

Santa Clarita Valley Adult Education
Consortium
AB 86
Plan

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Santa Clarita Valley Adult Education Consortium

Program Management Plan Narrative: Shared Leadership

Organizational Structure

Consortia Membership

Describe existing collaborative relationships between the community college district and the school districts related to adult education. Identify how these relationships may inform the planning process going forward.

College of the Canyons (COC) and the William S. Hart Union High School District (Hart District) have established collaborative efforts over 45 years. As the only community college and high school district in the service area, the two school districts have representatives serving on each other's advisory committees relating to adult education programs and CTE initiatives. The districts work collaboratively on concurrent/dual enrollment initiatives and have a variety of Memorandum of Understanding for a variety of programs offered on campuses in both districts. The respective District Boards meet annually in a joint meeting to share initiatives and work together on providing a united effort for education in the Santa Clarita Valley.

Currently both William. S. Hart Union High School District (Golden Oak Adult School) and College of the Canyons offer non-credit ESL classes and GED/high school equivalency preparation classes (sharing a lead GED instructor). COC provides the classes on the college campus and at local elementary schools; Hart District provides classes at their Golden Oak Adult School Center for Lifelong Learning and at junior high or high school sites in the Santa Clarita Valley. Until this past fall, Hart District was the regional GED Test Center. With the new GED test going to an online only format, Hart asked COC to become the regional GED TEST Center because the college was equipped to meet the technological specifications required to become an approved online test site.

The historical relationship of collaboration between the two districts provides a solid foundation for planning and implementation of the new Adult Education requirements. There is extensive, on-going, and open communication regarding providing services and programs to support student and adult learning in our region. The districts have developed strategies for balancing programs and offerings so there is not a duplication effort. Our intent is to continue this type of collaboration as we work together on this project.

Partnerships

List any identified partners and describe how these relationships may inform the planning process going forward.

Current partnerships:

- City of Santa Clarita
 - College of the Canyons has Facility agreements with the city's community center (two locations) and library (one site) to offer noncredit ESL in the community. In addition, the Santa Clarita WorkSource Center is housed on the COC campus. The college's Economic Development Department has responsibility for overseeing the WorkSource Center. Partnering with the Center and soliciting their input will be necessary to ensure the needs of their clients are represented in the planning process.
- Pleasantview Industries
 - Pleasantview Industries, Inc. has served adults with developmental disabilities in the Santa Clarita Valley for many years. The Hart District, through Golden Oak Adult School, has an established relationship with Pleasantview since 1978. Pleasantview provides their clients with a Work Activity Center (formerly described as a sheltered workshop), job placement, and on-the-job coaching. Clients are moved to the highest independent level of activity that their interests and abilities allow. Golden Oak provides funding for one teacher and two aides to work with clients in the area of job readiness training. The average number of clients benefitting from Golden Oak's involvement is generally between 60 and 65 individuals.
- Los Angeles County Sheriff's Department, Peter Pitchess Detention Center
 - College of the Canyons is in progress of developing a pilot program to deliver basic skills, English as a Second Language, and career assessment classes at the Pitchess Detention Center South Facility. The pilot will focus on providing instruction to select AB109 inmates. The needs of the Incarceration Based Education (IBE) program will inform the planning process. There will be potential to expand the pilot to include college credit CTE and associate degree applicable courses as well as noncredit short-term CTE programs at the facility. The South facility currently houses 1,400 low to medium security inmates.

Potential partnerships:

- California Department of Rehabilitation
- Santa Clarita Small Business Development Center
- Santa Clarita Senior Center
- Five Keys Charter School (hosted at Pitchess Detention Center)

Shared Leadership Strategies

The Consortium anticipates building a structure of regular steering committee meetings with representatives from both districts and partners. The committee would be facilitated by two co-chairs, one from each district, and establish working groups with the identified and future partners to work on specific tasks as identified by the steering committee. Decision making process would be by consensus on projects, money allocation work plan, and reporting responsibilities. Partner agreements would need to be developed as would facility use agreements and memorandums of understanding for the scope of any resources provided.

Project Planning Roles and Responsibilities

Project Director: Diane Stewart, Dean Community Education and Noncredit Programs, College of the Canyons. Serve as budget manager; responsible for submission of required reports and development of ancillary agreements and memorandum of understanding needed by the consortium. Coordinate communication between partners. Serve as a Steering Committee lead.

Co-Chairs: Ron Rudzinski, Principal, Golden Oak Adult School; Audrey Green, Associate Vice President, Academic Affairs, College of the Canyons. Coordinate and facilitate all steering committee meetings (agendas and minutes). Facilitate work groups formed with partners on timelines and work plans. Work with COC Institutional Development Department to acquire data on community services and needs regarding adult education and develop a discrepancy analysis.

Other staffing necessary for planning:

- **Clerical Support.** Needed to provide support for Project Director and Co-Chairs.
- **Research.** Assist with data gathering and discrepancy analysis. Assist with development of an evaluation plan to ensure objectives are being met. Develop and distribute a research brief on the project and findings.
- **Faculty.** The College of the Canyons Faculty Senate and Golden Oak Adult School has a representative on the steering committee for the planning grant. Additionally, a faculty symposium was held on September 12th, 2014 to provide information and input into the AB 86 planning. Faculty from College of the Canyons credit and noncredit programs, Golden Oak Adult School and Five Keys Charter School participated at the symposium.

Communication

The planning process will be communicated to stakeholders at steering committee meetings, through email, and written progress reports on the status of the planning process. The regional comprehensive work plan draft will be distributed to partners to solicit input and feedback.

A consortium website describing programs can be used as a means of communication to stakeholders. Information meetings and/or mini-conferences are other vehicles for

distribution of information. Presentations at various stakeholder meetings can be an effective means of outreach. Producing a quarterly newsletter describing the program(s) can be developed as well.

Once a formal steering committee is developed and the comprehensive planning process begins, the elements described above will become more detailed and refined.

Description of the Regional Area

Demographics

The Santa Clarita Community College District service area is 367 square miles that encompasses the City of Santa Clarita and communities in Northern Los Angeles County including Castaic, Stevenson Ranch, and other unincorporated portions of Los Angeles County. There is one high school district, William S. Hart Union High School District that serves grades 7-12 and has an adult education program. The Santa Clarita Valley also has four elementary (K-6, K-8) school districts. The population of the Santa Clarita Valley has increased from 51,942 in 1970 to 272,087 in 2014. The population growth is expected to continue, with the population projected to be 345,275 in 2020 (Source: 2014 Economic and Real Estate Outlook, March 2014).

The Ethnic Distribution of Santa Clarita Valley is represented in Table 1A.

Table 1A. Santa Clarita Valley Ethnic Distribution	Santa Clarita Valley
African American	4.40%
Asian/Asian-American	11.40%
Latino/Hispanic	30.90%
White	49.70%
Native American	0.20%
Other / Multi-Racial	3.30%
Unknown/Declined to state	N/A

(Source: Claritas Inc., July 2013 and the 2013 North Los Angeles County Real Estate and Economic Outlook, Feb. 2013.)

Data provided by the California Community College Chancellor's Office via the AB 86 website provides the following information:

Table 1B. Population Data		
Total Population	267,003	
Poverty	29,637	11%
No High School Diploma	30,705	11%
Unemployment	22,161	8%
English Language Learner	111,062	42%
Adults with Disabilities	27,027	10%
Citizenship	38,145	14%
Literacy	42,367	16%

City	Less than 9th grade	Some HS	HS Grad or Equiv	Some Cllg No Degree	Associate Degree	Bachelor's Degree	Graduate Degree	Population Total
Valencia	1,063	1,978	8,222	14,478	4,911	14,046	6,110	50,808
Stevenson Ranch	105	509	2,282	3,830	1,142	4,696	2,334	14,898
Newhall	3,331	3,220	5,441	7,558	1,993	3,869	1,825	27,237
Castaic	902	4,073	5,483	7,273	1,884	3,636	1,325	24,576
Santa Clarita	1,139	1,772	8,401	12,835	4,355	9,670	4,017	42,189
Canyon Country	2,662	4,970	13,253	16,520	5,276	9,536	4,505	56,722
SCV-Total	9,202	16,522	43,082	62,494	19,561	45,453	20,116	216,430

City	Less than 9th grade	Some HS	HS Grad or Equiv	Some Cllg No Degree	Associate Degree	Bachelor's Degree	Graduate Degree	Population Total
Valencia	2%	4%	16%	28%	10%	28%	12%	2%
Stevenson Ranch	1%	3%	15%	26%	8%	32%	16%	1%
Newhall	12%	12%	20%	28%	7%	14%	7%	12%
Castaic	4%	17%	22%	30%	8%	15%	5%	4%
Santa Clarita	3%	4%	20%	30%	10%	23%	10%	3%
Canyon Country	5%	9%	23%	29%	9%	17%	8%	5%
SCV-Total	4%	8%	20%	29%	9%	21%	9%	4%

While the various data sources provide a range in information, there is not a large discrepancy in the percentages. Table 1B indicates 11% of the population does not have a high school diploma, compared with Table 1D, which indicates 12% of the population are without a high school diploma.

The Los Angeles County Sheriff's Department has a custody facility within the regional area. Pitchess Detention Center has four compounds (North, South, East, and NCCF) with a fluctuating population of 7,000 inmates. The department, primarily at the South facility, provides an Education Based Incarceration (EBI) program that has partnered with Five Keys Charter School. Data from the week of November 3, 2014, indicates

approximately 3,265 inmates were enrolled in EBI. The average daily inmate population for the week at the facility was 7,054 in custody.

AB86 Economic Data

In the Santa Clarita Valley, the primary industries include manufacturing, retail trade, hotels and restaurants, and professional services. The industries account for 51 percent of all jobs in the region. It is anticipated new job creation will occur in construction, professional services, finance, leisure services, and wholesale/retail trade. (Source: 2014 Real Estate & Economic Outlook, SCV Economic Development Corporation)

- Labor market recovery combined with a clearly improving economy has raised demand for office and industrial space.
- Industrial-using jobs increased by more than 650 jobs in 2013. With a limited supply of industrial space projected in 2014, the industrial market is forecasted to remain tight.
- Valencia Gateway V is a 500,000 square foot industrial development planned for the Valencia Commerce Center. This project is expected to break ground in 2014.
- Vacancy rates at the end of 2013 in the Santa Clarita Valley were at 2.05 percent, a significant decrease from the peak of 11.1 percent at the end of 2009.
- 2014 is projected to have low vacancies rates, much like those seen in 1997; however, unlike 1997, there is a limited supply of industrial land to build on. This will limit the choices for businesses and may improve activity of the functionally challenged buildings in the Santa Clarita Valley.

(Source: 2014 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2014.)

Top Employers in Santa Clarita

In the Santa Clarita Valley, five of the ten largest employers are public organizations. Employment among all of the top employers increased by 606 workers among these employers, an increase of 2.3 percent. College of the Canyons had the largest gain within the public sector as a direct result of Proposition 30, which allowed the college to hire additional full-time faculty and staff. College of the Canyons, as one of the largest employers in the Santa Clarita Valley, plays a vital role in the economic health of the community. (Source: 2014 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2014).

Table 1E. Top Employers in Santa Clarita			
Employer	Number of Employees	Employer	Number of Employees

Six Flags Magic Mountain	4,500	Remo, Inc	267
College of the Canyons	1,847	Shield Healthcare	260
Wm. S. Hart Union H.S. District	1,822	McDonalds	270
Saugus Union School District	1,747	TA Manufacturing	254
Princess Cruises	1,700	Solid Concepts	250
Henry Mayo Newhall Mem. Hospital	1,610	Regent Aerospace Corp.	220
U.S. Postal Service	1,111	Costco Wholesale	218
Quest Diagnostics	850	AMS Fulfillment	204
Newhall School District	824	Triumph Actuation Systems	200
The Master's College	800	Precision Dynamics Corp.	194
Boston Scientific	770	Flextronics (Stellar Microelectronics)	189
Woodward HRT	738	B&B Manufacturing	188
California Institute of the Arts	690	Honda Performance	180
City of Santa Clarita	653	Novacap	173
Wal-Mart	624	Del West Engineering	152
Aerospace Dynamics International	613	Scorpion Design	140
Advanced Bionics	608	JP Mitchell Systems	137
ITT Aerospace Controls	530	Donaldson Co.	130
Pharmavite	487	Aquafine	110
Wesco Aircraft	461	Trinity Classical Academy	108
Arvato Digital Services	400	Hyatt Regency Valencia	105
Contractors Wardrobe	400	Delta Printing Solutions	103
Castaic Union School District	336	Santa Clarita Christian School	100
Bayless Engineering	300	Explorer Insurance	100
The Home Depot	278	Blue Cross Labs	100
Stay Green, Inc.	270	Curtiss-Wright Corp.	100

Table 1F. Santa Clarita Valley Employment by Sector: 2012-2015

Employment Sector	Total Jobs 2012	Total Jobs 2013	Total Jobs 2014 (proj)	Total Jobs 2015 (proj)
Farm	84	91	97	97
Mining	5	4	9	11
Construction	4,942	5,507	6,057	6,628
Manufacturing	10,078	10,419	10,563	10,413
Transportation & Utilities	1,159	1,094	1,299	1,372
Wholesale/Retail Trade	15,037	15,284	16,267	17,209
Retail	11,177	11,340	12,008	12,674
Wholesale	3,860	3,944	4,259	4,535
Financial Activities	3,576	3,698	3,976	4,136
Professional Services	11,589	12,074	12,764	13,531
Information	1,185	1,189	1,250	1,291
Healthcare & Education	8,984	9,051	9,678	10,087
Leisure & Recreation	12,045	12,392	13,010	13,374
Other Services	2,404	2,497	2,649	3,092
Government	9,381	9,431	9,782	9,951
Federal	1,053	999	1,060	1,059
State & Local	8,328	8,432	8,723	8,892
Total Wage & Salary	80,467	82,730	87,374	91,192
Percent Change	4.1	2.8	3.8	4.4
Total Non-farm Jobs Created	3,160	2,256	3,182	3,818

Unemployment Rate (percent)	6.7	6.0	5.4	4.6
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Source: 2014 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2014.

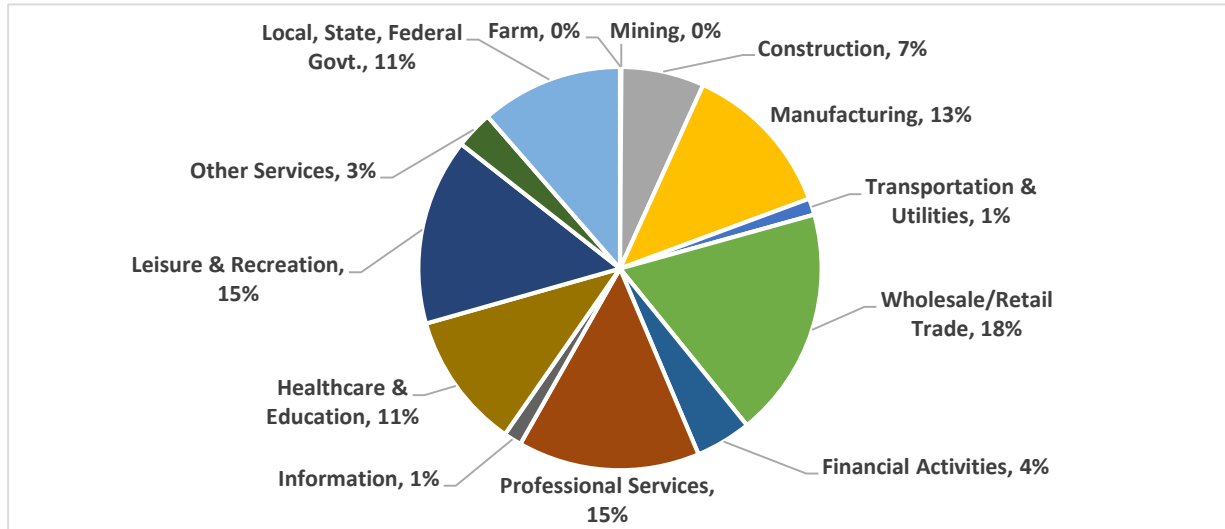


Figure 1

Table 1G. Commute Time—Santa Clarita Valley, 2014	
January 2014	
	Percentage of Santa Clarita Valley Population
Less than 15 minutes	20.8%
15-29 minutes	23.6%
30-44 minutes	21.6%
45-59 minutes	14.7%
60 minutes or more	19.3%

Source: 2014 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, Jan 2014

Processes

The Consortium partners began meeting in 2013 when the intent of AB 86 was first announced. The meetings focused on identifying the breadth and depth of adult education in the Consortium district. When additional information and the details of the planning grant surrounding AB 86 became available the partners reached out across the community to invite additional stakeholders to the discussions. Members from the City of Santa Clarita and WorkSource Center provided information for the assessment and evaluation of adult education in the consortium district. Additionally, faculty from the College joined the planning committee. Input from faculty at the adult school was gathered to help the group identify overlap and/or gaps. The workgroup created a

matrix of adult education offerings in the five categories offered by members and partners. This matrix will continue to be updated as new information is received. This matrix assisted with evaluating the extent of offerings.

What we have learned to date about enrollment processes is that they are not adequate and not visible to the student. It isn't clear how students learn about enrollment processes and all members of the consortium have a different process. This can lead to confusion on the part of the student. Additionally, our assessment indicated there are geographic regions in the district that are not being served by any of the partners.

Assessment

The consortium will work with members and partners to develop an assessment tool that will assist those who deliver adult education with a means to assess the efficacy of their programs and services. Currently, the College utilizes program review as an on-going assessment tool and evaluation of student learning outcomes to determine if curriculum needs to be revised. The College reviews and has a link to the California Community College Scorecard that provides outcome data on CDCP completion rates. The College and the Hart District are engaged in ongoing meetings to align the College's Strategic plan with the Hart District's Local Control Accountability Plan (LCAP).

Evaluation

While the consortium is still in the discussion and planning stages, a comprehensive evaluation model and plan has not been finalized, but the Institutional Research Office has developed a framework that can be further developed once the consortium's plan has been finalized. Specifically, activities to support the AB86 Santa Clarita Valley Adult Education Consortium objectives will be monitored by the Institutional Research Office in coordination with the consortium advisory committee and community partners involved with this plan. The advisory committee will continue to meet and coordinate the plan updates, including the annual plan updates, report of activities and expenditures, and new details or funding received from the state Chancellor's Office. The AB86 Santa Clarita Valley Adult Education Consortium will collect and monitor data on its stated outcomes, determine progress on goals, and accept and produce new data (in conjunction with the advisory committee and community partners) to better assess the state of adult education within the Santa Clarita Valley.

Additionally, College of the Canyons will evaluate its AB86 Santa Clarita Valley Adult Education Consortium plan using an evaluation model for collaborative research that prompts improvement and ensures all projects have an evaluation model using an online tool, such as Microsoft OneNote. The CIPP (context-input-process-product) model components are intended to answer four questions that correspond to each of the CIPP core parts: 1) What needs to be done? (context), 2) How should it be done? (input), 3) Is it being done? (process) and 4) Did it succeed? (product). We will also build Kirkpatrick's evaluation approach into the model by looking at attitudinal reactions to the projects, acquisition of knowledge or skills resulting from the projects, changes in

instructional practices/strategies, and impact on student success. Evidence is being documented using an online tool, such as Microsoft OneNote, and will be accessible by an advisory committee and a representative from each of the community partners associated with the AB86 Santa Clarita Valley Adult Education Consortium. Using a rubric, points will be awarded for each component of the evaluation model. These points will be used to determine future funding for activities funded by the AB86 Initiative.

The Institutional Research Office will work with the advisory committee and/or community partner leads associated with each proposed activity to develop an evaluation plan with measurable outcomes utilizing logic model components, including inputs, activities, outputs, outcomes, and impact. These plans will be included in the plan's electronic evaluation tool. Development of these evaluation plans will begin as soon as the plan has been finalized with the goal. The Institutional Research Office will work closely with the AB86 Santa Clarita Valley Adult Education Consortium throughout the life cycle of the plan to provide research and evaluation support. Updates on project progress, as evidenced by documentation in the electronic evaluation tool and additional research pertaining to student equity, will be provided to the AB86 Santa Clarita Valley Adult Education Consortium advisory committee at its regularly scheduled meetings.

Accountability

The project director, with input from the steering committee, is ultimately responsible for planning grant reporting and budget monitoring.

Consortium Plan

Consortium Plan Objective #1

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

For each of the five program areas listed in AB86, describe, in a narrative format, 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.

1. Elementary and Secondary Basic Skills

Golden Oak Adult School (William S. Hart Union High School District) provides Adult Basic Education (ABE) and Adult Secondary Education (ASE) instruction to adults 18 years of age and older, who have not successfully completed their high school diploma or California state approved high school equivalency test. Golden Oak is accredited through the Western Association of Schools & Colleges.

College of the Canyons offers noncredit curriculum in General Education Development (GED) preparation, Academic Skills, Test Taking, and Grammar and Sentence Writing.

Pitchess Detention Center, a correctional facility of the Los Angeles County Sheriff Department, provides ABE, ASE and high school diploma program through the San Francisco Sheriff's Department Five Keys Charter School. Both classroom-based, and independent study courses are offered. Five Keys, similar to Golden Oak Adult School, is accredited by the Western Association of Schools and Colleges.

Data from the California Community College Chancellor's Office (CCCCO) as well as Claritas, May 2014, indicates there are approximately 9,200 individuals 18 years or older residing in the consortium district whom possess less than 9th grade education. There are an additional 16,500 individuals 18 years or older that possess some high school education. Based on the data it appears the availability of Elementary and secondary basic skills education is not adequate to serve the needs of the population and expansion should be considered.

Much of the curriculum delivery is done with self-paced modules, e.g. Edmentum software. Each class session provides a face-to-face instruction as well.

2. Classes and courses for immigrants (citizenship, ESL and workforce preparation)

The City of Santa Clarita through the Outreach and Neighborhood Services program has developed conversational English classes and beginning computer skills classes (offered in Spanish) at three locations in the Newhall community. The courses are short term and designed to assist parents with using the computer to navigate the internet and communicate with school personnel.

Golden Oak Adult School offers English as a Second Language (ESL) courses in the pre-literacy through beginning high levels. The classes are held at two junior high sites in the community as well as the Golden Oak Adult School site (located adjacent to one of the district junior high schools). The course offerings are typically 12 weeks each fall and spring during traditional school year calendar. Students are required to pay a registration fee for these courses. Golden Oak has seen an increase in scores on their CASAS assessments.

Five Keys Charter School provides ESL instruction to incarcerated individuals at the Pitchess Detention Center. Their instruction includes all levels of ESL based on student need.

College of the Canyons offers noncredit courses in ESL ranging from beginning low through intermediate high levels. Also offered is course work in vocational ESL (VESL) and Citizenship. The courses are typically offered in an intensive format meeting for 8 weeks a minimum of two days per week, three hours each session. Many of the courses are offered 4 days per week, 3 hours each session in a 16

week format. Classes are scheduled at locations (eight elementary schools, one library and one community center) throughout the community as well as the Valencia and Canyon Country campuses. The faculty teaching the noncredit courses has assessed the student learning outcomes and meets with the credit ESL department chair to discuss the alignment between noncredit and credit ESL curriculum. All of the courses offered are approved through the College's local curriculum process and approved by the Chancellor's Office as per the Program and Course Approval Handbook. The College has created two certificates of completion (Career Development or College Preparation-CDCP) for ESL that have been approved by the Chancellor's Office. Additionally, an ESL consultant was hired to provide an outside review of the ESL programs, assessments, marketing and curriculum and suggest recommendations for consortium services, program and curricular improvement (July 2014).

The demand for noncredit ESL classes continues to be robust at both Golden Oak Adult School and College of the Canyons.

3. Education programs for adults with disabilities

Golden Oak Adult School has partnered with Pleasantview Industries, a 501(c)(3) corporation, since the mid-1970's. Golden Oak funds a part-time teacher and two part-time assistants who work with developmentally disabled adults. The skill areas focused on through the collaboration include pre-employment and workforce preparation. Pleasantview Industries is not under the authority of Wm. S. Hart Union High School District governing board. The program is considered a "work activity center."

The high school district also provides a Transitional Learning Charter School (TLC) that is housed at Golden Oak Adult School. The program is designed for students who need support to meet their transitions goals as outlined in their Individual Education Plans. The TLC program assesses students in the areas of occupations skills, daily living skills and social skills. Students receive lessons in the following curricula: *Life Centered Career Education, Brigrance Transition Skills, and Career Visions*.

4. Short-term career technical education programs with high employment potential

Pitchess Detention Center provides through a contract with Five Keys Charter School, short-term career technical education programs to inmates in the Education Based Incarceration (EBI) program. . Currently, they provide training in welding, bicycle repair, painting, masonry, and screen printing/embroidery.

Golden Oak Adult School provides minimal short-term CTE training. These courses when offered are for a fee and provide no industry certifications but do provide local certificates of completion.

College of the Canyons offers short-term certificates of specialization and certificates of achievement in for credit programs. There are no noncredit short-term CTE programs at the current time.

5. Programs for apprentices

None of the consortium members or partners currently offers programs for apprentices

Consortium Plan Objective #2

An evaluation of current needs for adult education programs within its region.

1. Elementary and Secondary Basic Skills

Based on a review of the data and reports from both Golden Oak Adult School and College of the Canyons it has been determined there is insufficient availability of high school diploma and/or GED preparation courses available in the district service area. Additionally, College of the Canyons offers the new GED testing service and has had a greater than anticipated demand. The College will need to expand the days/hours to meet this demand, as the service is currently offered only two days a week). What is not known at this time but will be further investigated is the demand for true high school diploma curriculum versus GED preparation, although Golden Oak to date in 2014/2015 has 115 students enroll in high school diploma classes.

The College credit program is working to reduce the number of courses in the basic skills English and mathematics sequences. This restructuring will necessitate the development of additional curriculum in noncredit to provide students with skills needed to be successful in the credit program.

The College has been approached by Pitchess Detention Center to bridge gaps in their basic skills offerings. The specific areas have yet to be identified.

2. Classes and courses for immigrants (citizenship, ESL and workforce preparation)

It is clear there is unmet demand for ESL, citizenship and workforce preparation courses in the consortium district. Our analysis has identified that these partners and members are not serving the geographic area sufficiently. Some of the issues identified with current locations include lack of transportation to sites, lack of child care and accessibility. As an example, none of the entities are offering ESL in Castaic, a region that has approximately 22,700 adults some of whom would benefit from the availability of ESL courses.

Another identified need is for expansion of the Vocational ESL curriculum. Currently both the College and Golden Oak offer only one course in employment preparation. The consultant hired to evaluate the ESL programs and services has identified the need for industry specific VESL courses as well as incorporation of a career planning component for ESL students. It would also be prudent to expand upon the computer classes offered by the City of Santa Clarita for this population of students.

It was identified by the consortium partners that there needs to be an alignment between curriculum at Golden Oak and the College as well as dialoguing with the high school district English Language faculty to better understand the needs of their student upon leaving high school.

It has been observed by the members that lack of childcare is a barrier for many ESL students. When some programs through partnerships were able to provide childcare, there was a substantial increase in attendance and completion.

3. Education programs for adults with disabilities

It is not clear if we are adequately serving adults with disabilities.

4. Short-term career technical education programs with high employment potential

Currently, only Pitchess Detention Center and the Santa Clarita WorkSource Center are Consortium members/partners offering short-term career technical education programs is. The Santa Clarita WorkSource Center is a free Job Resource Center that connects job seekers and employers. The consortium is in agreement there is significant need to expand the opportunities for short-term CTE programs. There may be some credit programs at the College that could potentially offer noncredit CDCP certificates particularly in disciplines where an associate's degree is not required by the industry.

5. Programs for apprentices

While none of the members/partners offer apprenticeship opportunities, we are evaluating the need to do so. The objective of the consortium is to provide adult learners with as many pathways as feasible that will lead to employment.

Overarching Themes

There was consensus from the consortium regarding needs that apply to all programs related to this planning opportunity. The most notable is lack of visibility in the communities we serve. It appears to all members that the current availability of adult education is one of the “best kept secrets” in town.

Lack of a comprehensive marketing plan or “brand” that includes specific target audiences is also missing from the programs. There has been a reliance on use of the internet as the primary messaging tool. This tool may not be the best way to inform the adult education population.

Lack of sufficient facilities both within the community and at the college has been identified as problematic. Students need an accessible entry point that is visible, welcoming, and unthreatening.

All members are in consensus that there is a lack of career and life planning counseling services available to this population.

Consortium Plan Objective #3

Narrative: Describe the specific plans and strategies the consortium will employ to create the following:

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes -i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the consortium participants' systems including:
 - Communication paths among consortium participants and higher education institutions
 - Defined and articulated pathways to postsecondary education or the workforce
 - Embedded access to student services including counseling, guidance, and follow-up

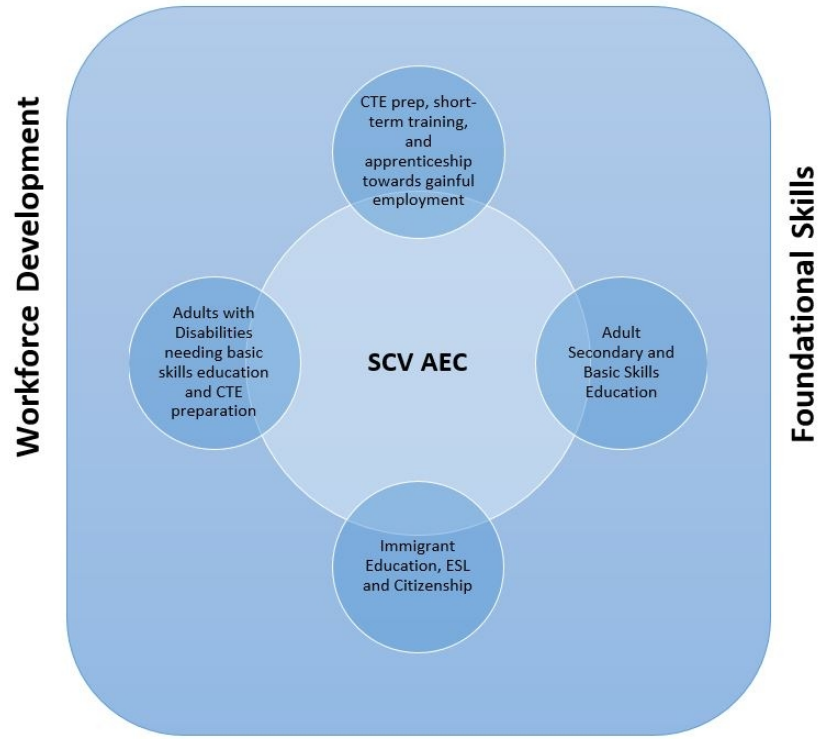
Table 3.1 is a work plan for documenting these strategies and approaches the consortium plans to implement as we try to establish efficient pathways and transitions among consortium participants.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transitions to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Curriculum Alignment	Faculty meetings/curriculum revision	Facilitators; examples of what works	\$25,000		Revised curriculum	6 mo from funding start
Develop I-Best models	Labor Market Data/contextual curriculum	Faculty, research	\$50,000		New curriculum aligned with labor market needs	6-9 mo.
Career Interest Assessment	Career Coach/Counselor	Personnel	\$100,000		Student enter and complete a program of study	On-going
Create coordinated entry points for students that are geographically accessible	Lease up to three “store front” locations to provide accessible entry services	Facilities, personnel	\$600,000			
Placement alignment, etc	Faculty meetings	Faculty, staff and researcher	\$20,000		Validation of instruments	Testing will occur within 6 mo of funding; validation will take 18 mo.

Regional Priorities

Mission: SCV AEC provides ongoing learning opportunities to adults in basic skills education and career preparation and training.



Vision: Provide a robust, comprehensive program supporting adult learners in the Santa Clarita Valley.

Figure 2

Mission

SCV Adult Education Consortium (SCVAEC) provides ongoing learning opportunities to adults in basic skills education and career preparation and training.

Vision

Provide a robust, comprehensive program supporting adult learners in the Santa Clarita Valley.

Goals

1. Ensure aligned coordinated curriculum among providers of adult education in the SCVAEC in the following areas:
 - CTE: Preparation, short-term training, and apprenticeship
 - Basic Skills/Adult Secondary Education (high school diploma or equivalency)
 - Immigrant Education (ESL and Citizenship)
 - Adults with Disabilities needing basic skills education and CTE preparation
2. Deliver relevant programs and courses in strategic geographical locations to meet the needs of the community.
3. Provide coordinated programs and courses in the SCVAEC-defined areas of adult education.
4. Provide resources and student support services to ensure the successful completion of programs and courses transitioning to further education and/or the world of work.
5. Provide professional development opportunities to faculty and staff in the following areas:
 - Discipline content: Currency and Relevance
 - Effective and appropriate teaching strategies and techniques, including contextualized learning
 - Principles of adult learning and cultural diversity
 - Pathways and transitions from education to industry

The specific plans and strategies the consortium will employ to integrate existing programs and create seamless transitions into postsecondary education or the workforce are being vetted through faculty and administrative groups.

Educational Pathways

- Identify credit curriculum at the college that can be transitioned to noncredit in CTE areas where college credit is not required but would provide student the opportunity for transition to credit to earn stackable certificates.
- Evaluate current labor market demand and economic development data for high demand, high wage employment opportunities and identify those that place significant value on industry certification.

- Employ when possible an I-BEST model where basic skills is contextualized and connected to the CTE program.
- Provide career interest assessment and counseling in order to guide students to an appropriate pathway.
- Ensure students have an educational plan and are informed of all educational options.
- Assess high school district pathway opportunities that can be completed in adult education.
- Establish multiple exit and entry points to pathways, allowing student to enter directly from high school and potentially terminate at adult education or matriculate into a college program.

Alignment

Assessment/Placement into a Course

- Review current placement practices and tools used by consortium members. Determine which tool best meets the needs of the consortium and/or investigate alternative instruments so members agree to use the same tool.
- Develop consistent practices for test interpretation and recommended placement.
- Identify pre/post assessments.
- Validation of assessment instruments.

Curriculum

- Coordinate curriculum so there isn't duplication of content by the members and assist partners with seeing how their curriculum either aligns or not with member curriculum
- Develop teams of faculty to review curriculum for gap analysis and alignment.
- Identify a process for continued communication regarding curriculum and process for vetting as a means to determine appropriate "ownership."

Progress Indicators

- Create a matrix of current progress indicators used by the consortium. One partner utilizes Tests of Adult Basic Education (TABE), another uses end of course exam or assessment of student learning outcome. Include multiple measures such as short and long term goal achievement on educational plan in order to address transient population who do not complete.
- Include multiple objective assessments throughout the term to indicate adequate progress toward goals.
- Ensure all courses have measureable learning outcomes and appropriate assessment.
- Identify what the progress indicators should be for each of the five areas identified in AB86.

Major Outcomes

Identify mechanisms that already exist to track student completion of high school diploma, GED, CTE certificates and industry certifications.

Transition strategies among the consortium participants' systems

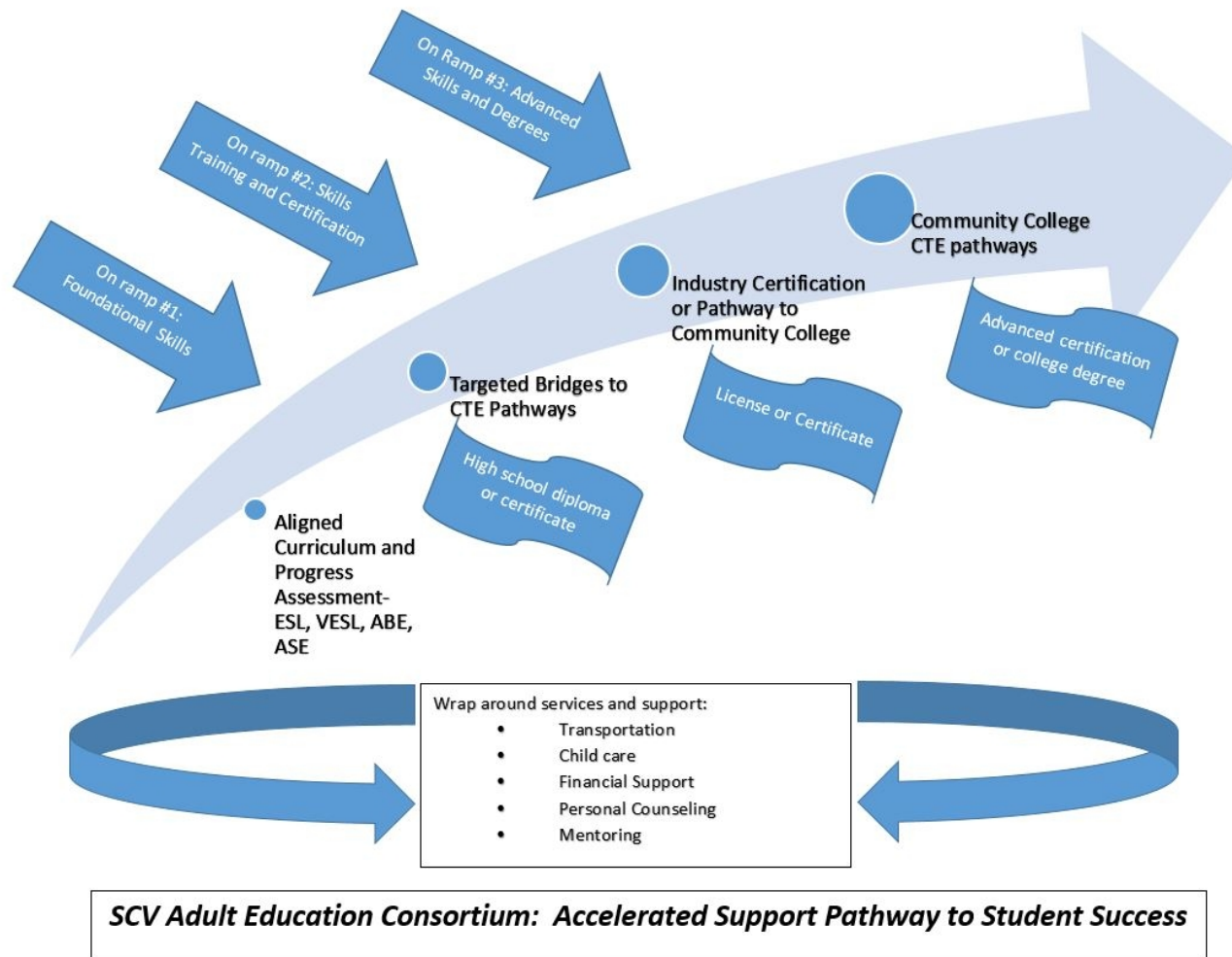
Communication paths among consortium participants and higher education institutions:

- Develop effective communication delivery process with a central clearinghouse for each member and partner.
- Create or expand existing advisory committees to include members and partners and if appropriate industry.
- Create a Consortium website to share information and resources amongst members and partners.
- Schedule on-going consortium meetings for implementation of the final plan contingent upon funding.
- Create a newsletter to keep stakeholders (faculty, staff, administrators, etc.) informed of progress toward implementation of the plan, funding and pending events.

Defined and articulated pathways to postsecondary education or the workforce:

- Ensure curriculum from adult education to college credit or postsecondary education is articulated when appropriate so there is seamless transition.
- Determine pathways to offer that will lead to employment and which member or partner will be responsible for implementation.
- Embedded access to student services including counseling, guidance, and follow-up.
- Eliminate silos so student services are more integrated into the instructional components for members and partners if applicable.
- Create consistent and efficient enrollment processes across partners.
- Employ services of a Job Developer or collaborate with the WorkSource Center to provide services to connect students with employers upon completion of pathway or training.
- Incorporate consistent workforce preparation strategies for adults with disabilities.
- Provide students with services to assist with re-entry after incarceration (Correctional facility).
- Career and college counseling must be available for students regardless of partner.
- Create “bridge” activities between consortium members and partners.
- Create a “one-stop” for students/community to receive information about programs and courses.

Figure 3



Consortium Plan Objective #4

Plans [to date] to address the gaps identified pursuant to objectives (1) and (2), above

The College has already begun the process of investigating options for reorganization that would expand the noncredit offerings in courses for immigrants and short-term career technical education.

1. Elementary and Secondary Basic Skills

The Consortium will continue to investigate the need for development of high school diploma courses in addition to GED preparation. There is a need to expand the GED programs as the two members offering the courses have unmet demand. Additionally, as previously noted, hours for GED testing will be expanded.

2. Classes and courses for immigrants (citizenship, ESL and workforce preparation)

The consortium will utilize the report from the ESL consultant to help inform ways to address the identified gaps. The initial response from the consortium is the need for curricular alignment. This can be accomplished through a hosted meeting with ESL faculty from the college noncredit and credit program and Golden Oak Adult School to review curriculum and identify gaps and overlaps as well as establish a plan to close the gaps, e.g. develop vocational ESL courses or add career investigation components to current curriculum.

3. Education programs for adults with disabilities

To be determined.

4. Short-term career technical education programs with high employment potential

The College will identify through labor market data evaluation the potential for initiating short-term career technical education curriculum when feasible. The goal would be to create CDCP certificates that bridge to the credit program where appropriate.

5. Programs for apprentices

The consortium has begun discussions regarding the creation of pre-apprenticeship or apprenticeship programs. Labor market data, economic data, and curriculum will be reviewed by a CTE faculty taskforce. The goal will be to focus on providing adult learners with the skills, knowledge, and understanding that will help expand their opportunities for gainful employment and open as many pathways as possible.

The members and partners in the consortia are meeting on a regular basis and have been planning for the first phase of the transition. The oversight committee is identifying priorities based on funding, and identifying strengths. Faculty meetings are being hosted to facilitate collaboration between faculty and to identify next steps for the transition year.

Table 4.1. Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Outreach and Marketing	Develop a marketing plan and hire staff to assist with implementation	Staff, Marketing materials	\$40,000	Canyons	Data collection on enrollment from geographic areas	Dependent on Funding
Facility	Identify a location with full services and easy access	Staff: A&R, counseling, assessment, Director	\$120,000	Canyons	Data collection	Dependent on Funding
Expanded class sites to reach all areas of the consortium boundaries	Utilize school, city and county facilities not currently slated for course offerings.	Director to coordinate site selection and paperwork	\$80,000	Canyons and Hart District	Data collection and evaluation of increased enrollment	Dependent on Funding
Lack of coordinated infrastructure	On-going meetings with faculty and other stakeholders	Director/Coordinator	Included above	Canyons	Curricular alignment	Dependent on Funding
Dedicated Noncredit support staff	Hire support staff-counselors	staff	\$80,000	Consortium	Student completion of CDCP programs	Dependent on Funding

Regional Comprehensive Plan Objective #5

Identify plans to implement and/or improve specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Plans should address:

- how the consortium will identify and gather measurable improvement metrics
- how existing best practices and strategies such as those described earlier will be implemented for each of the program areas.

Plans should include a work plan, similar to the one shown in Table 5.1, that summarize the elements of the plan, including:

- specific approach to be employed;
- specific tasks/activities needed to implement the specific approach;
- resources/costs involved in implementing the tasks/activities;
- consortium parties responsible for carrying out each task;
- methods for assessing the success of implementing the approach/strategy; and, timeline for completing each task.

Measurable Improvement Metrics

The Consortium will hire a dedicated researcher for AB86 planning and implementation. This researcher will gather external labor market, industry and workforce data as well as internal success, retention, persistence and completion data. The Consortium will establish performance indicators in the areas of successful course completion, High School Diploma or High School Equivalency (such as GED) exam completion, CTE and CDCP certificate completion, industry certification, noncredit to credit transition and credit certificate and degree completion. The researcher and consortium will also work with the CCCCO datamart and Launchboard project to gather wage gains data. The Consortium will identify and gather more affective measurable improvement metrics including the following:

- Development of individual education plans with specific outcome for student stated goals. Include a direct pathway to work or further education.
- Development of metrics that may assess weekly or monthly to capture those leaving before completion of class

Best Practices

Accelerated Basic Skills Curriculum: College of the Canyons has already established a robust acceleration program in both Math and English in credit. The college has sent four teams to the Communities of Practice in Acceleration sponsored by 3CSN. The principles of acceleration that have been implemented in our credit program will be applied to accelerated curriculum development in noncredit as well as part of our AB86 planning initiative. Math and English accelerated courses have several rounds of established data and metrics for assessing the programs' success and areas for improvement.

Appropriate Skills Assessment and Placement: Additionally, the college has established a taskforce for addressing and implementing assessment of prior learning (APL). This taskforce is examining the existing methods for applying previous knowledge and experiences to credit courses through a variety of new and existing tools (i.e. credit-by-exam, portfolio and e-portfolio review and assessment, etc.). These existing initiatives will inform acceleration and competency-based placement considerations in AB86 planning and implementation. The student populations being served primarily in this objective are Adult Basic Education and ESL, and CTE/Short-Term Vocational.

In the area of Adult Basic Education and Adult Secondary Education, the following accelerated needs should be addressed:

- Use of a diagnostic placement instrument
- Development of individual education plans with specific outcome for student stated goals. Include a direct pathway to work or further education.
- Creation of accelerated basic skills math, English and ESL curriculum that employs a modularized approach to allow for both increased student success and also “just in time” remediation that might be needed for students entering/re-entering the workforce.

Workforce Preparation: The William S Hart Union High School District currently offers a comprehensive workforce preparation system to disabled adults; incorporating functional assessment, career action planning, job development, job coaching, and subsidy to direct hire placement services.

In the area of CTE and short-term vocational training, the following needs should be addressed:

- Consideration of an appropriate measure of prior learning (APL and competency-based assessment). Methods to consider include:
 - Portfolio and e-portfolio assessment and review
 - Credit by examination
 - Individualized interviews and skill evaluation, similar to “auditioning” to determine appropriate skill placement
- Development of modularized noncredit curriculum in identified areas
 - Leading to industry certification
 - Based on labor market data and local employer and workforce demands
- Development of CTE programs that employ contextualized basic skills and VESL curriculum within, alongside and during the vocational coursework (i.e. iBEST from Washington and *Carpenteria Fina* from Laney College)

The William S Hart Union High School District currently offers a comprehensive workforce preparation system to disabled adults; incorporating functional assessment, career action planning, job development, job coaching, and subsidy

to direct hire placement services.

Draft Organizational Chart for Consortium

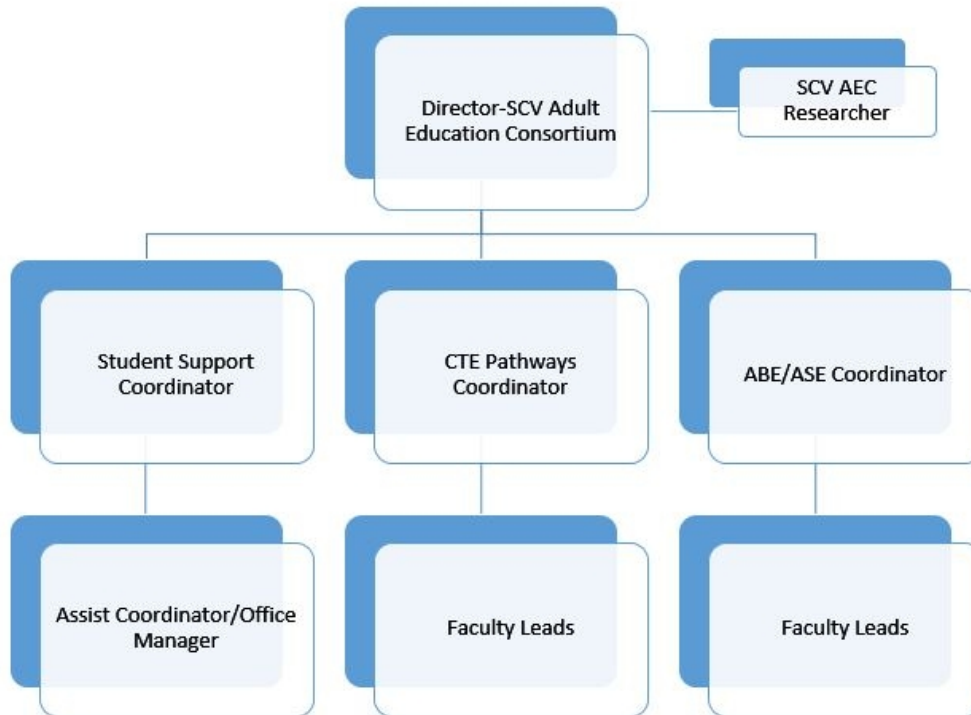


Figure 4

The organizational chart above would need to be reevaluated if the funding stream for the Adult Education hosted at Pitchess Detention Center were to change. The program is currently funded as a Charter School. The location and services needed for the inmate population would dictate the addition of another coordinator and faculty lead. It is likely College of the Canyons will partner with Los Angeles County Sheriff Department and Five Keys to supplement instruction at Pitchess Detention Center.

Table 5.1. Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Description of Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school districts and/or community colleges)	Methods of Assessment	Timeline
<p>For ABE/ASE students: Creation of accelerated basic skills math, English and ESL curriculum that employs a modularized approach to allow for both increased student success and also “just in time” remediation that might be needed for students entering/re-entering the workforce.</p>	<ul style="list-style-type: none"> • Create faculty inquiry groups in identified areas for curriculum review and revision • Offer professional development workshops on principles of acceleration and affective domain for adult learners • Create curriculum of modularized coursework • Determine an appropriate assessment instrument • Develop appropriate student support services/supplemental learning activities for these noncredit courses 	<p>Funding for faculty research and inquiry</p> <p>Funding for workshops by external experts and specialist</p> <p>Funding for new assessment instrument</p> <p>Funding for creation of supplemental learning activities</p> <p>Funding for tutors and learning resource specialists</p>	<p>\$25,000 for curriculum and training</p> <p>\$45,000 for tutoring</p> <p>\$20,000 for assessment</p> <p>\$60,000 for learning resource specialists</p>	<p>Hart District and College of the Canyons faculty and staff</p>	<p>Performance indicators on success and completion</p>	<p>Complete curriculum development within 12 months from start of funding</p>
<p>Consideration of an appropriate measure of prior learning (APL and competency-based assessment).</p>	<ul style="list-style-type: none"> • Select an e-portfolio instrument • Create faculty inquiry group to determine appropriate benchmarks and skill sets to be assessed to determine placement • If needed, develop exams or 	<p>Funding for faculty research and inquiry</p> <p>Funding for e-portfolio start up and ongoing subscription costs</p>	<p>\$10,000 for faculty</p> <p>\$15,000 for e-portfolios</p>	<p>Hart District and College of the Canyons faculty and staff</p>	<p>Comparison of traditional vs. APL placements</p>	<p>Complete within 6 months from start of funding</p>

	evaluation questions for credit by exam or “audition”-based placements					
Development of modularized noncredit curriculum in identified areas leading to industry certification and based on labor market data and local employer and workforce demands	<ul style="list-style-type: none"> • Gather current labor market data • Establish advisory committees or repurpose existing advisory committees for identified CTE areas • Identify labor areas with certifications that can be met by noncredit coursework • Establish meeting schedule with Economic Development division to determine ongoing local industry needs to be met by AB86 programs • Create appropriate noncredit CTE curriculum based on research and data 	<p>Advisory committees</p> <p>Data from EMSI, Launch board, etc.</p> <p>Funding for faculty research and inquiry to develop new curriculum</p>	\$20,000	<p>Hart District and College of the Canyons faculty and staff</p> <p>Advisory committee and industry partners</p>	Industry surveys	Complete curriculum within 12 months from start of funding
Development of CTE programs that employ contextualized basic skills and VESL curriculum within, alongside and during the vocational coursework (i.e. iBEST from Washington and <i>Carpenteria Fina</i> from Laney College).	<ul style="list-style-type: none"> • Engage key faculty (CTE and Basic Skills) in structured observations and site visits of existing programs (visit Laney College, LATTC, etc.) • Develop partnership between CTE and Basic Skills to create embedded and contextualized Basic Skills curriculum to run with CTE curriculum • Establish partnership/team teaching compensation model for faculty • Create professional development training for team-teaching faculty 	<p>Funds for travel and conferences</p> <p>Funding for faculty research and inquiry to create contextualized models</p> <p>Funding for professional development and training</p>	\$40,000	Hart District and College of the Canyons faculty and staff	Performance indicators on success and completion	<p>Complete curriculum within 12 months from start of funding</p> <p>Training ongoing</p>
Development of an individualized student educational plan (comprehensive) that	<ul style="list-style-type: none"> • Select an educational planning tool • Select a variety of career and skills inventories for 	Funding for educational planning tools	<p>\$20,000 for ed plan tool</p> <p>\$25,000 for</p>	Hart District and College of the Canyons Counselors and	Student satisfaction surveys	Complete within 6 months from start of funding

encompasses both job-specific and non-job specific skills.	<p>planning</p> <ul style="list-style-type: none"> Hire and train of career coaches and counselors 	<p>Computers, printers, technology for both students and counselors to complete career inventories</p> <p>Funding for career coaches and counselors</p>	<p>computers/tech</p> <p>\$100,000 for career coaches</p> <p>(see Objective #3 for counselor salary)</p>	Staff		
Data Collection and research	<ul style="list-style-type: none"> Hire and train research analyst for the project 	Funding for research analyst (full time hire plus benefits)	\$78,000	College of the Canyons Office of Institutional Research	N/A	On-going
Development of Work Keys Certification curriculum and training	<ul style="list-style-type: none"> Create curriculum of modularized coursework Embed work keys into all courses as part of emphasis on work-readiness skills and contextualized learning 	<p>Funding for faculty research and inquiry</p> <p>Possible funds for Work Keys certification and training subscription</p>	\$50,000	College of the Canyons faculty and administration	<p>Industry surveys</p> <p>Track certificate completions and training modules</p>	Complete within 6 months from start of funding

Regional Comprehensive Plan Objective #6

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

A critical element to ensuring the effective implementation of the consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state. Faculty and staff from all local consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the consortium considers a priority, such as:

- Practices in basic and secondary skills that build the “college readiness” skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

Table 6.1 Current Professional Development

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

Table 6.1. Current Professional Development			
Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<ul style="list-style-type: none"> Practice in college readiness skills New instructional models and strategies Accelerated teaching and learning 	Skills4Success Symposium	<ul style="list-style-type: none"> ABE, ASE, ESL 	\$10,000
<ul style="list-style-type: none"> Team building across consortium partners New instructional models Curriculum and pathway alignment 	SCV Learning Consortia (formerly CAL-PASS PLCs)	<ul style="list-style-type: none"> ABE, ASE 	\$10,000
<ul style="list-style-type: none"> Curriculum and pathway alignment Assessment and articulation alignments 	Articulation Day	<ul style="list-style-type: none"> CTE/Vocational 	\$10,000
<ul style="list-style-type: none"> Assessment of student learning New instructional models and strategies 	Day of Completion	<ul style="list-style-type: none"> All areas 	\$10,000
<ul style="list-style-type: none"> Connection of educational pathways to careers Career pathway skills alignment 	College2Career Day	<ul style="list-style-type: none"> CTE/Vocational 	\$15,000
<ul style="list-style-type: none"> Understanding industry expectations and standards for educators School –to-career skills alignment 	Educators in Industry/Faculty Externships	<ul style="list-style-type: none"> CTE/Vocational 	\$20,000
<ul style="list-style-type: none"> Skills building intercultural competence among faculty, staff, and administrators. 	Counselor Day	<ul style="list-style-type: none"> All areas 	\$20,000
<ul style="list-style-type: none"> Practices in basic and secondary skills that build post-secondary and job-related skills. Skills building intercultural competence among faculty, staff, and administrators. 	OnCourse Training	<ul style="list-style-type: none"> All areas 	\$20,000
<ul style="list-style-type: none"> Job placement strategies for Adults with disabilities. 	Autism Spectrum Disorder (ASD) Awareness.	<ul style="list-style-type: none"> Adults with Disabilities 	\$10,000

	Career Success. Overcoming Barriers to Employment.		
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Table 6.2 Collaborative Professional Development Plan

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

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
Practices in basic and secondary skills that build the “college readiness” skills.	<ul style="list-style-type: none"> • Symposium (Yearly) • 3CSN Workshops (Quarterly) • Departmental cross-collaborations (co-terminously) 	<ul style="list-style-type: none"> • ABE, ASE, ESL 	\$5,000
Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.	<ul style="list-style-type: none"> • Monthly meetings and trainings • Monthly collaboration workshops with the career and worksorce centers • Departmental cross-collaborations (co-terminously) 	<ul style="list-style-type: none"> • All areas 	\$10,000
Technology use and integration to enhance and expand technology in Instruction.	<ul style="list-style-type: none"> • Workshops/trainings (as needed to address workforce needs) • @One, Ed2Go and other online training opportunities (as needed) 	<ul style="list-style-type: none"> • All areas 	\$5,000
New models and instructional strategies for contextualized and/or accelerated teaching and learning.	<ul style="list-style-type: none"> • Workshops hosted by external experts (on contextualized learning) twice per year • Continued SCV Learning Consortium (Math and English) monthly training and include new partners • Ongoing 3CSN Communities of Practice in Acceleration (for noncredit 	<ul style="list-style-type: none"> • ABE, ASE, ESL 	\$7,500

	classes) on ad hoc basis		
Skills building intercultural competence among faculty, staff, and administrators.	<ul style="list-style-type: none"> • Student equity workshops (as offered) • Symposiums (yearly) 	<ul style="list-style-type: none"> • All areas 	\$0 currently (costs covered under Student Equity plan) \$5,000 ongoing (beyond Equity funding)

Regional Comprehensive Plan Objective #7

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Describe how the consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

- Identify existing regional structures and their resources. These might include but are not limited to:
 - WIBs
 - Chamber of Commerce
 - County Libraries
 - County Office of Education
 - Industry Employer Groups
 - Literacy Coalitions
 - Economic Development Regions
 - County Social Services - CalWorks
 - Employment Development Department (EDD)

- Identify current engagement strategies and describe how these strategies leverage regional structures.
 - Outreach by regional consortia to existing regional structures
 - Utilization of existing regional resources
 - Positioning of the regional consortium to be responsive to economic needs
 - Positioning of the consortium to be stronger and more effective

The Consortium will work with partners in the Santa Clarita Valley including the City of Santa Clarita (including libraries), WorkSource Center, SCV Economic Development Corporation, Chamber of Commerce, Latino Chamber of Commerce, Five Keys Charter School, Los Angeles County Sheriff's Department Pitchess Detention Center-Education Based Incarceration, Los Angeles County Social Services and Pleasantview Industries.

The WorkSource Center is a joint venture between the City of Santa Clarita and College of the Canyons, specifically the Economic Development Division.

Current and potential engagement strategies are on two paths. The first is for employer input to instructional content that informs the curriculum pathways and skill sets in demand for the area. The second is to provide opportunities for student experiences in

the workplace via internships, mentorships and eventually to provide employment opportunities.

The Consortium will form an employer advisory group independently or in conjunction with already existing College CTE advisory committees in order to leverage input from the employer base. Input from the Santa Clarita Economic Development Corporation as well as local/regional labor market data derived from the California Employment Development Department and tools such as EMSI (Economic Modeling Specialist International) will drive the decision making related to pathway development. Additionally, using the resources of the Regional Deputy Sector Navigators and their connection to industry will assist with informing program development. Programs will be aligned with the identified industry sectors within the region. A notable advantage to aligning the efforts of the members and partners of the consortium will be the consistency of message to the student about the opportunities for education available in the District.

**Table 7.1 Leverage of Existing Regional Structures from Partners
(expand table as necessary)**

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
City of Santa Clarita	1-4	Advisory Committee, Job Fairs, Marketing/Networking	All	Facilities, Staff Time	ongoing
Worksource Center	3, 4, 5	Advisory Committee, Job Fairs, Wrap Around Services, Marketing/Networking	All	Staff Time	ongoing
SCV Economic Development Corp.	3, 4, 5	Data/Information Resources	All	Staff Time	intermittent
SCV Chamber of Commerce	4, 5	Internships/Apprenticeships/Mentors, Scholarships/sponsorships, Professional Development/Training, Marketing/Networking	All	Staff Time, Possible sponsorships (cost item)	ongoing
SCV Latino Chamber	4, 5	Internships/Apprenticeships/Mentors, Scholarships/sponsorships, Professional Development/Training, Marketing/Networking	All	Staff Time, Possible sponsorships (cost item)	ongoing
Five Keys Charter School	1, 2, 4	Advisory Committee, Assessment, Case Management	COC	Facilities	Rolling enrollment based on inmate population
LA County Sheriff Dept/Education Based Incarceration	1, 2, 4	Advisory Committee,	COC	Facilities	Rolling enrollment based on inmate population
Dept. of Social Services	1-5	Wrap Around Services, Case Management	All	Staff Time	ongoing

Pleasantview Industries	3	Case Management	Hart District	Facilities	ongoing
Dept of Rehabilitation-Regional Center	3	Advisory Committee, Wrap Around Services	All	Staff Time	ongoing
CalWorks	1, 2, 3, 4	Wrap Around Services, Case Management	All	Staff Time	ongoing
Goodwill Industries	2, 3	Advisory Committee, Wrap Around Services	All	Staff Time	ongoing
LA County Service Center	1, 2, 3	Wrap Around Services	All	Staff Time, Facilities	ongoing
Santa Clarita Senior Center	1, 2, 4	Marketing/Networking	All	Facilities, Staff Time	intermittent
SCV Mayor's Committee for Employment of Individuals with Disabilities	1, 3, 4	Advisory Committee, Professional Development/Training	All	Staff Time	Scheduled meetings at the discretion of the mayor
Various Business and Industry partners in SCV	4, 5	Advisory Committee, Internships, Apprenticeships, Mentors, Scholarships/sponsorships, Professional Development/Training, Marketing/Networking	All	Facilities, Supplies, Staff Time	ongoing
Nonprofit Council of Santa Clarita	1-5	Wrap Around Services	All	Staff Time	intermittent

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

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