AB104 Adult Education Block Grant -
Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-010

1.2 Consortium Name:

Coast Adult Education Consortium

1.3 Primary Contact Name:

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Section 2: Three-Year Plan Summary
AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

[Page allowance: 5 pages. Enter or Paste Here]
See attached

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Golden West College and Huntington Beach Adult School have begun the development of a college readiness program that would be offered through the Consortium K-12 Adult Education Schools. Through diagnostic assessment and targeted instruction, the new program will better prepare students for entry into college level credit courses. The program will also incorporate college awareness and support workshops to help students with the application and transition to college.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

Orange County's population continues to grow more diverse and older. This culturally diverse workforce has a critical need for English language proficiency programs, and the aging population will require a broad range of health-care and social services.

Orange County's knowledge-based economy requires a highly skilled, educated workforce, but language barriers pose significant hardships for students looking to obtain an education or enter the workforce. Improved comprehension and fluency allows students to grasp concepts more quickly. Students who do not speak, write or read English fluently face serious limitation in Orange County's current and future job markets. Orange County's population of English language learners (26.0%) is nearly 5% higher than the State rate (Orange County Business Council's Workforce Indicators Report 2015-16). Therefore, continued focus on enhancing and improving English language learning programs is essential to preparing Orange County students for the workforce.

Orange County's projections show a dramatic increase in the numbers of residents over the age of 65 and a relative drop in all other age groups. The Health Care sector has been and will continue to be a significant contributor to the economy. Positions such as Personal Care Aides and Home Health Aides will be critical to serving the older population and providing entry-level jobs with pathways to higher wage positions requiring specialized education such as Registered Nurses.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

By 2017-18 students will have increased access to and options for short term non-credit career training in industry areas that have job demand. Students will be able to quickly enter a career pathway in a growth industry. Students entering these lower skill job areas will also be keenly aware of the career pathway they are on and have a well-articulated plan to return for more advanced training and certification. Although students might enter our education system for a

short time, they will easily be able to reenter when they are ready for advanced training.

Students will also have increased access to counselors and job placement coordinators as they explore career options and seek employment. Through partnerships with local One-Stops and other agencies students will also be able to access support services for financial assistance and social/emotional counseling. These wrap-around services will help ensure successful completion of a training program, job attainment, and job sustainment.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

The Consortium will begin exploration of building relationships with local apprenticeship programs to determine whether by 2017-18 it is feasible to have developed a number of courses which will directly support entry into apprenticeship programs. These courses would leverage the adult elementary and secondary skills courses as well as ESL courses already developed and provide customized instruction to better prepare students for success in apprenticeship programs.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

Through partnerships with local K-12 schools, K-12 Adult Education Schools will leverage partner facilities to provide courses in elementary and secondary content areas that are adapted to the needs of the adults academically supporting school aged students. By 2017-18, Adult Education School staff on K-12 campuses will work with local staff to coordinate instruction so that what adults are learning in classes will help them support what school aged students are learning.

2.3d Collection and availability of data. (REQUIRED)

By 2017-18, data for the performance of all students at all schools will be available to all staff

at any school for the purposes of continued curriculum development and alignment. Instructors will be able to see how former students are performing at present and administrators will be able to see transition rates by class, instructor, and school. Data will be available to show just how far students are progressing through the system and how successful they are in the workforce. Decisions will be made and resources will be allocated based on data and analysis.

Collection of data for the purpose of tracking student outcomes across educational segments from Adult Education to Community College through to employment will continue to be a challenge unless a State-Wide/System-Wide application similar to or integrated with CalPASS Plus or the CTE Launchboard can be developed. Available local resources are likely not to be sufficient to achieve effective/desirable mechanisms for collecting, storing, and tracking students' information longitudinally. Integrating with CalPASS Plus and developing a system similar to the CTE Launchboard may be the best solution given the vast majority of the foundation (from technical expertise to legal mechanisms) is already in place.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

Ideally, by 2017-18, instructors meeting the qualifications to teach in K-12 Adult Education Schools will be qualified to teach in non-credit Adult Education Community College courses and vice versa. However, this would require changes in state regulations governing minimum qualifications for instructors teaching in K-12 Adult Education Schools and non-credit courses for the community colleges. In addition, this may require changes in agreements with local bargaining units.

2.3f Alignment of academic content and curricula (OPTIONAL)

By 2017-18, students attending any ESL course within the Consortium will be assured to be placed at the level most appropriate for their current language skills. Once placed, students will be able to transfer to any other school as needed and continue their studies without being required to take another placement test or being placed at a lower instructional level. Instructors teaching ESL at one level at one school will also be able to teach the same level at another school as they will have an understanding of the functional level of the students as well as the standards and curricula being addressed in the class.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

By 2017-18, students will be supported by a system throughout their Adult Education experience. Counselors and other support staff will help students navigate and succeed in the academic and career paths they choose. Students will not experience a drop in support services as they transition from one program to another and schools will know where their students are at any point in their path.

This support system will include the development of a student centered academic and/or career plan that spans and includes multiple institutions, if necessary. It will acknowledge areas of weakness for each student and, through partnerships with local agencies, provide additional support for areas beyond the scope of the support system.

Coast Adult Education Consortium

Executive Summary

The Coast Adult Education Consortium consists of the Coast Community College District (CCCD) and its three Colleges: Coastline Community College, Golden West College, and Orange Coast College; Garden Grove Unified School District (GGUSD); Huntington Beach Union High School District (HBUSD); Newport-Mesa Unified School District (NMUSD); Orange County Department of Education (OCDE) and Coastline Regional Occupational Program (Coastline ROP). 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 development and alignment 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.
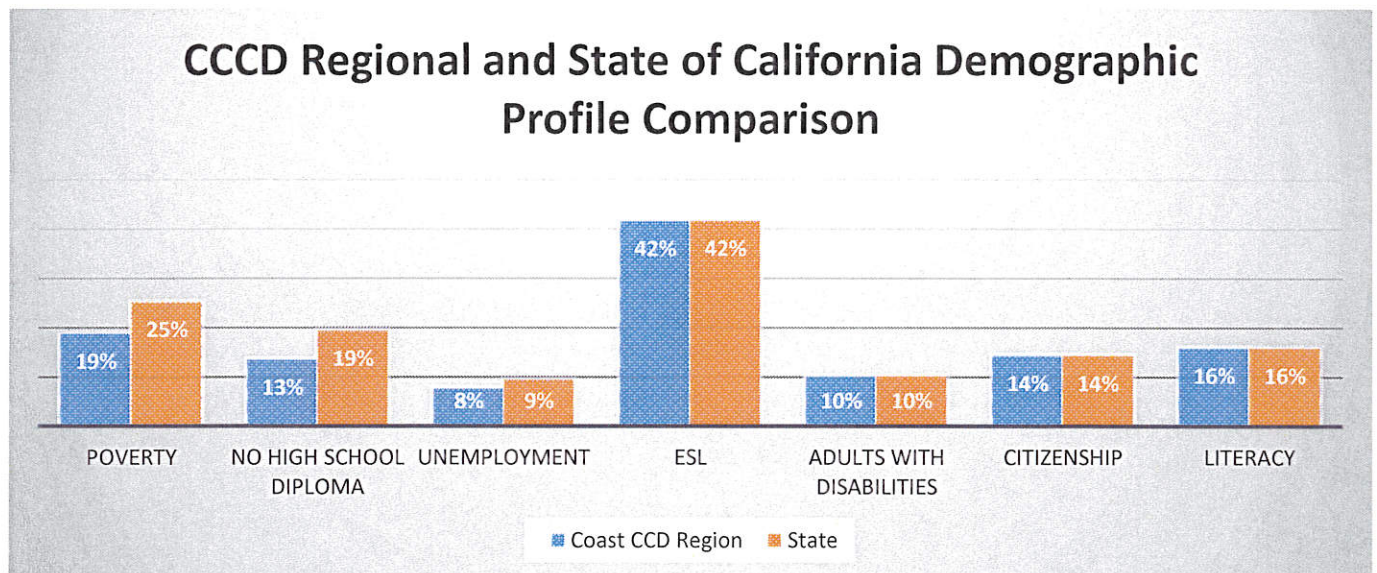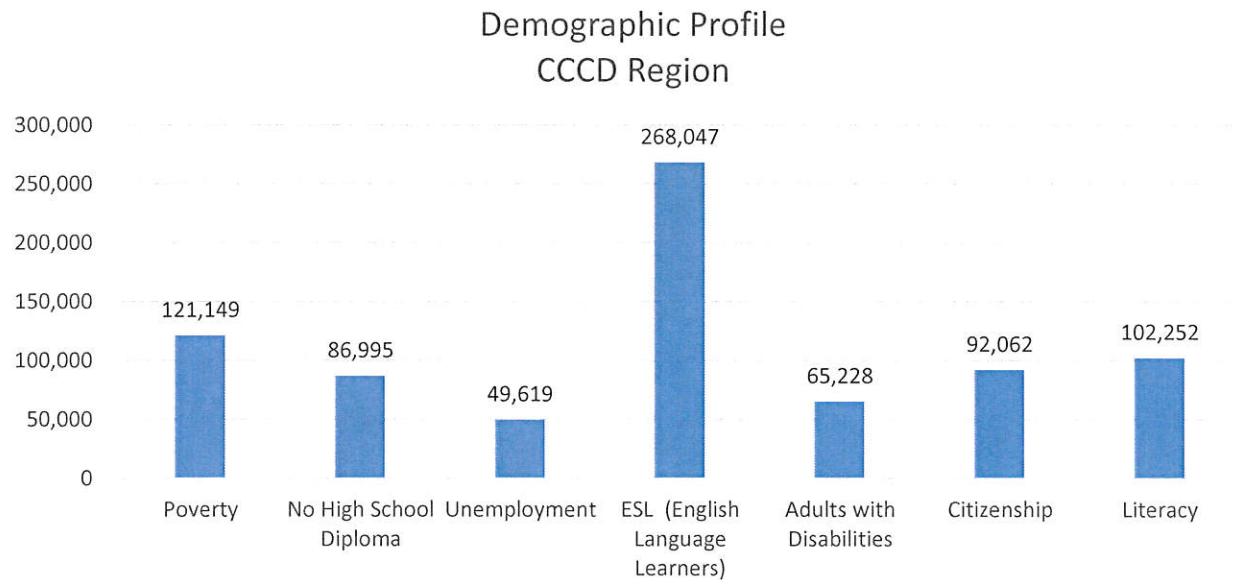
Partnerships

The Coast Adult Education Consortium has partnered with 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 help shape the regional comprehensive plan to offer adult learners opportunities for self-improvement, job training and post-secondary education.

Description of the Regional Area

Based on demographic data supplied by the state-wide AB86 Workgroup from the Census Bureau's 2012 American Community Survey, the Consortium 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.

The Consortium region demographic profile is very 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.

Demographic Profile
CCCD Region

Chart values: Poverty 121,149 | No High School Diploma 86,995 | Unemployment 49,619 | ESL (English Language Learners) 268,047 | Adults with Disabilities 65,228 | Citizenship 92,062 | Literacy 102,252

CCCD Regional and State of California Demographic Profile Comparison

Category	Coast CCD Region	State
POVERTY	19%	25%
NO HIGH SCHOOL DIPLOMA	13%	19%
UNEMPLOYMENT	8%	9%
ESL	42%	42%
ADULTS WITH DISABILITIES	10%	10%
CITIZENSHIP	14%	14%
LITERACY	16%	16%

Source: AB86 Workgroup.

Orange County's growing population is becoming increasingly older and more diverse. At 61.1 percent 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. However, 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.

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%.

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.

Strategies for Success

To create seamless transitions into postsecondary education or the workforce, the consortium faculty and teacher workgroups have worked on aligning the curricula of the K-12 Adult Education programs and the college programs, recognizing that the two programs, though roughly aligned by language proficiency levels, are not equivalent. For example, 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 this way, there will be smooth articulation based on test scores.

The first strategy the workgroups 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 filling in both math and English gaps in knowledge in order to perform better on college placement tests. Progress indicators for this initiative will 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 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 course outlines, the college 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. 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: HBAS, 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.

The consortium workgroups recommend 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 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 college placement tests for ESL, English and Math at the Counseling Centers at AE sites.

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4.   Classroom observations by both faculty and teachers at the members' sites to share ideas and effective teaching methods.

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

6.   Share information about the type of content covered in the college placement 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.

Section 3: Consortium Member Signature Block

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