

**GRANT NUMBER 13-328-10
COAST COMMUNITY COLLEGE DISTRICT AB86 ADULT EDUCATION
CONSORTIUM COMPREHENSIVE FINAL PLAN**

March 1, 2015

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Overview of Consortium

Organizational Structure

The Coast Community College District (CCCD) AB86 Adult Education Consortium consists of Garden Grove Unified School District (GGUSD), Huntington Beach Union High School District (HBUHSD), Newport-Mesa Unified School District (NMUSD) and the three CCCD Colleges: Coastline Community College, Golden West College, and Orange Coast College. CCCD is the fiscal agent for the consortium and serves as the Project Director for the grant.

All members of the CCCD Adult Education Consortium are equal members, with CCCD as the facilitator of the group. Representatives of each consortium member are responsible to communicate with and coordinate within their districts to meet all project deliverables. Dr. Andreea Serban, Vice Chancellor of Educational Services and Technology at CCCD, is the Project Director and Consortium Chair, with Dr. Nancy Fyson from GGUSD as the Co-Chair for Professional Development, Steve Curiel from HBUHSD as the Co-Chair for Program Alignment and Transitions, and Dr. Rebecca Gogel and subsequently Vanessa Galey from NMUSD as the Co-Chair for Regional Partnerships. Dwayne Thompson, CCCD Director of Research, Planning and Institutional Effectiveness gathered and analyzed all required data and provided an adult education needs evaluation for the consortium. CCCD also has a part-time project/administrative assistant to handle meeting logistics, coordinate scheduling and assist with communication between members and partners.

Faculty and administrators from the CCCD Colleges have worked closely with teachers and administrators from the member school districts to create a regional plan for alignment and construction of pathways to enable effective student transitions from secondary education to post-secondary education and, ultimately, to clear barriers, both real and perceived, for adult students. This report and the attached tables reflect the plans developed to date.

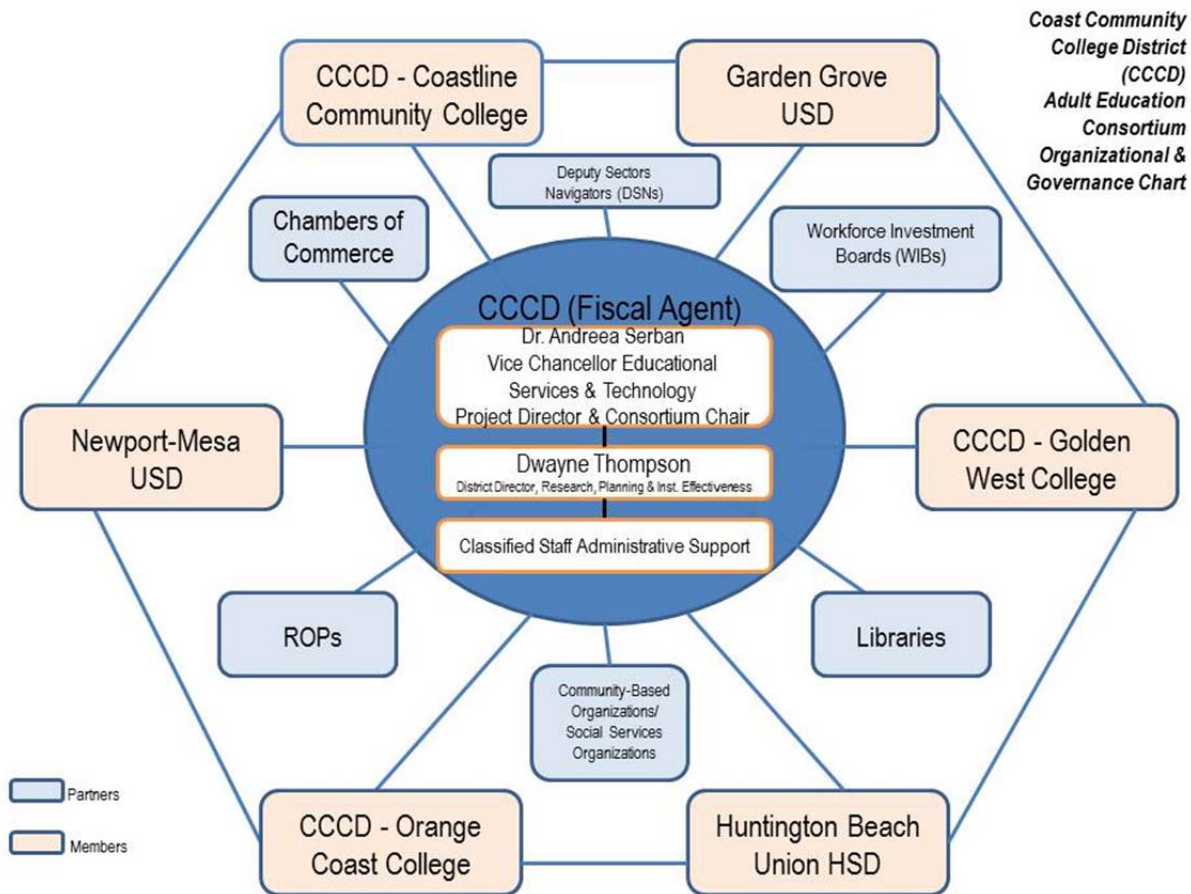
Member Organizations

The Coast Community College District (CCCD) AB86 Adult Education Consortium consists of Garden Grove Unified School District (GGUSD), Huntington Beach Union High School District (HBUHSD), Newport-Mesa Unified School District (NMUSD) and the three CCCD Colleges: Coastline Community College, Golden West College, and Orange Coast College.

Partner Organizations

The CCCD AB86 Adult Education Consortium has partnered with the ROP programs in the region, the Orange County Workforce Investment Board, local Chambers of Commerce, and the Orange County Business Council to select short-term CTE programs with high employment potential. The Consortium has also partnered with Orange County Public Libraries/Read OC, the Boys and Girls Club of Orange County, Youth Employment Services (Y.E.S.), Fountain Valley School District, and Huntington Beach City School District to identify overlapping and supplemental courses and services offered to adult learners. These partners will help shape the

regional comprehensive plan to offer adult learners opportunities for self-improvement, job training and post-secondary education.



Shared Leadership Strategies

The core consortium leadership workgroup – the Steering Committee - consists of one representative chosen by each of the identified members of the consortium, and decisions on joint projects and resource allocation are made by majority vote. The voting members are: Garden Grove Unified School District (one vote), Huntington Beach Union High School District (one vote), Newport-Mesa Unified School District (one vote), Coastline Community College (one vote), Golden West College (one vote) and Orange Coast College (one vote). The CCCD District Office serves as tiebreaker within the CCCD member group, if there is a need. The Steering Committee has met once per month since January 2014 to organize and conduct alignment meetings between faculty and teachers, create joint professional development opportunities and drive the development of the regional comprehensive plan. Members of the Steering Committee also attend the faculty/teacher meetings to facilitate desired outcomes for the adult education programs.

Four faculty and teacher workgroups focused on program areas 1 through 4 have been established for the grant: ESL/Basic Skills English; Basic Skills Math; CTE; and Adults with

Disabilities. These four workgroups have developed the specific plans for the four program areas that the Consortium focused on. Because none of the members have had apprentice programs in place, the Consortium decided to not engage on planning such programs.

A fifth workgroup focused on professional development across the programs areas 1 through 4 has been established. This workgroup is composed of faculty, teachers and administrators from Consortium members.

Description of Planning Process

The Steering Committee has met monthly since January 2014. The Steering Committee developed a schedule of activities, milestones and deliverables through June 30, 2015 to accomplish the objectives of the grant. The Steering Committee developed an approach and methodology and identified data sources to conduct the evaluation of current levels and types of adult education programs and of the current needs for adult education programs within the consortium region. The Consortium acquired a subscription to Economic Modeling Specialists International, one of the data sources utilized for the evaluation and gap analysis.

By end of July 2014, the Consortium completed the evaluation and identification of current needs, and identified a preliminary set of gaps. Extensive materials and guiding templates were prepared for faculty and teachers to facilitate a large all-day, grant kick-off meeting. This meeting occurred May 9, 2014 and involved over 50 faculty, teachers, and administrators from all Consortium members. At the kick-off meeting the following items were discussed: the goals, objectives, schedule, milestones and deliverables of the grant; non-credit adult education comparison between California Community Colleges and K-12; current non-credit and credit courses and programs corresponding to grant program areas offered by consortium members; examples of non-credit courses and programs at neighboring community colleges; established faculty and teacher co-chairs and members of the four faculty workgroups; templates to guide the work of the four workgroups for deliverables to be accomplished in the first two quarters of the grant; and GoogleDocs as the online mechanism for group work and collaboration and sharing of all documents produced throughout the grant. Several distinct student populations were identified for this examination: 1) students with a goal of transitioning to college level English; 2) students with a goal of learning enough English for life skills and/or functioning in a job; 3) students with a goal of enrolling in CTE programs with appropriate level of English and/or Math; 4) students with a GED/high school diploma with a goal to transition to CTE; and students in lower level ESL with a goal to transition to GED/high school diploma.

The four faculty and teachers workgroups conducted a total of 11 working sessions between May 9, 2014 and June 30, 2014. The first task of the four workgroups involved mapping existing curriculum for each student population identified, as applicable, showing how these courses align as a clear pathway for students to transition from secondary to post-secondary. Next, the work entailed determining whether there are sufficient current course offerings in noncredit to serve these populations effectively and efficiently, and, if not, identifying what is needed. Moreover, the workgroups had to identify accelerated and/or contextualized noncredit courses currently offered for each student population and opportunities to create new courses. In parallel, the Steering Committee identified a list of potential partners and invited representatives from these

organizations to a joint meeting with the Steering Committee on June 6, 2014. The identified potential partners included: Fountain Valley School District, Huntington Beach City School District, Ocean View School District, Youth Employment Services, Orange County Public Libraries, Orange County Workforce Investment Board, and the Orange County Business Council. Subsequently, Newport/Mesa ProLiteracy and the Boys and Girls Club of Orange County were added as potential partners. A follow-up meeting with the potential partners took place on August 22, 2014 to confirm respective roles and contributions of each partner towards the goals and objectives of the grant.

A second all-day meeting with all members of the Steering Committee and the faculty and teachers in the four workgroups took place on September 26, 2014. The meeting was attended by over 50 participants. The first part of the meeting was focused on discussing the work completed to date and the work that remains to be completed, including specific deliverables. The second part of the meeting consisted of a six-hour training conducted by the Center for Occupational Research and Development (CORD) covering contextual teaching and learning and career pathways for adults.

In order to maximize and capitalize on the work of the AB 86 Adult Education Consortia in the region, a meeting of representatives from the four consortia in Orange County, hosted by the CCCD Consortium Project Director, was conducted on June 10, 2014. Topic discussed included the status of work on the grant and methods utilized to address the grant. Certain aspects were deemed as worthwhile incorporating in the approaches considered by the respective consortia.

Based on data and information analyzed and findings of the workgroups and the Steering Committee, during the second quarter of the grant the work of the Consortium focused on the following: developing specific plans and strategies for each educational pathway (e.g., alignment of curriculum, assessments, progress indicators, and major outcomes); formulating specific and sustainable strategies for communication between secondary and postsecondary members; articulation of pathways to post-secondary programs or workforce; linking appropriate student services; developing specific plans to implement and/or improve specific evidence-based strategies across the region within and between systems where they currently do not exist, to accelerate a student's progress; and creating a collaborative, professional development plan that identifies priority topic areas such as "college readiness" skills, soft skills, career assessment, integration of technology into instruction, contextualized and/or accelerated teaching and learning, and intercultural competence skill building for faculty, staff, and administrators.

Four Consortium representatives – the Project Director, the Principal of the Adult School from the Huntington Beach Unified High School District and a member of the Consortium Steering Committee, the co-chair of the ESL/Basic Skills English Workgroup and chair of the ESL Department at Golden West College, and an ESL teacher from the Garden Grove Unified School District, Lincoln Continuation High School – participated in the October 6-7, 2014 AB 86 Statewide Summit in Sacramento.

The Steering Committee spent significant time on further refining the comprehensive regional plan. Additional activities through the end of grant on June 30, 2015 have been developed.

The Consortium Steering Committee, working with the four faculty and teachers workgroups, developed a tiered listing of strategies, incrementally phased in and priced to be scalable to both known and hoped for funding levels. Every effort will be made to ensure that all of the Consortium's final priorities will receive at least some funding during the 2015-17 fiscal years. Some of these priorities may receive only modest funding sufficient for continued planning or limited piloting of specific strategies. These tiers are framed in the following manner:

- First tier priority is maintenance of capacity to ensure that no member institutions are harmed financially during this transition
- Second tier priority establishes transitional programs to aid adult learners in achieving more success in their academic and career goals including strategic program modifications and additions such as implementation of enhanced non-credit community college programs and more contextualized programs at the adult schools
- Third tier priority allocates funding to maintain the Consortium's collaborative planning process
- Fourth tier priority includes program innovations that can be piloted and scaled over time

This plan assumes that the funds requested are in addition to current funding levels for K12 Adult Education and Community Colleges and that the current funding levels will be maintained and dedicated to Adult Education.

Description of Teacher and Faculty Involvement

As described above, the CCCD Consortium involved teachers and faculty throughout the planning process. Four workgroups were formed to analyze and develop the academic and workforce pathways defined as grant objectives (e.g., ESL/Basic Skills English, Basic Skills Math, Adults with Disabilities, and Career and Technical Education). After beginning with a "kick-off" meeting May 9, 2014, faculty and teacher workgroups have met and worked together to identify gaps in service, to examine alignment of existing course and programs, to determine new areas for curriculum development, to identify opportunities for course and program articulation, and alignment of instructional goals and assessment practices. Representatives from the four faculty and teachers workgroups have also been involved in creating professional development plans. The CCCD Consortium believes faculty and teachers are the central resource to inform the planning, implementation, and evaluation of AB86 programs and courses in order to improve outcomes for adult education students.

Communication Plan

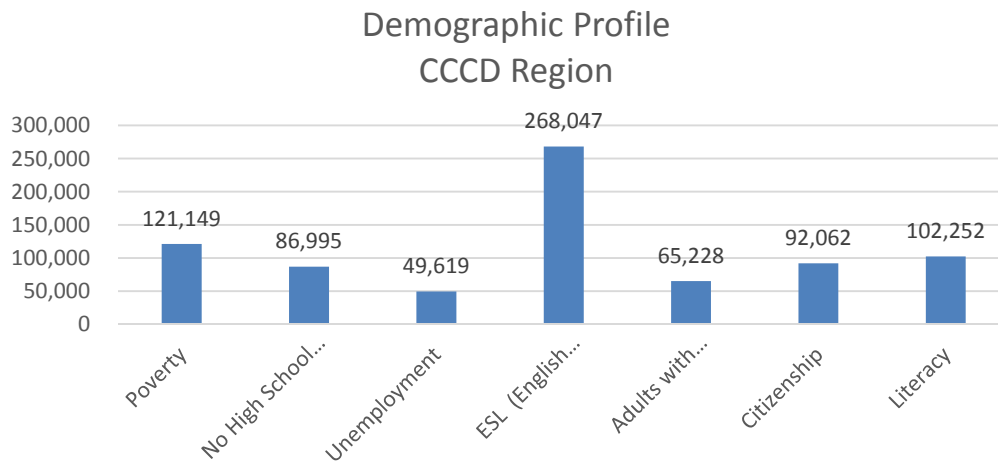
Communication among members of the Steering Committee has been ongoing, and each member representative has informed his/her District of project goals, progress, and outcomes. As most of the members of the Consortium have existing relationships within the region, identification of possible partners has been ongoing. Contact regarding this project was initiated by the members with the existing relationship. In addition to regular meetings, communication has been achieved through e-mails for communication of meeting dates, and distribution of surveys, progress reports, and other relevant documents and information. Meetings with partners have been held both in group and individually to ensure relevance and support. Representatives of the

Consortium have attended regional meetings of other AB86 Adult Education Consortia to share strategies and progress.

Demographic Profile of Region

Based on demographic data supplied by the state-wide AB86 Workgroup from the Census Bureau’s 2012 American Community Survey, the CCCD Region has a total population of 644,409. Of the total, 42% are English Language Learners (ESL), 19% are below the poverty line, 16% are adults with low literacy, 13% are 25 years of age without a high school diploma, and 10% are adults with disabilities.

Figure 1. Demographic Profile of the Coast Region

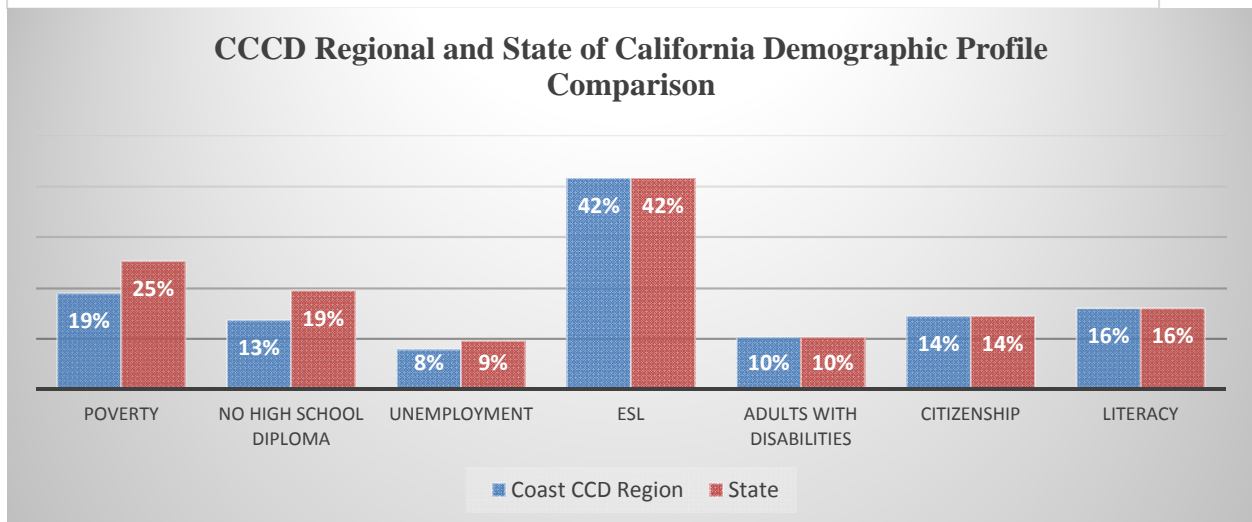
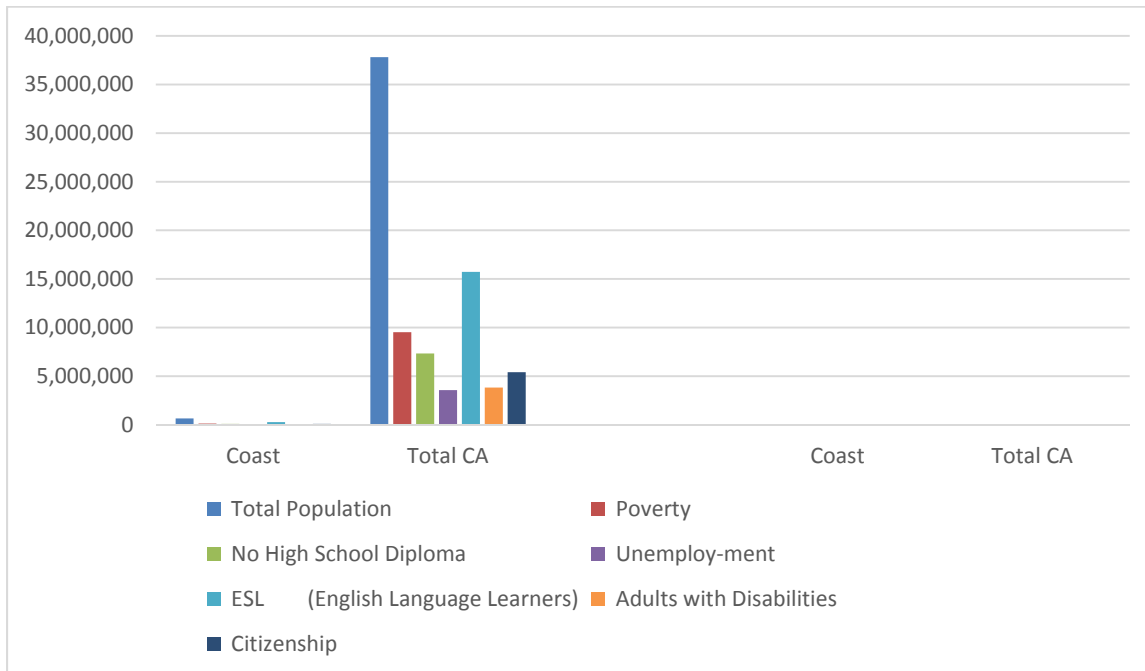


The CCCD region demographic profile is similar to the state-wide profile except in three areas. The CCCD region has 6% lower poverty and high school diploma attainment rates and a 1% lower unemployment rate than the State as a whole. The rates of ESL, Adults with Disabilities, Citizenship, and Literacy are identical. (See Figure 1: Demographic Profile of the Coast Region).

Orange County’s growing population is becoming increasingly older and more diverse. At 61.1% of the population, Orange County has a slightly larger proportion of working-age residents (20 to 64) compared to state and national age trends. These trends are expected to continue over several decades, driving a dramatic increase of residents over age 55.

Foreign migration is experiencing a positive trend with 151,002 new immigrants entering Orange County since 2000. Population growth in the 2000s was primarily due to natural increase (defined as births minus deaths) with about 30,000 births each year, leading to the current county population of 3,090,132. This is up from last year’s population estimate of 3,055,792.

Figure 2. Coast Region and California Demographic Profile



Source: AB86 Workgroup.

By 2020, Latinos are projected to become Orange County’s largest ethnic group. Since 2005, Latinos have accounted for more than 50 percent of the total births in the county, followed by Asians at 25 percent. However, the 20-year growth rate of the Asian population in Orange County outpaced Latino growth rates despite Asian’s smaller actual numbers. The proportion of adults in the CCCD region who have not attended college at all is 33%. This is consistent with all of Orange County at 34% but less than state-wide at 41%.

Economic Profile of Region

Orange County's economy is outperforming neighboring counties and the State. The Orange County job profile reveals significant improvements through 2013, including a declining unemployment rate that reached as low as 5.5 percent in June 2013, the lowest unemployment rate recorded since June 2008. However, replacement jobs largely consist of lower-wage, entry-level jobs in industries with a significant body of temporary workers, including Office and Administrative Support, Food Preparation and Service, and Sales-related occupations.

The following information provides an overview of the Orange County economy. Source: *2013-14 Orange County Workforce Indicators Report*. <http://www.ocbc.org/research/workforce-indicators-report/>

Orange County's median household income is estimated to be at \$73,380, which is 23 percent higher than the state average (\$59,659) and 41 percent higher than the national average (\$52,041).

Employment increased by 1.5 percent in 2012 and forecasts project a 2.1 percent increase in 2013, which translates to a gain of 20,500 jobs in 2012 and 29,500 jobs in 2013. The majority of industries in Orange County showed significant growth from 2012 through 2013, with the greatest improvements coming from Education and Health Services, Construction, and Financial Activities.

Orange County is capitalizing on its strengths in life sciences and advanced electronics, enabling it to stand out as a world class leader. Professional, Scientific, and Technical Services employment is expected to grow by 23.8 percent from 2010 to 2020.

Biomedical Engineers have the fourth-highest average salary and already experienced 108 percent actual employment growth since 2010, drastically above the anticipated 86 percent growth pre-dated for 2010 to 2020. High-wage occupations have the greatest impact on improving long-term regional prosperity.

International Trade, Information Technology, Creativity and Green Technology are all helping to drive employment growth and new high-wage occupations within the county's major industries, accounting for approximately 246,600 jobs. Workers in these industries earn nearly \$20,000 above the average wage.

Orange County's geography provides distinct advantages regarding International Trade and its top countries for exports are Mexico and Canada, accounting for \$5.8 billion and \$2.8 billion in trade, respectively. China, Japan and South Korea round out the county's top five trade partners and together the three countries account for 35.3 percent of merchandise exports from the county.

Projected Lack of New Job Openings. California's Employment Development Department (EDD) estimates of new and replacement jobs through 2020 underscore the severity of the issue of baby boomers constraining lower-level job openings that traditionally falling to new

workforce entrants. By definition, “new jobs” are classified as openings due only to new additional job growth, while “replacement jobs” are defined as job openings created when workers retire or permanently leave an occupation. As it stands, future replacement jobs may not be as available as needed due to older generations of workers that are delaying their retirement plans and are willing to take lower level jobs to support their eventual retirement. Replacement jobs largely consist of lower-wage entry-level jobs in industries with a significant body of temporary workers, including Office and Administrative Support, Food Preparation and Service, and Sales-related occupations.

This trend of baby boomers occupying traditionally younger workforce starter jobs in all fields has transformed these jobs from “starter jobs” to “survival jobs.” As many of these jobs are more reliant on workforce experience than education credentials, senior generations of workers can more easily draw from their larger experience pools to find the right requirements. Baby boomers have been in the workforce longer than younger generations and are likely to be overqualified for these positions, making opportunities for new entrants scarce in what should be a plentiful selection. This preference for the older workforce compounded by the employer-wide trend of operating with leaner teams, further crowds the younger generation out of the entry-level labor market.

As a result, young graduates may be unable to enter the workforce in meaningful ways or at the time they desire. Some continue advancing their education but this strategy does not securely prepare them for the economic future ahead. Even with the potential for higher eventual salaries, many students take out large student loans and accrue debt for years after graduation. Prolonged uncertainty about current and future job market trends will continue to hamper the employment and career prospects of this generation.

Orange County is home to many high-tech industries. It is a leader in several emerging technologies including advanced transportation, alternative fuels, medical devices and computer gaming. The workforce is Information Technology savvy and there are large concentrations of colleges and universities, business incubators and venture capital investment firms.

Though the economy appears to be very slowly turning the corner, many older workers have been forced into early retirement with others working longer than expected due to losses in retirement accounts and home values. From 2007 to 2010, Orange County lost approximately 162,000 jobs or 10.7% of its payroll employment. The largest decline was in the construction industry, 28.6%. There has been some recent job growth, but this growth has not been rapid. The two industry sectors that suffered the least amount of decline are also those recovering the quickest. These include health services and tourism.

The job openings in Orange County that are being seen are primarily concentrated in lower wage, entry-level jobs in office and administrative support, sales and related occupations, and food preparation and serving. These occupations have median wages of \$35,922, \$30,659 and \$19,406, respectively.

Occupational Overview. Occupations identified as the fastest growing in terms of absolute growth kept pace with or exceeded the EDD projections. Only Registered Nurses and Waiters

and Waitresses experienced negative growth over the past three years, significantly diverging from the EDD’s projections. Absolute job growth in retail, cooking and grounds-keeping generally adhered to the EDD projections for occupational employment growth. Office Clerks appear to be the closest occupation to meeting the EDD projections earlier than anticipated, currently only 1,250 new positions away from surpassing the 2020 forecast.

Unemployment. Orange County’s unemployment peaked at 10% in January 2010. Since then, Orange County made significant advances toward economic recovery by creating more than 100,000 new private sector jobs. The county is well on the road to recovery, with unemployment dipping below 6% in April and May 2013 for the first time since 2008. While unemployment ticked up to 6.1% in June 2013, the Orange County economy continues to create jobs, 8,500 of them in fact. Job creation spread across most sectors, with the largest gains occurring in Tourism, Professional and Business Services, Trade/Logistics and Construction. The reason the unemployment rate increased slightly is primarily due to more people looking for work, a trend which can be expected to continue as the job market improves. Even so, the overall trend for Orange County’s unemployment rate continued downward for the rest of 2013.

Figure 3. Top Ten Occupation 2010-2020

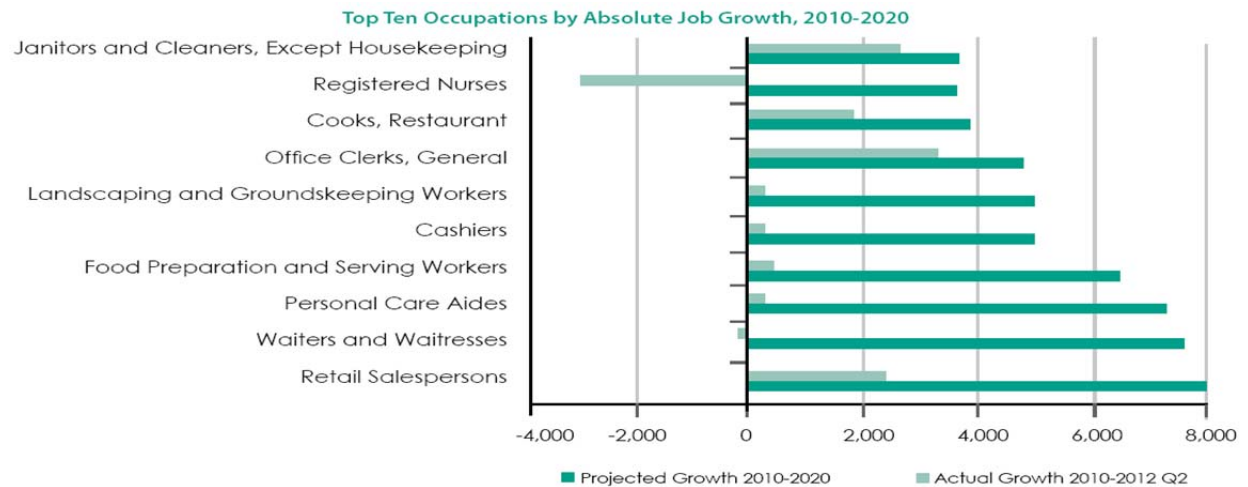
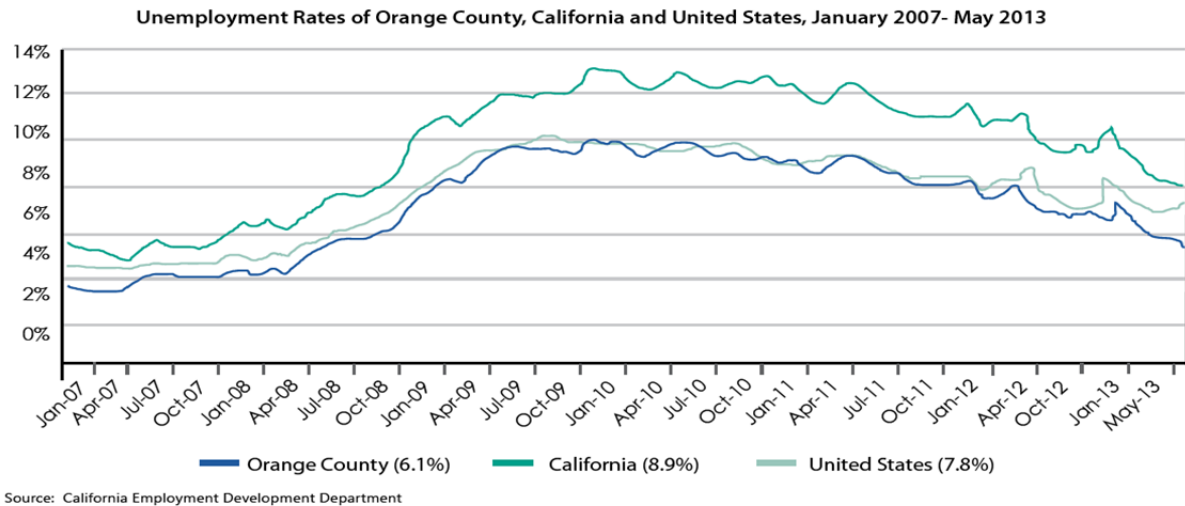


Figure 4. Unemployment Rates of Orange County, CA and the U.S.



Living Wage Calculation for Orange County, California. Many have argued that the prevailing wage offered by a business should reflect a rate that at least meets a minimum standard of living. Likewise, it is arguable that educational institutions should invest in programs that prepare students for jobs that at least meet a minimum standard of living or a living wage. However, that standard varies by locale. Glasmeier (2014) developed a calculator that determined the basic needs income requirements of families for financial self-sufficiency that maintains household expenses including food. In Orange County, California, the living wage for an unmarried adult is \$13.12. For an adult with one child, the rate is \$24.81 (Glasmeier, 2014).

Figure 5. Living Wage Calculation for Orange County, California

Hourly Wages	1 Adult	1 Adult, 1 Child	1 Adult, 2 Children	1 Adult, 3 Children	2 Adults	2 Adults, 1 Child	2 Adults, 2 Children	2 Adults, 3 Children
Living Wage	\$13.12	\$24.81	\$28.43	\$36.52	\$18.66	\$22.90	\$24.23	\$30.52
Poverty Wage	\$5.21	\$7.00	\$8.80	\$10.60	\$7.00	\$8.80	\$10.60	\$12.40
Minimum Wage	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00

Living wage shown is the hourly rate that an individual must earn to support their family, if they are the sole provider and are working full-time (2080 hours per year). The state minimum wage is the same for all individuals, regardless of how many dependents they may have. The poverty rate is typically quoted as gross annual income. Wages less than the living wage are shown in red. Adapted from the Massachusetts Institute of Technology, "Poverty in America: Living Wage Calculator," by Glasmeier, D. A. K. (2014). Copyright 2014 by Massachusetts Institute of Technology.

Objective 1: Current Programs and Services

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

Huntington Beach Union High School District (HBUHSD), Huntington Beach Adult School (HBAS). Previously Huntington Beach Adult School offered self-paced remediation courses to address student deficiencies in math, reading, and writing. Short-term instructor lead remediation courses in these areas are in the process of development. Courses offered will incorporate online instruction and resources that students can access from home.

Garden Grove Unified School District (GGUSD). Courses and programs currently offered in the Garden Grove Unified School District, Lincoln Education Center, include Adult Basic Education (ABE), high school diploma, and GED. ABE courses provide instruction in basic math and reading skills for learners with skills below grade 9th grade. The high school diploma program prepares student to earn high school diploma. The GED courses prepare students to take and pass the GED exam. The GED program computer- and non-computer based instruction.

Newport-Mesa Unified School District (NMUSD). The Newport-Mesa Adult School offers Adult Basic Education (ABE) courses in English, Mathematics, Science and History. These courses are designed to prepare students to access either the GED preparation curriculum or high school diploma courses, or transition to community college coursework. High School Diploma courses cover content that helps students who want to obtain a diploma and who have achieved a literacy level that allows them to engage in courses at this level. The program includes core content classes, electives, and test preparation and study skills.

Table Obj1.1 Consortium Member Noncredit Program Area 1

Program Name	Credit Status
HBAS Adult Secondary Education	Regular Non Credit
HBUHSD GED Preparation	Regular Non Credit
GGUSD Adult Basic Education	Regular Non Credit
GGUSD High School Diploma (ASE)	Regular Non Credit
GGUSD GED Preparation	Regular Non Credit
NMUSD High School Diploma Program	Regular Non Credit

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

Huntington Beach Union High School District (HBUHSD), Huntington Beach Adult School (HBAS). HBAS offers 32 sections of ESL classes that are spread over four levels of English proficiency. The entire four-level structure is designed to prepare students for the next higher level. Courses offered are year-long with an option for an extended summer session for

approximately 12 such sections. HBAS does not offer separate citizenship preparation classes; instead citizenship preparation is incorporated into each course.

Garden Grove Unified School District (GGUSD). GGUSD offers ESL classes that include vocational ESL and Citizenship. These classes have enumerated levels: Beginning Literacy, Beginning Low, Beginning High, Intermediate Low, Intermediate High, Advanced, and ESL academic (a transition/bridge to academics), and a pronunciation class. Vocation ESL (business) is designed for English Language Learners that need support when learning basic office related software (e.g., MS Office). Citizenship classes prepare students to take the Citizenship Test. This program provides options for students who are interested to take US government and history. In addition, students can practice for the oral interview for the Citizenship Test.

Newport-Mesa Unified School District (NMUSD). NMUSD offers courses and programs for ESL at various levels. These courses are non-credit and include Beginning Literacy, Beginning Low, Beginning High, Intermediate Low, Intermediate High, Advanced Low, and Advanced High. The goals of these courses range from serving students with little or no literacy that need to build basic skills to those who need to improve reading skills, composition, comprehension, and study skills to prepare for GED preparatory courses.

Coastline Community College (CCC), Golden West College (GWC) and Orange Coast College (OCC). CCC offers two levels non-credit ESL overlaid with the equivalent credit courses for these two lower levels. In addition, CCC offers additional level of credit ESL courses up through the highest level below college-level English. GWC and OCC offer only credit ESL from the lowest level to the highest level below college-level English. All three colleges offer ESL classes as low as six levels below college-level.

Table Obj1.2 Consortium Member Credit and Non-Credit Program Area 2

Program Name	Credit Status
HBAS ESL/ VESL/Citizenship	Regular Non Credit
GGUSD ESL/VESL/Citizenship	Regular Non Credit
NMUSD ESL	Regular Non Credit
CCC ESL	Credit
CCC ESL	Regular Non Credit
OCC ESL	Credit
GWC ESL	Credit

Program Area #3: Education Programs for Adults with Disabilities.

Huntington Beach Union High School District (HBUHSD), Huntington Beach Adult School (HBAS). HBAS does not currently offer services for Adults with Disabilities but plans to, if dedicated funding returns.

Garden Grove Unified School District (GGUSD). GGUSD Adult education offers a small community based program for students with special needs. At this time, there are 22 students

enrolled in the program. The program's primary foci are socialization and life skills. A secondary function of the programs aids students in building work place skills.

Newport-Mesa Unified School District (NMUSD). NMUSD does not currently offer any programs for Adults with Disabilities.

Coastline Community College (CCC), Golden West College (GWC) and Orange Coast College (OCC). CCC has a well-established non-credit program for Adults with Acquired Brain Injury. All three colleges have dedicated Disables Students Programs and Services (DSPS) departments who provide a variety of support services for students with identified and verified disabilities.

Table Obj1.3 Consortium Member Noncredit Program Area 3

Program Name	Credit Status
HBAS Inactive at this time	Regular Non Credit
GGUSD Adults with Disabilities	Regular Non Credit
CCC Special Education	Regular Non Credit
GWC Learning Skills for Persons with Substantial Disabilities	Regular Non Credit

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

Huntington Beach Union High School District (HBUHSD), Huntington Beach Adult School (HBAS). HBAS CTE programs are designed to be short-term, hassle-free training into high job growth opening jobs. A strong emphasis is placed on the feedback provided by prospective employers in designing these courses to best prepare students to meet the demands of the workplace environment. Courses are competency based and require students to pass academic and skill based final exams. In 2014-15 HBAS's focus includes incorporating soft-skills into all CTE courses because improvement of these skills is recommended by the Career Advisory Committee.

Table Obj1.4 HBAS Noncredit Program Area 4

Program Name	Credit Status
Computer Classes	Regular Non Credit
Medical Assistant	Regular Non Credit
Pharmacy Tech	Regular Non Credit
Digital Media Arts	Regular Non Credit

Garden Grove Unified School District (GGUSD). The Adult Education CTE course and programs are designed with a focus on literacy in the workplace. Classes include MS Office, QuickBooks, and computer literacy. Courses are constructed to provide retraining for students to upgrade skill level.

Table Obj1.5 GGUSD Noncredit Program Area 4

Program Name	Credit Status
Computer Literacy	Regular Non Credit
MS Office and Accounting Quickbooks	Regular Non Credit

In addition, the district’s ROP provides other classes designed for specific job attainment.

Table Obj1.6 GGUSD ROP/CTE Noncredit Program Area 4

Program Name	Credit Status
Auto Careers	Regular Non Credit
Auto Body & Spray	Regular Non Credit
Computer Repair	Regular Non Credit
HVAC	Regular Non Credit
Graphic Design	Regular Non Credit
Medical Terminology	Regular Non Credit
Medical Back Office I and II	Regular Non Credit
Welding I, II, III	Regular Non Credit
Computer Assisted Design (CAD)	Regular Non Credit

Newport-Mesa Unified School District (NMUSD). NMUSD Adult Education does not currently offer any CTE programs.

Coastline Community College (CCC), Golden West College (GWC) and Orange Coast College (OCC). None of the three colleges offers non-credit CTE programs. Combined, the three colleges offer a large array of credit CTE programs.

Analysis of Tables 1.1A, 1.1B, and 1.2

Tables 1.1a, 1.1b, and 1.2 (attached) provide detailed enrollment and fiscal information for the Consortium members in the programs offered in each of the defined AB86 program areas. Table 1.1A includes: a) unduplicated enrollment totals for non-credit and credit courses related to the AB86 program areas, b) Average Daily Attendance (ADA - Adult Education) and Full-time Equivalent Students (FTES - Community College), and c) operational costs for instructional programs.

Data indicate that funds and courses for non-credit education are underrepresented or non-existent with non-credit courses for immigrants and for elementary and basic skills at the Community College level least represented. Apprentice programs have not been offered by any of the Consortium members.

Table 1.1B shows funding sources for Adult Education and Community Colleges represented in the Consortium as of 10-23-2014. Funding sources represented include state apportionments, WIA II, fees, and other grant funding sources. Total Dollar Amount by Funding Source for Consortium members shows that of the 2013-14 total of \$12,143,229 68% comes from State

Apportionment, 19% from WIA II, 10% from Fees, and less than 4% from other sources. Huntington Beach Adult School received the greatest amount of funding at \$5,730,753 (47% of total Consortium funding). Garden Grove Adult Education was next at \$3,014,780 (25%). Orange Coast College received the most of the three Coast CCD Colleges (\$1,484,987 or 12% of the Consortium total).

Table 1.2 related to existing adult education programs offered by consortium partners is not populated because most of the identified partners do not offer courses and programs that track enrollments.

Objective 2: Evaluation of Current Needs

Given the intent of AB86, the current economic conditions, and the results of the gap analysis, there are three primary analysis areas:

Program Areas #1, 2, 3, and 4. On the surface, there is substantial need in the CCCD region and surrounding areas for education programs in Program Areas 1, 2, and 4, elementary and secondary basic skills, immigrant and citizenship education services, workforce preparation and life skills for adults with disabilities, respectively. The demographic figures for the CCCD Region show clear need and gaps in numbers served. However, some of the challenges in these areas are to effectively market and outreach to prospective students, while appropriately scaling offerings in these programs to match actual participation. See Table 4.1B for implementation strategies to address identified gaps.

Projected costs. The projected costs for the Coast Community College District Consortium over the next 10 years to serve 25% of the identified population who could benefit from education in Program Areas 1-4, yields a needed funding level of \$59.3M in year 10.

Cost sources. The projections for costs included two sources. First, costs to achieve the goal of serving by 2025-26 25% of the identified population who could benefit from education in Program Areas 1-4 were calculated from headcount and cost figures in Tables 1 and 2 and from the 'AB86 Coast Consortium Adult Education Gap Analysis 2014.' Second, proposed costs identified in the Implementation Plan came from Tables 3.1, 4.1B, 5.1, and 6.2 of the narrative.

Cost projections to achieve the 25% goal were derived by projecting the headcount needed to reach 25% of the identified need, multiplied by the cost per headcount (current costs/current student headcount). The projections for the cost of activities proposed by the Consortium workgroups considered both one-time and on-going costs in the sub-totals. Both sources were aggregated to achieve the projection totals in Table 4.1A.

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

There is only a small number of specific jobs with high employment potential, which offer livable wages, and require only short-term non-credit training. The gap analysis identifies three potential job areas:

Telecommunications Equipment Installers
Computer Support Specialist
First-line supervisors

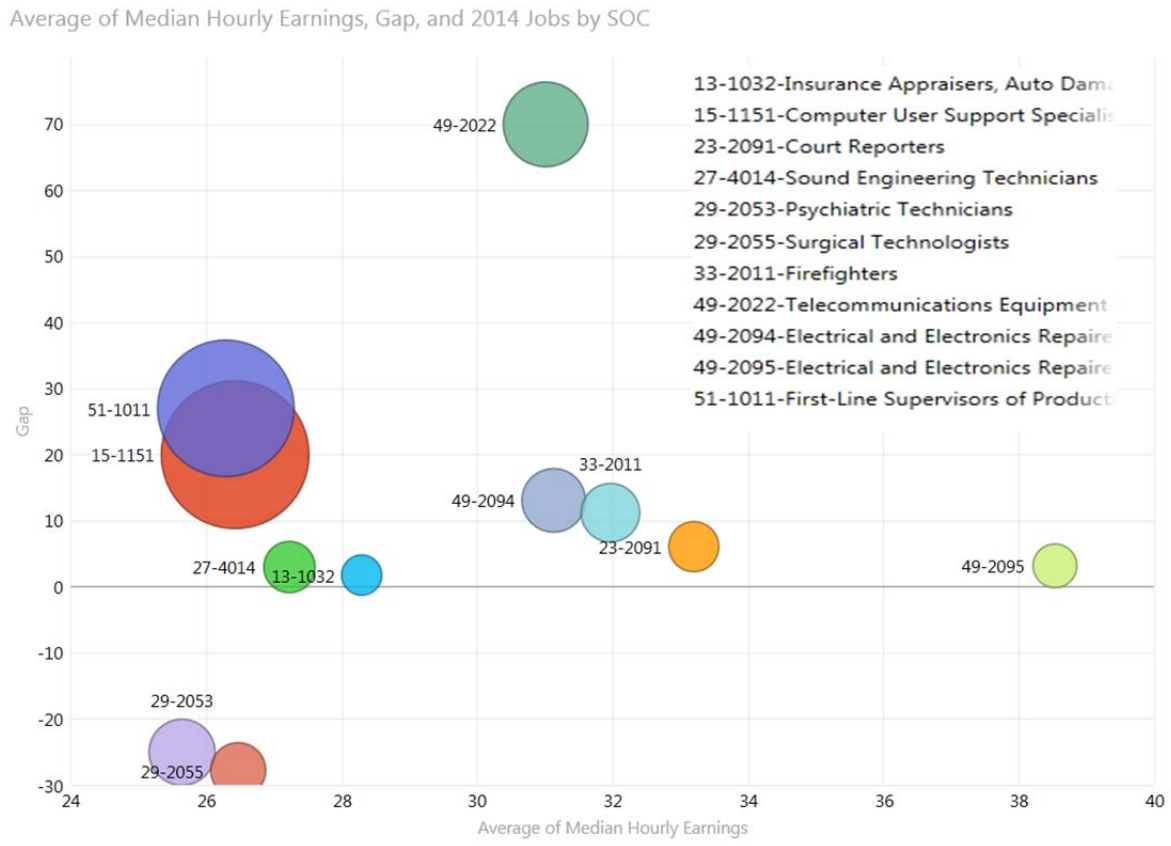
First-line supervisors is a potential area only if one of the intended population is individuals who are currently employed or have experience in a content area and are looking to advance. These would not be entry-level positions.

If the criterion for a minimum livable wage is lowered to \$10/hr, a few potential CTE job areas emerge:

Personal Care Aids
Real Estate Agents
Cashiers
Retail

Real Estate Agents, however, might not be a high priority job area given that there is likely a large number of trained real estate agents already prepared to re-enter the workforce. One caveat of the labor market data from EMSI to also consider is the fact that the job opening figures are largely based on advertised jobs. This leads to under-reporting of available jobs since there are many jobs that are filled through partnerships with employment agencies but rather through word-of-mouth, and other avenues and are not explicitly advertised.

Figure 6. Average Median Hourly Earnings, GAP, and 2014 Jobs



Source: SOC (2014).

Given that there are few jobs that meet the high employability, livable wage, and short-term non-credit training criteria, perhaps a focus on scaling programs designed to enhance career and employability skills with models similar to Youth Employment Services (Y.E.S) could be considered. The Y.E.S model focuses first on 2-3 weeks of training on employability skills and obtaining entry-level jobs through building partnerships with local businesses. Then, the program focuses on enhancing clients’ career skills and prepares them for transitioning into higher education.

Analysis of Table 2

Table 2 (attached) lists existing unduplicated enrollment for Adult Education and Community College programs in the Consortium program areas 1 through 4. Three academic years are represented: a) 2008-09, b) 2012-13, and c) 2013-14. Enrollment patterns suggest a moderate tendency toward increased enrollment annually. Data include all applicable existing credit and non-credit courses and programs. The three largest programs in terms of students served are HBAS’s non-credit career and technical education program with 7,107 students, OCC’s credit basic skills math and English with 5,559 students, and HBAS’s non-credit Adult Secondary Education serving 3,902 students.

Objective 3. Plans for integrating existing programs to create seamless transitions into postsecondary education or the workforce.

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

ESL/Basic Skills English. To create seamless transitions into postsecondary education or the workforce, the ESL/Basic Skills English workgroup has begun the process of aligning the curricula of the K-12 Adult Education ESL programs and the college programs, recognizing that the two programs, though roughly aligned by language proficiency levels, are not equivalent. The K-12 Adult Education (AE) programs focus primarily on life skills with a minor emphasis on the sequential development of academic skills. The colleges focus heavily on academic skills required for college success. In order to enter college credit ESL classes at OCC, GWC, or CCC, students must first take the Compass ACT ESL test and accept placement determined by performance on that test. In this way, there will be smooth articulation based on test scores. (If the State Chancellor's office mandates a different standardized test, the three colleges will still agree on a single standardized assessment instrument that will be required for initial placement in credit ESL courses).

The first strategy the workgroup identified was to improve the test performance of students who wish to transfer from AE to community college classes by creating and offering special College Preparation courses for these AE students focusing on an advanced grammar and writing curriculum and a reading and note-taking curriculum that focuses on academic vocabulary (to prepare for college courses in biology, history, psychology and other academic subjects). Progress indicators for this initiative would be students' ACT scores, compared with those of students following the regular AE curriculum.

A second strategy is to introduce more academic content into the regular AE ESL curriculum. Although the regular curriculum with a primary focus on life skills is very important to members of the community who seek out AE classes, AE instructors are enthusiastic about strengthening the academic side of their curriculum. By sharing college ESL course outlines, the college ESL departments are working with AE instructors to bring the regular AE and college curricula into closer alignment. Improved ACT scores will indicate success with this initiative.

A third strategy is providing a contextualized curriculum within the ESL/ABE/GED courses to integrate basic education, technical skills, and employability skills. Instructional materials will teach basic reading, writing, speaking, and mathematics concepts and skills in contexts applicable to an industrial or occupational setting. The contextualized curriculum and materials will integrate work skills into life skills themes and focus on authentic work and language skills practice. Teaching methods will include cooperative learning groups, peer mentoring, gathering data to solve problems, utilizing formative assessments, and employing hands-on activity-based learning. Rubrics, performance task checklists, observations, discussion participation, quizzes, tests, and essay writing are tools and processes used for evaluation of student performance.

Contextual teaching will address five forms of learning: Relating, Experiencing, Applying, Cooperating, and Transferring (REACT). The REACT strategies will be used as student engagement tools and will help learners build new skills and knowledge regardless of their

starting point. With contextualized instruction, students will discover meaningful relationships between abstract ideas and real-world applications.

A fourth strategy is to provide counseling and assessment services for AE students who wish to enter community college courses, GED preparation courses, or CTE programs at Counseling Centers to be located at each of the main AE sites (one for each of the three districts: HBUHSD, GGUSD, and NMUSD). These centers would administer the Compass ACT test and offer information about both CTE and college degree pathways and employment opportunities. The progress of students served by these centers will be tracked, and data on college, CTE, and job placement will be used to evaluate the effectiveness of these services.

A fifth strategy is to allow students at the high beginning level of AE programs to enter beginning-level non-credit college courses directly without being required to take the Compass ACT test. Currently, non-credit ESL courses are offered only at Coastline Community College (CCC), but the OCC and GWC ESL departments are considering the possibility of offering one or two of the lowest levels as non-credit or dual credit/non-credit ESL courses as well. After one or more semesters of non-credit college instruction, in order to progress to credit courses at any of the three colleges (OCC, GWC, or CCC), these students would be required to take the Compass ACT test and achieve the required proficiency scores, just as any other students would be required to do so. The number of AE students who successfully transition from non-credit to credit courses would demonstrate the effectiveness of this AB86 initiative.

A sixth strategy is to offer college Basic Skills English courses at high schools and other AE sites for high-level AE students, especially those in GED programs, who need to prepare for English 100 (freshman composition) at OCC, GWC, or CCC. English 098, the college course two levels below English 100, and English 099, the college course one level below English 100, could be offered at these sites to provide this preparation. These are three-unit courses that meet three hours per week.

A seventh strategy is to provide professional development workshops for college and AE instructors to inform them about the various pathways available to their students and show them how to help students to access counseling that will get them started on these pathways: to GED and CTE certificates, college degrees, and employment opportunities.

The ESL/Basic Skills English workgroup recommends the following strategies to encourage and facilitate communication between secondary and post-secondary members:

1. AE and college representatives should meet at least once per semester to maintain alignment of secondary and post-secondary programs.
2. Provide guidance counselors from the colleges at the Counseling Centers at each of the main AE sites to provide guidance and seamless transitions. These counselors should be well informed about assessment, college curricula, and financial aid at the colleges.
3. Provide the SOAR test and ACT test at the Counseling Centers at AE sites.
4. Let AE instructors observe college ESL classes and let college instructors observe AE classes to share ideas and effective teaching methods.
5. Have remedial post-secondary classes such as English 099 and English 098 taught at the AE sites. Successful completion of English 098, two levels below English 100, will provide a

good introduction to college-level writing, and successful completion of English 099, one level below English 100, will allow students who pass the final in-class writing assignment (graded by the college English department) to enroll in English 100 at OCC, GWC, or CCC.

6. Share textbook lists to coordinate (not duplicate) services and create a curriculum that prepares students well for post-secondary courses.

7. Share information about the type of content covered in the SOAR and ACT tests as well as test-taking strategies to help adult school teachers better prepare their students for these tests. Make good use of practice tests and tutorials from the publishers of the tests.

8. Offer college courses such as Counseling C105 (Strategies for College Success) at the main AE sites.

There are two main pathways for adults in our community seeking ESL instruction: the Adult Education (AE) pathway with a primary emphasis on Life Skills and the college pathway with an emphasis on academic skills needed for success in college courses. Both pathways can lead to completion of CTE or GED certificates. The ESL/Basic Skills English workgroup recommends preserving these pathways but adding special college preparation ESL courses (or Bridge Courses) for students on the AE pathway who decide to go to college, to give them a solid academic base and improve their success rates on the Compass ACT test.

The keystone provision protecting the academic quality and integrity of the OCC, GWC, and CCC credit ESL programs is standardized assessment. Every college credit ESL course at OCC, GWC, and CCC has course and assessment prerequisites. For students who have not taken the prerequisite courses (all college credit courses), the Compass ACT ESL test is required. Cut scores are established for each course. Students who wish to transfer from the Adult Education pathway to college credit ESL courses must, therefore, take the Compass ACT test and be placed according to their performance on the test.

Nevertheless, in order to encourage and preserve the productive and cooperative relationship between the Adult Education and college programs that exists at this time, a direct pathway can be created between certain high-beginning-level ESL courses in the Adult Education programs and non-credit beginning-level college ESL courses. First, articulation agreements need to be developed, aligning the curricula of the specified high-beginning Adult Education ESL courses with beginning-level non-credit college ESL courses. Once this has been accomplished, students from AE ESL classes who wish to enter beginning-level non-credit courses such as those offered at Coastline Community College could be admitted without taking the Compass ACT test. They could follow a smooth pathway directly from articulated high-beginning-level Adult Education courses to beginning-level non-credit college courses. If the Adult Education and Community College program levels are aligned (even if not articulated) at higher levels, the AE programs may choose to waive their placement test if a student decides to change pathways or attend the AE and college programs concurrently.

As new and smoother pathways in both directions are created, it is important to note, however, that all non-credit students, either from the colleges or from Adult Education programs, are required to take the Compass ACT test and achieve the required cut scores in order to enroll in college credit ESL courses. Faculty and teacher workgroups have worked under the assumption that the current assessment practices of the Colleges are reliable. These include multiple

measures to ensure correct placement. Placement by the Compass ACT battery, including grammar, reading, and listening tests, has been very reliable. AB86 initiatives will focus on increasing student success in developing the English language proficiency that will result in higher Compass ACT scores and accelerated progress through both the college and Adult Education course sequences.

To facilitate students' transition from Adult Education ESL courses to college credit courses (through counseling and ACT assessment), the college ESL departments will need to share course outlines with the Adult Education ESL instructors so that they will be able to bring the regular AE and college classes into closer alignment, to the extent that this can be done while preserving the necessary life skills curriculum of the Adult Education programs. The college programs can also share information about the skills tested in Compass ACT assessment. If Adult Education instructors understand this test and the SOAR test (for the transition from high school to college English), they will be able to develop rubrics and exercises that will help to acclimate students to college expectations and eliminate some of the test anxiety that could cause students to perform poorly and place at a lower-than-expected level in the college ESL sequence.

To support ESL students who wish to join the workforce, companion ESL courses will be offered to help them develop the language skills they will need to be successful in specific CTE training programs. These courses will follow the REACT model of effective contextual learning (www.cord.org) and other models that have produced successful results at other schools.

A database tracking adult students' progress in transitioning from high school or Adult Education ESL courses to CTE or college degree programs and their success in completing GED and CTE certificates or college degrees will help both AE and college instructors identify successful educational practices and policies.

The ESL/Basic Skills English workgroup proposes the establishment of Counseling Centers at each of the three major Adult Education sites. Counselors, advisors, and assessment/research staff at these centers would administer the Compass ACT test and offer counseling for college-bound students as well as those seeking CTE training and job placement. They would also be responsible for collecting data, tracking all students served at the Centers, entering the data into a central system, and generating reports on the effectiveness of the various educational programs and efforts to assist and place students in the workforce or college programs. These centers might be open just one or two days per week, but they should maintain both day and evening hours. Counselors and other staff could be shared among the Counseling Centers. Employers from the community would make presentations at the Career Centers and also serve on advisory boards to guide the establishment of appropriate job-training programs.

Counselors serving Adult Education students who seek to attend college classes and college students who want to take GED or CTE courses through Adult Education programs need to be well-informed about all college and Adult Education options. Trained and qualified educational counselors that are knowledgeable about the common concerns related to the population served under AB86 are central to successful transition of this population. These counselors would be responsible for general counseling and for counseling challenges that are specific to Adult Education students, secondary level students, college students, and vocational students. Financial

aid advisors are needed that specialize in scholarships, grants, loans and other forms of financial aid.

All counselors require access to students' academic records and access to and understanding of the students' financial situation in order to offer the pathway to success if students have limited discretionary funds for education or if they are not financially able to pursue their pathway to success. Adult Education counselors need to understand ESL students' academic and career goals in addition to factors that enhance successful outcomes in adjusting to new environments and academic and workforce challenges.

If both Adult Education and Community Colleges coordinate assessment rubrics, the process of drawing correlations that indicate successful outcomes will be easier to communicate to students. Counselors and students need to meet on a regular basis to determine whether students are performing as well as necessary before a student makes the decision to drop out of the educational institution because of any perceived failure.

Secondary level counselors need to have access to students' assessment information and evaluate if the student has needs to be addressed in order to attend postsecondary courses. Those counselors should be able to influence students who do not have postsecondary goals to reconsider those goals in order to achieve greater long term success in their lives.

Adult Education counselors, college academic counselors, and CTE counselors need to determine if students are achieving their goals in a timely manner and help them determine if their skills are correlated to success within their chosen field. They should also plant the seeds of additional education once students have reached the goals within their institution.

All counselors should have the desire to stay in contact with their students regardless of the students' level of success in achieving their goals within their institution so that they can determine whether or not additional help and support will be needed after they have moved on. It will be necessary to arrange for counseling support, as needed, for students after they have entered college degree or CTE 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.

Adult School Proposed Pathways. Creation of two classes: Adult Basic Education/Learning and College Success Support Class.

Adult Basic Education/Learning Class (ABE): Class Description. These classes will be designed to address identified academic needs for adults with disabilities. The classes will be subject specific (English, Mathematics, Science and Social Science) and will include initial assessments to determine ability levels, followed by targeted instruction to address areas of needs.

Placement. Students placed in these classes will have transitioned from K-12 programs at age 22 and would be college eligible but not necessarily college ready. Students in this program will

typically have a reading level of 3rd through 6th grade. These classes would be preliminary to the community college pathway as necessary.

Enrollment Process. Students who are aging out of K-12 transition programs will be provided with information on programs and services available. Students with ability levels of 3rd through 6th grade will have the option of enrolling in this program. Additionally, students who are assessed through the community college system and need to focus on foundation skills (levels 3rd through 6th grade) may be referred by our community college partners.

College Success Support Class: Class Description. This class is designed to provide concurrent support for students transitioning into the community college setting. This class will include academic support specific to the class the student is enrolled in, college success strategies (note-taking, study skills, annotation, identifying main ideas, accessing campus support services, transportation, etc.), and goal setting (Individual Learning Plan, career interest inventories, career pathway exploration).

Placement. Students placed in these classes will have completed the Adult Basic Education/Learning classes or are currently enrolled in a community college class and have been referred for additional support services.

Enrollment Process. Students who have completed the Adult Basic Education/Learning classes will enroll in this support class as they enroll concurrently in a community college class. Students enrolled in community college classes may be identified and referred for services by college staff members also.

Accessing student services. Counseling, guidance and follow-up will be embedded into the pathway. It will be necessary to hire additional staff and faculty to manage the programs outlined in this plan. Specifically, there will be a need for a Coordinator, Job Developer and a Program Assistant. The program assistant will be available to both the coordinator and job developer as needed.

The coordinator will be charged with the overall organization of the program as well as be its counselor and liaison with other departments, schools and transition programs. When additional college resources are necessary, the coordinator and program assistant will help in facilitating this need. Additionally, they will educate the current academic counselors and other student service staff that may help in assisting a student through this program. Included in the duties will be creating marketing plans and networking within the community.

Through the natural progression of the chain of courses and program, the coordinator and faculty will be able to provide guidance and follow-up throughout the process. Additionally, the Coordinator will develop and maintain lines of communication to ensure documentation of student progress and follow-up throughout the process.

Basic Skills Math. Define student which then determines into which agency the student enrolls.
Step 1 = Transition Program “Interview”

Alignment of Curriculum & Assessments: College bound Adult Education students exit skill levels need to meet Community College entrance skill levels thereby requiring Adult Education and Community College instructors to collaborate regarding the Community College entrance

exam, so that college-bound Adult Education students completing the Adult Education math courses meet the college entrance requirements. (See flow chart).

Progress indicators: Rubrics including performance task checklists, observation, discussion, quizzes & tests, writing prompts; application of knowledge; successful completion of group projects; successful completion of a college & career readiness course (currently being written & piloted through GGUSD Adult Education) and progress to achieving SLOs assessment.

A dedicated Re-Entry Counselor at the Community College campus is needed. This counselor would coordinate with the “Step 1/Intake” Transition Program Coordinator at each of the Adult Education campuses.

Major Outcomes: Successful matriculation into college; gainful employment; college & career goals met.

Communication strategies proposed include:

- Regularly scheduled meetings between Adult Education and community college teachers, Transition Program advisors/counselors with email or virtual follow up meetings. Continuous communication.
- Classroom visitations between Adult Education and Community College campuses
- Field trips to the community colleges facilitated by the Transition Program advisors/counselors/team and quarterly site visits by the Community College counselors to the Adult Education Transition Program and classrooms.
- “College Day” events on Adult Education campuses.
- Team teach (pair Adult Education & Community College instructors) classes at each campus

Articulated pathways to post-secondary programs or the workforce.

Pathway 1 – Life Skills track: Students with a goal of learning enough Math for life skills and/or functioning in a job:

Option A: taught at either AE or CC: Pre-Algebra → Consumer Math → Accelerated and/or contextualized non-credit courses

Option B: (CC) Combo Basic Math and Pre-Algebra → (AE/CC) Consumer Math → (AE/CC) Accelerated and/or contextualized con-credit courses

Pathway 2 – Career track: Students with a goal of enrolling in CTE programs with an appropriate level of Math:

Option A: @ Adult Education campuses: Pre-Algebra → Algebra 1 → Accounting (Basic class for Quickbooks) → Statistics (Tailored to advanced Excel applications only)

Option B: @ Community College campuses: Combo Basic Math and Pre-Algebra → Combo Beginning and Intermediate Algebra → Accounting → Statistics

Pathway 3 – College track: Students with a goal of transitioning to college level Math/prepare students in Adult Education to pass the ACT Compass exam:

Option A: (AE/CC) Pre-Algebra → (AE/CC) Algebra 1 → (AE/CC) Geometry → (AE) Algebra 2/Trig → (CC) Pre-Calculus

Option B: (AE/CC) Pre-Algebra → (CC) Combo Beginning & Intermediate Algebra → (CC) Geometry → (CC) Trigonometry

Option C: (CC) Combo Basic Math and Pre-Algebra → (CC) Combo Beginning & Intermediate Algebra → (CC) Geometry → (CC) Trigonometry → (CC) Pre-Calculus

Transition Programs. Student meets with an Academic Advisor/Transition Coordinator at the Adult Education School who is knowledgeable about both adult education and college programs offered, as well as courses and current job market. If students are already appropriately prepared to enter community college, they are referred to the appropriate program/campus to begin their course plan to best meet their education & career goals.

At the initial Transitional Program meeting, student transcripts are assessed; student goals are discussed; educational and career pathways are determined; applicable assessments are given; student is enrolled in appropriately-leveled courses with the instructional format best suited to the student (online, self-paced lab, traditional classroom, intervention program prior to course enrollment via targeted skill learning (subject specific modules) or community college Bridge Program, or a combination); student is enrolled in a required online college & career readiness class (such as the one being written and piloted through GGAE), then, the student is retested for college readiness/to determine college course placement. Student has complete access to and support from their AE Transitions Program advisor/coordinator as well as their Community College Bridge Program Advisor/counselor throughout their academic and career pathways to success via face-to-face appointments, email and phone.

The new Transition Program on the AE campuses will be marketed throughout the community to reach underserved student population providing information on how to enroll, with an open-entry concept and supportive staff.

A “Summer Academy”/Orientation Program will be conducted on the Community College campuses prior to Fall enrollment and a Winter Intersession program prior to Spring enrollment and/or ongoing scheduled counseling workshops. The community college counseling workshops would be scheduled on both Adult Education and Community College campuses.

Program Area #3: Education Programs for Adults with Disabilities.

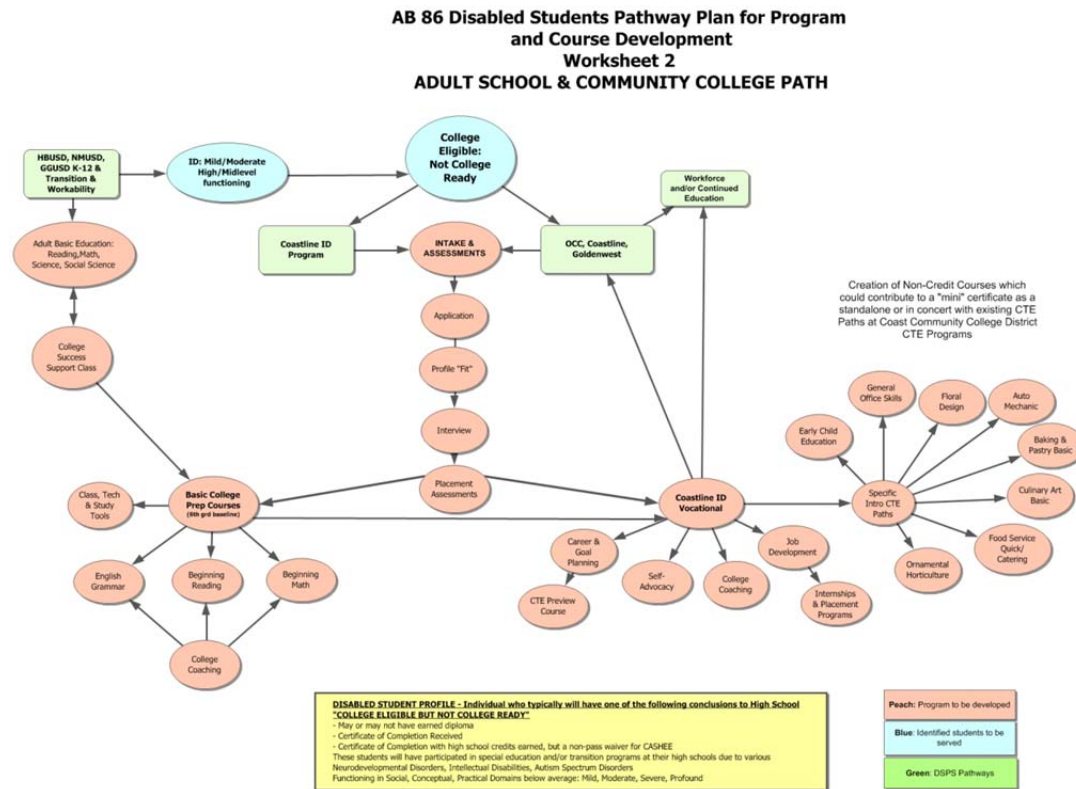
Community College Pathway. As illustrated in Figure 8, the Community College pathway will begin with a referral from a high school, transition program, adult school or the community. The first step in the process will be an assessment process which includes an application, interview and placement assessments (reading, writing, and math) that will then determine the appropriate path for the student. At this point in the process there are three possible outcomes: enrollment into the current Coastline Intellectual Disabilities program; enrollment into the mainstream college program; or the proposed AB 86 plan described herein.

The AB 86 plan is focusing on the students who fall into the gap between the two current options of Coastline Intellectual Disabilities program and mainstream college programs. Students are understood to be college eligible, but not college ready. Their abilities and developmental levels place them between these two options, as they are at the higher spectrum level intellectually, but will likely struggle in mainstream college courses without the appropriate basic skills and training.

The next steps in the process would continue on an “intake and assessment” model which includes application, profile fit, interview and placement assessment to either the Basic College Preparation Course Module (BCPC) or to the Coastline Intellectual Disabilities Vocational (CIDV) Module. Students enrolled in the BCPC are understood to possess an approximate 6th grade level of reading and math. The basic courses in this module will include grammar, reading, and math with concurrent college coaching courses. Additionally, the students will enroll in a course of college studying and technology tools. These students will be able to repeat these courses as necessary given they are able to demonstrate continued progress in their program. Once students have satisfied the requirements of this module, they are able to then enroll in the CIDV Program.

Students enrolled in the CIDV module may enter following their initial intake and assessment process or following successful completion of the BCPC module. The CIDV module is comprised of two different areas of focus. The first area focuses on the vocational development of the student. For example, with courses such as Career and Goal Planning, Job Development, and Self-Advocacy, the student will be equipped to enter the second area of focus, which is Career and Technical Education (CTE). Here students will be able to enroll in CTE courses in a specialized area of vocational study that will be the pathway to integrated employment. This second component of the CIDV module is outlined as a partnership between all three Coast Community Colleges. Each college has distinct offerings in their CTE catalog, providing a rich resource of learning for these students. The pathway graphic below outlines some of the possible offerings that could be available to the students entering this part of the program.

Figure 8. AB86 Students with Disabilities Adult School and Community College Pathways



The goal is to offer “mini” certificates in these CTE areas that will prepare the student for the basic, entry level positions in their chosen field. For example, for the students enrolled in the Floral Design program at Golden West College, there are several courses which would be too challenging for this group of students, such as Advanced Designs in Global Floristry, but they likely will be able to master some of the curriculum in the Basic Floral Design class. In partnership with each college and its faculty and staff, it is possible to craft additional courses and materials for our students to be successful; it will take cooperation from administrators and faculty in each respective discipline.

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

The following courses and programs recommendations were proposed by the CTE faculty and teacher workgroup:

Creation of courses and certificate programs at Newport-Mesa Adult School based on the course outlines from Coastline Community College in the areas of Computer Networking and CompTIA A+ Computer support specialist. Capstone courses or combination of courses will articulate with

the Coastline Community College CTE local certificate programs in Cisco Certified Networking Administrator (CCNA) and CompTIA Computer Support Specialist.

Creation of courses and certificate programs at Newport-Mesa Adult School based on the course outlines from Coastline Community College in the areas of Introduction to Computers and Microsoft Office. Combination of courses will articulate with the Coastline Community College CTE courses in Word, Excel, PowerPoint, and Computer Basics.

Revision and/or creation of courses and certificate programs at Huntington Beach Adult School based on the course outlines from Coastline Community College in the areas of Introduction to Computers and Microsoft Office. Combination of courses will articulate with the Coastline Community College CTE courses in Word, Excel, PowerPoint, Access, Introduction to Computers, Computer Basics/Internet, and Keyboarding.

Revision and/or creation of courses and certificate programs at Huntington Beach Adult School based on the course outlines from Coastline Community College in the areas of QuickBooks and Accounting. Combination of courses will articulate with the Coastline Community College CTE courses in Accounting with QuickBooks and Introduction to Accounting.

Alignment of coursework in Medical Terminology at Huntington Beach Adult School with the Medical Transcription course at Orange Coast College and access to the Orange Coast College School of Allied Health gateway course Allied Health A010 to prepare Huntington Beach Adult School students for entry into the Orange Coast College School of Allied Health.

Adult School instructors and community college faculty will participate in regional professional learning communities to maintain ongoing dialogue, maintain relationships, and participate in joint professional development opportunities.

Adult School instructors and community college faculty will participate in annual/biannual articulation events to examine curriculum and ensure alignment and articulation agreements are maintained.

Currently articulation agreements between the adult schools and the Coast community colleges do not exist. The adult schools downsized their CTE offerings as funding was cut, and need to rebuild their programs. Faculty from Coast Colleges are working with the adult school instructors to share curriculum and advise on program content to ensure alignment/articulation with college courses and programs. Articulation agreements will be explored as courses are created and approved at the adult schools.

Articulation was explored for Medical Transcription between Huntington Beach Adult School and Orange Coast College, but was ultimately determined to be in alignment rather than qualify for articulation. This was the result of regional and ongoing faculty-to-faculty meetings closely examining course content and delivery. Conversations with the Health Deputy Sector Navigator and regional faculty will continue.

A relationship between the community college Re-Entry Centers and the counselors at the adult schools will be fostered, and a plan specific to adult school students will be created and implemented in concert with the CTE Pathway coordinators at the community colleges. The Re-Entry Centers will provide the enhanced services necessary for successful transition for the adult school students to the community colleges.

Analysis of Table 3.1.

Table 3.1 shows implementation strategies to create pathways, systems alignment and articulation among consortium participants in the Coast Region. Strategies fundamental to all program areas include transitions from Adult Education to Community College Education, improvements in data collection resources to measure outcomes, improvements in pathways to transition from noncredit to credit, and coordination and alignment of assessment efforts.

Strategies that are specific to Program Area #1 focus on alignment of courses, programs and improvements to transition pathways, curriculum alignment, bridging programs and targeting gaps in skills from Adult Education programs to Community College programs, development of non-credit courses, structuring curriculum design to reflect contextualized accelerated coursework, increasing access to learning tools, improving outreach programs and addressing lack of resources.

Program Area #2 offers insufficient noncredit courses, and requires creation of noncredit courses for ESL and Math. This requires alignment of courses from Adult Education to Community Colleges, and expanding curriculum to include contextualized coursework.

Program Area #3 strategies include improving tracking student transition data, exchange of information between educational entities, sharing and alignment of assessment criteria, improvements to counseling resources for identifying pathways, improvements to college success programs and preparation for transition to college, mentoring, career planning, and job placement/apprenticeship opportunities.

Strategies for Program Area #4 include coordination of collaboration processes between Adult Education and Community College programs, and development of non-credit CTE courses that are contextualized and accelerated.

Objective 3 - Table 3.1 Plan for systems alignment and articulation

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
<p>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: 1, 2, 3 & 4</p> <p>Transition from K12 Adult Education to community colleges</p>	<p>Utilize community college assessment instruments at Adult Education schools to prepare students for transition into community college courses and programs and for refinement of Adult School curriculum, as needed</p> <p>Improve transition counseling to career and/or academic pathways</p>	<p>At K12 Adult Schools designate a FT administrative position to</p>	<p>\$5/per student/peer test instance for 1,100 students per year for 2 tests \$11,000/year</p> <p>\$486,000 for 3 administrative positions/year</p> <p>\$360,000</p>	<p>K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)</p>	<p>Count of adult education students completing college placement/assessment, and subsequently enrolling in college courses.</p> <p>Count of revised or newly developed adult education courses and programs offered that fit AB86 criteria.</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p> <p>Related administrative and faculty positions</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
	<p>Develop Transition Interview for identification of successful pathways</p> <p>Develop an outreach program for K12 Adult Education based on current model used by community colleges to reach out to high schools</p>	<p>oversee implementation of credit/non-credit program to implement and coordinate changes</p> <p>Create at least one FT Counselor position at each Adult Schools to coordinate student transition and success</p> <p>Utilize and augment existing outreach and services offered at the community college Re-Entry Centers and K12 outreach day.</p>	<p>cost of three Adult School counselor s/year</p> <p>\$600,000a dditional counselin g for communit y colleges/y ear</p>		<p>Count of adult education student counselor appointments at Adult Education and Community College.</p> <p>Evidence of Transition Interview created.</p> <p>Count and type of outreach activities conducted.</p>	continuous
Program Areas: 1, 2, 3 & 4 Improve data collection resources	Develop a consortium-wide system (from K12-CC) to identify students' academic /work force	Funding required for implementation	\$50,000 one time programming costs	K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC,	Evidence of a sustainable repository of student level information that is utilized by all consortium	Implementat ion to commence pending

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
to measure outcomes	pathway outcomes <ul style="list-style-type: none"> • Course completion • Program completion • Transition to workforce • Transition to academic pathways Implement a common student information system for all consortium Adult Education schools		to create data transfer and matching process between consortium partners \$20,000 one-time implementation cost for Garden Grove Adult School \$12,000/year ongoing license cost for Garden	GWC, OCC)	members to report student participation and transition from adult education to college.	state funding plan, potential start date Fall 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
			Grove Adult School			
<p>Program Areas: 1, 2, 3 & 4 Improve pathways to transition from non-credit to credit</p> <p>Improve pathways to transition from basic skills courses to workforce or academic pathways</p>	<p>Implement early academic orientation for K12 Adult Education students to CC programs to prepare students for academic and career development.</p> <p>Implement early academic counseling plan to identify goals and pathways for students to academic/ workforce pathways</p>	<p>Funds required for necessary curriculum/program design for counseling.</p> <p>Funds required for improved access for students to counselor/faculty to lead sessions in real-time on-line.</p>	<p>\$4,000 one-time stipend to develop orientation content</p> <p>Covered by counselor positions requested above</p>	<p>K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)</p>	<p>Count of students completing orientation that includes transition counseling</p> <p>Count of counselor appointments where students identify individual goals and academic or workforce pathways by pathway.</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>
<p>Program Areas: 1, 2, 3 & 4 Coordinate assessment efforts to align assessment criteria, instruments utilized for</p>	<p>Implement quarterly meetings to evaluate assessment practices and reassess for continuing improvements.</p>	<p>Existing campus sites (K12 Adult Education and CC) will manage assessments to provide a seamless</p>	<p>\$15,840/year</p>	<p>K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)</p>	<p>Identify schedule of meeting dates, times, and locations.</p> <p>Document changes identified and implemented as a result</p>	<p>Implementation to commence pending state funding plan, potential</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
assessment and location of testing sites.	Create site specific criteria/plan to administer assessments so that results are recognized by consortium constituents (K12 Adult Education and CC)	transition for K12 Adult Education to CC, non-credit or credit courses dependent upon assessment results. Funds are required for implementation of assessment program to align K12 Adult Education programs with CC.			of the quarterly meetings. Evidence of a plan that guides the implementation of the common assessment instrument.	start date Fall 2015 Potential completion date for first year of programmatic and course changes – Spring 2016 Assessment process is continuous
Program Areas: 2 and 4 Transition students from K12 Adult Education to Community College career/ workforce pathways.	Coordinate career/workforce transitions: <ul style="list-style-type: none"> • Bridge transition to career programs • Build and maintain relationships with community partners • Develop plan for structured support of students in transition 	At least one FT counselor is needed at each of the K12 Adult Education Schools Funding is needed to expand existing community college Re-Entry	Covered above	K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)	Count by cohort of the number of students at each transition point <ul style="list-style-type: none"> • Initial identification • Counseling appointment <ul style="list-style-type: none"> ○ individual goals ○ pathway identification • Assessment 	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
	<ul style="list-style-type: none"> Career counseling 	Center services and programs			<ul style="list-style-type: none"> Course completion Program completion Job Placement <p>Count of community partners</p> <p>Evidence of a student transition support plan</p>	<p>completion date for first year of programmatic and course changes – Spring 2016</p> <p>Continuous evaluation and assessment process</p>
		OVERLAP - PROGRAM AREA - Cost	One Time: \$74,000	Annually: \$ 1,484,840		
<p>Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate</p>						
Create alignment between K12 Adult Education and Community College for curriculum in math and English that improves transition of adult learners to academic	Improve transition to academic and workforce pathways by providing academic counseling beginning at K12 Adult Education, in transition, and through academic or career pathway track.	Requires funds for at least one FT coordinator at the adult schools for academic pathway progress and for placement at appropriate course level.	\$390,000/year	K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)	Count of students receiving initial counseling and follow up counseling at adult education and subsequently at CC.	Implementation to commence pending state funding plan, potential start date Fall 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
<p>/workforce pathways.</p> <p>Create articulations between CC workforce related courses and K12 Adult Education workforce courses/programs.</p> <p>Basic Skills English/ESL – alignment of curriculum and SLOs</p>	<p>Continue collaborative process to reach articulation agreements, align curriculum, and SLOs across K12 Adult Education and CCs.</p> <p>Continue collaborative process with instructors experienced in contextualized and accelerated learning to facilitate development of non-credit courses that articulate with credit and K12 Adult Education.</p>	<ul style="list-style-type: none"> • Administer assessment when needed • Evaluate assessments • Placement • Alignment with individual goals/pathway 			<p>Count and summary of articulation agreements established between K12 Adult Education and CCs.</p> <p>Count and summary of collaborations between K12 Adult Education and CC instructors.</p> <p>Count and summary of non-credit courses created and/or articulated between K12 Adult Education and CC.</p>	<p>Potential completion date for first year of programmatic and course changes – Spring 2016</p> <p>Continuous assessment and evaluation process.</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
<p>Create alignment for student pathways by improving academic counseling, assessment practices and goal/pathway identification.</p> <p>Develop bridge and “targeted skills” program for existing service gaps between K12 Adult Education and CC in Basic Skills Math</p> <p>Develop improved transition program from K12 Adult Education to CC through increased availability of academic counseling and outreach activities</p>	<p>Improve academic counseling efforts and student transition by tailoring counseling plan to particular population needs:</p> <ul style="list-style-type: none"> • Alignment of skills, abilities, and goals to pathways • Career counseling • Increased frequency of counseling appointments • Increased counselor involvement in transitions • Outreach to improve transition process • Campus visit to improve comfort level with campus <p>Consider technology platforms when appropriate for population.</p>		<p>Covered above</p>		<p>Count of students with completed educational plans</p> <p>Count of students completing Outreach programs</p>	

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
<p>Adults with Disabilities – Needs/skills based transition counseling for 22+ students, and coordinate transition assessment practices.</p>						
<p>Development of noncredit courses at community colleges based on existing models of lower level math, English and ESL courses to include curriculum design and teaching methodologies/instructional strategies.</p> <p>Restructure curriculum design to reflect contextualized and/or accelerated</p>	<p>Align design of curriculum to address learning needs of Adult Learner through contextualized learning and alignment of curriculum between CC and K12 Adult Education.</p> <p>Develop articulation plan for non-credit courses as new non-credit courses are</p>	<p>Requires funds for consultant or professional expert to train consortium faculty and teachers – train the trainer model and the three ongoing assigned employees for the consortium to provide support to faculty and teachers relative to contextualized learning and alignment of</p>	<p>\$50,000 (one time)</p> <p>\$300,000 annually ongoing</p>	<p>K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)</p>	<p>Curriculum and SLOs aligned with course progression from Adult Education through Community College courses and programs. Evaluate process and make necessary improvements in alignment of SLOs and pathway through course to workforce/academics by tracking completion rate to be measured by successful course completion and progress to successive courses.</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes –</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
courses.	developed or existing ones revised.	<p>curriculum.</p> <p>Requires funds for curriculum design and development and subsequent revisions and updates.</p>	\$30,000 annually ongoing		<p>As course and program pathways are informed and identified through professional development activities subject contextualized and accelerated course/program plans to the purview of selected professional expert(s) to validate the curricula, course work and example of contextualized lessons designed to fit the community’s education and workforce needs according to identified gaps in employment, and academic and workforce pathways particular to said community.</p> <p>Identify increases or decreases in enrollment of courses newly designed or revised to continue to monitor</p>	Spring 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
					community need, response to courses and programs provided and to make necessary changes to the course or programs.	
Learning resources are lacking in consideration of proposed changes to programs, courses, and alignment of educational contexts.	Improve alignment of learning tools (textbooks, learning platforms, computer labs, e-resources)	Funds are necessary to improve textbooks and e-learning.	\$50,000 annually ongoing	K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)	Review education resources currently utilized, address underutilized systems and tools, determine appropriateness of resources to select for contextualized and accelerated courses and programs. Align with best practices in use of educational tools and pedagogy including alignment to Curricula and SLOs. Evaluate process of instruction and implementation or integration of resources and make necessary improvements in	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of programmatic and course changes – Spring 2016

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
					methods of use or in selected resources utilizing data showing completion rates for course and programs to inform resource selections.	
<p>Increase access to learning tools to enhance student success.</p> <p>Improve outreach for transitions to Community Colleges.</p>	<p>Provide structured counseling that is continuous and includes identification of individual goals, pathways, and transcript course evaluation.</p> <p>Improve counseling efforts for student success beginning at K12 Adult Education, following through to transition to CC and through program pathways.</p>	<p>Funding is needed to expand existing community college Re-Entry Center services and programs</p> <p>Funds are required for transition outreach</p> <p>Funds are required for at least one FT counselor at each of the adult education schools to facilitate transitions and outreach at K12 Adult Education campuses.</p>	<p>Covered above</p>	<p>K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)</p>	<p>Evaluate changes made to counseling program to monitor success and make necessary improvements.</p> <p>Identify student:</p> <ul style="list-style-type: none"> • Identify students beginning at inception into Adult Education program or Community College noncredit courses/program • Follow participation in outreach programs, transition counseling <p>Evaluate transition process, and outreach efforts to monitor success and make</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p> <p>Continuous assessment</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
		Funds for support staff at the K12 Adult Education Schools and community colleges	\$300,000 annually ongoing		necessary improvements. <ul style="list-style-type: none"> Track semester by semester/or course by course completion – to include time of attempt for each course, length of time to course completion, length of time to individual goal completion, and length of time for program completion or transition. 	and evaluation required
		PROGRAM AREA 1 - Cost	One Time: \$50,000	Annually: \$ 1,070,000		
Program Area 2: Classes and courses for immigrants eligible for educational services in citizenship and ESL, and workforce preparation classes in basic skills						
Insufficient noncredit courses are offered in Community Colleges at the two lowest levels of ESL.	Develop non-credit ESL courses at CC campuses for the two lowest levels Revised curriculum at		\$24,000 one-time for ESL course revisions and alignment and	K12 (HBAS, GGUSD, NMUSD) CCCD (CCC, GWC, OCC)	Develop and track non-credit courses (two lowest level noncredit course to be developed and offered by Adult Education sites– Curriculum and SLOs aligned with course	Implementation to commence pending state funding plan, potential start date

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
<p>Insufficient alignment of courses exists between K12 Adult Education and Community Colleges.</p>	<p>K12 Adult Education to articulate with community colleges non-credit courses.</p> <p>Align ESL program curriculum and assessment between K12 Adult Education and CC.</p> <p>Align current assessment practices and SLOs (e.g., classroom and programmatic), bridge program requirements for Adult Education courses for college readiness</p>		<p>articulation between K12 Adult Schools and Community Colleges</p>		<p>progression from Adult Education through Community College courses and programs. Evaluate process and make necessary improvements in alignment of SLOs and pathway through course to workforce/academics by tracking completion rate to be measured by successful course completion and progress to successive courses.</p> <p>Measure alignment of course and program SLOs from Adult Education and Community College through course progression to ensure that goals build and increase incrementally. Assessment alignment, SLOs and curricula</p>	<p>Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p> <p>Assessments - ongoing</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
					progression to be evaluated by faculty workgroup for alignment and appropriateness according to course, program, and pathway criteria.	
Expand curriculum to include contextualized courses.	<p>Improve curriculum through embedded contextualized and accelerated learning activities.</p> <p>Develop online resources for contextualized and accelerated learning.</p>	<p>Funding is required to develop contextualized curriculum.</p> <p>Funding is required for ongoing collaboration to align ESL courses and programs and to develop curriculum.</p> <p>Funds required for developing on-line resources.</p>	\$50,000 one-time curriculum development	K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)	<p>Measure student interest and identify enrollment patterns.</p> <p>Follow student outcomes and successful course completion.</p> <p>Develop contextualized course work that fits curriculum and aligns with SLOs and course progression from Adult Education through Community College courses and programs. Evaluate process and make necessary improvements by tracking completion rate to be measured by</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
					successful course completion and progression to successive courses, and student perception of goal completion or progress towards completion.	
<p>Insufficient accelerated courses offered for students in lower levels of ESL</p> <p>Insufficient accelerated courses offered for student in lower levels of English</p> <p>Insufficient accelerated courses offered for student in lower levels of Math</p>	<p>Revise existing curriculum or create new accelerated courses.</p>	<p>Requires funds for curriculum redesign and professional expert assistance.</p> <p>Requires funds to expand course offerings.</p>	<p>\$50,000 one-time costs</p>	<p>K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)</p>	<p>Measure student interest and identify enrollment patterns.</p> <p>Identify student outcomes</p> <p>Identify number of courses completed and student progression in desired pathways.</p> <p>Measure the increase in the number of students taking the articulated classes.</p> <p>Develop accelerated course work that fits curriculum and aligns with SLOs and course</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
					progression from Adult Education through Community College courses and programs. Evaluate process and make necessary improvements by tracking completion rate to be measured by successful course completion and progression to successive courses, and student perception of goal completion or progress towards completion.	
		PROGRAM AREA 2 - Cost	One Time: \$124,000	Annually: \$ 0		
Program Area 3: Education programs for adults with disabilities						
Transition data from K12 Adult Education after 22 years of age is unknown.	Create specific counseling strategies to serve the needs of population <ul style="list-style-type: none"> Individual-specific orientation Individual-specific 	Requires funds to develop orientation and counseling structure Requires funding	\$150,000 annually/ongoing	K12 (HBAS, GGUSD, NMUSD) CCCD (CCC, GWC, OCC)	Alignment of student identification system between K12 Adult Education and CC is necessary. Increase ability to identify and follow	Implementation to commence pending state funding plan, potential

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
<p>Insufficient information is available to students and parents for informed decisions.</p> <p>Insufficient information exchange exists between K12 Adult Education and CC.</p> <p>Assessment criteria are not shared nor aligned between K12 Adult Education and CC</p> <p>Insufficient counseling resources to identify pathways for students</p>	<p>counseling (may or may not include parent/guardian)</p> <p>Maintain collaborative professional workgroup to continue to plan, implement, and evaluate programs geared toward populations with specific individual needs.</p> <p>Intake/Assessment process is needed:</p> <ul style="list-style-type: none"> • Application • Student Profile – needs/abilities/ goals • Interview • Placement 	<p>for three 50% counselors at the Community Colleges specifically for students with disabilities that are able transition to career and academic pathways.</p> <p>Requires funds for one 50% assessment coordinator to develop and implement the process of needs/abilities assessment.</p> <p>Funds necessary for continued professional workgroup needs.</p>	<p>\$60,000 annually/ongoing</p> <p>\$25,000 annually/ongoing</p>		<p>student in the academic pathway at an individual level and measurements of outcomes to be measure by aligning systems – to include:</p> <ul style="list-style-type: none"> • K12 transfer • HS Diploma completion • K12 Adult Education participation • Course completion • Course transitions • Program completion • Program transition • Job acquisition <p>Assuming increase in funding for counselors and to assess individual needs to develop an individualized plan, track participation in process from transition</p>	<p>start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
					counseling- <ul style="list-style-type: none"> • Initial assessment • Student/guardian expectation counseling course • Student/guardian orientation participation • Completion of needs assessment • Counseling appointment to align individual goals, needs, and academic or workforce pathway plan. 	
Programs for college eligible but not college ready students are lacking Insufficient preparation for college success exists in adult education to support	Develop collaboration process between existing CTE programs and/or hire professional experts in particular business areas Create mentoring program using existing resources (Students in CTE programs) to	Funds are required to develop and implement curriculum for short non-credit CTE certificate programs tailored for this student population	\$25,000 one-time funding	K12 (HBAS, GGUSD, NMUSD) CCCD (CCC, GWC, OCC)	Assuming an increase in funding for system wide identification and the ability to identify and appropriately assess student needs, follow students in the academic pathway at an individual level and measure student progression through individual goal	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
<p>navigation of career and workforce pathways (K12 and CC).</p> <p>Insufficient preparation for transition to college occurs for students and families.</p> <p>Insufficient support systems exist for students (individualized tutoring/mentoring, academic counseling).</p> <p>Insufficient course offerings to navigate career planning and goals, self-advocacy, soft-skills, college coaching, and job development training</p>	<p>facilitate individual attention to learning and needs of population.</p> <p>Develop materials and provide outreach and counseling to address misconceptions about Adult Education, academic and career pathways that reflect individual need and navigation of educational contexts considering students (and parent/guardian when applicable).</p>				<p>acquisition, plan and related outcome measures as follows:</p> <ul style="list-style-type: none"> • Progression through orientation and reasonable expectations workshops • Formation of individual goals and academic plan • Course completion • Course transitions • Program completion • Program transition • Job acquisition <p>Development of short certificates and success of newly developed pathways to be measured by e-portfolio</p>	<p>completion date for first year of programmatic and course changes – Spring 2016</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
					development: <ul style="list-style-type: none"> • Course progression • Work samples • Self/guardian evaluations • Instructor evaluations • Completion of individualized goals and plan • Job placement 	
Insufficient or non-existent job placement, and internship programs	Work with local organizations (e.g., Good Will Industries) to assist with possible job placement.			K12 (HBAS, GGUSD, NMUSD) CCCD (CCC, GWC, OCC)		Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of programmatic and course

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
						changes – Spring 2016 Assessments – ongoing
		PROGRAM AREA 3- Cost	One Time: \$25,000	Annually: \$ 235,000		
Program Area 4: Short-term career technical education programs with high employment potential						
<p>Coordination of collaboration process needed between K12 Adult Education and CC</p> <p>Further collaboration is needed for development of non-credit courses, course and SLO alignment, and articulation agreements between K12 Adult Education and CC</p>	<p>Adult School instructors and community college faculty will participate in regional professional learning communities to maintain ongoing dialogue, maintain relationships, and participate in joint professional development opportunities.</p> <ul style="list-style-type: none"> • Course alignment of Articulation agreements and SLOs • Course transitions • Program transitions 	<p>Regional professional Learning Communities organized through the Orange County SB1070 project and CTEoc will be expanded to include adult school instructors.</p> <p>Regional articulation events organized through the Orange County SB1070</p>	<p>\$60/hour for K12 Adult Education teachers to participate in professional learning communities</p> <p>\$36,000 annually/ongoing</p>	<p>K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)</p>	<p>Measured by product or deliverables of workgroup meeting to be determined on a case by case basis and maybe related to professional development activities.</p> <p>Measurement of collaboration efforts (that include the development of noncredit courses, determining appropriate alignment with Adult Education and Community</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
CTE.	<ul style="list-style-type: none"> Outcomes Adult School instructors and community college faculty will participate in annual/biannual articulation events to examine curriculum and ensure alignment and articulation agreements are maintained.	project will be expanded to include adult school instructors Development of further articulation agreements and new noncredit courses are in development stage and remain contingent upon funding.			Colleges through course sequencing, with SLOs, and possible articulation agreements) will be according to deliverables from workgroups to be determined on a case by case basis according to the needs of the collaborative effort.	Continuous evaluation process needed
Develop noncredit CTE courses and alignment with K12 Adult Education and CC (e.g., Accounting, Business Computing, Computer Networking,	Develop noncredit CTE classes at community colleges. Create contextualized learning activities that align with assignments and assessments. Consider online presentation formats to	Additional funds to develop courses currently under consideration. Requires funds for activities and materials.	\$75,000 one-time \$450,000 annually/ongoing	K12 (HBAS, GGUSD, NMUSD) CCCD (CCC, GWC, OCC)	Develop CTE courses that address the gaps identified for CCCD Consortia area for each CTE area listed. Evaluate process and make necessary improvements by tracking completion rate to be measured by successful course	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
<p>Medical Assisting, personal care/home care aide).</p> <p>Few existing course are accelerated or contextualized</p>	<p>facilitate student learning.</p> <p>Provide training in contextualized and accelerated learning and project based learning.</p> <p>Articulation process and course alignment require further collaboration.</p>				<p>completion and progression to successive courses, and student perception of goal completion or progress towards completion.</p> <p>Embed contextualized, accelerated course work in each CTE course and program that fits curriculum needs and aligns with SLOs and course progression from Adult Education through Community College courses and programs. Evaluate process and make necessary improvements by tracking completion rate to be measured by successful course completion and progression to successive courses, and</p>	<p>completion date for first year of programmatic and course changes – Spring 2016</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
					student perception of goal completion or progress towards completion.	
	Develop articulation agreements for CTE courses between K12 Adult Education and CC	Existing CTE articulation procedures and processes at the community colleges will be expanded to include adult school courses and curriculum	50% Pathway Coordinator at the community college level but serving all consortium members \$50,000 annually/ongoing	K12 CCCD	Number of new articulation agreements developed.	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of program and course changes – Spring 2016
		PROGRAM AREA 4 - Cost	One Time: \$75,000	Annually: \$ 536,000		
Program Area 5: Programs for apprentices						

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school and/or CC)	Methods of Assessment	Timeline
Apprenticeships	NA	NA	NA	NA	NA	
		Total Costs for all Program Areas	One Time: \$348,000	Annually: \$ 3,325,840		

Objective 4. Plans to address the gaps identified

Program Area Common Gaps. The Consortium has extensive plans to address identified and anticipated gaps in service for the AB 86 program areas. Plans are discussed below according to program area. Plans to address gaps are also included in the narrative for the other objectives. First there are discussions for gaps common to more than one program area to avoid repetition including counseling services, assessments, and non-credit courses (e.g., insufficient offerings, and insufficient alternative formats).

Transition counseling. All program areas require transition counseling support for Adult Education students in order to support academic and workforce pathways and achieve successful outcomes. Currently and historically, Adult Education has had an insufficient number of counselors and staff to provide the necessary support services. Community College support services programs do not include provisions for students as described by the AB86 grant at this time and revisions and changes are required to provide services required. Each Adult Education site needs an additional counselor to support transitions, student success services, and to coordinate academic counseling efforts with Community Colleges.

Assessment alignment. Faculty and teacher workgroups for Program Areas 1, 2 and 3 found insufficient alignment of assessment practices and processes. Assessment processes are not aligned for a smooth transition from Adult Education to Community College pathways. Further examination and faculty and teacher workgroup meetings are recommended to address and coordinate the assessment issues specific to each Program Area.

Non-credit courses. All program areas have insufficient or no non-credit course offerings. The only non-credit course offerings for the Community Colleges are two of the lowest level ESL courses that are offered by one college (CCC). These courses do not align with existing Adult Education non-credit courses. There are no Math or CTE courses that are non-credit at the Community Colleges. There are insufficient course offerings for Adults with Disabilities. CCC has a special non-credit program for adults with a specific set of disabilities and GWC has Learning Skills for Persons with Substantial Disabilities. These do not align with Adult Education programs. Adult Education and Community Colleges need to align existing courses and create new courses or revise existing courses, as appropriate (see the subsequent sections for further details.)

Alternate formats. In addition to insufficient course offerings there are traditional limitations in existing course offerings that may not be well suited for AB86 Program needs. Student learning centers, self-paced courses, and online platforms are suggested as possibilities to improve access to educational opportunities.

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

There are no non-credit course offering in Basic Skills Math and English in Community Colleges. There are insufficient non-credit course offerings at Adult Education sites to meet the

needs of the AB86 student population. Funds are necessary to design and implement the necessary changes in redesigning existing courses, and developing new courses and programs. At this time articulation agreements do not exist for Basic Skills Math and English and ESL between Adult Education and Community Colleges. Further evaluation of courses and programs is necessary to determine possible areas of articulation. Contextualized curriculum is needed in ABE/GED, Math and English Basic Skills, and ESL. Contextualized instruction is an approach that would improve learning outcomes for AB86 students. Curriculum could be redesigned for Adult Education to align with Community College courses and assessment practices.

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.

There is a lack of alignment between Adult Education and Community Colleges that inhibits seamless transitions to academic and workforce pathways. Criteria and tests utilized for placement in the Community College ESL and Basic Skills Math and English should be aligned to improve transitions (e.g., Compass ACT, ESL Placement). Faculty and teacher workgroups have discussed approaches to aligning these practices. Moreover courses lack contextualized curriculum. These efforts may commence pending funding.

Program Area #3: Education Programs for Adults with Disabilities.

Information is not uniformly shared between educational entities in the case of Program Area #3, Adults with Disabilities which inhibits transition, results in duplication of assessment efforts, and creates additional barriers for this population. Transition services in K12 Education ends for students with disabilities at age 22. At this point there is not a clear pathway for these students to be identified for academic or career pathways. Communication between K12 Adult Education and Community Colleges needs a referral system to guide students and to improve transition services. Current intake and assessment practices do not identify students with disabilities that are college eligible but not prepared for college course work.

Current course offerings provide limited support for student with disabilities in academic and workforce pathways, do not provide sufficient information to students with disabilities and their parents and guardians about feasible academic and career choices, and do not provide sufficient workforce opportunities. A student success course that provides support for student with disabilities that are eligible for college but not college ready would support these students. An orientation course is proposed to address expectations of students and parents and guardians to improve knowledge about pathways and reasonable expectations based on skill set, personal goals, and ability levels. Short CTE non-credit certificates could improve access to vocational training for students with disabilities. Curricula develop for these courses are proposed and will commence pending funding.

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

Community Colleges and Adult Education lack articulation agreements. Existing CTE courses in selected disciplines require examination to identify possible articulation agreements. Currently there are no non-credit CTE courses and programs in Community Colleges that meet current force needs identified through the Gap Analysis (e.g., Telecommunications Equipment Installers, Computer Support Specialist, and First-line supervisors) There is potential to develop non-credit courses for Personal Care Aids with the intent of this profession as a step towards a career that has livable wages. Course offerings at Adult Education sites need to be expanded to support transitions to Community College Programs or offer complete programs within Adult Education.

Analysis of Tables 4.1A and 4.1B

Table 4.1A shows the projected funding needed to serve by 2025-26 25% of the identified population in the region who can benefit from Program Areas 1-4. The projections for costs included two sources. First, costs to achieve the goal of serving by 2025-26 25% of the identified population who could benefit from education in Program Areas 1-4 were calculated from headcount and cost figures in Tables 1 and 2 and from the 'AB86 Coast Consortium Adult Education Gap Analysis 2014.' Second, proposed costs identified in the Implementation Plan came from Tables 3.1, 4.1B, 5.1, and 6.2 of the narrative.

Cost projections to achieve the 25% goal were derived by projecting the headcount needed to reach 25% of the identified need, multiplied by the cost per headcount (current costs/current student headcount). The projections for the cost of activities proposed by the Consortium workgroups considered both one-time and on-going costs in the sub-totals. Both sources were aggregated to achieve the projection totals in Table 4.1A.

Table 4.1B displays the strategies to address the gaps identified for the AB86 Consortium. Strategies common to all program areas include addressing insufficient counseling services to support student transition to workforce and academic pathways from Adult Education to Community Colleges, development of non-credit courses that align with existing courses, and development and implementation of new courses and services with alternate formats to serve students (e.g., on-line, weekends, and evening options).

Program Area #1 strategies include evaluations of courses for possible articulation agreements, contextualized curriculum development, and reviewing and aligning Adult Education and Community College course in Basic Skills Math, Basic Skills English and ESL.

Program Area #2 strategies include developing non-credit courses in Community Colleges, alignment of assessment practices to improve seamless transitions, and restructuring courses to include contextualized curriculum (e.g., integration of technical skills, employability skills with basic education).

Program Area # 3 includes improving identification of students for services that are over 22 years of age, improvements to intake assessment practices to identify students eligible for college

who are not college ready, development of courses that support academic and workforce pathways sufficiently, improvements to information provided to students and guardians about academic, career assessment, and skills assessment, and improvement to coursework options for student with disabilities.

Strategies for Program Area # 4 include evaluation of courses for articulation agreements, addressing the gap in offerings for non-credit CTE courses and development of courses and programs that meet current workforce needs identified through the gap analysis.

Objective 4 - Table 4.1A Projected Funding Needed to Serve by 2025-26 25% of the Identified Population Who Can Benefit from Program Areas 1-4

Projected Funding Need Schedule (from Both 25% Goal and Consortium Project Costs in Proposal Narrative)											
Schedule Year	0	1	2	3	4	5	6	7	8	9	10
Academic Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Area 1: Adult Basic Ed	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Basic Skills	4,431,391	4,424,520	4,622,648	4,820,777	5,018,906	5,217,035	5,415,163	5,613,292	5,811,421	6,009,549	6,207,678
Diploma/GED Prep	286,781	688,844	1,090,907	1,492,969	1,895,032	2,297,095	2,699,158	3,101,221	3,503,283	3,905,346	4,307,409
Area 2: Immigrants	8,312,376	9,715,413	12,662,450	15,609,487	18,556,524	21,503,561	24,450,597	27,397,634	30,344,671	33,291,708	36,238,745
Area 3: Short Term CTE	5,981,135	5,470,689	5,135,243	4,799,796	4,464,350	4,128,904	3,793,458	3,458,012	3,122,566	2,787,119	2,451,673
Area 4: Adults Disabilities	2,149,982	2,389,476	2,733,970	3,078,464	3,422,958	3,767,452	4,111,946	4,456,440	4,800,933	5,145,427	5,489,921
Sub-totals	21,161,665	22,688,941	26,245,217	29,801,494	33,357,770	36,914,046	40,470,322	44,026,598	47,582,874	51,139,151	54,695,427
Overlapping All Areas											
One-Time	504,000	-	-	-	-	-	-	-	-	-	-
On-going	4,552,040	4,552,040	4,552,040	4,552,040	4,552,040	4,552,040	4,552,040	4,552,040	4,552,040	4,552,040	4,552,040
Grand Total	26,217,705	27,240,981	30,797,257	34,353,534	37,909,810	41,466,086	45,022,362	48,578,638	52,134,914	55,691,191	59,247,467

Objective 4 - Table 4.1B Implementation strategies to address identified gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
<p>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 Insufficient academic counseling exists in K12 Adult Education to support students and improve academic and workforce outcomes and transition to Community Colleges.</p>	<p>Each of the K12 Adult Education sites require an additional academic counselor to provide counseling support, transition support, student success services, and coordinate academic counseling efforts with Community Colleges.</p>	<p>Three FT academic counselors at each K12 Adult Education sites, funds to develop intake process, offer student success services, and coordinate and support transition process.</p>	<p>\$360,000 cost of three Adult Education School counselors/year</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>Tracking of progress, outcomes, and program effectiveness assumes funding for system wide student identification. Adult Education counselors will be hired. Track student progress through academic counseling process and measure to include: -Demographics -Course/program</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of counseling approach – Spring 2016</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
					completion (e.g., GED, high school diploma, Adult Education, Community College, and Student Support Services Mile Stones) -Number of course attempts -Program or job placement	
Program Areas: 1 & 2 K12 Adult Education and Community College Curriculum and assessment process are not aligned for a smooth transition from K12 Adult Education to community colleges.	Basic skills English and Math, and ESL require further examination of programs, courses, course syllabi, Student Learning Outcomes, assignments, and assessment processes to create a seamless transition.	Funds required for development of revised curriculum to align K12 programs with Community College programs, courses, and placement assessments.	\$60,000 one-time	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	Evidence of alignment of assessments, and curricula and SLOs. Count student placement in identified programs and courses.	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of programmatic and course changes – Spring 2016

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
<p>Program Areas: All Very few course offerings in Community Colleges are non-credit and the existing non-credit courses do not align with non-credit courses currently offered by K12 Adult Education.</p> <p>Not enough courses in all levels of ESL are offered at the Adult Schools due to significant budget cuts over the last 5 years.</p>	<p>Examine courses (Basic Skills English and Math, ESL, CTE, and courses for students with disabilities courses) to develop non-credit courses offered by Community Colleges.</p> <p>Expand the number of classes and locations of courses offered in the K-12 Adult Education leveraging K-12 school site facilities.</p> <p>Create “Course Plan” charts</p>	<p>Funds are required to develop non-credit course offerings in Community Colleges in academic and workforce pathways that are sequential and, which upon completion, lead to a path towards credit course offerings in the respective programs.</p> <p>Need to hire more staff and cover costs of additional facilities use.</p>	<p>\$45,000 one-time</p> <p>\$600,000 annually</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>Evidence of development of lower level noncredit courses to align with existing course structure at Adult Education and Community Colleges.</p> <p>Syllabi with SLOs and course content of newly developed noncredit courses in respective areas.</p> <p>Creation of “Course Plan” charts.</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
<p>Program Areas: All Insufficient non-credit course offerings and student services with alternate formats (e.g., online, evening and weekend options).</p>	<p>Online platforms could be developed for courses, activities, student learning center, and student success services that streamline building academic skills and provide additional access to student success services and course options.</p> <p>Expand the availability of basic skills online classes in K-12 Adult Education</p>	<p>Funds required to develop online curriculum for non-credit courses, activities, student learning center, and student success services that streamline building academic skills and provide additional access to student success services and course options and necessary technology.</p>	<p>\$300,000 one-time</p> <p>\$300,000 annually</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>Development of plan for alternate formats and nontraditional timeframes for accelerated workforce academic pathway options.</p> <p>Development of Adult Education courses and related online course structure for basic skills classes.</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
		Additional teaching staff experienced in online teaching will be needed				
		OVERLAP-PROGRAM AREAS - Cost	One Time: \$405,000	Annually: \$ 1,260,000		
Program Area 1						
<p>Insufficient non-credit course offerings exist for community college Math Basic Skills, English Basic Skills and ESL.</p> <p>Insufficient non-credit courses offered through K-12 Adult Education</p>	<p>Lower level courses should be examined to identify those that could be redesigned and offered as non-credit course offerings by Community colleges</p>	<p>Funds are required to design and implement non-credit course offerings that align with K12 Adult Education and community college adult Education, and credit course</p>	<p>\$60,000 one-time</p> <p>\$500,000 annually</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>Evidenced by increase in course offerings.</p> <p>Development of Community College syllabi, SLOs, and related content and activities for noncredit Math Basic Skills, English Basic Skills and ESL course offerings.</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
	Increase the number of non-credit classes offered and locations	offerings for seamless transitions. Funds will be needed to support additional staff.			Evidenced by noncredit course offerings at Adult Education and Community College locations, a possible additional sites if needed.	
No articulation agreements exist in Math Basic Skills, ESL, and English Basic Skills between K12 Adult Education and Community Colleges.	Programs and courses should be evaluated for possible areas of articulation.	Requires funds for at least one FT coordinator at the K12 Adult Education schools for academic pathway progress and for placement at appropriate course level. <ul style="list-style-type: none">• Administer assessment when needed	\$390,000/year	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	Evidence of progress towards articulation agreements between Adult Education and Community Colleges	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of programmatic and course changes – Spring 2016

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
		<ul style="list-style-type: none"> • Evaluate assessments • Placement • Alignment with individual goals/pathway 				
Contextualized curriculum is lacking in ABE/GED, Basic Skills Math, Basic Skills English and ESL courses to integrate basic education, technical skills, and employability skills.	Course offerings currently do not utilize contextualized learning strategies. Developing curriculum with a contextualized approach would improve learning.	Funds are required to develop contextualized curriculum ABE/GED, Basic Skills Math, Basic Skills English and ESL courses.	50% Pathway Coordinator at the community college level but serving all consortium members \$50,000 annually/ongoing	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	Evidence of development of contextualized activities and assignments to improve learning.	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of programmatic and course changes – Spring 2016
Academic content needs to be reviewed/aligned between K12 Adult Education courses	Curriculum could be re-designed in K12	Funds are required to rewrite	\$50,000 one-time	K12 Adult Education (HBAS,	Evidence of Adult Education curriculum	Implementation to commence

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
<p>and Community Colleges courses in Basic Math, Basic Skills English and ESL.</p>	<p>Adult Education to include academic content that aligns with Community College Basic Skills Math, Basic Skills English and ESL courses to improve the ability of students to transition to Community Colleges.</p> <p>Community College placement assessments should also be reexamined to determine authenticity of what is expected and what is measured.</p>	<p>curriculum and design learning activities.</p> <p>Fund to pay staff to review assessments for authenticity.</p>		<p>GGUSD, NMUSD), CCD (CCC, GWC, OCC)</p>	<p>revision and redesign to improve transfer to Community Colleges demonstrating alignment with Community College Basis Skills Math, Basis Skills English and ESL courses.</p> <p>Evaluation of current assessment practices by faculty workgroups with deliverables – faculty report on evaluation, recommendation , and plans for implementation.</p>	<p>pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
		PROGRAM AREA 1 - Cost	One Time: \$110,000	Annually: \$ 940,000		
Program Area 2						
Insufficient non-credit course offerings exist in Community Colleges.	<p>Lower level ESL courses should be examined to identify those that could be offered as non-credit at Community Colleges and K12 Adult Education schools will articulate with equivalent non-credit courses Community College courses</p> <p>Additional courses at the K-12 Adult Education should be</p>	<p>Funds are required to design and implement Community College non-credit courses.</p> <p>Funds needed to hire more staff</p>	<p>\$80,000 one-time</p> <p>\$300,000 annually</p>	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	<p>Evidence of examination of lower level ESL courses for noncredit course offerings including, identified courses, and course descriptions.</p> <p>Development of a plan for expansion of service to more students by Adult Education.</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
	expanded to build capacity to serve more students					
Lack of alignment of assessment strategies between K12 Adult Education and Community Colleges result in lack of seamless academic and workforce pathways for students.	Criteria and tests utilized for assessment to place students in Community college ESL, Basic Skills Math and Basic Skills English course should be aligned between K12 Adult Education and Community colleges (Compass ACT ESL placement test).	Funds are required for K12 Adult Education to make necessary changes in assessment and curriculum.	\$90,000 one-time	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	Implement Community College assessment at Adult Education sites that corresponds to Community College placement assessments.	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of programmatic and course changes – Spring 2016
Contextualized curriculum is lacking to integrate basic education, technical skills, and employability skills.	Develop curriculum with a contextualized approach.	Funds are required to develop contextualized curriculum.	\$50,000 (one time)	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	Evidence of curricula redesign integrating basic education, technical skills, and	Implementation to commence pending state funding plan, potential start date Fall 2015

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
					employability skills (e.g., syllabi, SLOs, and activities).	Potential completion date for first year of programmatic and course changes – Spring 2016
		PROGRAM AREA 2 - Cost	One Time: \$220,000	Annually: \$ 300,000		
Program Area 3						
A gap exists in K12 Adult Education and Community Colleges in identifying students over age 22 when transition services end for students in K12 high school programs.	The pathway from K12 Adult Education to Community Colleges requires improved communication beginning with a referral systems to guide students into academic and workforce pathways.	Funds are required to improve transition services and related counseling services.	For K12 Adult Education schools covered by funds for additional counselors requested above \$600,000 additional counseling for	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	Alignment of student identification system between Adult Education and Community Colleges. Creation of a referral system.	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of programmatic and course changes –

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
			community colleges/year			Spring 2016
Current intake and assessment practices for students with disabilities do not identify students with disabilities that are college eligible but not college ready.	An improved intake and assessment procedure requires a referral process to identify learners for programs and that places students with disabilities into basic college preparation, skill building, and/or vocational course.	Funds are required to improve intake process to provide necessary academic/transition counseling services	\$50,000 one-time	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	Creation of a referral system	Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of programmatic and course changes – Spring 2016
Current course offerings for students with disabilities do not support academic and workforces pathways sufficiently.	A college success support class would provide necessary support for students that are not college	Funds are required to develop curriculum	\$10,000 one-time	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	Development of a college success course including syllabus, SLOs, and activities supporting college readiness for this	Implementation to commence pending state funding plan, potential start date Fall 2015

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
	ready but who are college eligible.				population.	Potential completion date for first year of programmatic and course changes – Spring 2016
Current course offerings do not provide sufficient information to students with disabilities (and parents and guardians when applicable) to inform them about feasible academic and career choices and assess skill sets sufficiently.	An orientation course designed for students with disabilities and parents/guardians, when applicable, would improve knowledge about skills and pathway options.	Funds are required to develop and offer orientation course	\$5,000 one-time to develop orientation course \$45,000 annually/ongoing to offer orientation course at various sites	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)		Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion date for first year of programmatic and course changes – Spring 2016
Current course offerings do not provide sufficient workforce options for students with disabilities.	Mini or basic CTE non-credit and credit certificates could provide improved access	Funds are required to develop curriculum	\$15,000 one-time for curriculum development	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC,	Measure increase in credit, noncredit, and certificate course offerings that build	Implementation to commence pending state funding plan, potential start

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
	to vocational training for students with disabilities.	Funds are required for an instructional assistant (one for each of the three community colleges to support CTE courses in which students with disabilities would enroll.	\$180,000 annually/ongoing	GWC, OCC)	employability skill sets.	date Fall 2015 Potential completion date for first year of programmatic and course changes – Spring 2016
		PROGRAM AREA 3- Cost	One Time: \$80,000	Annually: \$ 825,000		
Program Area 4						
Community College and K12 Adult Education CTE courses lack articulation agreements.	Existing CTE courses in selected disciplines should be examined to identify those		\$30,000 one-time	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	Evidence of examination of courses for articulation.	Implementation to commence pending state funding plan, potential start date Fall 2015

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
	that could be articulated					Potential completion date for first year of programmatic and course changes – Spring 2016
Currently, there are no non-credit CTE courses and programs in Community Colleges that meet current force needs identified through the Gap Analysis.	<p>The surrounding community could benefit from non-credit courses and programs in the areas of Home Care Aid, Telecommunication Equipment Installers, Computer support Specialist, and First-line Supervisors.</p> <p>Expand course offerings in K-12 Adult Education to</p>	<p>Funds are required for development of programs and course curriculum, for instructors, and for student support services.</p> <p>Funds to hire</p>	<p>\$45,000 one-time for curriculum development</p> <p>\$450,000 annually/ongoing</p>	<p>CCCD (CCC, GWC, OCC)</p>	<p>Count of newly developed adult education courses and programs offered that fit AB86 identified gap criteria.</p> <p>Count of courses and program offerings at</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific schools or colleges)	Methods of Assessment	Timeline
	support transitions into Community College programs or offer complete programs within K-12 Adult Education	qualified staff and acquire necessary training materials and equipment.			Adult Education sites suited to AB86 criteria.	
		PROGRAM AREA 4 - Cost	One Time: \$75,000	Annually: \$ 450,000		
Program Area 5						
Na	Na	Na	Na	Na	Na	Na
		ALL PROGRAMS - Total Cost	One Time: \$890,000	Annually: \$ 3,775,000		

Objective 5: Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals

Program Areas #1 and #2: Program Area #1 Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate. 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.

Plans for objective 5 for program areas #1 and #2 are combined in the section below. The focus on accelerated pathways and contextualized learning overlaps for ESL/Basic Skills English and Basic Skills Math.

ESL/Basic Skills English. Contextualized support classes will accelerate students' progress toward career goals. The ESL/Basic Skills English workgroup proposes a series of ESL "Bridge Courses" to accelerate student goals between Adult Education (AE) and CTE programs. These courses would be appropriate for students in intermediate and advanced-level AE ESL classes:

Employability Skills I
 Basic Business Writing
 Email
 Proper Letter Correspondence
 Professional Workplace Conduct
 Employability Skills II
 Business Communication
 Professional Vocabulary
 Basic Business Equipment

Using the REACT method for contextual learning. Using Relating/Experiencing/Applying/Cooperating/Transferring (REACT) as well as other methods found to be effective in similar projects, contextualized courses could provide an ESL bridge to CTE courses offered by the community colleges or Adult ROP CTE courses such as:

Information Communication Technologies
 Graphic Design
 Networking
 Accounting

More basic vocabulary-building and communication courses could support ROP programs such as:

Auto Body/Collision Repair
 Auto Spray Painting
 Heating/Air Conditioning (HVAC)
 Welding I, II, & III

These Bridge Courses could award certificates to verify the completion of specialized training. Resources required for these proposals would include: (a) ESL instructors, (b) specific task instructors, (c) task-specific materials, (d) software and other educational materials (e) staff development. Methods of assessment could include onsite testing and evaluation of performance (using rubrics) and certification and exit tests.

Other proposals for joint programming strategies include:

Offering content-specific language and math support through the colleges for groups of related courses. For example:

ESL for students in math, accounting, and finance majors

English for Allied Health Majors

English for Construction Trades

Non-credit language support classes (appropriate for former AE students and high school graduates) tied to specific courses, offered by academic and technical divisions in the colleges in cooperation with the ESL departments: For example, language support for:

Math courses

Science courses

Accounting courses

Offering college courses such as the following in local high schools and major Adult Education sites:

English 098 and English 099 (to prepare for English 100 Freshman Composition)

Counseling C104: Career/Life Planning

Counseling C105: Strategies for College Success

Basic Skills Math. Integrate more contextualized instruction across the curriculum to ensure student progress including project-based learning, more role play in courses, teaching REACT strategies, along with integrated tutoring within the classroom all of which is based upon partnerships with community businesses.

Courses will directly correlate to student career/college pathway to ensure accelerated progress. Offer an accelerated Math pathway by combining the Basic Math course with the Pre-Algebra course into one semester class (rather than a semester of each); combine Beginning Algebra with Intermediate Algebra to create a one semester course rather than two, and would be offered as a face-to-face option, online or self-paced.

Within the context of the proposed Transition Program, students would complete a college and career education course to develop a career pathway and to determine the necessary remediation course plan to prepare for college-level coursework.

Program Area #3: Education Programs for Adults with Disabilities.

This student population is not served best by acceleration in their education, so the focus of this plan would not be an accelerated path. However, since the proposed pathways do not currently exist, the end result is an actual acceleration to the workplace as it provides the education and training necessary to integrate the work ready student into the workforce as soon as possible.

Employment research indicates this student population is extremely underemployed yet having the capability of working in many settings and situations where they will be productive, hardworking employees.

As explained above, the goal of this workgroup is to develop programming that incorporates Adult Schools, Community Colleges and Community College's CTE programs to fill this underemployment gap.

The adult school basic courses as explained will prepare those students who have a lower reading and math average, typically below 6th grade level to transition to the Coastline Basic College Skills program where they will have additional basic skills education and college mentoring. From there, students may enroll in the Vocational Program explained extensively in a previous section of the report. The key to the vocational program and its most important component is collaboration and participation amongst of a variety of CTE programs currently offered by the colleges of the Coast Community College District. Working together, the colleges can create CTE pathways for adults with disabilities.

With the help of the Coordinator and Job Developer, the students will be able to engage in some real world experience possibly through a job shadowing experience or internship while they are attending the beginning vocational preparation courses to investigate CTE programs that represent identified areas of vocational interest and ability.

During a recent training, a conceptualized program was modeled for an onsite kitchen at one of the college sites. Students could be participants in the small business model including food preparation and service in a kitchen and/or catering business. Students would learn how to prepare food, learn inventory systems, customer service skills and other marketable, attractive traits that employers expect. This program would incorporate the accounting department and culinary departments of two colleges, in addition to an independent vendor who may be supportive of collaboration as a business.

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

A relationship between the community college Re-Entry Centers and the counselors at the adult schools will be fostered, and a plan specific to adult school students will be created and implemented in concert with the CTE Pathway coordinators at the community colleges. The Re-Entry Centers will provide the enhanced services necessary for successful transition for the adult school students to the community colleges.

Adult School instructors and community college faculty will participate in regional professional learning communities to maintain ongoing dialogue, maintain relationships, and participate in joint professional development opportunities. Faculty from Coast Colleges will continue to work with the adult school instructors to share curriculum and advise on program content to ensure alignment/articulation with college courses and programs. Articulation agreements will be pursued as courses are created and approved at the adult schools.

Analysis of Table 5.1.

Table 5.1 displays the work plan for implementing strategies proven to accelerate students' progress towards academic or career goals. There are several considerations for program areas. For all program areas there are improvements necessary to transition and counseling related services focusing on transitions, goals, and improved access for Adult Education Counselors. Student support services are an essential foundation of successful academic and career pathways for students represented in AB86 populations.

All program areas require changes to existing curriculum and development of new curriculum for new noncredit courses that are contextualized and accelerated. For Program Area 1, acceleration may be accomplished through specific attention to alignment and sequences of courses and program pathways. Other changes include development of noncredit lower levels courses at the Community Colleges for ESL, Basic Skills Math, and CTE courses to reduce barriers, development of clear tracks (e.g., life skills, workforce, and academic pathways), and use of technology in courses to support student learning driven by new curriculum.

Program Area 2 strategies include inclusion of hybrid learning activities, supplementary online activities, embedding of contextualized learning into course design, alternate learning formats (e.g., self-paced, learning center), improvements to assessments (e.g., accessibility, skills assessments), improvements to curriculum that align with improved assessments, and improvements to Adult Education that support development of skill sets that align with placement testing practices to prepare students for transition to Community Colleges.

Program Area 3 plans include improved pathways through early identification and referral systems, creation of short CTE certificates geared toward skills sets of Adults with Disabilities, college success courses taken concurrently with other courses, and a mentoring program.

Program Area 4 requires development of noncredit courses in areas identified for the Coast Region that demonstrate high employability, embedding soft skills in courses, and offering basic computer literacy courses at the Community College level.

Objective 5 - Table 5.1 Plan to implement accelerated academic pathways

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	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 Improved transition to and academic counseling for K12 Adult Education to Community Colleges.</p> <p>Conduct outreach to increase K12 Adult Education students’ comfort level with attending classes on Community College Campuses.</p> <p>Student success service will be improved by providing increased access for K12 Adult Education students to counseling.</p> <p>A transition program will be created to support student success.</p>	<p>Outreach will be conducted similarly to that of the K12 Senior Day to aid with student transition to college campuses.</p> <p>A Transition program will be developed with advisors and counselors to improve student success and retention by conduct outreach to K12 Adult Education schools to disseminate information about academic and workforce pathways, and to provide early academic counseling services.</p>	<p>Requires funds for a 50% outreach coordinator</p> <p>Requires funds for an “Adult Education Day” to be conducted twice a year</p> <p>Requires funds for one FT counselor for K12 Adult Education pathways</p> <p>Requires funds for a 50% placement coordinator</p>	<p>\$50,000 annually/on going</p> <p>\$60,000 annually/on going</p> <p>Covered in Table 3.1</p> <p>Covered in Table 3.1</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>Count students participating in Adult Education Outreach Day.</p> <p>Count of initial counselor appointment and follow-up.</p> <p>Count of counselor appointment where students identify goals and academic or workforce pathways.</p> <p>Count</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p> <p>Related administrative and faculty positions and course offerings are</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>K12 Adult Education course(s) offered on community college campuses to facilitate transition.</p> <p>Counselor-led four-week transition course JiT (Just-in-Time) before transfer to community college to include educational goal and pathway identification.</p> <p>Coordinated process to identify student assessment level and appropriate placement across areas.</p>				<p>students who transfer from Adult Education sites to Community College and students that enter directly into Community College AB86 related courses/programs.</p> <p>Count student completing JiT transition course.</p> <p>Count student intake process completion and student placement.</p>	continuous
Program Areas: 1, 2, 3 & 4 Accelerated and contextualized	Development of contextualized and	Requires funds to continue	\$45,000 annually/on	K12 Adult Education	Evidence of course design	Implementation to

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<p>reading course in K12 Adult Education English.</p> <p>Add contextualized and accelerated CTE courses.</p> <p>Restructure current ESL courses to incorporate contextualized and accelerated learning.</p> <p>Add contextualized and accelerated learning to appropriate current Basic Skills Math courses.</p> <p>K12 Adult Education and Community Colleges will develop activities for non-credit contextualized and accelerated Basic Skills English courses</p> <p>Accelerated and contextualized CTE mini-certificates for students with disabilities.</p> <p>Streamline contextualized learning through online platforms for ESL, Basic Skills English, Basic Skills Math, and</p>	<p>accelerated learning according to National Council of Continuing Education recommendations and according to workforce needs and require flexibility of learning context.</p> <p>Basic skills CTE bridged contextualized lessons and activities for students with disabilities that lead to employment skills and/or development of academic pathway skills, mini or basic skills certificate program for adults with disabilities</p> <p>Development of online hybrid learning courses sequenced with</p>	<p>workgroup collaboration</p> <p>Program developer for contextualized learning environments specific to the program areas: Basic Skills English, ESL, Basic Skills Math, CTE, adults with disabilities.</p>	<p>going for workgroup activities</p> <p>\$150,000 annually/on going for program developer (one for the entire consortium to bridge the connection between Adult Education schools and community colleges)</p> <p>\$120,000 annually/on</p>	<p>(HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>including course syllabi, SLOs, and sample in course assignments demonstrating alignment with National Council of Continuing Education recommendations for workforce needs.</p> <p>Evidence of Basic skills CTE bridged contextualized lessons and activities demonstrated by assignment and lesson samples specific to</p>	<p>commence pending state funding plan, potential start date Fall 2015</p> <p>Potential completion date for first year of programmatic and course changes – Spring 2016</p> <p>Related administrative and faculty positions and course offerings are continuous</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<p>CTE courses and/ develop online activities that support contextualized and accelerated learning model and successful course completion.</p>	<p>contextualized learning courses for ESL, Basic Skills English, Basic Skills Math and CTE courses</p> <p>Requires ongoing research to assess labor market needs accurately</p> <p>Collaborative efforts are required between disciplines and programs</p>		<p>going</p>		<p>course syllabi criteria.</p> <p>Evidence of online hybrid learning courses sequenced with contextualized learning courses for ESL, Basic Skills English, Basic Skills Math and CTE courses.</p> <p>Gather data semi-annually to indicate current market needs.</p> <p>Direct workgroups to achieve deliverables</p>	

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
					commensurate with professional and program development demonstrating collaboration and achievement of program objectives.	
		OVERLAP - PROGRAM AREAS - Cost	One Time: \$0	Annually \$ 425,000		
<p>Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate</p>						
<p>K12 Adult Education and Community Colleges develop specific alignment and sequences of courses and programs to result in academic pathways.</p>	<p>K12 Adult Education will revise course content and assignments to develop student knowledge and skills that are necessary to test well on the ESL placement test(s) used by the community colleges</p>	<p>Funds required for workgroup and program development to enhance K12 Adult Education English and ESL curricula</p>	<p>\$45,000 one-time for course revisions</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>Evidence of Adult Education course and program revisions designed to improve knowledge and skills for Community</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015 Potential completion</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>K12 Adult Education and Community Colleges will develop Basic Skills Math pathways using a Bridge program model to accelerate student learning to increase transition to community colleges.</p> <p>K12 Adult Education Basic Skills English and ESL will revise course syllabi, student learning goals, instructional activities to reflect an academic focus that aligns with community college course syllabi, student learning goals, instructional activities</p>	<p>Funds required for workgroup and program development to enhance K12 Adult Education math curricula</p>			<p>College placement test</p> <p>Evidence of courses and course sequencing and development from utilizing a Bridge program model from both Adult Education and Community College Education programs.</p> <p>Adult Education syllabi demonstrating revisions in content, SLOs and instructional</p>	<p>date for first year of programmatic and course changes – Spring 2016</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
					activities.	
<p>Coastline Community College, Golden West College and Orange Coast College will develop lower level ESL non-credit courses to reduce transitional barriers for K12 Adult Education students.</p> <p>Embed contextualized math and English in CTE courses.</p> <p>Focus initial counseling for K12 Adult Education students on individual goals and early identification of pathways.</p> <p>Develop three tracks for Adult Education students 1) life skills, 2) workforce preparation, and 3) academic.</p> <p>Basic Skills Math non-credit course(s) will have online offering options.</p> <p>Develop student success counseling program particular to each area to support</p>	<p>K12 Adult Education will develop Basic Skills Math Lower Level non-credit course offerings based on Golden West College’s Math 005 and Math 008.</p> <p>Two life skills pathways will be offered for students. Option A: taught at either Adult Education Schools (AE) or Community Colleges (CC): Pre-Algebra → Consumer Math → Accelerated and/or contextualized non-credit courses. Option B: (CC) Combo Basic Math and Pre-Algebra → (AE/CC) Consumer</p>	<p>Funds required to maintain workgroup activities.</p> <p>Funds required for counseling workgroup and for development of specialized counseling process pertaining to academic career pathways</p> <p>Funds required to hire professional expert in educational psychology, curriculum development,</p>	<p>\$25,000 annually/on going</p> <p>\$80,000 annually/on going</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>Adult Education syllabi demonstrating development of noncredit courses including content, SLOs and instructional activities.</p> <p>Evidence of two life skills pathways - Option A and Option B development demonstrating pathways and accelerated and contextualized course</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p> <p>Spring 2016 completion for program development. Evaluation and maintenance of programs and platforms is continuous</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<p>identification of individual goal identification, workforce, and academic pathways.</p>	<p>Math → (AE/CC) Accelerated and/or contextualized con-credit courses. Two career track pathways will be offered in Math Courses with the goal of entering CTE programs: Option A: AT Adult Ed campuses: Pre-Algebra → Algebra 1 → Accounting (Basic class for Quickbooks) → Statistics (Tailored to advanced Excel applications only). Option B: At Community College campuses: Combo Basic Math and Pre-Algebra → Combo Beginning and Intermediate Algebra → Accounting → Statistics Three college track</p>	<p>and educational technology. Funds required for PT student success coordinator at K12 Adult Education sites</p>	<p>\$150,000 annually/on going (three 50% student success coordinators)</p>		<p>sequencing. Evidence of two career track pathways - Option A and Option B development demonstrating pathways, courses, and course sequencing. Evidence of three college track pathways - Option A, Option B, and Option C development demonstrating</p>	

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>options will be offered in Adult Education with the goal of preparing students for college level math. Offered at Adult Education Schools and Community Colleges:</p> <p>Option A: (AE/CC) Pre-Algebra → (AE/CC) Algebra 1 → (AE/CC) Geometry → (AE) Algebra 2/Trig → (CC) Pre-Calculus.</p> <p>Option B: (AE/CC) Pre-Algebra → (CC) Combo Beginning & Intermediate Algebra → (CC) Geometry → (CC) Trigonometry</p> <p>Option C: (CC) Combo Basic Math and Pre-Algebra → (CC) Combo Beginning & Intermediate Algebra</p>				<p>pathways, courses, and course sequencing.</p> <p>See above</p> <p>See Above</p>	

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>→ (CC) Geometry → (CC) Trigonometry → (CC) Pre-Calculus Math non-credit courses (e.g., math 5, 8, 10, and 30) will be developed with online learning options. Expert in learning process, and educational technology to work with workgroups to identify evidence based practice of technology in courses and programs. Technology-based activities and tasks to be determined by new curriculum.</p> <p>Utilize Math and</p>				<p>Evidence of noncredit online learning options for courses.</p> <p>Evidence of technology-based learning activities aligned with new curriculum.</p> <p>Evidence of CTE development</p>	

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>ESL/English workgroups expertise to support CTE development of contextualized activities that reflect the program and course SLOs</p> <p>Workgroup meetings to plan and implement online resources for counseling and educational tools.</p>				<p>of contextualized activities aligned with course SLOs.</p> <p>Evidence of deliverables determines according to workgroup assignment demonstrating plans for and implementation of counseling and educational tools.</p>	
		PROGRAM AREA 1 - Cost	One Time: \$45,000	Annually: \$ 255,000		
<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>						
Evaluate current hybrid learning activities embedded in coursework and supplementary	Revise current classes to incorporate contextualized	Funding to hire a Coordinator to oversee	\$80,000 annually/on going	K12 Adult Education (HBAS,	Evidence of revisions to courses	Spring 2016 completion for program

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<p>online activities.</p> <p>Create contextualized learning activities to embed in coursework and related supplementary online activities that support the proposed Math and English courses.</p>	<p>learning and supplementary online activities (e.g., Haiku).</p> <p>Faculty workgroup evaluates courses and outcomes to make changes and recommendations.</p> <p>Develop curriculum for online supplementary learning activities that support students in non-credit Basic Skills English and Math courses.</p>	<p>development and implementation and supervise learning center</p> <p>Requires funds for online ESL/English workgroup meetings to monitor implementation, progress, evaluate and make appropriate changes.</p>	<p>\$30,000 annually/online going for license of online platform Covered above</p>	<p>GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>demonstrating contextualized learning and supplementary activities. Evidence of evaluation and recommendations.</p> <p>Evidence of online supplementary learning activity options for courses.</p>	<p>development. Evaluation and maintenance of programs and platforms is continuous</p>
<p>Consider self-paced asynchronous courses with learning center lab to administer assessments.</p> <p>Develop curriculum to reflect skills assessed for placement and transition to community</p>	<p>Develop criteria for identification of students that will benefit from these courses/platforms.</p> <p>Use of student identification numbers that are</p>	<p>Requires funds for learning center staff, technology resources, and development of online learning</p>	<p>\$1,200,000 one-time for establishing or expanding and equipping one learning</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>Determine student interest/need for non-traditional platforms.</p>	<p>Spring 2016 completion for program development.</p> <p>Evaluation and maintenance</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
college.	consistent from K12 Adult Education to community colleges to support students in academic and workforce pathways. Develop a model for a learning center that is student centered, with a facilitator, work stations, tutoring and hours convenient for K12 Adult Education students.	curriculum, includes PT hours for staff at K12 Adult Education sites.	center at each of the 6 consortium members \$1,800,000 (\$300,000 per consortium member) annually/on going for staff and technology maintenance and upgrades		Evidence of a learning model developed and utility value.	of programs and platforms is continuous
Develop rubrics and exercises that build K12 Adult Education student knowledge and skills that prepare students for the placement tests utilized by Community Colleges	Workgroup collaboration to develop rubrics and exercises that prepare students for the placement tests utilized by Community Colleges	Requires funds for workgroup collaboration to continue	\$25,000 annually/on going	K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)	Number of K12 Adult Education students who take the community college placement testing and results of	2015-16 academic year

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
					testing.	
		PROGRAM AREA 2 - Cost	One Time: \$1,200,000	Annually: \$ 1,935,000		
Program Area 3: Education programs for adults with disabilities						
<p>An improved pathway is proposed that utilizes a referral process and provides students with early identification of pathways, either Basic Skills English and/or Math or CTE</p> <p>Create CTE short/foundational certificates geared toward skill sets and ability level of students with disabilities.</p>	<p>A pathway to community college is proposed that begins with a referral process from high school transitions programs, K12 adult education schools or the community. The process requires a structured in-take and counseling process model. This model includes application, profile fit, interview and placement assessment to either the Basic College Preparation Course Module (BCPC) or to the Coastline ID Vocational (CIDV)</p>	<p>Requires funds for professional expert familiar with needs of CTE programs and development of curriculum and working with populations with highly individualized needs.</p> <p>Requires funds for instructional aid for CTE programs for students with</p>	<p>\$100,000 annually/on going</p> <p>\$180,000 annually/on going for three instructional aides (one at</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>Number of students with disabilities enrolled in the CTE mini-certificates.</p> <p>Number students</p> <ul style="list-style-type: none"> -Receiving initial counseling -Completion of structured intake/components -Entering program from high school 	<p>Spring 2016 completion for program development.</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>Module.</p> <p>Development of curriculum specific for CTE short/foundational certificates to guide activity and tasks design. Working with current CTE program offerings at the three community colleges design curriculum to support a series of introductory courses that result in certificates leading to employability for students with disabilities: areas under consideration include: food service/catering, floral design, early childhood development, auto mechanic, general office skills, baking</p>	<p>disabilities.</p> <p>Requires funds for a coordinator to work with all departments</p> <p>Requires funds for a program assistant</p>	<p>each community college)</p> <p>\$100,000 annually/on going</p> <p>\$65,000 annually/on going</p>		<p>Number of CTE short certificates developed, and evidence of each certificate development and course sequencing.</p>	

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>and pastry basics, culinary art basics, and ornamental horticulture.</p> <p>Develop a pathway to integrated employment.</p> <p>Continue workgroup to facilitate development, implementation, evaluation, and changes required</p>				<p>Evidence that demonstrates employment pathway.</p> <p>Evidence of each phase of workgroup deliverables.</p>	
<p>A college success course will be developed for students with disabilities to take concurrently with basic skills track.</p>	<p>This course will be designed to support learners with disabilities in basic college preparation courses.</p>				<p>Evidence of basic skills track course syllabus, SLOs and content driven activities.</p>	
<p>Create student mentoring program for adults with disabilities in CTE related course work.</p>	<p>Enhance the Disabled Student Services and Programs (DSPS) at the community colleges departments to facilitate</p>	<p>Funding to enhance the DSPS services</p>	<p>\$300,000 annually/on going</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC,</p>	<p>Evidence of enhanced DSPS service related to student mentoring.</p>	<p>Spring 2016 completion for program development</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	mentoring			GWC, OCC)		
		PROGRAM AREA 3 - Cost	One Time: \$0	Annually: \$ 745,000		
Program Area 4: Short-term career technical education programs with high employment potential						
<p>Develop non-credit courses for employment areas demonstrating high employment potential (e.g., Telecommunication, Computer Support Specialist, First-line Supervisor, and Personal Care/Home Care Aide).</p> <p>Develop CTE short/foundational certificates for Students with Disabilities (see above)</p> <p>Soft skills embedded in courses and available in the form of an online exit plan/tutorial to enhance employability potential</p> <p>Basic computer literacy noncredit course offering at</p>	<p>Examine current CTE offerings and program structure to align with non-credit to improve academic and workforce pathways.</p> <p>Improve transition to workforce by embedding soft skills into curricula for new non-credit courses.</p> <p>Develop online tutorial to reinforce soft-skill acquisition</p> <p>Offer a non-credit basic computer skills course (e.g., keyboard basics, MS</p>	<p>Funds are required facilitate workgroup progress toward development and successful implementation.</p> <p>Three to four new PT instructors are need in CTE for offering noncredit courses (telecommunications, computer support &</p>	<p>\$25,000 one-time</p> <p>\$120,000 annually/on going</p>	<p>K12 Adult Education (HBAS, GGUSD, NMUSD), CCCD (CCC, GWC, OCC)</p>	<p>Evidence of CTE development of course offerings and programs demonstrating alignment with academic and workforce pathways.</p> <p>Evidence of soft skills embedded in noncredit course development – syllabi, SLOs and contextualized</p>	<p>Spring 2016 completion for program development.</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
community colleges	Word basics)	literacy, business, and personal care/home care aide).			learning activities. Evidence of online tutorial reinforcing acquisition of soft skills. Evidence of noncredit basic computer skills course including syllabi SLOs and content related activities.	
		PROGRAM AREA 4 - Cost	One Time: \$25,000	Annually: \$ 120,000		
Program Area 5: Programs for apprentices						
No apprenticeship programs offered or considered.	na	na	na	na	na	na
		All -Total Cost	One Time: \$1,270,000	Annually: \$ 3,480,000		

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.

Program Areas #1, #2, and #4: Program Area #1 Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate. 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. Program Area #4: Short Term Career Technical Education Programs with High Employment Potential

Program Areas #1, #2, and #4. Plans for objective 6 for program areas #1, #2, and #4 are combined in this section. The focus on accelerated pathways and contextualized learning overlaps for ESL/Basic Skills English and Basic Skills Math.

Professional development will focus on the following topics and activities:

ESL/Basic Skills English. College Readiness: How can we help students develop the necessary academic skills and soft skills to create a smooth transition between AE and college programs?

Align AE and college curricula

Develop guidelines and expectations for college matriculation

(orientation/assessment/developing an Education Plan/follow up)

Develop a pathway toward matriculation

Maintain consistent communication with the CC and meet the requirements that the CC are expecting

Classroom visits between Adult Education teachers and Community College faculty

Current teaching procedures and strategies

Understanding the K12 Adult education and Community College systems and how they operate

Align AE ESL exit exams with Community College exams

Career Assessment:

Access demographic reports and use them to identify employment trends in your geographic area

Assess students' career goals and interests

Integration of technology into instruction:

Access and make effective use of educational technology: software programs, vocational programs, assessment tools, citizenship programs

Use Career Assessment software

Track progress of student performance; Track student progress and student success to improve student outcomes for matriculation

Contextualized/Accelerated teaching and learning:

Extend learning hours by "flipping" the classroom

Use online Professional Learning Communities (PLCs)/webinars/conferences/staff development/workshops to bridge communication between AE and CC instructors to integrate technology into the curriculum

Additional Professional Development Initiatives:

Offer training for college and Adult Education instructors in effective methods of presenting contextual learning, such as the REACH method (www.cord.org)

Familiarize college instructors with programs and resources offered through the Adult Education programs, such as GED and Citizenship programs

Familiarize college instructors with ROP programs and other CTE programs offered through the AE system so they can refer college students to appropriate programs and community resources, as needed

Familiarize college instructors with courses such as Counseling C104 (Career/Life Planning) and Counseling C105 (Strategies for College Success) so they can inform students about these resources

Conduct workshops for college and Adult Education instructors on topics related to intercultural competence

Basic Skills Math. Set up/schedule collaborations with surrounding businesses which are within our districts for contextual input that will serve as the base for our soft skills/career readiness courses, which will also serve as ongoing topics for professional development opportunities for our staff.

Schedule in-services between Adult Ed and Community College instructors to determine specific academic skills needed for students to be college ready including sharing knowledge of specific placement tests for entering college-level math courses, (rather than remedial math), as well as courses from the other workgroup areas (e.g., OCC's Tech 040 and Tech 045 courses)

In-service and explore the use of the online college & career readiness course (SUCCESS) currently being written and piloted through Garden Grove Adult Education to integrate into the creation of the Adult Education Transitions Program. The online SUCCESS course incorporates NROC's EdReady Math program, which is designed to prepare college-bound students to meet college Math entrance requirements, as well as NROC's Developmental English course which also prepares students to meet college English entrance requirements in addition to utilizing the State Chancellor's Office Career Café website, and offerings from GCF LearnFree, O*Net, College Board and CalJOBS thereby integrating Math, English and basic CTE skills preparation for college.

Moreover it is important to conduct professional development when course offerings/curriculum changes at one of our sites, schedule in-services between agencies to train each other regarding the new procedures, course goals, curriculum, etc.

Program Area #3: Education Programs for Adults with Disabilities.

To work with this student population, there should be a basic foundation of understanding of their learning differences and capabilities as well as their typical behaviors. All those who would

be involved in this process, faculty, deans, department chairs should participate in this learning process to better understand the students as well as to be participants in crafting the curriculum for the program. The training would include information about various neurodevelopmental disorders, including Intellectual Disability and Autism Spectrum Disorder. There are differences and similarities in the students' profiles and abilities that would be helpful to everyone to understand the students we will be serving and how to best approach/address their learning needs.

The community college partners in this workgroup envision also learning from the faculty in the respective disciplines so that they can illustrate the necessary foundational information to best assess where our students can and will be most successful. The expertise of the faculty in their discipline coupled with the knowledge of the special education knowledge will be the best model for successful student outcomes.

Analysis of Tables 6.1 and 6.2.

Table 6.1 represents professional development activities during the last academic year (2013-14) for Adult Education and Community Colleges. Activities included technology and e-learning topics, evidence based practice, pedagogical practices, new teacher training, basic skills strategies, and professional organizations. Table 6.2 combines data collected from two surveys administered to the faculty and teachers who participated in the four workgroups that reflects Coast Regional educators' perspectives on important professional development activities. These activities reflect professional develop needs that are subject specific, technology related, population driven, involve dissemination of information, and reflect practice and data driven concepts.

Professional development activities proposed include creating a professional development team, workshops to inform faculty about new course and program offerings related to AB86, workshops related to accommodations for students with disabilities, student success, instructional technology, peer coaching, iBEST and Bridge workshops, contextualized and accelerated learning, in-house training (e.g., transitions, learner centered techniques, field experts), TESOL, campus site visits, distance and technology learning, Common Core, noncredit curriculum.

Objective 6 - Table 6.1 Current professional development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
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	\$80,000 annually/ongoing (3 online workshops per year for 140 teachers and faculty at \$60/hour)
CALPRO	A variety of topics in e-learning formats including lesson planning, critical thinking and multi-level instruction. Community of Practice-Optimizing ESL Instructional Planning: Management, Monitoring and Reflection. Additional CALPRO workshops include: Managing the ESL Multilevel Class, Communities of Practice, Research-based Adult Reading Instruction, Contextualized ABE/ESL Instruction, Conference (Fall and Spring) – various topics. New teacher training to be included.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship	\$80,000 annually/ongoing (3 workshops per year for 140 teachers and faculty at \$60/hour)
CCIS	California Consortium for Independent Study – A professional organization that provides resources and workshops for teachers, counselors, and administrators that work in K12 Adult Education independent study.	1. Adult Basic Skills and Secondary Education	\$50,000 annually/ongoing
Classroom observations between K12 Adult Education and Community Colleges to	Site visits to Community College classes: Instructors observe one another’s classrooms to better understand the instruction and teaching methods used and make adjustments to their own	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship	\$36,000 annually/ongoing (10 teachers or faculty per

be coordinated by the Articulation and Curriculum Coordinators	classes, as appropriate.		consortium member annually)
Lilly Conferences	Conferences about College and University teaching and learning that are rooted in evidence based practice. There is a local annual conference in Newport Beach CA that covers topics including academic success, creating communities of learners, student learning, course/curriculum design/redesign, engaging and motivating students, innovative pedagogical approaches, multiculturalism/diversity/inclusion, online learning and teaching, promoting social responsibility and sustainability, service/experiential learning, teaching well with classroom technologies, teach unplugged.	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 	\$550 per attendee; \$16,500 annually/ongoing
New Teacher Induction Program	Induction program that focuses on supporting new teachers to become successful and effective instructors	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. CTE 	\$50,000 annually/ongoing
Basic Skills Committee	Promotes staff development of its members. Members attend Basic Skills Statewide meetings and develop pilots based on best practices. The committee sponsored a workshop on "reading across the curriculum" open to faculty on all three CCCD colleges (CCC, GWC, OCC).	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 	TBD
		Professional Development Total Cost Annually	\$312,500

Objective 6 - Table 6.2 Collaborative professional development plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Overall ongoing and sustainable professional development planning	Create a professional development team (group) composed of one representative from each consortium member school/college to design, communicate and oversee training to include joint professional development days, development of Professional Learning Communities, co-plan and co-teach lessons and assessments, articulation strategies, peer coaching, and reciprocal classroom visitations.	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 	Consortium Community College (CC) Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$36,000 annually
Program Area Panel with breakout sessions for discussion and learning	Develop new workshop(s) 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 	Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$36,000
Workshop – Accommodating Students with disabilities	To provide information about how to structure classrooms to meet needs to students with disabilities in typically functioning classroom settings.	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 	Up to \$1,000 for guest speaker Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$37,000
Student Success Workshop	Practices and services that demonstrate improved successful outcomes for students. This workshop will inform consortium members about such practices and services, how they benefit students, and what faculty members can consider in their instructional design and student communication that aligns	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with 	Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher

	with student success effective practices.	Disabilities 4. CTE	hourly \$36,000
Instructional Technology Workshops/Peer Coaching	Technology is constantly evolving and as new effective practices and models for e-learning emerge it is important to keep faculty up to date with training and practical experience to improve the learning experience for students.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Up to \$1,000 for guest speaker Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly. \$37,000
IBEST Workshops	Funding to train instructors to implement and teach in the IBEST program <i>incorporating</i> contextualized learning	2. ESL/ Citizenship 4. CTE	Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly
Bridge Workshop(s)	To train instructors and counselors about developing and implementing a Bridge program between K12 Adult Education and Community Colleges.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$36,000
Contextualized and Accelerated Learning Workshop	Contextualized and accelerated courses/programs with research based learning strategies, to increase engagement, develop context specific problem-solving skills, develop collaborative learning environment, and develop project-based learning models.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$36,000
OTAN	Online workshops funded by California Department of Education. Face-to-face workshops also possible. To learn how	1. Adult Basic Skills and Secondary	Non-instructional/extra duty rate paid to

	<p>to retrieve educational materials or collaborate with colleagues across the <i>state</i> regarding technology use and integration (e.g., how to create classroom activities using word processing and spreadsheet programs, or how to create podcasts, web pages, videos and blogs: -how to orient student to online learning - high quality online courses -an online presence for teachers -Google tools and drive - Mobile devices in adult education - Creating rubrics for criteria based assessments</p>	<p>Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE</p>	<p>participants (workshops are 2.5-3 hours and sometimes include an hour webinar.). \$10,800</p>
CALPRO	<p>Regional and online workshops include post-secondary transitions, ABE instruction, math instructional strategies, leadership in education, ABCs and fluency, managing multilevel instructional programs, teaching writing in the literacy classroom, cultural diversity, and distance education. Also offer an Integrated and Contextualized Workforce Skills in the Classroom – Webinar Series. E-learning resources available.</p>	<p>1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE</p>	<p>Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$36,000</p>
Classroom Research/Peer Coaching	<p>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, and discuss ways to improve instruction and meet student needs.</p>	<p>1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE</p>	<p>Non-instructional/extra duty rate paid to participants (courses are 12-16 hours in length over 6 weeks.) \$48,000</p>
Professional Learning Communities (PLCs)	<p>Create additional PLCs in different disciplines. Collaborative activities where 30 faculty and 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.</p>	<p>1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE</p>	<p>21 hours over the academic year at the non-instructional rate for 30 participants \$57,600</p>

<p>Faculty Enrichment Workshops on current educational and student needs</p>	<p>Expand and include all program areas in the consortium. Specific workshops geared toward the needs of faculty and students as determined by surveys.</p>	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 	<p>Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$36,000</p>
<p>In-house training- Reading Apprenticeship</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 	<p>\$12,800 Total paid to 10 participants annually \$530 per person for Reading Apprenticeship Online Course \$21,200</p>
<p>In-house training - Keynote Speakers</p>	<p>Field-experts conduct in-house training on various topics geared toward faculty enrichment on current educational and student needs.</p>	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 	<p>Up to \$2000 per speaker and pay participants at non-instructional/extra-duty rate. \$38,000</p>
<p>In-house training on transitioning from Adult Education to the Community College</p>	<p>Field-expert conducts in-house training on learner-centered techniques for faculty to better aid students to successfully transition from K-12 Adult Education to the community college.</p>	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE 	<p>\$30,000 Total \$10,000 for presenter and materials. Non-instructional/extra-duty rate for participants (maximum 50 participants for 16 hours = \$20,000).</p>
<p>TESOL</p>	<p>English language education association offers on-line courses including Separating Difference from Disability with Student Learning English as an Additional Language, Grammar 1: Phrasal Structures, TESOL Training of Trainers, ESL for the</p>	<ol style="list-style-type: none"> 1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 	<p>Seminars are \$505 for non-members \$30,300</p>

	Secondary Mathematics Teacher, ESL for the Secondary Science Teacher, Grammar 2: Multiclaue Structures. TESOL offers virtual seminars 90-120 minutes in length to view as line events or playback. Web casts focus on key issues in ESL and EFL among many others.	3. Adults with Disabilities	
Campus site visits	Field trips to K12 Adult Education and to Community College campuses and other educational sites for collaboration, to observe instruction and classroom activities are desired by both Community College faculty and K12 Adult Education teachers to inform the process of bridge gaps and collaboration.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$36,000
Inservices for Adult Education Math and English Enrichment	Inservice to explore the use of the online college & career readiness course (SUCCESS) currently being written and piloted through GGAE to integrate into the creation of the Adult Education Transitions Program. The online SUCCESS course incorporates NROC's EdReady Math program, which is designed to prepare college-bound students to meet college Math entrance requirements, as well as NROC's Developmental English course which also prepares students to meet college English entrance requirements in addition to utilizing CCCC's CA Career Café website, and offerings from GCF LearnFree, O*Net, College Board and CalJOBS thereby integrating Math, English and basic CTE skills preparation for college.	1. Adult Basic Skills and Secondary Education	Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$36,000
Distance Learning and Technology Seminars	Distance and blended learning are important components of accelerated learning. Issues surrounding effective use of technology continue to impede the learning context. Seminars that provide instruction in to how to construct lessons and present as an instructor, how to engage students and create a productive learning environment are important to improve the practice of online learning platforms.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$36,000
Common Core	A workshop to inform about common core standards to embed	1. Adult Basic Skills	Consortium CC

Standards Workshop	these in course and program design and provide a bridge from K12 Adult Education to Community Colleges with a focus that builds on this newer structure of learning. Building on the structure that is required makes use of prior knowledge and can build into programs for increased potential for success in the transition from K12 Adult Education to Community Colleges.	and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly
CCAЕ	California Council for Adult Education – Promotes adult education, provides professional development, and advocates change to best serve needs of adult learners. Resources include information about student engagement, helping student pass GED, Teaching math skills, writing skills, testing for high school equivalency, ESL and ELL, and 2015 conference topics include agents of change in adult education, and adult education- quench your thirst for knowledge.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	\$65/per participant 3,900+ hourly at 8 hours (50 people @ \$60/hr) \$27,900
CALPRO	California Adult Literacy Professional Development Project – professional development conferences for administrators, teachers, classified employees and students in adult education. Focuses on professional development workshops.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	Consortium CC Instructors paid at non-instructional rate/K-12 Adult Ed teachers paid extra duty teacher hourly \$36,000
CATESOL	Workshop to promote excellence in ESL education at all skill levels. Conferences include improving teacher preparation and providing opportunities to further professional expertise, promote research based education policy and practice, increase awareness of needs of English language learners, and encourage appreciation of diverse linguistic and cultural backgrounds.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	\$250.00 day rate of conference per person; group rates are \$25.00 less per person and is due on-line \$12,500
Non-credit Course Workshops	A workshop about non-credit courses that provides information about how to develop courses and programs, what the requirements are for developing the courses, how to align non-credit courses and stackable non-credit course/certificates, how to align the non-credit courses with the credit course offerings,	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with	\$3,000 for presenter and materials. 18 hours in the course of academic year at the non-instructional/extra-

	and context specific assistance and hands on experiences to inform this process.	Disabilities 4. CTE	duty rate for 40 participants (@ 60/hr) \$47,200
Pilot program	Involve faculty workgroups in a constructive learning/problem solving structured workshop planning day to develop and implement a pilot program to launch new outreach, intake, assessment, and counseling ideas for AB86. Bring in community partners for the afternoon portion to plan their involvement in the pilot and to determine outreach/dissemination of information to potential student populations. Determine time frame, courses, and completion criteria in order to inform contextualized accelerated course plan and move forward with faculty buy in.	1. Adult Basic Skills and Secondary Education 2. ESL/ Citizenship 3. Adults with Disabilities 4. CTE	15,000 for a pilot program 1 day workshop for workgroups/ and ½ day for partners Non-instructional/extra-duty rate for participants (maximum 50 people for 8 hours = \$10,000).
	Professional Development Total Estimated Cost	One time (pilot) \$25,000	Annual 1,382,200

Objective 7: Plans to leverage existing regional structures

The CCCD AB86 Adult Education Consortium has partnered with the ROP programs in the region, the Orange County Deputy Sector Navigators, the Orange County Workforce Investment Board, local Chambers of Commerce, and the Orange County Business Council to select short-term CTE programs with high employment potential. The Consortium has also partnered with Orange County Public Libraries/Read OC, the Boys and Girls Club of Orange County, Youth Employment Services (Y.E.S.), Orange County Workforce Investment Board, Fountain Valley School District, and Huntington Beach City School District to identify overlapping and supplemental courses and services offered to adult learners. These partners helped shape the regional comprehensive plan to offer adult learners opportunities for self-improvement, job training and post-secondary education.

Program Area #1: Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate. The Fountain Valley School District (FVSD) and the Huntington Beach City School District (HBCSD) have forums to disseminate information to parents that may benefit from AB86 education and career pathways; these existing meetings have potential for outreach to increase awareness about opportunities available through AB86.

The Orange County Public Libraries/Read OC provides highly individualized tutoring that is specific to goals identified by clients. Tutoring sessions are driven by client need and can occur in groups or one-on-one. Tutoring goals can be simplistic and short term or more in depth. Examples of goals include, but are not limited to, a parent that wants to write a letter to a child's teacher, a range of literacy levels, computer skills, and understanding work policies. Collaboration with this organization will include train the trainer to inform tutors about additional potential goals for clients, outreaches and referral.

The Boys and Girls Club is another partner identified. The Boys and Girls Club in conjunction with the Huntington Beach Unified School District (HBUHSD) and Golden West College provides tutoring, childcare and parenting classes for low income families. The program is organized by the Boys and Girls Club. HBUHSD provides transportation, facilities at GWC are utilized, and parents share rotations in childcare.

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. Partner organizations identified include Orange County Public Libraries and Read OC, the Boys and Girls Club, the FBSD, and HBCSD. These partners provide services and opportunities as listed in the section above under Program Area #1.

Program Area #3: Education Programs for Adults with Disabilities. The Consortium is in the process of identifying local businesses and potential employers willing to provide internships short-term CTE certificate programs. These certificates are in development stages and contingent upon funding. Plans are underway to develop the CTE short-certificates through faculty-teacher

workgroups, possibly professional learning communities, and during this process clarification of partnerships is anticipated.

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

Employment Potential. Partner organizations identified include Orange County Public Libraries and Read OC, Youth Employment Services (Y.E.S.) and the OC Workforce Investment Board. Local businesses and organization are under consideration and the Consortium is seeking additional partners in this program area. The Orange County Public Libraries and Read OC provides basic individuated tutoring in computer skills and skills related to understanding work policies as described above under Program Area #1.

Y.E.S. has demonstrated success with short-term training in employability skills. This training prepares youth for jobs, provides soft-skills instructions, and helps maintain jobs. Y.E.S. is seeking to expand to satellite locations but does not have funds or existing facilities. Y.E.S. successful services have the potential to expand through providing satellite locations at Consortium Adult Education and Community College Campuses. This practical knowledge can facilitate students gaining entry level positions and develop necessary soft-skills. In addition, the Consortium members can learn from and develop supplemental stages for career building and progression to improve the workforce pathway trajectory for students.

The OC Workforce Investment Board (OC WIB) serves low income populations with multiple barriers to employment. The intentions of the AB86 grant may be attained and the missions of this organization would be facilitated more broadly if aligned with partners. If this partnership is structured to provide support to this population, to clarify and strengthen workforce and academic pathways, the outcomes and reach of the mission of both have great potential. The possibility to achieve these goals includes two options at this time. The first is through strengthening the relationship between the One-Stop Centers and both the Adult Education and Community Colleges. The second is due to a recent law passed requiring 25% of WIA funds to be spent on classroom instruction. This funding could be aligned with the Consortium academic and workforce pathway programs. This would improve adult students' employment and wage gain, and GED, credential, employment, or wage gain for youth.

Analysis of Table 7.1.

Table 7.1 describes existing regional organizations that may be leveraged to support the objectives of the grant. This information on partner organizations provides brief descriptions of the programs provided by partner organizations and tasks necessary to coordinate efforts. Tasks include outreach and promotions, offering satellite locations, and bridging services. Partners include elementary and intermediate school districts, workforces service oriented organizations, tutoring programs, low income programs, and community service programs.

Objective 7 - Table 7.1 Leverage existing regional structures

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counter part(s)	Partner Contribution	Timeline
Orange County Public Libraries/Read OC	Program areas 1, 2, 3, 4	Establish process and timeline for outreach and referrals (especially for students beyond beginning literacy levels)	K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)	This organization provides tutoring and individualized service to aid adult learners who need help with basic skills, basic computer skills, understanding work policies, citizenship. Many need ESL classes and often those with high school diplomas are unable to help their kids with school. This population needs help with transition from on-to-one tutoring to classroom settings.	Implementation to commence pending state funding plan, potential start date Fall 2015
Youth Employment Services (Y.E.S.)	Program areas 1, 2, 3, 4	K12 Adult Education and community colleges could collaborate with Y.E.S. to help move students into long-term career goals/paths. Y.E.S. program would like to expand their services to other locations such as from our K12 and community college campuses if space is provided. Y.E.S. is interested in expanding services through satellite locations. No resources exist for funding, but if space was available Y.E.S. would be able to utilize it. Benefits include expanding the already successful services offered by Y.E.S. Consortium members can refer students to this resource and maybe provide satellite locations, so students could gain skill sets to have practical knowledge quickly about gaining	K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)	Short-term training in employability skills Student referrals	Implementation to commence pending state funding plan, potential start date Fall 2015

		entry-level employment and soft-skills. Y.E.S. is also able to refer students.			
Boys and Girls Club	Program areas 1, 2, 3, 4	Provide a bridge for youth to consortium programs and also for indirect information/promotion of resources provided by K-12 Adult Education and Community Education to parents. Outreach efforts to the populations served by the Boys and Girls Clubs to inform of the resources.	K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)	Facility and classroom use	Implementation to commence pending state funding plan, potential start date Fall 2015
OC Workforce Investment Board	Program areas 1, 2, 4	Population served is low income and has multiple barriers. Non-credit based courses could bridge pathway to workforce or academics. This organization needs to align with partners that provide support and pathways for the success of the population served. Strengthen partnerships between K-12 Adult Education and One-Stop Centers. Recent law passed requiring that at least 25% of WIA funding be spent on classroom instruction; WIA money could be aligned relative to Adult Education – funding collaboration; outcomes for Adult Program is employment and wage gain; Youth Program outcomes are a combination of GED and/or credential and/or employment and/or wage gain.	K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)	One-stop job assistance center	Implementation to commence pending state funding plan, potential start date Fall 2015

<p>Fountain Valley School District</p>	<p>Program areas 1, 2, 3, 4 and 5</p>	<p>Presenting resources and opportunities at meetings would be a beneficial community outreach.</p>	<p>K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)</p>	<p>Outreach to population that can benefit from the programs developed through AB896 can occur at a few meetings annually.</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p>
<p>Huntington Beach City School District</p>	<p>Program areas 1, 2, 3, 4</p>	<p>Presenting resources and opportunities at meetings would be a beneficial community outreach.</p>	<p>K12 (HBAS, GGUSD, NMUSD) to CCCD (CCC, GWC, OCC)</p>	<p>Potential referral and outreach to population involved in related programs</p>	<p>Implementation to commence pending state funding plan, potential start date Fall 2015</p>

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