussed at the task force meetings, this program area was not well known by the participating faculty. It was decided that the project coordinator would investigate these areas in more depth and create relationships to facilitate the integration of apprenticeship programs with noncredit. The consortium is currently working with both the Interim Dean and the Director of Business Skills and CTE at Santiago Canyon College to establish clear pathways for noncredit students to transition into apprenticeship programs. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following transition strategies be employed in Program Area #5.

To better prepare adult learners for transition from ESL and adult elementary and secondary basic skills to apprenticeship programs, new curriculum needs to be written. Adult learners wanting to transition into an apprenticeship program will benefit from taking courses updated with the new common core curriculum that was discussed in Program Area #1. Noncredit also needs to expand courses in GED, High School Diploma and Algebra 1, which are pre-requisites that many of the Training Trusts require to join an apprenticeship program. Progress indicators can be demonstrated by looking at student educational plans to monitor class completions. Major outcomes would include completion of Algebra 1, passing the GED and/or earning a high school diploma with subsequent acceptance into one of the apprenticeship programs.

New relationships need to be formed with the various Training Trusts that oversee the apprenticeship programs so that referral programs to/from noncredit can be put into place. Communication paths between the noncredit and K-12 programs and the Training Trusts are vital to setting up seamless transitions. Work is being done in this area already, but funding is needed to continue the coordination efforts. Once relationships are formed, defined and articulated pathways can be established.

**Table 3.1: Implementation Strategies To Create Pathways, Systems Alignment
And Articulation Among Consortium Participants**

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Overlapping Program Areas: These areas of the program overlap and have been grouped together so that the resources needed and the estimates of the cost will not be duplicated.						
Program Areas: All Lack of sufficient class space to accommodate growing programs especially in geographically designated high need areas	Build 2 new Regional Center Facilities in high need/populated areas so that all students have access to education	Funding to build 2 new Regional Facility Centers Funding needs to support land acquisition, new construction, parking, furniture, equipment and soft costs	\$65,000,000* for two new sites (one-time) *Cost is duplicated in Table 4.1 and 5.1 (See Priorities Narrative for table with breakdown of costs)	SAC-SCE SCC-SCE	Track increase in enrollment and services offered Track percentage of students completing programs and transitioning to postsecondary education or the workforce	To commence in Fall 2015 or as soon as funding is available Completion date approximated to be Spring 2019
Program Areas: ALL Lack of alignment and transition between noncredit and credit students with specific attention to assessments, orientation and student success plans	<ul style="list-style-type: none"> • Coordinate pathway and transitional activities • Coordinate assessment and orientation for all noncredit • Coordinate transition • Coordinate counseling • Coordinate pathway and orientation fairs • Coordinate outreach 	Funding to create a FT management position to coordinate and manage student success	\$110,000 (annually – ongoing)	SAC-SCE SCC-SCE	Track student success Track student completions Track student transitions to credit	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Position (ongoing)
Program Areas: ALL Align RSAEC with the implementation guidelines set forth by the Adult Education Block Grant Program	<ul style="list-style-type: none"> • Coordinate the efforts of the AB86 consortium during and after the transition to the implementation phase • Oversee the steering committee and task force committees 	Funding to hire a FT AB86 administrator to coordinate the continued efforts of the AB86 RSAEC in accordance with the regulations of the Adult Education Block Grant	\$110,000 (annually – ongoing)	SAC-SCE SCC-SCE OUSD SAUSD	Track completion of all duties set forth by the Adult Education Block Grant Program Track the progress of the implementation	To commence July 1, 2015 or as soon as funding is available Hiring to be completed by Fall 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	<ul style="list-style-type: none"> Develop and update the AB86 Comprehensive Plan Collaborate with other consortia Develop Partnerships to leverage facilities and services Develop and oversee ongoing professional development 				of the proposals recommended by the RSAEC and the allocation committee	Position (ongoing)
Program Areas: ALL Research and gather data for the consortium to better align all agencies and programs in the consortium	<ul style="list-style-type: none"> Gather and interpret data on all new programs Conduct Surveys Update interactive maps Update information on courses offered in RSAEC among all agencies including community sites and non-profits 	Funding to hire a FT AB86 researcher	\$100,000 (annually-ongoing)	SAC-SCE SCC-SCE OUSD SAUSD	Track data and statistics gathered from newly implemented programs Track increase in the alignment of data across the consortium Track increase in the development of new programs in the consortium	To commence July 1, 2015 or as soon as funding is available Hiring to be completed by Fall 2015 Position (ongoing)
Program Areas: ALL Align all services, classes and program offerings on one accessible platform	<ul style="list-style-type: none"> Create a student-centered website Maintain the webpage Update the webpage with new information and courses Work with the researcher to update interactive maps 	Funding to hire a PT AB86 webmaster	\$36,000 (annually-ongoing)	SAC-SCE SCC-SCE OUSD SAUSD	Track number of visitors to the RSAEC website	To commence July 1, 2015 or as soon as funding is available Hiring to be completed by Fall 2015 Position (ongoing)
Program Areas: ALL State-wide student ID number for adult learners	Create a state-wide student ID number for adult learners in community college and K-	Needs to be funded on the state level	Needs to be funded on the state level	SAC-SCE SCC-SCE GGUSD	Track student success	To commence in Fall 2015 or as soon as

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	12 adult education programs for tracking success				Track student completions Track student transitions to credit	funding is available Completion date – Spring 2016
Program Areas: 1, 2 & 4 Implementation of a Common Assessment to be used to place all English, Math and ESL students (including noncredit and credit) into programs at continuing education, adult education and credit college locations Use of CB-21 coding to align levels across the consortium	Form a focus group to field test the common assessment Fund training to conduct a regional pilot and to determine cutoff scores	*Funding to hire a Full-Time Assessment Coordinator to coordinate among all programs in the consortium's region	*Cost is included in the funds to hire FT faculty in Program Areas 1, 2 and 4	SAC-SCE SCC-SCE	Monthly meetings to determine success of program Increase alignment between programs in credit and noncredit	To commence in Fall 2015 or as soon as funding is available Completion of pilot - end of Spring 2016 Assessments - ongoing
Program Areas: All Better prepare students for transition to credit including alternative pathways such as CTE and apprenticeships	Students need to meet with counselors earlier on in their noncredit programs (at 70-80% completion) to review future pathways that are available on the credit side Implement teleconferencing with counselors for off-site students (i.e.: FaceTime via mobile phone or iPad) Create educational and informative videos and online orientation programs that will help give students access to counseling information and services	Funding to hire 2 additional PT counselors Funding to purchase 15 iPads + cart for counseling to access offsite students Create MOU's where applicable to use computer labs for counseling Funding to create educational and informative videos and an online orientation that will help give students access to counseling information and services	\$80,000 (annually – ongoing) \$8,100 (one-time) \$ 50,000	SAC-SCE SCC-SCE GGUSD	Track increase in student visits with counselors Track increase in number of noncredit and adult ed. students transitioning to credit courses	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
<p>Program Areas: 1, 2 & 4</p> <p>Initial needs/interest assessment to help adult learners determine an educational and/or career pathway</p> <p>In addition, this assessment needs to provide an exit strategy for adult learners in the county jail inmate education program</p> <p>Counselors are needed within the jail system to provide help in identifying inmates who are eligible or interested in further instruction</p>	<p>Develop and implement the needs/interest assessments</p> <p>Students take initial assessment upon entry to help identify their strengths and choose the correct program</p> <p>Counselors will provide a Student Educational Plan</p> <p>Counselors within the county jail inmate education program will provide a Student Education Plan that is consistent with the SLP that community colleges are using</p> <p>Develop an online ed plan that is easily accessible to our students. Use current online programs to guide us. Examples are: CaliforniaColleges.edu ASSIST (used in credit – needs to expand to noncredit)</p>	<p>*Funding to hire qualified FT faculty to write and administer assessments</p> <p>Funding to hire 2 PT counselors</p> <p>Funding to hire 2 PT faculty members</p>	<p>*Cost is included in the funds to hire FT faculty in Program Areas 1, 2 and 4</p> <p>\$80,000 (annually – ongoing)</p> <p>\$72,000 (annually – ongoing)</p>	<p>SAC-SCE SCC-SCE OCSD OCDE</p>	<p>Initial needs/interest assessment</p> <p>Student completions</p> <p>Follow-up assessment with the counselor</p> <p>Track the number of formerly incarcerated adult learners that enroll in programs upon release</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Assessments - ongoing</p>
<p>Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate</p>						
<p>Diminish academic hurdles for disenfranchised students by creating evidence- based high school curriculum that is aligned to college entry classes and career readiness.</p>	<p>Develop and write new and revised curriculum in the areas of ABE English and math, and HSS core subject areas including math, natural and social sciences and English</p> <p>Expand new transition pathways in ABE and in the areas of HSS, including the subject areas of Math,</p>	<p>Funding to hire 5 FT noncredit faculty members at SAC-SCE in the areas of ABE and HSS, including the subject areas of English, Social and Natural Science and Math with an expertise in transitioning students to college.</p>	<p>\$500,000* (annually – ongoing)</p>	<p>SAC-SCE SCC-SCE GGUSD</p>	<p>Track the number of courses revised and implemented</p> <p>Track the number of students that complete the high school diploma program and transition to</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p> <p>Positions and curriculum revisions -</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	<p>English and Natural and Social Sciences</p> <p>*Some transition courses and plans are in place, but there are not enough counselors and instructors to implement due to maxed out hours</p>	<p>Funding to hire 8 FT noncredit faculty members at SCC-SCE in the areas of ABE and HSS, including the subject areas of English, Social and Natural Science and Math with an expertise in transitioning students to college.</p> <p>Funding to hire 1 FT instructor at GGUSD with an expertise in transitioning students to college</p> <p>Funding for curriculum development, support materials, research and instructor training/ professional development</p>	<p>\$800,000* (annually – ongoing)</p> <p>\$100,000* (annually-ongoing)</p> <p>\$25,000* (one-time)</p> <p>*Cost is duplicated in Table 4.1 and 5.1</p>		<p>postsecondary education or the workforce</p>	<p>ongoing</p>
<p>Teach evidence- based GED curriculum that is aligned to the newly revised GED test.</p>	<p>Evidenced-based activities and tasks to be developed in both English and Spanish – to be determined by new curriculum</p>	<p>Funding to hire 2 FT faculty members: one English-speaking and one Spanish -speaking faculty member at SAC-SCE with an expertise in teaching GED students</p> <p>Funding to hire 2 FT faculty members: one English-speaking and one Spanish-speaking faculty member at SCC-SCE with an expertise in teaching GED students</p>	<p>\$200,000* (annually-ongoing)</p> <p>\$200,000* (annually – ongoing)</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track number of students that complete GED in both English and Spanish</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; courses ongoing</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
		Funding for curriculum development, support materials, research and instructor training/professional development	\$5,000* (one-time) *Cost is duplicated in Table 4.1 and 5.1			
Create articulation agreements between noncredit , apprenticeship programs, and credit in math, natural and social sciences and English	<p>Expedite student success by creating math, natural and social sciences and English articulation agreements so that students who pass Adult Ed. classes in these areas can transition into college level classes and/or apprenticeship programs.</p> <p>Instructors with an expertise in transitioning students to college need to meet with credit faculty to create articulation agreements.</p>	Collaboration between noncredit and credit departments as facilitated by FT faculty members	*Costs are included in funding to hire noncredit faculty (above)	SAC-SCE SCC-SCE GGUSD	<p>Track the number of courses revised and implemented based on articulation agreements</p> <p>Track the number of students that complete the articulated high school course and complete the correlated college credit course with a C or better.</p> <p>Track the increase in the number of students taking the articulated classes.</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>
Facilitate the transition of students through their HSS courses	<p>Process ongoing and final grades</p> <p>Give clerical, curriculum, and registration support</p>	<p>Funding to hire 4 Instructional Center Technicians (ICT) for the major lab classrooms at SAC-SCE</p> <p>Funding to hire 4 Instructional Center</p>	<p>\$188,000 (annually – ongoing)</p> <p>\$188,000 (annually –</p>	SAC-SCE SCC-SCE	<p>Track the number of students transitioning into higher level courses</p> <p>Track the increase in the</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
		Technicians (ICT) for the major lab classrooms at SCC-SCE	ongoing)		number of graduation completion rates	Positions - ongoing
Capture the students that are dropping out of traditional HS programs due to aging out or being too credit deficient	Implement an action based research project modeled after the Gilbert-West pilot conducted by NOCRC to aid these students by transitioning them into a noncredit HS diploma program	Funding to implement the research project including faculty members, counselors, Instructional center specialist, safety officer, textbooks, software, misc. instructional supplies, and class rental fees	\$175,000-\$250,000* *Costs were determined by the NOCRC action based research project estimate of expenses and are duplicated in Table 4.1	SAC-SCE SCC-SCE SAUSD OUSD OCDE	Track number of students entering the program Track number of high school diplomas awarded Track rise in completion rates and the number of students transitioning to credit courses and/or the workforce	To commence Spring 2016 Implementation of action research project complete end of Spring 2016
The noncredit HS science class needs a lab component so that students can transition to credit science. The lab component will better prepare noncredit students for credit expectations. Noncredit does not have an articulation agreement with the credit science department.	Development of a lab component. Create an articulation between noncredit and credit Meet with SAC-SCE, SAUSD and OCDE and set up an MOU to use lab classrooms at their sites Meet with SCC-SCE, OUSD and OCDE and set up an MOU to use lab classrooms at their sites	Access to science labs Funding for lab component including writing new course curriculum Funding to hire 1 PT faculty member at SAC-SCE Funding to hire 1 PT faculty member at SCC-SCE	Leverage facilities \$10,000 (one-time) \$36,000 (annually – ongoing) \$36,000 (annually – ongoing)	SAC-SCE SCC-SCE	Track the number of courses revised Track the number of students that complete the articulated high school course and complete the correlated college credit course with a C or better. Track the increase in students taking the articulated classes.	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Assessments - ongoing

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Update textbooks and software programs within the ABE, HSS, and GED program to align with common core standards	Purchase new textbooks	Funding for new software, textbooks, and supplementary texts that are aligned with college readiness in all ABE and HS subject areas and for new software, textbooks, and supplementary texts for GED standards in both English and Spanish at SAC-SCE and SCC-SCE	\$300,000 (one-time)	SAC-SCE SCC-SCE	Track the number of updated textbooks accessible to every student	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
<p>Provide adult learners with necessary tools to overcome barriers that inhibit academic success and student retention</p> <p>Implement Student Success Class that was approved (April, 2009) – but funding was cut</p> <p>Students should receive more access to counseling for transitioning to college credit</p>	<p>Implement a student success class for noncredit students in their first semester of credit instruction</p> <p>Embed Counseling</p> <p>Incorporate student peer mentors</p> <p>Counselors have a continuous relationship with students throughout their studies and help keep them on track with their Student Success Plan</p>	<p>Funding to implement the Student Success Class</p> <p>Funding for Stipends for Student Peer Mentors</p> <p>Funding to hire 2 FT Counselors</p>	<p>\$40,000 (one-time)</p> <p>\$2,500 (annually-ongoing)</p> <p>\$220,000 (annually-ongoing)</p>	SAC-SCE SCC-SCE	<p>Monitor the retention rates of students who have completed the Student Success Class</p> <p>Monitor students who go through the counseling department and meet the goals and objectives of the SSPs</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>
Program Area 2: Classes and courses for immigrants eligible for educational services in citizenship and ESL, and workforce preparation classes in basic skills						
Diminish academic hurdles for ESL students by creating new and revised curriculum that is aligned to college entry classes and career readiness	Develop and write new and revised curriculum for all levels of ESL including elective courses such as writing, pronunciation and transitioning to college Create level area experts to advise the curriculum committee on what adult	Funding to hire 13 FT noncredit faculty members at SAC-SCE in the areas of: level area experts, embedded technology, citizenship, faculty development, instructor resources,	\$1,300,000* (annually – ongoing)	SAC-SCE SCC-SCE GGUSD	<p>Track the number of courses revised and implemented</p> <p>Track the number of students who complete the</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	<p>learners need at each level according to CB-21 coding, analysis of standardized test scores, and data pulled from SLO's</p> <p>Expand new transition pathways for ESL students, including incorporating contextualized based learning and collaboration with other departments such as CTE and ASE</p>	<p>student learning outcomes & assessment, and electives such as pronunciation with an expertise and focus on transitioning students to postsecondary education or the workforce</p> <p>Funding to hire 7 FT noncredit faculty members at SCC-SCE in the areas of: level area experts, inmate education, instructor resources, student learning outcomes & assessment, and electives such as pronunciation & citizenship with an expertise and focus on transitioning students to postsecondary education or the workforce</p> <p>.</p> <p>Funding to hire 1 FT faculty member at GGUSD with an expertise and focus on transitioning students to postsecondary education or the workforce</p> <p>Funding for curriculum development, support materials, research</p>	<p>\$700,000* (annually – ongoing)</p> <p>\$100,000* (annually-ongoing)</p> <p>\$50,000* (one-time)</p>		<p>ESL noncredit program and transition to postsecondary education or the workforce</p>	<p>Positions and curriculum revisions - ongoing</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
		and instructor training/ professional development	*Cost is duplicated in Table 4.1 and 5.1			
Articulation agreements between noncredit ESL and credit ESL	Develop articulation agreements between ESL noncredit continuing education and adult education with SAC and SCC for students to transfer directly into credit	*Funding to hire 2 FT ESL faculty members at SAC-SCE and SCC-SCE Funding to hire 1 FT ESL faculty member at GGUSD	*Costs are included in funding to hire noncredit faculty (above) \$100,000** (annually-ongoing) ** Cost is duplicated in Table 4.1	SAC-SCE + SAC SCC-SCE +SCC GGUSD + SAC	Track the number of courses revised and implemented based on articulation agreements Track the number of students that complete newly implemented articulated ESL courses and complete the correlated college credit course with a C or better. Track the increase in the number of students taking the articulated classes.	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Assessments - ongoing
Create new pathways for lower-level ESL students to transition into higher level contextualized, co-enrolled courses Better align lower-level curriculum across the consortium	Write new curriculum targeted at lower-level ESL adult learners that incorporates basic math and career readiness skills	*Fund faculty to write new curriculum to address lower level student needs Funding for curriculum development, support materials, research and instructor training/ professional development	*Costs are included in funding to hire noncredit faculty (above) \$50,000** (one-time) **Cost is duplicated in Table 4.1	SAC-SCE SCC-SCE GGUSD	Compare gains in Student Learning Outcomes Track increase in students transitioning to higher-level courses	To commence in Fall 2015 or as soon as funding is available Completion end of Spring 2017

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Lack of citizenship classes offered in the district	Increase course offerings in high demand areas of the district	Funding to hire 2 PT citizenship instructors	\$72,000* (annually-ongoing) *Cost is duplicated in Table 4.1	SAC-SCE SCC-SCE	Track number of students enrolled in citizenship classes Track number of students that obtain citizenship	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Lack of coordination of the citizenship program	Hire a FT citizenship faculty member	Funding to hire a FT citizenship faculty member	*Costs are included in funding to hire noncredit faculty (above)	SAC-SCE SCC-SCE	Track increase in growth of program Track number of students enrolled in citizenship classes Track number of students that obtain citizenship	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Facilitate the transition of students through the lower level ESL classes and multi-level classes	Facilitate the instructor in classrooms with low-level or multi-level students on and off-site Give registration support, help with test proctoring, and work with students in small group settings	Funding to hire 5 FT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at SAC-SCE Funding to hire 5 PT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at SAC-SCE Funding to hire 2 FT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at	\$215,000* (annually – ongoing) \$75,000* (annually – ongoing) \$86,000* (annually ongoing)	SAC-SCE SCC-SCE	Track the number of students transitioning into higher level courses and/or the workforce	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Positions - ongoing

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
		<p>SCC-SCE</p> <p>Funding to hire 2 PT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at SCC-SCE</p>	<p>\$30,000* (annually – ongoing)</p> <p>*Cost is duplicated in Table 4.1 and 5.1</p>			
Implement new or revised ESL/English classes to prep students to succeed in ROP/CTE/Credit CTE	<p>Write new and/or revised V-ESL curriculum</p> <p>Write specific packets for smaller student populations</p> <p>Write online curriculum</p>	<p>Funding to write new and/or revised V-ESL curriculum, support materials, research and instructor training/professional development</p> <p>A new system to fund online classes is needed so that it corresponds with classroom funding</p>	\$15,000 (one-time)	SAC-SCE SCC-SCE GGUSD	Establish exit criteria and track students to see success rate in CTE/ROP	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion end of Fall 2016</p>
Better align the ESL curriculum across the consortium with student career and educational pathways	<p>Create a Professional Learning Community (PLC)/ focus group to review current curriculum</p> <p>Revise the ESL curriculum and align the standards in the revised curriculum</p>	<p>Funding to develop and run the PLC; including facilitating and collaborating with faculty involved in curriculum development and articulation agreements</p> <p>*See Tables 6.1 and 6.2</p>	\$50,000 (one-time)	SAC-SCE SCC-SCE GGUSD	Compare gains in Student Learning Outcomes	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion end of Spring 2017</p> <p>PLC - ongoing</p>
Lack of alignment between noncredit and credit classes pertaining to college readiness	<p>Develop Transition to College classes to accelerate students bridging from noncredit to credit at CEC→SAC, OEC→SCC, GGUSD→ SAC</p> <p>Allow for more class time to</p>	<p>Funding to write new curriculum including components of noncredit ESL, credit ESL and embedded counseling</p>	<p>\$8,000* (one-time)</p> <p>*Cost is duplicated in Table 4.1</p>	SAC-SCE + SAC SCC-SCE + SCC GGUSD + SAC	Track number of students transitioning from noncredit ESL to credit English 110 (2 levels below transfer)	<p>To commence in Spring 2015 or as soon as funding is available</p> <p>Implementation complete end of</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	focus on transitioning skills Create new curriculum with credit, noncredit and counselor embedded focus					Spring 2016; courses ongoing
Program Area 3: Education programs for adults with disabilities						
Ease the transition between noncredit and credit for students with disabilities	Develop a one-day orientation to help adult learners adjust to the different guidelines used by the credit programs Develop a 6-week orientation to help students address transition from noncredit to credit (incl: DSPS services, counseling sessions, visiting classes in session) Collaborate with K-12 districts to learn more about servicing the students' needs	*Funding to hire DSPS specialists Funding to hire 2 PT DSPS assistants to run the program Funding to develop the one-day and 6-week orientation program	*Costs are included in the funding to hire DSPS specialists in Program Area 1 and 2. \$30,000** (annually – ongoing) \$5,000** (one-time) **Cost is duplicated in Table 4.1	SAC-SCE SCC-SCE SAUSD	Track number of students attending orientations Track number of students transitioning from noncredit to credit	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Lack of classes that help students with disabilities be self-advocates and be able to transfer to larger, integrated sites	Implement new classes at major sites in our region and write new curriculum for a student advocacy course Create new classes so that adult K-12 transitional students are able to simultaneously take courses at SAUSD and SAC, and SCC and OUSD	Funding for curriculum development, support materials, research and instructor training/ professional development	\$3,750* (one-time) *Cost is duplicated in Table 4.1	SAC-SCE SCC-SCE SAUSD	Track increase in number of students enrolled in courses	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Lack of information and programs for adult learners with ASD	Develop new programs and services aimed at transitioning adult learners with ASD into postsecondary education and/or the	Funding to hire a FT DSPS transition specialist/ mental health counselor	\$110,000* (annually – ongoing) \$10,000* (one-time)	SAC-SCE SCC-SCE GGUSD	Track the number of students receiving DSPS services for ASD	To commence in Fall 2015 or as soon as funding is available

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	workforce	Funding to research and develop new programs for adult learners with ASD	*Cost is duplicated in Table 4.1		Track increase in the number of students transitioning into postsecondary education and/or the workforce	Research completion date – Spring 2016 Implementation Completion date – Fall 2015
Lack of DSPS services and assessments to identify and accommodate adult learners with undiagnosed disabilities in the consortium's region Lack of DSPS services and assessments to identify and accommodate adults learners with undiagnosed disabilities in the county jail inmate education program	Develop a program within DSPS to accommodate undiagnosed learners Develop new assessments to identify undiagnosed disabilities for adult learners in the county jail inmate education program	Funding to support new assessments and services	\$60,000 (one-time)	SAC-SCE SCC-SCE OCDE OCSD	Track number of newly diagnosed DSPS students	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Assessments – ongoing
Lack of outreach programs between the adults with substantial disabilities program and business in our region	Develop a community outreach program to collaborate with businesses that are flexible in their support of hiring and mentoring adults with disabilities	Funding to hire 6 PT community DSPS business liaisons Work in conjunction with SAUSD to create a community outreach program that is modeled after their program	\$75,000* (annually-ongoing) *Cost is duplicated in Table 4.1	SAC-SCE SCC-SCE	Increase of students with substantial disabilities entering the workforce	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; Positions ongoing
Program Area 4: Short-term career technical education programs with high employment potential						
Create and expand new transition pathways for noncredit and adult education CTE students in various program areas	Develop and write new and revised curriculum for certificate programs and courses in areas of high employment potential that leads to jobs with family sustaining wages Create relationships with	Funding to hire 3 FT CTE faculty at SAC-SCE Funding to hire 3 FT CTE faculty at SCC-SCE Funding to hire 1 FT	\$300,000* (annually – ongoing) \$300,000* (annually – ongoing) \$100,000*	SAC-SCE SCC-SCE GGUSD	Track the number of new certificate programs and courses implemented Track the number of	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Faculty

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	<p>businesses in the community to help eligible students transition into the workforce</p> <p>Coordinate efforts to bridge the students in the adult ed, noncredit and inmate education programs with credit CTE programs</p>	<p>CTE faculty member at GGUSD</p> <p>Funding to hire 6 PT CTE experts in areas of high employment potential at SAC-SCE</p> <p>Funding to hire 6 PT CTE experts in areas of high employment potential at SCC-SCE</p> <p>Funding for curriculum development, support materials, research and instructor training/ professional development</p>	<p>(annually – ongoing)</p> <p>\$216,000* (annually – ongoing)</p> <p>\$216,000* (annually – ongoing)</p> <p>\$50,000* (one-time)</p> <p>*Cost is duplicated in Table 4.1 and 5.1</p>		<p>courses revised</p> <p>Track increase in growth of program</p> <p>Track student success rates</p> <p>Track increase in certificates earned</p> <p>Track increase in job placement</p>	<p>positions - ongoing</p>
<p>Reach articulation agreements between credit and noncredit CTE programs</p>	<p>FT faculty, with an expertise in transitioning students to college, need to meet with credit faculty to create articulation agreements.</p> <p>Expedite student success by creating articulation agreements with credit CTE courses so that students are able to have a seamless transition to college level classes</p> <p>Eliminate duplication of classes</p>	<p>Collaboration between noncredit and credit departments as facilitated by FT faculty members</p>	<p>*Costs are included in funding to hire CTE faculty members (above)</p>	<p>SAC-SCE SCC-SCE GGUSD OCDE</p>	<p>Track the number of students that complete the articulated course and complete the correlated college credit course with a C or better</p> <p>Track the increase in the number of students taking the articulated classes.</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>
<p>Curriculum in workplace vocabulary for adult learners in the county jail inmate education program</p>	<p>Write new curriculum to build workplace vocabulary that will allow students to easily transition into a credit CTE</p>	<p>Funding for curriculum development, support materials, research and instructor training/</p>	<p>\$10,000* (one-time)</p> <p>*Cost is</p>	<p>SAC-SCE SCC-SCE OCSD OCDE</p>	<p>Track increase in number of ex-offenders transitioning into</p>	<p>To commence in Fall 2015 or as soon as funding is</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	program upon release	professional development	duplicated in Table 4.1		credit programs after release	available Completion date – Spring 2016
Lack of English skills in the CTE program	Develop curriculum to prepare students in oral language and interview skills, workforce readiness with a focus in reading and writing, and employability skills	Funding for curriculum development, support materials, research and instructor training/ professional development	\$2,500* (one-time) *Cost is duplicated in Table 4.1	SAC-SCE SCC-SCE	Track increase in certificate completions	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016
Align noncredit CTE classes with credit CTE and business classes by developing student competency in Blackboard	Write new curriculum to enhance noncredit CTE classes with Blackboard Develop activities to use Blackboard for supplemental materials, homework and testing	Funding for curriculum development, support materials, research and instructor training/ professional development Funding to provide instructor mandated certification and training through faculty development	\$2,500* (one-time) \$5,000* (one-time) *Cost is duplicated in Table 4.1 and 6.2	SAC-SCE	Track number of students completing noncredit CTE courses with Blackboard	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Program Area 5: Programs for apprentices						
Better prepare students for transition from ESL and Adult Secondary Education to credit Apprenticeship programs	Create new GED, and HS English and math programs aimed to help students transition into credit apprenticeship programs	Funding to hire 2 PT GED and 2 PT math instructors	\$144,000* (annually – ongoing) *Cost is duplicated in Table 4.1	SAC-SCE SCC-SCE	Track the increase in number of adult learners that transition into apprenticeship programs	To commence in Fall 2015 or as soon as funding is available Completion date - Spring 2016

REGIONAL COMPREHENSION PLAN OBJECTIVE #4

Consortium Plan Objective #4: An evaluation of the plans to address the gaps identified pursuant to paragraphs (1) and (2).

Narrative: The following narrative includes the initial plans regarding how RSAEC intends to respond to the gaps identified in our region.

Analysis: See Table 4.1

RSAEC Priorities:

- 1) Building of two new regional facilities**
- 2) Hiring of additional full-time faculty**
- 3) Additional sites in high need areas within one mile of targeted adult learners**
- 4) Development of educational and career pathways**

Overlapping Program Areas:

- 1. Lack of regional center facilities with centralized services**
 - Build two new regional centers in high need populated areas
 - Develop assessment centers at new facilities
 - Develop career centers at new facilities
 - Develop student resource centers at new facilities
- 2. Lack of an AB86 implementation team and ways to address the transition period between the planning phase and the implementation phase**
 - Hire an administrator to continue the coordination efforts of AB86 RSAEC and to prepare a plan for the transition into the implementation phase
 - Hire an administrator to coordinate and manage student success and transitioning to align with the work of AB86 RSAEC
 - Hire a researcher to continue data collection for AB86 RSAEC
 - Hire a webmaster to continue work on the AB86 RSAEC website
 - Hire a general office clerk to assist the AB86 RSAEC work team
- 3. Lack of ability to track student progress and align student placement**
 - Create a state-wide student ID
 - Create a state-wide common assessment

Program Area #1: Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate

In order to fill the gaps that exist for adult learners in Program Area #1, the consortium has developed the following strategic implementations to address these gaps:

1. Lack of classroom space

- Build two new regional centers in high need populated areas
- Build additional sites in high need areas within one mile of targeted adult learners
- Collaborate with members and partners to leverage and utilize existing classrooms
- Develop hybrid courses and curriculum geared towards teaching students (including inmate population) to work independently

4. Lack of full-time instructors, coordinators and counselors

- Hire additional full-time instructors, coordinators and counselors
- Increase funding to support new hires
- Increase faculty/professional development to support new hires

5. Lack of alignment between credit and noncredit

- Create articulation agreements between noncredit and credit CTE programs to facilitate the transition process
- Create articulation agreements between noncredit and credit English and math courses
- Implement training, field trips, and career and educational pathway fairs to inform noncredit/K-12 adult learners about alternative pathways. Examples are; ROP (K-12), Short Term CTE programs (K-12 & noncredit), Certificate programs (credit), Apprenticeship Programs (credit) and AA Degrees (credit)
- Develop more accelerated noncredit programs so that the adult learners can more quickly transition to credit classes
- Develop new courses and curriculum to inform and guide students through the process of college readiness including a clear transitional pathway that will enable adult learners to access college programs and services
- Develop new courses and curriculum to assist students to transition to the credit program by ensuring that they possess the necessary English and math skills to succeed in college level coursework

6. Lack of child-care

- Implement new child-care programs by partnering and adding child-care opportunities at community centers and elementary school sites
- Research partnering with existing programs such as; Think Together, Padres Unidos, Boys and Girls Club, and Parks and Recreation
- Develop summer camps for older children during the summer by partnering with Children's Home Society or the city's Parks and Recreation Department
- Research child-care voucher programs to determine how they could work within the region

7. Lack of transportation

- Look into partnering with the California Transit Association (CTA) to assess the feasibility of offering an express bus route to the major site

locations. Establish bus stops in key student population areas as determined by the census track data. An example of a bus route would be OEC→OEC Provisional Education Center→Santiago Canyon College

- Collaborate with the CTA to increase the amount of student-priced bus passes, which are sold each semester at community colleges. Advertise student bus pass rates
- Create a program to offer bus vouchers for students in low income, qualifying families
- Open new sites in high need areas. Fund the building of two new regional centers
- Collaborate with member and partner agencies to leverage existing underutilized classrooms in high need areas

8. Lack of computers and computer instruction available to adult learners

- Purchase additional computers for the ABE and ASE classrooms
- Increase funding to support the purchase and upkeep of computers
- Develop faculty development workshops to focus on training instructors in technology embedded instruction
- Develop and fund new curriculum to update and revise classes in introductory computer skills classes, applications, and computer vocabulary
- Purchase hot spots and iPad carts for off-site instructors to bring technology to the community sites
- Purchase additional computers and software using simulations and virtual environments for the county jail's inmate education programs
- Leverage existing computer labs in the jails for use within the ABE and ASE classes

9. Lack of preparation for students taking the new GED/Equivalency Certificate

- Fund and develop new curriculum integrating critical thinking and the new common core standards
- Add new curriculum in academic vocabulary
- Develop new technology embedded curriculum to increase keyboarding accuracy and basic computer skills to help students take and pass the new computer based GED test within the allotted amount of time
- Fund additional computers for the GED classrooms
- Develop an embedded ABE course for adult learners to begin working on common core and critical thinking skills while simultaneously learning basic reading, writing and math to facilitate a seamless transition to GED courses
- Develop an accelerated approach to teaching GED students computer skills to enable them to complete online testing requirements
- Fund a full-time educational technology faculty member with experience in curriculum writing

10. Lack of study options for adult learners

- Fund Student Resource Centers at major site locations for noncredit students
- Fund a lending library and an open computer lab for students to work independently
- Fund Student Resource Center staff: librarians, instructional aids, and counselors to assist the students
- Offer direct instruction (lecture style lessons) to prepare students for SAC and SCC credit courses
- Rearrange faculty hours in the ABE/ASE classroom so that some of the time could be used for group lectures instead of the entire class being devoted to individualized instruction
- Develop hybrid courses to teach adult learners to work independently, enabling them to complete coursework in class, take books home, or finish homework online
- Create an off-site high school diploma program for students who are at risk of not completing their K-12 graduation requirements due to aging out or being too credit deficient (modeled after NOCRC action research project at Gilbert-West)

11. Time Lapses between ending one program and entering another

- Develop new curriculum, classes and labs to help students learn forgotten skills especially in the areas of math, reading and writing, and prepare them for upcoming placement tests
- Allow adult learners in the high school diploma program to simultaneously take college courses while completing high school credits to eliminate the time lapse and culture shock upon starting college courses. (This option is already available to under-18 students in the K-12 system and should be made available to adult learners as well.)
- Fund innovative summer programs such as “Math Jam” which prepares students for the placement test and the upcoming math courses

12. Lack of Outreach

- Align advertising to target specific student populations with specific programs and locations
- Fund advertising for inside buses, train stations, and community locations
- Collaborate with local newspapers, radio stations and TV stations to provide PSA's
- Collaborate with members of the Unified School Districts, school principals, school liaisons, PTA/PTO members
- Collaborate with community sites and local businesses

13. Lack of Contextualized Classes

- Research I-BEST model in Washington
- Fund and develop new curriculum that integrates contextualized learning
- Develop curriculum that supports a co-enrolled learning environment

- Collaborate with noncredit CTE to pilot contextualized curriculum and create co-enrolled classes
- Research credit programs that would work well with ABE English and math classes

14. Lack of DSPS help in the classroom

- Develop teacher training to assist DSPS students
- Hire full-time DSPS specialists in the ABE and ASE labs to assist students with special needs and equipment such as Kurzweil
- Implement a program for DSPS specialists to be available whenever ABE and ASE labs are open

Program Area #2: Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language (ESL) and Workforce Preparation Classes in Basic Skills

In order to fill the gaps that exist for our adult learners in Program Area #2, the consortium has developed the following strategic implementations to address these gaps:

1. Lack of classroom space

- Build two new regional centers in high need populated areas
- Build additional sites in high need areas within one mile of targeted adult learners
- Collaborate with members and partners to leverage and utilize existing classrooms
- Develop hybrid courses and curriculum geared towards teaching students (including inmate population) to work independently

2. Lack of full-time instructors, coordinators and counselors

- Hire additional full-time instructors, coordinators and counselors
- Increase funding to support new hires
- Increase faculty/professional development to support new hires

3. Lack of alignment between credit and noncredit

- Create articulation agreements between noncredit and credit ESL programs to facilitate the transition process
- Connect noncredit ESL students with students in higher levels and credit classes using such tools as Facebook groups, Blackboard, and Schoology
- Implement training, field trips, career and educational pathway fairs to inform noncredit/K-12 adult learners about alternative pathways. Examples are; ROP (K-12), Short Term CTE programs (K-12 & noncredit), Certificate programs (credit) and Apprenticeship Programs (credit)
- Develop more accelerated noncredit ESL classes so that the adult learners can more quickly transition to credit classes

- Develop new courses and curriculum to inform and guide students through the process of college and career readiness including a clear transitional pathway that will enable adult learners to access college programs and services as well as jobs

4. Lack of alignment between K-12 districts and noncredit

- Work with the state common assessment workgroup to create a common placement assessment to be used by both noncredit and K-12
- Work with all agencies offering ESL classes in the region to align class offerings using CB21 coding as a guide
- Develop ESL classes that align with both K-12 and noncredit so that adult learners can easily transition between the two programs
- Inform and guide students through the process of college readiness including a clear transitional pathway that will enable adult learners to access college programs and services

5. Lack of child-care

- Implement new child-care programs by partnering and adding child-care opportunities at community centers and elementary school sites
- Research partnering with existing programs such as Think Together, Padres Unidos, Boys and Girls Club, and Parks and Recreation
- Develop summer camps for older children during the summer by partnering with Children's Home Society or the city's Parks and Recreation Department
- Research child-care voucher programs to determine how they could work within the region

6. Lack of transportation

- Look into partnering with the California Transit Association (CTA) to assess the feasibility of offering an express bus route to the major site locations. Establish bus stops in key student population areas as determined by the census tract data. An example of a bus route would be OEC→OEC Provisional Education Center→Santiago Canyon College
- Collaborate with the CTA to increase the amount of student-priced bus passes, which are sold each semester at community colleges. Advertise student bus pass rates
- Create a program to offer bus vouchers for students in low income, qualifying families
- Open new sites in high need areas. Fund the building of new regional centers
- Collaborate with member and partner agencies to leverage existing underutilized classrooms in high need areas

7. Lack of computers and computer instruction available to adult learners

- Purchase additional computers for the ESL classrooms

- Hire a full-time education technology faculty member to oversee the computer embedded curriculum and run the Community Learning Center (CLC)
- Increase funding to support the purchase and upkeep of computers
- Develop faculty development workshops to focus on training instructors in technology embedded instruction
- Develop and fund new curriculum to update and revise classes in introductory computer skills classes, applications, and computer vocabulary to help ESL adult learners transition to credit programs
- Purchase hot spots and iPad carts for off-site instructors to bring technology to the community sites
- Purchase more computers and simulations software that creates virtual environments in the county jail's inmate education programs
- Leverage existing computer labs in the jails for use within the ESL classes and create technology embedded lessons for the inmate education ESL programs

8. Lack of help for students with disabilities

- Hire and train additional counselors and assistants
- Increase funding to support new hires
- Collaborate with the K-12 partner to learn more about servicing our students' needs
- Increase teacher training to assist DSPS students
- Hire DSPS specialists in the ESL classrooms to assist students with special needs, equipment, etc.
- Hire a full-time DSPS specialist to assist DSPS students with unique needs who require assessment and accommodations

9. Lack of citizenship classes

- Increase course offerings in high demand areas of the region
- Hire a full-time citizenship faculty member to keep informed regarding all changes in immigration reform and citizenship requirements
- Collaborate and create new partnerships with community centers such as Orange County Communities Organized for Responsible Development (OCCORD)

10. Lack of Contextualized Classes

- Research I-BEST model in Washington
- Fund and develop new curriculum that integrates contextualized learning into the ESL program
- Develop curriculum that supports a co-enrolled learning environment
- Collaborate with noncredit CTE to pilot contextualized curriculum
- Research credit programs that would work well with noncredit ESL classes

Program Area #3: Education Programs for Adults with Disabilities

In order to fill the gaps that exist for our adult learners in Program Area #3, the consortium has developed the following strategic implementations to address these gaps:

1. Lack of classroom space

- Build two new regional centers in high need populated areas
- Build additional sites in high need areas within one mile of targeted adult learners
- Collaborate with members and partners to leverage and utilize existing classrooms

2. Lack of full-time instructors, coordinators and counselors

- Hire additional full-time instructors, coordinators and counselors
- Increase funding to support new hires
- Increase faculty/professional development to support new hires

3. Lack of attention to students transitioning

- Develop an orientation that will help adult learners with disabilities and their guardians become adjusted to the different guidelines used at the college credit programs
- Develop new curriculum for a self-advocacy class including lessons on asking for help, requesting accommodations, and meeting independently with counselors
- Design a 6-week orientation course to help students with transition from K-12 (including visiting the DSPS center, counseling sessions, and visiting a class in session)
- Offer DSPS services and counseling services in the summer
- Adjust orientation schedules to reflect the open entry/open exit policy at noncredit sites

4. Need to identify the adult population at different agencies

- Combine all programs and services on a map that can be shared with all agencies
- Develop a regional service center for adult learners with disabilities that has ties to all agencies offering services
- Create programs so that the K-12 adult learners can simultaneously take courses at SAC or SCC and qualify for Adult Ed status

5. Lack of courses offered

- Develop curriculum for courses in social skills that emphasize interview skills and the work environment to better prepare them to transition into the workplace
- Develop a community outreach program to collaborate with businesses that are flexible in their support of hiring and mentoring adults with disabilities

- Develop curriculum for new courses focusing on independent living skills
- Implement new class offering for adult learners with substantial disabilities at the major sites in our region

6. Undiagnosed student population

- Develop faculty development to educate instructors on students with disabilities, DSPP programs and services
- Raise the instructor's level of awareness of students with disabilities
- Develop a referral/assessment process to help students with undiagnosed disabilities so that they can receive services
- Create and implement new assessments within the county jail inmate education program to help identify undiagnosed adult learners
- Expand DSPP services to identify and accommodate adult learners with undiagnosed disabilities

7. Lack of services and programs for incoming students with Autism Spectrum Disorder (ASD)

- Research ways to develop new programs and services for adult learners with ASD
- Develop new curriculum that leads to opportunities for students with ASD to obtain jobs with family sustaining wages
- Hire transition specialists with DSPP training to encourage and facilitate students in continuing on a career and/or educational pathway

Program Area #4: Short Term Career Technical Education Programs with High Employment Potential

In order to fill the gaps that exist for our adult learners in Program Area #3, the consortium has developed the following strategic implementations to address these gaps:

1. Lack of classroom space

- Build two new regional centers in high need populated areas
- Build additional sites in high need areas within one mile of targeted adult learners
- Collaborate with members and partners to leverage and utilize existing classrooms
- Develop hybrid courses and curriculum geared towards teaching students (including inmate population) to work independently

2. Lack of full-time instructors, coordinators and counselors

- Hire additional full-time instructors, coordinators and counselors
- Increase funding to support new hires
- Increase faculty/professional development to support new hires

3. Lack of alignment between credit and noncredit

- Create articulation agreements between noncredit and credit CTE programs to facilitate the transition process
- Develop more accelerated noncredit programs so that the adult learners can more quickly transition to credit classes
- Develop new courses and curriculum to inform and guide students through the process of college readiness including a clear transitional pathway that will enable adult learners to access college programs and services
- Develop new courses and curriculum to assist students in transitioning to the credit program by ensuring that they possess the necessary skills to succeed in college level coursework

4. Lack of child-care

- Implement new child-care programs by partnering and adding child-care opportunities at community centers and elementary school sites
- Look into partnering with existing programs such as Think Together, Padres Unidos, Boys and Girls Club, and Parks and Recreation
- Develop summer camps for older children during the summer by partnering with Children's Home Society or the city's Parks and Recreation Department
- Research child-care voucher programs to determine how they could work within the region

5. Lack of transportation

- Look into partnering with the California Transit Association (CTA) to assess the feasibility of offering an express bus route to the major site locations. Establish bus stops in key student population areas as determined by the census tract data. An example of a bus route would be OEC→OEC Provisional Education Center→Santiago Canyon College
- Collaborate with the CTA to increase the amount of student-priced bus passes, which are sold each semester at community colleges. Advertise student bus pass rates
- Create a program to offer bus vouchers for students in low income, qualifying families
- Open new sites in high need areas. Fund the building of new regional centers
- Collaborate with member and partner agencies to leverage existing underutilized classrooms in high need areas

6. Lack of computers and computer instruction available to adult learners

- Purchase additional computers for the CTE classrooms.
- Increase funding to support the purchase and upkeep of computers.
- Develop faculty development workshops to focus on training instructors in technology embedded instruction and provide mandated certifications

- Develop and fund new curriculum to update and revise classes in introductory computer skills classes, applications, and computer vocabulary.
- Purchase more computers and simulation software that creates virtual environments for the county jail's inmate education programs.
- Leverage existing computer labs in the jails for use within the CTE classes.
- Provide more computer skills embedded certificate programs for noncredit, K-12 and OCDE

7. Lack of English Skills

- Develop curriculum to prepare students in oral language and interview skills
- Develop classes in workforce readiness with a focus on reading and writing
- Develop curriculum to help students to transition to the workplace and increase employability chances

8. Lack of Outreach

- Align advertising to target specific student populations with specific programs and locations
- Develop a program to reach out to K-12 adult education programs as well as students in noncredit ESL, ABE and ASE programs
- Inform adult learners about the various Short Term CTE offerings in the region
- Work with local businesses to form partnerships to promote educational and career pathways

9. Lack of Contextualized Classes

- Research I-BEST model in Washington
- Fund and develop new curriculum that integrates contextualized learning into the CTE program
- Develop curriculum that supports a co-enrolled learning environment with credit and noncredit programs
- Collaborate with noncredit ABE and ESL to pilot new classes and certificate programs with contextualized curriculum and/or co-enrolled classes

Program Area #5: Programs for Apprentices

In order to fill the gaps that exist for our adult learners in Program Area #5, the consortium has developed the following strategic implementations to address these gaps:

1. Lack of classroom space

- Build two new regional centers in high need populated areas

- Build additional sites in high need areas within one mile of targeted adult learners
- Collaborate with members and partners to leverage and utilize existing classrooms
- Develop hybrid courses and curriculum geared towards teaching students (including inmate population) to work independently

2. Lack of full-time instructors

- Hire additional full-time instructors, coordinators and counselors
- Increase funding to support new hires
- Increase faculty/professional development to support new hires

3. Lack of alignment

- Implement training, field trips, and career and educational pathway fairs to inform noncredit/K-12 adult learners about alternative pathways in Apprenticeship Programs
- Develop more accelerated noncredit programs so that the adult learners can more quickly transition to credit apprenticeship programs
- Develop new courses and curriculum to inform and guide students through the process of college readiness including a clear transitional pathway that will enable adult learners to access college programs and services as well as apprenticeship programs
- Develop new courses and curriculum to assist students in transitioning to the apprenticeship program by ensuring that they possess the necessary English and math skills to succeed

4. Lack of child-care

- Implement new child-care programs by partnering and adding child-care opportunities at community centers and elementary school sites
- Look into partnering with existing programs such as Think Together, Padres Unidos, Boys and Girls Club, and Parks and Recreation
- Develop summer camps for older children during the summer by partnering with Children's Home Society or the city's Parks and Recreation Department
- Research child-care voucher programs to determine how they could work within the region

5. Lack of transportation

- Look into partnering with the California Transit Association (CTA) to assess the feasibility of offering an express bus route to the major site locations. Establish bus stops in key student population areas as determined by the census tract data. An example of a bus route would be OEC→OEC Provisional Education Center→Santiago Canyon College
- Collaborate with the CTA to increase the amount of student-priced bus passes, which are sold each semester at community colleges. Advertise student bus pass rates

- Create a program to offer bus vouchers for students in low income, qualifying families
- Open new sites in high need areas. Fund the building of new regional centers.
- Collaborate with member and partner agencies to leverage existing underutilized classrooms in high need areas

6. Outreach is limited

- Align advertising to target specific student populations with specific programs and locations
- Create relationships with the Training Trusts
- Develop a referral program at the various apprenticeship programs for adult learners that do not qualify so that they can take the required pre-requisite courses through a noncredit or K-12 program
- Develop a program to reach out to K-12 adult education programs as well as students in noncredit ESL, ABE and ASE programs
- Inform adult learners about the various Apprenticeship programs in the region

7. Lack of pre-requisite courses designed for Apprenticeship programs

- Develop new courses and curriculum to assist students in meeting the pre-requisite requirements, especially in the areas of GED preparation, high school subjects, and Algebra 1
- Open new class offerings in high demand areas so that adult learners have easier access to the courses they need

Table 4.1: Implementation Strategies To Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Overlapping Program Areas: These areas of the program overlap and have been grouped together so that the resources needed and the estimates of the cost will not be duplicated.						
<p>Program Areas: All Lack of sufficient class space to accommodate growing programs especially in geographically designated high need areas</p>	<p>Build 2 new Regional Center Facilities in high need/populated areas so that all students have access to education</p>	<p>Funding to build 2 new Regional Facility Centers</p> <p>Funding needs to support land acquisition, new construction, parking, furniture, equipment and soft costs</p>	<p>\$65,000,000* for two new sites (one-time)</p> <p>*Cost is duplicated in Table 3.1 and Table 5.1</p> <p>(See Priorities Narrative for table with breakdown of costs)</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track increase in enrollment and services offered</p> <p>Track percentage of students completing programs</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date approximated to be Spring 2019</p>
<p>Program Areas: All Access to Testing Centers for all students within the consortium. The testing centers will allow students to take tests (TABE, Common Assessment, CASAS, GED, etc.) so that they will easily be aligned with correct courses and levels.</p>	<p>Convert classrooms to dedicated Assessment Centers at the major sites</p> <p>*Fund new Assessment Centers at new Regional Center Facilities</p> <p>*costs for these centers have been built into the facility plan listed above</p>	<p>Funding to convert classroom into an assessment center and to purchase 30 computers, furniture, and room amenities</p> <p>Funding to hire 2 IT technicians</p> <p>Funding to hire 4 Testing Proctors</p>	<p>\$60,000 (one-time)</p> <p>\$60,000 (ongoing-annually)</p> <p>\$60,000 (ongoing-annually)</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track percentage of students completing tests and report scores</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Conversion completion date - end of Spring 2016</p> <p>*At proposed Regional Center Facilities: Completion date approximated to be Spring 2019</p>
<p>Program Areas: All Lack of centralized study and service locations for adult learners in the region</p>	<p>Convert classrooms to dedicated Student Resource Centers at the major sites</p> <p>The plan for the Student Resource Centers would</p>	<p>Funding to convert classrooms into Student Resource Centers and to purchase 30 computers, furniture,</p>	<p>\$60,000 (one-time)</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track percentage of students using the resource center</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion end</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	<p>include a student computer lab, a student lending library, and instructional aids and counselors to assist students</p> <p>*Fund new Student Resource Centers at new Regional Center Facilities</p> <p>*costs for these centers have been built into the facility plan listed above</p>	<p>and room amenities as well as funding to support faculty, staff and technology</p>				<p>of Spring 2016</p> <p>*At proposed Regional Center Facilities: Completion date approximated to be Spring 2019</p>
<p>Program Areas: All Lack of Career Centers for all adult learners in the region to apply for jobs, create resumes and meet employers</p>	<p>Establish 2 Career Centers in the region to help create new pathways to transition adult learners into the workforce by networking with employers in the region, providing help with employability skills, posting current job openings, and conducting recurrent job fairs</p> <p>Maintain an updated and interactive employment website</p> <p>Offer work-related workshops</p>	<p>Funding to create 2 Career Centers at new Regional Center Facilities*</p>	<p>*Costs for these centers have been built into the facility plan listed above</p>	<p>SAC-SCE SCC-SCE</p>	<p>Establish criteria with employers to evaluate success</p> <p>Track the number of students employed</p> <p>Compare data from the CASAS update records to track employment gains</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>*At proposed Regional Center Facilities: Completion date approximated to be Spring 2019</p>
<p>Program Areas: All Lack of full-time instructors and coordinators</p>	<p>Hire more FT faculty members in all program areas</p>	<p>*Funding to hire FT faculty members including tenure track positions</p>	<p>*Cost is included in the funds to hire FT faculty in Program Areas 1, 2 and 4</p>	<p>SAC-SCE SCC-SCE GGUSD</p>	<p>Track increase in number of FT instructors employed</p> <p>Track increase in number of new curriculum and professional development projects started</p> <p>Track increase in number of students served</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Hiring completion date: Spring 2016</p> <p>Position: ongoing</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Program Areas: ALL Lack of alignment and transition between noncredit and credit students with specific attention to assessments, orientation and student success plans	<ul style="list-style-type: none"> • Coordinate pathway and transitional activities • Coordinate assessment and orientation for all noncredit • Coordinate transition • Coordinate counseling • Coordinate pathway and orientation fairs • Coordinate outreach 	Funding to create a FT management position to coordinate and manage student success	\$110,000 * (annually – ongoing) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE	Track student success Track student completions Track student transitions to credit	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Position (ongoing)
Program Areas: ALL Align RSAEC with the implementation guidelines set forth by the Adult Education Block Grant Program	<ul style="list-style-type: none"> • Coordinate the efforts of the AB86 consortium during and after the transition to the implementation phase • Oversee the steering committee and task force committees • Develop and update the AB86 Comprehensive Plan • Collaborate with other consortia • Develop Partnerships to leverage facilities and services • Develop and oversee ongoing professional development 	Funding to hire a FT AB86 administrator to coordinate the continued efforts of the AB86 RSAEC in accordance with the regulations of the Adult Education Block Grant	\$110,000* (annually – ongoing) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE OUSD SAUSD	Track completion of all duties set forth by the Adult Education Block Grant Program Track the progress of the implementation of the proposals recommended by the RSAEC and the allocation committee	To commence July 1, 2015 or as soon as funding is available Hiring to be completed by Fall 2015 Position (ongoing)
Program Areas: ALL Centralized office clerk position is needed to work with the AB86 team consisting of but not limited to: director, researcher and webmaster	<ul style="list-style-type: none"> • Work with the AB86 director, researcher and webmaster • Keep records of data • Perform light clerical duties • Attend all meetings and record minutes 	Funding to hire a FT AB86 General Office Clerk to coordinate with the AB86 work team	\$40,000 (annually – ongoing)	SAC-SCE SCC-SCE OUSD SAUSD	Track completion of all duties set forth by the AB86 work team Track the progress of the implementation of the proposals recommended by RSAEC	July 1, 2015 or as soon as funding is available Hiring to be completed by Fall 2015 Position (ongoing)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
<p>Program Areas: ALL Research and gather data for the consortium to better align all agencies and programs in the consortium</p>	<ul style="list-style-type: none"> Gather and interpret data on all new programs Conduct Surveys Update interactive maps Update information on courses offered in RSAEC among all agencies including community sites and non-profits 	Funding to hire a FT AB86 researcher	<p>\$100,000* (annually-ongoing)</p> <p>*Cost is duplicated in Table 3.1</p>	SAC-SCE SCC-SCE OUSD SAUSD	<p>Track data and statistics gathered from newly implemented programs</p> <p>Track increase in the alignment of data across the consortium</p> <p>Track increase in the development of new programs in the consortium</p>	<p>To commence July 1, 2015 or as soon as funding is available</p> <p>Hiring to be completed by Fall 2015</p> <p>Position (ongoing)</p>
<p>Program Areas: ALL Align all services, classes and program offerings on one accessible platform</p>	<ul style="list-style-type: none"> Create a student-centered website Maintain the webpage Update the webpage with new information and courses Work with the researcher to update interactive maps 	Funding to hire a PT AB86 webmaster	<p>\$36,000 (annually-ongoing)</p> <p>*Cost is duplicated in Table 3.1</p>	SAC-SCE SCC-SCE OUSD SAUSD	Track number of visitors to the RSAEC website	<p>To commence July 1, 2015 or as soon as funding is available</p> <p>Hiring to be completed by Fall 2015</p> <p>Position (ongoing)</p>
<p>Program Areas: ALL Lack of ability to track student progress and transition rates between noncredit and credit.</p>	Create a state-wide student ID number for adult learners in community college and K-12 adult education programs for tracking success	Needs to be funded on the state level	Needs to be funded on the state level	SAC-SCE SCC-SCE GGUSD	<p>Track student success</p> <p>Track student completions</p> <p>Track student transitions to credit</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>
<p>Programs Areas: ALL Lack of Outreach targeted to student populations via advertising, technology and</p>	Create Website to showcase all programs within the consortium with information on programs, sites and	Funding for a web designer to create and maintain the website	\$50,000 (annually-ongoing)	SAC-SCE SCC-SCE GGUSD	Track number of visitors to the website	To commence in Fall 2015 or as soon as funding is

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
community outreach	<p>classes offered</p> <p>Align advertising to target specific students populations with specific programs and locations</p> <p>Create new campaigns directed at targeted community sites and businesses</p>	Funding for advertising inside buses, train stations, PSA's and campaigns targeted at community sites and businesses	\$250,000 (one-time)		<p>Track increase in the number of adult learners inquiring about programs</p> <p>Track increase in the number of adult learners beginning new programs</p>	<p>available</p> <p>Completion date – Spring 2016</p> <p>Position: ongoing</p>
<p>Program Areas: ALL</p> <p>Lack of communication between the community college district, the K-12 districts and community centers, as well as, lack of communication between programs</p>	Hire a FT coordinator to work with all of the agencies and program area department chairs so that the adult learners in our region will receive uninterrupted services	Funding for a FT coordinator	\$100,000 (annually-ongoing)	SAC-SCE SCC-SCE	Track number of joint projects and successful collaborations between agencies and/or programs	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016</p> <p>Position: ongoing</p>
<p>Program Areas: ALL</p> <p>Increase accessibility to higher education for noncredit/adult education students by providing quality childcare.</p> <p>Lack of Child Care during fall and spring semesters for children 5 and under</p> <p>Lack of childcare during summer session for children 12 and under</p>	<p>Implement new childcare programs by partnering and adding child-care to community centers and elementary school sites.</p> <p>Implement new summer camps for older children during summer vacation.</p>	<p>Funding to open child-care facilities at new regional centers and implement support service</p> <p>Funding to hire camp advisors and support services</p>	<p>*Costs for these centers have been built into the facility plan listed above</p> <p>Leverage resources with community partners such as Think Together, Padres Unidos, Boys and Girls Club, and Parks and Recreation.</p>	SAC-SCE SCC-SCE	Track increase in enrollment of students using childcare programs	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Program Areas: ALL Lack of Transportation	Look into partnering with the CTA to offer an express bus route to the major site locations. Offer bus vouchers and increase amount of student bus passes that are available to sell each semester.	Find a contact within the CTA and conduct research to determine where key student populations and possible routes align	Still investigating partnership with CTA	SAC-SCE SCC-SCE	Track increase in amount of students using public transportation	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016
Program Areas: All Lack of computers including in the inmate education program Lack of computers/technology at off-site locations	More computers need to be purchased Leverage existing computer labs at county jail facilities, SAUSD and OUSD sites	Funding to purchase more computers Funding to hire more IT staff	\$50,000 \$36,000	SAC-SCE SCC-SCE	Track number of students in technology-based courses	To commence in Fall 2015 or as soon as funding is available Completion end of Spring 2016
Program Areas: All Lack of computer instruction and course offerings	Increase in faculty development in computer/technology training Develop curriculum for new classes which would include introductory computer skills, applications and computer vocabulary Increase in technology-based courses	Funding for faculty development workshops geared towards tech-embedded instruction Funding for curriculum development, support materials, research and instructor training/professional development	\$2,500* (annually-ongoing) \$2,500** (one-time) *Cost is duplicated in Table 6.2 **Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE	Track number of students in technology-based courses Track number of instructors completing technology workshops Survey instructors on implementation of new skills learned	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; Faculty Development: ongoing
Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate						
Lack of evidence- based high school diploma curriculum that is aligned to college entry classes and career readiness.	Develop and write new and revised curriculum in the areas of ABE English and math, and HSS core subject areas including math, natural	Funding to hire 5 FT noncredit faculty members at SAC-SCE in the areas of ABE and HSS, including the	\$500,000* (annually – ongoing)	SAC-SCE SCC-SCE GGUSD	Track the number of courses revised and implemented	To commence in Fall 2015 or as soon as funding is available

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
<p>Diminish academic hurdles for disenfranchised students by creating evidence- based high school curriculum that is aligned to college entry classes and career readiness.</p>	<p>and social sciences and English</p> <p>Expand new transition pathways in ABE and in the areas of HSS, including the subject areas of math, English and natural and social sciences</p> <p>*Some transition courses and plans are in place, but there are not enough counselors and instructors to implement due to maxed out hours</p>	<p>subject areas of English, social and natural science and math with an expertise in transitioning students to college.</p> <p>Funding to hire 8 FT noncredit faculty members at SCC-SCE in the areas of ABE and HSS, including the subject areas of English, social and natural science and math with an expertise in transitioning students to college.</p> <p>Funding to hire 1 FT instructor at GGUSD with an expertise in transitioning students to college</p> <p>Funding for curriculum development, support materials, research and instructor training/ professional development</p>	<p>\$800,000* (annually – ongoing)</p> <p>\$100,000* (annually-ongoing)</p> <p>\$25,000* (one-time)</p> <p>*Costs are duplicated in Table 3.1 and 5.1</p>		<p>Track the number of students that complete the high school diploma program and transition to postsecondary education or the workforce</p>	<p>Completion date – Spring 2016</p> <p>Positions and curriculum revisions - ongoing</p>
<p>Unprepared for new GED test</p>	<p>Develop new curriculum in common core and academic vocabulary</p> <p>Develop evidence-based activities and tasks in both English and Spanish</p>	<p>Funding to hire 2 FT GED faculty members at SAC-SCE</p> <p>Funding to hire 2 FT GED faculty members at SCC-SCE</p> <p>Funding for curriculum development, support</p>	<p>\$200,000* (annually – ongoing)</p> <p>\$200,000* (annually – ongoing)</p> <p>\$5,000* (one-time)</p>	<p>SAC-SCE SCC-SCE GGUSD</p>	<p>Track number of students that complete GED in both English and Spanish</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; courses</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
		materials, research and instructor training/ professional development	*Cost is duplicated in Table 3.1 and 5.1			ongoing
Lack of articulation agreements between noncredit and credit in math, natural and social sciences and English	Create math, natural and social sciences and English articulation agreements so that students who pass noncredit and Adult Ed. classes in these areas can transition into college level classes.	Collaboration between noncredit and credit departments as facilitated by FT faculty members	*Costs are included in funding to hire noncredit faculty (above)	SAC-SCE SCC-SCE GGUSD	Track the number of students that complete the articulated high school course and complete the correlated college credit course with a C or better.	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
ABE students entering the program at a 6 th to 8 th grade level are taking too much time to earn their equivalency certificate which causes them to lose motivation and not complete the program	Develop an embedded ABE/GED course to allow students to begin working on common core and critical thinking skills while learning basic reading, writing, and math. Allow students to feel that they are working towards their goal while simultaneously working on their basic skills.	*Funding to hire FT faculty members at SAC-SCE and SCC-SCE Funding for curriculum development, support materials, research and instructor training/ professional development	*Costs are included in funding to hire noncredit faculty (above) \$5,000** (one-time) **Cost is duplicated in Table 5.1	SAC-SCE SCC-SCE	Track increase in number of ABE students completing their GED certificate	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; courses ongoing
Lack of computer skills hindering GED students from passing the new test in the allotted amount of time	Purchase more computers for the GED room Develop curriculum for new classes incl. introductory computer skills, applications, and computer vocabulary.	*Funding to hire a FT educational technology faculty member with expertise in curriculum writing. Funding to purchase new computers and devices. Funding to write new curriculum, support materials, research and instructor training/	*Cost is included in funding to hire noncredit faculty (above) \$35,000* (one-time) \$2,500*** (one-time) **Cost is duplicated in	SAC-SCE SCC-SCE	Improve the ratio of students to computers	To commence in Fall 2015 or as soon as funding is available Completion end of Spring 2016

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
		professional development	Table 5.1			
Students are dropping out of traditional HS programs due to aging out or being too credit deficient and have a difficult time connecting with the noncredit HS program	Implement an action based research project modeled after the Gilbert-West pilot conducted by NOCRC to aid these students by transitioning them into a noncredit HS diploma program	Funding to implement the research project including faculty members, counselors, Instructional center specialist, safety officer, textbooks, software, misc. instructional supplies, and class rental fees	\$175,000-\$250,000* *Costs are estimates and were determined by the NOCRC action based research project expenses and duplicated in Table 3.1	SAC-SCE SCC-SCE SAUSD OUSD OCDE	Track number of students entering the program Track number of high school diplomas awarded Track rise in completion rates and the number of students transitioning to credit courses and/or the workforce	To commence Spring 2016 Implementation of action research project complete end of Spring 2016
Lack of DSPS classroom specialist in the ABE and ASE labs to assist students with special needs, especially in the area of technical equipment	Hire DSPS classroom specialists Teacher training/professional development	Funding to hire 2 FT DSPS specialists at SAC-SCE Funding to hire 2 FT DSPS specialists at SAC-SCE	\$110,000 (annually – ongoing) \$110,000 (annually – ongoing)	SAC-SCE SCC-SCE	Track the number of DSPS students receiving assistance	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Positions - ongoing
Lack of updated textbooks within the ABE, HSS and GED program to align with common core standards	Purchase new textbooks	Funding for new and supplementary texts that are aligned with college readiness in all HS subject areas and for new and supplementary texts for GED standards in both English and Spanish at SAC-SCE and SCC-SCE	\$300,000* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE	Update textbooks accessible to every student	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Lack of previously learned skills due to time lapses between the end of one program and the start of another	<p>Develop new curriculum, classes and labs to help students learn forgotten skills especially in the areas of math, reading, and writing and prepare them for upcoming placement tests</p> <p>Allow high school diploma students to simultaneously take college courses while completing high school credits to eliminate the time lapse and culture shock of entering college courses</p>	<p>Funding for development of new curriculum and implementation of new classes and labs</p> <p>Funding of innovative summer programs such as “Math Jam”</p>	<p>\$2,500 (one-time)</p> <p>\$5,000 (annually ongoing)</p>	SAC-SCE SCC-SCE GGUSD	Improvement in placement test scores	<p>To commence in Spring 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016;</p> <p>Summer programs: ongoing</p>
Program Area 2: Classes and courses for immigrants eligible for educational services in citizenship and ESL, and workforce preparation classes in basic skills						
Diminish academic hurdles for ESL students by creating new and revised curriculum that is aligned to college entry classes and career readiness	<p>Develop and write new and revised curriculum for all levels of ESL including elective courses such as writing, pronunciation and transitioning to college</p> <p>Create level area experts to advise the curriculum committee on what adult learners need at each level according to CB-21 coding, analysis of standardized test scores, and data pulled from SLO's</p> <p>Expand new transition pathways for ESL students, including incorporating contextualized based learning and collaboration with other departments such as CTE</p>	<p>Funding to hire 13 FT noncredit faculty members at SAC-SCE in the areas of: level area experts, embedded technology, citizenship, faculty development, instructor resources, student learning outcomes & assessment, and electives such as pronunciation with an expertise and focus on transitioning students to postsecondary education or the workforce</p> <p>Funding to hire 7 FT noncredit faculty members at SCC-SCE in the areas of: level</p>	<p>\$1,300,000* (annually – ongoing)</p> <p>\$700,000* (annually – ongoing)</p>	SAC-SCE SCC-SCE GGUSD	<p>Track the number of courses revised and implemented</p> <p>Track the number of students who complete the ESL noncredit program and transition to postsecondary education or the workforce</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p> <p>Positions and curriculum revisions - ongoing</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
		<p>area experts, inmate education, instructor resources, student learning outcomes & assessment, and electives such as pronunciation & citizenship with an expertise and focus on transitioning students to postsecondary education or the workforce</p> <p>Funding to hire 1 FT faculty member at GGUSD with an expertise and focus on transitioning students to postsecondary education or the workforce</p> <p>Funding for curriculum development, support materials, research and instructor training/ professional development</p>	<p>\$100,000* (annually-ongoing)</p> <p>\$50,000* (one-time)</p> <p>*Costs are duplicated in Table 3.1 and 5.1</p>			
Articulation agreements between noncredit ESL and credit ESL	Develop articulation agreements between ESL noncredit continuing education and adult education with SAC and SCC for students to transfer directly into credit	<p>*Funding to hire 2 FT ESL faculty members at SAC-SCE and SCC-SCE</p> <p>Funding to hire 1 FT ESL faculty member at GGUSD</p>	<p>*Costs are included in funding to hire noncredit faculty (above)</p> <p>\$100,000** (annually-ongoing)</p> <p>**Cost is duplicated in</p>	SAC-SCE + SAC SCC-SCE +SCC GGUSD + SAC	<p>Track the number of courses revised and implemented based on articulation agreements</p> <p>Track the number of students that complete newly</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p> <p>Assessments - ongoing</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
			Table 3.1		<p>implemented articulated ESL courses and complete the correlated college credit course with a C or better.</p> <p>Track the increase in the number of students taking the articulated classes.</p>	
<p>Lack of courses allowing for accelerated learning</p> <p>Create a Fast Track Program for Spring and Fall Semesters geared towards accelerating students' progress</p>	<p>Create a Fast Track Program for Spring and Fall Semesters geared towards accelerating students' progress</p> <p>Identify students that are able to go through the program faster</p> <p>Develop a strand of 9-week classes (AM/PM) for identified accelerated students to use throughout the year</p>	<p>Funding to hire FT faculty member to oversee the accelerated program and develop new curriculum</p> <p>Funding to hire 2 PT faculty members to teach the 9 week strands</p>	<p>*Costs are included in funding to hire noncredit faculty (above)</p> <p>\$72,000** (annually – ongoing)</p> <p>**Cost is duplicated in Table 5.1</p>	SAC-SCE SCC-SCE	<p>ESL Pre-Test and Post-Test</p> <p>CASAS</p> <p>Track student completion rates</p>	<p>To commence in Spring 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; courses ongoing</p>
<p>Lack of pathways for lower-level ESL students to transition into higher level contextualized, co-enrolled courses</p> <p>Better align lower-level curriculum across the consortium</p>	Write new curriculum targeted at lower-level ESL adult learners that incorporates basic math and career readiness skills	<p>Fund faculty to write new curriculum to address lower level student needs</p> <p>Funding for curriculum development, support materials, research and instructor training/ professional development</p>	<p>*Costs are included in funding to hire noncredit faculty (above)</p> <p>\$50,000* (one-time)</p> <p>*Cost is duplicated in Table 3.1</p>	SAC-SCE SCC-SCE GGUSD	<p>Compare gains in student Learning Outcomes</p> <p>Track increase in students transitioning to higher-level courses</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion end of Spring 2017</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Lack of instructional assistance for students in lower level ESL classes and multi-level classes	<p>Facilitate the instructor in classrooms with low-level or multi-level students on and off-site</p> <p>Give registration support, help with test proctoring, and work with students in small group settings</p>	<p>Funding to hire 5 FT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at SAC-SCE</p> <p>Funding to hire 5 PT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at SAC-SCE</p> <p>Funding to hire 2 FT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at SCC-SCE</p> <p>Funding to hire 2 PT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at SCC-SCE</p>	<p>\$215,000* (annually – ongoing)</p> <p>\$75,000* (annually – ongoing)</p> <p>\$86,000* (annually ongoing)</p> <p>\$30,000* (annually – ongoing)</p> <p>*Costs are duplicated in Table 3.1 and 5.1</p>	SAC-SCE SCC-SCE	Track the number of students transitioning into higher level courses and/or the workforce	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p> <p>Positions - ongoing</p>
Lack of citizenship classes offered in the district	Increase course offerings in high demand areas of the district	Funding to hire 2 PT citizenship faculty members	<p>*72,000 (annually – ongoing)</p> <p>*Cost is duplicated in Table 3.1</p>	SAC-SCE SCC-SCE	<p>Track number of students enrolled in citizenship classes</p> <p>Track number of students that obtain citizenship</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>
Lack of coordination of the citizenship program	Hire a FT citizenship faculty member	Funding to hire a FT citizenship faculty member	*Costs are included in funding to hire	SAC-SCE SCC-SCE	Track increase in growth of program	To commence in Fall 2015 or as soon as

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
			noncredit faculty (above)		Track number of students enrolled in citizenship classes Track number of students that obtain citizenship	funding is available Completion date – Spring 2016
Lack of alignment between noncredit and credit pertaining to college readiness	Develop Transition to College classes to accelerate students bridging from noncredit to credit at CEC→SAC, OEC→SCC, GGUSD→ SAC Allow for more class time to focus on transitioning skills Create new curriculum with credit, noncredit and counselor embedded focus	Funding to write new curriculum including components of noncredit ESL, credit ESL and embedded counseling	\$8,000* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE + SAC SCC-SCE + SCC GGUSD + SAC	Track number of students transitioning from noncredit ESL to credit English (4 levels below transfer)	To commence in Spring 2015 or as soon as funding is available Implementation complete end of Spring 2016; courses ongoing
Lack of DSPS classroom specialist in the ESL classrooms to assist students with special needs, especially in the area of technical equipment	Hire DSPS classroom specialists Teacher training/professional development	Funding to hire 1 FT DSPS specialist at SAC-SCE Funding to hire 1 FT DSPS specialist at SAC-SCE	\$55,000 (annually – ongoing) \$55,000 (annually – ongoing)	SAC-SCE SCC-SCE	Track the number of DSPS students receiving assistance	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Positions - ongoing
Program Area 3: Education programs for adults with disabilities						
Lack of a regional service center for students with disabilities	Create a Regional DSPS Service Center for students with disabilities that has ties to all agencies offering services in the region at the new Regional Facility Centers	Funding to build/support the new regional service center	*Costs for these centers have been built into the facility plan listed above	SAC-SCE SCC-SCE	Track percentage of adult learners using the DSPS Service Center Track number of adult learners	To commence in Fall 2015 or as soon as funding is available *At proposed

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
					going through the center that have transitioned to the college or workforce	Regional Center Facilities: Completion date approximated to be Spring 2019
Lack of information and programs for adult learners with ASD	Develop new programs and services aimed at transitioning adult learners with ASD into postsecondary education and/or the workforce	Funding to hire a DSPS transition specialist Funding to research and develop new programs for adult learners with ASD	\$110,000 (annually – ongoing) \$10,000 (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE GGUSD	Track the number of students receiving DSPS services for ASD Track increase in the number of students transitioning into postsecondary education and/or the workforce	To commence in Fall 2015 or as soon as funding is available Research completion date – Spring 2016 Implementation Completion date – Fall 2015
Lack of outreach programs between the adults with substantial disabilities program and business in our region	Develop a community outreach program to collaborate with businesses that are flexible in their support of hiring and mentoring adults with disabilities	Funding to hire 6 PT community DSPS business liaisons Work in conjunction with SAUSD to create a community outreach program that is modeled after their program	\$75,000* (annually-ongoing) *Cost is duplicated in Table 3.1 and 5.1	SAC-SCE SCC-SCE	Increase of students with substantial disabilities entering the workforce	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; Positions ongoing
Gap in the transition rates between noncredit and credit for students with disabilities	Develop a one-day orientation to help adult learners adjust to the different guidelines used by the credit programs Develop a 6-week orientation to help students address transition from noncredit to credit (incl: DSPS services, counseling sessions, visiting classes in session)	*Funding to hire DSPS specialists Funding to hire 2 PT DSPS assistants to run the program Funding to develop the	*Costs are included in the funding to hire DSPS specialists in Program Area 1 and 2. \$30,000** (annually – ongoing) \$5,000**	SAC-SCE SCC-SCE SAUSD	Track number of students attending orientations Track number of students transitioning from noncredit to credit	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; positions ongoing

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	Collaborate with K-12 districts to learn more about servicing the students' needs	one-day and 6-week orientation program	(one-time) **Cost is duplicated in Table 3.1			
Lack of classes that help students with disabilities be self-advocates and be able to transfer to larger, integrated sites	Implement new classes at major sites in our region Write new curriculum for a student advocacy course Create new classes so that adult K-12 learners can simultaneously take courses at SAC and SCC	Funding to write new course curriculum	\$3,750* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE SAUSD	Track increase in number of students enrolled in courses	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Lack of instructor knowledge in helping students with undiagnosed disabilities and lack of DSPS services to identify undiagnosed learners - including students in the inmate education program	Develop a faculty development workshop to educate instructors on students with disabilities Develop a system within DSPS to identify undiagnosed learners	Funding to hire a field expert to give a professional development workshop to train instructors in identifying students with disabilities	\$250* (annually-ongoing) *Cost is duplicated in Tables 6.2	SAC-SCE SCC-SCE GGUSD	Increase in the number of referrals to DSPS Increase in number of instructors attending faculty development workshops	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; faculty development ongoing
Program Area 4: Short-term career technical education programs with high employment potential						
Lack of transitional pathways for noncredit and adult education CTE students in various program areas	Develop and write new and revised curriculum for certificate programs and courses in areas of high employment potential that leads to jobs with family sustaining wages Create relationships with businesses in the community to help eligible students transition into the workforce	Funding to hire 3 FT CTE faculty at SAC-SCE Funding to hire 3 FT CTE faculty at SCC-SCE Funding to hire 1 FT CTE faculty member at GGUSD	\$300,000* (annually – ongoing) \$300,000* (annually – ongoing) \$100,000* (annually – ongoing)	SAC-SCE SCC-SCE GGUSD	Track the number of new certificate programs and courses implemented Track the number of courses revised Track increase in	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Faculty positions - ongoing

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	Coordinate efforts to bridge the students in the adult ed, noncredit and inmate education programs with credit CTE programs	<p>Funding to hire 6 PT CTE experts in areas of high employment potential at SAC-SCE</p> <p>Funding to hire 6 PT CTE experts in areas of high employment potential at SCC-SCE</p> <p>Funding for curriculum development, support materials, research and instructor training/ professional development</p>	<p>\$216,000* (annually – ongoing)</p> <p>\$216,000* (annually – ongoing)</p> <p>\$50,000* (one-time)</p> <p>*Costs are duplicated in Table 3.1 and 5.1</p>		<p>growth of program</p> <p>Track student success rates</p> <p>Track increase in certificates earned</p> <p>Track increase in job placement</p>	
Lack of articulation agreements between credit and noncredit CTE programs	<p>FT faculty, with an expertise in transitioning students to college, need to meet with credit faculty to create articulation agreements.</p> <p>Expedite student success by creating articulation agreements with credit CTE courses so that students are able to have a seamless transition to college level classes</p> <p>Eliminate duplication of classes</p>	Collaboration between noncredit and credit departments as facilitated by FT faculty members	*Costs are included in funding to hire CTE faculty members (above)	SAC-SCE SCC-SCE GGUSD OCDE	<p>Track the number of students that complete the articulated course and complete the correlated college credit course with a C or better</p> <p>Track the number of students taking the articulated classes and the effectiveness of courses revised or articulated.</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date – Spring 2016</p>
Lack of coordination of CTE program	Hire a FT noncredit CTE faculty member to oversee the program	<p>Funding to hire FT CTE faculty member at SAC-SCE</p> <p>Funding to hire FT</p>	*Costs are included in funding to hire CTE faculty members	SAC-SCE SCC-SCE	<p>Track increase in growth of program</p> <p>Monitor and</p>	To commence in Fall 2015 or as soon as funding is available

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
		CTE faculty member at SCC-SCE	(above)		review effectiveness of curriculum and instruction	Completion date – Spring 201 Coordinator position (ongoing)
Lack of curriculum in workplace vocabulary for adult learners in the county jail inmate education program	Write new curriculum to build workplace vocabulary that will allow students to easily transition into a credit CTE program upon release	Funding for curriculum development, support materials, research and instructor training/ professional development	\$10,000* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE OCS OCDE	Track the increase in the number of ex-offenders transitioning into credit programs	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016
Lack of technology instruction that would use virtual environments in place of restricted internet use in the inmate education CTE program to accelerate career readiness skills	Write new curriculum for a new computer course using virtual environment /simulation software Simulated activities to be developed by new curriculum	Funding to write new curriculum Funding to purchase new software Leverage existing computers in the jails	\$2,500* (one-time) Cost to be determined by new curriculum *Cost is duplicated in Table 5.1	SCC-SCE OCS	Track number of inmates completions in the new course	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; courses ongoing
Lack of English skills in the CTE program	Develop curriculum to prepare students in oral language and interview skills, workforce readiness with a focus in reading and writing, and employability skills	Funding to write new curriculum	\$2,500* (one-time) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE	Track the number of students who entered the program and successfully completed courses that utilized the new curriculum	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016
Lack of student competency in Blackboard	Write new curriculum to enhance noncredit CTE classes with Blackboard Develop activities to use Blackboard for supplemental	Funding for curriculum development, support materials, research and instructor training/ professional development	\$2,500* (one-time)	SAC-SCE	Track number of students completing noncredit CTE courses with Blackboard	To commence in Fall 2015 or as soon as funding is available

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
	materials, homework and testing	Funding to provide instructor mandated certification and training through faculty development	\$5,000* (one-time) *Cost is duplicated in Table 4.1 and 6.2			Completion date – Spring 2016
Program Area 5: Programs for apprentices						
Lack of established pathway linking noncredit students to Apprenticeship programs	Create new GED, English and math programs aimed to help students transition into credit apprenticeship programs	Funding to hire 2 PT GED and 2 PT math faculty members	\$144,000* (annually – ongoing) *Cost is duplicated in Table 3.1	SAC-SCE SCC-SCE	Track the increase in number of adult learners that transition from noncredit GED and math into apprenticeship programs	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 positions ongoing
Lack of collaboration with the Training Trusts to create a referral program for students that are not qualified to start the apprenticeship programs to accelerate their entry into the program.	Develop a referral program for students that are not qualified to start the apprenticeship programs to accelerate their entry into the program. Create brochures and fliers to give to potential noncredit students	Funding for outreach	\$5,000* (one-time) *Cost is duplicated in Table 5.1	SCC-SCE	Track number of referral students entering and completing noncredit courses Track number of referred students that enter an apprenticeship	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016;

REGIONAL COMPREHENSION PLAN OBJECTIVE #5

Consortium Plan Objective #5: Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

Narrative: The following narrative identifies the plans to implement and improve specific evidence-based strategies across the Rancho Santiago region, within and between systems where they currently don't exist, to accelerate students' progress. The following plans include how RSAEC will identify and gather measurable improvement metrics and how existing best practices and strategies will be implemented for each of the program areas. A work plan summarizes the elements of the plan including: specific approaches to be employed, specific tasks needed to implement the specific approach, resources and costs involved with the implementation, responsible consortium parties, methods for assessing the success of implementing the approach, and the timeline for completing each task.

Analysis: See Table 5.1

RSAEC Priorities:

- 1) Building of two new regional facilities**
- 2) Hiring of additional full-time faculty**
- 3) Additional sites in high need areas within one mile of targeted adult learners**
- 4) Development of educational and career pathways**

Overlapping Program Areas:

Faculty from the consortium met over the course of the past eight months and gathered information at task force meetings, one-on-one meetings, and department meetings. It was noted that many of the measurable improvement metrics, best practices and strategies needing to be addressed overlap the five program areas. The following narrative has been compiled from information gathered from all of the task force group meetings. The task force groups determined that the following approaches to accelerate a student's progress toward his or her academic or career goals be implemented in multiple program areas.

To meet the needs of the consortium's adult learners in the approaches proven to accelerate a student's progress toward his or her academic or career goals, it is the number one priority of the consortium to provide classroom space and facilities where students can learn and advance through these pathways. In order to provide this, two new regional facilities need to be built. The major outcome of building these centers

would be increased enrollment from the underserved population in the consortium and increases in the number of adult learners advancing to credit programs and the workforce.

Faculty who were engaged in the Program Area Task Force groups for short term CTE and adult elementary and secondary basic skills worked together to develop a way to accelerate student progress toward both academic and career goals. The members of the task force group found that by offering CTE classes such as Introduction to Keyboarding, Employability Skills, and various computer application courses as electives, students could simultaneously earn CTE certificates while working toward their high school diploma. While CTE classes have been available as elective courses at SAC-SCE and SCC-SCE, student education plans have not combined the two areas to be readily understood by students. To accelerate student progress, these certificates need to be written into their Student Success Plans. GGUSD and OCDE have not yet incorporated these electives into their high school diploma program. Agreements need to be made between GGUSD, OCDE and SAC-SCE so that students can take these courses at SAC-SCE and apply the credits toward the high school diploma program they are enrolled in at GGUSD and/or OCDE. SAC-SCE, GGUSD and OCDE need to establish guidelines using articulation agreements and CB-21 coding so that students do not need to take unnecessary or repeated coursework at two different agencies. The task force members understand that working with neighboring partners and aligning programs will accelerate student progress. In order to implement these changes, counseling needs to be available to guide students. Resources needed include hiring a full-time counselor and a full-time CTE faculty member at SAC-SCE, which would cost approximately \$220,000 annually. Resources and costs required for GGUSD include hiring a full-time faculty member which would cost \$100,000 annually. Methods of assessing this approach would include monitoring the number of students completing both a high school diploma and CTE certificate(s). Although communications have already begun across the region, the timeline for implementing these new certificate options into the Student Education Plans would begin in fall 2015 or as soon as funding becomes available. Implementation of the approach will be completed by spring 2016. Counseling and faculty positions as well as the availability of the certificate courses will be ongoing.

Another approach that overlaps between programs is implementing a Reading Apprenticeship Program. Accelerating the amount of time for students to learn and retain reading skills is crucial in bringing them closer to their end goal in a shorter amount of time. In a study using the Life and Work Skills Reading and Math Assessment conducted at Renton Technical College, Instructor Michele Lesmeister observed that students in her ABE courses made average gains of 3 to 5 points after 33 hours of instruction. This is substantially faster than the national average of a 5 point

gain after 100 hours. Through Lesmeister's study it was shown how students were able to reduce their learning time by two-thirds, thus accelerating their learning progress (*Success Stories: Achieving Dreams at Renton Technical College, readingapprenticeship.org*). To implement this approach, noncredit and adult education instructors must enroll in reading apprenticeship workshops to learn new reading instruction methods. Instructors will then bring these methods back to the class and apply them in their instruction. Students will learn specific techniques to increase comprehension and retention of academic reading material. This is vitally important in Program Areas 1, 2, 4 and 5 where students can use these metacognitive reading strategies to better comprehend and retain information from academic texts. Resources needed include instructors trained in Reading Apprenticeship methodologies and the funding to train them. Costs to fund this approach would be approximately \$16,000 (see also Objective 6) to train and pay instructors to participate in the program. Initial and limited Reading Apprenticeship workshops have begun at SAC-SCE through scholarship funds, but these workshops need to continue and expand to the consortium's member and partner agencies so that adult learners throughout the region can benefit. The instructor training workshops would begin in fall 2015 and conclude in spring 2016. Courses implementing these learned methodologies would be ongoing.

After initial inquiries, it was discovered that faculty at SAC-SCE, SCC-SCE, OCDE and GGUSD were very interested in learning more about contextualized basic skills. Talks with the credit CTE departments at both SAC and SCC showed that they were also in favor of creating a collaborative program with noncredit ESL, ASE and ABE programs. This joint effort would accelerate student progress and at the same time help students with language deficiencies. At the AB86 State Summit in Sacramento (*October, 2014*), there was discussion among the four Orange County consortia about collectively gathering more information in this area. From these discussions it was decided that select members from RSAEC along with members of the neighboring Orange County consortia would travel to Washington to further investigate the I-BEST program. The Washington I-BEST programs are the national standard for integrating basic skills development with career readiness certificate programs. The trip was scheduled for February 2015, with twenty members from RSAEC and NOCRC participating in the three-day I-BEST program visit. William Durden, the Policy Associate for I-Best for the Washington State Board for Community and Technical Colleges, arranged site visits at Lake Washington Institute of Technology, Edmonds Community College and Everett Community College, which included classroom observations, student and faculty panels, and discussions with program administrators and advisors. The visiting RSAEC team gathered information and data, which was brought back to the consortium.

The I-BEST visit generated a dialogue among faculty members of the ESL, CTE, ABE and ASE programs on how to incorporate the best practices of the I-BEST program into

an interdisciplinary approach to student success. In order for the adult learners in the Rancho Santiago region to truly benefit from this model, it was proposed that a new interdisciplinary program within the noncredit departments at SAC-SCE and SCC-SCE be implemented. The new Integrated Pathways to Accelerated Learning (iPAL) program would combine CTE, ESL, ABE and ASE together in a contextualized and integrated program. In order to accomplish this, it would be necessary to set-up a new program with dedicated facilities, faculty, navigators, staff, researcher, and professional development opportunities. Contextualized courses would need to be created and piloted in traditional and co-enrolled classrooms. A full-time coordinator would need to be hired to coordinate the program, be a liaison between noncredit and credit content area departments, and organize in-depth professional development and training to be provided to all faculty and staff. In addition, full-time faculty members would need to develop new integrative curriculum and work closely with the iPAL team. Resources needed include the initial start-up costs for the program which would be \$1,000,000 for each center as well as sustainable costs of \$500,000 per year to continue the program. Data would need to be collected and assessed by the researcher to show student acceleration and successful completion of certificate programs with subsequent transition into jobs with family sustaining wages. The timeline to implement this program would begin in fall 2015 or as soon as funding becomes available and would be ongoing. It's important to note, that without the hiring of full-time faculty and the addition of much needed facilities, the resources to create these accelerated pathways will not exist.

Program Area #1: Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate

To employ approaches proven to accelerate a student's progress toward his or her academic or career goals, representatives from the consortium's elementary and secondary basic skills programs met and identified five major areas where joint programming strategies need to be employed. It is noted that all of these plans include programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following acceleration strategies be employed by Program Area #1.

To help accelerate student transition to college and careers, instructors need to use evidence-based curriculum that is aligned to college entry-level classes and career readiness. New curriculum needs to be written that incorporates evidence-based tasks and the common core standards. In order to write and implement this new curriculum, more full-time faculty members are needed. Task force members all agreed that the number one priority affecting implementation of new curriculum at SAC-SCC, SCC-SCE and GGUSD is the lack of full-time faculty. With new laws restricting part-time hours

and the drastic decrease in full-time instructors and coordinators, it is nearly impossible to achieve the intended goals for adult learners in the region. The task force recommended funding fourteen full-time faculty members (five at SAC-SCE, eight at SCC-SCE and one at GGUSD) in the areas of adult elementary and secondary basic skills as the main resource with an estimated cost of \$1,400,000 annually. Once faculty members are in place and new evidence-based curriculum can be taught, instructors can begin to track student outcomes. One way in which instructors will assess student acceleration is through monitoring the speed with which students complete their courses and transition into college entry-level classes. The timeline to implement this approach would begin in fall 2015 or as soon as funding becomes available and should be completely in place by spring 2016. Full-time faculty member positions would be ongoing.

Expansion in the availability of elective courses is needed at GGUSD so that students can be eligible to earn CTE certificates simultaneously with their high school diplomas. Representatives from GGUSD expressed a need to expand student elective course options to include CTE courses, ESL intermediate courses and leadership classes including a soft skills component. Many of these courses are currently offered at SAC-SCE and could be incorporated as electives into the GGUSD adult high school diploma program. The GGUSD Board would need to approve the transfer of credits from SAC-SCE for the elective courses and articulation agreements between SAC-SCE and GGUSD would also need to be established. The new elective class options need to be included on Student Education Plans at GGUSD with the certificate options being accessible to all adult learners. Resources needed include funding a part-time faculty coordinator at GGUSD to write new curriculum and oversee the newly established elective courses in CTE and ESL. Also, funding is needed to write new student education plans. Costs would be approximately \$41,000. Assessment of the program will be monitored by tracking the increase of GGUSD high school students enrolled in the new elective courses and receiving credits. The timeline for this project would begin in fall 2015 and be in place by the end of spring 2016. The elective course offerings and the part-time faculty position would be ongoing.

Thinking out of the box and employing best practices can accelerate student progress toward both academic and career goals. One of the areas where SAC-SCE has seen students succeed is in the Leadership Program and the Student Government Program. Currently, the leadership class is offered to students in adult elementary and secondary basic skills as well as ESL. Incorporating these programs opens the door for student-to-student mentorship and group learning opportunities. This program needs to be expanded to add more classes and enhance the leadership conference, which is student-organized and student-led each semester. This program needs to be made available to all adult learners within the consortium. It is proposed that students from

GGUSD's adult education program be included in the programs at SAC-SCE. GGUSD students have already attended field trips to observe and participate in the SAC-SCE Leadership Conference, and this type of partnership needs to continue. It is also proposed that this program be enhanced and expanded at SCC-SCE. Resources needed would be \$100,000 annually to fund a full-time faculty member at SAC-SCE and \$36,000 to fund a part-time faculty member at SCC-SCE to oversee the leadership and student government programs, and a one-time cost of \$8,000 to enhance both programs. In order to assess the program, gains in student enrollment in leadership and student government would need to be tracked. The timeline for this project would begin in fall 2015 and be in place by the end of spring 2016.

In order to accelerate the time it takes for ABE students to enter the GED program and earn equivalency certificates, new approaches need to be developed to assist students in reaching their goals. An embedded ABE course to allow students to begin working on common core and critical thinking skills, while learning basic reading, writing and math, needs to be developed at SAC-SCE and SCC-SCE. This will allow students to feel that they are working toward their goal while simultaneously working on their basic skills. It will improve retention rates and accelerate the learning process by preparing students for the expectations of common core standards and teaching them valuable critical thinking skills. Resources needed would include writing new ABE and GED curriculum at SAC-SCE and SCC-SCE, which would cost approximately \$5,000, and hiring four full-time GED faculty members (two at SAC-SCE and two at SCC-SCE). Funding for these full-time positions was previously included on page 113. Methods of assessment would include tracking the increase in the number of ABE students completing their GED certificates. The timeline for this project would begin in fall 2015 with implementation completed by spring 2016.

An accelerated approach to teaching computer skills to GED students needs to be developed to enable adult learners to complete the new online GED testing requirement. Technology-based activities and tasks need to be included to assist adult learners in their preparation for the GED. Computers need to be purchased for the GED classrooms so that all students have access while studying for the computer-based online test. Resources needed include an educational technology faculty member at each institution to work with a curriculum specialist to incorporate useful technology into courses that will help prepare students for the GED, credit classes and career readiness. Funding for faculty members was previously included on page 113. Funding to purchase new computers and devices is also necessary and would have a one-time cost of \$35,000. Additionally, funding for curriculum development, support materials and instructor training and professional development would also be needed with a one-time cost of \$2,500. Methods of assessment would include tracking the improvement in the ratio of students to computers as well as the increase of students passing the GED

exam. The timeline for this project would begin in fall 2015 with implementation completed by spring 2016.

Program Area #2: Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language (ESL) and Workforce Preparation Classes in Basic Skills

ESL and citizenship instructors met over several months to collaborate on approaches proven to accelerate a student's progress toward his or her academic goals. The task force concentrated on three areas of concern. The following plans include recommendations for programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to the plans discussed in the overlapping areas noted above, the task force determined that the following strategies be employed in Program Area #2.

The task force decided that to truly accelerate learner progress in the area of ESL, they would need to investigate and implement a fast track program in the fall and spring semesters to enable students to complete the program at a faster rate. These fast track programs would encompass a strand of 9-week classes offered in the morning and evenings for identified accelerated students. A 9-week pilot program was conducted at SAC-SCE in summer 2014, but results of that program have yet to be recorded. Due to limited faculty and staff, there have been hurdles in collecting data and implementing new programs. One of the first tasks to be completed would be to investigate how the summer program worked by examining student learning outcomes, grades and surveying instructors. The next step would be to set up a program to identify students who would be able to complete courses in a shorter amount of time. Similar to the needs in other program areas, the ESL departments in the region have very few full-time faculty members to implement these programs. With new laws restricting part-time hours and the drastic decrease in full-time instructors and coordinators, it is nearly impossible to achieve the intended goals for the adult learners in the region. The task force group recommended funding to hire 21 full-time ESL faculty members (thirteen at SAC-SCE, seven at SCC-SCE and one at GGUSD) in the area of ESL with a projected cost of \$1,400,000 annually. To assess how the program is working, instructors would analyze ESL pre- and post-test results, CASAS pre- and post-test results, student learning outcomes and completion rates. The timeline for this project would be to start in fall 2015 or as soon as positions could be funded and have the fast track programs in place for fall 2016. The full-time ESL faculty positions would be ongoing.

In the area of citizenship, task force members focused on ways to accelerate progress and improve oral language skills to increase the chances for adults to pass the oral interview and become naturalized U.S. citizens. Offering adult learners more opportunities to practice these skills one-on-one is vital to their success. Not only do

the students need to know the answers to the questions, but they also need to conduct themselves with confidence and in a manner that will be understood by the government interviewer. Adding instructional assistants to the citizenship classes could significantly improve student skills in these areas at SAC-SCE and SCC-SCE. Instructional assistants will be able to work with students outside of the class on an individual basis. Resources needed would be new curriculum written to help with instructing and practicing interview skills and funding to hire instructional assistants. The hiring of seven full-time and seven part-time assistants (five each at SAC-SCE and two each at SCC-SCE) at a cost of \$406,000 has been included in the needs of the ESL Program Area. The timeline to implement this approach would begin in fall 2015 or as soon as funding becomes available and completely implemented by spring 2016. Instructional-assistant positions would be ongoing.

Blending-learning classes are another way to accelerate student progress in the area of citizenship. GGUSD has employed this approach and has had success. Students at the Lincoln Education Center attend a 2.5-hour class and participate in 9.5 hours of home instruction with a distance-learning component. SAC-SCE and SCC-SCE would like to implement this type of class structure into their citizenship programs. The activities would include a 4-hour class and an 8-hour home instruction counterpart with a distance-learning component. Tasks would include using social media such as Skype, FaceTime and mobile devices to communicate with the instructor and hold mock interviews. Office hours would also be held to practice one-on-one interview skills. Resources needed would include funding to hire a part-time citizenship faculty member with computer skills. Costs would be approximately \$36,000. Scores on student exams such as the CASAS Citizenship interview would be used to assess the students. In addition, tracking the increase in number of students who pass the citizenship interview and obtain U.S. citizenship would also be monitored. The timeline to implement this approach would begin in fall 2015 or as soon as funding becomes available and should be completely in place by spring 2016. Faculty positions would be ongoing.

Program Area #3: Education Programs for Adults with Disabilities

The task force group has worked together over the past few months to create new approaches for students in the adults with disabilities program to accelerate progress toward their academic or career goals. One area of concern was deemed essential for this group of adult learners, and the group developed strategies to help with implementation. The task force group determined that the following approach should be employed in Program Area #3.

Lifeskills classes taught at SAUSD and SAC-SCE for students with disabilities incorporate topics such as math, mobility skills and health into the curriculum to help adult learners in their daily lives. Although these classes are very useful for daily living,

they do not increase the potential of getting and sustaining employment. The task force members suggested developing new lifeskills courses with the intention of helping adult learners transition into the workforce. Curriculum integrating Lifeskills and Employability needs to be written to accelerate student progress toward a career pathway. Contextualized lessons including computer applications, math for the workplace, and soft skills incorporating interview skills, communication on the job, personal versus professional boundaries and time management needs to be written into the course. Additionally, support staff would work with community business liaisons to transition students into a work program, either by the adults working individually or by participating in a work enclave. Resources needed include funding to hire six part-time DSPS community business liaisons and two additional part-time faculty members with experience in curriculum writing to create and teach the class. Costs would include \$72,000 annually for the two part-time DSPS faculty members, \$75,000 annually for the six part-time DSPS community business liaisons, and \$5,000 to purchase resource materials. Progress will be assessed by gains in students entering the workforce and their sustained employment. The timeline would commence in fall 2015 or as soon as positions could be funded and implementation of the Lifeskills and Employability courses would be completed by fall 2016. The part-time instructor positions would be ongoing.

Program Area #4: Short Term Career Technical Education Programs with High Employment Potential

CTE credit and noncredit instructors met over several months to collaborate on joint programming strategies and ways to accelerate student progress in both academic and career pathways. The following plans include recommendations for programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following four strategies be employed in Program Area #4.

In the area of CTE, the task force concentrated on ways to incorporate contextualized and basic skills in a stackable certificate format. By modifying the existing certificate programs offered at SAC-SCE and SCC-SCE, the task force members determined that adult learners could accelerate their progress toward career readiness or a credit CTE program by taking a combination of CTE courses with a level appropriate ESL or ABE course. For example, lower ESL/ABE class levels could be paired with Introduction to Keyboarding or Introduction to Computer classes, while intermediate ESL/ABE class levels could be paired with Employability Skills. Additionally, the new stackable certificates would allow students to earn their certificates in four steps. Thus, allowing adult learners to gain employment as they continue through the steps of the certificate program. Although there are no stackable certificates currently being offered through

noncredit or adult education sites, offering these stackable certificates in the future is the goal. The noncredit CTE program at SAC-SCE has developed a stackable Retail Sales Clerk Certificate that has gone through the curriculum process and has been sent to the State Chancellor's Office to receive approval for a state CDCP certificate. Tasks that need to be implemented include reviewing existing certificates and revising them to a stackable format, and including ESL or ABE classes to help adult learners who need extra language preparation before entering the workforce. In addition, stackable certificates need to include employability skills and optional internships to create a smoother pathway to the workforce. With new laws restricting part-time hours and the drastic decrease in full-time instructors and coordinators, it is nearly impossible to achieve the intended goals for adult learners in the region. The task force recommended funding seven full-time CTE faculty members (three at SAC-SCE, three at SCC-SCE and one at GGUSD) and an additional twelve part-time field experts (six at SAC-SCE and six at SCC-SCE) as the main resource with an estimated cost of \$1,132,000 annually. The program would be assessed by tracking student success, gains in student learning outcomes, and increases in program completions and certificates earned, and by monitoring job placement and the increase of CTE students entering the workforce or credit academic program. The timeline to start the stackable certificate program would begin in fall 2015 or as soon as funds become available and implementation should be complete by spring 2016. The faculty positions would be ongoing.

A specific task force group with members from the CTE departments at SAC, SCC, SAC-SCE, SCC-SCE, GGUSD, SAUSD, OUSD, and OCDE-CTEp has been created to work on program alignment, articulation agreements and approaches to accelerate student progress. This group met in November 2014, and continues to meet monthly. At the last meeting, serious progress was made in creating articulation agreements with the credit CTE departments at SAC and SCC. Alignments are being made so that adult learners will not need to duplicate classes when they continue their studies in the credit program thus accelerating their educational pathway. To date, articulation agreements have begun on two classes within the business skills departments. In addition, discussions regarding implementing programs that the colleges have with K-12 schools, such as Career Advanced Placement (CAP) with noncredit high school programs have begun. This would allow adult learners that are taking CTE classes as elective credits in high school to also have the possibility of earning college units. This program is being seen more and more often within the K-12 high school programs, but articulation agreements have yet to be made with noncredit adult high school programs. Discussions have begun and the group is hopeful that more programs similar to CAP will become available to adult learners in the near future. At present, there are no anticipated costs for the work being done on the task force group. The timeline to begin

the articulation agreements to allow for adult learners to receive dual credit has already begun and will continue throughout the 2015-2016 year.

Another area of CTE that received a lot of notice from the task force was enhancing the programs offered in the inmate education program. An inmate education task force including noncredit faculty and representatives from OCSD and OCDE was developed to address the specific needs of this population. It was determined that a CTE course be developed to supplement the County Work Program (CWP) and help accelerate the learning curve by enabling inmates to participate in a combination of on-the-job training and specific work-related courses. Currently, selected inmates are able to participate in a CWP that is located at a local warehousing site outside of the jail. These adults work in the warehouse, but have expressed a need for courses to teach them additional skills in shipping and receiving, and purchasing. Tasks to be implemented include writing new curriculum for a Warehouse Purchasing course that includes employability skills and training in soft skills such as time management, interview skills, and on the job communication. Resources needed include funding to hire a full-time faculty member at SCC-SCE for the inmate education program and funding to write new curriculum. The cost to establish this program would be approximately \$2,500. Funding for full-time faculty was included in the faculty costs noted above. Gains in inmates enrolled in the course and course completions would be tracked as well as increases in employment after completing the program. The timeline to start this program would begin in fall 2015 and implementation would be complete by spring 2016. Courses and the full-time position would be ongoing.

The inmate education task force also determined that technology improvements need to be made in the CTE program within both the county and city jails. It was suggested that technology instruction that would use virtual environments in place of restricted internet use be embedded into the CTE classes to accelerate student career readiness skills. Tasks needed to implement this program would be the development of new computer course curriculum using simulation software that creates virtual environments. Additionally, simulated activities to advance learner progress need to be generated. Resources needed include funding curriculum development and the purchase of new software. Current computers at the jail sites could be leveraged for this course. The cost of the software programs are still being researched at this time. Assessments would be determined by the number of inmates successfully completing the class and the increase in student learning outcomes. The timeline would start in fall 2015 and the implementation would be complete by spring 2016.

Program Area #5: Programs for Apprentices

Similar to the hurdles faced by the task force group in Objective #3, apprenticeship programs were not well known by the participating faculty. It was decided that the

project coordinator would investigate these areas in more depth and create relationships to facilitate any future joint programming strategies that could be made between the apprenticeship programs and noncredit. The consortium is currently working with both the Interim Dean and the Director of Business Skills and CTE at Santiago Canyon College to establish relationships with the apprenticeship programs. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following acceleration strategy be employed in Program Area #5.

There are seven different apprenticeship programs offered by Santiago Canyon College (SCC), in partnership with various employers and the Division of Apprenticeship Standards. Although noncredit and adult education do not have any programs directly linked to these apprenticeship programs, SAC-SCE, SCC-SCE and GGUSD can help their adult learners by accelerating the amount of time it takes for students to qualify for these programs. Presently, there are no relationships between the Training Trusts that administer the apprenticeship programs for the unions and the adult education programs in RSAEC. It is the consortium's goal to establish relationships with these programs and create a referral program for students that do not qualify for their chosen program due to lack of a GED, high school diploma or Algebra 1 course. By referring these students directly to a noncredit or an adult education facility, potential apprenticeship students can get started on their pre-requisite course(s) without delay, thus accelerating the time it will take to qualify and enter their chosen apprenticeship program. Additionally, information regarding local apprenticeship programs can be made readily available to adult learners when speaking with a counselor and completing their student education plans. Tasks needed to implement these approaches would be the creation of brochures to give to potential noncredit students and creating relationships with training trust center employees. In addition, counselors need to advise students of their options when it comes to alternative educational pathways. Resources such as printable advertising materials and outreach are needed to help inform potential students of the opportunities for them at the local adult education and noncredit schools. Funding would require approximately \$5,000 and the referral program would be assessed by tracking the number of referred students who enter and complete noncredit courses as well as the number of students who have completed their pre-requisite courses and subsequently are accepted into apprenticeship programs. The timeline for forming relationships with the various apprenticeship programs should begin now. Outreach and the introduction of the referral program could start as early as fall 2015. Implementation of the outreach program would be finalized by spring 2016, but the relationships and referral program would be ongoing.

Table 5.1 Work Plan For Implementing Approaches Proven To Accelerate A Student's Progress Toward His Or Her Academic Or Career Goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
<p align="center">Overlapping Program Areas: These areas of the program overlap and have been grouped together so that the resources needed and the estimates of the cost will not be duplicated.</p>						
<p>Program Areas: All Lack of sufficient class space to accommodate growing programs especially in geographically designated high need areas</p>	<p>Build 2 new Regional Center Facilities in high need/populated areas so that all students have access to education</p>	<p>Funding to build 2 new Regional Facility Centers</p> <p>Funding needs to support land acquisition, new construction, parking, furniture, equipment and soft costs</p>	<p>*\$65,000,000 for two new sites (one-time)</p> <p>*Cost is duplicated in Table 3.1</p> <p>(See Priorities Narrative for table with breakdown of costs)</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track increase in enrollment and services offered</p> <p>Track percentage of students completing programs</p> <p>Monitor acceleration rate of noncredit learners</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion date approximated to be Spring 2019</p>
<p>Program Areas: 1, 2, 4 & 5 Implement Reading Apprenticeship Program</p>	<p>Students will learn specific techniques to increase comprehension and retention of academic reading material</p> <p>Instructors take reading apprenticeship workshops, learn new reading instruction methods and implement them in the classroom</p> <p>Develop a PLC (professional learning community) to support instructors and develop collaboration across the levels and among the instructors</p>	<p>Funding to train 10 instructors at beginning and intermediate Levels at SAC-SCE</p> <p>1 Trained instructor for GGUSD</p> <p>3 Trained Instructors for SCC-SCE</p> <p>Funding for 1 PLC facilitator</p>	<p>\$13,000* (ongoing-annually)</p> <p>\$700* (ongoing-annually)</p> <p>\$2000* (ongoing-annually)</p> <p>\$500* (ongoing-annually)</p> <p>*Cost is</p>	<p>SAC-SCE SCC-SCE GGUSD</p>	<p>TABE</p> <p>CASAS (Reading and Literature)</p> <p>Compare gains on CASAS and ESL pre- and post-test scores</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; courses ongoing</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
	(See also Table 6.1 and 6.2)		duplicated in Table 6.1 and 6.2			
<p>Program Areas: 1 & 4 Blend CTE Certificates with High School elective credits so that high school students can simultaneously earn CTE certificates along with their high school diploma</p>	<p>Counseling available to guide students on a career path</p> <p>Write certificate options into the Student Success Plans</p>	<p>Funding to hire a FT Counselor</p> <p>*Funding to hire FT CTE faculty</p>	<p>\$110,000 (ongoing-annually)</p> <p>* Cost is included in the funds to hire FT faculty in Program Area 4</p>	<p>SAC-SCE SCC-SCE</p>	<p>Monitor number of students completing both diplomas and certificates</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion end of Spring 2016</p>
<p>Program Areas: 1, 2 and 4 Implement an interdisciplinary program within the noncredit departments at SAC-SCE and SCC-SCE</p> <p>Combine CTE, ESL, ABE and ASE in a contextualized and integrated program</p> <p>Create pilot program in traditional and co-enrolled classrooms</p>	<p>Dual instructors/ one noncredit ESL instructor/ one credit career technical instructor</p> <p>Implement an IBEST program similar to what they are offering in Washington</p> <p>Monitor student progress and create a pathway to higher level programs</p> <p>Collaboration between SAC-SCE and SCC-SCE to offer different certificates</p> <p>Research the labor/market needs in RSCCD area</p>	<p>Funding for dedicated facilities, faculty, navigators, staff, a researcher, and professional development</p>	<p>\$1,000,000 (one-time)</p> <p>\$500,000 (annually-ongoing)</p>	<p>SAC-SCE SCC-SCE</p>	<p>Use data collected and assessed by the researcher to track student acceleration</p> <p>Track successful completion of certificate programs</p> <p>Track number of adult learners transitioning from the program into a job with family sustainable wages</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation would be based on funding and research gathered from the pilot program</p>
<p>Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate</p>						
<p>Accelerate student transition to college and careers by using evidence- based</p>	<p>Evidenced-based activities and tasks to be</p>	<p>Funding to hire 5 FT noncredit</p>	<p>\$500,000* (annually –</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track number of students who</p>	<p>To commence in Fall 2015 or</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
curriculum that is aligned to college entry classes and career readiness	determined by new curriculum	<p>faculty members at SAC-SCE in the areas of ABE and HSS, including the subject areas of English, Social and Natural Science and Math with an expertise in transitioning students to college.</p> <p>Funding to hire 8 FT noncredit faculty members at SCC-SCE in the areas of ABE and HSS, including the subject areas of English, Social and Natural Science and Math with an expertise in transitioning students to college.</p> <p>Funding to hire 1 FT instructor at GGUSD with an expertise in transitioning students to college</p> <p>Funding for support materials, research and instructor training/</p>	<p>ongoing)</p> <p>\$800,000* (annually – ongoing)</p> <p>\$100,000* (annually-ongoing)</p> <p>\$25,000* (one-time)</p> <p>*Cost is duplicated in</p>	GGUSD	<p>transition to college entry level classes and/or careers</p> <p>Monitor acceleration rate of noncredit learners</p>	<p>as soon as funding is available</p> <p>Completion end of Spring 2016</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
		professional development	Tables 3.1 and 4.1			
Expand Leadership Program and Student Government Program to accelerate student's progress towards career and academic pathways	Expand the current Leadership program to add more classes, enhance the Leadership conference and add a Teacher/ Mentor program Enhance the Student Government Program	Funding to hire a FT Leadership faculty member at SAC-SCE Funding to hire a PT Leadership faculty member at SCC-SCE Funding to enhance the Leadership conference Funding to enhance the Student Government Program	\$100,000 (annually - ongoing) \$36,000 (annually – ongoing) \$4,000 (one-time) \$4,000 (one-time)	SAC-SCE SCC-SCE	Track increase in number of students taking Leadership classes Track number of students involved in Student Government	To commence in Fall 2015 or as soon as funding is available Completion end of Spring 2016
Accelerate student pathways by diminishing the digital divide by providing adequate technology and technology support for students in the ABE, GED, and HSS programs. Educational technology instructor needs to work with curriculum specialist to incorporate useful technology into courses to help prepare students for GED, credit classes, and career readiness.	Technology-based activities and tasks to be determined by new curriculum Develop an accelerated approach to teaching GED students computer skills to enable them to complete the online testing requirement	*Funding to hire a FT educational technology faculty member with expertise in curriculum writing. Funding to purchase new computers and devices. Funding to write new curriculum, support materials, research and instructor training/ professional development	*Cost is included in funding to hire noncredit faculty (above) \$35,000* (one-time) \$2,500*** (one-time) **Cost is duplicated in Table 4.1	SAC-SCE SCC-SCE	Improve the ratio of students to computers	To commence in Fall 2015 or as soon as funding is available Completion end of Spring 2016

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
Accelerate the time it takes for ABE students to enter the GED program and earn their equivalency certificates	<p>Develop an embedded ABE course to allow students to begin working on common core and critical thinking skills while learning basic reading, writing, and math.</p> <p>Allow students to feel that they are working towards their goal while simultaneously working on their basic skills.</p>	<p>*Funding to hire FT faculty members at SAC-SCE and SCC-SCE</p> <p>Funding to write new ABE curriculum, support materials, research and instructor training/professional development</p>	<p>*Costs are included in funding to hire noncredit faculty (above)</p> <p>\$5,000** (one-time)</p> <p>**Cost is duplicated in Table 4.1</p>	SAC-SCE SCC-SCE	Track increase in number of ABE students completing their GED certificate	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; courses ongoing</p>
Expand Elective Options to include courses in: Career Technical Education ESL Intermediate 1, 2, 3 Leadership Classes including a soft skills component	<p>Add elective class options to Student Ed Plans at GGUSD</p> <p>Develop a Leadership component in conjunction with SAC-SCE (include soft-skills)</p>	<p>Hire PT faculty coordinator for the elective option courses and Leadership program</p> <p>Funding to re-write Ed-Plans</p> <p>Funding to write new curriculum</p>	<p>\$36,000 (annually – ongoing)</p> <p>\$2,500 (one-time)</p> <p>\$2,500 (one-time)</p>	GGUSD	Track increase of number of HS students enrolled in CTE, Intermediate ESL and Leadership classes	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Completion end of Spring 2016</p>
Program Area 2: Classes and courses for immigrants eligible for educational services in citizenship and ESL, and workforce preparation classes in basic skills						
<p>Lack of courses allowing for accelerated learning</p> <p>Create a Fast Track Program for Spring and Fall Semesters geared towards accelerating students' progress</p>	<p>Create a Fast Track Program for Spring and Fall Semesters geared towards accelerating students' progress</p> <p>Identify students that are able to go through the program faster</p>	<p>Funding to hire 13 FT noncredit faculty members at SAC-SCE in the areas of: level area experts, embedded technology, citizenship, faculty development,</p>	<p>\$1,300,000* (annually – ongoing)</p>	SAC-SCE SCC-SCE GGUSD	<p>ESL Pre-Test and Post-Test</p> <p>CASAS</p> <p>Track student completion rates</p>	<p>To commence in Spring 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; courses</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
	Develop a strand of 9-week classes (AM/PM) for identified accelerated students to use throughout the year	<p>instructor resources, student learning outcomes & assessment, and electives such as pronunciation with an expertise and focus on transitioning students to postsecondary education or the workforce</p> <p>Funding to hire 7 FT noncredit faculty members at SCC-SCE in the areas of: level area experts, inmate education, instructor resources, student learning outcomes & assessment, and electives such as pronunciation & citizenship with an expertise and focus on transitioning students to postsecondary education or the workforce</p> <p>Funding to hire 1 FT faculty member at GGUSD with an expertise and</p>	<p>\$700,000* (annually – ongoing)</p> <p>\$100,000* (annually-ongoing)</p>			ongoing

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
		<p>focus on transitioning students to postsecondary education or the workforce</p> <p>Funding for curriculum development, support materials, research and instructor training/ professional development</p>	<p>\$50,000* (one-time)</p> <p>*Costs are duplicated in Table 3.1 and 4.1</p>			
<p>Instructional Assistants to be used to help with oral interview skills – one on one instruction will help accelerate the students’ ability to pass the oral citizenship interview.</p>	<p>Develop curriculum to help with interview questions</p> <p>Instructional assistants will work with students outside of the classroom on an individual basis</p>	<p>Funding to hire 5 FT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at SAC-SCE</p> <p>Funding to hire 5 PT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at SAC-SCE</p> <p>Funding to hire 2 FT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and</p>	<p>\$215,000* (annually – ongoing)</p> <p>\$75,000* (annually – ongoing)</p> <p>\$86,000* (annually ongoing)</p>	<p>SAC-SCE SCC-SCE GGUSD</p>	<p>Track benchmarks on the CASAS Citizenship Interview</p> <p>CASAS Citizenship Interview</p> <p>Track number of students that obtain US citizenship</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; courses ongoing</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
		Multi-Level Programs at SCC-SCE Funding to hire 2 PT Instructional Assistants (IA) for Literacy - Beginning Low, Citizenship and Multi-Level Programs at SCC-SCE	\$30,000* (annually – ongoing) *Cost is duplicated in Table 3.1 and 4.1			
Blended Learning Class to accelerate pathway to citizenship (currently used at GGUSD)	Enhance program at GGUSD - 2.5 hours in class and 9.5 hours home instruction with a distance learning component Implement distance learning at SAC-SCE and SCC-SCE – 4 hours in class and 8 hours home instruction with a distance learning component	Funding to hire a PT Citizenship faculty member with computer skills to hold office hours for grading, participate in Skype interviews, hold individual evaluations and mock interviews	\$36,000 (annually – ongoing)	SAC-SCE SCC-SCE GGUSD	Citizenship Interview CASAS Citizenship Interview Track number of students that obtain US citizenship	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; courses ongoing
Program Area 3: Education programs for adults with disabilities						
Create new Lifeskills and Employability classes to accelerate student progress toward a career pathway	Activities and tasks to be determined by new curriculum	Funding to hire 2 PT faculty members with experience in curriculum writing to create and teach the courses Funding to hire 6 PT community DSPS business liaisons	\$72,000 (annually – ongoing) \$75,000* (annually-ongoing)	SAC-SCE SCC-SCE SAUSD	Track number of students entering the workforce	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; courses ongoing

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
		Funding to purchase new resources for the classroom	\$5,000 (one-time) *Cost duplicated in 3.1 and 5.1			
Program Area 4: Short-term career technical education programs with high employment potential						
Create stackable certificates which combine CTE with ESL & ABE classes that will accelerate a student's progress to credit CTE programs or career readiness	<p>Review existing certificates and revise to convert to a stackable format</p> <p>Write and implement a new stackable certificate program to combine ESL & ABE classes with CTE classes</p> <p>Include employability skills and internships to create a smoother pathway to the workforce</p> <p>i.e.: (Keyboarding, Introduction to Computers, Beg 3 and Internships)</p>	<p>Funding to hire 3 FT CTE faculty at SAC-SCE</p> <p>Funding to hire 3 FT CTE faculty at SCC-SCE</p> <p>Funding to hire 1 FT CTE faculty member at GGUSD</p> <p>Funding to hire 6 PT CTE experts in areas of high employment potential at SAC-SCE</p> <p>Funding to hire 6 PT CTE experts in areas of high employment potential at SCC-SCE</p> <p>Funding for curriculum development, support materials, research and</p>	<p>\$300,000* (annually – ongoing)</p> <p>\$300,000* (annually – ongoing)</p> <p>\$100,000* (annually – ongoing)</p> <p>\$216,000* (annually – ongoing)</p> <p>\$216,000* (annually – ongoing)</p> <p>\$50,000* (one-time)</p> <p>*Costs are duplicated in Table 3.1 and 4.1</p>	SAC-SCE SCC-SCE GGUSD	<p>Track student success</p> <p>Track number of certificates earned</p> <p>Track number of Program Completions</p> <p>Monitor Job Placement and track number of adult learners going into the workforce</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Hiring completion date: Spring 2016</p> <p>Position: ongoing</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
		instructor training/ professional development				
<p>Develop a Warehouse purchasing and receiving class as part of the inmate education program to supplement the CWP (county work program) – for inmates working outside of the jail</p> <p>This will accelerate the learning curve for on the job training and allow inmates to achieve gainful employment upon release from jail</p>	<p>Write new curriculum for the Purchasing and receiving class</p> <p>Implement employability skills</p>	<p>*Funding to hire a FT CTE faculty member for the jail program</p> <p>Funding to write new curriculum</p>	<p>*Costs are included in funding to hire noncredit faculty (above)</p> <p>\$2,500 (one-time)</p>	<p>SCC-SCE OCSD</p>	<p>Track number of ex-offenders entering the workforce</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; courses ongoing</p>
<p>Create articulation agreements with SAC and SCC to accelerate learner progress by awarding students college units for completing articulated classes with a passing grade</p>	<p>Create articulation agreements between SAC-SCE, SCC-SCE, SAC and SCC</p>	<p>Full-time faculty to create the articulation agreements</p>	<p>None at this time</p>	<p>SAC-SCE SCC-SCE</p>	<p>Track the number of articulation agreements in place</p> <p>Track the number of students receiving unit credits for articulated classes</p>	<p>The work on the articulation agreements has already begun and will continue into the 2015-2016 year</p>
<p>Lack of technology instruction that would use virtual environments in place of restricted internet use in the inmate education CTE program to accelerate career readiness skills</p>	<p>Write new curriculum for a new computer course using virtual environment /simulation software</p> <p>Simulated activities to be developed by new curriculum</p>	<p>Funding to write new curriculum</p> <p>Funding to purchase new software</p> <p>Leverage existing computers in the jails</p>	<p>\$2,500* (one-time)</p> <p>Cost to be determined by new curriculum</p> <p>*Cost is duplicated in Table 4.1</p>	<p>SCC-SCE OCSD</p>	<p>Track number of inmates completions in the new course</p>	<p>To commence in Fall 2015 or as soon as funding is available</p> <p>Implementation complete end of Spring 2016; courses ongoing</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment	Timeline
Program Area 5: Programs for apprentices						
Collaborate with the Training Trusts to create a referral program for students that are not qualified to start the apprenticeship programs to accelerate their entry into the program.	Create brochures and fliers to give to potential noncredit students	Funding for outreach	\$5,000 (one-time)	SCC-SCE	Track number of referral students entering and completing noncredit courses Track number of referred students that enter apprenticeship programs	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016;

REGIONAL COMPREHENSION PLAN OBJECTIVE #6

Consortium Plan Objective #6: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Narrative: The following narrative identifies collaborative professional development plans in identified topic areas. The following plans include practices in basic and secondary skills that build the “college readiness” skills. Development in team building, critical thinking, problem solving, study skills, soft skills, and career assessment will also be addressed. Collaborative plans in technology use and integration to enhance and expand technology and instruction will be described. Professional development opportunities in new models and instructional strategies for contextualized and/or accelerated teaching and learning, as well as, skills building intercultural competence among faculty, staff and administrators will also be identified.

Analysis: See Tables 6.1 and 6.2

Overlapping Program Areas

Ongoing professional development has always been a priority among the Rancho Santiago Consortium members. The Schools of Continuing Education at Santa Ana College and Santiago Canyon College have a joint faculty development program, which services most of the adult education faculty in the region. Through discussion at consortium meetings, it was noted that GGUSD had lost their funding to support faculty development at their sites, and although SAUSD and OUSD do not have adult education programs, they continue to have a need to stay involved with other instructors in the region in order to help adult transition students in their programs. Also, other partners, such as OCDE and OCSD have requested to be included in ongoing professional development. The consortium agreed that serving all instructors’ needs throughout RSAEC should be handled collaboratively. Currently, eight days per year, five in the fall and three in the spring, are set aside for faculty development for SAC-SCE and SCC-SCE instructors. In addition, ongoing faculty development opportunities are held throughout the year. The plan is to open these faculty development workshops to every adult education/noncredit faculty member in the consortium’s region. At present, there is not a complete plan in place to determine how to implement a region-wide professional development program, but the consortium members realize that this is an important tool in helping the adult learners in the community and are making this a priority. The following narrative includes current strategies being used at SAC-SCE and SCC-SCE that can be expanded to include all consortium members, and new innovative strategies that help achieve integration among consortium members and the improvement of student learning outcomes.

Presently, there are many effective professional development strategies being carried out at SAC-SCE and SCC-SCE, which can be expanded to include instructors at GGUSD, SAUSD, OUSD, OCDE and OCSD. Two of these strategies include certificate programs. These allow instructors to be able to earn both a Student Success Certificate and a Student Assessment Certificate, which encourage learner persistence and goal achievement. The Student Success Certificate includes a series of workshops in learner-centered instruction. These workshops include topics such as cooperative learning, critical thinking, project-based learning, learner persistence, and goal setting. The Student Assessment Certificate is a series of workshops, which include instruction in classroom assessment techniques, classroom research, incorporating rubrics into instruction, and test-taking skills. To complete and receive either of the certificates, instructors must complete four workshops and also take part in a collaborative blogging report to share ideas about teaching and testing strategies. Both of these certificate programs can be made available to others in the region. Consortium-wide attendance at workshops and the addition of the collaborative blogging component will foster alignment and support among instructors.

Another area of professional development that can be expanded to include all members of the consortium is OTAN and CALPRO training. Many of these workshops include technology use and integration to enhance and expand technology instruction. Additionally, workshops are held online and include a blogging component, which facilitates consortium-wide participation. OTAN sponsored workshops include topics such as online courses, using smart technologies, cell phones and tablets, and the use of PowerPoint in the classroom. CALPRO sponsored workshops offer various online courses in the areas of lesson planning, critical thinking and multi-level instruction.

Two years ago, a Professional Learning Community (PLC) was developed at SAC-SCE. The PLC was established to improve and share classroom instruction strategies, develop formative assessments, help improve and revise student learning outcomes (SLO's), align curriculum between levels for smooth student transition, and advise the faculty on future curriculum development. The PLC consists of thirty instructors from different levels of ESL as well as instructors from elementary and secondary basic skills, and a lead facilitator to guide and instruct the PLC members. The instructors have been meeting approximately once a month over the past two years during the fall and spring semesters. In the future, plans need to be implemented to build joint team participation, which would include other consortium members. For instance, a newly formed PLC consisting of credit, K-12 and noncredit faculty, might work on facilitating noncredit student transitions by discussing and implementing new plans for articulation agreements, curriculum development, new student orientations, and ways to embed counseling into instruction. Additionally, these PLC's could include instructors from

different program areas, as well as different schools. There is much to be learned from what other departments and schools are doing across the region.

In-house training programs such as Reading Apprenticeship and On-Course workshops are also valuable tools to learn new models and instructional strategies to help adult learners in the consortium's region. Reading Apprenticeship is especially helpful in building college readiness skills. Field experts in Reading Apprenticeship lead a community of practice in which instructors learn ways to teach students metacognitive reading strategies. These strategies improve students' comprehension and retention of academic texts and prepare them for college level work. Reading Apprenticeship is new to faculty development at SAC-SCE and funding needs to be approved to continue this program, especially if it is to be expanded consortium-wide. On-Course workshops employ field experts to conduct 3-day seminars to train faculty in innovative, learner-centered strategies that aid in student success and retention. On-Course workshops have been given at SAC-SCE in the past, but similar to Reading Apprenticeships, these workshops are limited due to the cost of the program. With allocated funding, both of these professional development plans should be implemented consortium-wide to assist consortium members with creating significant and effective changes in improving adult education programs.

In past years, peer coaching was an integral part of faculty development. It allowed faculty to pair up to observe and learn from each other. This was accomplished through observing one-another's classrooms, discussing classroom strategies, and reporting constructive ways to improve instruction while meeting student needs. In recent years, with a significant decrease in full-time faculty and a lack of available funds, the peer coaching program has been difficult to maintain. With the reinstatement of peer coaching and the collaboration of others in the consortium, this program could potentially offer opportunities for faculty to share best practices, team building, and new models of instructional strategies. Ultimately, these practices lead to the improvement of student learning outcomes and equip faculty and staff with the skills, knowledge, and support needed to deliver high-quality instruction.

SAC-SCE and SCC-SCE offer opportunities for faculty development through workshops, keynote speakers, and presentations regarding educational materials. Workshops are geared toward the needs of faculty and students and are determined by annual surveys. Current workshops promote important topics such as team building, critical thinking, problem solving, and study skills. Presently, there are workshops on varying topics, which include cooperative learning, teaching in a multi-level environment and teaching student organizational skills. Annual keynote speakers have lectured on subjects such as using technology to transform student learning, the use of mobile devices in the classroom, and building reading fluency. Twice a year publishers are invited to present instructors with their new textbooks and educational realia.

Additionally, they offer workshops on the integration of new textbooks and materials into the classroom. Instructors are given an opportunity to interact with publishers and inquire about the most up-to-date learning resources. These workshops and presentations lend themselves to collaborative faculty development and could easily be adapted to consortium-wide participation by opening registration and developing a consortium wide link advertising the faculty development program on the RSAEC website.

New and innovative faculty development plans must be produced and implemented in order to deliver the new vision for adult learning as recommended by the State Chancellor's Office. In program specific task force meetings and one-on-one meetings with agency representatives, new collaborative workshops have been suggested to identify priority topic areas. While working together to gather information for the Comprehensive Plan, task force members realized there was a lack of knowledge regarding other member and partner agencies and their programs. To effect changes, a plan for a new and collaborative workshop was suggested. The plans include developing a program area panel with diverse faculty representation. Faculty would explain the departments representing the five program areas and their course offerings with breakout sessions for collective discussion and shared learning. Topics would include certificate programs and stackable certificates offered through CTE, elective courses offered through the ESL and High School Programs, and information regarding transitioning students between programs and levels.

The new consortium-wide faculty development plan needs to include workshops to introduce the new Student Success and Support Plan (SSSP). These workshops should be given and led by the counseling department to properly explain and provide information to the faculty about the state's vision for SSSP. Faculty will be given information regarding student placement, orientation, education plans, and transition. Counselors will provide information regarding wrap-around services and ways to facilitate student success. Adult education faculty will be included so that they are able to align with noncredit programs and assist adult learners with lateral movement between programs. Furthermore, adult educators will be aided in their ability to help students overcome educational barriers that prevent smooth transitions.

Contextualized learning is an area that needs to be added to faculty development. With state-wide focus moving toward career readiness and creating seamless transitions to career pathways, workshops geared toward contextualized teaching strategies need to be developed. This is an area where contracting with field experts would enhance faculty understanding and involvement in approaches to best practices. Incorporating basic skills with career path goals is necessary to accelerate student progress. Relevant methods for instruction would include contextualized learning strategies, increased student engagement through hands-on activities, problem solving and

collaborative and project-based learning. As members of RSAEC learn more about contextualized-based learning models and co-enrolled classes, such as the I-BEST program in Washington, new and innovative workshops will be developed to integrate this program into the region's schools.

The enhancement and expansion of technology is an area of faculty development that the task force deemed a top priority for the consortium. The task force recommended creating a new certificate that could be earned by participating faculty. The Integration of Technology in the Classroom Certificate is still being developed, but a draft of the certificate includes individual workshops in incorporating social media and Blackboard in the classroom, using mobile devices for instruction, navigating the internet for classroom use, and teaching basic computer skills to adult learners. Certificate achievement would require completing four 3-hour workshops, participation in a collaborative blogging report, and participation in peer coaching. Faculty recommended adding follow-up workshops due to the fact that acquiring new computer skills requires repetition to refresh learned skills.

The Adults with Disabilities program including DSPS services are areas in which faculty could benefit from opportunities provided through professional development. The Students with Disabilities program is an integral part of the consortium, and faculty must be aware of what the program is and how it services adult learners with disabilities throughout the Rancho Santiago region. A DSPS Informational workshop was recommended by the task force to provide information about the students with disabilities population and the various programs that serve them. Counselors from DSPS would provide information and guidance on how to comply and help DSPS students with accommodations in the classroom. These accommodations might require such things as moving a seat to the front of the room, a quiet testing area, a signer for the hearing impaired, or extra time allocated for work or test taking.

Table 6.1: Current Professional Development

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

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Student Success Certificate	Series of workshops to earn certificate in Learner-Centered Instruction including cooperative learning, critical thinking, project-based learning, learner persistence, goal setting and collaborative blogging reports. Expand activity to include other consortium members. Certificate achievement would require four 3-hour workshops and participation in the collaborative blogging report.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	\$1000 for guest speaker Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
Student Assessment Certificate	Series of workshops to earn certificate in Student Assessment Instruction including classroom assessment techniques, classroom research, incorporating rubrics into instruction, test-taking skills and collaborative blogging reports. Expand activity to include other consortium members. Certificate achievement would require four 3-hour workshops and participation in the collaborative blogging report.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	\$1000 for guest speaker Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
OTAN sponsored online workshops	Online workshops on various technology strategies and issues. This includes topics such as creating online courses, using smart technologies, cell phones and tablets and use of PowerPoint in the classroom.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	No payment to OTAN Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
CALPRO sponsored online courses	Online courses on various topics including lesson planning, critical thinking and multi-level instruction.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	No payment to CALPRO Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Classroom Research	Classroom Research through Peer Coaching. Teachers collaborate and discuss classroom strategies, observe one another's classrooms, and construct ways to improve instruction and meet student needs.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	\$6,000 TOTAL paid to 20 participants *For additional participants, add \$300 per instructor
Information on Educational Materials	Publishers' Day offers informational workshops regarding current teaching textbooks and instructional materials. Additionally, it provides opportunities for faculty to interact directly with publishers and view displays of their current material. Expand to include all consortium members with a central location	2. ESL/ Citizenship	No payment to Publisher's Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
Professional Learning Communities (PLC)	Collaborative activities for ESL instructors to develop formative assessments, conduct classroom research, and share instructional strategies. This collaboration leads to improvement of instruction, SLO revisions and future curriculum development.	2. ESL/ Citizenship	\$16,000 paid to 30 participants annually
Faculty Enrichment Workshops on current educational and student needs	Specific workshops geared toward the needs of faculty and students as determined by annual surveys.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships	\$100/per hour for guest presenters Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
In-house training-Reading Apprenticeship	Field expert leads a community of practice in which instructors learn ways to teach students metacognitive reading strategies. These strategies improve students' comprehension and retention of academic texts and prepare them for college level coursework.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships	\$12,800 TOTAL paid to 10 participants annually \$530 per person for Reading Apprenticeship Online Course \$750 per person stipend for completing 30 hours of coursework

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Keynote Speakers	Field-experts conduct in-house training on various topics geared toward faculty enrichment on current educational and student needs.	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships 	\$2000-\$5000 depending on speaker fees Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
In-house training – On Course Workshop	Field expert conducts a 3-day seminar to train faculty in innovative learner-centered strategies that aid in student success and retention.	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships 	\$30,000 Total (\$10,000 for presenter and \$20,000 for non-instructional rate for participants with a maximum of 50 people for 16 hours)

Table 6.2: Collaborative Professional Development Plan

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

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Program Area Panel with breakout sessions for discussion and learning	Develop new workshop to provide instructors with information regarding all departments and their class offerings. Instructors will learn about certificate programs, elective courses and how to help students transition through the program.	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships 	Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
DSPS Informational Workshop	Workshop will provide information and guidance on how to comply and help your DSPS student with accommodations	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 	Up to \$1000 for guest speaker Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
Workshop on the new Student Success Plan given by the Counseling Department	Workshop to provide information and introduce the new student success plan. Instructors will be given information regarding student placement, orientation and transition. Counselors will provide information regarding wrap-around services and ways that we can facilitate our student success.	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 	Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
Technology Certificate	Series of workshops to earn certificate in Use and Integration of Technology in the Classroom. Individual instruction workshops are still being developed, but might include incorporating social media and blackboard in the classroom, using mobile devices for instruction, and basic	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 	Up to \$2,500 for guest speaker and field experts Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium- Wide
	computer skills for students. Certificate achievement would require four 3-hour workshops, blogging and participation in peer coaching.		
IBEST Workshops	Funding to train instructors to implement and teach using contextualized learning skills as modeled by the IBEST program	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 4. CTE	Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
Contextualized Learning Workshop	Funding to train instructors on contextualized-based learning through contextual teaching strategies, increased student engagement through hands-on activities, problem-solving, and collaborative and project-based learning.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Cost of workshop \$10,000
OTAN sponsored online workshops	Continue activity and publicize to other consortium members and develop OTAN sponsored activities exclusive to the consortium. Develop follow-up collaborative consortium activities for example blogging and content area discussion groups. Online workshops on various technology strategies and issues including topics such as creating online courses, using smart technologies, cell phones and tablets, use of PowerPoint in the classroom, etc.)	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Non-instructional rate paid to participants (workshops are 2.5-3 hours and sometimes include an hour webinar.)
CALPRO sponsored online courses	Continue activity and publicize to other consortium members and develop CALPRO sponsored activities exclusive to the consortium. Online courses on various adult ed. topics such as lesson planning, critical thinking, multi-level instruction, etc.)	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Non-instructional rate paid to participants (courses are 12-16 hours in length over 6 weeks.)
Classroom Research	Develop an approach to bridge agencies and programs by implementing Classroom Research through Peer Coaching. Teachers choose partners to discuss classroom strategies, observe one another's classrooms,	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Non-instructional rate paid to participants (courses are 12-16 hours in length over 6 weeks.)

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium- Wide
	and discuss ways to improve instruction and meet student needs.		
Professional Learning Communities	Create additional PLC's in different disciplines and with all agencies. Collaborative activities where 30 ESL teachers develop formative assessments, do classroom research, share instructional strategies, and make plans to improve instruction. Can lead to curriculum and SLO revisions and development.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships	21 hours over the academic year at the non-instructional rate for 30 participants
Faculty Enrichment Workshops on current educational and student needs	Expand and include all program areas in the consortium. Specific workshops geared toward the needs of faculty and students as determined by annual surveys.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships	Non-instructional rate or other funding for participants and presenters
Faculty Enrichment Workshops on current technology	Develop specific workshops geared toward the needs of faculty and students in the area of technology as determined by annual surveys. Examples include training in Blackboard, Schoology, PowerPoint, etc.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships	Up to \$2,500 for guest speaker and field experts Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
Technology Certification Courses	Train instructors that need certification in teaching online courses that require mandated certification	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships	Up to \$5,000 to be paid toward certification courses Consortium Instructors paid through Professional Development Flex-Pay or non-instructional rate
In-house training-Reading Apprenticeship	Field expert leads a community of practice in which instructors learn ways to teach students metacognitive reading strategies. These strategies improve students' comprehension and retention of academic texts and prepare them for college level coursework.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships	\$12,800 TOTAL paid to 10 participants annually \$530 per person for Reading Apprenticeship Online Course

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium- Wide
In-house training - Keynote Speakers	Field-experts conduct in-house training on various topics geared toward faculty enrichment on current educational and student needs.	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships 	Up to \$2000 per speaker and pay participants at non-instructional rate.
In-house training – On Course Training	Field-expert conducts in-house training on learner-centered techniques for faculty to better aid students successfully transition to college.	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 5. Apprenticeships 	\$30,000 Total \$10,000 for presenter and materials. Non-instructional rate for participants (maximum 50 people for 16 hours = \$20,000.

REGIONAL COMPREHENSION PLAN OBJECTIVE #7

Consortium Plan Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas

Narrative: The following narrative describes how the consortium will leverage existing assets or structures to benefit the adult learners in the regions. The plan will identify existing regional structures and their resources. Additionally, it will identify current engagement strategies and describe how these strategies leverage regional structures.

Analysis: See Table 7.1

Overlapping Program Areas

The Schools of Continuing Education at SAC and SCC currently leverage fifty-two facilities within RSAEC. These facilities are comprised of classrooms located at Unified School Districts, county and city jails, community centers, churches, union offices, storefronts, work centers, and other non-profit organizations. *(Refer to Appendix B for a complete list of facilities.)*

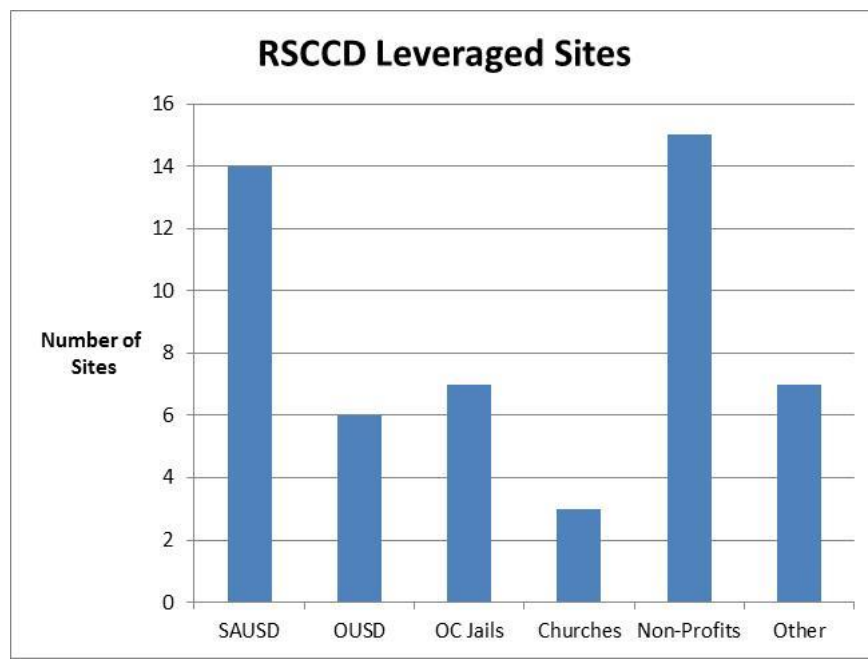


Chart 7.1: RSCCD Leveraged Sites

RSCCD is the main provider of adult education in the consortium. Santa Ana and Orange Unified School Districts do not offer adult education programs. As a result of this, RSCCD, SAUSD and OUSD have a unique partnership that provides support and services to adult learners in the community. Santa Ana and Orange Unified School

Districts provide facilities throughout the region and RSSCD provides classes and instruction. At present, SAC-SCE is conducting 38 classes at 14 Santa Ana Unified sites. This provides 28 ESL classes, 2 GED classes, 2 CTE classes and 1 class for students with disabilities to the adult learners living within the Santa Ana Unified School District. Additionally, SCC-SCE is conducting 10 classes at 6 Orange Unified sites, which provides 9 ESL classes and 1 ABE class for adult learners living within the Orange Unified School District. In addition to the community college programs leveraging the USD's facilities, SAUSD has enrolled their adult transition learners in a noncredit Lifeskills course at Centennial Education Center (SAC-SCE). This allows students to become acquainted with the noncredit campus and prepares them to transition into the workforce or to enroll in other courses.

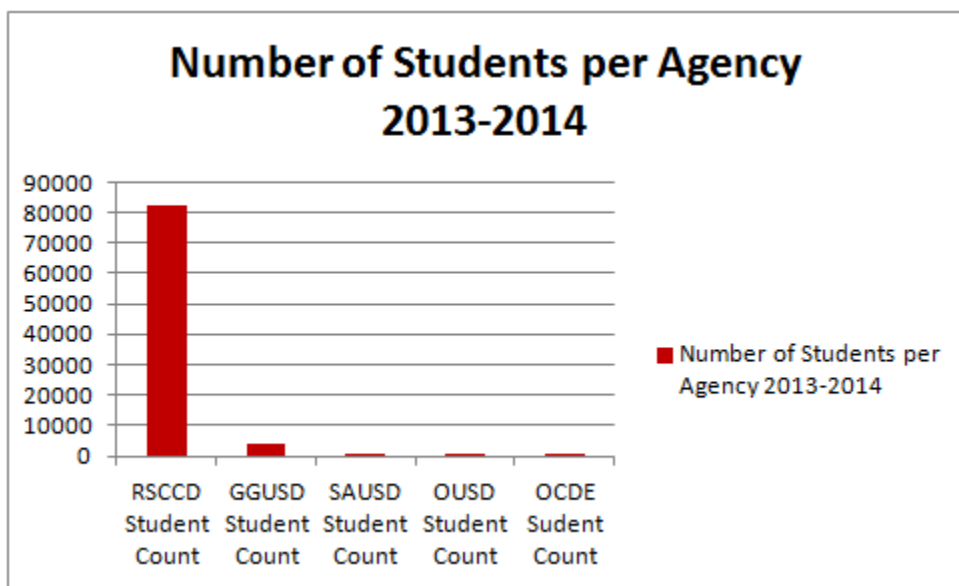


Chart 7.2: Number Of Students Per Agency

SAC-SCE and SCC-SCE are currently working with local community sites and non-profit organizations to expand course offerings and class locations within the region. Recently, SAC-SCE partnered with the Boys and Girls Club in Santa Ana to offer two ESL classes and surveyed adult learners in the area to determine needs so that course offerings could be expanded. Through these efforts, two additional classes were opened. As of February, 2015, adult learners at the Boys and Girls Club are now able to enroll in Computer Basics and Introduction to Keyboarding as well as ESL classes. Through the use of outreach, site coordinators and surveys, the members of the consortium continue to reach out to the community and seek new partnerships. Additionally, both SAC-SCE and SCC-SCE are working with their USD counterparts to facilitate and open new sites for K-12 transitional students entering noncredit programs.

The Orange County Department of Education has been an active participant with RSAEC from the onset. OCDE has supported the efforts of the consortium by attending task force meetings, participating in the AB86 State Summit and actively working to open the lines of communication between OCDE, the Unified School Districts and the Community College District. These ongoing collaborations have led to discussions with SAC-SCE and SAUSD regarding leveraging facilities at the OCDE's Harbor Learning Center (HLC). Four projects currently under review at the HLC include leveraging classrooms for ESL and science labs for the high school subjects programs at SAC-SCE, and leveraging classrooms for the adults with disabilities and adult transitional programs at both SAC-SCE and SAUSD. As a result of these efforts, OCDE and SAC-SCE are entering discussions regarding OCDE adult students with disabilities who are enrolled in its alternative program. Similar to SAUSD's K-12 adult transitional students, OCDE's adult students with disabilities would benefit from participating in noncredit lifeskills courses. These courses would allow them to become familiar with the noncredit campus while preparing them for independent living and entering the workforce.

RSAEC is currently exploring ways to expand its plans to leverage existing facilities to include local workforce investment areas. Plans to hold a stakeholders meeting and host a "super consortium" mini-summit are being developed. As a result of the State Planning Summit, in Sacramento (*October, 2014*), the four consortia within Orange County made a commitment to work together. This vision includes developing increased communication, sharing challenges and action plans, and expanding the view of meeting the needs of adult learners. The plan is to invite business representatives from the private and public sector of agencies, from across the county, to participate in a targeted discussion. The Orange County Department of Education is leading this effort with assistance from RSAEC. Potential attendees will include, but will not be limited to, the Chamber of Commerce, the local Workforce Investment Board (WIB), the Employment Development Department (EDD), the County Social Services Agency - CalWorks, and Service, Employment and Redevelopment (SER) - Jobs for Progress.

The goal of the mini-summit is to build sustainable relationships with local businesses and community leaders. These relationships will position the consortium to be more responsive to the economic needs in the community and to align services to support workforce and social program needs. The timeline for discussion, planning and holding the event is ongoing, with the plan to hold the local county event in the summer of 2015. RSAEC believes the time and effort to assist and participate in this type of broader regionalized planning will strengthen the specific service model within the consortium.

Table 7.1: Leverage Of Existing Regional Structures From Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
OCDE	Program #3	Write an MOU between SAC-SCE and OCDE to use classrooms at the Harbor Learning Center for adult learners in the Substantial Disabilities program	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
OCDE	Program #2	Write an MOU between SAC-SCE and OCDE to use classrooms at the Harbor Learning Center for adult learners in the ESL program Must find adequate parking	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
OCDE	Program #1	Write an MOU between SAC-SCE and OCDE to use the science lab at the Harbor Learning Center for adult learners in the HSS program	SAC-SCE	Facility use, lab and classroom use	To commence in Fall 2015 or as soon as funding is available
OCSD	Program #1, #2 and #4	Continue partnership between SCC-SCE and the OCSD to hold classes in the county jails	SCC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
OCSD	Program #1, #2 and #4	Continue partnership between SAC-SCE and the OCSD to hold classes in the city jail	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
OUSD	Program #1 and #2	Continue partnership between SCC-SCE and OUSD to use OUSD facilities free of charge to SCC-SCE	SCC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
		to conduct ESL and HSS classes			funding is available
SAUSD	Program #1 and #2	Continue partnership between SAC-SCE and SAUSD to use SAUSD facilities to conduct ESL and ASE classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Community Partner – Boys and Girls Club of Santa Ana	Program #1, #2 and #4	Write an updated MOU to expand the partnership between SAC-SCE and the Boys and Girls Club of Santa Ana to use facilities to conduct ESL, CTE and ASE classes	SAC-SCE	Facility use, classrooms, and use of computers	To commence in Fall 2015 or as soon as funding is available
SAUSD and Community Partner – Boys and Girls Club of Santa Ana	Program #1, #2 and #4	Continue the collaboration with SAUSD and the Boys and Girls Club of Santa Ana to offer babysitting to the children of adult learners while attending SAC-SCE classes	SAC-SCE	Provide babysitting	To commence in Fall 2015 or as soon as funding is available
Corbin Center	Program #2	Continue partnership between SAC-SCE and the Corbin Center to use their facilities to conduct ESL classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
El Salvador Center	Program #2	Continue partnership between SAC-SCE and El Salvador Center to use their facilities to conduct ESL classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Santa Ana United Methodist Church	Program #2	Continue partnership between SAC-SCE and Santa Ana United Methodist Church to use their	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
		facilities to conduct ESL classes			funding is available
Goodwill Centers	Program #2 and #3	Continue partnership between SAC-SCE and the Goodwill Corporation to use their facilities to conduct ESL and Students with Disabilities classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Martinez Bookstore	Program #2	Continue partnership between SAC-SCE and Martinez Bookstore to use their facilities to conduct ESL classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Our Lady of Pilar Church	Program #2	Continue partnership between SAC-SCE and Our Lady of Pilar Church to use their facilities to conduct ESL classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
St. Joseph's School	Program #2	Continue partnership between SAC-SCE and St. Joseph's school to use their facilities to conduct ESL classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Santa Ana Senior Center	Program #2	Continue partnership between SAC-SCE and the Santa Ana Senior Center to use their facilities to conduct ESL classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
SER Jobs for Progress	Program #2	Continue partnership between SAC-SCE and SER Jobs for Progress to use their facilities to conduct ESL	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
		classes			funding is available
Taller San Jose	Program #4	Continue partnership between SAC-SCE and Taller San Jose to use their facilities to conduct CTE classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Vietnamese Center of Orange County	Program #2	Continue partnership between SAC-SCE and the Vietnamese Center of Orange County to use their facilities to conduct ESL classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
GGUSD	Program #1 and #4	Write an MOU between SAC-SCE and GGUSD to use classrooms at the Lincoln Education Center for adult learners in the ASE and CTE programs	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Garden Villa	Program #3	Continue partnership between SAC-SCE and Garden Villa to use their facilities to conduct Adults with Disabilities classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Westview Center	Program #3	Continue partnership between SAC-SCE and Westview Center to use their facilities to conduct Adults with Disabilities classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
OCCORD	Program #2	Continue partnership between SCC-SCE and OCCORD to use their	SCC-SCE	Facility use and classroom use	To commence in Fall 2015 or

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
		facilities to conduct Citizenship classes			as soon as funding is available
Community Garden Towers	Program #3 and #3	Continue partnership between SAC-SCE and the Community Garden Towers to use their facilities to conduct ESL and Adults with Disabilities classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
East Anaheim Community Center	Program #2	Continue partnership between SCC-SCE and the East Anaheim Community Center to use their facilities to conduct ESL classes	SCC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
EI Modena Community Center	Program #2	Continue partnership between SCC-SCE and the EI Modena Community Center to use their facilities to conduct ESL classes	SCC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Friendly Center	Program #2	Continue partnership between SCC-SCE and the Friendly Center to use their facilities to conduct ESL classes	SCC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Recovery Education Institute (REI)	Program #2	Continue partnership between SCC-SCE and REI to use their facilities to conduct ESL classes	SCC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Services Employees International Union	Program #2	Continue partnership between SCC-SCE and the Services Employees	SCC-SCE	Facility use and classroom use	To commence in Fall 2015 or

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
		International Union to use their facilities to conduct ESL classes			as soon as funding is available
Kidworks – Donahue Center	Program #3 and #4	Continue partnership between SAC-SCE and Kidworks – Donahue Center to use their facilities to conduct CTE and Adults with Disabilities classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
OC Children’s Therapeutic Arts	Program #3 and #4	Continue partnership between SAC-SCE and OC Children’s Therapeutic Arts to use their facilities to conduct CTE and Adults with Disabilities classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available
Santa Ana Workcenter	Program #4	Continue partnership between SAC-SCE and the Santa Ana Workcenter to use their facilities to conduct CTE classes	SAC-SCE	Facility use and classroom use	To commence in Fall 2015 or as soon as funding is available

Appendix A: Quarterly Expenditure Report

The RSAEC's most recent Quarterly Expenditure Report was submitted via the State Chancellor's Office website on October 31, 2014 and was approved by the Chancellor's Office on November 20, 2014. The next quarterly report will be submitted on January 31, 2015.



AB86 Adult Education Consortium Planning Grant YEAR-TO-DATE EXPENDITURES AND PROGRESS REPORT

(870) Rancho Santiago CCD

Grant Agreement No: **13-328-43** Total Grant Award: **\$326,047**

(2013-2014 3rd quarter has been certified on 2015-01-27 11:25:00.0)

PLEASE REPORT CUMULATIVE EXPENSES FOR ALL COMPLETED QUARTERS												
Object of Expenditure Reporting Categories	2013-2014 1st QUARTER			2013-2014 2nd QUARTER			2013-2014 3rd QUARTER			2013-2014 4th QUARTER		
	Budget	Exp.	Bal.	Budget	Exp.	Bal.	Budget	Exp.	Bal.	Budget	Exp.	Bal.
1000 Instructional Salaries	150000	19010	130990	150000	47241	102759	150000	79423	70577	0	0	0
2000 Noninstructional Salaries	69000	535	68465	69000	535	68466	69000	931	68069	0	0	0
3000 Employee Benefits	34792	2313	32479	34792	7249	27543	34792	13625	21167	0	0	0
4000 Supplies and Materials	15800	0	15800	15800	10	15790	15800	10	15790	0	0	0
5000 Other Operating Exp. & Svs.	43915	2265	41650	43915	4535	39380	43915	11052	32863	0	0	0
6000 Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
7000 Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0
Direct Expenditures	313507	24123	289384	313507	59570	253937	313507	105041	208466	0	0	0
Total Indirect Expenditures*	12540	965	11575	12540	2447	10093	12540	4202	8338	0	0	0
Total Expenditures	326047	25088	300959	326047	62017	264030	326047	109243	216804	0	0	0
Object of Expenditure Reporting Categories	2013-2014 5th QUARTER			2013-2014 6th QUARTER			2013-2014 7th QUARTER			2013-2014 8th QUARTER		
	Budget	Exp.	Bal.	Budget	Exp.	Bal.	Budget	Exp.	Bal.	Budget	Exp.	Bal.
1000 Instructional	0	0	0	0	0	0	0	0	0	0	0	0

Salaries													
2000 Noninstructional Salaries	0	0	0	0	0	0	0	0	0	0	0	0	0
3000 Employee Benefits	0	0	0	0	0	0	0	0	0	0	0	0	0
4000 Supplies and Materials	0	0	0	0	0	0	0	0	0	0	0	0	0
5000 Other Operating Exp. & Svs.	0	0	0	0	0	0	0	0	0	0	0	0	0
6000 Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0
7000 Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0	0
Direct Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Indirect Expenditures*	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0

*Indirect Expenditures are limited to 4% of the total direct expenditures.

For category "5000 - Other Operating Expenditures and Services" Provide information that approximately substantiates any expenditures during this quarter. Include in your response – the name of the provider, the activities performed, the dates, cost breakdown by budget object code, and why this was necessary for the AB86 grant. (Limited to 2,500 characters)

1. Name of Provider: Garden Grove Unified School District (GGUSD); Activities performed; Attended consortium/task force meetings and participated in AB86 events; Dates: November 1, 2014-January 31, 2015; Cost breakdown by Budget Object Code #5100-\$404.81; Reason: GGUSD has been involved with planning at the consortium and task force meeting level.

Progress Report (Check one and complete sections I-III)

Activities are being conducted as planned.

(Total expenditure 33.0 %)
(3rd Quarter, at least 80% of total allocation should be expended)

Expenditures do not meet guideline

Activities are not being conducted as planned.

I. Summary of activities conducted during the quarter (Limited to 8000 characters)

Overview: The Rancho Santiago Adult Ed Consortium continued its progress of evaluating its programs; needs of adult learners in the region; gaps to address those needs; plans to integrate existing programs and create seamless transitions into postsecondary education or the workforce; plans to employ approaches to accelerate a student's progress; plans to collaborate in ongoing professional development opportunities; and plans to leverage existing regional structures. Mary Walker, Santiago College Continuing Education Dean of Instruction and Student Services, continued to serve as the consortium's Project Director, and Chrissy Gascon continued to serve as Project Coordinator overseeing the details of this grant. The researcher, Lisa Didonato, and the Web Designer, Robert Lee, continued working in their specific areas as well. Meetings: Eleven monthly Consortium meetings have been held through January 31, 2015. The steering committee has provided the leadership and direction for the consortium. Chrissy Gascon has held additional task force meetings in the area of CTE with faculty and administrators for the purpose of creating stackable certificates. Professional Development: A workshop/training was held on January 16, 2015 by the Center for Occupational Research and Development (CORD) on "Using Career Pathways to Contextualize Instruction for Adult Learners". Objectives: All seven objectives have been addressed, and the details of the discussions and findings may be found in the narrative in the December 31, 2014 report.

II. Reasons for lack of progress towards attainment of program improvements (Limited to 8000 characters)

Not applicable. We continue to make good progress in all areas towards attainment of program improvements.

III. Reasons for expenditures falling below guideline

IV. Provide an explanation for major budget changes. (Limited to 8000 characters)

Not applicable.

(Limited to 8000 characters)

Most projects are in progress but have not yet been completed and paid, including curriculum, meetings, and travel/conferences. A new CTE coordinator was just hired but has not yet started receiving payment.

Appendix B: RSAEC Program Sites And Courses Offered

Program Area: Adult Basic Education

Alternative Education Site

250 S. Yorba Street, Room 40, Orange, CA 92869 Phone: (714) 628-6291 URL: http://www.orangeusd.k12.ca.us/schools/alternative/Adult_Ed

Courses Offered:

- 1 ABE

Centennial Education Center (CEC)

2900 W. Edinger Ave, Santa Ana, CA 92704 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ABE
- 2 Leadership Basics 1

Central Men's Jail

550 N. Flower Street, Santa Ana, CA 92702 Phone: N/A URL:

Courses Offered:

- 1 Money Matters (ABE)
- 2 Adult Basic Education

El Modena High School

3920 Spring Street, Orange, CA 92869 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 NLBS - Native Language Basic Skills

El Sol Academy

1010 N. Broadway, Santa Ana, CA 92701 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Spanish Literacy

Esqueda Elementary School

2240 S. Main St., Santa Ana, CA 92707 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ABE
- 2 Spanish Literacy

Godinez Fundamental High School

3002 Centennial Rd, Santa Ana, CA 92704 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Leadership Basics 1

Intake & Release Center

550 N. Flower Street, Santa Ana, CA 92702 Phone: N/A URL:

Courses Offered:

- 1 ABE
- 2 Money Matters (Women)

Lincoln Education Center

11262 Garden Grove Blvd, Garden Grove, CA 92843 Phone: (714) 663-6291 URL: <http://ae.ggusd.us/>

Courses Offered:

- 1 ABE

Program Area: Adult Basic Education

Lincoln Elementary School

425 S. Sullivan St., Santa Ana, CA 92705 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ABE
- 2 Spanish Literacy

OEC Provisional Education Facility

1937 W. Chapman Ave, Orange, CA 92868 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ABE

Santa Ana College (SAC)

1530 W. 17th Street, Santa Ana, CA 92706 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ABE
- 2 Spanish Literacy

Santa Ana County Jail

310 W 3rd Street #1103, Santa Ana, CA 92701 Phone: N/A URL:

Courses Offered:

- 1 ABE
- 2 Attitudes for Success

Santiago Canyon College (SCC)

8045 E. Chapman Ave, Orange, CA 92869 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ABE

Spurgeon Intermediate

2701 W. 5th St, Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ABE
- 2 Spanish Literacy

Theo Lacy Security Facility

501 The City Drive South, Orange, CA 92868 Phone: N/A URL:

Courses Offered:

- 1 ABE
- 2 Money Matters

Women's Central Jail

550 N. Flower Street, Santa Ana, CA 92702 Phone: N/A URL:

Courses Offered:

- 1 Money Matters

Program Area: Adults with Disabilities

Alternative Education Site

250 S. Yorba Street, Room 40, Orange, CA 92869 Phone: (714) 628-6291 URL: http://www.orangeusd.k12.ca.us/schools/alternative/Adult_Ed

Courses Offered:

- 1 Adult Transition Program

Centennial Education Center (CEC)

2900 W. Edinger Ave, Santa Ana, CA 92704 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Independent Living Skills for Adults with Developmental Disabilities

Garden Villa

13051 Wilson Street, Garden Grove, CA 92844 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 Independent Living Skills
- 2 Mobility Training

Goodwill Industry at Fairview

410 N. Fairview, Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Independent Living Skills
- 2 Mobility Training
- 3 Vocational Training

Lincoln Education Center

11262 Garden Grove Blvd, Garden Grove, CA 92843 Phone: (714) 663-6291 URL: <http://ae.ggusd.us/>

Courses Offered:

- 1 Functional Academics
- 2 Life Skills
- 3 Community Access Skills
- 4 Workplace Skills

Santa Ana Unified School District, Adult Transition Program

520 W. Walnut Street, Santa Ana, CA 92701 Phone: (714) 571-4400 URL: <http://www.sausd.us/Page/13615>

Courses Offered:

- 1 Vocational Training
- 2 Independent Living Skills
- 3 Mobility Training
- 4 Connection to Community Resources
- 5 Community Based Instruction

Taft Elementary School

500 W. Keller, Santa Ana, CA 92707 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Instruction for Parents and Adult Family Members in Signing for the Deaf

Program Area: Adults with Disabilities

Westview Center

3922 W. 5th Street, Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Independent Living Skills
- 2 Mobility Training

Program Area: Citizenship

Centennial Education Center (CEC)

2900 W. Edinger Ave, Santa Ana, CA 92704 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

1 ESL Citizenship

Hermanidad Mexicana

900 N Broadway #604, Santa Ana, CA 92701 Phone: (714) 541-0250 URL: <http://www.hermanadmexicana.org>

Courses Offered:

1 Citizenship

Latino Health Access

450 W 4th St #130, Santa Ana, CA 92701 Phone: (714) 542-7792 URL: <http://www.latinohhealthaccess.net>

Courses Offered:

1 Citizenship

Lincoln Education Center

11262 Garden Grove Blvd, Garden Grove, CA 92843 Phone: (714) 663-6291 URL: <http://ae.ggusd.us/>

Courses Offered:

1 Citizenship

Mexican Consulate

2100 E 4th St, Santa Ana, CA 92705 Phone: (714) 835-0042 URL: <http://consulmex.sre.gob.mx/santaana/>

Courses Offered:

1 Citizenship

OCCORD

13252 Garden Grove Blvd, Garden Grove, CA 92843 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

1 ESL Citizenship

OEC Provisional Education Facility

1937 W. Chapman Ave, Orange, CA 92868 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

1 ESL Citizenship

Santa Ana College (SAC)

1530 W. 17th Street, Santa Ana, CA 92706 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

1 ESL Citizenship

Vietnamese Community of Orange County

1618 W First St, Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

1 ESL Citizenship

Program Area: Correctional Facilities

Great Escape Program

909 N. Main St., Santa Ana, CA 92701 Phone: N/A URL:

Courses Offered:

1

In-Custody Treatment Program (ICTP)

1530 S. State College Blvd., Anaheim, CA 92806 Phone: N/A URL:

Courses Offered:

1

Volunteer Programs

1530 S. State College Blvd., Anaheim, CA 92806 Phone: N/A URL:

Courses Offered:

1

Working for Inmate Literacy WIN

1530 S. State College Blvd., Anaheim, CA 92806 Phone: N/A URL:

Courses Offered:

1

Program Area: ESL

Carver Elementary School

1401 W Santa Ana Blvd, Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 2
- 2 ESL Beginning 3

Centennial Education Center (CEC)

2900 W. Edinger Ave, Santa Ana, CA 92704 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- | | |
|-------------------------|----------------------------------|
| 1 ESL Literacy | 9 ESL Conversation |
| 2 ESL Beginning 1 | 10 ESL Pronunciation |
| 3 ESL Beginning 2 | 11 ESL Community Learning Center |
| 4 ESL Beginning 3 | 12 ESL Writing A |
| 5 ESL Intermediate 1 | 13 ESL Writing B |
| 6 ESL Intermediate 2 | 14 ESL Community Learning Center |
| 7 ESL Intermediate 3 | 15 Writing and Computers |
| 8 VESL English for Work | |

Central Men's Jail

550 N. Flower Street, Santa Ana, CA 92702 Phone: N/A URL:

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)

Clinton Corner Family Campus

13581 Clinton St., Garden Grove, CA 92843 Phone: (714) 663-6298 URL: <http://ae.ggusd.us/>

Courses Offered:

- 1 ESL Beginning Literacy
- 2 ESL Multilevel

Community Garden Towers

4001 W. Garden Grove Blvd., Garden Grove, CA 92868 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Literacy

Corbin Center

2215 W. McFadden, Santa Ana, CA 92704 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2
- 3 ESL Beginning 3
- 4 ESL Intermediate 1

East Anaheim Community Center

8201 E. Santa Ana Canyon Rd., Anaheim, CA 92808 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)
- 2 ESL Intermediate Multilevel (1-3)
- 3 Conversation 1
- 4 Conversation 2

Program Area: ESL

El Modena Community Center

18672 Center Ave., Orange, CA 92869 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)
- 2 Conversation 1

El Modena High School

3920 Spring Street, Orange, CA 92869 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Literacy
 - 2 ESL Beginning 1
 - 3 ESL Beginning 2
 - 4 ESL Beginning 3

El Salvador Community Center

1825 W Civic Center, Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 2
- 2 ESL Beginning 3

El Sol Academy

1010 N. Broadway, Santa Ana, CA 92701 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2
- 3 ESL Beginning 3
- 4 ESL Intermediate 1

Esqueda Elementary School

2240 S. Main St., Santa Ana, CA 92707 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2

Friendly Center

615 Lemon St., Orange, CA 92867 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)
- 2 Conversation 1

Godinez Fundamental High School

3002 Centennial Rd, Santa Ana, CA 92704 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2
- 3 ESL Beginning 3
- 4 ESL Intermediate 1
- 5 ESL Intermediate 2
- 6 ESL Intermediate 3

Program Area: ESL

Goodwill Industry at St. Andrews

1601 E. St. Andrews #B, Santa Ana, CA 92705 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
-

Handy Elementary School

860 N. Handy St., Orange, CA 92867 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)
-

James Musick Security Facility

13502 Musick Rd, Irvine, CA 92618 Phone: N/A URL:

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)
-

Kennedy Elementary School

1300 E McFadden, Santa Ana, CA 92705 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
 - 2 ESL Beginning 2
 - 3 ESL Beginning 3
-

Lampson Elementary School

13221 Lampson Ave., Garden Grove, CA 92840 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)
-

Lincoln Education Center

11262 Garden Grove Blvd, Garden Grove, CA 92843 Phone: (714) 663-6291 URL: <http://ae.ggusd.us/>

Courses Offered:

- 1 ESL Beginning Literacy
 - 2 ESL Beginning Low
 - 3 ESL Beginning High
 - 4 ESL Intermediate Low
 - 5 ESL Intermediate High
 - 6 ESL Advanced Academic Transitional
 - 7 ESL Multilevel Writing and Grammar
 - 8 ESL Pronunciation
 - 9 V-ESL Workplace
-

Lincoln Elementary School

425 S. Sullivan St., Santa Ana, CA 92705 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
 - 2 ESL Beginning 2
-

Madison Elementary School

1124 E Hobart, Santa Ana, CA 92707 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2

Program Area: ESL

Martin Elementary School

939 W Wilshire Ave, Santa Ana, CA 92707 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 2
- 2 ESL Beginning 3

Martinez Bookstore

216 N Broadway, Santa Ana, CA 92701 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2

OEC Provisional Education Facility

1937 W. Chapman Ave, Orange, CA 92868 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- | | |
|----------------------|-----------------------|
| 1 ESL Literacy | 9 ESL Conversation 1 |
| 2 ESL Beginning 1 | 10 ESL Conversation 2 |
| 3 ESL Beginning 2 | 11 ESL Pronunciation |
| 4 ESL Beginning 3 | |
| 5 ESL Intermediate 1 | |
| 6 ESL Intermediate 2 | |
| 7 ESL Intermediate 3 | |
| 8 ESL Writing | |

Our Lady of Pilar Church

1622 W 6th St, Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2

Recovery Education Institute (REI)

401 S. Tustin St., Orange, CA 92866 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2
- 3 ESL Beginning 3
- 4 ESL Intermediate 1
- 5 ESL Intermediate 2
- 6 ESL Intermediate 3
- 7 ESL Beginning Multilevel (1-3)

Roosevelt Elementary School

501 S Halladay, Santa Ana, CA 92701 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2
- 3 ESL Beginning 3
- 4 ESL Intermediate 1

Program Area: ESL

Saint Joseph's School

608 Civic Center Dr, Santa Ana, CA 92701 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2
- 3 ESL Beginning 3
- 4 ESL Intermediate 1

Santa Ana College (SAC)

1530 W. 17th Street, Santa Ana, CA 92706 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 3
- 2 ESL Intermediate 1
- 3 ESL Intermediate 2
- 4 ESL Intermediate 3
- 5 ESL Writing A
- 6 ESL Conversation
- 7 ESL Advanced Writing and Grammar
- 8 EMLS- Credit ESL
- 9 Conversation 2

Santa Ana High School

520 W Walnut, Santa Ana, CA 92701 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Literacy
- 2 ESL Beginning 1
- 3 ESL Beginning 2
- 4 ESL Beginning 3
- 5 ESL Intermediate 1
- 6 ESL Intermediate 1
- 7 ESL Intermediate 2
- 8 ESL Intermediate 3

Santa Ana Senior Center

424 W. 3rd St., Santa Ana, CA 92701 Phone: (714) 647-6540 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2
- 3 ESL Conversation

Santa Ana United Methodist Church

609 N Spurgeon, Santa Ana, CA 92701 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning Literacy
- 2 ESL Beginning 1
- 3 ESL Beginning 2
- 4 ESL Beginning 3

Program Area: ESL

Santiago Canyon College (SCC)

8045 E. Chapman Ave, Orange, CA 92869 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ACE-ESL credit

SER Jobs for Progress

1243 E. Warner Ave, Santa Ana, CA 92705 Phone: (714) 556-8741 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2
- 3 ESL Beginning 3
- 4 ESL Intermediate 1

Service Employees International Union

1936 W. Chapman Av., Orange, CA 92868 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)

Sycamore Elementary School

340 N. Main St., Orange, CA 91786 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)

Taft Elementary School

500 W. Keller, Santa Ana, CA 92707 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2

Taft Elementary School Orange

1829 N. Cambridge St. Orange, Orange, CA 92865 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)

Theo Lacy Security Facility

501 The City Drive South, Orange, CA 92868 Phone: N/A URL:

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)

Vietnamese Community of Orange County

1618 W First St, Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 2
- 2 ESL Beginning 3

Washington Elementary School

910 W Anahurst Pl, Santa Ana, CA 92707 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 ESL Beginning 1
- 2 ESL Beginning 2

Program Area: ESL

Yorba Middle School

935 N. Cambridge St., Orange, CA 92867 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 ESL Beginning Multilevel (1-3)

Program Area: Secondary Basic Skills High School Diploma Equivalency Cert

Alternative Education Site

250 S. Yorba Street, Room 40, Orange, CA 92869 Phone: (714) 628-6291 URL: http://www.orangeusd.k12.ca.us/schools/alternative/Adult_Ed

Courses Offered:

- 1 High School Diploma
- 2 GED

Centennial Education Center (CEC)

2900 W. Edinger Ave, Santa Ana, CA 92704 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 High School Diploma
- 2 GED
- 3 Leadership Basics 1

Central Men's Jail

550 N. Flower Street, Santa Ana, CA 92702 Phone: N/A URL:

Courses Offered:

- 1 GED
- 2 Workforce Prep

CORE (Center for Opportunity, Re-Entry & Education)

2823 S. Bristol, Santa Ana, CA 92704 Phone: N/A URL:

Courses Offered:

- 1 GED
- 2 High School Diploma

Delhi Community Center

505 E Central Ave, Santa Ana, CA 92707 Phone: (714) 481-9600 URL: <http://www.delhicenter.org>

Courses Offered:

- 1 GED

Esqueda Elementary School

2240 S. Main St., Santa Ana, CA 92707 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Spanish GED

Godinez Fundamental High School

3002 Centennial Rd, Santa Ana, CA 92704 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Leadership Basics 1

Intake & Release Center

550 N. Flower Street, Santa Ana, CA 92702 Phone: N/A URL:

Courses Offered:

- 1 GED (Women)
- 2 Workforce Prep (Women)

Program Area: Secondary Basic Skills High School Diploma Equivalency Cert

James Musick Security Facility

13502 Musick Rd, Irvine, CA 92618 Phone: N/A URL:

Courses Offered:

- 1 GED (Men)
- 2 GED (Women)

Lincoln Education Center

11262 Garden Grove Blvd, Garden Grove, CA 92843 Phone: (714) 663-6291 URL: <http://ae.ggusd.us/>

Courses Offered:

- 1 GED

Santa Ana College (SAC)

1530 W. 17th Street, Santa Ana, CA 92706 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 GED
- 2 High School Diploma

Santa Ana County Jail

310 W 3rd Street #1103, Santa Ana, CA 92701 Phone: N/A URL:

Courses Offered:

- 1 GED
- 2 High School Subjects - Music Theory 1

Santa Ana Sheriff Central Jail Complex

550 N. Flower Street, Santa Ana, CA 92702 Phone: N/A URL:

Courses Offered:

- 1 High School Diploma

Santiago Canyon College (SCC)

8045 E. Chapman Ave, Orange, CA 92869 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 GED
- 2 High School Diploma

Spurgeon Intermediate

2701 W. 5th St, Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Spanish GED

Theo Lacy Security Facility

501 The City Drive South, Orange, CA 92868 Phone: N/A URL:

Courses Offered:

- 1 GED
- 2 Workforce Preparation

Women's Central Jail

550 N. Flower Street, Santa Ana, CA 92702 Phone: N/A URL:

Courses Offered:

- 1 GED
- 2 Workforce Preparation

Program Area: Short Term CTE

Carver Elementary School

1401 W Santa Ana Blvd, Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Computer Software Applications
-

Corbin Center

2215 W. McFadden, Santa Ana, CA 92704 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Computer Software Applications
 - 2 Spanish Computer Software Applications
 - 3 Vietnamese Computer Software Applications
 - 4 Orientation to Computers
-

CORE (Center for Opportunity, Re-Entry & Education)

2823 S. Bristol, Santa Ana, CA 92704 Phone: N/A URL:

Courses Offered:

- | | |
|------------------------------|--|
| 1 Auto Body/Collision Repair | 9 Medical Back Office 1 |
| 2 Auto Spray Painting | 10 Medical Back Office 2 |
| 3 Automotive Careers | 11 Medical Terminology and Human Anatomy Network |
| 4 CAD Academy | 12 Welding 1 |
| 5 Computer Repair 1 | 13 Welding 2 |
| 6 Computer Repair 2 | 14 Welding 3 |
| 7 Graphic Design 1 | 15 HVAC - Heating/Air Conditioning |
| 8 Graphic Design 2 | |
-

Goodwill Industry at St. Andrews

1601 E. St. Andrews #B, Santa Ana, CA 92705 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Computer Software Applications
-

James Musick Security Facility

13502 Musick Rd, Irvine, CA 92618 Phone: N/A URL:

Courses Offered:

- 1 Workforce Readiness (Men)
 - 2 Workforce Readiness (Women)
 - 3 Fundamentals of Commercial Sewing
 - 4 Intro to Commercial Sewing
 - 5 Intro to Welding, Pre-Apprenticeship
 - 6 Fundamentals of Welding, Pre-Apprenticeship
 - 7 Intro to Cabinetry
 - 8 Fundamentals of Cabinetry
-

Kidworks-Donahue Center

1902 W. Chestnut Ave., Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Keyboarding
- 2 Microsoft Word
- 3 Internet

Program Area: Short Term CTE

Lincoln Education Center

11262 Garden Grove Blvd, Garden Grove, CA 92843 Phone: (714) 663-6291 URL: <http://ae.ggusd.us/>

Courses Offered:

- 1 QuickBooks
- 2 Computer Literacy
- 3 Computer Software Applications
- 4 MS Office

O C Children's Therapeutic Arts

2215 N. Broadway, Santa Ana, CA 92706 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 General Office Clerk

OEC Provisional Education Facility

1937 W. Chapman Ave, Orange, CA 92868 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 Intro to Keyboarding and Basic Windows 7
- 2 Navigating the Internet
- 3 Intro to Word Processing using MS Word
- 4 Intro to Electronic Imaging with Adobe Photoshop

Recovery Education Institute (REI)

401 S. Tustin St., Orange, CA 92866 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- 1 Intro to Spreadsheets using MS EXCEL 2010

Romero Cruz Elementary

1512 W. Santa Ana Blvd., Santa Ana, CA 92703 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Computer Literacy

ROP at Lincoln Education Center

11262 Gardent Grove Blvd, Garden Grove, CA 92843 Phone: (714) 663-6291 URL: <http://ae.ggusd.us/>

Courses Offered:

- | | |
|---------------------------|------------------------|
| 1 Welding | 9 Medical Terminology |
| 2 Auto Careers | 10 Medical Back Office |
| 3 Auto Body | |
| 4 HVAC | |
| 5 Graphic Design | |
| 6 CAD/3D | |
| 7 Solidworks | |
| 8 Computer Repair/Network | |

ROP at Santa Ana High School

520 W. Walnut, Santa Ana, CA 92701 Phone: (714) 285-4652 URL: <http://www.sausd.us/Page/12842>

Courses Offered:

- 1 Medical Assistant Program

Program Area: Short Term CTE

ROP at Valley High School

1801 S. Greenville, Santa Ana, CA 92704 Phone: (714)241-6598 URL: <http://www.sausd.us/ROP>

Courses Offered:

- 1 Dental Assistant Program
-

Santa Ana County Jail

310 W 3rd Street #1103, Santa Ana, CA 92701 Phone: N/A URL:

Courses Offered:

- | | |
|---|---------------------------------|
| 1 Topics - Business Skills | 9 Intro to Adobe Photoshop |
| 2 Intro to Keyboarding 1 | 10 Intro to Databases/MS Access |
| 3 Intro to Keyboarding 2 | 11 Employability Skills |
| 4 Computer Software Applications | 12 Intro to Web Page/HTML |
| 5 Word Processing/MS Word | |
| 6 Spreadsheets/MS Excel | |
| 7 Intro to Electronic Presentations/MS Powerpoint | |
| 8 Intro to Desktop Publishing | |
-

Santa Ana Public Library

26 Civic Center Plaza, Santa Ana, CA 92701 Phone: (714) 647-5250 URL: <http://www.ci.santa-ana.ca.us/library>

Courses Offered:

- | | |
|--------------------------------------|--|
| 1 Intro to Computers 1 | 9 Intro to Photo Manipulation |
| 2 Intro to Computers 1 | 10 Spanish Computer Classes for Beginners |
| 3 Intro to Wordpress | 11 Spanish Computer Classes for Intermediate |
| 4 Intro to Google Docs | |
| 5 Intro to MS Office | |
| 6 Intro to the Internet | |
| 7 Intro to Facebook | |
| 8 Intro to Photosharing using FLICKR | |
-

Santa Ana Senior Center

424 W. 3rd St., Santa Ana, CA 92701 Phone: (714) 647-6540 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Computer Software Applications
 - 2 PhotoShop
-

Santa Ana Workcenter

1000 E. Santa Ana Blvd., Suite 220, Santa Ana, CA 92701 Phone: (714) 241-5700 URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Computer Software Applications

Program Area: Short Term CTE

Santiago Canyon College (SCC)

8045 E. Chapman Ave, Orange, CA 92869 Phone: (714) 628-5900 URL: <http://www.sccollege.edu/oec>

Courses Offered:

- | | |
|--|---|
| 1 Intro to Desktop Publishing | 9 Intro to Windows |
| 2 Intro to 3'D Animation using Blender | 10 Intro to Word Processing using MS Word |
| 3 Intro to Desktop Video | 11 Intro to Web Page Development |
| 4 Intro to Document Processing using Adobe Acrobat | 12 Intro to Electronic Imaging with Adobe Photoshop |
| 5 Intro to Animation | 13 Intro to Electronic Presentation using Powerpoint 2010 |
| 6 Intro to Computer Software Applications | 14 Intro to Databases using Microsoft Access 2010 |
| 7 Intro to Vector Graphics | 15 Intro to Spreadsheets using MS Excel 2010 |
| 8 Navigating the Internet | 16 Intro to Keyboarding and Basic Windows 7 |
-

SER Jobs for Progress

1243 E. Warner Ave, Santa Ana, CA 92705 Phone: (714) 556-8741

URL: <http://www.sac.edu/sce>

Courses Offered:

- 1 Computer Software Applications (Microsoft Word)
 - 2 Clerical Business Skills
-

Taller San Jose

801 N. Broadway, Santa Ana, CA 92701 Phone: (714) 241-5700 URL:

<http://www.sac.edu/sce>

Courses Offered:

- 1 Computer Software Applications
-

Theo Lacy Security Facility

501 The City Drive South, Orange, CA 92868 Phone: N/A URL:

Courses Offered:

- 1 Intro to Computer Software
 - 2 Institutional Food Preparation
 - 3 Workforce Readiness
-

Women's Central Jail

550 N. Flower Street, Santa Ana, CA 92702 Phone: N/A URL:

Courses Offered:

- 1 Intro to Computer Software
- 2 Workforce Preparation

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