

## AB86 Checklist and Index

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* Items in the Consortium section were provided in the project management plan at the beginning of the grant period. The COE does not request an update, but this might be useful for your organization to revisit.		

## Overview of Consortium / Introduction

Assembly Bill 86 charged the California Department of Education and the California Community College Chancellor's Office with the task of jointly implementing an adult education planning process. The legislation appropriated \$25 million to distribute to regional consortia to develop plans with the shared goal of better serving the educational needs of California's adult learners.

The South Orange County Community College District (SOCCCD) received an AB86 Planning Grant of \$388,469. As a result, the AB86 South Orange County Regional Consortium (SOCRC) was formed by member institutions Saddleback College; Irvine Valley College; and Capistrano, Saddleback Valley, Tustin, Irvine and Laguna Beach Unified School Districts. Representatives from these institutions attended informative meetings. The AB86 legislation, project member roles, and administrative functions were discussed and eventually agreed upon through consensus. Irvine Valley College (under the auspices of the SOCCCD) was identified as fiscal/project lead. The Consortium agreed to collaborate using a shared leadership approach. The Consortium formed an AB86 Steering Committee, consisting of one representative from each of the seven members, to serve as its decision-making body. AB86 member institutions, in fall 2013 to create a collaborative regional Consortium. The Consortium submitted its Certification of Eligibility Cover Sheet, Intent-to-Participate, preliminary budget, member list, and project management plan by the February 24, 2014 target date.

### ***Consortium's Guiding Principles:***

1. **Establish and maintain effective communication among stakeholders** (educational entities and students), ensure instructional integrity and seamless transitions between educational members, partners, and support student success in achieving their individual goals.
2. **Provide opportunities for students to select pathways** and implement a framework that emphasizes student-centered learning. The role of the instructor is pivotal, encouraging students to engage in the course content and explore college-career applications.
3. **Establish activities that have practical, real world applications.** The activities in all adult education courses will provide authentic skills and choices, based on tasks that students would have to perform in various settings outside the classroom. Students will also have chances to enhance their knowledge about the world through content development and mentoring to guide them to become employable workers.
4. **Provide support for individual's learning progress and educational goals.** Instructors and the support framework will establish reasonable and achievable objectives that will assist students in moving forward. Assessment of student learning outcomes will provide data and information to continually improve program quality and assistance to students.
5. **Ensure all course content is accessible to all students** and meets all legal requirements, such as 508 compliance. Content and assessments will be user-friendly in terms of technology, and will include multiple modalities and methods of learning.

## **AB86 South Orange County Adult Education Final Plan**

The AB86 South Orange County Adult Education Final Plan is summarized in the charts and tables that follow in the next ten pages. The details of the Plan are contained in the main body, pages \_\_\_\_ to \_\_\_\_.

A brief synopsis of each element of the Plan is provided below:

### **1- Capacity Charts in the priority areas**

The Consortium determined that the primary adult education need is to rebuild instructional capacity in the four program areas. The following four AB86 Capacity Charts describe the changes in the unduplicated numbers of students served in the four priority areas in each of our member agencies since the baseline year of 2008-09. The charts describe how the seven members plan to build capacity to meet the demand for education and job training for the low-skilled adults who live in our communities.

(Data was submitted by each member institution for the templates required in the July 31, 2014 version of the Plan.)

### **2- Objective 3 Chart- AB86 Regional Virtual Portal and Adult Education Services Office for a Seamless Instructional and Job Training System**

The Consortium envisions a coordinated, seamless system of Adult Education Services throughout the region. One “Hub” or portal, available to all potential students, will contain information on all instructional opportunities for students region-wide.

An Adult Education Services Office, and satellite offices as needed, will provide a wealth of services including creative and comprehensive outreach; information and referrals, assessment, placement and evaluation; registration; counseling; and referrals to a variety of support services such as babysitting and transportation; to make it possible for adult education students to be successful in reaching their educational and career goals.

This integrated system will streamline the process for students so they can enroll in basic skills classes, and move smoothly into CTE programs to gain job skills or into AA programs at the colleges.

A system of community-based sites will provide open entry/open exit beginning classes in basic skills, high school diploma, ESL, and entry-level job skills training. These classes will integrate workplace “soft skills” and basic technology skills into the instructional program. Students will move easily into higher level instructional programs when they are ready, transitioning, for instance, from ESL courses to job-specific training.

### **3- Objective 5 Chart- Establishing Pathways and Alignment; Building Priority Programs, including Programs for Adults with Disabilities; Creating Effective Curriculum; and Investigating and Implementing Best Practices and Models to Best Serve Adult Education Students**

The Consortium’s Program Advisory Groups (PAGs) spent many months investigating current instructional programs, identifying gaps in services, and determining priority needs. The PAGs determined the need to develop programs in these priority areas:

- 1- A variety of CTE programs for students with low basic skills;
- 2- Programs to meet the workforce needs of adults with disabilities, especially those with moderate to severe disabilities;
- 3- The regional alignment of instructional programs for English Learners, especially programs that embed workplace skills;
- 4- Innovative and responsive curriculum that meets the needs of adult learners;
- 5- Clear pathways from basic skills to appropriate career technical programs that lead to good jobs;

- 6- Adult high school diploma/equivalency programs that are relevant, integrating content based on the workplace skills that students need, preparing students to be successful.

Beginning level and Non-credit CTE training programs will be established throughout the region, focusing on training adults for jobs that are in high demand in the local economy. The Consortium will work collaboratively with the local Workforce Investment Boards to identify these sectors for training.

Consortium members will continuously research best practices and optimal instructional models that can be replicated in the region's programs, including contextualizing and accelerating learning.

#### **4- Objective 6 Chart- Collaborative Professional Development**

The AB 86 SOCRC is committed to regional collaborative professional development for improved instructional programs to better meet students' career and education goals. Existing professional development structures will be supplemented by a regional AB86 mini-conference and learning communities, and all members will be invited to participate in various activities to support professional growth. Particular attention will be paid to the needs of part time faculty.

#### **5. Objective 7 Chart – Leveraging Regional Resources**

AB86 will leverage resources throughout the region to maximize opportunities for students, using funds and services efficiently and effectively. The chart is a representation of current AB86 partners and other organizations in the community that serve the needs of adult learners. The narrative and charts of Objective 7 describe numerous other organizations and resources that the Consortium will partner with to provide additional opportunities for students.

**For complete descriptions please see narrative on page 88 and tables 4.1**

**\*\* in partnership with Saddleback College**

Program Area: ESL - English Second Language						
College or Adult School	2008/2009 Capacity	Students 2012/2013	Students 2013/2014	Target Capacity	Proposed 2015/2016 Capacity	Proposed 2016/2017 Capacity
Saddleback College (credit & non-credit)	1,052	1,165	1,171	1,200	1,183	1,200
Irvine Valley College (credit & non-credit)	814	1,133	1,087	1,387	1,187	1,287
Capistrano Unified School District	2,958	1,044	937	3,000	1,000	1,500
Irvine Unified School District	2,376	911	920	2,500	1,500	2,000
Laguna Beach Unified School District	34	34	35	70	60	70
Saddleback Valley Unified School District	2,081	801	235	3,000	1,000	1,500
Tustin Unified School District	1,984	0	0	2,000	600	1,200
<b>Total</b>	<b>11,299</b>	<b>5,088</b>	<b>4,385</b>	<b>13,157</b>	<b>16,657</b>	<b>8,757</b>

Program Area: AWD - Adults with Disabilities							
College or Adult School	2008/2009 Capacity	Students 2012/2013	Students 2013/2014	Target Capacity	Proposed 2015/2016 Capacity	Proposed 2016/2017 Capacity	Estimate of Cost
Saddleback College (credit & non-credit)	131	188	182	200	200	200	
Irvine Valley College (credit & non-credit)	83	73	47	57 and thru partnerships	52 and thru partnerships	57	
** Capistrano Unified School District	68	30	50	thru partnerships	thru partnerships	thru partnerships	
	under 22 yrs			22 and older			
Irvine Unified School District	68	68	68	68	68	68	
	under 22 yrs			22 and older			
Laguna Beach Unified School District	2	2	2	thru partnership	thru partnership	thru partnership	
	under 22 yrs			22 and older			
Saddleback Valley Unified School District	195	139	133	200	150	150	
Tustin Unified School District	43	45	42	thru partnership	thru partnership	thru partnership	
<b>Total</b>	<b>590</b>	<b>545</b>	<b>524</b>	<b>268</b>	<b>418</b>	<b>475</b>	<b>0</b>
** in partnership with Saddleback College							
AB86 AWD Partnership				300 students	Mod/Sev	100	200
				900 students			

**Program Area: CTE - Career Technical Education**

<b>College or Adult School</b>	<b>2008/2009 Levels</b>	<b>Students 2012/2013</b>	<b>Students 2013/2014</b>	<b>Target Capacity</b>	<b>Proposed 2015/2016 Capacity</b>	<b>Proposed 2016/2017 Capacity</b>	<b>Estimate of Cost</b>
<b>Saddleback College</b> Non - Credit	122	33	30	3,500	60	90	
Credit	9,662	10,365	9,936	15,000	10,500	11,000	
<b>Irvine Valley College</b> Non - Credit	0	0	0	300	100	150	comp.graph ics, child devel, photo shop, admin. asst, etc
Credit							
<b>Capistrano Unified School District</b>	1,446	321	229	500	200	300	
<b>Irvine Unified School District</b>	187	27	35	500	150	200	culinary, medical, auto shop, comp. graphics, trades
Laguna Beach Unified School District	0	0	0	35	35	35	coding, engineering
Saddleback Valley Unified School District	1,783	578	24	100	50	100	
Tustin Unified School District	364	0	0	500	150	200	digital skills, design, culinary, soft skills, etc.
<b>Credit Totals:</b>	<b>3,902</b>	<b>959</b>	<b>318</b>	<b>5,435</b>	<b>745</b>	<b>1,075</b>	

CREDIT & NON-CR NOT RELEVANT TO ADULT SCHOOL



**AB86 Virtual Portal/Regional Adult Education Services Office for Seamless System (Regional Plan Objective 3) for additional information see page 74.**

	<b>Outreach</b>	<b>Information and Referrals</b>	<b>Student Assessment and Placement</b>	<b>Registration</b>	<b>Counseling</b>	<b>Support Services (type- babysitting, transportation, other)</b>
<b>AB86 Adult Services Office and Virtual Hub</b>	website, brochure, speakers marketing	yes	yes	yes	yes, with support for all AB86 programs	yes, as determined by program needs
<b>Irvine Valley College</b>	grant office fiscal agent	yes	yes	yes	yes,	as needed
<b>Saddleback College</b>	office on campus	yes	yes	yes	yes	as needed
<b>* Capistrano USD</b>	office on campus	yes	yes	yes	yes	as needed
<b>Irvine USD</b>	office on campus	yes	yes	yes	yes	as needed
<b>Laguna Beach USD</b>	virtual	yes	yes	yes	2 x month	as needed
<b>* Saddleback Valley USD</b>	office on campus	yes	yes	yes	yes	as needed
<b>Tustin USD</b>	office on campus	yes	yes	yes	yes	as needed
<b>Partners</b>	yes	yes, via Hub	no	no	no	yes (TBD)

**\* in partnership with Saddleback College AB86 Adult Education students will have access to a seamless system of educational opportunities and support to meet their career and educational goals.**

**AB86 Pathways, Alignments, Best Practices for Seamless System to Meet Students' Needs (Regional Plan Objective 5) for additional information see page 117**

	Priority Program Development	Create Pathways	Align Curriculum	Create Curriculum	Built Adults with Disabilities Program	Implement Best Practices, Models
<b>AB86 Hub</b>	CTE for lower-skills students AWD Program ESL alignment HS diploma/equivalency	PAGs create pathways/maps in each priority area	Clear alignments among all members	Curriculum Committees with rep. from all members	Serve all students with appropriate options	collaborative investigation, selection and implementation
<b>Irvine Valley College</b>	CTE for lower-skills students ESL alignment	yes	yes, esp. ESL	Noncredit ESL CTE	through partnership	yes
<b>Saddleback College</b>	CTE for lower-skills students ESL alignment HS diploma/equivalency	yes	yes, esp. ESL	Noncredit ESL  Credit and Non-Credit CTE  STEM Pathway Accelerated Math, Tech. Eng. Contextualized Basic Skills, WBL	through partnership  Possible use of Perkins funds to enhance/"refit" existing CTE program(s) to better serve AWDs.	yes
<b>* Capistrano USD</b>	CTE ESL alignment HS diploma/equivalency	yes	yes, esp. ESL and ABE	ABE and ESL, for bridging into CTE	through partnership	yes

	Priority Program Development	Create Pathways	Align Curriculum	Create Curriculum	Built Adults with Disabilities Program	Implement Best Practices, Models
<b>Irvine USD</b>	CTE medical, culinary, ESL alignment HS diploma/equivalency	yes	yes, esp. ESL	ESL, CTE	through partnership	embedded workplace skills
<b>Laguna Beach USD</b>	CTE beg. coding, engineering ESL alignment HS diploma/equivalency	yes	yes, esp. ESL	ESL, CTE	through partnership	yes
<b>* Saddleback Valley USD</b>	CTE AWD Program ESL alignment HS diploma/equivalency	yes	yes, esp. ESL	ESL, CTE	AWD Program and through partnership	yes
<b>Tustin USD</b>	HS diploma/equivalency ESL alignment CTE	yes	yes, esp. ESL	ESL, CTE	through partnership	yes
<b>With Partners</b>	AWD Program	yes			through partnership	

## AB86 Pathways, Alignments, Best Practices for Seamless System to Meet Students' Needs (Regional Plan Objective 5)

Continued from previous page.

## AB 86 Collaborative Professional Development (Regional Plan Objective 6) for additional information see page 113

	Annual AB86 Mini-Conference	Flex Days	In-house Professional Development	Learning Communities	Support for Part Time Teachers/Faculty
<b>AB86 Hub</b>	Plan Annual AB86 mini Conference	Collaborative presentations		TBD	Planning time, mentors, collaborators
<b>Irvine Valley College</b>	Take lead in planning Mini-Conference	One flex day presentation/yr with all members	One x semester with advisory board	TBD	yes
<b>Saddleback College</b>	participate	One presentation per year	One time per year	Align and leverage current PLC activities in other grants "CCPT" "TAACCCT"	yes
<b>* Capistrano USD</b>	participate	participate		TBD	yes
<b>Irvine USD</b>	participate	participate	monthly teacher meetings	TBD	yes
<b>Laguna Beach USD</b>	participate	participate		TBD	yes
<b>* Saddleback Valley USD</b>	participate	participate		TBD	yes
<b>Tustin USD</b>	participate	participate	monthly teacher meetings	TBD	yes
<b>Partners</b>	participate	participate		TBD	yes

\* in partnership with Saddleback College

The AB86 SOCRC is committed to regional, collaborative Professional Development for improved instructional programs for students to better meet their career and educational goals.

**AB86 Leveraging Regional Resources (Regional Plan Objective 7) for additional information see page129**

	Referrals	Include in Prof Dev	Communication and Consultation	Write Grants Together	Co-locate	Subcontract for AB86 Services	Other?
<b>SC ROP</b>	yes	yes	yes	TBD	TBD		
<b>Coastline ROP</b>	yes	yes	yes	TBD			
<b>WIBs</b>	yes	yes	yes	yes, WIOA apprenticeship	TBD		
<b>ReadOC/libraries</b>	yes	yes	yes	TBD			
<b>St. Paul's</b>	yes	yes	yes	TBD			
<b>Regional Center</b>	yes	yes	yes	yes		SVUSD, IVC	
<b>Dept. of Rehabilitation</b>	yes	yes	yes	yes		SVUSD, IVC	
<b>Vocational Visions</b>	yes	yes	yes	TBD			
<b>Life College</b>	yes	yes	yes	yes with IVC			
<b>Business Partners</b>	yes	yes	yes	TBD			
<b>OCDOE</b>	yes	yes	yes	TBD			
<b>Calworks</b>	yes	yes	yes	TBD			

**AB86 will leverage resources throughout the region to maximize opportunities for students, using funds and services efficiently and effectively.**

College/Adult School members	Available Funds: Maintenance of Capacity/FTES, etc.	Planned AB86 Program Capacity, undup. 4 priority prgms, with 15/16 funding	Add'l capacity added 15/16*
Irvine Valley College	FTES, Student Equity BSI,	5001	305
Saddleback College	FTES, Student Equity BSI,	3943	300
Capistrano Unified School District	\$933,674 (MOC) \$400,000 (WIA) \$10,000 Calworks	2115	163
Irvine Unified School District	\$1,613 Calworks fees	1808	686
Laguna Beach Unified School District		99	60
Saddleback Valley Unified School District	\$1,096,138 (MOC) \$59,919 (WIA) \$7,578 (Calworks)	1450	418
Tustin Unified School District	\$420,000(MOC)	1000	826
Total		15,416	2,758
			*included in previous column

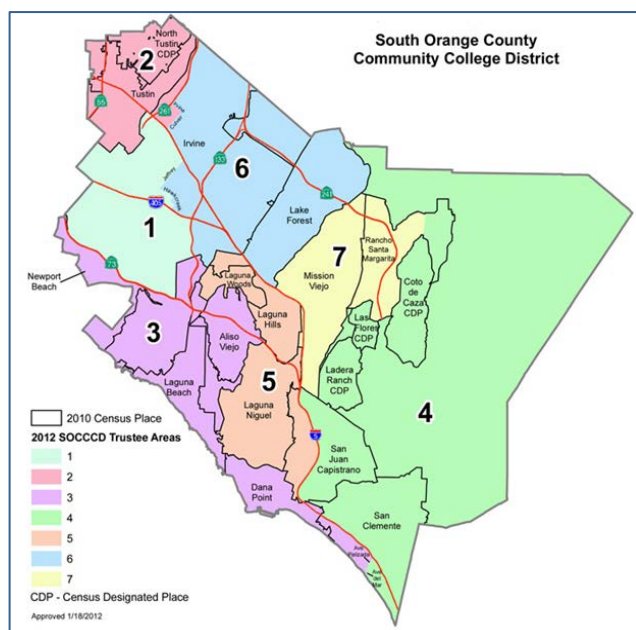
## Organizational Structure

### Member Organizations

The South Orange County Community College District (SOCCCD), founded in 1967, is one of 72 community college districts in California. It is a multi-campus district comprised of Saddleback College (SC) in Mission Viejo, Irvine Valley College (IVC) in Irvine, and the Advanced Technology and Education Park (ATEP) in Tustin. SOCCCD serves over 42,000 students each semester and employs about 3,000 faculty and staff. Saddleback College and Irvine Valley College are accredited institutions, preparing students for associate degrees, transfer to four-year colleges and universities, workforce development and basic skills training. South Orange County Community College District's service area includes: Aliso Viejo, Dana Point, Irvine, Lake Forest, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Mission Viejo, Newport Beach, Rancho Santa Margarita, San Clemente, San Juan Capistrano and Tustin. These cities are further divided into two regions based on their proximities to IVC and SC. Region I centers on cities in the proximity of IVC which are Irvine, Newport Beach, Tustin, Lake Forest, Laguna Beach and Laguna Woods. Region 2 centers on cities in the proximity of SC which are Aliso Viejo, Dana Point, Mission Viejo, Rancho Santa Margarita, Laguna Hills, Laguna Niguel, San Clemente, and San Juan Capistrano.

South Orange County Community College District (SOCCCD) provides project oversight for the Consortium. Other members include: Capistrano Unified School District, Irvine Unified School District, Laguna Beach Unified School District, Saddleback Valley Unified School District, and Tustin Unified School District.

**Figure 1. SOCCCD Region**



Situated in the southernmost section of Orange County, **Capistrano Unified School District** extends 200 square miles, including the cities of San Juan Capistrano, San Clemente, Dana Point, Aliso Viejo, Laguna Niguel, parts of the cities of Mission Viejo and Rancho Santa Margarita, and four communities, serving nearly 55,000 students, K through adult. There were 5,404 English Language Learners attending K-12 schools in 2012-13, and 85% of these students spoke Spanish.

Just to the north of Capistrano Unified School District, **Saddleback Valley Unified School District** serves over 30,000 students K-adult. The cities of

Lake Forest, Laguna Woods, Laguna Hills, and parts of the cities of Mission Viejo, Rancho Santa Margarita, and unincorporated areas are served by this district. SVUSD served 4,128 K-12 English Language Learners in 2012-13, and 85% of these students spoke Spanish.

Bordered by the Pacific Ocean and the coastal mountain range, **Laguna Beach Unified School District** serves the 3,000 students K through adult who live in Laguna Beach. There were 98 students classified as English Language Learners in 2012-13, and 80% of these students spoke Spanish.

The city of Tustin and its surrounding unincorporated areas are served by **Tustin Unified School District**. Approximately 24,000 K-adult students are served by the school district, of which 5,084 were classified as English Language Learners in 2012-13. The primary language of 88% of these students was Spanish. In the city of Tustin, 53.5% of the residents speak a language other than English in the home, and 39.7% are Hispanic.

**Irvine Unified School District** serves the city of Irvine and its surrounding unincorporated areas. Approximately 29,000 students attend its schools, K-Adult. In 2012-13, 3,827 students were designated as English Learners. The primary languages spoken by these students were: Korean (20%), Mandarin (15%), Japanese (11%), Farsi (11%), and Spanish (11%).

#### ***South Orange County Community College District Member Institutional Overview***

<b>SOCCCD Member Institution Overview (2012-2013)</b>				
<b>District Partner</b>	<b>Cities Served</b>	<b>Student Population</b>	<b>Student Characteristics</b>	<b>Community College</b>
<b>Capistrano Unified School District</b>	San Juan Capistrano San Clemente Dana Point Aliso Viejo Laguna Niguel Mission Viejo Rancho Santa Margarita	55,000 K-Adult Students	5,404 ELL (85% Spanish Speakers)	Saddleback College
<b>Saddleback Valley Unified School District</b>	Lake Forest Laguna Woods Laguna Hills Mission Viejo Rancho Santa Margarita	30,000 K-Adult Students	4,128 ELL (85% Spanish Speakers)	Saddleback College
<b>Laguna Beach Unified School District</b>	Laguna Beach	3,000 K-Adult Students	98 ELL (80% Spanish Speakers)	Irvine Valley College*
<b>Tustin Unified School</b>	City of Tustin and surrounding unincorporated areas	24,000 K- Adult Students	5,084 ELL (88% Spanish Speakers) 53.5% of the residents speak a language other than English in the home, and 39.7% are Hispanic.	Irvine Valley College
<b>Irvine Unified School District</b>	City of Irvine and its surrounding unincorporated areas	29,000 K- Adult Students	3,827 ELL Korean 20% Mandarin 15% Japanese 11% Farsi 11% Spanish 11%	Irvine Valley College

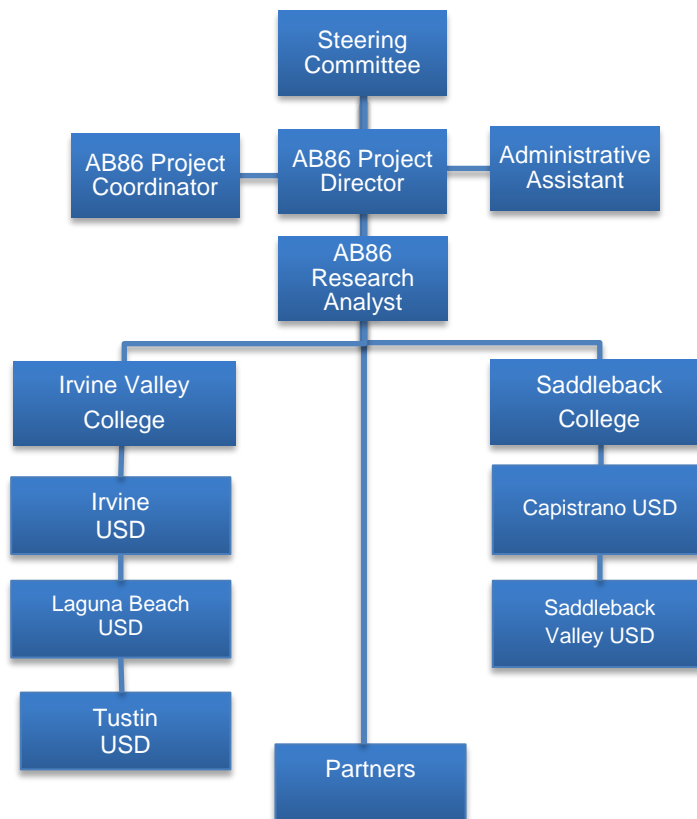
\* LBUHSD recognizes IVC as its sole partner in providing adult education services; however, both IVC and SC share access to Laguna Beach High School with regard to student outreach communications and services intended to facilitate high school students matriculating to college-level credit courses and programs.



### South Orange County Regional Consortium (SOCRC) Organizational Chart

Irvine Valley College provides fiscal oversight for the AB86 Adult Education Consortium Planning Grant. The Steering Committee, comprised of one designated member from each of the seven member institutions, oversees AB86 Staff and the participation of the members. Figure 2 displays a chart of the organization of the Consortium.

**Figure 2. SOCRC Organizational Chart**



### Consortium Transitional Pathways Update

Saddleback College and Irvine College, aligned by K-12 unified school district service areas, are part of one regional Consortium and have one plan. Both colleges continue to focus on a transitional model that includes ongoing exploration and collaboration with partner K-12 districts based on specific area of program emphasis, i.e., ESL, CTE, Adults with Disabilities, targeted Basic Skills and GED completion. Saddleback College, however, will focus on a transitional model “transferring” the administration of adult education from K-12 “feeder districts” to Saddleback College.

Saddleback College and their partner feeder K-12 districts will focus on “maintaining capacity” to ensure a seamless transition of administrative functions from the adult school to the community college. Year one and two will consist of defining administrative functions and processes, programs, and curriculum as the adult education system transitions to the community college. It is anticipated that transitioning to a model in which planning and administration are coordinated by the college and related K-12 partners will help address, mitigate, and eventually resolve recognized gaps.

On October 28, 2014 the President of Saddleback College, along with the Superintendents of its K-12 partners Saddleback Valley Unified School District and Capistrano Unified School District, distributed a statement to all steering committee members, partners, and PAG members informing them of the two school district's intent to "transfer administrative authority" to Saddleback College (See Appendix 1). This was a mutual decision based on the K-12 district's goal of focusing on serving its K-12 populations.

On December 12, 2014 the President of Irvine Valley College, and the Superintendents of Irvine, Laguna Beach and Tustin Unified School District signed a Letter of Understanding stating that the parties are committed to continuing the AB 86 regional planning process of collaboration, dialogue and cooperation to design and implement programs to meet the needs of adult education students in the region (see appendix 2). Each college and school district alignment is very unique. "Collaboration" is used above and in reference to both colleges. For example, SC notes it will be defining curriculum above; IVC will, as well, even as it is not spelled out in detail here.

### ***Funding and Priorities***

Moving forward, funding will support an ongoing Program Director, Project Coordinator, Administrative Assistant, and access to research; all of which will continue to be part-time. Fewer overall hours are needed to support the grant efforts. Also, as noted in the costs table, the majority of remaining funds will support faculty and teachers, instructional support staff, instructional technology and student related materials.

Based on other regional models regarding funding processes and consistent with Table 4.1 in the Plan, the Steering Committee proposes to develop funding principles built on priority-based levels of strategies and actions, incrementally phased in and scaled to known and anticipated state funding dispersals. Every effort will be made to ensure the priorities will receive at least some funding during the 2015-2017 fiscal years. Some of the priorities may receive modest funding for continued planning and limited piloting of specific strategies. The priority levels are noted below and subject to Steering Committee, Consortium and Program Advisory Group reflection and deliberation:

- First level - Maintenance of capacity to ensure that existing student populations continue to be served and that no member institutions are harmed financially during this transition.
- Second level – Build capacity to meet the needs of adult learners in the region.
- Third level - Establish transitional programs across the region to aid adult learners in achieving more success in their academic and career goals including strategic program modifications as recommended via collaboration between college and adult school instructors in communication with each college's Curriculum Committees (e.g., implementation of enhanced non-credit community college programs and offering more contextualized learning programs at the adult schools.
- Four level - Set aside funds for highly prioritized program innovations that can be piloted and then scaled over time. (Reference: South Bay Regional Consortium, proposed strategies). All members will work to integrate regional grants and funding objectives to the benefit, expansion, and development of quality adult education programs.

Internal college and school district processes will be maintained, including consultation and ongoing communications with the Academic Senates, Curriculum Committees, Academic Affairs Committee, and Superintendents, especially in the areas of curricular, faculty and human resource matters. The District Boards of Trustees will review the Plan prior to final submission and be briefed on an annual basis.

### **Partner Organizations/Partnerships**

The Consortium's current partners include:

- Coastline Regional Occupational Program
- South Coast Regional Occupational Program
- Orange County Workforce Investment Board
- Anaheim Workforce Investment Board
- Santa Ana Workforce Investment Board
- Vocational Visions
- Transition for Independent Life and Experience (T.I.L.E.)
- Transition Academics College Life and Employment (TACLE)
- VitalLink, Libraries, ReadOC, and non-profits

The Steering Committee continues to plan with partners from educational entities, non-profits, governmental agencies, and representatives of local community, business, and industry in order to be responsive to current and emerging learning and workforce needs. This planning takes place through analysis of data, consortium meetings, reviewing assessment outcomes, survey results and data, community outreach, and focused attention on real-world input from employers' who are skilling-up for future business opportunities.

The Steering Committee is actively pursuing additional partners to complement the Consortium's work on identifying current offerings and regional collaborations. The Committee is exploring inclusion of adult special needs programs and business community partnerships.

## **Planning Roles and Responsibilities**

### **Steering Committee**

The Steering Committee objectives include providing coordination and management for the Consortium and working collaboratively to identify and provide the best possible services to the adult education community to achieve non-territorial, non-traditionally based decisions.

Steering Committee members are required to attend each meeting or, in the case of an absence, assign an alternate to represent the member institution and participate on any item. Equal participation by all Steering Committee members guides the Consortium in reaching consensus to achieve and sustain the goal of improving the delivery of adult education in the region. Committee members provide ongoing input and feedback on AB86 processes, and make decisions, by consensus and/or voting, on recommendations addressing AB86 program areas and objectives.

### **Program Advisory Groups (PAGs)**

The Steering Committee established Program Advisory Groups (PAGS) in the areas of Adult Basic Education, English as a Second Language, Adults with Disabilities, and Career Technical Education as a means for implementing shared leadership strategies and cultivating the expertise of the Consortium.

The scope of responsibilities for the PAGs, include meeting on a regular basis to gather and review data, developing strategies and activities, sharing innovative ideas, and documenting plans to address adult education in the five program areas designated in AB86. These responsibilities were largely based on the AB86 Certificate of Eligibility, to ensure alignment to the broader objectives. These working groups serve as the “think tank” for the South Orange County Regional Consortium.

The AB86 Project Director and staff conducted several outreach presentations to member institutions to recruit and orient PAG members. PAGs are composed of one to three representatives from each of the seven member institutions, and consortium partners resulting in PAGs with at least 10 members each.

The work of the PAGs, including contributions to the narrative and corresponding tables of the plan, is presented to the Steering Committee for review and feedback.

PAG members receive stipends for their active engagement in researching, gathering, and documenting data to develop the Regional Comprehensive Plan. A schedule of approximately 50 hours of work was determined to address all seven AB86 Objective areas.

PAG members work collaboratively under the following principles:

- To plan the most effective and efficient strategies for adult learners
- To ensure equity, balance, and representation of all stakeholders
- To ensure strategies are driven by data and evidence
- To keep focused on the goals and objectives of AB86
- To thoroughly identify and address gaps in services
- To develop and plan for expansion of services
- To review and develop best practices in all AB86 objective areas

## AB86 Staff

The **Project Director** works under the direction of the Steering Committee to plan and facilitate Steering Committee meetings, ensures adopted norms are adhered to during meetings and interactions; organizes and facilitates advisory group meetings as appropriate; oversees the budget; participates in outreach and recruitment activities to generate the interest of regional stakeholders; addresses the interests, suggestions, and concerns of the Adult Education community, maintains website, and other communications designed to keep Adult Education community and college and high school district leadership informed; prepares written reports and other communications relating to program needs, activities, and outcomes; submits updates, documentations and summary reports to appropriate parties according to the stated timelines; and performs a variety of other duties as may be assigned by the appropriate administrator or determined by the Steering Committee.

The **Project Coordinator** attends and facilitates PAG, Planning Group, Steering Committee and Consortium meetings as appropriate; assists in the preparation of written reports and other communications relating to program needs, activities, and outcomes and submits to appropriate parties according to the stated timelines; assists in the planning the AB86 Forum; and performs a variety of other duties as may be assigned by the appropriate administrator or determined by Steering Committee.

The **Research Analyst** provides research support, including data acquisition and analysis for enrollment management and planning; consults with Project Director regarding research needs, current studies, results of research, and related matters; edits and reviews statistical information for accuracy and conformity to standards; develops and implements effective and sound survey instruments as determined by the Project Director for both required and investigative data trends analysis; collects and processes data; analyzes data and presents results in comprehensive reports; participates in a variety of reports and external surveys; writes or provides technical and editorial assistance in the writing and publishing of special reports and publications; completes surveys as requested/required by external private or public agencies.

The **Administrative Assistant** performs secretarial and administrative support duties for the Project Director, Project Coordinator, and Research Analyst; relieves assigned Project Director and other staff of a variety of clerical, technical, and administrative details; performs administrative support duties to assist the Project Director in meeting reporting requirements, functional responsibilities, and research objectives; coordinates the office work of the Project Director; develops schedules related to Steering Committee and PAG activities and services; facilitates communications between the Project Director, Steering Committees, and all other relevant Adult Education community members; attends meetings and take notes or records proceedings; prepares and distributes agendas, background materials, and minutes as appropriate; assists Project Director in budget administration; processes budget/expense transfers; performs a variety of other duties as may be assigned by the Project Director or determined by the Steering Committee.

### **Shared Leadership Strategies**

The Consortium collaborates using a shared leadership approach. The Consortium works collaboratively to identify and provide the best possible services to the adult education community to achieve non-territorial, non-traditionally-based decisions. The Consortium's shared leadership strategy includes utilizing AB86 Staff and Consortium members to build on and leverage distinct strengths (K-12 and Community College) and unique program offerings, thereby allowing for maximization of alternatives for students.

The Steering Committee provides overall coordination and management for the Consortium. Invitations for participation are extended to members, partners, and essential stakeholders (e.g., faculty from K-12 and CC; subject matter experts (SME), to cover all five focus areas). During consortium and steering committee meetings, participants discuss and make decisions collaboratively regarding the comprehensive strategic direction in service and support of Adult Education within the context the current fiscal challenges and issues that face Adult Education. Decisions are made by consensus, although voting may be required occasionally. Difficult decisions have been made throughout the process thus far, and have been effectively resolved through consensus and compromise.

The current positive working relationships among members fosters an environment of respect and collaboration going forward in the planning processes as it relates to Adult Education. Information is shared during PAG and Planning Group discussions and recommendations are made to the Steering Committee for adoption. Each Steering Committee member also contributes data required to successfully meet the requirements of the planning grant. The Steering Committee determines what elements must be included in member Memorandum of Understanding (MOUs) which will clearly detail expectations of each member institution.

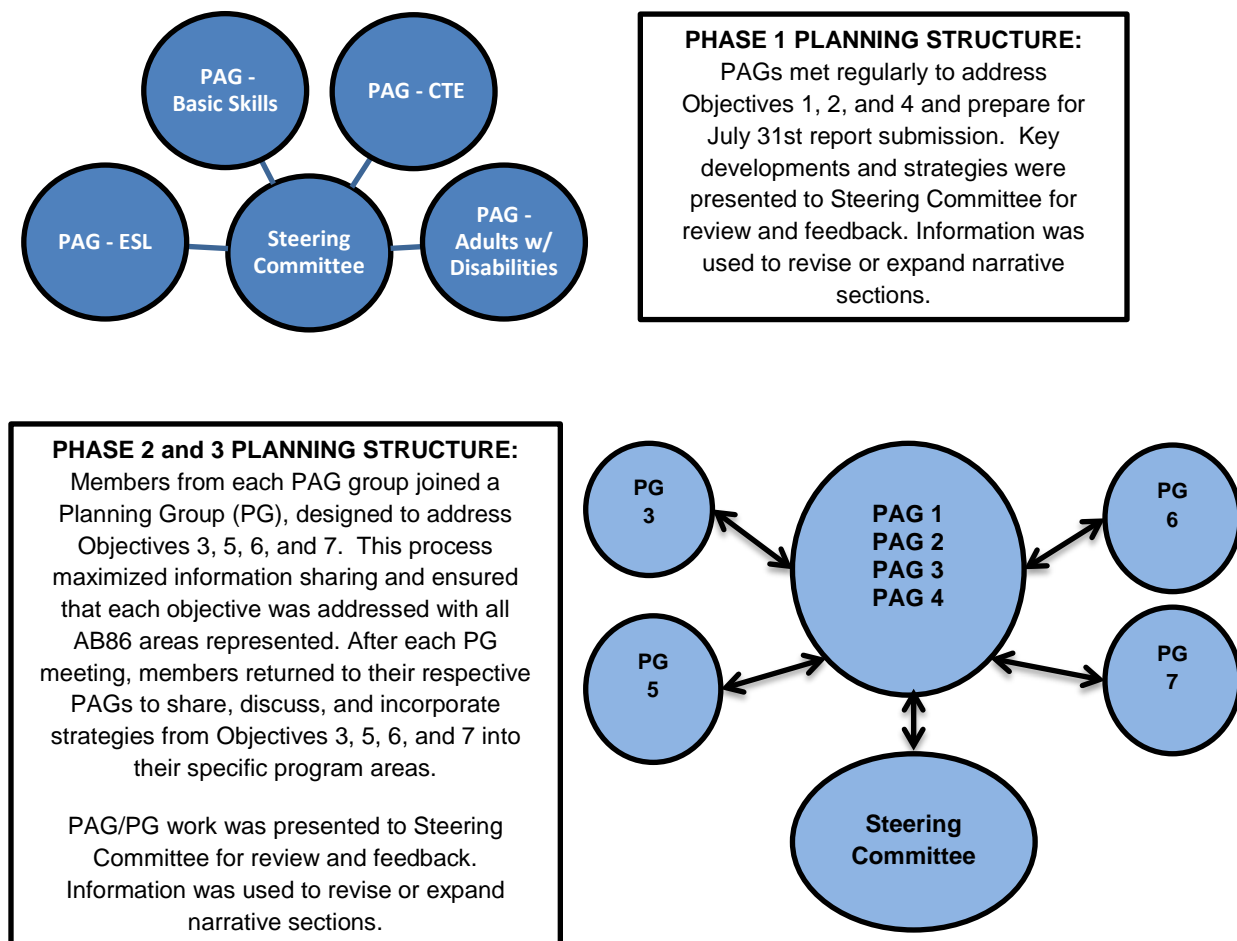
The Consortium has engaged in data collection and management through the development of the comprehensive plan to inform working groups, support decision-making, assess the collaborative process (via an internal evaluation), and assess faculty and student experiences and perspectives. These tasks are led by the AB86 Research Analyst and supported by the AB86 Staff and Consortium. Additional data collection and management systems designed to assess and analyze implementation and outcomes across the region are under discussion as the Consortium considers state mandates and how they apply to the use of common assessments, locally-developed assessments, and common metrics for assessing student outcomes.



## Description of the Planning Process

The planning process and work of the PAG groups was divided into three phases to correspond to the state-mandated July, October and December submissions of the AB86 Regional comprehensive plan. Phase 1 corresponded to the work and planning required to address Objectives 1, 2, and 4, Phases 2 and 3 address Objectives 3, 5, 6, and 7, as well as the plan as a whole. Figure 3 displays the planning structure for the three phases of the planning process.

**Figure 3. Phases of Planning Structure**



## Evaluation of the Collaborative Planning Process

An internal evaluation was designed by the AB86 Research Analyst to evaluate the effectiveness of the collaboration model in the development and completion of the Regional Comprehensive Plan as outlined in the AB86 requirements. The intended use of the evaluation findings includes identification of effective practices and areas for improvement – to promote sustainability of the collaborative process through future implementation of the comprehensive plan. Evaluation questions and indicators of quality collaboration were drawn from organizational literature. Data collection methods include surveys and interviews. An initial survey was administered to PAG members in Phase 1 to gather their perspectives on four key collaborative elements of the process.

The first element related to **purpose** (shared understanding of the initiative, common understanding of roles and responsibilities, and perceptions of commitment and realistic attainment). The majority of PAG respondents were in agreement with the items addressing whether PAG members understood the purpose of their work. The area in which over a quarter of respondents were “neutral” dealt with the realistic attainment of some AB86 goals and objectives.

The second element related to **strategies and tasks** (implemented strategies, structures, processes, and tasks to promote effective and productive collaboration). In general, there was some variation in responses as small groups of PAG members expressed that the meeting structure and scheduling presented some challenges. Nevertheless, there was strong agreement that these meetings were highly productive.

The third element related to perceptions of **effective leadership and decision-making processes** as part of the collaboration. Overall, PAG respondents were positive in their responses. Areas of neutrality addressed the ability of the AB86 collaboration to sustain the plan in light of changing state priorities and the support of the plan by decision-makers from the member institutions.

The fourth element related to **effective communication** (within and across groups), interpersonal dynamics, and perceived representation. A large majority of PAG respondents were very positive about this aspect of the collaborative process – especially the opportunities they experienced “to speak and be heard.” Communication across PAGs and outside of the meetings was challenging, but did not impact the positive levels of communication reported within the meeting structure.

Overall, PAG respondents noted that the collaborative process has resulted in good and open communication between colleges and adult schools; opportunities to share varied experiences and learning; and opportunities to voice opinions, ideas, and suggestions.

### **Challenges and Successes to the Planning Process**

One major challenge to PAG participation was in scheduling and finding times/locations that met the needs of the members. Because of this, not all meetings were fully attended or representative of all member institutions. Another challenge to the planning process was the variation in experience among the members. There were some members whose adult education experience was more administrative than classroom-based, which in some cases had an effect on the contributions made.

During Phase 1, relationships among PAG members were built and communication was established within each of the groups. Communication across PAGs was less frequent and took place more within each respective institution. The Planning Group structure (PG) in Phase 2 allowed for members from different PAGs to cross-communicate, although there were also challenges in scheduling and attendance. Nevertheless, this PG process allowed members to view the objectives with broader lenses before returning to their initial PAGs to debrief and inform their continued planning.

Despite the aforementioned challenges, the planning process through the PAG working groups was hugely successful in collectively increasing the general organizational knowledge of the different member institutions. This included knowledge of infrastructure, operations, and available programs, resources, and curricula.



Furthermore, engagement in the planning process promoted “out-of-the-box” creative thinking for innovative and effective ways to serve adult students. The level of commitment invested and the amount of work completed by PAG members was well noted by the Consortium and AB86 Staff.

Representatives from PAGs provided with opportunities to share information with the Steering Committee and the Consortium at meetings. Otherwise, communication with the Steering Committee and Consortium was managed via the AB86 Staff. The Project Director and Administrative Assistant served as the “clearinghouse” of all information and communications. Due to the quantity of information communicated at any given time, they summarized information and streamlined communication to prevent “information overload.” In this manner, the Steering Committee received relevant information in a timely manner.

Given the roles, responsibilities, and multiple hats worn by several Steering Committee members, involvement across the members may sometimes vary. Nevertheless, the level of commitment of these members to the AB86 process is significant and is supported by the collaborative nature of the process.

### **Description of Teacher and Faculty Involvement**

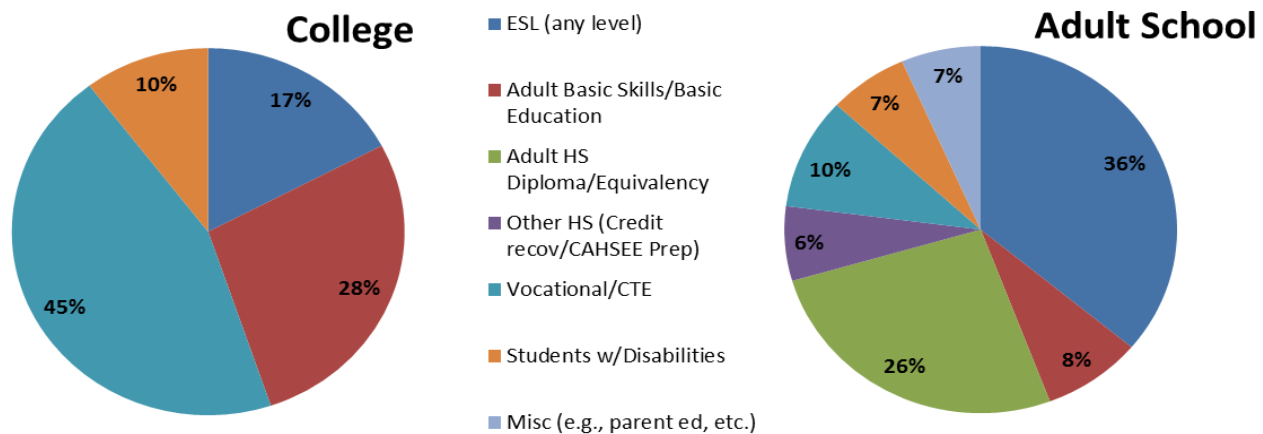
As previously described, PAG participation via both planning phases was one vital way in which adult school teacher and college faculty have been effectively involved in the process and development of the regional comprehensive plan. Another avenue for teacher and faculty involvement was presented via the Faculty Survey. The survey allowed for teachers and faculty from all member institutions who were currently teaching to participate in the planning process through their perspectives and experiences in teaching and working with the adult student population. The voices of the educators who work with these students on a regular basis are highly relevant to planning and success.

#### **Faculty Survey**

The survey was developed in September 2014 to gather perspectives and experiences from adult school teachers and college faculty teaching AB86 content areas to inform working group members and the Consortium at large, as they discussed and developed plans to address comprehensive adult education in this region. Survey items and questions were developed from input and feedback from AB86 Staff, Consortium, and PAG members. An online version of the survey was created along with an informational statement for prospective respondents. The survey was made available to adult school teachers in all five member districts and faculty teaching AB86 content areas in both colleges.

There were 93 respondents in total representing all 7 member institutions. Figure 3 displays the distribution of AB86 content areas taught by the respondents. As shown in the figures, areas related to high school completion and other non-credit miscellaneous courses were not represented by college respondents as they are not offered at the college level. All other AB86 content areas were addressed by both groups.

**Figure 3.** Distribution of AB86-Related Content Areas Taught by Survey Respondents



Survey respondents were asked questions in the following areas: working with students with disabilities, classroom settings, materials, curricula, measuring student learning and outcomes, professional development, necessary resources, and overall successes and challenges to effectively teaching adult students.

Results were disaggregated into two groups – college faculty and adult school teacher. While there were notable differences across the two groups in such areas as necessary resources, appropriate classroom settings and materials, and defining student success, there was considerable agreement in the need for targeted professional development, resources for working with students with disabilities, and the need to address students' personal and professional as well as academic goals.

Ultimately, the results from this survey served two purposes: 1) to provide pertinent information to AB86 staff, Consortium members, and PAG groups currently developing the AB86 comprehensive regional plan; and 2) to highlight the differences and similarities in experiences and perspectives across educators from the two institutions currently serving the adult students in this region.

### Communication Plan

A website has been created and maintained by the AB 86 staff, hosted on the IVC website, used for both internal and external communications to keep stakeholders advised and up-to-date regarding the progress of the Regional Comprehensive Plan. The website includes both state and local information, including data reports and other planning information. AB86 Staff sends relevant documents, such as recent state submissions, for site posting. A portal is under development which will include extensive information about the adult education courses and programs available in the region.

Communication with districts and regional stakeholders takes place primarily via email. Consortium lists which include key district leaders and Adult Education K-12 and community college constituents are used to communicate on a regular basis. Google drive is used as a method for sharing working documents across the Consortium, as well as reviewing and editing drafts in progress.

Outreach efforts such as site visits, presentations, and meeting announcements have been and will continue to be used to generate interest and share information among regional stakeholders.

Communication with neighboring consortia is maintained through the Association of California School Administrators (ACSA) Adult Education Committee and the Orange County AB86 Consortia. Communication of funding opportunities for adult education will also be addressed through the region's CTE collaborative (CTEoc) to leverage existing resources and identify interested stakeholders.

### **AB86 Forum**

In September, the Consortium planned and implemented an all-day AB86 Forum – a full-scale event carried out in conference-style format to provide program advisory groups, partners, and other stakeholders with information (models and best practices) within the current educational system, college or adult school that may be used, adapted, and/or integrated into addressing the objectives of the comprehensive plan. The AB86 Forum was designed to reach out to multiple levels of stakeholders to maximize communication and professional learning.

Consortium members from all seven institutions had the opportunity to learn about current structures and practices used by the colleges and adult schools to meet the needs of adult students. Presenters included college faculty, adult school teachers, and partner agencies, such as the public library and regional centers. Topics were highly relevant to AB86 planning and addressed areas such as assessments, matriculation, leveraging resources, Career and Technical Education models, accelerated learning, accelerated progress in math and ESL, and students with disabilities. Post-conference feedback from participants was highly positive. Many noted that the opportunity to learn about the differences among the institutions, partners, and resources was the most informative component of the Forum. The Forum fostered communication among members and stakeholders in a collaborative environment.

### **Student Surveys**

#### **Student Survey and Prospective Student Survey**

The AB86 Research Analyst developed two surveys-- one to assess the needs and experiences of current students, and one to gather data about prospective students. Surveys were available in English, Spanish, and Farsi.. In January and February 2015 the surveys were distributed and administered at each of the 5 Adult Schools across the region. During the first round of survey administration a total of 612 surveys were completed. A summary of the data and an analysis of the results of the surveys is now available to inform Consortium planning, and is available in Appendix 3 of the Final Plan

## Demographic and Economic Profile

### South Orange County Region and Regional Descriptors

South Orange County Demographics <i>Snapshot</i>	
Regional Population	919,000
Living in Poverty	135,000
Adults with no High School Diploma	60,000
Unemployed	56,000
English Language Learners	382,000
Adults with Disabilities	93,000
In the Citizenship Process	131,000
Need Basic Literacy Education	145,000

Source: CCCC <http://ab86.cccco.edu/Overview/PlanningProcess/AB86WorkGroup.aspx>

South Orange County Regional Consortium is committed to designing adult education programs based on the demographic and economic realities of our region. The Consortium has undertaken considerable research to describe the adult population in need of educational and workforce services and the workforce training needs of employers and the local economy.

Orange County is home to one of the most dynamic and innovative regional economies in the country. Vital to sustaining the county's growth and employment demands is developing a talented workforce with the skills and training that are in high demand among employers. The South Orange County AB86 Adult Education Consortium represents the service area of South Orange County Community College District, which spans from San Clemente to Tustin with a total population of over 922,000 and 338,000 households. The natural geographic boundaries of the represented area include the Pacific Ocean, Santa Ana Mountain Range and Camp Pendleton. The region is served by the Orange County Transportation Authority and the major 1-5/1-405 connections.

South Orange County's population grew from 772,260 to 922,127 from 2000 to 2012 -a 19% increase. In 2012, the overall South Orange County ethnic/racial makeup was as follows: 0.4% Native American, 17.3% Asian, 1.6% Black, 0.2% Hawaiian/Pacific Islander, 68.8% White, 6.9% Other, and 4.8% Multi-Racial. The Hispanic population, classified as those who identify with different racial origins but with Hispanic or Spanish cultural influences represent 19.1% of residents. The 2020 demographic projection calls for an increase in the Hispanic population of 3% to 22.1%.

The proportion of White residents in South Orange County is expected to continue to decline from 68.8% to 64.1% while the proportion of Asian residents will continue to increase from 17.3% to 19.8%. The White population in South Orange County includes a large population of Middle Eastern immigrants.

### Financial Impact of Categorical flexibility on adult schools

School districts in South Orange County were hit hard by the economic crisis over the last five years. Their State funding was cut dramatically. With depleted reserves and decreased revenues, districts did not have the resources to pay their teachers and keep their schools open. One of the few viable options districts were given was a temporary change in State law that allowed districts to use all of their “categorical” funds in a “flexible” manner. Besides the more traditional categorical funds that supported programs such as GATE and school libraries, the State included two large, separately funded programs: adult schools and ROPs. Many school districts had no choice but to “flex” funds from the ROPs and adult schools and, in combination with layoffs, furlough days, and pay cuts, attempt to do their best to balance their budgets. These funds have yet to be restored.

**The impact of “categorical flexibility” on the adult schools in South Orange County and on the low income, marginalized English learner has been dramatic. This financial impact on adult schools and their loss of capacity will be discussed later in this report.**

Table 1 displays the ethnic distribution across the member institutions of the Consortium.

<b>Table 1. Ethnic Distribution Across Districts Served within SOCRC (2012-2013)</b>							
	Capistrano USD	Irvine USD	Laguna Beach USD	Saddleback Valley USD	Tustin USD	Irvine Valley College	Saddleback College
American Indian or Alaska Native	0.30%	0.30%	0.50%	0.30%	0.20%	0.13%	0.25%
Asian	5.40%	43.70%	4.00%	6.90%	16.60%	25.65%	9.50%
Native Hawaiian Pacific Islander	0.10%	0.40%	0.20%	0.30%	0.40%	0.29%	0.19%
Filipino	1.60%	2.70%	0.40%	3.20%	1.90%	2.70%	2.06%
Hispanic/Latino	25.10%	10.50%	9.30%	30.60%	46.40%	19.93%	19.53%
Black or African American	1.30%	2.30%	1.40%	1.50%	2.20%	2.19%	1.84%
White	60.20%	34.20%	81.10%	52.00%	29.80%	41.48%	59.26%
Two or More Races	5.70%	5.80%	2.90%	4.80%	1.90%	4.31%	3.98%
None Reported	0.30%	0.30%	0.20%	0.50%	0.60%	3.32%	3.40%
<b>Total Enrollment</b>	<b>53,785</b>	<b>29,072</b>	<b>3,045</b>	<b>30,355</b>	<b>23,771</b>	<b>20,167</b>	<b>38,993</b>

### **Workforce Demand on the Education System**

Orange County is the 3<sup>rd</sup> largest county in California, and the 6<sup>th</sup> largest in the nation, with an unemployment rate of 5.8%. While state and national unemployment rates average 8.1% and 6.7% respectively, some cities of Orange County report unemployment rates as high as 8.9% and 12.7%.<sup>1</sup> Orange County lost approximately 162,000 jobs or about 11% percent of its payroll employment from 2007 to 2010. The construction industry alone experienced the largest percentage decline shrinking by 28.6%, with a loss of 29,467 jobs. Other industries experiencing significant loss of employment include Business and Professional Services losing 34,314 jobs; Trade, Transportation, and Utilities shedding 27,050 jobs; Manufacturing down 25,867 jobs; and Financial Activities losing 22,025 jobs.<sup>2</sup>

**Nationally by, 2020, there will be 1.5 million too few college graduates to meet demand – and 5.9 million more Americans without high school diplomas than employers can use.**<sup>3</sup> Forty-percent of Orange County executives who are planning to hire in the next year reported they have had unfilled positions for 6 months or longer because they cannot find qualified applicants.<sup>4</sup>

Despite historically high unemployment rates, many employers are **unable to find skilled employees**. The National Commission on Adult Literacy found that 88 million U.S. workers lack the basic skills to earn a postsecondary credential, limiting their capacity to get and keep family-supporting jobs.

The average rate of California residents not completing high school is 23%; while 51% of the state's population has less than some college education.<sup>5</sup> Emerging occupations increasingly require some formal college level training. Local workforce skills are deficient across multiple categories including technical and workplace knowledge, problem solving and work ethic skills.<sup>6</sup> Industry reports, partner input, and the Orange County Occupational Information Network revealed significant educational gaps exist among current job seekers—far below employer requirements for English language proficiency and basic skills. A large majority of job seekers are unfamiliar with the skills needed for high-wage jobs. Additional barriers include: 1) lack of appropriate education or credential; 2) low completion rates in higher education; 3) knowledge of and affordability of training programs; 4) financial restrictions; 5) family challenges; 6) transportation; 7) loss of confidence, and: 8) low basic skills, literacy and technical skills levels.

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<sup>1</sup> U.S. Bureau of Labor Statistics

<sup>2</sup> Orange County Workforce Indicators 2011.12, Orange County Workforce Investment Board

<sup>3</sup> Source: 2011/2012 Orange County Business Council Workforce Indicator Report

<sup>4</sup> Source: Orange County Workforce Indicator Report, 2011.

<sup>5</sup> <http://www.city-data.com>, May 2013

<sup>6</sup> California Workforce Skills Analysis report, Technology Workforce Issues and Opportunities in the California Innovation Corridor, 2010



In South Orange County, there are at least 60,000 adults who do not have a high school diploma or GED. And although high school dropout rates are typically low in South Orange County, the rate for Hispanic/Latino students is disproportionately high (See Table 2 below). Exacerbating this statistic is a report indicating that by 2018, 61% of California jobs will require post-secondary education.<sup>7</sup>

<b>Table 2. Dropout Rates for School Districts Served within South Orange County Regional Consortium by Top Four Highest Race/Ethnic Groups (2012-2013)</b>					
	<b>Overall Grade 9-12 Dropout Rate</b>	<b>% Hispanic/Latino</b>	<b>% Asian</b>	<b>% White, Non-Hispanic</b>	<b>% African-American</b>
<b>Capistrano</b>	<b>1.0%</b>	39.8%	2.9%	43.9%	5.8%
<b>Irvine</b>	<b>0.8%</b>	18.3%	25.4%	46.5%	7.0%
<b>Laguna Beach</b>	<b>1.0%</b>	0.0%	0.0%	100.0%	0.0%
<b>Saddleback Valley</b>	<b>0.7%</b>	57.9%	5.3%	28.9%	0.0%
<b>Tustin</b>	<b>0.6%</b>	63.6%	13.6%	11.4%	9.1%

Source: Data Quest, California Department of Education, 7/14/2014

Both education and workforce training programs should be designed to accommodate Orange County's current economic, population and workforce trends. Population demographics point to the need for initiatives and strategies to support diverse ethnic communities and the county's rapidly aging general populace. With a culturally diverse community and workforce comes the critical need for English language proficiency programs and initiatives to increase educational attainment across all levels (K-12, community college, and university) in order to build a well-educated, high-earning workforce that meets current and future labor market demands.

<sup>8</sup> Furthermore, workers must work 124 hours per week at minimum-wage to afford a one-bedroom apartment in Orange County.<sup>9</sup>

<sup>7</sup> 2013 Orange County Community Indicators Report

<sup>8</sup> Report, Workforce Indicators. "Orange County Workforce Indicators Report." Orange County Demographic Trends. (2014): n. page. Web. 9 June 2014.

<sup>9</sup> 2013 Orange County Community Indicators Report

## **Objective Number One (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 all programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220)***

### **Introduction**

The seven member agencies of the South Orange County Regional Consortium each have unique and effective approaches to serving their adult education student populations with well-prepared teachers, effective and targeted curricula, and varying student support systems and facilities.

### **Student Population *Community College and Adult Learner Student Characteristics***

In general, the community college student population has a higher level of previous education and a higher income level than students attending the adult schools. Although the courses are considered to be Basic Skills (two or more below college level), the students typically have earned a high school diploma or a GED. Students' assessment scores have placed them in remedial courses to improve their skills before they are eligible to take required college-level courses. Some of these adult students are immigrants who were professionals in their native countries and are enrolled in college to seek licensure in this country. Many students are interested in pursuing career technical training/certificates, associate degrees, and/or transferring to a four-year university.

Adult schools typically serve students with a lower level of previous education and lower skills who need to learn English, math, take a CTE class or earn a high school diploma or high school equivalency to be able to get a job, avoid losing a job, or to continue their education in a community college CTE or associates degree program.<sup>10</sup> These programs are typically offered in a location within walking distance of target student populations. Adult school students are often unemployed, underemployed, or employed in unstable, minimum-wage positions. Both the K-12 Adult school system and community college serve many pregnant and parenting teens and single mothers, CalWORKS clients, adults with disabilities, adults released from correctional institutions, dropouts, non-grads, adults with substance abuse and mental health issues, sometimes in residential rehab facilities, adults aging out of the foster care system, adults living in halfway houses, and other hardest-to-serve populations.

### **Faculty/Teacher Preparation**

Community college faculty members are required to have at least a Master's Degree in their field, but often have a higher degree and many have published articles in professional journals. Adult education teachers are required to have at least a Bachelor's Degree and a California teaching credential in the appropriate area, but

<sup>10</sup> Due to the demographics of adult students served by Irvine USD, they may not fit this generality.



sometimes also have an MA or other certificate, such as a Teachers of English to Speakers of other Languages (TESOL) or a Cross-cultural, Language and Academic Development (CLAD). Some of the community college faculty teaches full time, but the great majority is part-time, teaching on a per-course basis. All of the adult education teachers are part-time, typically paid only for the instructional hours that they teach. Adult Education CTE instructors can acquire a teaching credential with five years of verifiable work experience.

Both systems encourage regular professional development in their subject area, and teachers in all seven instructional programs tend to have many years of successful experience in teaching Adult Basic Skills.

### **Support Services**

Both Saddleback College and Irvine Valley College have a wealth of services available on campus to meet the needs of students. These include student health centers, counseling, career centers, tutoring centers, learning labs, Disabled Students Programs and Services (DSPS), programs for veterans, and matriculation offices.

The adult schools have basic academic advisement services on their main campuses, and refer students to agencies in the communities they serve for health, jobs, counseling, emergency housing, food, immigration, transportation and crisis intervention services. The addition/availability of personal counseling would bring a significant benefit to the community.

### **Facilities**

The community colleges have large campuses with well-equipped classrooms, generally sufficient parking and a variety of facilities available for student use. Both campuses offer cafeterias, student service centers, athletic facilities and libraries.

The adult schools are often co-housed with alternative high school programs, and generally have computer labs. Classes are often offered at local elementary schools, high schools and other community facilities in the neighborhoods where students live.

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**Program Area Number One (1):**  
**Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.**

***Regional Demographics 60,000 without High School Diploma 145,000 need basic literacy.***

**Curricular Issues**

The community colleges have well-established credit and noncredit programs which, for the most part, are designed to build students' reading, writing and mathematics skills to prepare them for the challenges of college-level studies. Basic Skills students take courses that are two or more levels below college level in Reading, Writing and Math. The colleges have reading labs and tutoring centers that support student learning with additional practice in areas of need. The English Departments at both Saddleback and IVC are in the process of offering accelerated pathways for students who place at two or more levels below transfer-level English. The colleges do not currently offer programs for high school diplomas or equivalency.

Adult schools usually offer a high school diploma, California High School Exit Examination (CAHSEE) and High School Equivalency Preparation curricula that focuses on the skills needed to meet the requirements for a high school diploma or equivalency. The program typically offers classroom or learning center-based instruction, online and/or independent study programs in which students meet with their teachers once a week and complete their assignments at home. Some adult schools also run Adult Basic Education classes for students with elementary-level English and/or Math skills.

Two of the adult schools receive Workforce Investment Act II (WIA II) funds. These federal revenues pay the adult schools for certain student outcomes, such as the achievement of one or two levels of reading improvement, earning a high school diploma or passing the one of the High School Equivalency tests, such as the GED, HiSET or TASC.

**Saddleback College**

***English***

There were 1,449 credit and 18 noncredit students enrolled in English/Basic Skills, defined as two or more below college level, including courses in English, Reading, and Writing in the 2013/14 academic year.

The English Department, the largest department in SOCCCD, offers required courses in English Composition as well as non-transferable, developmental courses that prepare students for college-level writing courses. There are 33 sections offered at two or more below college level. Students take the CTEP for placement into the appropriate English or Reading class.

The Reading Department offers multilevel, developmental and college-level classes to provide curriculum applicable to the general education requirements for an AA degree, serving as a reading resource available to students across the curriculum. English 340,

Reading Skills for College (two levels below), is an entry-level course, with 15 sections offered in 2013-14. The Reading Department is successful because of the expertise of the full-time and part-time faculty who, for instance, created instructional videos and a handbook to guide content area instructors who wish to help students read their textbooks. The Department works closely with matriculation and counseling to ensure appropriate course placement.

Saddleback College also provides a Writing lab that currently offers students one-on-one support with a trained faculty member. Saddleback would also like to provide developmental students with even greater support through professional development for instructors working in the Writing Center and computers for each student in a developmental course.

### ***Math***

There were 1,169 credit students served in Pre-Algebra Math 351 (three levels below college level). Additionally, 2,471 credit students were served in Beginning Algebra, (Math 251) in 2013/14. Math 251 students are not reflected on the template because the course is considered to be one level below college, even though the students also need to pass Intermediate Algebra (Math 253) before taking college-level Mathematics.

The Mathematics Department is pursuing innovative instructional delivery systems such as online courses, supplemental video instruction, and accelerated learning and progression models.

### **Irvine Valley College**

#### ***English***

The college served 1,733 credit students in Writing/Basic Skills, and 252 in Accelerated Writing (Writing 389) in 2013/14. Seventeen sections of English 300 (two below college level) were offered. The Accelerated Writing lab (389) is a co-requisite for English 300. Additionally, 250-350 students attended Reading labs.

Irvine Valley College has a strong English program, tied to the UCI Writing Project, with the instructional philosophy that good writing starts with conversations.

#### ***Math***

In 2013/14, 1,783 credit students were registered in Math classes that were two levels below college level, and 276 noncredit students attended Math lab.

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### **Capistrano Unified School District**

In the 2013/14 school year the Adult Basic Skills, High School Diploma and GED Preparation programs at Capistrano Adult School served 815 students. This compares to 1,685 students who were served in the 2008/09 baseline year. TOPS Enterprise data show that 72% of the students were Hispanic; only 4% reported having a college or technical degree from their country, and 6% reported having a high school diploma, with 86% reporting “none” or “n/a”; and nearly 60% were between 18 and 35 years old.

The Adult School serves fewer students because of reduced hours and days of classes and lost services due to the State fiscal crisis and categorical flexibility.

The Adult High School curriculum provides instruction in all areas required for a high school diploma, including Social Studies, Mathematics, Science, and English, through independent study and learning centers. The Adult School maintains close relationships with the high schools, offers academic counseling and CAHSEE Preparation and testing.

The Capistrano Adult School has been a GED testing center for many decades. Over 400 students were served in the GED program last year, in English and Spanish, and 287 passed the test. With the changes in the format, content, requirements and ownership of the GED test, and related expenses, the Adult School has been unable to contract with GED or one of the new High School Equivalency testing agencies to continue as a testing center. As a result, there is no High School Equivalency testing center south of Irvine at the present time. Appropriate test preparation materials have just become available. So far this calendar year, one CUSD student has taken the test through another agency, and that student did not pass.

The Adult School continues to receive WIA Title II funds to subsidize the Adult Basic Education/High School Diploma/GED programs. Using CASAS data to examine student outcomes, of 195 Adult Secondary students with paired scores, 86.7% completed an NRS level, 15.4% advanced NRS level, 11 % earned a GED certificate, 5% earned a high school diploma, and 5% passed the CAHSEE. Of 44 Basic Skills students with paired scores, 38% completed an NRS level, 4.5% advanced NRS level, and 5.5% earned a GED.

### **Saddleback Valley Unified School District**

In 2013/14, Saddleback Valley Unified School District's Adult Education program served approximately 235 students, compared with 1,588 students in .

The Adult High School Diploma program offers several programs to meet the needs of its diverse student populations, which include: Regular Adult Education students, Independent Study students, and Adults with Special Needs.

The Adult School currently offers online courses and three sections of GED Preparation in English and Spanish. The school does not currently provide academic counseling for its students.

SVUSD is a WIA Title II-funded agency and uses the CASAS pre- and post-tests to document student learning gains. The school receives funding for learner outcomes such as completion of one or more levels of reading, and number of high school diplomas and GEDs earned.

### **Laguna Beach Unified School District**

In 2013/14, Laguna Beach Unified School District offered a High School Diploma program for the community it serves. The program, which served 2 adult students, met one day per week, and offered GED Preparation and credit recovery online, using Odysseyware.

### **Tustin Unified School District**

Because of budget cuts, Tustin Adult School has reduced offerings to adults. Tustin currently offers an Adult High School Diploma program, CAHSEE Prep and testing, counseling and assessment, one-on-one Math tutoring, and a Math Lab that is shared with concurrent students. In 2013-14, 180 adult students were served, and 67 of these students graduated with a diploma. No GED Preparation is offered at this time.

### **Irvine Unified School District**

Irvine Adult School currently offers a high school diploma program for fifth year seniors, and will offer a program for 18 year old adults beginning in the fall of 2015. Classes offered include all core subject area and electives required for the Irvine Unified School District diploma. GED Preparation classes are also offered.

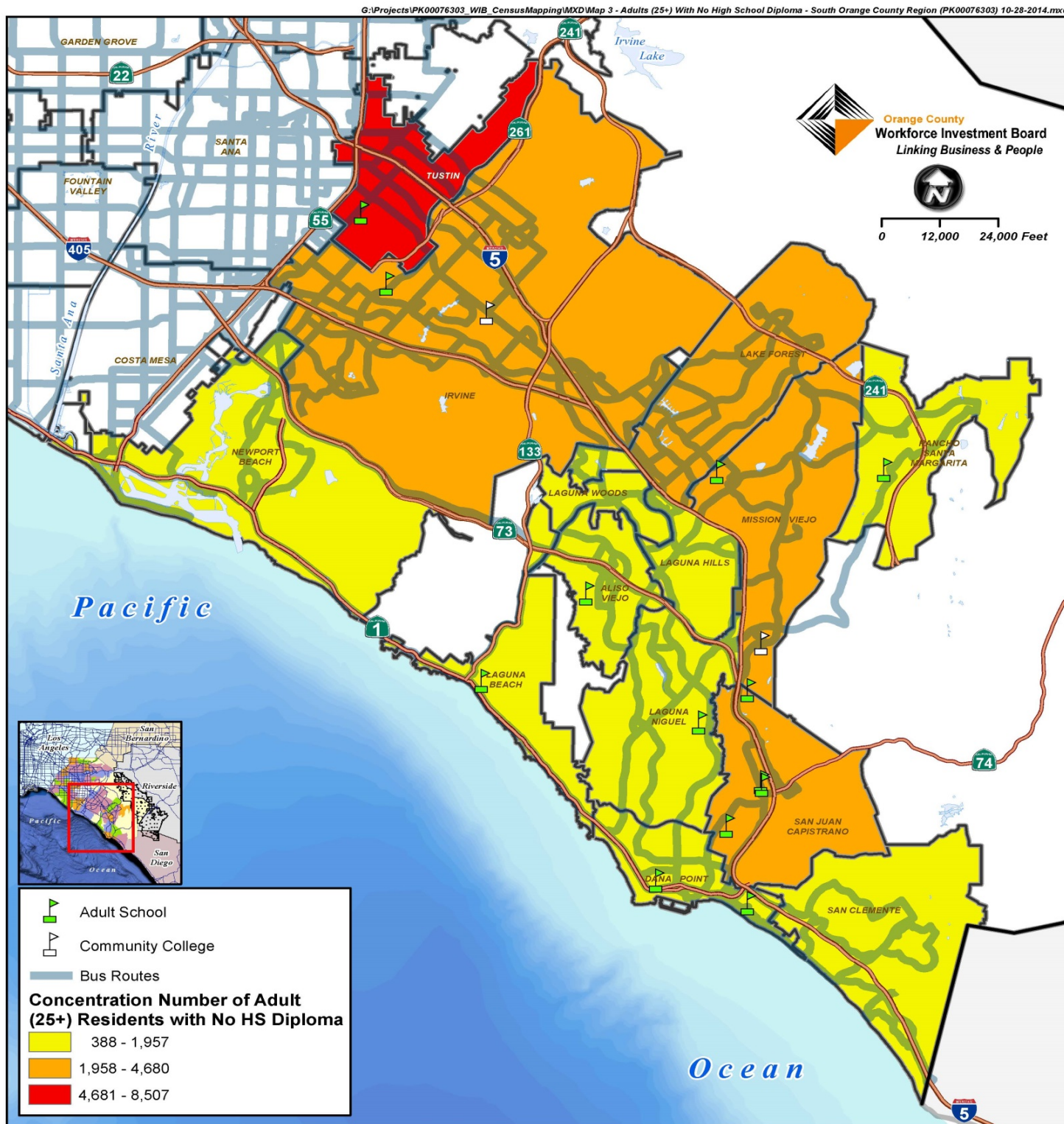
### **Consortium Partners**

#### **Library Literacy**

The three primary library literacy volunteer programs in Orange County are Read/OC, Huntington Beach Public Library, and Newport Beach Public Library. These programs serve over 1,200 adults each year with ESL and Adult Basic Education. Many of these adults are second language learners. Besides working on literacy, the library programs assist students with Citizenship, job skills, GED, California Driver's License exams, voting, and much more.

**The map on the following page shows numbers of adults without a High School Diploma in our region.**





**DESIGNED AND PRODUCED BY:**  
OCCR  
OC Parks GIS  
Albert Lucero

**DATA SOURCE:**  
- Geomatics Land Information Systems Division  
- U.S. Census Bureau; 2010 American Community Survey 3-5 Year Estimates, Profile of selected social characteristics American Factfinder

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**DATE:** October 28, 2014

# LESS THAN HS GRADUATE SOUTH ORANGE COUNTY REGION



**Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.**

***Regional Demographics; 382,000 English learners and 131,000 in the Citizenship Project***

## **Student Population**

Many students at both community colleges enter the college with a higher level of previous education than those in adult schools. Many of the students worked as professionals in their native countries, and are working to meet requirements for licensure in this country. Many are interested in pursuing career technical training or college degrees. However, because of Saddleback College's large noncredit component, its student population also exhibits a great range of previous educational experience and income level. Many of its students, who take noncredit courses, particularly at lower levels, are similar to adult school populations in income, previous levels of education and reasons for taking classes. Irvine Valley College (IVC) offers a for-credit ESL program and its ESL population is a mix of students preparing for college readiness and for job/life skills. IVC's ESL Department's recent focus has been to improve the success rates of those students looking to transfer or attain an Associate's degree.

The student populations served by the two regional colleges differ as well. Saddleback College's two largest student groups are Farsi and Spanish speakers whereas IVC's largest groups are Farsi, Korean and Mandarin speakers. However, no group is a majority because both Saddleback College and IVC also serve a diverse group of students with sizable populations from different countries in Asia and other parts of the world. Both colleges are also seeing an increase in international students from Asia and the Middle East.

The adult schools, with the exception of Irvine Adult School who serve primarily Asian and Persian students<sup>11</sup>, typically serve Spanish-speaking students with a lower level of previous education who are often employed in unstable, minimum-wage positions, working as gardeners, maids and busboys. Usually students are learning English to get a job or advance at work, help their children with their homework and interact successfully in the broader community. In addition, some Irvine Adult School students and some students taking credit classes at IVC take ESL classes for other vocational purposes such clerical, customer services, medical or higher-paying jobs. This is a marked contrast to the students mentioned above.

## **Curricular Issues**

The Community Colleges have two well-established credit programs, and Saddleback offers students the opportunity to take these courses for non-credit. These courses directly support the general college mission to provide a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions,

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<sup>11</sup> Irvine Adult School primarily serves Asian students.

improvement of basic skills, and lifelong learning. The ESL Programs at the community colleges are comprehensive and flexible programs dedicated to helping non-native English speakers achieve their diverse goals--be they academic, vocational, and/or personal growth--by providing accessible courses to improve students' language skills, basic skills, and cultural awareness. These courses emphasize all language skills--listening, speaking, reading, writing, grammar, pronunciation, and vocabulary offered at six levels, from Beginning to Advanced - in both integrated and single-skill formats. The colleges have language labs and tutoring centers that support student learning with additional practice in areas of need. Both programs offer classes on campus at all levels during the mornings, afternoons, and evenings year-round. Summer classes, however, are more limited in number.

The Adult Schools have a life-skills curriculum that focuses on the needs of non-native English speakers and immigrants to advance their English language development, increase their employment marketability, and establish themselves as viable members of society. The curriculum typically offers seven levels of instruction from Beginning Literacy to Advanced ESL, integrating reading, writing, speaking and listening with grammar, vocabulary development, and pronunciation into the instruction of life skills/work-skills competencies of California Model Standards for Adult ESL. More advanced students are often combined into multilevel classes in which students are grouped by ability, based on CASAS scores or grammar screening tests. Some adult programs supplement the curriculum with distance learning programs in which students check out DVDs and written materials to study at home. Two of the adult schools receive Workforce Investment Act (WIA II) funding.

### **Saddleback College**

The ESL program at Saddleback College offers credit and noncredit options in a comprehensive and flexible program designed to help non-native English speakers achieve their diverse goals. Saddleback College provides six levels of instruction in a "multi-skills" format, covering listening, speaking, reading, writing, grammar, pronunciation and vocabulary, in an integrated manner. Other courses, on topics such as conversation, literature, film and business English in single/double skills courses are offered. General ESL courses, as well as vocational ESL and academic ESL courses, are offered to allow students to choose classes tailored to their individual needs. Course levels begin at "seven below" college level. The highest ESL course serves as a prerequisite to ENG 200, a prerequisite to ENG 1, the English composition requirement which earns college-level credit.

The ESL program serves as the community college point of entry for many immigrant and international students and, as they gain skills, gives them access to certificates, degrees, or opportunities to upgrade their job skills.

The ESL faculty regularly revises curriculum and explores innovative ideas in curriculum and delivery. They work closely together with the English and Reading Departments and campus support services, as well as other academic and CTE programs to connect the ESL students with the rest of the college. The department has experimented with curriculum to offer alternatives to standard classes: hybrid classes (with an online and in-class component), and paired classes (with ESL classes paired to content classes).



Students have the option of taking every ESL class for credit or noncredit. There were 350 students who took courses for credit (97.84 FTES) and 821 students who took the courses as noncredit students (175.2 FTES) in 2013/14.

### **Irvine Valley College**

The English as a Second Language (ESL) Department at IVC offers English language classes to non-native English speakers to help them succeed in college, at their jobs and in the community in a “for-credit” model, during the day and evening, Monday through Friday. The ESL curriculum has a full range of ESL classes, from the very Beginning through the most Advanced levels, consisting of both core courses and specific skill/topic classes that complement and coordinate with the core offerings. The core courses consist of seven progressive levels: Beginning Skills I and II, Intermediate Skills I and II, and Academic Writing I, II and III. Upon completion of the ESL sequence, students can enroll in transfer-level Writing 1.

The Beginning and Intermediate core courses are multi-skill classes in which the four language skills (reading, writing, listening and speaking), grammar and vocabulary are fully integrated. The additional skill class offerings focus on conversation, pronunciation and idioms to complement the core courses.

At the advanced levels, the core courses (Academic Writing I, II and III) focus on college-level composition to prepare students for transfer-level Writing 1 and other transfer-level college courses. Eight additional skill courses exist at the advanced level, concentrating on oral skills (Advanced Conversation, Advanced Pronunciation, Listening Skills and Note-Taking), vocabulary (Advanced Vocabulary Skills), grammar (Advanced Grammar Review, Advanced Grammar and Writing), and reading (Academic Reading and Language Through Literature).

In the 2013/14 school year, IVC served 949 students with an FTES of 224. These students included residents, non-residents, and international students all with various educational goals. From a fall 2012 student survey, students responded that they were taking ESL classes at IVC for the following reasons:

- 53% to transfer or to attain an AA degree/certificate,
- 24% for general life skills,
- 10% for a professional degree or test prep/grad program not offered at IVC
- 9% for job/work/professional reasons
- 4% other

### **Capistrano Unified School District**

Capistrano Adult School offers community-based ESL classes that serve isolated pockets of low-income, low-skilled, non-native English speakers. According to TOPS Enterprise reports, 72% of the students are Hispanic; only 4% report having a college or technical degree from their country, 6% report having a high school diploma, with 80% and reporting “none” or “n/a”; and nearly 60% are between 18 and 35 years old.

In 2013/14 the ESL program at Capistrano Adult School served 937 students, in 2008/09, 17 sections, which met six to nine hours per week, for a 17-week semester. ESL classes were offered at eight locations throughout CUSD, in six instructional levels. Students are placed in classes based on CASAS test scores and oral screenings.

The school's life-skills curriculum integrates reading, writing, listening, speaking and job-related skills. Multiple EL Civics units are taught in every ESL section. The Adult School maintains close relationships with the elementary schools that host its ESL classes, and the schools encourage the English-learning parents of their students to attend these ESL classes. Programs held in satellite locations often serve multiple levels of ESL students.

Additionally, two sections of Citizenship and two sections of Vocational ESL/Computers are offered at the main campus in San Juan Capistrano. The Adult School receives WIA II funds to subsidize the ESL/Citizenship programs. These federal revenues pay the adult schools for approved student outcomes, such as achieving one level or two levels of improvement, or successfully completing an instructional unit on a topic such as applying for a job.

In the 2013/14 school year, the Capistrano Adult School ESL department had 526 students with paired scores (pre- and post-tests), with 62.5% completing a level and 31.9% advancing a level. For EL Civics benchmarks, 94.6% completed one unit and 36.6% completed two units.

### **Saddleback Valley Unified School District**

In 2013/14 Saddleback Valley USD's Adult Education program served approximately 748 ESL students. Sixteen sections of its life skills curriculum, including ESL Reading/Writing and ESL Conversation at four ESL levels, were offered at their Silverado High School, Mission Viejo campus; and two sections of ESL Level 2, with grant-funded babysitting, were held at Los Alisos Intermediate School. A Citizenship Preparation section was also offered. Most classes met twice a week for two hours. Students determine their class level through a self-assessment test at registration. This assessment, along with an informal oral observation by the ESL coordinator, helps to place them in the appropriate instructional level. Enrollment is open for the first half of the semester.

SVUSD is a WIA II funded agency and uses CASAS pre- and post-tests, with additional assessments, to gather data and show student learning gains. The school receives funding for learner outcomes such as ESL-level completion, Citizenship interviews and GEDs earned. The ESL program implemented EL Civics assessments this year, embedding EL Civics instruction into its regular curriculum. This year the EL Civics goal (COAPP) focused on improving student ability to access affordable dental and health care in the area.

### **Laguna Beach Unified School District**

In 2013/14 Laguna Beach USD offered ESL Computer classes for LBUSD parents and two ESL sections. Classes met in the morning and in the evening, three times per week, and served 36 students who live and work in Laguna Beach.

### **Tustin Unified School District**

Because of budget cuts and categorical flexibility, Tustin Adult School is not currently offering ESL programs to the community. Should a permanent funding stream for adult education be provided by the CDE, Tustin is interested in re-building its program to serve its adult English Learners, particularly for the parents of Tustin Unified K-12 students.

### **Irvine Unified School District**

In 2013/14 Irvine Adult School served 920 ESL students, offering 23 fee-supported sections of ESL; and served 25 Citizenship students in one section of Citizenship. Classes included ESL Beginning, Beginning High, Intermediate, Advanced, as well as Conversation, Pronunciation, TOEFL Preparation and Vocabulary at two locations in Irvine. Instruction in the Adult Education classroom focuses on the acquisition of communication skills necessary for students to function in real-life situations.

### **Consortium Partners**

#### ***Library Literacy***

The three primary library literacy programs in Orange County are Read/OC, Huntington Beach Public Library, and Newport Beach Public Library. These programs serve over 1,200 adults each year with ESL and Adult Basic Education. Many of these adults are non-native English speakers. Besides working on literacy, the library programs assist students with Citizenship, job skills, GED, CDL exams, voting and much more.

#### ***St. Paul's Episcopal Church ESL Volunteer Program***

In 2008/09 Tustin Adult School's ESL program was forced to close due to categorical flexibility. Because over 2,000 students lost the programs that they relied on to learn English, a Tustin Adult School teacher began a volunteer-run, free ESL program at St. Paul's Church. This program currently offers Beginning, Low Intermediate and High Intermediate classes two days per week and two nights per week (with free babysitting in the evenings), and a Citizenship class on Saturday mornings. Over 250 students were served in ESL and 20 students were served in Citizenship in 2013-14. Free individual tutoring is available by appointment. No summer program.

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## **Other ESL Resources**

### ***South Coast Literacy Council***

This volunteer program offers ESL tutoring at 16 sites in the South Orange County Region.

### ***Saddleback Church ESL class***

Saddleback Church in Mission Viejo offers a volunteer-based ESL program on Tuesday from 3:30 to 5:00 pm and on Thursday from 3:30 to 5:00 pm and 6:30 to 8:00 pm. There is no summer program offered.

### ***St. John Neumann Church ESL Volunteers***

St. John Neumann Church offers volunteer ESL tutors from 9:15 to 10:15 am on Monday and Tuesday mornings. There is no summer program offered.

### ***La Playa Center***

La Playa Center is a free English as a Second Language (ESL) school with childcare that is housed at the Boys & Girls Club of Laguna Beach. It runs from 9:00 to 11:00 am Monday through Thursday, follows the LBUSD school calendar, offers three levels of ESL instruction, and works with the Laguna Food Pantry.

## **Adequacy and Quality of ESL Programs in the South Orange County Region**

The AB86 ESL Program Advisory Group (PAG), made up of ESL professionals representing the seven member agencies, met for a total of 16 hours to describe and assess the programs currently available to students in the South Orange County Region.

The ESL Program Advisory Group found that the programs currently offered through the community colleges and adult schools in the region are taught by experienced and well-qualified teachers with curricula appropriate to the student populations. The PAG did not find duplication of services or program overlap to be an issue among the ESL providers.

However, because of major program reductions at the adult schools, PAG members found that current programs are inadequate to serve the large numbers of English Learners in South Orange County, particularly low-income, low-skilled Hispanic students.

The data show that combined credit and noncredit ESL enrollments at the community colleges have remained steady with modest growth from the 2008/09 baseline.

**Saddleback College** served a combined (credit and noncredit) 1,052 students in 2008/09 and 1,171 in 2013/14. **Irvine Valley College** served 814 credit students in 2008/09 and 1,087 credit and noncredit students in 2013/14 (non-credit is minimal). The declared goals of the majority of students in the (IVC) ESL classes were to earn a college degree or career technical certificate.

The current ESL curriculum at (IVC) served those students who had academic goals well, but without an establishment enhanced, non-credit program, students whose educational goals differ from academic ones may not be fully supported. Experienced

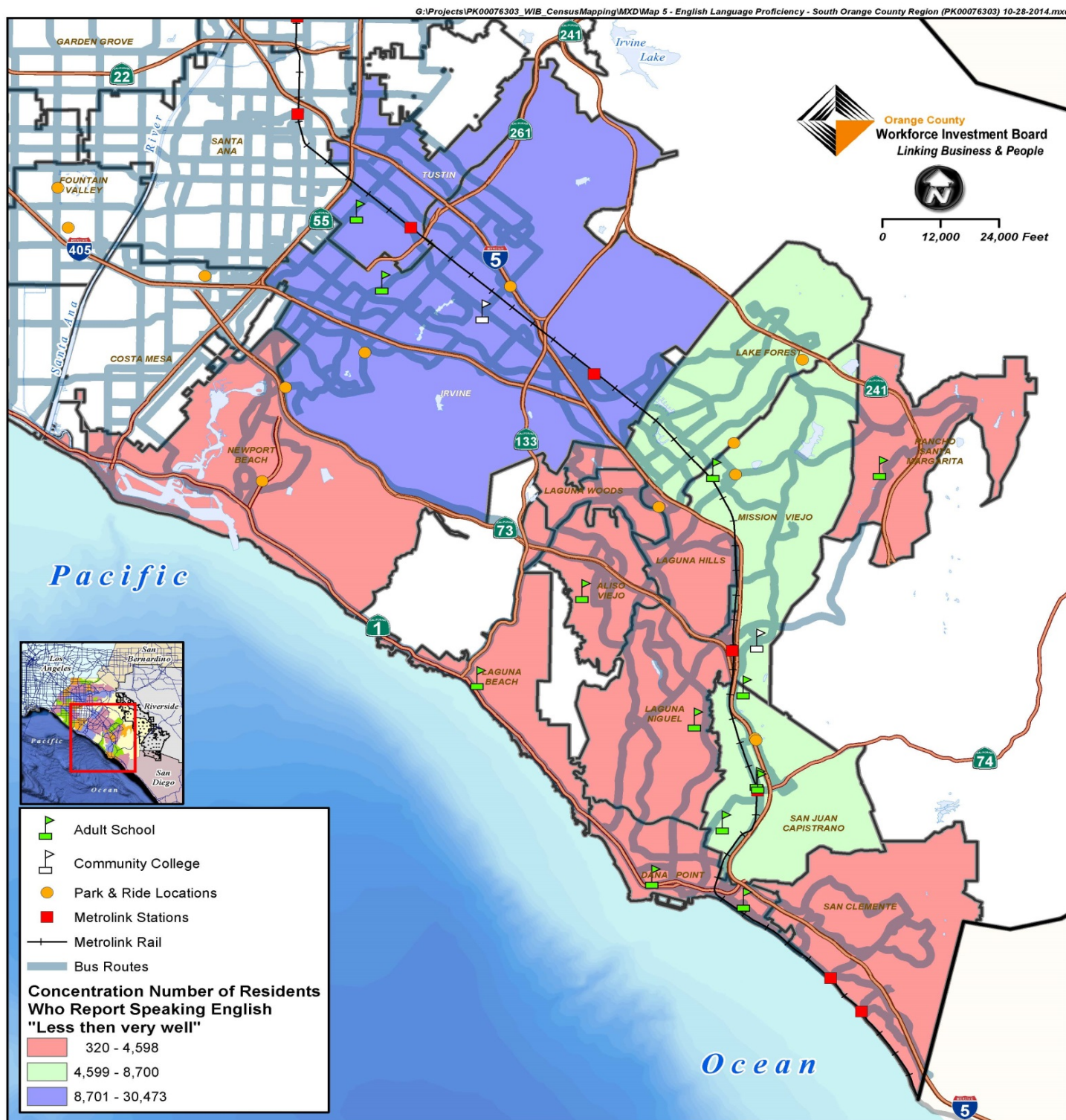
and capable full-time and part-time faculty continued to teach ESL classes, and student support systems generally remained in place, but there is a need for additional full-time faculty to assist with managing the continually-growing unmet demands.

The adult school data, however, tell a different story. The combined adult school ESL/Citizenship enrollment in the baseline year of 2008/09 was 9,415. In 2013/14 the adult schools served a combined **2,605** students, **a significant decrease of 6,810 students**. Inadequate resources to serve the adult school ESL population will be addressed in the following section on “current needs”.

**The map on the following page shows the number of English learners by city in our region.**

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DESIGNED AND PRODUCED BY:

OCPR  
OC Parks GIS  
Albert Lucero

**DATA SOURCE:**

- Geomatics Land Information Systems Division  
- U.S. Census Bureau, 2010 American Community Survey 3-5 Year Estimates, Profile of selected social characteristics American Factfinder

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DATE: October 28, 2014

# ENGLISH PROFICIENCY SOUTH ORANGE COUNTY REGION



### Program Area Number Three (3): **Education programs for Adults with Disabilities**

#### *Regional Demographic; 93,000 Adults with Disabilities*

Program Advisory Group (PAG) 3, adults with disabilities members are committed to providing disabled students with premier educational and life learning programs and support at the adult school and community college levels. Faculty and service providers are sensitive to helping ensure that each student's life as well as educational goals are recognized so as to help students realize the most independent and functioning role in their community possible, at their job, or home. As commented in other PAG groups, despite funding challenges, they are dedicated to developing and providing responsive, timely, intensive individualized programming for every student based on his/her learning style and abilities.

According to the US Census Bureau and other data provided by the State AB86 workgroup, there are approximately 93,000 adults with disabilities living in the South Orange County Region (See *Adults with Disabilities* map below). Preliminary data seems to indicate that just over 3,000 adults with disabilities were served by the South Orange County region adult school system during fiscal year 2012/2013 and about 2,911 during 2013/2014. This equates to about only 3% of adults with disabilities being served by the local adult school and community college system. However, the actual number of students served by adult education is far less given that 2,911 and 3,000 include students that received some type of support and/or special service and not necessarily enrolled in adult education class.

Currently, Irvine Valley and Saddleback College **generally do not provide noncredit courses** and programs for adults with disabilities. However, they do provide support services, specialized instruction and accommodations to students with a disability, allowing them to fully participate and benefit from an equitable college experience.

**South Orange County Community Colleges** (Saddleback and Irvine Valley College) provide adults with disabilities support services through the Disabled Students Programs and Services (DSPS), specialized instruction, adapted kinesiology, programs, and educational accommodations allow students with disabilities to participate fully and benefit equitably in their college experience. DSPS was enacted in 1976 through the passage of AB 77 (Lanterman) and funds support services and instructional programs for students with disabilities in California Community Colleges.

#### **Saddleback College**

Saddleback College served approximately 2,500 adults with disabilities during their FY 2012/2013 and about 2,400 during FY 2013/14. Numbers served include students participating in the adapted kinesiology program (KNEA). KNEA is largely offered as for credit at Saddleback, but would benefit from a non-credit option as well.

A Student Educational Contract (SEC) is developed with each student which links student's goals, curriculum, programs, and academic accommodations. Services that are "over and above" those offered by the college may include accommodated testing, assessment of learning disabilities, specialized counseling, interpreter services for students who are deaf, alternate media, access to adapted computers and software,



priority registration and specialized instruction. A student's disability must be verified. The student must have an educational limitation that impacts their ability to participate in general education. Saddleback College provides alternative methods of communication for adult with disabilities. These services provide timely and accurate translation in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability.

Saddleback College provides: **Accommodated Testing** - Sign Language Interpreter, extended time for testing, test "readers", scribe service, alternate answering of questions; typing or taping, use of a word processor or oral response, clarification of test instructions, modification of test format, oral test, size of print, size of space allowed for response, specially lined paper, alternatives to computer-scored answer sheet, adapted equipment, testing to occur in a separate, or quiet room with a proctor. **Adaptive Computer Lab** - Macintosh iMac Computers (many accessibility features built in), Dragon Naturally Speaking (voice recognition software), Jaws for Windows (screen reader for blind students), Zoomtext Extra (screen enlargement with speech), Kurzweil 3000 (Scan a book and have it read back to you through the computer), Kurzweil 1000 (Scan and read software for blind students), Microsoft Office 2003 (Microsoft Word, Excel, PowerPoint). The College's **Alternate Media** unit converts textbooks, instructional materials, and other printed information into another formats such as Braille, large print, or electronic text.

KNEA is based upon individual plans serving students with a variety of disabilities. The Adapted Kinesiology Program serves a wide range of disabilities, but generally is comprised of two main groups: 1) younger adults with intellectual disabilities 2) middle aged to older adults with disabilities that effect both mobility and cognitive function. Students with disabilities are often paired with students doing career exploration in allied health fields and other helping professions. Once an assessment has been completed, students are given a Personal Exercise Plan and begin working one on one with a student assistant or in groups. Special adapted equipment may be used for the student's success. Students take for credit classes to work on motor and social skills that optimize independence, assist with job training/placement and help with re-integration into the community after being diagnosed with a disability.

### **Irvine Valley College (IVC)**

Irvine Valley College offers support services, instruction and accommodations to ensure students with a disability make a successful transition into post-secondary education.-Participation in the Disabled Students Programs and Services (DSP&S) is voluntary. The goal of the program is to assist students to successfully attain their long term educational goal by supporting students in educationally related activities consistent with the mission and vision of IVC and in compliance with federal and state mandates. Irvine Valley College's DSP&S program embraces the philosophy of total integration of instructional programs and students with disabilities into the fiber of the community college system.

### **Services Provided**

- Counseling and Advising
- Sign Language Interpreters / Captioning
- Academic Support and Coordination

- Alternate Media Formats
- Adaptive Equipment
- Note Taking Assistance
- Tutors
- Referral Resources, Services and Agencies
- Learning Disabilities Assessment
- Development of a Student Education Plan
- Adapted Computer Equipment
- Testing Accommodations
- Collaboration with faculty and staff

DSPS provided support services to 850 students during the 2012/13 academic year and 860 students during the 2013/14 year. IVC served approximately 73 credit students in the Special Services classes during the 2012/13 school year; and 47 during 2013/14.

### **Capistrano Unified School District**

Capistrano Unified School District's Post-Secondary programs consist of two programs, the Adult Transition Program (ATP) and the Continued Learning Adult Special Services (CLASS). ATP served approximately 100 students in the 2013/14 school year. CLASS served approximately 50 students in the 2013/14 school year.

#### ***The Adult Transition Program (ATP) – Program Description***

ATP is designed for special education students (18-22 years of age) who have completed high school with a certificate of completion. The students eligible for the ATP have significant disabilities and require specialized academic instruction and assistance learning functional skills and applying them in the community. The focus of the ATP services and staff is to provide an individualized education program which promotes independent living and independence according to each student's unique needs.

#### ***ATP Program Components***

- Small class structure - Classes are designed to provide specialized academic instruction to individuals with more intensive needs.
- Person-centered Planning is used to develop programs for students
- Social skills development embedded into daily structure
- Instruction is provided in these common areas that adults experience:
  - Domestic/independent living
  - Career/vocational
  - General community

#### ***CLASS Program Description***

The CLASS Program is designed for special education students (18-22 years of age) who have completed high school without a diploma. Students in this program are able design their own schedules and structure services to meet their educational goals.

#### ***CLASS Program Components***

- Sessions with the teacher are one-on-one or small group.
- Sessions are scheduled with the teacher and are usually one or two times a week
- Teacher sessions focus on the student's educational goals which may include:
  - "Late grad" completion of a high school diploma

- Completion of an Adult Ed diploma
- Completion of the General Educational Development (GED) certificate
- Support with classes being taken at a community college
- Continued development of academic skills
- Continued development of job related skills
- Communication coaching is available through the speech pathologist as appropriate
- Career Preparation Staff assist students in accessing work experiences and obtaining jobs. Supported work opportunities are provided to students based on their skills and needs.

### **Saddleback Valley Unified School District**

Saddleback Valley Unified School District has a long history of serving the adults with disabilities community. SVUSD has the post-high school Futures Program. This facility consists of four classrooms, three instructors, several aides and a shared principal. Once students age out of the SVUSD K-12 program they enroll in the Futures program. This program focuses on life skills and services students in their late teens and early twenties. Students transition from Futures to the SVUSD Adult Education program. SVUSD Adult Education currently offers 15 classes on the Alternative Education campus. Ten instructors and several aides serve this population. During the 12-13 school year 180 students took part in the program. During the 13-14 school year 130-150 students took part in the program. SVUSD Adult Education Students with Disabilities program focuses on life skills including cooking, health, and workability. SVUSD AE Students with Disabilities program includes physical fitness courses like swimming and bowling and fields a Special Olympics team every year. Many of these students are concurrently participating in Vocational Visions program. SVUSD has maintained a partnership with Vocational Visions for more than forty years and the programs work together to meet the needs of the Adults with Disabilities community.

### **Laguna Beach Unified School District**

Laguna Beach Unified School District partners with Saddleback Unified School District to provide services to adults with disabilities ages 18 to 22. They provide services to approximately 3 adult students with disabilities per year. Most students transition into their local community college which include Saddleback and Irvine Valley College. Students are also assisted through public county resources.

### **Tustin Unified School District**

Tustin Unified School District is located on the campus of Sycamore High School. TUSD provides an *Adult Transitions Program* (ATP) through which adult students with disabilities, ages 18 to 22, living independently in the surrounding community, can take classes that teach employability skills. ATP encourages development of the skills, attributes, behaviors and values needed to succeed in the workplace. Their program enhances employment opportunities for anyone seeking to improve their employability skills for a return to work. As part of their program, students may participate in: applying for work, interview skills, researching employment opportunities, personal presentation in the workplace, self-development, teamwork skills, operating in a work environment, building and managing workplace relationships, communication and customer care,

responsible work practice, rights and responsibilities, understanding change/ structures in the workplace, solving problems in the workplace, and transportation skills. TUSD served approximately 45 students during the 2012/13 school year; and 42 during 2013/14. TUSD works closely with all community colleges. Most students go to Santa Ana Community College and Coastline Community College, outside the South Orange County Community College District region.

### **Irvine Unified School District**

Irvine Unified School District operates the **Irvine Adult Transitions Program (IATP)**; a community based program designed for individuals 18-22 with intellectual/development disabilities. It is a growing program, with enrollment for 2014-15 projected at 68. This non-credit program provides instructional and work-related activities that enable students to learn the proper work, personal and social behaviors necessary for employment and adult independence. The major components of this program include: Employment Preparation, Vocational Instruction, Life Skills Training, Travel Training and Community Based Instruction. Extensive partnerships in the community promote access to integrated business sites for ongoing workplace learning and/or competitive employment. Students gain confidence as they practice self-determination skills that promote effective transition to adult life with a focus on positive outcomes in employment, post-secondary education/training and independent living.

## **Consortium Partners**

### **Vocational Visions**

Vocational Visions is a non-profit agency located in Mission Viejo, CA which provides vocational and life skills training and support services to adults with developmental and other disabilities. Vocational Visions has been in partnership with the Saddleback Valley Unified School District (SVUSD) since 1974 when the program began with 30 participants and a staff of five. They currently serve over 400 participants with a staff comprised of case managers, job developers, life coaches, social workers, SVUSD staff, and instructional aides. All of their participants are identified by state agencies as requiring health and/or vocational rehabilitation. Effective treatment increases the level of functioning for many of their clients, thus maximizing their quality of life vocationally, economically and socially. They offer a variety of free comprehensive services for adults with developmental and other disabilities. They are partially funded by Regional Center of Orange County and the Department of Rehabilitation and supported and audited by the United Way of Orange County.

Vocational Visions offers eight comprehensive programs for people with intellectual/developmental and other disabilities including:

- Adult Development Program
- Day Training Activity Program
- Direct Placement
- Emeritus Program
- Health Related Services Program
- House of Champions Clubhouse
- Supported Employment
- Work Activity Program

Vocational Visions is accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF) for the following identified services:

- Community Services: Community Integration
- Employment Services: Community Employment Services: Job Development
- Employment Services: Community Employment Services: Job Supports
- Employment Services: Community Employment Services: Job-Site Training
- Employment Services: Organizational Employment Services

Vocational Visions served approximately 426 adults during FY 2012/13; and about 431 during FY 2013/14.

### **Life College**

Life College's **Transition to Independent Living and Employment** Program helps young adults aged 18 and over with intellectual disabilities including but not limited to, Autism, Fragile X, Brain Injury, and other developmentally Delayed Learners. The goal of their program is to transition students from dependent living through a college experience to gainful employment and independent living. Their **Life College** program teaches students transferable job skills for careers in industries such as automotive, child development, computer software development, leisure and hospitality, light manufacturing, healthcare, office administration, transportation, and warehousing, while demonstrating the soft skills necessary to maintain gainful employment. Generally, students participate in classroom learning during the morning and internship during the afternoon.

Life College's TILE program works with Irvine Valley College along with local business to create learning opportunities and raise awareness of the value their students can provide as part of today's workforce. By the end of their program, students demonstrate many skills including:

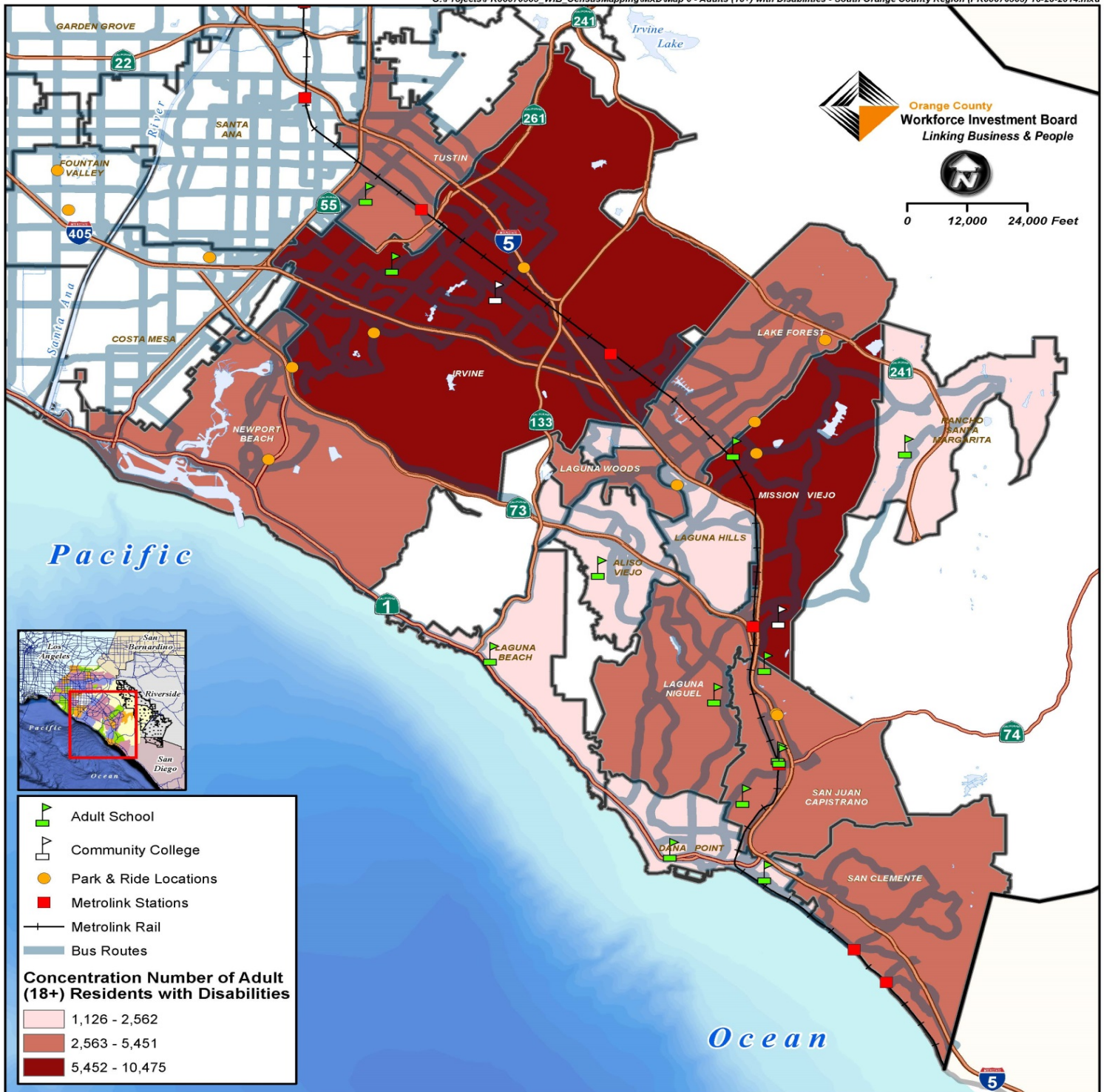
- Job Readiness
- Business Soft Skills
- Transferable job Skills
- Resume Writing
- Interviewing Skills
- Internship

Life College is a new program. They currently serve 6 clients as part of their first year. Their goal is to reach 35 clients this year. Their program length is suggested at two years. Funding comes from a variety of sources, some of which are student fees. Although the cost of attending this program is about \$1,000, most students pay little to nothing and receive assistance from a variety of internal funding sources.

**The map on the following page shows the concentration number of adult residents with disabilities in the region.**



G:\Projects\PK00076303 WIB\_CensusMapping\MXD\Map 6 - Adults (18+) with Disabilities - South Orange County Region (PK00076303) 10-28-2014.mxd



**DESIGNED AND PRODUCED BY:**  
OCCR  
OC Parks GIS  
Albert Lucero

**DATA SOURCE:**  
- Geomatics Land Information Systems Division  
- U.S. Census Bureau; 2010 American Community Survey 3-5 Year Estimates, Profile of selected social characteristics American Factfinder.  
The County of Orange and OCCR/OC Parks/Survey/GIS/US make no representations or warranties regarding the registration or accuracy of the data from which this map was derived. Neither the County nor OCCR/OC Parks/Survey/GIS/US shall be liable under any circumstances for any direct, indirect, special, incidental or consequential damages with respect to any claim by any user or any third party on account of or arising from the use of this map.

**DATE:** October 28, 2014

# ADULTS (18+) WITH DISABILITIES SOUTH ORANGE COUNTY REGION



Program Area Number Four (4) and Five (5):



## **Short-term career technical education programs with high employment potential and programs for apprentices**

### ***Regional Demographics; 56,000 Unemployed***

Career Technical Education (CTE) programs offer a sequence of courses directly related to high demand skills needed to gain employment in current or emerging occupations. Depending upon the school and CTE pathway, students can earn a certificate or occupational skills award and be ready for an entry level position. Many programs accept credits earned at designated high schools or ROPs (Regional Occupational Programs). Regional college programs are fully accredited and classes are offered conveniently during the day, at night and online. Many CTE programs offer credit for on the job training which combines classroom education with planned, supervised work experience.

#### **Saddleback College**

Saddleback College is the largest provider of CTE programs in the South Orange County region. Saddleback College offers over 300 associate degrees, certificates and occupational skills awards in 190 programs taught by a faculty renowned for its expertise and experience. Articulation, study abroad, cooperative work experience, and an honors program are offered for a well-rounded course of study, and career programs combine classroom instruction with real world experience to prepare students for the job market. Saddleback offers over 100 career certificates designed for completion in two years or less.

#### **Irvine Valley College (IVC)**

Irvine Valley College is one of California's leading community colleges and one of Orange County's best known educational institutions, providing students exceptional educational opportunities in outstanding facilities and an extraordinary faculty and staff. IVC offers 150 associate degrees, and certificates of proficiency and achievement. IVC offers 34 career certificates designed for completion in two years or less.

Combined, the South Orange County Community College District (SOCCCD) provides over 450 associate degrees, certificates and occupational skills awards. SOCCCD offers students the ability to complete or graduate with an:

- **Associate of Arts** – A degree earned on completion of a two-year program of study at a community college emphasizing liberal arts, science and the humanities.
- **Associate of Science** – A degree earned on completion of a two-year program of study at a community college emphasizing math and science, with liberal arts and humanities included.
- **Associates designated for transfer** – An AS or AA degree as described above with guaranteed admission to the CSU system with junior status and priority enrollment designation.

- **Certificate** – Certificates awarded in the technological, applied, and business sciences to students who complete courses specified for each program. Curriculum is developed by faculty in cooperation with advisory committees comprised of business and industry representatives.
- **Certificates of Achievement** – Granted for the completion of a specified program, or specified courses. These state approved certificates acknowledge workplace competencies and job readiness. Certificates of achievement are transcribed and recorded on the student's academic record at the college. In many, but not all cases, the courses that comprise the certificate of achievement program are the same as those that comprise the major for the Associate in Science degree. Usually, students must complete all of the courses in the certificate program with grade of "A," "B," "C," or "P."
- **Certificates of Proficiency/Occupational Skills Awards** – Granted for the completion of a specified program, or specified courses, whose total requirement is less than 18 units. These locally approved certificates are designed to acknowledge basic workplace competencies and job readiness for students who are entering the workforce or upgrading their job skills. Students must complete all of the courses in the Certificate of Proficiency program with grade of "A," "B," "C," or "P." Students must complete a minimum of 12 units in residence at Irvine Valley College.

SOCCCD provides "for credit" CTE Certificates in all 15 CTE industry sectors as described by the California Department of Education some of which include:

- |                                           |                                          |                                                     |
|-------------------------------------------|------------------------------------------|-----------------------------------------------------|
| ▪ Accounting                              | ▪ Administrative Assistant               | ▪ Administration of Justice                         |
| ▪ American Sign Language                  | ▪ Architecture                           | ▪ Art History                                       |
| ▪ Automotive Technology                   | ▪ Business Admin./Mgmt.                  | ▪ Cinema, Television, & Radio                       |
| ▪ Computer Info. Management               | ▪ Computer Sci./maintenance              | ▪ Construction Inspection                           |
| ▪ Cosmetology                             | ▪ Culinary Arts, Foods/Nutrition         | ▪ Consumer Services                                 |
| ▪ Digital Media Arts/Graphics             | ▪ Digital Media Arts/Graphics            | ▪ Dance                                             |
| ▪ Design Model Making & Rapid Prototyping | ▪ Drafting Tech & Eng.                   | ▪ Ecological Restoration                            |
| ▪ Education                               | ▪ Electronic Technology                  | ▪ Emergency Medical Tech.                           |
| ▪ Environmental Studies                   | ▪ Fashion                                | ▪ Fitness                                           |
| ▪ Geographical Info. Systems              | ▪ Design/Merchandising                   | ▪ Health Info. Technician                           |
|                                           | ▪ Gerontology                            | ▪ Human Services                                    |
| ▪ Horticulture                            | ▪ Human/Child Development                |                                                     |
| ▪ Interior Design                         | ▪ Landscape Design                       | ▪ Management                                        |
| ▪ Marine Science                          | ▪ Medical Assistant                      | ▪ Medical Lab Technician                            |
| ▪ Nursing                                 | ▪ Nutrition                              | ▪ Paralegal Studies                                 |
| ▪ Phlebotomist/Lab Assistant              | ▪ Photonics                              | ▪ Rapid Digital Manufacturing                       |
| ▪ Real Estate                             | ▪ Sustainability and Resource Management | ▪ Theatre Arts Entertainment and Theatre Technology |
| ▪ Travel and Tourism                      |                                          |                                                     |

**SOCCCD colleges do not offer many non-credit career technical education courses within established career certificate pathways** (further identified in Objectives 2 and 4 as an identified need and gap in service). However, both colleges offer short-term vocational and non-credit classes through its Emeritus Institute including Fashion, Accounting, Art, ESL, and Photography. Additionally, the colleges may offer specialized classes as part of grant funding such as with Saddleback

College's Trade Assistance Community College Career Training (TACCCT) grant which provides "Top of Practice" skills training for incumbent workers in the Allied health field. These classes provide industry specific training as identified by local labor market and industry need. Saddleback College is also proposing the development of specific non-credit accelerated preparatory classes for a variety of students including dislocated and incumbent workers that may benefit from skills/educational upgrade in STEM topics as part of their round four TAACCCT grant application. South Orange County Community Colleges served approximately 122 non-credit CTE students during the 2008/09 school year, 33 during the 2012/2013 year, and 30 during the 2013/14 school year.

### **Capistrano Unified School District**

Capistrano Unified School District serves a diverse student population and offers career technical education, CPR certification, and "older adult" technology. Capistrano offers classes at their main campus and at various satellite campuses including elementary and high schools, district offices, and community centers. Capistrano Adult School served approximately 1466 CTE students during the 2008/09 school year, 321 during the 2011/12 year, and 229 during the 2012/13 school year.

### **Saddleback Valley Unified School District**

Despite severe budget cuts that have affected public education, as with our other partnering adult schools, Saddleback Valley Adult Education continues to remain open to serve its community with a wide range of educational options. SVAS provides Computer Technology. They also provide classes in technology which are usually 8 weeks in length with an average tuition cost of \$80-\$90. Classes include:

- I. **Adobe Photoshop** - Basic concepts of Adobe Photoshop CS4; a photo editing program that allows students to create, design, and manipulate photographic images. Cover selections, layers, painting tools, photo retouching, and image enhancement.
- II. **Introduction To Computers** - This condensed class (Part 1 & Part 2 combined) is designed for a beginning computer student. Covers the most basic information through hands-on demonstrations and guided practice.
- III. **Microsoft Excel Beginning** - Basic features of the Excel spreadsheet program including inputting, editing, and formatting data, use formulas to create desired calculations on the data in the spreadsheet and how to format the spreadsheet.
- IV. **Microsoft Excel Intermediate** - Excel features that are used to analyze and summarize data and also how to visually present data in charts. Students learn additional topics of conditional formatting, nested "If" functions, and basic date and time functions.
- V. **Microsoft Office** - Condensed Microsoft Office 2010 introduces students to the three major programs of MS Office. Cover MS Word to learn the items on the Ribbon, learn how to create, edit, and save documents along with cut/copy/paste,

and other formatting skills. MS Excel where students learn how to create a simple budget, format the document and include formulas for mathematical computations. And students are introduced to MS PowerPoint to create a simple presentation, using formatting skills learned in MS Word, creating layouts, slide transitions, and saving and editing presentations.

VI. **Photoshop Cs Workshop** - This introductory class covers: selections, layers, photo retouching, and image enhancement as well as the basic concepts of Adobe Photoshop CS4.

Saddleback Valley Adult Education served approximately 1783 CTE students during the 2008/09 school year, 578 during the 2012/2013 year, and 537 during the 2013/2014 school year.

### **Laguna Beach Unified School District**

Laguna Beach Unified School District is not currently offering CTE programs for adults. The district offers an Introduction to Computers class for parents of English learning students.

### **Tustin Unified School District**

Tustin Unified School District is located on the campus of Sycamore high School. Due to budget restrictions, TAS does not currently provide CTE classes.

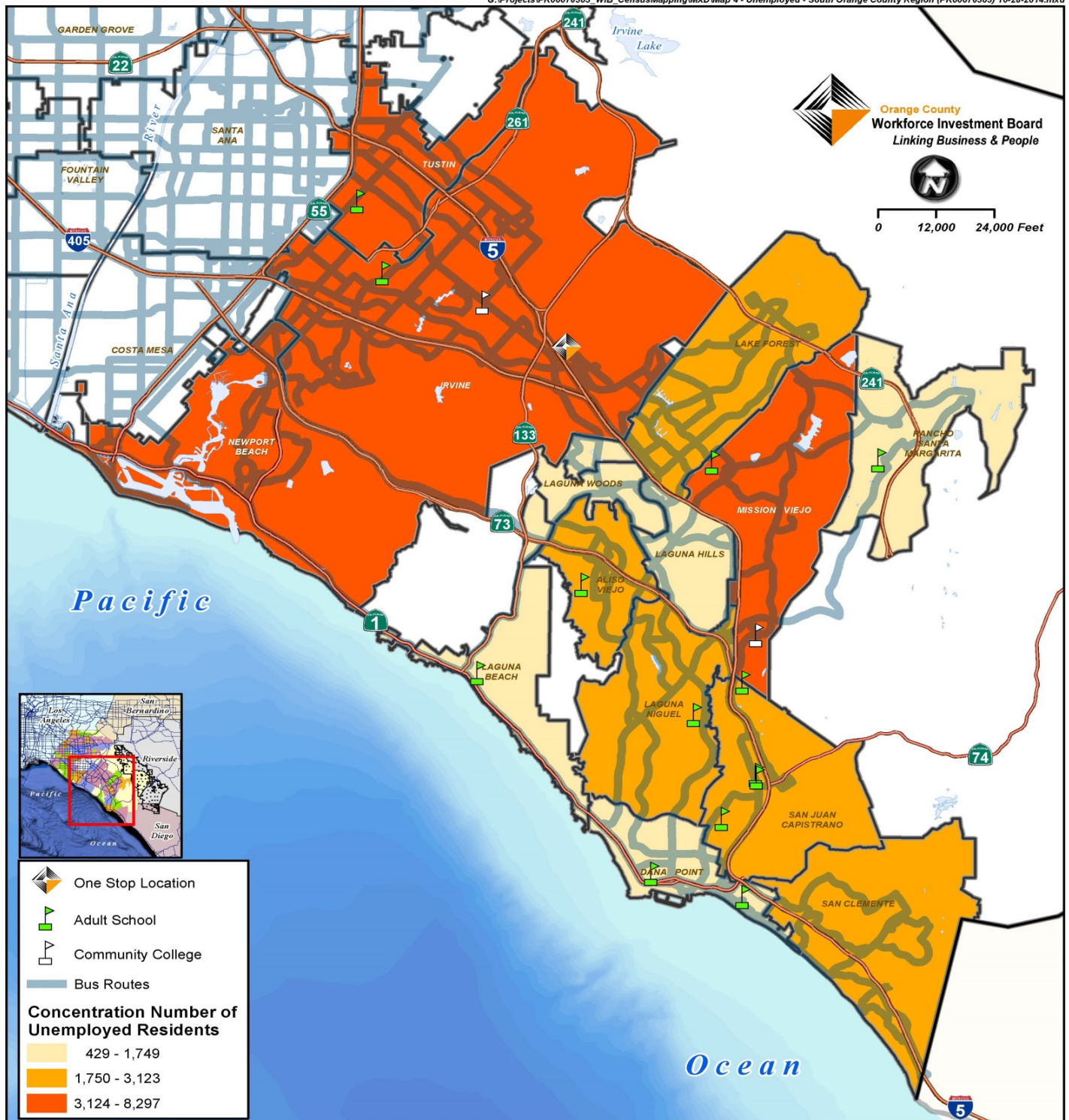
### **Irvine Unified School District**

Irvine Unified School District serves a limited number of students in its Job Training/Computer Courses. IUSD served approximately 187 CTE students during the 2008/09 school year, 27 during the 2011/2012 year, and 35 during the 2012/2013 school year.

**The map on the following page describes unemployment in the region.**



G:\Projects\PK00076303\_WIB\_CensusMapping\MXD\Map 4 - Unemployed - South Orange County Region (PK00076303) 10-28-2014.mxd



**DESIGNED AND PRODUCED BY:**  
OCRC  
OC Parks GIS  
Albert Lucero

**DATA SOURCE:**  
- Geomatics Land Information Systems Division  
- U.S. Census Bureau; 2010 American Community Survey 3-5 Year Estimates, Profile of selected social characteristics American Pastfinder

The County of Orange and OCRC/OC Parks/Survey/GIS/LIS make no representations or warranties regarding the registration or accuracy of the data from which this map was derived. Neither the County nor OCRC/OC Parks/Survey/GIS/LIS shall be liable under any circumstances for any direct, indirect, special, incidental or consequential damages with respect to any claim by any user or any third party on account of or arising from the use of this map.

**DATE:** October 28, 2014

# UNEMPLOYED

## SOUTH ORANGE COUNTY REGION



## ***Objective Number Two (2)***

### **An Evaluation of Current Needs for Adult Education programs within the Consortium's Region**

#### **Financial Impact of Categorical flexibility on adult schools**

School districts in South Orange County were hit hard by the economic crisis over the last five years. Their State funding was cut dramatically. With depleted reserves and decreased revenues, districts did not have the resources to pay their teachers and keep their schools open. One of the few viable options districts were given was a temporary change in State law that allowed districts to use all of their "categorical" funds in a "flexible" manner. Besides the more traditional categorical funds that supported programs such as GATE and school libraries, the State included two large, separately funded programs: adult schools and ROPs. Many school districts had no choice but to "flex" funds from the ROPs and adult schools and, in combination with layoffs, furlough days, and pay cuts, attempt to do their best to balance their budgets. These funds have yet to be restored.

**The impact of "categorical flexibility" on the adult schools in South Orange County and on the low income, marginalized English learner has been dramatic. This financial impact on adult schools and their loss of capacity will be discussed later in this report.**

#### **Program Area Number One (1): Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate**

#### **Need for High School Diploma and High School Equivalency programs.**

As evidenced in the Templates for Objectives 1 and 2, the resources available to serve the 60,000 adults without a high school diploma in the South Orange County region have significantly diminished since 2008/09.

Possession of a high school diploma or equivalency is now a baseline requirement for getting a job or joining the military. Mastering high school level skills is a prerequisite for success in the workplace or military, as well as in the pursuit of a career technical certificate or a college degree. However, in South Orange County, programs and services available for adults to pursue a high school diploma or equivalency have been dramatically reduced since 2008/09, and are currently inadequate to meet the needs of the adults in the region.

**Need for courses in Basic English and Math skills** - Additionally, there is a significant lack of courses and support systems for the 145,000 adults in the region in need of **functional literacy skills**. Adults who do not have the basic skills needed to navigate our workforce, health care, legal, taxation and public health systems present considerable public policy challenges for our region.

Adult Basic Education programs for students who have elementary-level skills in English and Mathematics, which are personnel-intensive and expensive to offer, have been greatly reduced or eliminated at the adult schools in the area. Library literacy and

volunteer programs are available, but cannot alone meet the needs of this large population.

Elementary/Basic Skills Enrollment and Percent Change in Adult Schools (2008/09 and 2013/14)			
	2008/2009 Unduplicated Enrollment	2013/2014 Unduplicated Enrollment	Percent Change
Capistrano USD	1,685	815	-52%
Irvine USD	198	49	-75%
Laguna Beach USD	3	1	-67%
Saddleback Valley USD	1,588	235	-85%
Tustin USD	186	174	-6%
<b>TOTALS</b>	<b>3,660</b>	<b>1,274</b>	<b>-65%</b>

The table above, showing 2008/09 versus current year Adult Ed enrollments, demonstrates the precipitous drop in services to adults in need of a high school diploma, equivalency, or elementary skills remediation.

**Need for counseling and support services at the adult schools** - Additionally, levels of academic and career counseling for students at the adult schools have greatly diminished, and support systems such as babysitting, testing fee waivers and tutoring are no longer available.

The South County Region needs Adult High School Diploma programs, High School Equivalency Preparation/GED Preparation and testing, and Adult Basic Skills instructional programs. It needs academic and career counseling for students, and support systems to help students persist and be successful in their academic and career pursuits.

**Support for part time teachers and adjunct faculty and additional full-time positions** - A large percentage of community college courses, particularly basic skills courses, are taught by adjunct faculty, and all adult school teachers are part time. There is a need for compensated time for mentoring, collaboration, and professional development in innovative teaching strategies that can increase student retention and success, involving full-time and part-time faculty and adult school teachers. There is also a need for additional full-time faculty positions at the community colleges and the adult schools.

**Need for regional articulated system** - The Region needs a comprehensive system of courses and services to serve Adult Elementary and High School Diploma students. This system requires:

- **Clear pathways** for all Adult Elementary and High School Diploma students in the region to pursue basic literacy, high school diplomas or high school equivalency, career technical certificates, and/or community college or four-year college degrees;



- A **coordinated system**, with information on all resources and classes available in the region, to assess students' skills, needs and goals, and match them with convenient, appropriate courses, articulated with all regional providers, that will link them to their goals;
- **Courses that clearly align and/or articulate** Adult Elementary and High School Diploma skills, whether taught at adult schools or community colleges, and whether focused on general, vocational or academic content;
- An **assessment, placement and program evaluation data system** that appropriately places students and tracks their progress through Adult Elementary and High School Diploma courses, future training and/or degree programs, and into the job market.

The Program Advisory group envisions a regional Adult Elementary and High School Diploma Services Coordination system that creates a regional process for adult schools and community colleges, leverages regional resources and institutionalizes a student supports system that align with Irvine Valley and Saddleback College so as to serve as a vital link to community college system. The College system envisions expanding its High School Partnership Program to develop one that is focused and tailored to meeting adult student needs (Adult School Partnership Program), faculty and staff professional development, and providing the collaborative relationships needed to facilitate a seamless transition from adult school to the community college.

#### Program Area Number Two (2):

**Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills**

**Need for Restoration of Adult Education programs that were reduced due to the loss of adult school funding** - The major need in South Orange County is the restoration of funding for the programs that serve the region's adult education population. The combined adult school ESL/Citizenship enrollment in the baseline year of 2008/09 was 9,415. In 2013/14 the adult schools served a combined 2,605 students, a significant decrease of 6,810 students.

ESL Enrollment and Percent Change in Adult Schools (2008/09 and 2013/14)			
	2008/09 Unduplicated Enrollment	2013/14 Unduplicated Enrollment	Percent Change
Capistrano USD	2,958	937	-68%
Irvine USD	2,376	920	-61%
Laguna Beach USD	34	35	+3%
Saddleback Valley USD	2,081	748	-64%
Tustin USD	1,984	0	-100%
<b>TOTALS</b>	<b>9,433</b>	<b>2,640</b>	<b>-72%</b>

In the baseline year of 2008/09, **Capistrano Adult School** served 2,958 ESL/Citizenship students, but in 2013/14 only 937 students were served.

In 2008/09 ESL classes were offered in twelve locations convenient to the neighborhoods where students lived. These students were predominantly low-income, Spanish-speaking adults with limited access to transportation. They typically attended classes to learn to read, write and speak English so they could work, support their families and navigate their communities. The program experimented with managed enrollment, but generally retained an open entry/open exit approach to serve the students when they needed to access classes.

Many hundreds of these adult students attended classes at neighborhood elementary schools where CBET-funded babysitting was provided. These students, usually mothers of young children, had a very low level of education in their native countries (typically two or three years) and only a very basic knowledge of English. They generally enrolled in English classes so they could help their children be successful in school. Many went on to be employed by the CBET Program and then to other employers.

The adult school employed a principal, assistant principal, an ESL Coordinator, Bilingual Liaisons to assist with community outreach; Instructional Assistants to help with registration, testing and accountability; and babysitters (often recruited directly from the CBET-funded classes) to care for the preschool-aged children while their parents attended English classes. According to the principal of Kinoshita Elementary School, EL test scores demonstrated that the students whose parents attended ESL classes improved their English more effectively than those whose parents did not attend classes.

The adult school housed a satellite One Stop, offered workplace classes in GED Preparation and ESL at Mission Hospital and various hotels throughout the community, an extensive Distance Learning Program and served hundreds of U.S. Citizenship seekers with classes, workshops and one-on-one assistance with N-400s.

More advanced students were given support to transfer into career-related programs at an ROP (Regional Occupational Program) or community college and learned job-readiness skills within the curriculum, such as preparing effective resumes and practicing successful job interview techniques.

During the years of fiscal crisis, and with the advent of categorical flexibility, the school district was forced to “flex” approximately two-thirds of the Adult School’s apportionment and all of the CBET revenue to its General Fund, effectively ending babysitting, outreach, workplace classes, limiting Citizenship counseling and closing many sections of ESL and Citizenship courses. Remaining classes were often reduced from three hours/day, four or five days/week to two hours/day, two or four days/week. Instructional assistants and bilingual community liaisons were laid off, many main campus classrooms were repurposed, and the principal was given the responsibility for several other alternative education programs.

**Saddleback Valley’s Adult Education** program was also hard hit by California’s financial crisis and was forced to reduce its class offerings to the community. In the 2008/09 SVUSD served 2,081 students in its English as a Second Language program, but in 2013/14 this number had dropped to 748.

In 2008/09 SVUSD offered classes at six community-based sites, at six skill levels. Over twenty teachers were employed, as well as a director, an ESL Coordinator, an ESL counselor, and a staff of clerical and instructional aides who assisted in registration, testing and placement. Currently SVUSD employs a teacher on special assignment and a clerk to run the entire Adult Education program.

SVUSD's Adult Education program targeted instruction in the identified geographic areas where many of the new, young Spanish-speaking immigrants lived so they could generally walk to class. Most classes centered on a life-skills curriculum that included reading, writing, listening and speaking English, while other classes focused on skills such as pronunciation and ESL for the Workplace.

Parents of young children were served by Family Literacy programs with babysitting at many of the elementary schools. ESL computer classes were offered as part of the curriculum so every student gained basic technology skills while improving English.

Nearly every ESL student completed units in workplace skills including job search, resume writing, job interviewing and job retention.

In 2008/09 the **Tustin Adult School** provided ESL classes to over 2,000 students, in twenty sections, which met Monday through Thursday mornings, 8:00 to 11:00 and evenings, 6:00 to 9:00. The school sites were: Tustin High; Thorman, Veeh, Lambert, Heideman, Beswick, and Currie Elementary Schools. Non-school sites were Trinity Presbyterian, Tustin Family Youth Center, and Tustin Presbyterian. Besides traditional ESL classes, the school offered Community Based English Tutoring (CBET) classes at elementary schools for parents and computer classes for ESL students. In 2013/14 the school did not offer an adult school ESL program.

In the 2008/09 baseline year, **Irvine Adult School** served 2,300 adult students in ESL and seventy-six in Citizenship classes. In recent years, Irvine Adult School has been working to rebuild its ESL program for adults, and in 2013-14, 920 students were served in twenty-four self-supporting, fee-based sections of ESL and Citizenship.

**Laguna Beach Unified School District's Adult Education program** has continued to provide ESL classes in the community for the small number of residents who need to improve their skills.

**Need for Noncredit ESL at Irvine Valley College** - Another gap identified by the Program Advisory Group is a fully-supported enhanced non-credit ESL program at Irvine Valley College with appropriate curriculum, resources, and faculty. Some students attend classes at IVC for purposes other than the achievement of an academic or CTE goal. A noncredit ESL program would offer a curriculum more appropriate to their needs.

**Need for support for part time teachers, adjunct faculty, and additional full-time positions** - A large percentage of community college courses, particularly basic skills courses, are taught by adjunct faculty, and all adult school teachers are part time. There is a need for compensated time for mentoring, collaboration, and professional development in innovative teaching strategies that can increase student retention and success, involving full-time and part-time faculty and adult school teachers. There is a

need for additional full-time faculty positions at the community colleges and the adult schools.

**Need for Regional Coordinated System** - Additionally, South Orange County lacks a regional coordinated system of courses and services to serve ESL students.

This system requires:

- Clear pathways for all ESL students in the region to pursue basic literacy; high school diplomas or high school equivalency; career technical certificates; and/or community college or four-year college degrees;
- A coordinated system, with information on all resources and classes available in the region, to assess students' skills, needs and goals, and match them with convenient, appropriate courses, articulated with all regional providers, that will link them to their goals;
- Courses that clearly articulate ESL skills from beginning through advanced levels, whether taught at adult schools or community colleges, and whether focused on general, vocational or academic content; and
- An assessment, placement and program evaluation data system that appropriately places students and tracks their progress through ESL courses, future training and/or degree programs, and into the job market.

**Need for Regional Adult ESL Services Coordination Office** - The Program Advisory group envisions a regional Adult ESL Coordination Office and satellites that creates a regional ESL system, leverages regional resources and institutionalizes a student support system.

**Need for One Virtual Portal** - This system will have one virtual portal through which it will be possible to access a multilingual website with information on all ESL programs in the region. Students could access this portal online, or could contact the Adult ESL Services Coordination Office for guidance in enrolling in the appropriate program. A roving team of counselors would be available to assist students in overcoming barriers to successful enrollment and attendance in ESL programs. They would also make classroom visits to share information and resources with students, and they would share resources with teachers. Students would be surveyed as to the benefits of such a system, and their input would be integrated into the plan.

**Need for Extensive Outreach** - The ESL Services Coordination Office would conduct extensive outreach to potential students throughout the region, especially to the hardest-to-serve, isolated populations. It would utilize multi-lingual community liaisons to create a new campaign to welcome immigrants to our community and to ESL classes.

**Need for Clear Transitions and Pathways** - The ESL programs in the region will work together to create smooth transitions and pathways for students as they move from one course or program to another.

**Need to Create a Variety of Contextualized Basic Skills Instructional Strategies** - Programs that prepare adult school students to transition into areas of study aligned to regional economic factors including priority and emerging industry sectors which

currently include Allied health, Information Technology, Advanced Manufacturing, and Tourism.

**Need for Collaboration of ESL teachers and faculty across institutions** - The faculty and teachers will meet together on a regular basis to look at curriculum, assessment and student services, and evaluate the program's progress towards meeting the needs of students. They would identify further gaps in services and create additional strategies to serve students.

**Need for Vocational ESL offerings** - available in the community, and work collaboratively with existing CTE programs to make training programs accessible to students.

**Need for Family Literacy programs** - with babysitting, to support parents who wish to learn English so they can help their children succeed in school. Given changes in state and local economies, immigration patterns, technology updates, and workforce needs since 2008 (baseline year), regional members and partners will continue to assess student needs and workforce patterns during transition years one through three to ensure the number of classes offered, number of faculty, and academic and CTE areas of focus.

### **Program Area Number Three (3):** **Education programs for Adults with disabilities**

As with all PAGs, the South Orange County AB86 Adult Education Consortium convened several meetings during the months of June and July to help identify and describe current needs of the regional adult education system relative to Adults with Disabilities. A work group, named Adults with Disabilities Program Advisory Group (PAG 3), consisting of approximately 9 individuals representing local adult schools, community colleges, and local community-based organizations participated in discussions and group exercises. PAG 3 began by characterizing adult learners with disabilities, identifying barriers these learners face, discussing how these students and educators might define success, and describing adequacy and quality of current adult school and community college programs. PAG members then identified needs and gaps of current adult education programs within and amongst regional community college and adult school systems relative to Adults with Disabilities.

It was noted that each student with a disability is unique and different, and there are many different disabilities. It is also difficult to make broad generalizations about students. However, this PAG found it helpful to approach the gaps by looking at students with a mild to moderate disability (A) and a moderate to severe (B)<sup>12</sup>. Subsequent meetings and discussions identified the following gaps and/or needs of adult education programs within the South Orange County region:

- **Limited Career/College Pathways/linkages** – There is a lack of comprehensive CTE and/or College Pathways and linkages connecting the adult school system with the local community college system. Similar to CTE PAG members, PAG 3 members believe adult school systems could benefit from developing policies and

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<sup>12</sup> Labeled (A – mild to moderate disability) and (B – moderate to severe disability) on Objective 4 Chart



procedures similar to those found at the high school system including modeling practices such as articulation, academic and technical curriculum alignment, matriculation, as well as integrating CTE core skill sets into the adult education system -- helping further prepare those adult school students wanting to pursue a CTE certificate or related degree. Increasing opportunities for secondary school teachers and college faculty to work together to teach integrated academic, career, and technical content would help students to better grasp material, and would also benefit the two systems.

- **Lack of Common Assessments, Evaluations, Matriculation Processes, etc.** – PAG members commented on the need for improved curriculum alignment between adult schools and community colleges. They recommended the development of common assessment and evaluation tools and streamlined matriculation processes. Members recognized that these key processes provide students and faculty/staff with a series of steps (and information) that promote student success in their educational pursuits. These processes include: community college application, assessment, orientation, counseling and advisement; development of an education plan; support services; and specialized curriculum in instructional areas such as ESL.<sup>13</sup> Students who aspire to college level curriculum across disciplines would benefit from the alignment of policies and student learning outcomes in English Language proficiency, CTE core skills sets, employability skills, computational skills, aptitudes, goals, learning skills, academic performance and need for special services. Assessment practices may also differ between non-credit and credit students.
- **CTE Supportive Services** – Despite mandates of Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities act of 1990, and despite the fact the community college partners are proud of the services and support provided to Adult students with Disabilities, Adult School teachers and Community-Based Organization PAG members believe that there is a lack of a clearly defined comprehensive set of support services specifically developed for the CTE student with a disability at the community college level through community education. PAG members expressed frustration regarding the cumbersome process required to create new classes, career pathways and partnerships during a time when speed and flexibility are important. Conversations back and forth seemed to indicate that although there are support services available at the community college, they may not be sufficiently communicated to adult school members. An improved process of collaboration and communication must be developed so as to mitigate or remove the perception of the lack of support services at the community college.
- **Workforce Investment Board Collaboration/Commitment to Adults with Disabilities** – It was the opinion of PAG 3 members that there is a need to increase partnership efforts between education and local WIBs to provide adults with disabilities with the same access to coordinated programs, as are available to traditional adult customers. WIB/WIA performance measures seem to focus on the general adult population, the general adult dislocated worker population, and the

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<sup>13</sup> 2004, Adopted Fall. "Issues in Basic Skills Assessment." *Issues in Basic Skills Assessment and Placement* (2004): 7-8. Academic Senate California Community College. Web. 11 July 2014.  
<<http://files.eric.ed.gov/fulltext/ED510563.pdf>>.



older and younger youth populations – with no specific performance measurements for adults with disabilities. It is important to note that federal WIA performance measures are standard across the board for general adult, dislocated workers, older adults, adults with disabilities and youth populations.

- **Lack of non-credit options at the community college** – PAG members commented that adult students with disabilities frequently seek classes to improve skills, social or physical functioning, or for other reasons not related to credit completion. Colleges in South Orange County generally do not provide a comprehensive set of non-credit options. PAG members consider non-credit options at the community college level to be vital and effective means through which to provide life long and technical skills learning to all student populations, especially adult students with disabilities. Colleges should engage in active planning that produces a stable education environment providing continuous opportunity for life-long learning for all adult learners. They should also provide a method for adult students to transition into credit bearing programs at a rate appropriate to their social and cognitive development. One PAG member commented that non-credit classes for *educational programs for persons with disabilities* is an authorized area for funding as described in the California Education Code (§84757). PAG members believe that community colleges can serve many students seeking education for a variety of reasons, and note that there is a wide range of industries needing employees at different skill levels. Non-credit students have diverse educational backgrounds and tend to be older and interested in gaining particular skill sets. Non-credit programs could go far to develop specialized programs for adults with disabilities. PAG members also commented on the potential benefits of mixing credit and non-credit students in the same classroom.
- **Lack of real world-contextualized class space** – PAG members recognized commitment to space and facilities evident in the North Orange County Community College District (NOCCCD). PAG members commented that NOCCCD provides fully- equipped labs similar to specific workplaces and/or industries, as well as spaces similar to everyday situations such as apartment living, taking the bus, or shopping at the local grocery store. PAG members commented that few if any colleges or adult schools in the South Orange County region provide these types of experiential learning environments.  
Older youth with disabilities who do not graduate from high school have significantly lower enrollment rates in postsecondary education than do their nondisabled peers, as well as higher rates of unemployment and lower wages. Most educators agree that if students with disabilities are to achieve equity, much more focus needs to be placed on maximizing students' learning potential and facilitating their transition to post-secondary education and work. High-quality work-based learning and contextualized curriculum focusing on the development of integrated academic and vocational skills have shown much potential to prepare students for work and education. Emphasizing experiential and contextualized learning in a real world classroom setting provides adults with disabilities the opportunity to experience increased success in the classroom, life, and employment.<sup>14</sup>

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<sup>14</sup> Scholl, Linda, and Marianne Mooney. "Disability Disclosure in Work - Based Learning Programs." (n.d.): n. pag. Web. 11 July 2014. <<http://www.cew.wisc.edu/ya/pdffiles/brief3.pdf>>.

- **Limited scheduling/class time** – Faculty that primarily teach adults with disabilities indicate that their class time has been significantly reduced. Two hours of class per day, for one to two days per week, are not enough to positively contribute to or impact a student's educational goal.
- **Lack of continuum of service and support for students transitioning from High school/adult school to the local community college** – Transition to college can be challenging for students with disabilities. The laws governing disability services for individuals with disabilities in post-secondary institutions are significantly different than those mandated for K-12 education. It is important for students, families, staff, and faculty to understand the major differences between these two learning environments. It is also important to be aware of transitional service needs of students with disabilities as they transition from one organization to another (one stage of life to another). In general, at the elementary and secondary levels, the IDEA - Individuals with Disabilities Education Act - mandates school districts to provide support services including: identifying students with special needs, evaluating them, and providing accommodations. It is the special educator's responsibility to meet with the parents and faculty, draw up an Individual Education Plan (IEP) for each student, and attempt to help students meet their goals. The overall objective of K-12 education is academic success. At the college level, however, procedures change dramatically. The responsibility shifts to the student, and the student becomes responsible for self-identification. While South Orange County Community Colleges are responsible for providing students with reasonable accommodations, students must demonstrate eligibility by providing appropriate documentation, requesting services, and fully participating in the process. Students may not be prepared for this responsibility. The overall objective for students attending their local community college varies greatly. It was further discussed that support services should be specifically developed for each of the five program areas, especially as they pertain to adults with disabilities within each category (e.g., ESL students with a disability, CTE students with a disability, etc.)
- **Professional Development-Faculty Support-Parental Knowledge** - Faculty members and parents of disabled adults recognize the need for training regarding how they can best support and accommodate adult students with disabilities in and out of the classroom. There are issues such as disability-related accommodations, communication with students, legal concerns, and available resources. Most importantly, there is a need for professional development for faculty, counselors and office staff as it relates to college programs, resources, matriculation, assessment, qualifications, and application procedures for adult students with disabilities.
- **Students with disabilities over the age of 22 who are not ready for community college/traditional school** – There is a lack of services and resources for students that have “aged out of the system.”

### **Program Area Number Four (4) and Five (5):** **Short-term Career Technical Education programs with high employment potential and programs for apprentices**

The need for a comprehensive statewide career technical education (CTE) system continues to grow in response to California's changing workforce needs and the 'modernization' and globalization of the world's economy. 'Potential employees' are expected to have the essential knowledge and transferable skills to match rapidly shifting workplace requirements, and incumbent and re-entering workers must continuously update proficiencies to secure or retain employment. Given these imperatives, CTE – with its focus on rigorous and engaging curricula, contextualized and work-based learning, supportive relationships, and demonstrated outcomes – has become critical to the preparation of all students for career and academic success, postsecondary education, and adult roles and responsibilities.<sup>15</sup>

Applicably, South Orange County AB86 Adult Education Consortium convened several meetings during the months of June and July to help identify and describe current needs of the regional adult education system relative to Career Technical Education. A work group, named CTE Program Advisory Group (PAG 4), consisting of approximately 8 individuals representing local adult schools, community colleges, and local stakeholders participated in discussions and group exercises. Groups began with first characterizing adult learners, identifying barriers facing adult learners, how students and educators define success, and describing adequacy and quality of current adult school and community college programs. Secondly, PAGs identified needs and gaps of current adult education programs within and amongst regional community college and adult school systems. Subsequent meetings and discussions identified the following gaps and/or needs of adult education programs within the region:

- **Reduced Capacity of the Adult School System** – Although regional populations continue to remain static or increase (amongst adults), budget cuts since 2008/09 have greatly impacted the local adult school's ability to serve adult school students, and in some cases have caused schools to terminate their adult education programs. Additionally, many facilities that were geographically distributed to increase accessibility and previously allotted to serve adult students have been repurposed.
- **Linkages/Transition to Local Community College System** – Participating PAG members discussed the lack of systematic regional processes that promote the development of services and activities that integrate academic and career technical education linking community colleges and local adult schools. Other potential gaps consist of identified best practices including dual enrollment, articulation type agreements, test for credit, and improved/increased communication between adult schools and post-secondary institutions.
- **Staff/Faculty/Administrator/Professional Development** – Faculty and staff require a general working knowledge of community college processes, pre-requisites, and skills and industry alignment. Professional development can

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<sup>15</sup> "California State Plan for Career Technical Education." (2005): 8 page. CA Dept. of Education. Web. 7 July 2014.

provide the knowledge and skills to prepare faculty and staff to access appropriate resources and make appropriate referrals, as well as to help inform curriculum and class assignments relative to industry need and alignment to college curriculum. Reframing a regional approach to ensure buy-in and alignment will require “technical assistance that promotes leadership, preparation, and professional development at state and local levels increasing the ‘knowledge’ of CTE ‘and adult education’ teachers, faculty, administrators, and counselors.”<sup>16</sup>

- **Clearly defined pathways between adult school and local community college system(s)** – Common to all PAG work groups was the opinion that there is a lack of clearly defined pathways, programs, and supportive service infrastructure “carrying” students from adult school to community college – no matter their focus, whether it is ESL, Citizenship, CTE, transfer, or high school graduation. Specific to CTE, PAG members asserted that the adult school system could benefit from leveraging the current momentum of high school reform, with its renewed focus on rigor, relevance, relationships, and results, to promote CTE as a means to engage students, instill a passion for learning, and improve student outcomes.<sup>17</sup> Modeling practices such as articulation, academic and technical curriculum alignment, matriculation, as well as integrating CTE core skill sets into the adult education system will help further prepare those adult school students wanting to pursue a CTE certificate or related degree. Increasing opportunities for secondary school teachers and college faculty to work together to teach integrated academic, career, and technical content enabling students to better grasp material would also benefit the two systems.
- **Coordinated programs and support amongst the 5 program areas** – PAG members recognized that adults seek education services for a variety of reasons - some personal, such as completion of high school or becoming a citizen; others may be job-related, reflecting the need to improve skills to retain a job or advance in one; while others may be family-oriented, such as a desire to increase involvement in their child’s education. The adult education system has developed into the universal provider of all students no matter their goal or intent. Adult learners may better be served by adult schools that can provide a purposeful and coherent sequence of classes emphasizing core skills relevant to their identified educational goal (e.g. CTE or ESL) in addition to tailored support services that can help students succeed (e.g., Counseling, matriculation, financial aid, etc.). Both the community college and adult school system could benefit from better alignment of standards, curricula, assessments, and coordinated professional development at both campuses. Working to develop focused programs and targeted support in coordination with the local community college may help increase student success, help colleges’ better plan for a pipeline of students with pre-determined/identified goals and skill sets, and facilitate linkages to college CTE and academic programs and student support services. The results of John Commings’ et. al., *Persistence Study in Helping Adults Persist* “Adults who mentioned a specific goal, such as ‘get a better job’

<sup>16</sup> "California State Plan for Career Technical Education." (2005): 2 page. CA Dept. of Education. Web. 7 July 2014.

<sup>17</sup> "California State Plan for Career Technical Education." (2005): 13 page. CA Dept. of Education. Web. 7 July 2014.

when asked why they had entered a program, were more likely to persist than those who either mentioned no goal or said they were doing it for themselves.”

- **Alignment with Industry** – PAG members stressed the need for greater alignment between career technical education programs and industry. CTE educators and program managers should continuously develop and monitor program curriculum and student learning outcomes to ensure that courses reflect workforce needs of industries in the region(s) they serve. OCWIB could serve as a resource for the alignment with industry needs.
- **Overlap/Unclear Role and Focus of the Adult School and Community College** – PAG 4 struggled with two recurring questions: 1) Which students are best served at the adult school? 2) Which students are best served at the community college? Adult education programs provide adults with the basic knowledge and skills they need to participate in civic life and the workforce. Adult education serves undereducated and under-skilled residents who have educational objectives such as learning to speak English; passing the oral and written exams for U.S. citizenship; earning a high school diploma; or receiving job training, etc. Adult schools (operated by local unified school districts) and California community colleges are the main providers of adult education in South Orange County. PAG members discussed and questioned which students are best served at which institution, what is the most appropriate role and focus of each provider, and which levels of academic and technical skills would be best served at each institution? Further PAG discussion paralleled findings from the California Legislative Analyst’s Office report on restructuring adult education. Findings implicate challenges at both the adult school and community college system: 1) overly broad mission of both systems relative to CTE; 2) lack of clear delineations between basic skills and other academic and technical subject matter between pre-collegiate education and collegiate coursework; and 3) limited student data to help shape and inform program design, supportive services and funding allocations.
- **CTE programs at local adult schools are limited in scope and variety**
- **Restrictive Rules at the Community College Level (e.g., non-credit courses)**  
In order to provide appropriate training opportunities and to identify topics where training should be developed or improved, it is important to assess workers' current knowledge and industry need as well as identify any gaps in knowledge or skills. The adult school system seems to be able to react relatively quickly to the need for new classes or training in response to student and industry need. One PAG member who is an adult school teacher commented “Just give me 15 students and we can teach wherever and whatever.” Conversely, community colleges ability to develop, gain approval, and implement a new class is lengthy and can be quite arduous. This process inhibits the college’s ability to remain on the cutting edge of ever-changing technology and industry processes. CTE PAG members also commented on this District’s limited non-credit class offerings. CTE PAG members and those of the Adult with Disabilities PAG believe that increasing non-credit community college courses will go far to address student need, promote student achievement, meet industry need, and provide faculty with the ability to address the incredibly diverse range of students.

- **Limited Access to Local Regional Occupational Center/Programs for Adults –**

The ROP's located in the South Orange County Community College region have been impacted by budget cuts and a change in its target population. Occupational centers offer competency- based state-approved programs reviewed by each industry sector's Employment Advisory Board (EAB) annually. The EAB ensures that content is aligned with industry standards; the latest technology and skills are being used, and students are provided with the latest updates on local labor market information. Students can earn a Certificate of Completion once they have demonstrated mastery of the skills being taught and are encouraged to pursue additional industry-based certification/licenses to add to their employability. Occupational skills center offer a variety of programs but are restricted to serving high school students.



### ***Objective Number Three (3)***

#### **Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.**

The South Orange County Regional Adult Education Plan will establish pathways for students to move effectively from adult schools through college and career training into successful employment.

AB86 Members and Partners will continue to work collaboratively, using the consensus-based model, to develop recommendations for the implementation plan. Recommendations will be derived from input and information provided by the program advisory groups. Decisions regarding implementation of the grant framework and plans will be agreed to by key administrators in the community college and unified school district systems. For Community Colleges, college presidents will consult with their Academic Senates as part of the college's governance processes for review and approval (e.g., curricular matters). Unified school district superintendents and adult education principals/directors will work within their systems to implement plans. The recommendations that form the basis of the framework and plan include feedback received from faculty, teachers, service providers, administrators, and other stakeholders collected over an eight month process of engagement and discussion.

For example, some of the recommendations speak to effective articulation and alignment of adult education and community college curricula and instructional programs including assessments, placement, progress indicators, and student data systems.

#### **Coordinate Adult Education Services**

This coordinated “hub” will maintain a virtual portal and an office of information and resources, including outreach, support services and counseling. It will be accessible to all adult education students in the region, and will be designed to help students find, enroll in, and complete appropriate coursework, and to transition successfully from one instructional program to another or from adult school to community college, in order to meet the students' educational and career goals. The “hub” will serve as a clearinghouse for counselors who will visit instructional sites and share information and resources with students and instructors. It will utilize common or linked assessments and correlated data to place and guide students to the program best suited to their needs.

The “hub” will align other regional education grants and programs to move toward common assessments, enrollment, matriculation, and data collection processes. It will guide the seamless transition of curriculum and program goals and objectives, and ensure articulation between adult-school programs and community college level programs and other educational institutions serving adult education students.

The Objective 3 Planning Group created several charts (pages 12 and 13) to show possible pathways for Adult Education students--including Adult Basic Education, High School Diploma/Equivalency, ESL, Adults with Disabilities, and Career Technical

Education--from their point of entry to their academic and career goals. The Group also described how students in each Priority Area would move through the instructional program(s) to reach their academic and/or career goals.

Communication paths among the consortium participants must be clearly established as a student transitions from one program/institution to the next. Besides counseling, students should have embedded access to student services, via an app or a handbook, listing all partner agencies and their services.

Current community-based facilities, operated by members or partners, would serve the South Orange County area with basic-skills academic and ESL/VESL (vocational ESL) programs, building capacity for growth. VESL courses might include training in hotels/tourism, restaurant/culinary occupations, personal caregiving, beginning entrepreneurship, CNA, computer arts, or allied health. The ROPs would be appropriate partners for offering these courses to students; if sufficient funding for adult students becomes available, ROPs would be a natural venue for CTE courses. Community college ESL programs might also work with existing college CTE certificate programs to offer support and/or integrated language/job skills program and courses. Goal setting, life skills, and career soft skills would be embedded into all curricula, helping students to transition successfully into college and/or the job market.

### **1. Adult Basic Education (ABE) Student**

The ABE curriculum covers math, reading and writing skills from K-8 grades. An adult student (18 years or older) will be placed in an ABE class based on a score of a Common Assessment tool used by all programs.

Students may take various paths simultaneously while enrolled in ABE classes. Some students identified with special needs may work through the Department of Rehabilitation for job-skills training that might eventually lead to employment. Other students may enroll in Citizenship classes. Some may take a vocational class through an adult school, Regional Occupational Program, community college, or WIA funded Individual Development Accounts, which may lead to internships and jobs.

When a student achieves the targeted ABE exit score on the Common Assessment tool, he is guided to pursue a High School Diploma or the equivalent certificate (GED, HiSet, TASC). Teacher-directed classes ensure student success, but on-line curriculum, independent study programs and learning centers provide effective options for students. High School Equivalency preparation programs, in English or Spanish, and CAHSEE preparation classes, will help students to achieve success.

If the student's goal is higher education, he or she may require some remediation as determined by the Common Assessment standards for the community colleges. If so, the Adult School could provide preparation courses (i.e., Career Technical Education Preparation workshops). The student then would be guided through the enrollment process by community college counselors who confer with the student each semester. The student's goal is reached when he or she gets a certificate, a job, or transfers to a four-year school. If the student has a disability and his goal is employment, he may work through the Regional Center and/or Department of Rehabilitation for support services and job coaching. (Students with more significant disabilities may be provided on-going support services through the Regional Center of Orange County.)

Students who have completed a high school diploma or equivalency (GED) can transition to a local Community College. This process begins when students apply to the Community College online, and then complete an on-line College Orientation session and an on-line Advisement Plan. Students next schedule and complete their appropriate assessments, meet with a counselor, and develop an Academic Plan that which will be accessible to the student on-line.

## **2. ESL Students**

We propose a collaborative ESL Adult Education program via a South Orange County Community College District (SOCCCD) Regional Consortium that consistently values and connects to the vast learning needs of ESL adult learners in the South Orange County area. An integrated system would provide structured pathways for students to achieve their personal, vocational, and academic goals. The benefits of this program include:

- Serving the growing population of ESL students who are currently being underserved by programs that, although innovative, are isolated and lack connection to clear pathways
- Stabilized funding based on the current enhanced non-credit/credit funding model of community colleges and AB86 funding
- Integrated core curriculum that articulates with all post-secondary education
- Enhancement and strengthening of the status of non-credit/adult education ESL instruction in the area

### **Staffing:**

- Coordinated oversight, to be determined, to identify strategic directions for Adult Ed ESL
- Additional full-time ESL faculty to teach and provide leadership as discipline experts
- Additional part-time ESL faculty as needed
- Consistent and raised minimum qualifications and pay for all non-credit/credit instructors (with grandfathering of current adult education instructors in the school districts)

### **Physical Space:**

- Classes available Monday through Saturday during the day and night at multiple locations throughout the area -- including on campus at both colleges, and current adult education locations such as elementary schools, libraries, community centers, employment One Stops, and other appropriate locations
- The “hub” noted above will serve as a source of information for anyone seeking ESL support
- Satellite support centers will be virtually linked to support student demand and those with limited transportation
- Classrooms equipped with current technology

### **Assessment & Matriculation:**

- Use of a common or linked assessment whether CASAS-based or Common Assessment offered at the ESL welcome center and satellite support centers (including the district colleges if the hub is not placed at one of the colleges). Students will be placed and counseled into appropriate levels offered throughout the area. Assessment room to include computers.
- Programs may administer the CASAS initial assessment

- Teach ESL students how to take a test

**Curriculum:**

- Align curriculum to be used at all locations across the districts
- Focus on standardized levels of general ESL, VESL, Citizenship, and college preparation classes that provide pathways to transition to CTE Programs, Citizenship, Adult Basic Education, HSE (high school equivalency), and Degree/Certificate/Transfer programs
- Offer ESL Certificates of Proficiency/Completion recognized by the state and the community

**Student Support:**

- Integrate the support services that ESL students need to be successful, such as babysitting, counseling, access to community resources, and transportation.
- Provide ESL counselors, outreach specialists, assessment coordinators, career-center specialists, research and planning data analyst, and clerk/general support staff.

**Articulation and Accountability of ESL classes and ESL Certificates from various settings, School Districts and Community Colleges:**

- Student achievement of benchmarks: completion of class and/or assessment of proficiency measured through CASAS or CALPASS if fees are reasonable other common assessment measure
- Future non-credit accountability tracking methods determined by the state
- Achievement of certificates
- Program Review of Adult Ed ESL/WASC Compliance Reviews
- Tracking students to see whether they move on to another program, a job, or another state or country

**3. Adults With Disabilities**

Adults with disabilities make up approximately 11% of the population in South Orange County. Increasing numbers of students with disabilities are eager to pursue post-secondary education and training opportunities. There are two groups of students who will benefit from coordinated and enhanced programming options, including credit and non-credit classes. These students include those with mild-moderate (M/M) disabilities (with diplomas) and moderate-severe (M/S) disabilities (without diplomas) who will for the most part participate in non-credit classes. It is particularly important to note the tremendous increase in individuals with Autism Spectrum Disorder (ASD) who are now reaching adulthood. These individuals will need traditional accommodations as well as new creative accommodations to promote success in credit and non-credit courses.

Another group of adults requiring attention are the ESL students with disabilities. Limited language skills may make diagnosis and support difficult for these students. A regional approach to providing bilingual diagnosis and support in key language areas is important.

Systems coordination is crucial to ensuring positive outcomes for individuals with disabilities. AB86 provides the framework to bring together community colleges, school districts, service agencies/partners, businesses, and other stakeholders. A coordinated service delivery system will promote the acquisition of positive life outcomes for individuals with M/M and M/S disabilities, including: employment, independent living and participation in post-secondary education opportunities.

In Orange County we are fortunate to have outstanding K-12 programming in the areas of employment preparation and independent-living-skills development through the following programs:

K-12 Grants	Funding Source	South County K-12 Districts	MM	MS
Workability I	CA Dept. Education	CUSD, IUSD, LBUSD, SVUSD &TUSD	X	X
Transition Partnership Program (TPP)	C Dept. of Rehabilitation (DOR)	CUSD, IUSD, LBUSD, SVUSD &TUSD	X	X
Workforce Investment Act (WIA) Youth Program	US Department of Labor/OCWIB	IUSD	X	

Funding for these programs is limited, and only a small percentage of eligible students receive these services. Upon graduation, the need for employment preparation, career planning, and independent-living-skills development becomes even more pronounced. AB86 gives us the opportunity to expand best practices in these areas to promote increased numbers of adults with disabilities in integrated competitive employment. Specific programming would address the following groups of individuals:

**Students with mild to moderate disabilities:** These students, aged 22 and over, require ongoing support to be successful in college and careers. The DSPS office at the colleges provide a variety of support services for these students. The instructional level of these students is often well below college level, they could benefit from basic skills instruction with concurrent instruction in career technical courses. Available CTE courses require a level of skills that these students have not yet achieved; but entry-level instruction would motivate them and also would provide contextualized learning for them in their fields of interest. In addition, with appropriate identification and accommodations, many of these students would succeed in CTE courses.

**Students with moderate to severe disabilities:** These students, also aged 22 and over, require a variety of intensive support and fully integrated programs that teach social, academic, independent living, and workplace skills that these students need to

promote positive education and employment outcomes. The AB86 PAG 3 has developed implementation strategies to address identified gaps in the following three areas:

- 1) Independent Living and Functional Skills
- 2) Employment Preparation & Career Development
- 3) Education and Academic Skills Enhancement

The description of the program envisioned by PAG 3 is contained in Table 4.1 of this Plan. It includes a description of the gaps, strategies to fill the gaps, resources needed, responsible person/agency, methods of assessment, and a timeline.

#### **4. Career Technical Education Students**

Community colleges currently offer a breadth of CTE classes and programs. Basic skill level requirements vary among these programs. Certificate levels also vary, including lower level certificate programs “laddering” up to more in depth training in skills and knowledge). Some higher level certificates require students to read a college level textbook. Part of the Consortium’s plan is to develop contextualized reading and math skills at the lower levels of adult education, to better prepare students as they progress toward the more technical aspects of pathway programs. Currently, community college contextualized curriculum and project based learning have shown positive results in preparing basic skill deficient CTE students.

We recommend that Adult ROP courses be offered in California to provide education for adults with low basic skills levels who want to focus on learning specific entry-level career-related skills in high demand entry level industry sectors -- such as in allied health (CNA or in-home patient care); restaurant/tourism (food prep and serving, housekeeping); child care; horticulture / landscaping (gardening); and manufacturing/welding. The resulting entry level skills could then open the doors to other, more advanced programs that would take students further along their career pathways.

Also, it is recommended that academic classes for non- or pre-college bound adults include contextualized learning, such as in English, Science, and Math for specific industry sectors, which focus on terminology from the industry and offer assignments that provide real-life problems or project-based curriculum for students to learn by doing. Stackable credentials would give students the opportunity to earn a certificate that would help them get a job while giving them basic and career skills upon which they can build.

#### **CTE Innovation**

AB86 members and partners will work collaboratively to develop innovative programs to better serve the learning needs of adult education students. Southern regional partners will develop an innovative remedial skills level program for students to enter community college STEM pathways. Saddleback College will partner with local STEM employers to create pathways to careers in bio-technology, computer science, engineering, health and other STEM fields. Reflecting the low skill levels of many entering adult learner students, this STEM pathway will employ best practices including accelerated and contextualized learning, block scheduling, cohort-based learning communities, and intensive student support in a “STEM core” designed to provide participants key STEM skills --- calculus readiness, computer literacy, and technical proficiency in writing and communication. The STEM core program will also offer the opportunity for paid



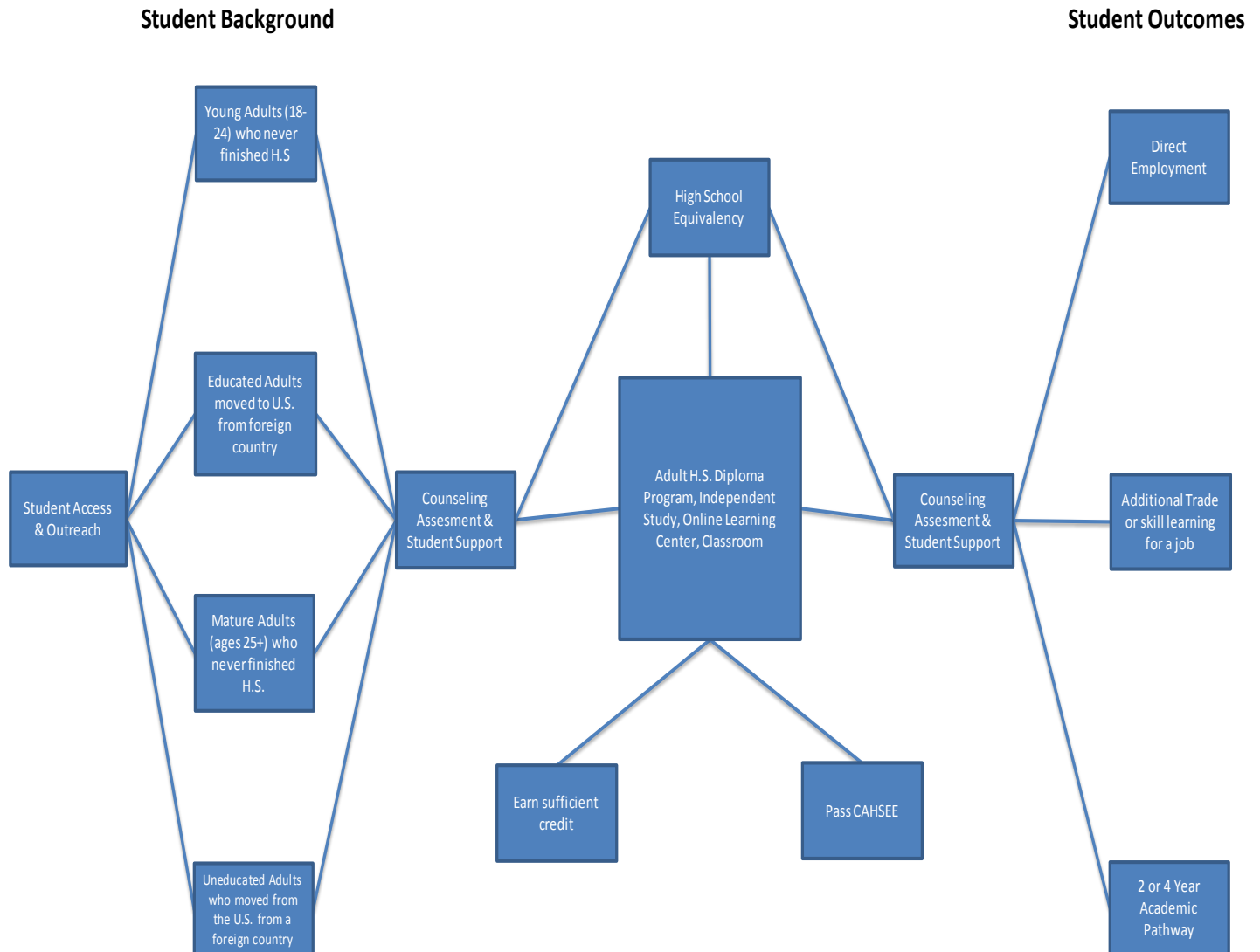
internships with STEM employers. Transitional planning and development will occur during year one so that Saddleback College's first cohort of adult students can start in year two.

### **Support Services**

In order to provide the additional kinds of assistance that adult basic- skills students often need, it is recommended that counselors be available to assist students not only with course placement information but also career exploration, career pathway, and career choice information and resources. Students also require resources for transportation, child care, health, and welfare information. Classes should be taught in as many locations as possible to reach those without access to transportation. Outreach to these potential students must be ongoing and creative to reach them in locales that they frequent, such as community locations, grocery stores, places of business that hire entry level workers, etc. Faculty, counselors, and administrators need to actively encourage students to persist in their educational plan by such actions as calling when the students are absent, and by showing them clear paths to meeting successful benchmarks in a timely manner.

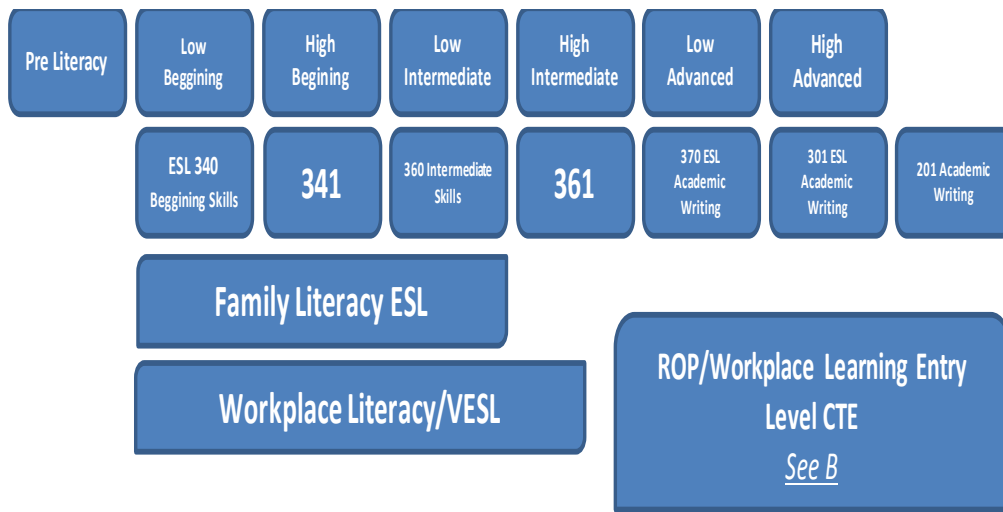
As an example of such student support, a Student Support Specialist (SSS) will work with the STEM pathway learning community to promote academic success. The SSS will attend class with students, organize study groups, provide individual counseling, and assist in college transition. The SSS is a best practice essential to helping basic skills deficient students succeed in accelerated programs such as this.

## Adult High School Diploma or HS Equivalency



## English Second Language

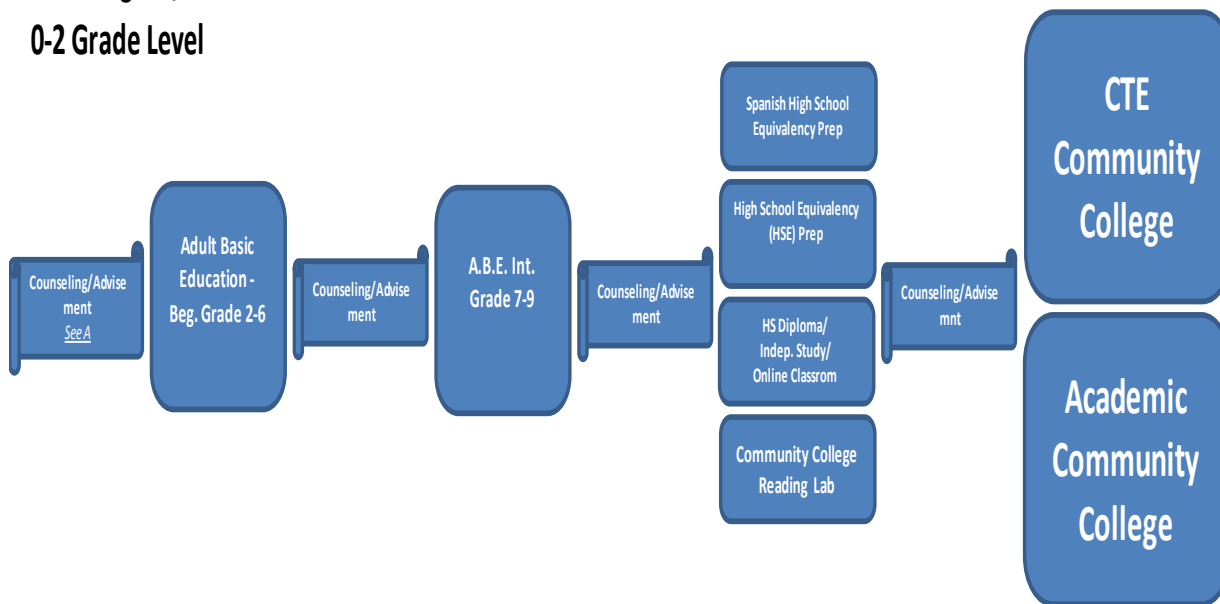
ESL Pre Literacy  
Multiple  
Community Based  
Locations



Community  
College Classes  
(IVC)

## Adult Basic Education

Native English/ESL  
0-2 Grade Level



## SEAMLESS TRANSITION WORKGROUP

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

Transition	Strategy/Approach	Resources	Partners	Assessment	Timeline
<b>System(s) Alignment</b>	<p>Establishing regional policies and procedures to increase alignment and seamless transitions (i.e., assessment, Placement, Counseling, Articulation, transfer) between Irvine Valley College and Tustin, Irvine, and Laguna Beach Unified School Districts</p> <p>Establish internal policies and procedures between Saddleback College and its Adult School system</p>	<p>Location (Planning and Systems Alignment) AB86 staff, stipends for participating PAG members, ongoing AB86 collaboration costs</p> <p>Southern Region "Transition Advisory Groups (TAGS)"</p>	AB86 Members and Partners Work group consisting of partners and various staff and faculty	Sustain current consortium contracted MOU process between partners to support Transition Strategies	Year 1
<b>System(s) Alignment</b>	<p>SOC Regional Adult Education Hub and Portal to serve as One-Stop for outreach/referral/counseling/support services/enrollment center Identification of Alignment K-16 opportunities including Assessment, Placement, and Counseling</p> <p>Integrate with other regional current grants (i.e., SB1070, CACPT, Common Assessment, WIOA)</p> <p>** Curriculum alignment to be discussed in Group 5 **</p>	<p>Professional Development Adult Education Student Portal of Student Educational and Community Resources Office space to support system of 40 convenient community instructional centers Multiple representatives (i.e. counselors, faculty, administrators)</p>	<p>All AB86 Members and Partners</p> <p>Liaison with Common Assessment Initiative</p>	<p>Identification of common assessment tool(s) Development of manual of educational and community based resources and resources to assist counselors with placement and referrals to ensure all students are served</p>	Year 1, Ongoing

<b>Create Pathways</b>	<p>Re-envision ROP program or ROP-like services for adult learners to ensure seamless transitions through the training process (to eliminate current gap in vocational education for adults &amp; increase industry partnership) Identify priority and emerging occupational clusters Southern region will work to integrate</p> <p>ROP curricula and work based learning resources to develop a concurrent program to adult education</p>	<p>ROP faculty, staff, and career specialists Partnership with SB1070 grant Meeting Space Supplies Transportation Stipend Communication</p>	<p>ROP, K-12 &amp; Adult District Office(s), Community College Reps., Work group consisting of partners and various staff and faculty</p>	<p>Number of articulation agreements between adult schools, ROPs and Community Colleges Number of students enrolled, completing courses</p>	Year 1
<b>Create Pathways</b>	<p>Create and disseminate flow charts for all adult students in the five priority areas displaying all educational options and support systems to be used as tools for students, counselors, teachers, faculty</p>	<p>PAG members, AB86 members and partners, WIB</p>	<p>All members and partners</p>	<p>Effectiveness and relevance of charts</p>	Year 1, ongoing
<b>Create Pathways</b>	<p>Prepare adult school students with remedial level skills for entry to community college academic and career pathways Including the development of STEM pathway programs for in demand occupations that can be achieved via short-term, accelerated, and block scheduling</p>	<p>Curriculum development faculty, PAG/TAG participation, Workforce intermediary, Instructional sites, materials, technology Braided funding which may include TAACCCT, National Science Foundation, CA CPT, WIOA</p>	<p>AB86 Members and Partners Work group consisting of partners and various staff and faculty, workforce intermediary, local industry, Deputy Sector Navigators</p>	<p>Number of partners with signed MOU Number of students Number of industry programs Enrollment Rate Persistence Rate Completion Rate Employment Rate Employment Retention Rate</p>	<p>Years 1 Development and Transition  Year 2 Implement</p>

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

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Pre-literacy to beginning literacy-ESL	ESL Pre-literacy at adult Ed	Teachers and counselors, administrative	Adult Schools, Community Colleges, Partners	Oral, CASAS, Partnership with CA Common Assessment Initiative	Current
Pre-literacy to beginning literacy-native speaker	Read OC tutors for native English	Volunteers	County Library Programs	Various Assessments	Current
Pre-literacy	Library tutors	Volunteers	South Coast Literacy	Various Assessments	Current
ESL beginning to intermediate to advanced	ESL classes	Teachers, counselors, curriculum, administrative	Adult Schools/Community Colleges	Various Assessments	Current
ESL adult school to ROP or CC certificate	ESL/VESL classes	Teachers, counselors, curriculum, administrative	Adult Schools/ROP/Community Colleges	Various Assessments	Current
Non-credit to credit ESL as a transition	ESL classes	Teachers, counselors, curriculum, administrative	Community College	Various Assessments	Current
Community College ESL to CC Reading Lab					
Beginning literacy 2-6th grade native speaker	Adult Basic Ed classes	Teachers, counselors, curriculum, administrative	Adult Schools	Oral, CASAS,	Current



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

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Intermediate literacy-7th-9th	Adult Basic Ed classes	Teachers, counselors, curriculum, administrative	Adult Schools, Community Colleges	Oral, CASAS	
Career/Workplace skills	CTE classes; workplace related classes; WIB/One-Stop	Teachers, curriculum, counselors, administrative	Community Colleges; ROP's (classes for adults)	Matriculation Assessments, Various	Current (CC's); ASAP (Adult ROP)
Advanced -9-12th	Adult Ed HS diploma classes	Teachers, curriculum, counselors, administrative	Adult School, Community Colleges	Oral, CASAS, TABE	Current
GED/HiSet/TASC	Adult Ed GED HiSET TASC classes	Teachers, curriculum, counselors, administrative	Adult School, Community Colleges	Oral, CASAS, TABE	Current
HS diploma	Independent study, online, class	Teachers, curriculum, counselors	K-12 Districts; Adult Ed programs in K-12, Community Colleges	CAHSEE, Chapter Unit Tests for Classes	Current
CTE Certificate	CTE Program of study	Teachers, curriculum, counselors, administrative	Adult Schools, Community Colleges	Matriculation Assessment	Current
Associate's Degree	Degree Program of study	Teachers, curriculum, counselors, administrative	Community Colleges	Matriculation Assessment	Current
Transfer to 4 yr. college	Transfer pattern of courses	Teachers, curriculum, counselors, administrative	Community Colleges	Matriculation Assessment	Current

## ***Objective Number Four (4)***

### **Plans to address the gaps identified pursuant to paragraphs (1) and (2)**

#### **Build Regional Instructional Capacity and Facilities for Adult Education Students (Objective 4, Gaps)**

The primary gap identified in our research was the substantial loss of educational opportunities for adult-education students because of decreases in adult school funding.

The numbers below illustrate the decrease in capacity of the adult schools during the indicated time frame. They do not reflect that the existing 13-14 capacity will be eliminated with the end of “Maintenance of Effort” on June 30, 2015. These figures estimate the numbers of potential underserved or unserved students by comparing 2008/09 baseline data to current-year enrollment.

The consortium plan offers a program for deploying the strengths of each institution through a continuous transition from adult-education offerings to non-credit and credit courses in basic skills (Adult Basic Education), ESL, Adults with Disabilities, and Career Technical Education.

<b>Adult Schools – Combined Enrollments</b>			
	<b>2008/09</b>	<b>2013-14</b>	<b>GAP (% change)</b>
<b>ABE/HS</b>	3,660	1,274	-2,386 (-65%)
<b>ESL</b>	9,433	2,640	-6,793 (-72%)
<b>AWD</b>	387	244	-143 (-37%)
<b>CTE</b>	3,780	801	-2,979 (-79%)

<b>Community College Enrollments</b>			
	<b>2008/09</b>	<b>2013-14</b>	<b>GAP (% change)</b>
<b>ABE</b>			
IVC C/NC	1,325	3,562	+2,237 (+169%)
SC C/NC	2,123	2,259	+136 (+6%)
<b>ESL</b>			
IVC C/NC	814	1,087	+273 (+34%)
SC C/NC	1,052	1,171	+122 (+12%)
<b>AWD</b>			
IVC C/NC	83	47	-36 (-43%)
SC C/NC	131	139	+8 (+6%)
<b>CTE</b>			
IVC NC	0	0	0
SC NC	122	30	-92 (-75%)

This data shows a reduction in enrollment of approximately 12,000 students in the adult schools, and an increase of approximately 3,000 students in the community colleges. Building regional capacity to recapture the lost enrollment will most likely be achieved incrementally through a transitional period. AB86 activities will help the schools move through this transition period, during which the tasks and activities necessary to deliver adult education will be further defined by the partners.

On a regional basis, the transition will include continued efforts to:

- Expand professional collaboration among adult school providers, community college providers, and other regional structures and resources
- Continue to assess and clarify student needs
- Identify regional goals to meet student needs
- Continue to expand coordination, articulation, and movement between adult schools and community colleges
- Build upon commonalities
- Develop common processes (e.g. performance measures, reporting, assessments)
- Reduce duplication
- Promote and disseminate best practices

Regional- level discussions and collaboration are essential to carrying out the legislative intent of AB86 and will ensure alignment with important regional objectives of the state, including those specified in the California Career Pathway Trust, SB1070, California Common Assessment Initiative, Perkins, and Equity Funding and WIOA.

#### **Recommendation to Build Instructional Capacity for Adult Education Students**

Below is a proposal to build needed instructional capacity--within a network of existing adult-school facility locations, community-based locations, and community college campuses--to serve students falling into the gaps described above in the following priority areas.

Increase in Instructional Capacity	
Area of Need	Unmet Need of Services for Number of Students
Adult Basic Skills, including classes in below-high school level Reading, Writing and Math:	Additional 1,000 students per year
High school level subjects leading to a high school diploma or high school equivalency:	Additional 2,000 students per year
English as a Second Language, VESL, and Citizenship:	Additional 6,000 students per year
Adult with Disabilities:	Additional 200 students with moderate to severe disabilities
Adult with Disabilities:	Additional 200 students with Mild to Moderate Disabilities
Short-Term Career Technical Courses for students who are also in need of Basic Skills, High School Diploma/Equivalency or English as a Second Language courses	Additional capacity for 3,000 students
Impacted capacity due to the end of Maintenance of Effort	5,000 current students in adult education programs
<b>Total needed capacity</b>	<b>17,400 students</b>
Student Support Counseling and Testing, Academic, career and personal counseling; outreach; transitional support; goal setting and monitoring; and assessment, placement, performance, CAHSEE, and high school equivalency testing, community college matriculation, financial aid, and Veteran support.	17,400 students to be served

The costs of providing instructional programs to serve these students can be computed using ADA or FTES models.

### **Southern Regional Collaboration**

As acknowledged in the Certificate of Eligibility Instructions, regional collaboration manifests itself differently in each consortium. Though there currently exists a rich history of collaboration and a range of partners that have a regional perspective on policies and programs, the AB86 process has facilitated further dialogue and has helped deepen the understanding, collaboration, and integration of educational partners throughout our region.

As this Consortium discussed potential funding models and further defined regional partner roles and responsibilities, it became apparent that further clarity and direction was needed from K-12 and College administrators to help ensure Consortium members consider individual institutional strategic plans and objectives as they develop the final AB86 plan.

While Saddleback College, Saddleback Valley Unified School District (SVUSD), and Capistrano Unified School District (CUSD) will continue to take a regional approach, implementation of adult education programs will vary among the two regional colleges and their respective K-12 partners. Much of the systems and processes will remain similar, but the roles and responsibilities of college and K-12 partner institutions will differ- helping ensure the most positive environment for their students and serving the specific needs of their communities. Saddleback College will assume administrative responsibility for adult education in their pre-defined service area.

With input from college and K12 district leaders Saddleback College and their K-12 partners have provided a preliminary outline for moving forward. The table below represents a mutually agreed upon framework, partnership roles, and direction for moving forward with adult education at Saddleback College, CUSD, and SVUSD:

### Capistrano Unified School District (CUSD)

AB86 Adult Education Partner		Career Technical Education	Adults with Disabilities	English as a Second Language	Basic Skills
Capistrano Unified School District	Proposed Populations	High School Students	High School Students up to age 22*	High School Students	High School Students
	Proposed Programs	High School level classes only (ROP)	High School level classes	High School and citizenship classes only	High School Diploma and GED
Saddleback College	Proposed Populations	Adults	Adults 23 y/o+	Adults	Adults
	Proposed Programs	Career and Technical Education**	DSPS	English as a Second Language (C/NC)***	Basic Skills***

### Saddleback Valley Unified School District (SVUSD)

AB86 Adult Education Partner		Career Technical Education	Adults w/ Disabilities	English as a Second Language	Basic Skills
Saddleback Valley Unified School District	Proposed Populations	High School Students	High School Students up to age 22*& beyond depending on program review.	High School Students	High School Students
	Proposed Programs	High School level classes only	High School level classes	High School level classes only	High School level classes only
Saddleback College	Proposed Populations	Adults	Adults	Adults	Adults
	Proposed Programs	Career Technical Education**	DSPS <i>AWD program package from SVUSD may be transitioned to SC or may be moved to SVUSD Community Services. Whichever option proves to be most beneficial to students.</i>	English as a Second Language (C/NC)***  <i>Citizenship and EL program package from SVUSD will be transitioned to SC.</i>	Basic Skills***  <i>Adult HS diploma and GED program package from SVUSD will be transitioned to SC.</i>
*government mandate; ** program by program determination; ***curriculum development depending on course level					

During year one, Saddleback College and their feeder districts will maintain capacity to ensure a seamless transition of administrative functions from the adult school to the community college. Class selection and students served during year one (transition year) will remain similar if not equal to current offerings and number of students. Year one and two will largely consist of defining administrative functions and processes, programs, and curriculum as the adult education system transitions to the community college.

This will include but will not be limited to:

- Helping to develop internal funding allocation mechanisms or adopt state mandated funding allocation models.
- Work to ensure that adult school funding takes on the characteristics of categorical or grant funding with a focus on basic skills, adults with disabilities, ESL, CTE, and apprenticeship programs. "Setting aside" funds specifically allocated to adult education will help guard against categorical flexibility as experienced with adult education during the last couple of years. Funds will be viewed as "demonstration funds" to determine what works best and using those lessons to inform "approaches" with the general student population. This transition period will drive curriculum and program improvements that can be replicated on a larger scale if successful.
- Years 2 to 5 will include growth plan development with projections based on Year One mid-year report to include community and student survey data.

Assume funding at the rate of non-credit FTES to cover facilities use, support services, Adult Education faculty, and other instructional needs.

Other essential recommendations/assumptions to moving forward include:

- Adult Education Program funds will NOT be absorbed into the larger community college organization. Doing so would be a disservice to this population. Adult Education must transition as a program and support services must be able to wrap around these students in order to successfully recruit, educate, ensure completion, better prepare, and transition students successfully into the workforce.
- The regional approach will be maintained in order to share best practices, professional development activities, and to leverage additional resources. Instructional opportunities and class locations will remain in their current locations as transportation is a barrier. Services, support, and instruction must remain in the communities where these students reside and are currently served.
- K-12 partners will work collaboratively with community colleges to address the need for community based facilities.
- Require Colleges to transition students into their registration system (including attendance reporting) but allow for state standardized/approved K-12 curriculum to be maintained over the next three (3) years in order for proper curriculum development to occur at the college level.



- Colleges hire Adult Education teachers using separate or equivalency standards (hire faculty similarly to hiring for grants where local hiring practices timelines can be expedited). This would be in place until the State Academic Senate and the California Commission on Teacher Credentialing develop/release further guidelines.
- CASAS (or other recognized assessment tool(s) and the Common Assessment (COI) be used during the transition period while the CCC system further develops an assessment tool that will accommodate this transition (successfully assess all students).
- Recommend that Colleges' Student Equity Plan and Adult Education Programs be integrated to ensure sustainability.
- Possibly review and recommend WIA/WIOA Title II Grant (and other similar type) funds to be transitioned from K-12 Districts to the Colleges. This is federal funding that has been slated for K-12 districts to serve these populations. This funding would be in addition to the recommended FTES funds requested.

### **Saddleback College Letter – (see Appendix 1)**

#### **Irvine Valley College Transitional Model**

Irvine Valley College is committed to continuing the AB86 regional planning process of collaboration, dialogue and cooperation with Laguna Beach, Tustin, and Irvine Unified School Districts to design and implement programs to meet the needs of adult education students in the region.

#### **Irvine Valley College and their partner districts have agreed to these concepts for implementing the AB86 Transitional Model for Adult Learners;**

1. **Flexibility**—USDs' adult schools and IVC will communicate and implement programs and content based on current offerings, while being responsive to gaps in service, growing or emerging needs and the possibility of aligning with other statewide grant efforts (e.g., CTE pathways).
2. **Enhancement**—funds available via the state's funding model will enhance content, programs and course offerings offered in areas specific to adult education: credit recovery, GED completion, ESL (e.g., language and citizenship), CTE, targeted basic skills; initial efforts to assist adults with learning disabilities will continue to be investigated.
3. **Collaboration**—college and unified school district instructors, staff and administrators will move forward in mutual dialogue with instructors in both systems for continued exploration and transitional implementation of content (curriculum matters) and faculty teaching roles and responsibilities (faculty and bargaining matters).
4. **Transitional Model to Address Gaps in Service**—both the college and school districts will implement a transitional model to address gaps in service and support to adult education participants in the program areas noted above.

## IVC, IUSD, TUSD, LBUSD Letter – (see Appendix 2)

### **I. Build a Seamless Regional Adult Education Services System (Objective 3)**

Establish pathways for students from adult education through community college level programs leading to postsecondary education, career training and successful employment, and increased community/civic involvement.

- Coordinate Adult Education Services System virtual portal and office of information and resources, including outreach, support services, and counseling. This will help students find, enroll in, and complete appropriate courses--and to transition successfully from one instructional program to another or from adult school to community college.
- Access to K-12 records to support a smooth transition from K-12 to post-secondary education and training options
  - Education Records/ Summary of Performance (SOP)
  - Work Training Records
  - Certification
- Use Common or linked assessments, evaluations, matriculation, and data processes and systems.
- Align Curriculum and program goals and objectives.
- Articulate between K-12, adult schools and community colleges within a regional consortium area.

### **II. Plans to contextualize and accelerate learning and implement “best practices” instructional programs and support systems (Objective 5)**

- Implement real-world contextualized and/or accelerated learning for all students as appropriate.
- Explore the process for developing responsive content modules to address identified student needs at the community-college level (e.g., not-for-credit courses, development of new programs/curriculum)
- Support and expand non-credit options for students at the community college.
- Provide additional instructional coverage for increased programs and services for adult students, including more full-time positions.
- Provide support and programming for disabled students over the age of 22 who are not ready for credit community college/traditional school
- Build CTE programs that are appropriate for adult students in need of concurrent instruction in basic skills and ESL via a regionally based career pathway program in alignment with the CCPT legislation

- Improve the scope and variety of CTE programs available at local adult schools through apprenticeships and contextualized learning.
- Implement pilot career pathway program to extend college STEM pathways to adult students by creating a pre-college pathway between adult education and community college level programming. The program would include career and post-secondary orientation, pre-algebra and elementary algebra contextualized to engineering and IT, Technical English and Communication, tutoring and social support, and transition college pathway.
- Build collaborative ESL/CTE programs and courses at the community colleges (VESL)

### **III. Plans to provide collaborative professional development (Objective 6)**

With the goal of greater program integration and improvement of student outcomes, alignment of curriculum, increased effectiveness of instruction, integration of technology, and greater accountability relative to each program area

- Offer comprehensive, collaborative professional development for administrators, faculty, and teachers of all member and partner agencies.
- Create, support, and maintain professional learning communities comprising faculty and teachers in the same content areas.

### **IV. Plans to fully leverage existing regional structures and resources (Objective 7)**

Collaborate with Orange County Workforce Investment Boards, the business community, and all regional partners to leverage services, resources, and opportunities to create a seamless system to serve students more efficiently and effectively.

**Table 4.1 Implementation Strategies to Address Identified Gaps**

<b>Table 4.1 PRIORITY NEEDS AND GAPS IDENTIFIED</b>						
<b>Description of GAP</b>	<b>Strategies to FILL GAP</b>	<b>RESOURCES needed</b>	<b>Estimate of the cost</b>	<b>RESPONSIBLE Person</b>	<b>Methods of ASSESSMENT/ METRICS</b>	<b>Timeline</b>
Loss of capacity to serve students due to budget cuts at the adult schools	Build needed adult education programs at the adult schools and community colleges: Adult Basic Education/HS Diploma Additional 3,000 students/year English as a Second Language Additional 6,000 students/year Adults with Disabilities Additional 400 students/year Career Technical Education Additional 3,000 students/year	Additional full-time and part-time faculty and teachers, including instructional support staff, class locations, instructional technology and materials	\$8 Million	Administration, PAGs	Enrollments, attendance, completions, more graduates/GED passes, higher skills levels, transfers to community colleges and beyond, successful employment	Incremental, annually
Lack of communication, outreach, linkages, transitions, pathways, articulation between adult schools and community colleges, and possible duplication of services	Establish career/college pathways/linkages between the adult schools and the community college, and clarification of roles and functions, among all program areas, including: 1- Coordinated system/virtual portal of information and resources, including outreach, student support and counseling, to help students find and enroll in appropriate courses and transition successfully from one instructional program to another, or from adult school to the community college, with Office(s) of Adult Education at AB86 determined locations to facilitate transfer,	Continued AB86 funding  Time for collaborative planning and curriculum development,  Webmaster,  Staff to gather, maintain, disseminate information and resources, counselors and student support personnel, facility	\$2 Million	Legislation  Instruction offices, faculty and teachers, admins	Improved persistence, completions, students meeting personal goals, transfers  Improved learning gains, accelerated learning  More transitions from adult schools to community colleges, other training, and jobs	With continued funding, begin immediately

	access, alignment, integration, and delivery of instructional programs to adult education students 2--Curriculum and program goals/objectives alignment, 3--Common assessments, evaluations, matriculation/data processes/systems, 4-Articulation between adult schools and community college, and 5-Comprehensive, collaborative Professional Development for faculty and teachers of all member and partner agencies.					
Lack of innovative and responsive curriculum, Need for research-based best practices for optimal instructional programs for students	Explore the process for developing responsive content modules to address identified student needs at the adult schools and at the community college level (e.g., noncredit, not for credit courses, development of new programs/curriculum)  Implement real world contextualized, and/or accelerated learning for all students	Continued PAG work Research, collaboration, curriculum projects, instructional materials and technology	\$1 Million	PAGs, faculty, teachers, admin	Enrollments, persistence, accelerated learning, student test scores, completions, transitions, student surveys	Incremental, annually
Need for CTE programs designed to meet the varying needs of adult students	Build CTE courses and supportive services specific to adult education students in each program area, including stackable credentials, suitable for students in need of basic skills and workforce skills development.	Continued PAG work	\$500,000	PAGs, admin, faculty, teachers	Increased enrollments, persistence, completions, transfers	Incremental, annually

Need to reach out to all program and service providers in the region to maximize opportunities for adult learners	Collaborate with Workforce Investment Boards, the business community, and all regional partners to leverage services and opportunities create a seamless system to serve students more efficiently and effectively,	Development of partnerships	\$200,000	Adult Education Services Coordination Office, AB86 staff, PAGs, partners	Enrollments, attendance, persistence, successful completions	Incremental, annually
Need appropriate programs for adults with disabilities over the age of 22.	Support and programming for disabled students over the age of 22 who are not ready for credit community college/traditional school, who need workforce skills	Research, program design, funding	\$2 Million	PAG 3, faculty and admin	Enrollments, persistence, students achieving their goals	Incremental, annually



**Table 4.1 Implementation Strategies to Address Identified Gaps**

<b>Adult Basic Education &amp; High School Diploma</b>					
<b>Description of GAP</b>	<b>Strategies to FILL GAP</b>	<b>RESOURCES needed</b>	<b>RESPONSIBLE Person</b>	<b>Methods of ASSESSMENT/ METRICS</b>	<b>Timeline</b>
Need Adult Basic Education/High School Diploma/HS Equivalency programs for adult education students	Build programs for adult basic education in English/Reading and Math, and High School Diploma/Equivalency programs Additional capacity needed for 3000 students	Full and part-time faculty/teachers, college, adult school and community-based classrooms/locations, instructional support personnel, instructional technology and materials	AB86 members, PAG 1 members and administration, principals, deans	No. of enrollees, completions, transitions from ABE to HS diploma program, community college CTE or academic courses, number of HS diplomas/equivalency attainments, number of students who kept or attained jobs	Within a year
Need High School Diploma and HSE/GED Preparation and testing programs	Build Adult High School Diploma programs, offering classroom-based, independent study, online study diploma programs HSET and GED preparation in English and Spanish, Additional Hi-set and GED testing centers IVC has Pearson Vue GED testing center	Staffing, current instructional technology (including Khan academy) and materials, community-based facilities, GED/HSE Preparation materials in English and Spanish	AB86 members	No of enrollments, courses completed, CASAS benchmarks, high school diplomas issued, GED-Hi-set testers, no. of passes	In the next few months
Lack of communication, outreach, Academic and career counseling, linkages, transitions, pathways, articulation between adult schools and community colleges, and possible duplication of services	Establish career/college pathways/linkages between the adult schools and the community college, and clarification of roles and functions, among all program areas, including:  • Coordinated system/virtual portal of information (website, easy to navigate, with all available classes, courses and resources, ) including outreach, student	Adult Education Services Hub/portal (office(s) and website) with appropriate staffing to coordinate outreach, dissemination of information about programs available, enrollment, assessment, counseling and student support services, Faculty and teachers to align assessments and create pathways and articulations, Faculty and teachers to align curriculum for	AB86 Members, PAG members, Admins and Principals	No. of Students requesting information, "How did you hear about us?" enrollments, making progress, graduates, transfers to CTE or academic programs, jobs, -- student persistence Effective (common)assessment instruments Curriculum alignment documents -Collaborative matriculation documents Articulation agreements No. of	Within a year

	<p>support, academic and career counseling and goal setting, to help students find and enroll in appropriate courses and transition successfully from one instructional program to another, or from adult school to the community college.</p> <ul style="list-style-type: none"><li>• Outreach, including brochures, portal, fairs, community events, presentations, flyers at grocery stores, churches, newspapers, one stop, social service agencies, email, list serves, social media, volunteers, libraries, former students.</li><li>• Counseling, including use of student ambassadors, counselors, mentors, traveling counselors, credential candidates, interns to provide services to students</li><li>• Curriculum and program goals/objectives alignment,</li><li>• Common assessments, evaluations, matriculation/data processes/systems,</li><li>• Articulation between adult schools and community college.</li></ul>	<p>effective student transitions</p>		<p>teachers/faculty participating in Professional Development</p>	
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Need for best practices, Contextualized learning, Soft skills- job skills, communication, social skills, work-related skills integrated into curriculum	<p>Make learning active and relevant for students, teach them life skills to keep motivated</p> <p>Need to know your students, relate instruction to their goals, career, learning by doing</p> <p>Build Support for adjuncts for consistency in methodology, curriculum, materials and textbooks, especially for the more basic levels of instruction.</p> <p>Teacher training and adequate curriculum, - help students see the end, fast track, challenge the course, accelerate</p> <p>Investigate IBEST</p> <p>Need to accelerate student learning and increase the number of students placed into Eng300 who eventually pass Eng1A. Multi-semester approach is a barrier</p> <p>Need more space for Writing lab, which serves over 1000 students.</p> <p>Need to expand strategies for Pre-Algebra student success, new models of delivering instruction (Alg2Go.com), and contextualizing learning</p>	Funding, professional development for teachers, appropriate instructional materials	Admins and teachers, prof. dev.	Attendance and passing rates of students, acceleration, Increased persistence	Begin now
Need Professional Development for teachers/faculty to meet, at all levels, sharing, collaborating	<p>Plan Professional Development PLC CTEOC, for Adult Basic Ed providers- Comprehensive, collaborative</p> <p>Professional Development for faculty and teachers of all member and partner agencies, hybrid program, direct instruction, support</p>	Funding for creation of Professional Development Committee to design and implement consistent, collaborative goal-setting and trainings for faculty/teachers	AB86 members, admins, principals, deans, coordinators, teachers	Better program integration, smoother transitions Student survey on program effectiveness	Immediately and ongoing

	from district curriculum offices, current appropriate, relevant, curriculum, including technology, www.cacareerbriefs.com materials (OCC) More professional development is needed to train faculty to teach innovative courses. Need to revise ENG 300 and co-requisite lab to better align with current research on developmental education, collaborating with Reading and ESL.				
Need to leverage all regional resources	Utilize, leverage Library programs, Read OC, South Coast Literacy, trained volunteers, WIB, to enhance services to students Develop, distribute, build resources lists, collaborate with partners to bring services to students		PAGs, faculty, teachers, staff, admin	No. of referrals	Immediately and ongoing
Lack of ROP or ROP-type programs for adults 18 and over	Support the reestablishment of ROP classes and programs for adults, or similar courses that teach CTE skills to students who also need basic skills remediation	Funding, facilities, teachers, administrators	State Legislature, Administration	Basic skills for /career specific sectors No. of new 18+ enrollees, No. of certificates, No. obtaining jobs	ASAP
Low success rates for lower level math classes	Determine the feasibility of integrating instructional tools such as Math Online Supportive Tool Array and Algebra to Go™ and contextualized learning and progression models to increase student success in lower level and transfer level math	Saddleback College Math Faculty Leverage existing resources and ERA commons	Administration, faculty	Improved course completions, successes	Year One transition Year two implement

**Table 4.1 Implementation Strategies to Address Identified Gaps**

Adult English as a Second Language (ESL) Services					
Description of GAP	Strategies to FILL GAP	RESOURCES needed	RESPONSIBLE Person	Methods of ASSESSMENT/ METRICS	Timeline
Inadequate capacity to serve students needing English as a Second Language courses	Build needed adult education programs at the adult schools and community colleges English as a Second Language Additional 6,000 students/year	Additional full-time and part-time faculty and teachers, including instructional support staff, class locations, instructional technology and materials	AB86 members	Enrollments, attendance, completions, more graduates/GED passes, higher skills levels, transfers to community colleges and beyond, successful employment	With AB86 funding, incrementally
REGIONAL SYSTEM COORDINATION:  Lacking coordinated regional system with outreach, clear information, communications, referrals, smooth transitions to funnel students to the appropriate educational/vocational/ track	<ul style="list-style-type: none"> <li>Hire an Adult ESL Student Services Regional consortium coordinator to institutionalize, create system that supports students and links them to programs, answerable to the PAG , with clearly described options for students, grant writer</li> <li>Create a campaign to welcome our immigrants</li> <li>Using community liaisons</li> <li>One virtual portal/ website/ office for all ESL programs</li> <li>Student portal and teacher portal</li> <li>Links to other resources</li> </ul>	Funding Locations Designated location(s) Webmaster to create and support it, Coordinator/network of support people to identify current information Work with all member and partner agencies, libraries and volunteer organizations Funding, link to portal	PAG 2/Steering Committee Admin, with input from PAG 2 Administration, faculty, teachers	Persistence rates, number of referrals, number of appointments Number of referrals, enrollments, program successes Number of website hits, referrals, enrollments  Availability of clear articulation tools, charts, number of students who move successfully into next program	With arrival of AB86 funding

	<ul style="list-style-type: none"> <li>• Survey students/ users/ providers</li> <li>• Multiple languages</li> <li>• Curriculum, levels, course descriptors- links to actual courses</li> <li>• PAG group will begin the process of investigating pathways, transitions, articulation among courses/programs , assessments, common assessments</li> </ul>				
<p>PROGRAM GROWTH:</p> <p>Lack of adequate programs in areas of need: Vocational ESL; programs for low income, low education, minority students; Family literacy programs; literacy programs; Citizenship; ESL in Tustin; Enhanced noncredit at IVC</p>	<ul style="list-style-type: none"> <li>• Vocational ESL: Create courses for ESL students leading to certificates – centralize for enrollment</li> <li>• Paired with CTE class? Team taught, network with ROP and CTE</li> <li>• Create programs to serve unserved low income, low education, minority students</li> <li>• Look at adding community-based family literacy classes</li> <li>• Create or expand literacy classes, including ESL computer literacy, or link students with existing literacy providers</li> <li>• Add Citizenship</li> </ul>	<p>Teachers, Courses, instructional equipment and materials</p> <p>Teachers/faculty, funding</p> <p>Teachers, sites, appropriate instructional materials</p> <p>Teachers, faculty, facilities</p>	<p>Administration</p> <p>Adult Schools and Community Colleges</p>	<p>Number of students enrolled in classes, number of completed certificates, number of ESL students employed</p> <p>Number of referrals, enrollments, successes</p>	<p>Incrementally with AB86 funding</p>



	<p>classes as needed</p> <ul style="list-style-type: none"> <li>Investigate adding ESL classes in Tustin and enhanced noncredit ESL at IVC</li> </ul>				
<p><b>HUMAN RESOURCES /SUPPORT</b></p> <p>Lack of support system for ESL students, such as counselors, especially at adult schools</p>	<p>Counseling: Traveling/roving team of counselors for adult education with expertise in ESL student needs, for diff needs, special needs, cultural issues, legal issues, financial aid, jobs Coordinators and support services Additional full time faculty, teachers</p>	<p>Office space, funding, centralized location, mileage funds. Admin assistant. Funding for dedicated Student Support Specialist.</p>	<p>Coordinator w/ ESL faculty/PAG members/ESL specialist</p>	<p>Number of students served, improved persistence, improved completions, transitions</p>	<p>Incrementally, with funding</p>
<p>F) Lack of unity as a profession, Lack of effective communication of professionals representing the seven agencies, support for adjunct and part time teachers</p>	<p>Improve communications, working together to serve students Representative assembly of ESL providers from each agency</p>	<p>Meetings, professional development with all faculty and teachers, funding</p>	<p>Administration of all agencies</p>	<p>Number attending these meetings</p>	<p>ASAP</p>
<p>Lack of consistent access to classes--levels, locations, times, open enrollment Barriers—lack of transportation, child care</p>	<p>Expand Adult education student access to education classes' morning, afternoon, evenings, weekends, at convenient locations to meet the needs of students. Open enrollment Safe babysitting/ readiness program for young children Transportation support Assess student needs, build programs to serve students</p>	<p>Funding to add teachers/faculty</p> <p>Babysitters, program coordination, training, appropriate materials and curriculum</p>	<p>Administration</p>	<p>Number of referrals, enrollments, successes</p>	

Need for specialized, consistent Curriculum with opportunities for contextualized learning, accelerated learning, best practices	Share information on levels, assessments, curriculum Investigate best practices	faculty, teachers, funding	administration,	persistence, successful transitions	Begin with next phase of PAGs work
Lack of system to track students	Universal/Statewide system of student IDs. so student records can follow them		Administration state support		
Need to smooth and strengthen transition to Freshman writing from higher-level ESL classes at Saddleback College (which currently try to serve both credit and noncredit needs)	Creating an ESL course one level below Freshman writing, Team teaching courses in the English department, Offering separate classes at higher levels for non-credit and credit students, Exploring innovations in delivery such as accelerated classes or by implementing something completely different	Faculty	Saddleback Administration/E SL faculty	Increased persistence and success rates of ESL students in upper level writing courses through Freshman comp;	Begin ASAP, with courses/innovations added incrementally

**Table 4.1 Implementation Strategies to Address Identified Gaps**

**III. Education programs for Adults with disabilities**

Develop post-secondary programs for underserved adults with disabilities ages 19-99, including a focus on 2 separate populations: (A) Adults with Mild-Moderate Disabilities & (B) Adults with Moderate-to-Severe Disabilities. (A & B includes individuals with Autism Spectrum Disorder/ASD \*1)

Adults with Disabilities						
Description of GAP	A	B	Strategies to FILL GAP	RESOURCES Needed	RESPONSIBLE Person	Methods of ASSESSMENT /METRICS
<b>EMPLOYMENT PREPARATION &amp; CAREER DEVELOPMENT</b>						
<b>(1) Lack of capacity in instructional programs for Adults with Disabilities</b>	X	X	Courses to accommodate instructional needs of 200 mild/moderate and 200 moderate/severe Adults with Disabilities	faculty, teachers, instructional support, facilities	AB86 Members	numbers of enrollments, performance outcomes
<b>(2) Lack of programs to prepare students with disabilities for various Employment/ Career Pathways</b>	X	X	Offer training and support to acquire job specific skills certifications: <ul style="list-style-type: none"> <li>• Food Handlers</li> <li>• National Retail Federation/Customer Service</li> <li>• First Aid</li> <li>• CPR</li> <li>• Individual Training Accounts/One Stop Center</li> <li>• Regional Occupational Programs</li> <li>• South Coast ROP</li> <li>• Coastline ROP</li> <li>• Irvine Valley College Certificate Programs</li> <li>• Saddleback College Certificate Programs</li> <li>• Provide employment preparation classes to help students build soft skills needed to succeed in the</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for certification testing</li> <li>• Certification prep classes/workshops</li> <li>• Accommodations to promote training success</li> <li>• Funding to access limited adult ROP slots in Career Certificate classes</li> <li>• Funding to offer employment preparation classes through Adult Education and/or Community Colleges</li> <li>• Funding for case management staff</li> </ul>	Sallie Salinas One Stop Irvine  Darlene La Fort Superintendent Coastline ROP  Kim Thomason Superintendent South Coast ROP  Beverly De Nicola IVC  Linda O'Neal Transition Specialist IUSD  Michael Hoggett Saddleback College	<ul style="list-style-type: none"> <li>• List of employment preparation/career pathway activities for adults with disabilities, organized by South Orange County North &amp; South Regions.</li> <li>• Job Specific Skill Certificates earned</li> <li>• Advertisements for Employment Prep Classes/workshops Organized by North &amp; South Regions.</li> <li>• Employment Prep Class/work shop participant lists</li> <li>• List of Case Managers including funding</li> </ul> Sources Student Action Plans
	X	X				

	X	X	workplace, such as: <ul style="list-style-type: none"> <li>• Team building/collaboration</li> <li>• Time management</li> <li>• Following set schedules</li> <li>• Workplace communication</li> <li>• Customer service attitude</li> <li>• Flexibility</li> <li>• Cultural Sensitivity</li> </ul> <ul style="list-style-type: none"> <li>• Identify classes that students can take to build job specific skills identified in the job descriptions of available OC employment options.</li> <li>• Identify North &amp; South Region options.</li> <li>• Provide case management to support career development action plans for each student.</li> </ul>			
<b>(2)Limited work experience and employment opportunities for individuals with disabilities.</b>	X	X	<ul style="list-style-type: none"> <li>• Use local labor market data to make decisions when developing programs, target business partners, teach students about job openings, job training, and entry level jobs.</li> <li>• Identify job accommodations and business incentives to promote increased hiring of individuals with disabilities.</li> <li>• Lack of Job coaching support to ensure successful job placement and retention.</li> <li>• Establish Business Partnerships to promote integrated competitive employment. (organize by career pathways</li> <li>• Join the OC Business Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Labor Market Information</li> <li>• Apply for Funding for development &amp; coordination of job opportunities for adults with disabilities</li> <li>• Apply for Workforce Development Grants:</li> <li>• Workability III</li> <li>• College to Career C2C</li> <li>• WIA Adult Programming</li> <li>• Program Coordinator needed to organize all Adult Programming for students with disabilities</li> <li>• Secure funding to operate a</li> </ul>	<p>Ann Sebek</p> <p>Heidi Castillo</p> <p>Job Developers</p> <p>IUSD</p> <p>Joan McKinney</p> <p>Vocational Visions</p> <p>Linda Seppala</p> <p>OCEAN (Orange County Employment Advocacy Network)</p> <p>Employment Development Department</p> <p>Sallie Salinas</p> <p>America's Job Center of CA</p> <p>Julie Elizondo</p> <p>OC Workforce</p>	<ul style="list-style-type: none"> <li>• Quarterly Orange County Labor Market Data</li> <li>• Accommodation lists specific to employment work training sites &amp; job descriptions</li> <li>• List of potential funding sources to access job coaching support</li> <li>• Grant applications that include job coaching support</li> <li>• South OC Job Listings</li> <li>• List of business partners organized by career pathway</li> <li>• List of AB86 Partnership Activities Organized by South OC North &amp; South Regions Business Advisory Committee Membership Agendas Materials</li> </ul>

	X	X	<ul style="list-style-type: none"> <li>• Work with DOR &amp; RCOC to promote hiring individuals with disabilities.</li> <li>• Work with the OCEAN employment committee to collaborate on job opportunities for individuals with disabilities.</li> </ul>	Business Advisory Committee	Investment Board/OC Business Council	
	X	X	<ul style="list-style-type: none"> <li>• Provide work incentives to participating businesses.</li> <li>• Coordinate job development efforts in South Orange County to ensure business partner buy-in and coordination of available opportunities categorized into career pathways.</li> <li>• Partner with workforce development programs operating in south Orange County</li> <li>• Workforce Investment Act (WIA) Youth and Adult Programs</li> <li>• Transition Partnership Program/DOR</li> <li>• Workability</li> <li>• Operate a South OC Business Advisory Committee (BAC) to secure input/guidance on workforce development programming</li> </ul>			

EDUCATION & ACADEMIC SKILLS ENHANCEMENT						
1. Lack of programs for the development and retention of Educational/ Academic Skills for individuals with disabilities	X	X	<ul style="list-style-type: none"> <li>Survey seniors with M/M &amp; M/S disabilities and their families regarding Post-Secondary Education &amp; Training needs at all South County School Districts</li> <li>Survey individuals participating in DSP&amp; S Programs in Saddleback and Irvine Valley Colleges regarding Post-Secondary Education &amp; Training needs.</li> <li>Develop &amp; provide functional academic skills classes for adult students with M/M &amp; M/S disabilities. Specific topics are as follows: <ul style="list-style-type: none"> <li>Banking</li> <li>Budgeting</li> <li>Developing &amp; reading Schedules</li> <li>Business sense/signing contracts</li> <li>Reading medicine and product labels</li> <li>Using retail/grocery adds and coupons</li> <li>Reading menus</li> <li>Interpreting website information</li> <li>Making appointments</li> <li>Community safety</li> <li>Nutrition</li> </ul> </li> <li>Accessing academic remediation programming <ul style="list-style-type: none"> <li>DSP&amp;S Programming</li> <li>Adult Education</li> <li>GED Preparation</li> </ul> </li> <li>Identify touch screen technology apps &amp; supports to promote self-sufficiency in students <ul style="list-style-type: none"> <li>Weather</li> <li>Transportation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop AB86 Grant proposals to fund the identified classes and support staff</li> <li>Map out all available academic programming for adults with disabilities in South Orange County</li> <li>Establish Partnership Agreements among organization, agencies &amp; businesses</li> </ul>	<p>South Orange County School District Representatives:</p> <p>Michael Hoggatt Saddleback College</p> <p>Danny Morris Director IUSD</p> <p>David Gordon Adult Education SVUSD</p> <p>Linda O'Neal Transition Specialist IUSD</p> <p>Judy Henmi IVC</p> <p>Dr. Gillian Hayes TIW Program UCI</p>	<ul style="list-style-type: none"> <li>Adult Programming Surveys <ul style="list-style-type: none"> <li>Students with disabilities</li> <li>Family members</li> <li>Adults with disabilities</li> </ul> </li> <li>AB86 South OC North &amp; South Regions Class Listings <ul style="list-style-type: none"> <li>M/M</li> <li>M/S</li> <li>Mapping</li> <li>Syllabi</li> <li>Curriculum</li> </ul> </li> <li>Website and hard copy access to AB86 programming <ul style="list-style-type: none"> <li>Functional academic classes</li> <li>Remediation classes</li> <li>Other activities</li> </ul> </li> <li>Technology in the Workplace Apps and materials</li> <li>Partnership Agreements</li> </ul>
	X					
	X	X				
	X					



			<ul style="list-style-type: none"> <li>• Organization</li> <li>• Time Management</li> <li>• Nutrition/Fitness</li> </ul>			
<b>2. Limited Educational options for adults with Intellectual Disabilities *2</b>		X	<ul style="list-style-type: none"> <li>• Ensure a wide variety of Post-Secondary Education &amp; Training options are available for students with Intellectual Disabilities <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Film</li> <li>• Health &amp; Fitness</li> <li>• Sports</li> <li>• Photography</li> <li>• Other</li> </ul> </li> <li>• Identify enrichment opportunities available throughout South Orange County <ul style="list-style-type: none"> <li>• Recreation</li> <li>• Socialization</li> <li>• Organized and individual sports</li> </ul> </li> <li>• Identify accommodations and support services for students with ID to fully participate in integrated ILS, employment and educational settings</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an Action Plan for adult disability (ID/DD) programming in South Orange County</li> <li>• Connect with city sponsored community programming throughout south Orange County</li> <li>• Connect with Community College Community Education, Extended Education and Emeritus programming</li> <li>• Connect with Adult Education</li> </ul>	AB86 PAG #3 Planning Committee:  Joan McKinney Vocational Visions  South Orange County City Representatives  Dr. Cathleen Greiner Dean IVC  Dr. Gillian Hayes TIW Program UCI  Daniel Morris Adult Education IUSD  David Gordon Adult Education SVUSD	<ul style="list-style-type: none"> <li>• Lists of Post-Secondary Education/Training Options for South Orange County North/South Regions</li> <li>For individuals with ID/DD <ul style="list-style-type: none"> <li>• Adult Schools</li> <li>• Community Colleges</li> <li>• Adult Agencies</li> <li>• City/Community Programs</li> </ul> </li> <li>• List of enrichments activities <ul style="list-style-type: none"> <li>• Adult Schools</li> <li>• Community Colleges</li> <li>• Adult Agencies</li> <li>• City/Community Programs</li> </ul> </li> </ul>
		X				
		X				
<b>3. Fewer overall options for students with mild/mod disabilities *2</b>	X		<ul style="list-style-type: none"> <li>• Design educational experiences for exploring options, dreams, aspirations &amp; life options</li> <li>• Identify Career Pathways matching identified labor market trends in Orange County</li> <li>• Identify classes that students should take to ensure career ladder skill development</li> <li>• Utilize real job descriptions to prepare for careers</li> <li>• Identify enrichment opportunities available throughout South Orange County <ul style="list-style-type: none"> <li>• Recreation</li> <li>• Organized and individual sports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Apply for grants to provide Case management for Program participants</li> <li>• Partner with the America's Job Center of California to access resources</li> <li>• Connect with city sponsored community programming throughout south Orange County</li> <li>• Connect with Community colleges, Extended Education and Emeritus Programming</li> <li>• Connect with Adult Education</li> </ul>	AB86 PAG #3 Planning Committee:  Julie Elizondo OC Workforce Investment Board/OC Business Council  Judy Hemni, IVC  South Orange County City Representatives: - Dr. Cathleen Greiner Dean, IVC  Daniel Morris Adult Education IUSD  David Gordon Adult Education SVUSD	<ul style="list-style-type: none"> <li>• Lists of Post-Secondary Education/Training Options for South Orange County North/South Regions</li> <li>For individuals with M/M disabilities <ul style="list-style-type: none"> <li>• Adult Schools</li> <li>• Community Colleges</li> <li>• City/Community Programs</li> </ul> </li> <li>List of enrichments activities <ul style="list-style-type: none"> <li>• Adult Schools</li> <li>• Community Colleges</li> <li>• City/Community Programs</li> </ul> </li> </ul>
	X					
	X					
	X					
	X					

INDEPENDENT LIVING & FUNCTIONAL SKILLS TO SUPPORT WORKPLACE SUCCESS						
<p><b>(1)</b> <b>Lack of programming to prepare students with independent living and functional skills</b></p> <p><b>To promote adult self-sufficiency</b></p>	X	X	<ul style="list-style-type: none"> <li>Financial Literacy classes/workshops <ul style="list-style-type: none"> <li>Budgeting</li> <li>Benefits Planning and Management</li> <li>Savings for the future</li> <li>Tax Filing</li> </ul> </li> <li>Technology Skills classes/workshops <ul style="list-style-type: none"> <li>Touchscreen technology</li> <li>Internet use</li> <li>App use to support ILS, Work and Education</li> <li>Including: Fitness &amp; Nutrition</li> </ul> </li> <li>Self Determination Skills classes/workshops <ul style="list-style-type: none"> <li>Self -Advocacy</li> <li>Planning</li> <li>Goal Setting &amp; Monitoring</li> <li>Problem Solving</li> <li>Conflict Resolution</li> </ul> </li> <li>Social Skills Development classes/workshops <ul style="list-style-type: none"> <li>Community</li> <li>Work Place</li> <li>Education Settings</li> </ul> </li> <li>Transition Planning <ul style="list-style-type: none"> <li>Futures Action Planning</li> <li>(ILS, Employment and Ed/Training)</li> </ul> </li> <li>Transition Related Assessment</li> <li>Case Management</li> <li>Life Coach</li> </ul>	<p>Develop program funding through grants and partnerships</p> <ul style="list-style-type: none"> <li>Curriculum development</li> <li>Teaching Staff</li> <li>Facility Support</li> <li>UCI Technology in the Workplace Program</li> <li>Connect to Match Funding/Resources/Services</li> <li>Regional Center of OC</li> <li>Department of Rehabilitation</li> <li>Community/ Emeritus Ed.</li> <li>Adult Schools</li> </ul>	<p>Beverly De Nicola IVC</p> <p>Daniel Morris Adult Education IUSD</p> <p>David Gordon Adult Education SVUSD</p> <p>Michael Hoggatt Saddleback College</p> <p>Andy Arias Advocate Dayle McIntosh Center</p> <p>Linda O'Neal Career Link IUSD</p> <p>Clint Collins Administrator CUSD</p> <p>Irene White Director Special Education LBUSD</p>	<ul style="list-style-type: none"> <li>Outcome tracking Class/workshop Lists &amp; instructors</li> <li>Program Syllabi &amp; curriculum</li> <li>Class/workshop enrollment &amp; completions</li> <li>Student Action Plans (activities, Outcomes, services and resources used)</li> <li>Pre &amp; Post Surveys from participants</li> <li>Pre &amp; Post Surveys from AB86 staff</li> <li>List of Funding &amp; in-kind Resources</li> </ul>
<p><b>(2)</b> <b>Lack of awareness of Community Resources and Options.</b></p>	X	X	<ul style="list-style-type: none"> <li>Identify resources &amp; services along with the eligibility criterion</li> <li>Collaborate with community agencies to ensure needed service and supports</li> <li>Provide case management to promote access and use of local, state and federal resources</li> <li>Develop</li> </ul>	<ul style="list-style-type: none"> <li>Partner with Orange County Adult Transition Task force (OCATTF) agencies &amp; service providers</li> <li>Partner with OCART Work Group</li> <li>Write grants</li> </ul>	<p>Linda O'Neal Career Link IUSD</p> <p>Dr. Janis White RCOC</p> <p>Sandy Fagan DOR</p> <p>Dr. Gillian Hayes UCI</p> <p>Dr. Joseph Donnelly, UCI</p> <p>Dr. Erica Howell CSUF</p> <p>Bonnie Gillman</p>	<ul style="list-style-type: none"> <li>AB86 Resource/Service Lists organized by South Orange County North &amp; South Regions.</li> <li>OCATTF Agendas and Resources</li> <li>OCART Agendas &amp; Resources</li> <li>Identified ASD specific resources, services and supports</li> </ul>

		X	<p>Service/Resource Website for individuals with disabilities</p> <ul style="list-style-type: none"> <li>• Collaborate with the OC Autism &amp; other Related Disorder Task Force (OCART)/CA Senate Select Committee on Autism Employment Work Group</li> <li>• Access services for students with ASD from: <ul style="list-style-type: none"> <li>• The Center for Autism &amp; Neurodevelopmental Disorders</li> <li>• Center for Autism, CSUF</li> <li>• UCI Technology in the Workplace (TIW)</li> <li>• Grandparent Autism Network (GAN)</li> <li>• Family autism Network (FAN)</li> </ul> </li> </ul>	<p>to fund case management services</p> <ul style="list-style-type: none"> <li>• Partner with the Regional Center of OC and DOR</li> <li>• Partner with local Universities</li> <li>• Partner with ASD Advocacy Groups</li> </ul>	Executive Director GAN/FAN	
(3)  <b>Limited Transportation Accessibility</b>	X	X	<ul style="list-style-type: none"> <li>• Identify transportation options specific to each South County Region</li> <li>• Familiarizing students with public transportation options</li> <li>• Identify specialized transportation options for individuals with M/S disabilities, including ACCESS, Jewish Federation and Family Resource/JARC (Job Access &amp; Reverse Commute) Grant and TRIPS</li> </ul>	<ul style="list-style-type: none"> <li>• Write grants to provide travel training &amp; community safety efforts</li> <li>• Case Managers and job coaches are needed to provide travel training</li> <li>• OCTA Reduced Fare Cards</li> <li>• Partner with RCOC &amp; DOR for travel training services</li> <li>• Partner with Private OC transportation providers.</li> </ul>	<p>Brittany Hepler Dayle McIntosh Center</p> <p>Sandy Baren Transportation Coordinator Jewish Federation &amp; Family Services</p> <p>Dr. Janis White RCOC</p> <p>Sandy Fagan DOR</p> <p>Linda O'Neal IUSD</p>	<ul style="list-style-type: none"> <li>• Grant documents</li> <li>• Transportation options organized into South Orange County North &amp; South Regions</li> <li>• Para-transit options organized into South Orange County North &amp; South Regions</li> <li>• List of Case Managers and Job Coaches by funding source</li> <li>• Specific Route options for students</li> <li>• Community Safety curriculum</li> </ul>
	X	X				
	X	X				
			<p>Promote community safety/travel training including: street crossing, parking lot, and stranger avoidance</p> <p>Work with students to learn trip planning to ensure access to ILS, Work Training, Employment and Education/Training Opportunities.</p>			

## **OTHER NOTES:**

**\*1** Autism Spectrum Disorders (ASD) are a group of developmental disabilities that can cause significant social, communication and behavioral challenges. They affect people in different ways and can range from mild to severe, according to the U.S. Centers for Disease Control & Prevention.

Autism has no single known cause, and the number of diagnosed cases has risen sharply — 300 percent over the past 11 years. In 2012, the CDC reported that one in 88 American children had an ASD — an increase from one in 150 in 2002. Recently revised estimates point to an even higher rate of one in 50. ASDs are almost five times more common among boys (one in 54) than among girls (one in 252).

A 2011 California Department of Education study found that about 1 percent of all children enrolled in the state's public schools are diagnosed with autism. Orange County has the highest rate, with 1.5 percent; one child in 63 has been diagnosed with autism and is receiving special education services. In the last 10 years, the autism rate has increased nearly fivefold in California. One in 94 children is receiving special education services for autism in 2011, compared to one in 431 a decade ago.

<http://www.ucirvinehealth.org/medical-services/autism-neurodevelopmental-services/autism-facts/>

**\*2** The programming and funding for Individuals with Mild/Moderate (M/M) and Moderate/Severe (M/S) Disabilities is similar in some instances but becomes increasing different when the students exit the K-12 System. The individuals who have M/S disabilities, who qualify for Regional Center services, have access to a lot more funded programming than do those with M/M disabilities who do not qualify for Regional Center Services.

**Table 4.1 Implementation Strategies to Address Identified Gaps**

Career Technical Education (CTE)					
Description of GAP	Strategies to FILL GAP	RESOURCES needed	RESPONSIBLE Person	Methods of ASSESSMENT/ METRICS	Timeline
Inadequate Capacity to serve adult education students with needed Career Technical Education programs and courses	<ul style="list-style-type: none"> <li>• Build needed adult education programs at the adult schools and community colleges</li> <li>• Career Technical Education capacity to serve an additional 3,000 students/year</li> <li>• Conduct formalized assessment of student needs and goals. Seek partnerships with existing providers to duplicate/implement best practices</li> </ul>	Funding, faculty/teachers, including full time, support staff, facilities, instructional technology and materials	AB86 members Admin, faculty, teachers	Budget comparison Increase in enrollment and attendance  Number of drops, completers  Number of faculty Job placement Student feedback	Immediately before new school year with planning and implementation time
<ul style="list-style-type: none"> <li>• Lack of Linkages/ Transitions between adult schools and Community College Programs, to better serve students and avoid duplication, including:</li> <li>• Technical related courses of study</li> <li>• Assessment</li> <li>• Course articulation</li> <li>• Creation of Pathways</li> <li>• Curriculum Alignment</li> <li>• Comprehensive set of CTE programs and</li> </ul>	<ul style="list-style-type: none"> <li>• Continued outreach and collaboration between community colleges, adult schools and ROPs</li> <li>• Effective, collaborative Targeted Marketing (research, surveys, identify target audience)</li> <li>• Couple individual college faculty with individual Adult School system (model alignment with articulation process)</li> <li>• Program identification</li> <li>• Share CTE program information between AS and CC</li> <li>• Industry and community needs/student assessment/research</li> <li>• Align to local economy</li> <li>• Grant collaboration</li> <li>• Ongoing collaborative activities/PD between AS and CC Counselors (faculty)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased funding (grants, partnerships)</li> <li>• Data management</li> <li>• Social/electronic media Facilities</li> <li>• Funding for professional development</li> <li>• Equipment/tools/ material</li> <li>• Effective models to duplicate. Student tracking system-Chamber of Commerce</li> <li>• Concerted effort between AS and CC</li> <li>• Funding for new programs, facilities, materials</li> <li>• New teachers with industry experience-Facilities</li> <li>• Assessment tool</li> </ul>	<ul style="list-style-type: none"> <li>• College Presidents</li> <li>• Superintendents</li> <li>• Principals</li> <li>• Faculty</li> <li>• Department Chairs,</li> <li>• Curriculum Office and Office of Instruction (Saddleback College and IVC)</li> <li>• Service provider partners</li> <li>• Stakeholders</li> <li>• State/budget</li> <li>• Students</li> <li>• Deans</li> <li>• Grants Staff</li> <li>• LAOC RC Chair</li> </ul>	<ul style="list-style-type: none"> <li>• Community college and adult school enrollments</li> <li>• Developed pathways</li> <li>• Social/electronic media traffic</li> <li>• Number of MOUs between AS and CC</li> <li>• Quality indicators, surveys</li> <li>• Total number of classes</li> <li>• Course outline/student learning outcomes</li> <li>• Employer inquiries/ interests</li> <li>• Completions</li> <li>• Certificates</li> <li>• Employment outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Continued outreach and collaboration with adult education system/ROP (Year 1 and ongoing)</li> <li>• Couple individual college faculty with individual Adult School system (model alignment with articulation process) (Year 1 and ongoing)</li> <li>• Grant collaboration (Year 2 ongoing)</li> <li>• Ongoing collaborative</li> </ul>

<p>classes/ • Program ID, Development and Implementation</p>	<ul style="list-style-type: none"> <li>• Collaborative approach to serving community ed. and adult school systems</li> <li>• Shared facilities</li> <li>• Links from one web page to another</li> <li>• Develop universal flow chart for use by all staff and students, partners</li> <li>• Better defined roles and collaborations between AS and CC</li> </ul>				<p>activities/PD between AS and CC Counselors (faculty) (Year 1 and ongoing)</p> <ul style="list-style-type: none"> <li>• Collaborative approach to serving community ed. and adult school systems (1-3 years)</li> <li>• Shared facilities/</li> <li>• facilities (1-3 years)</li> </ul>
<p>Faculty Professional Development (Resources, CC Preq.)</p>	<ul style="list-style-type: none"> <li>• Educate faculty on regional economic needs/workforce</li> <li>• In service/professional development (courses, programs, entrance requirements, financial aid)</li> <li>• Research areas of weaknesses</li> <li>• Membership in local advisory committees, consortiums</li> <li>• Invite AS providers to established groups/advisories</li> <li>• Combine existing consortiums/advisory boards</li> </ul>	<p>Information sharing Mandates or recommendations from supervisors, grant managers Commitment from Deans and Principals</p>	<p>Principal Faculty Service provider partners Students Deans Grants Staff</p>	<p>In-services offered Minutes, sign in sheets Number and diversity of membership</p>	<p>Immediately/ Year 1 and ongoing In service/ professional development (courses, programs, entrance requirements, financial aid) (1 year)</p>
<p>Lack of coordinated programs specific to 5 program areas</p> <p>Clearly defined career pathways and/or programs</p>	<ul style="list-style-type: none"> <li>• Develop a Metrics/tool which delineates each pathway or program areas (suggested sequence worksheet)</li> <li>• Development of specialized support services specific to each program area student</li> </ul>	<p>Assessment and counseling</p>	<p>Principal Faculty Service provider partners Stakeholders State/budget Deans Grants Staff LAOC RC Chair</p>	<p>Number of completers Number of established pathways</p>	<p>Year 1 and ongoing</p>



<p>Industry alignment with AS curriculum</p> <p>Programs aligned to community and industry need</p> <p>Class alignment and access (time and location, subject)</p>	<ul style="list-style-type: none"> <li>• Share CTE program information between AS and CC</li> <li>• Industry and community needs/student assessment/research</li> <li>• Align to local economy &gt; inform which classes to offer</li> <li>• Membership in local advisory committees, consortiums</li> <li>• Invite AS providers to established groups/advisories boards</li> <li>• Combine existing consortiums/advisory boards.</li> <li>• Identify members/develop, contact, coordinate, implement, and manage</li> <li>• Ongoing research to identify and implement programs for increasing and emerging occupational clusters</li> <li>• Ongoing student surveys and needs assessment (current/future students, industry partners)</li> </ul>	<p>Assessment tool Better DEFINED ROLES/CONCENTRATION of the AS and CC</p> <p>Funding for teacher stipends and meeting support</p> <p>Coordinating entity/person</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Faculty</li> <li>• Department Chairs, Community Colleges</li> <li>• Service provider partners</li> <li>• Stakeholders</li> <li>• State/budget Students</li> <li>• Deans (specifically those that lead CTE or have a number of CTE programs under their supervision)</li> <li>• Grants Staff</li> <li>• LAOC RC Chair</li> </ul>	<p>Number of industry partners</p> <p>Number of AS partners</p> <p>Industry survey/feedback</p> <p>Number of meetings</p> <p>Student wage and placement data</p>	<p>Year 2 and ongoing</p>
<p>Restrictive Rules re: community college curriculum development</p>	<p>Assess which rules can be changed easily</p> <p>Review all rules</p> <p>Suggest modifications</p>	<p>Legal advice/research, interpretations</p>	<p>Faculty</p> <p>Deans</p> <p>VPI</p> <p>President</p> <p>BOT</p>	<p>Enrollments</p> <p>Number of rules changed</p> <p>Number of new programs as a result of rule changes/updates</p>	<p>1-5 years</p>
<p>Lack of community college non-credit options</p>	<p>Research model/successful non-credit programs</p>	<p>Students</p> <p>Space</p>	<p>Principal/Faculty</p> <p>Service provider partners/-</p> <p>Stakeholders</p> <p>State/budget</p> <p>Students</p> <p>Deans</p> <p>Grants Staff</p> <p>LAOC RC Chair</p>	<p>number of non-credit courses</p>	<p>1-5 years</p>

## Objective Number Five (5)

### *Contextualizing/ Accelerating Learning, Best Practices and Additional Programming Needs Identified*

#### **Contextualized Learning:**

In adult basic-skills education, contextualized learning focuses on the active application of the skills and knowledge learned within the context of specific situations that are meaningful to students in their everyday lives and work. Research has shown that instruction is more effective when learners understand how to apply what is learned to their key life roles, including in the family, at work, and in the community. When adult students are engaged in meaningful instruction, they can reflect and monitor their metacognitive processes more effectively, and that increases their understanding and their motivation to learn.

Adult educators should be aware of instructional approaches that encourage interpersonal and decision-making skills along with basic skills taught through cooperative learning, apprenticeship models, and teamwork. In a group learning setting, knowledge is shared as students learn and help each other by clarifying ideas and concepts, suggesting additional resources, and relating their real world experiences. Contextualized learning should reflect the context of the group of learners, and allow for individuals to construct their own knowledge.

On-going faculty development in contextualized learning for both community college and adult school instructors would be beneficial to student success. Many basic-skills instructors are aware of the contextualized learning model, and many presently provide various authentic learning situations in their individual classrooms. These instructors have discussions with learners to more fully understand their worlds, allow students to guide their instruction, and allow for individualized learning in order to provide greater opportunities for student success.

The community colleges and the adult schools should extend opportunities for authentic learning situations that focus on an active application of skills and knowledge in a context that is as “real world” as possible for students, such as:

#### **The Allied Health Readiness Project:**

A program offered at Saddleback College which incorporates basic skills with a contextualized learning approach for students interested in a career in allied health.

#### **Adult School WIA/WIOA (Workforce innovation & Opportunities Act 2014) Grants:**

**Civic Participation:** This program area supports the design and implementation of units of instruction which integrate civics education (based on life skills/job skills) family literacy and ESL instruction. Lessons may be designed around role-plays, mock job interviews, phone calls, completing school/job applications, etc.

**Citizenship Preparation:** This program uses ESL methodologies and citizenship preparation material to prepare learners to complete the USCIS (formerly INS) N400 Application for

Naturalization, and to take and pass the oral citizenship interview and written test, as well as to master the 100 questions about the US Government and History as required by USCIS.

### **VESL (Vocational ESL):**

These classes integrate ESL instruction with workplace soft skills and work situations. Classes can be offered at work sites or in traditional classrooms.

### **Accelerated Learning:**

It can take students many years to improve their basic skills, learn English, or earn a high school diploma/equivalency. Students would be well-served with educational plans that accelerate their educational programs so they can get started with their careers, even in an entry-level capacity, and better support their families. An increased number and wider variety of short-term and long-term CTE programs at multiple sites and times of day are necessary to address the needs of working adults with families. Some options for students include:

- The Accelerated Learning program offered at Irvine Valley College (IVC) demonstrates with longitudinal data that using accelerated learning approaches increases the rates of student persistence and success.
- Paired classes, such as those offered by Saddleback College's ESL Program, providing directly-linked ESL/basic skills support while concurrently enrolled in a content course.
- Concurrent enrollment in basic skills, ESL, and AWD classes while taking entry-level CTE classes to maintain motivation and accelerate progress toward goals. This model may provide students with entry-level skills so they can be hired in the field of their choice while pursuing more advanced training.
- Increased hours of instruction available to students per week, so they can choose to spend more time in class practicing their new skills, and distance learning, online components, instructional labs, tutoring, volunteer programs and other options to support and accelerate student learning.
- The IBEST program, a successful model for integrating basic skills with job skills development and career readiness certifications, should be considered for further investigation.

### **Programs for Adults with Disabilities:**

There is a need for programs that serve students with intellectual disabilities who are 22 years of age and older, a population that is growing exponentially. By way of a single example, in Orange County every year scores of students with autism reach adulthood and are in need of programs that provide job training and independent-living training. With only a limited number of local, and therefore accessible, options for continued learning, these students will require an increased number and variety of program options that take account of proximity, transportation, flexible scheduling, and transition services to the next steps according to each student's needs and abilities.

**CTE Options for Students with Basic Skills Needs:**

ROPs and adult schools are no longer offering a significant number or variety of entry-level classes that serve adults who also need Adult Basic Education or ESL courses, or that accommodate Adults with Disabilities. The Region needs to undertake an assessment of the entry-level skills required for all proposed CTE programs and to begin to build programs that accommodate adult education students so they can build the required workplace skills while developing their prerequisite basic skills. The Consortium needs to investigate stackable certificate programs, appropriate concurrent course scheduling, or other means to accommodate large numbers of students into CTE pathways.

**Other identified needs to be researched by the AB86 Team:**

- Align curriculum in the Priority Areas so students can move smoothly from one level to the next, or one program to another, without instructional disruption and loss of time,
- Explore the process for developing responsive content modules to address identified student needs at the community college level (e.g., not-for-credit courses, development of new programs/curriculum)
- Develop additional non-credit options for students at the community college,
- Explore the process for providing additional instructional coverage for increased programs and services for adult education students,
- Improve the scope and variety of CTE programs available at local adult schools.

Additional programs should be piloted and on-going faculty professional development should be provided for instructors. Methods of assessment should be authentic and should include self-reflection and performance-based outcomes.

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

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Develop CTE programs that teach both career and basic skills. Examples: Offer courses in Culinary Arts or computers (such as Excel spreadsheets) with an emphasis in mathematics, or courses in business or real estate with an emphasis in grammar and writing.	<ul style="list-style-type: none"> <li>Survey industry needs Access Labor Market Information (LMI) from the Employment Development Department (EDD)</li> <li>Utilize the OC Business Council, OC Workforce Indicators Report for planning</li> <li>Survey CTE teachers to find out prerequisite skills needed for their programs. Write new curriculum.</li> <li>Teacher training</li> </ul>	Additional Staff Additional classes Additional locations Professional development Teacher workshops	TBD	Deans, department chairs at the community college level / Principal and Asst. principals at adult education (both levels to work in a combined effort).	Student job placement. Successful examination outcomes (High School Equiv--GED, HiSET, TASC, CAHSEE, CASAS, Matriculation, misc. state licensing exams). Certificate completion. College transfer.	On-going
Contextualized learning focuses on the active application of the skills and knowledge learned within the context of specific situations that are more meaningful to students in their everyday lives and work, engaging	Expand current programs which are or have been in place which contextualize learning: Civic Participation and Citizenship Preparation, Allied Health workshops, workplace programs which offered ESL	<ul style="list-style-type: none"> <li>Partnerships with local business and worksites, to identify worksite training opportunities and employment options. Additional staff</li> </ul>	TBD	Deans, department chairs, Principals and Asst. Principals.	Authentic assessment; benchmarks, self-assessment; job placement; Certificate completion; college transfer; performance-based outcomes.	

students in meaningful instruction, they are in charge of their own learning, and therefore very motivated	instruction at various work sites	classes, locations. Professional development. Teacher workshops. • Funding is needed to hire a Job Developer to coordinate current business partners and develop new partnerships				
Investigate piloting new program designs that integrate the instruction of basic skills, ESL and technology with CTE skills in high need areas, such as an IBEST model	Research, visit programs that offer effective models, design a program that would meet the needs of local region, begin process for implementing selected model		TBD	ESL and CTE faculty, teachers, administrators, deans	Persistence, Program completion, Successful employment	
Investigate piloting Apprenticeship programs in collaboration with the WIB and other local Workforce Development agencies	Research potential State or other funding sources for the development of an Apprenticeship program in a high-demand area. Utilize WIA funded Individual Development Accounts (IDAs) to train potential employees in skills needed to fill current jobs			CTE administrators, faculty, WIB		



Build a regional program to serve Adults with Disabilities with the elements described in Table 4.1 (See page 59 of Objective 4)	Meet with potential partners, investigate potential funding sources. (The core partners include: Department of Rehabilitation, Regional Center of Orange County, Business Partners, K-12, Adult Education, ROP, OC One Stop Center, Community Colleges, Adult Service Providers & transportation providers.)Select site(s), model, identify staff to develop plan	As described in Table 4.1	TBD	Administrators, deans, faculty, teachers, community agencies		
Create Pathways	AB86 members and partners will prepare adult school students with remedial level skills for entry to community college career pathways. For example, STEM pathway programs for in demand occupations that can be achieved via short term, accelerated, block scheduling	Curriculum development faculty, TAGPAG participation, Workforce Intermediary  Braided funding which may include TAACCCT, National Science Foundation, CA CPT		AB86 Members and Partners Work group consisting of partners and various staff and faculty, workforce intermediary, local industry, Deputy Sector Navigators	Number of partners with signed MOU Number of students Number of industry programs Enrollment Rate Persistence Rate Completion Rate Employment Rate Employment Retention Rate	Year 1 Development and Transition  Year 2 Implement

## Objective Number Six (6):

### *Professional Development*

South Orange County Regional Consortium members are committed to planning an ongoing collaborative professional development process for faculty, adult school teachers, and staff. The goals are to achieve greater program integration, to enhance knowledge of content areas and teaching strategies, and to improve student outcomes.

In a region-wide faculty survey, college and adult school respondents were asked if they currently had access to staff development to promote effective teaching in their discipline. Over one-third of adult school teachers (37%) reported that they did not, as opposed to 21% of the college faculty respondents.

The primary reasons for these responses of “no access” differed among the educator groups. Among adult school teachers, this lack of access was reportedly due to little to no money, funding, or budget allotted for staff development. One adult school teacher noted that the school made them aware of, provided them access to, and encouraged them to attend free trainings and in-services. Another teacher shared that it was “a difficult sell” to get teachers to pay for their own professional development when teachers were getting their hours cut. The most common reasons for lack of access among college faculty were grounded largely in the broader nature of staff development offered at the college, which reportedly did not include “pedagogical issues” or specific content/curricular topics. Faculty members sought out on their own what was more relevant to their fields.

In addition, both adult school teachers and college faculty listed ongoing professional development (in both content and pedagogical techniques) as a necessary resource to promote effective teaching in their content areas.

Overall, while these findings show that staff development needs and challenges may differ across institutions, a collaborative approach to professional development – spanning instructional content, delivery strategies, and accessibility to all educators – will benefit and promote quality adult education provided in this region.

Current and effective professional development resources from all institutions can be selectively integrated into a collaborative professional development system in each of the identified AB86 priority areas. Some of these current resources include:

#### **Adult Education Professional Development Resources:**

##### **CALPRO: California Adult Literacy Professional Development Project:**

CALPRO is contracted by CDE (California Department of Education) to provide ongoing professional development for adult educators through a comprehensive, statewide approach to high-quality professional development for the full range of adult education and literacy providers working in agencies funded by the California Department of Education. The ultimate goal of CALPRO in providing professional development opportunities for adult educators is to enhance student learning gains and to help adult learners meet their goals as productive workers, family and community members, and lifelong learners. Presentation formats range from face-to-face trainings to online workshops, from individually paced courses to communities of practice that focus on issues pertaining to adult learners. It is offered at no cost to WIA funded California adult literacy providers.

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**OTAN: Outreach Technical Assistance Network**

The stated mission of OTAN is to lead California adult education in the integration of technology into the educational process, ultimately empowering learners to meet their academic, employment, and civic goals. OTAN provides electronic collaboration and information (supporting videoconferencing and online meetings, as well as acting as the reporting portal for CDE), support for instructional technology (training planning and implementing new technologies in adult education classrooms and providing face-to-face and online workshops) and distance learning (providing statewide licensing of curriculum materials appropriate for distance instruction, supporting free online curricula, hosting the annual Technology and Distance Learning Symposium and assisting with DL policy development) to literacy and adult education providers in California.

**CASAS: Comprehensive Adult Student Assessment System**

CASAS is contracted by CDE to focus on assessment and curriculum development of basic skills for youth and adults. CASAS is used by federal and state government agencies, business and industry, community colleges, education and training providers, correctional facilities, and technical programs. Assessment and implementation trainings, as well as participation in networking groups, are offered at no cost to participating California adult literacy providers.

**CDE: California Department of Education:**

From time to time, CDE offers (or requires) training on processes that affect the field of adult literacy providers. These can include workshops on new applications, program monitoring or sessions for administrators new to the field.

**Workforce Investment Board (WIB):**

WIB could offer staff/faculty trainings on labor market and industry skills to help instructors stay current and align instruction to stay relevant to workforce needs.

**K-12 Adult School Professional Development:**

Each K-12 adult school has the ability to train on topics as they see fit in order to continuously improve their instructional practices and outcomes. Adult education teachers are often invited to attend trainings that are offered to K-12 counterparts as part of a district's annual and multi-year goals. These can include matters pertaining to curriculum, resources, implementation of the common core, technology, instructional strategies, research and activities that promote engaged learning and positive classroom culture. These trainings are provided by qualified faculty or staff, and occasionally by an outside expert on a given topic.

Some professional development (PD) comes with a stipend and other PD counts for professional development units to help an employee move along the salary schedule. Some districts do not currently offer Professional Development days for their teachers, but they encourage teachers to take advantage of Professional Development opportunities outside of the auspices of the district. While teachers do not earn stipends or other compensation, the district pays the cost of the selected conference.

### **Community College “Flex Week” Days:**

Every semester, SOCCCD colleges, Irvine and Saddleback, provide faculty development opportunities the week prior to the start of the Fall and Spring semester. Faculty can choose from a variety of topics regarding best practices in curriculum development and enhancement, student success, student mental and physical health, accelerated learning and progression. Faculty, staff and administrators are able to put forth topics for faculty development topics.

### **Other Trainings:**

Occasionally, training is required (or desired) on aspects of adult education that aren't provided by any of the above. These include, but are not limited to, information meetings that pertain to the three high school equivalency exams (GED, TASC and HiSET) and their testing center policies, or training from a specific vendor about a potential or purchased product.

### **Planned Collaborative Professional Development**

Collaborative strategies for professional development will both build on existing training resources, best practices, and extend into new and innovative consortium-designed professional development strategies that target the identified needs of our faculty and students.

Most recently, the Consortium planned and implemented an AB86 Forum – a full-scale event carried out in conference-style format to provide program advisory groups, partners and other stakeholders with information (models and best practices) within the current educational system (college or adult school) that may be used, adapted, and/or integrated into addressing the objectives of the comprehensive plan. Consortium members from all participating institutions had the opportunity to learn about current structures and practices followed by the colleges and adult schools in meeting the needs of adult students. Presenters included college faculty, adult school teachers, and other stakeholders from agencies such as the public library and regional centers. Topics were highly relevant to AB86 planning and addressed such areas as assessments, matriculation, and students with disabilities.

The AB86 Forum was designed to maximize professional learning in addition to providing a collaborative and receptive environment. Guidelines were given to each presenter to ensure that certain areas were addressed and the presentations were streamlined in format. These guidelines included: the overall AB86 Objective that the topic addressed; guiding questions to assist in the development of the presentations; and a description of the Forum target audience. Post-conference feedback from participants was highly positive. Many participants noted that opportunity to learn about the differences among the institutions, partners, and resources was the most informative component of the Forum. This model of collaborative presentation and learning is most likely to be continued as an effective practice.

Today's adult education programs in the community need to be supportive of each other rather than exclusive. Dialogue between present programs will be key in giving the current adult learners direct access to extending educational advancement as well as expanding their job readiness profile. This would be mutually beneficial to secondary adult education and community colleges and the regional consortia.

**Professional Learning Community (PLC):** PLC designs could provide a model for formalized, ongoing professional development. An analytical, research-based model, using

data to inform instruction, with a continuous improvement focus, would assist the faculty and teachers to build a shared knowledge base and set collaborative goals for student success. This and other collaborative strategies below are currently under discussion in this planning phase.

**Networking meetings:** Discipline-specific meetings across the K-12, Adult Education, ROP, Community Education, and Community College sectors. These meetings would foster networking, information sharing, and could lead to curriculum alignment and articulation between the sectors. Alignment and articulation are critical elements for focusing and strengthening individual programs and preparing students for success. These larger discipline-specific meetings should be held at least twice a year and supported with funding including stipends for participants.

**Information collaboration:** The creation of a one-stop information source for upcoming workshops, seminars, and conferences of general interest to all educators and also specific to sectors and disciplines. Providing a single internet portal listing programs offered by the region's many educational entities would be ideal. Updating by all educational resources for adults require inter-community support and funding.

**Curriculum alignment:** Agreements within a discipline about the sequencing of curriculum, and creating and clarifying pathways to employment and/or further educational goals. These agreements currently exist between the K-12 and Community Colleges, but need to be expanded to include Adult Education, ROP, and Community Education programs. Work groups focusing on this need to meet and be supported with funding including stipends for participants.

**Articulation:** Many articulation agreements currently exist between the community colleges, ROP's and K-12. Additional articulation agreements should be explored between adult education and the community colleges.

**Cross Curricular PD and Discipline-specific PD:** Professional development should be offered that is of interest across all disciplines and sectors, these might be general best practices, or policy information, etc. There should also be discipline-specific professional development opportunities that explore a topic specific to a discipline, and explores the topic across all the sectors.

**Maximizing Resources:** The adult schools and community colleges need to expand their dialogue to other existing regional structures such as the Workforce Investment Board, Literary Councils, and community library programs. One way would be to expand class offerings into the community using local libraries, schools, and vacant storefronts in malls.

Adult education units could include research from WIB on labor trends and the specific workforce needs of the local job market. Speakers could share with adults at learning centers expectations and educational parameters of the region's job market. Sharing between the community colleges and the high school adult educational sections could include health center updates, child care developmental needs and challenges, learning center development programs, and specialty programs at different sites.

**Table 6.1 Current Professional Development**

<b>Topic</b>	<b>Professional Development Strategy</b>	<b>Program Areas Addressed</b>	<b>Estimated Cost to Implement Consortium-wide</b>
Collaboration	Professional Association Training	All	
Special Assignments from K-12	One on One professional development (Needs to be expanded to other group)	All	
FCSS (Faculty Center for Student Success)	Online Technology (e.g., Blackboard)	All	
Disabled Students Accommodation	Use of available technology and personalized support	Disabilities	
Technology	TUSD: District-Wide Tech Coaches - Providing Technology Coaching in order to support engaging instructional strategies	All	
Technology	OTAN to provide face-to-face, online and self-paced courses. For WIA funded agencies.	All	
Accountability, Implementation	CASAS: face-to-face and online courses to comply with state requirements, assessment, data collection and reporting.	All federal programs	
Faculty and Staff In-service	Beginning, Mid-Year meetings and trainings at Adult Schools	All	
Discipline Specific	CALPRO: face-to-face, online and self-paced courses. For WIA funded agencies.	All federal programs	
Discipline Specific	Conference - Individual Participation	All	
Faculty Service	Flex / In-service week at Saddleback College and IVC	All	
Perkins Grant	PD through Perkins Grant – Dept. / Division level request, not, individual faculty	CTE	
Professional Development Group	Professional Learning Community (PLC)	All	
Instruction and Strategies	TUSD: District-Wide Instructional Coaches and Teachers on Special Assignment	All	



**Table 6.2 Collaborative Professional Development Plan**

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Areas Addressed	Estimated Cost to Implement Consortium- wide
Information Collaboration	One-Stop Info Page	All	
	Articulation	All	
Professional Development Topic	Curriculum alignment (articulation)-- common area for all groups (Adult Ed, ROP, K-12, Community College)	All	
Professional Development Topic	Cross Curricular PD vs. Discipline specific PD	All	
Networking	Networking meeting with Adult Ed, ROP and K-12 Faculty (understanding who does what).	All	
PD Objectives	Collaborative PD needs assessment by departments within institutions to determine specific PD objectives. These lead to site and institution funded PD	All	
	TUSD: Provide funding for teacher release time in order for them to attend PD and curriculum improvement	All	
	TUSD: Provide opportunities for teachers that receive PD to return to their site and immediately share highlights of their training with colleagues (this is known as the Teacher of Teacher Model)	All	
	Total Cost of Collaborative Professional Development Model, including program as described in narrative	All	<b>TBD</b>

## Objective Number Seven (7)

### *Leveraging Regional Resources*

In order to focus discussion and examination of the AB86 Grant Objective 7, “Leveraging Regional Resources,” planning group members first identified the target student groups and their unique needs. Based upon students’ educational backgrounds, three types of adult student populations were identified:

(1) Primary level students are those with less than a high school diploma and in low-level ESL courses. To serve most of these students, it is necessary to minimize any barriers to accessing regional resources and education, for the level of these students’ experience with educational systems – American and/or otherwise – may be limited and their need for student support services is high;

(2) Secondary level students consist of those currently working towards a high school diploma or High School Equivalency (GED, HiSET, TASC); and,

(3) Advanced level students are those with a high school diploma or higher, displaced workers, and/or intermediate or higher level ESL.

To meet the needs of these three groups of adult learners, the educational delivery system needs to be appropriate in terms of distance from their residences; ease of registration, enrollment, and parking; rigor of course content; length of courses; attendance policy; cost; and student support services and support from instructional staff. These are non-traditional students who often face challenges of juggling family and jobs. As a result, staying in school to complete courses and programs is challenging. Studies have shown that, in general, their level of persistence is lower than that of traditional students. For successful completion of courses and attainment of personal goals, it is critical that students be provided with an environment and process that is dependable, supportive, obstacle-free, and accessible.

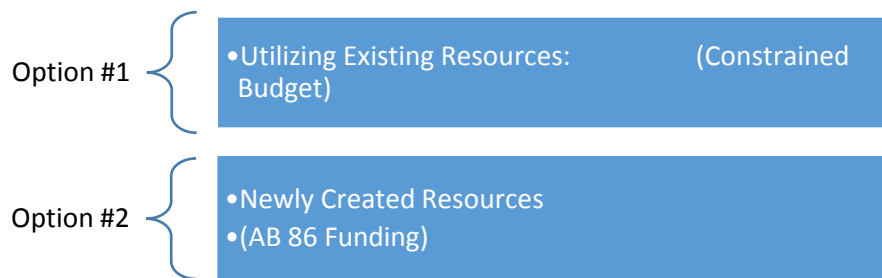
**First and foremost, the educational delivery system and experience should be designed with students’ needs in mind.**

### **TARGET ADULT STUDENT GROUPS:**

Advanced Level	<ul style="list-style-type: none"><li>• High School Diploma and Higher and ESL/Displaced Worker</li></ul>
Intermediate Level	<ul style="list-style-type: none"><li>• Currently Working Towards GED and ESL/ABE</li></ul>
Primary Level	<ul style="list-style-type: none"><li>• No High School Diploma and ESL</li></ul>
Advanced Level 2	<ul style="list-style-type: none"><li>• Students with Moderate to Severe Disabilities &amp; A High School Diploma</li></ul>
Primary Level 2	<ul style="list-style-type: none"><li>• Students with moderate to severe disabilities and no diploma</li></ul>

### **STRATEGY IN ADDRESSING THE NEEDS OF STUDENTS AND POSSIBLE SOLUTIONS:**

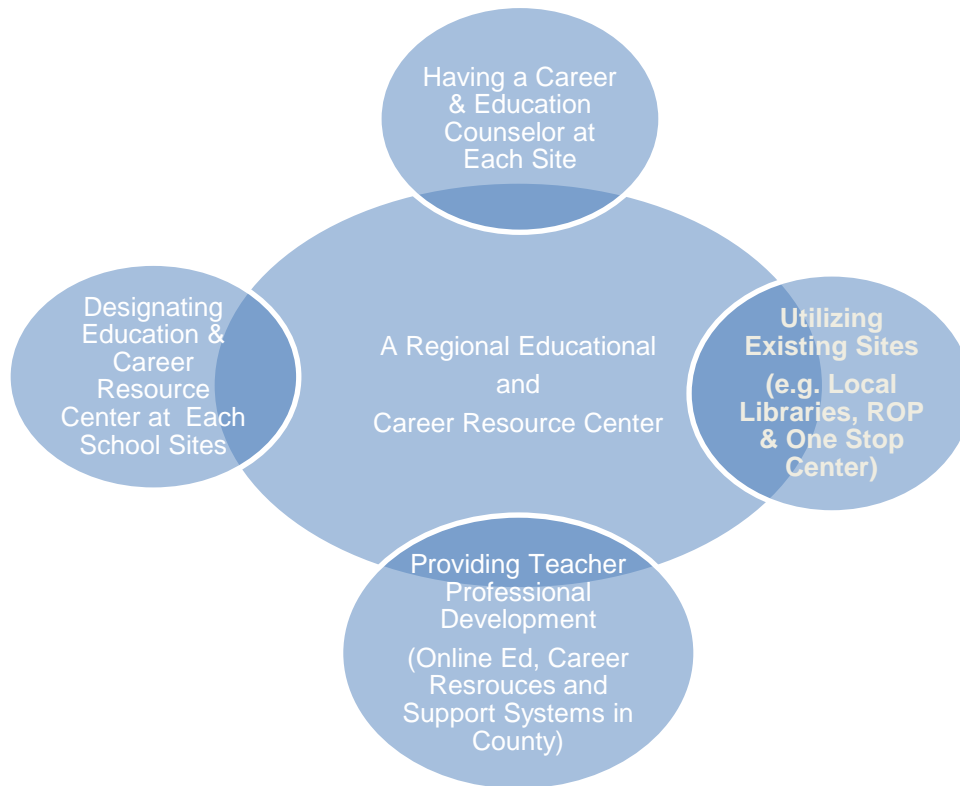
In examining problems, planning group members propose possible educational solutions within two options (1) maximizing the existing resources for low cost solutions and option (2) offering new solutions utilizing maximized community resources and services, as well as potential AB86 Funding without worrying about budget constraints (newly create resources available).



### **EDUCATIONAL AND CAREER RESOURCE CENTER:**

The members of the Objective 7 group compiled a list of community resources that students can access. There are many resources and organizations in Southern Orange County that offer services to adult learners. For example, many community and senior centers, volunteer organizations, libraries, and faith-based organizations offer basic courses such as ESL and computer literacy skills (i.e., Microsoft Office). While the services offered are valuable, there are some problems:

- First, many students and educators are unaware of the full array of services available to them locally and regionally.
- Second, it is difficult to determine the quality of services offered. For example, some of these organizations offer a specific array of courses and services, but often during traditional work hours, which can be problematic for the working adult.
- Third, there is no efficient mechanism to match students with the community resources that would best help them to reach their career goals including educational and employment objectives. Additionally, it is essential that individuals know how to access supports and services as needed.



**Proposed solution - Option 1 (maximize existing resources – budget constraints):**

- At each school site, develop and maintain a webpage or database of resources for students.
- Have designated counselors or teachers be the contact person for resource-related information and provide him/her with time and place to successfully do their job.
- Provide counselors and teachers with ongoing, up-to-date professional development workshops to educate them on available resources in the county; ensure that they practice being the resource person.
- Set up a communication network for Teachers & Counselors to share best practices and awareness of potential problems.

**Proposed solution – Option 2 (No budget constraints)**

- Build or make available an Educational and Career Resource Center that is available to central and southern Orange County adult students (as well as the rest of the community).
- Staff the center with knowledgeable permanent full-time and part-time staff whose job is to know not only about all the existing educational and career resources but to have personal knowledge of the quality and type of services that are offered. Consequently, the staff members will be able to be the “facilitator” between students and appropriate resources.
- The center will maintain an up-to-date list of resources available in the county and other information and services as appropriate.

- The center will oversee the development and ongoing updates of the OC Adult Education & Training Website to ensure easy access to current information and resources.
- The center will provide teachers and other educators with professional development workshops on available resources and matching students with organizations that would best serve them. Often students turn first to teachers for information and advice, and it is important that teachers are knowledgeable.

### **CAREER TECHNICAL EDUCATIONAL FOR ADULT STUDENTS – UTILIZING AVAILABLE RESOURCES:**

For adult students, there are not many regional resources related to obtaining career technical education. In the consortia, the Adult Schools provide courses in Microsoft Office, introduction to basic software (digital photography), accounting and few others. A robust system of CTE program offerings does not currently exist in the consortia's Adult School entities. Enrollment varies in number and courses are short in duration. However, these CTE courses provide exposure and foundational knowledge for students.

Another CTE delivery system for adults is the Regional Occupational Programs (ROPs); the Orange County ROPs have over 40 years of experience working with local businesses, school districts, and various entities to provide hands-on programs utilizing the latest technologies available to prepare students for the workforce. They offer a wide array of CTE courses, spanning from Culinary Arts and Fire Technology to Engineering and Manufacturing. Their courses are typically one semester or one year-long. Many ROP courses are already articulated with local community colleges, and accepted by the UC's and CSU's as part of the high school A through G course requirements. The goal of ROP is to prepare students for entry level positions in the workforce. In prior years, ROPs were able to provide CTE to adults in large numbers; however, due to the effects of flexibility and the passage of California Assembly Bill 2448, ROPs' are limited in the number of adult students they can serve. That said, in terms of existing knowledge, experience, and access to equipment and educational sites, the ROPs have a distinct advantage.

Educational efforts and workforce development training programs should focus on the growing OC career clusters. This is where the jobs of the future are to be found. Education and training provided through postsecondary programs should be done keeping these occupational demands.

The Orange County Workforce Investment Board provides Youth and Adult Individual Development Accounts to qualified low income individuals through the OC One Stop Center. The focus is on job training efforts in skills necessary to succeed in emerging clusters such as Energy, Environment and Green Technologies and Biotechnology/Nanotechnology. An emphasis on STEM (science, technology, engineering and mathematics) disciplines will provide Orange County's Business and Professional Services, Healthcare, and High-Technology businesses with a workforce ready to be employed in these growing industries. Improved education & training opportunities will ensure workers qualified for better more stable jobs with higher wages.

The Orange County Community Colleges also have very strong CTE programs; in general, their facilities are centrally located and larger than their ROP counterparts. They offer a wide

range of programs – from Child Development and I.T. to Architecture and Real Estate Licensing. The Community Colleges' goals are also to prepare students for position in the workforce, entry level and beyond.

Adult Schools and Community Colleges, and to the extent applicable, ROP/Cs, offer a various array of CTE programs and course offerings. Besides the obvious availability of a desired course of study, there exist many opinions as to why students gravitate to a particular institution for their CTE coursework, including accessibility, convenience and proximity of facilities, scheduling of classes, and last but not least, costs involved.

Before any conclusive trends for these preferences can be stated, further study would need to be conducted with past, current and prospective CTE students. In this way, any future system would benefit from having a more thorough understanding of the needs and tendencies of its student body.

The Planning Group 7 proposes the following two scenarios as possible solutions in maximizing resources for CTE.

**Proposed Solution - Option 3 (Maximize Existing Resources, Budget Constraints):**

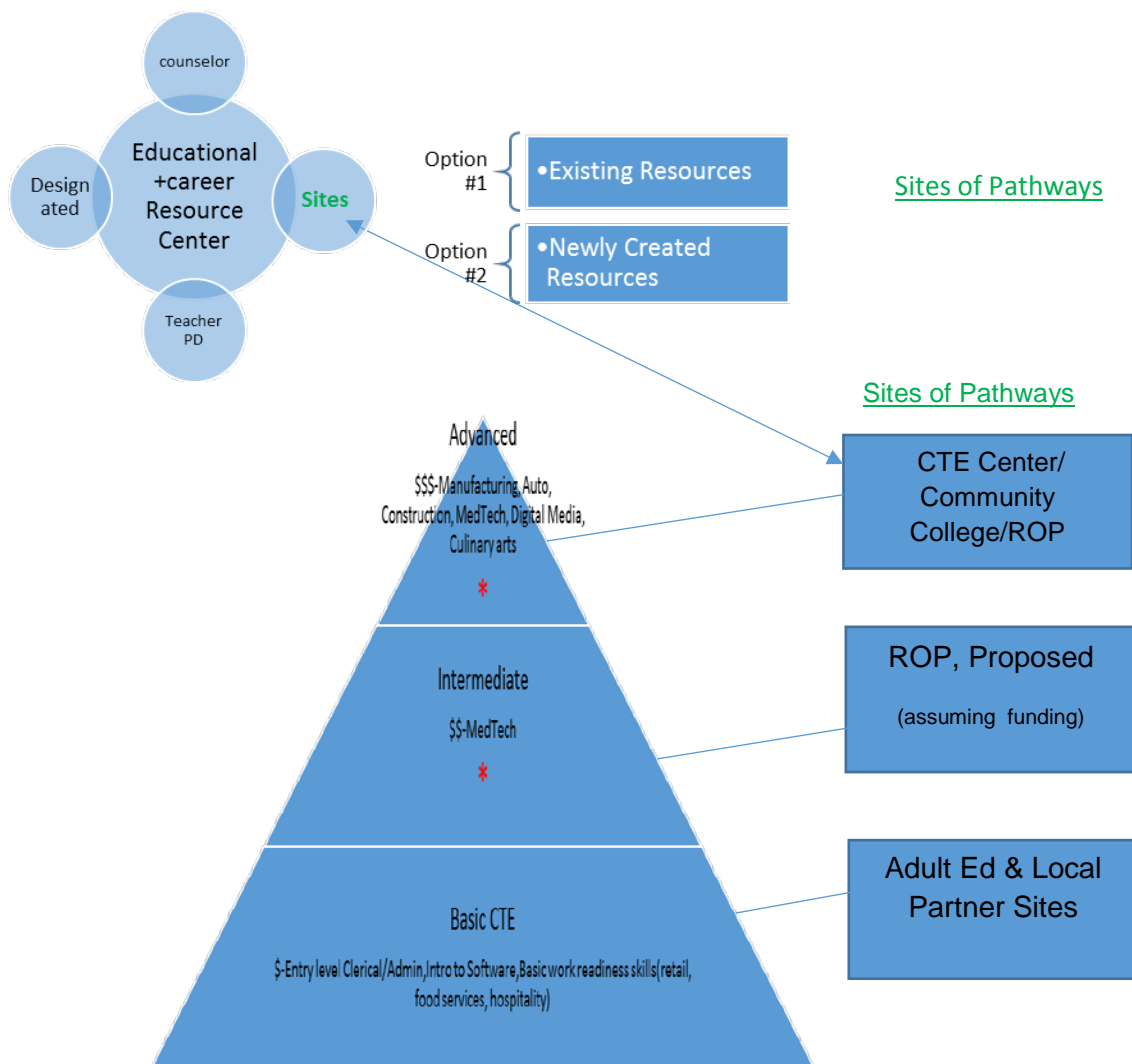
- Comparative advantage in providing CTE to adult students currently lies with the Community Colleges and then to the extent applicable, ROPs and Adult Schools.
- A pathway should be created for adults pursuing CTE courses; the courses and programs should be “stackable” and aligned to the higher levels as indicated in the chart below. For those students wishing to pursue a program of study from one institution to another, there should be course articulations.
- Instructors from each level indicated below in the chart need to work closely together to align courses and programs – as well as participating in the same professional development workshops throughout the years.
- There should be institutional agreements and alignments among all partners.



## CTE Adult Curriculum– Pathways



## Career Technical Education Pathways and Recommended Providers By Levels:



**\* Primary focus is on attaining job skills. Academics will be provided on as-needed. Field trips and Partnerships/Internships Recommended.**

## **Proposed solution – Option 2**

- Build or make available an Educational and Career Resource Center that is available to central and southern Orange County adult students (as well as the rest of the community).
- Staff the center with knowledgeable permanent full-time and part-time staff whose job is to know not only about all the existing educational and career resources but to have personal knowledge of the quality and type of services that are offered. Consequently, the staff members will be able to be the “match maker” between students and appropriate resources.
- The center will maintain an up-to-date list of resources available in the county and other information and services as appropriate.
- The center will provide teachers and other educators with professional development workshops on available resources and matching students with organizations that would best serve them. Often students turn first to teachers for information and advice, and it is important that teachers are knowledgeable.

## **CONCLUSION:**

Upon examination within the area of CTE, Adult Schools and Community Colleges, and ROP/Cs to the extent that they continue to provide adult instruction, serve distinctly different student populations and work within different systems. To maximize the available resources – personnel, institutional knowledge, subject-area expertise and resources, it is recommended that the proverbial wheel not be re-created; with alignment and restructuring, the existing talent and resources can be leveraged to serve more adult students in a more efficient and effective manner. This narrative identifies partnership between the K-12 Adult School and Community College systems to best meet the needs of adult student population and its subgroups as identified above. However, depending upon the strengths and goals of each consortium member, the Consortia should determine a blueprint of CTE delivery system that would be the best for its region to best meet the needs of its adult students.

Further, community partner sites should be utilized to deliver CTE at locations and times that meet the needs of adult learners, especially those with families. For successful completion of courses and attainment of personal goals, it is critical that students are provided with an environment and process that is dependable, supportive, obstacle-free, and accessible: **first and foremost, the educational delivery system and experience should be designed with adult students’ needs in mind.**

**Table 7.1 Leverage of Existing Regional Structures from Partners**

<b>Partner Institution Supporting Regional Consortium</b>	<b>Program area to be addressed (1-5)</b>	<b>Tasks/Activities Needed to Implement Support of the Program</b>	<b>Member Counterpart(s)</b>	<b>Partner Contributions</b>	<b>Timeline</b>
READ OC	1,2,3,4,5	Adult Basic Literacy skills through personalized tutoring for reading and writing	Tangela.Ashe@occr.ocgov.com	literacy tutoring	
READ OC	1,2,3,4,5	EL Civics to improve reading, writing, and speaking skills related to personal life goals in parenting, employment, community involvement, health care, citizenship and more	Tangela.Ashe@occr.ocgov.com	involve adult learners in volunteering to become a tutor	
READ OC	1,2,3	Families for Literacy (FFL) help adult learners prepare preschool aged children for lifelong literacy	Tangela.Ashe@occr.ocgov.com		
READ OC	1,2,3,4,5	READ Jr has teen tutors work with children of adult learners to help children succeed in school	www.readoc.org or 714-566-3070		
WIB/One stop Centers (America's Job Center of CA)	1,2,3,4,5	Research on labor trends and workforce demands services through One-Stop centers where connect to employers for work-based learning, case management and supportive services for participants, data tracking and reporting on participant outcomes	Santa Ana: Carlos De La Riva 714-565-2629  OC WIB Julie Elizondo 714-480-6500	Website lists for information: labor trends and workforce demands monthly updates: www.oceconomy.org; publications at www.ocwib.org; connections to orange county Regional workforce and economic development through http://www.oceconomy.org/Resources. Adult	

				schools can request skills and occupational data to help direct lessons to needed skills of available jobs. Individual Development accounts are available for job specific skills training upon completion, individuals are awarded job certification	
South Coast Literacy Council	2	Free ESL classes every week meeting in small groups or on a one-too-one basis. Teach English language skills need to integrate into society, for daily living and to integrate fully into society	info@South CoastLiteracy.com. or mail at PO Box 295, Lake Forest, CA 92609-0295 or telephone 949 387-5194		
Newport Beach Public Library * Not technically in the SOCCCD region	2,3	Adult Basic Literacy skills through personalized tutoring for English reading and writing and speaking	949.717.3874 www.newportliteracy.org	Literacy tutoring, job skills, life skills	
Oakview Branch of Huntington Beach Public Library * Not technically in the SOCCCD region	1,2,3,4,5	Tutoring for adults, computer assisted leaning, parent-child bilingual story times, and Saturday science program	(714) 375-5104.		
Mission Viejo Public Library		Youth literacy programs, toddler 18mo-35mo, early literacy 6-18, Preschool literacy 3-6 yrs. and Kids & Parent literacy offered	Phone: (949) 830-7100; <a href="http://cityofmissionviejo.org/">http://cityofmissionviejo.org/</a> ; <a href="http://cityofmissionviejo.org/HumanResources/">http://cityofmissionviejo.org/HumanResources/</a> <a href="http://cityofmissionviejo.org/Recreation/">http://cityofmissionviejo.org/Recreation/</a>		
California Library Literacy Services	1,2,3,4,5	Adult literacy services, English Language and Literacy Intensive services, mobile library literacy services and family literacy services	<a href="http://libraryliteracy.org">libraryliteracy.org</a>		

Norman P Murray Community and Senior Center	1,2,3,4	Human resources including application help, job interest card, job descriptions, recruitment process, local government compensation report and employee benefits; Literacy for toddlers through adults. Health classes	24932 Veterans Way, Mission Viejo, CA 92692; (949) 470-3062		
Newport/Mesa ProLiteracy * Not technically in the SOCCCD region	1,2,3	Adult Literacy Services through one-on-one tutoring and small group classes	949-717-3874; <i>literacy@newportbeachca.gov;</i> <i>www.newportliteracy.org.</i>	Literacy tutoring, life skills, GED, Etc.	
ROP (adult services same as One Stop Centers, see WIB)	1,2,3	Labor market information; job search resume workshops, use of computer, fax, phone copier, employment workshops; Veteran services, on-site employer interviews, experience unlimited for professionals, CALJOBS America's Job Bank, Re-employment Strategies, and On-site employer Interviews	www.southcoastrop.org Orange County Regional One-Stop Center South; www.coastlinerop.schoolloop.com 125 Technology, Irvine (949) 341-8000; 2014-2015 Coastline ROP 1001 Presidio Square, Costa Mesa, California 92626 (714) 979-1955 Phone (714) 557-6812 Fax		
South County Outreach	1,2,3,	Transitional housing and professional case management services to families who are homeless or are on the verge of being homeless; food pantry; Computer learning lab for adults who are unemployed and underemployed in order to improve computer skills to increase job opportunities	7 Whatney, Suite B, Irvine, CA 92618; (949) 380-8144; www.sco-oc.org		
Orange County's Craigslist	1,2,3,4	Access to community jobs, housing, childcare, classes, rideshare, and discussion forums. Legal and computer services	orangecounty.craigslist.org		

Department of Rehabilitation	1,3,4,5,	The California Department of Rehabilitation (DOR) is an employment and independent living resource for people with disabilities	Orange County Offices:		
			222 S. Harbor Blvd. , Suite 300 Anaheim, CA 92805-3701 (Orange)		
			24012 Calle De La Plata , Suite 220 Laguna Hills, CA 92653-3621 (Laguna Hills)	Sandra Fagan	
			2002 East McFadden Avenue , Suite 100 Santa Ana, CA 92705-		
OC ACCESS	1,2,3,4,5,	ACCESS is OCTA's shared-ride service for people who are unable to use the regular, fixed-route bus service because of functional limitations caused by a disability. These passengers must be certified by OCTA to use the ACCESS system by meeting the Americans with Disabilities Act (ADA) eligibility criteria	550 S. Main Street, PO Box 14184, Orange, CA 92863	Reduced fare bus passes and mobility routes	
Dayle McIntosh Center	1,2,3,4,5,	Assists people with disabilities live independently and succeed in every area they desire  Dayle McIntosh Disability Resource Centers is not a residential program, but a consumer-driven organization that provides a broad menu of on-site and remote services	24012 Calle De La Plata #110, Laguna Hills, CA 92653	Adaptive Diabetic Equipment (ADE) Training Services	
				Advocacy – Benefits, System Change and Community Organizing	
				Aging with Vision Loss (AVL)	
				American Sign Language Interpreting Services / Communication Medical Emergency Network for the Deaf (COMMEND)	
				Assistive Technology	
				California Community Transitions Program (CCT)	

				Community Outreach / Disability Awareness / ADA Training / Public Education and Awareness	
				Computer Training / Adaptive Technologies	
				Core Independent Living Skills Training	
				Core Independent Living Skills Training	
				Housing	
				Information and Referral	
				Mobility Management Program	
				Peer Support	
				Supported Employment	
				Vocational Services / Job Placement	



Goodwill of Orange County	1,2,3,4,5	Goodwill offers many types of Educational, Training, and Employment Services to the community	714.547.6308 Ext. 332 www.ocgoodwill.org	Assessing Needs: External Situation Assessment. Job Exploration, Interpreting Services. Preparing for Work and Independence: Job-Seeking Skills training, Mobility Training, Personal Development and Grooming, Personal Social Adjustment, Vocational English. Identifying the person's skills, abilities and interests Helping job candidates select opportunities that match their dream job. Providing guidance during training. Developing social skills, being responsible, and promoting a good work ethic Emphasizing the importance of safety, quality control, and productivity. Continual oversight of their work, progress and job satisfaction.	
Goodwill Fitness Center	3	The Goodwill Fitness Center is Orange County's only fitness center designed specifically for people living with physical disabilities or chronic illness	www.ocgoodwill.org 714.361.6180 ext. 240 Elizabeth Toumajian 1601 E. St. Andrew Place, Santa Ana, CA 92705, 1-888-623-4823		

SHEA Center	3	The Shea Center offers classes that focus on a broad range and combination of disabilities. These classes fall under the general term "therapeutic riding" but each class is a sophisticated program developed to address the needs of that small group. Cognitive classes address the many processes of the mind, including planning, judgment, memory, orientation, concepts, attention, and language. Sensory Processing classes provide activities on the horse to improve the brain's ability to take in, analyze and respond to information from the body's five senses. The primary goals of these classes are increased body awareness, sequencing and judgment skills, attention span, cause and effect, motor coordination, spatial awareness, and early learning skills.	J.F. Shea Therapeutic Riding Center 26284 Oso Road, SJC, CA www.sheacenter.org Janelle Robinson 949-240-8441	The Center's staff is highly skilled in developing and delivering therapeutic programs to address physical and cognitive challenges. We have treated more than 70 physical and cognitive disabilities including: cerebral palsy, spinal cord and brain injury, muscular dystrophy, mental retardation, Down syndrome, multiple sclerosis, attention deficit disorder, autism spectrum disorders, and hearing and visual impairment.	
RCOC (Regional Center of Orange County)	3	Regional Center of Orange County (RCOC) is one of 21 private, nonprofit organizations contracted by the State of California to coordinate lifelong services and supports for individuals with developmental disabilities and their families.	Main Headquarters Office, 1525 North Tustin Avenue, Santa Ana, CA 92705, (714) 796-5100 www.rcocdd.com Janis White/ Lonnie K	Currently, RCOC serves close to 17,000 Orange County residents with developmental disabilities and their families. Developmental disabilities include autism, epilepsy, cerebral palsy, and intellectual cognitive disabilities	
OCDE (The Orange County Department of Education)	1,3,4,5	A public education organization offering support services to 27 school districts and more than 600 schools and 20,000 educators serving over 500,000 students in Orange County. OCDE's	Janice Alvarez 714-966-4000 www.cde.ca.gov/eo/in/fl/finlnt k l		

		<p>personnel offer support, professional development, and student programs through its divisions and departments: Administrative Services, Alternative Education, Business Services, Career and</p> <p>Technical Education, Information Technology, Instructional Services, Legal Services, School and Community Services, and Special Education.</p>			
South Coast ROP	1.,3,4,	Career technical education that prepares students for career and academic success	<p>Pati Romo 949-496-3118 promo@southcoastrop.org</p>	<p>Attain basic skills for a particular job; Upgrade skills to further career opportunities; Prepare for re-entry into the workforce; and/or</p> <p>Make a smooth transition to a new career. High school students age 16 years and older, and adults. ROP courses are offered to all students without regard to sex, race, color, religion, national origin, ancestry, sexual orientation, physical disability, medical condition, or marital status</p>	

OC Health Care		Public Health Services - Monitors the incidence of disease and injury in the community and develops preventive strategies to maintain and improve the health of the public. Ensures food safety, water quality and protects the public's health and safety from harmful conditions in the environment, from animal-related injury, and from disease and nuisance hazards through the enforcement of health and safety standards.	Victor Cota	Referral Line: 800-564-8448	
Americas Job center of CA (One Stop)		The Orange County One-Stop Centers provide comprehensive employment and training services, including a Resource Center with access to computers, fax machines, copiers, and telephones. Other services include a resume distribution program; a career resource library, labor market information, networking opportunities, job search workshops, and on-site interviews with local employers, transferable skills information, job leads, and training programs. There are programs for youth, older workers, people with disabilities, adults, dislocated workers, Veterans, and TANF recipients.	Irvine	949-341-8000 www.oconestop.com/partners	
Disability Rights California	3	Meet with (DRC) staff to identify training options		Staff and Partnering	Within 6 months
OC Business Partners	3	Identify business partners to provide (WBL) options for adults with disabilities		Jobs and Training opportunities	Within 6 months

Regional Center of O.C.	3	Meet with (RCOC) Administration Staff to identify service options to support employment & (ILS) for people with disabilities to access PSE options		Employment and (ILS) support	Within 6 months
Employment Network/Ticket to Work Program (Social Security Administration)	3	Prepare adults on SSI/SSDI to enter the workforce. Benefits, planning and management		Support skills development and Employment placement	Within 6 months
South Orange County Adult service Providers ( Adults with Disabilities)	3	Provide employment related supports needed for job training, placement and retention. (Services are funded through the Regional Center of Orange County)		Job coaching, travel training and employment preparation	Within 6 months
Project Independence (Work Incentive Planning Assistance) (WIPA)	3	SSI/SSDI benefits planning and management		SSA work incentives	Within 6 months
Vocational Visions	3	Adult Education, vocational services, community inclusion, job preparation, job development, job placement, and job coaching for adults with I/DD disabilities	Joan McKinney, Executive Director (949) 837-7280	Assessment, job training, job placement,	

## Methodology for AB86 Community College Data

Unduplicated headcounts for all PAGs are as of section census date. Because sections can begin after term census, headcount as of section census captures students who are enrolled in eight-week sections that begin in the latter part of the term. Data is pulled for the three requested academic years (2008/09, 2012/13 and 2013/14). The terms that comprise an academic year are summer, fall and spring. For example, academic year 2008/09 includes summer 2008, fall 2008 and spring 2009.

### PAG 1

Unduplicated headcounts for English and Math courses that are 2 or more levels below transfer were pulled. Transfer level is based on CB21. Since this metric focuses on 2 or more levels below transfer, only courses with CB21 codes equal to B, C, D, E, F, G and H were included. Headcount was pulled separately for courses according to their credit status, which is based on CB04.

For English, reading and writing courses at Saddleback College (SC) all have the course prefix ENG. Courses at Irvine Valley College (IVC) have the course prefix RD or WR for reading or writing, respectively. Headcounts in these IVC courses are reported separately as well as combined. Additionally, IVC has an experimental writing course with the prefix EXP, which is also included in the data but is reported separately from RD and WR.

For Math, courses 2 or more levels below transfer include Beginning/Elementary Algebra and Pre-Algebra at both IVC and SC. However, data for SC only includes Math 351 (Pre-Algebra) due to the CB21 code designated for Math 251 (Elementary Algebra). Because a student can enroll in both a credit and non-credit course within a subject during an academic year, credit and non-credit headcounts within a subject should not be added in attempt to calculate the annual unduplicated headcount by subject.

Additionally, because students can enroll in multiple subjects within the academic year, headcounts for different subjects should not be added in attempt to calculate the annual unduplicated headcount. If headcounts are added together, the number will be duplicated.

FTES is calculated for each term within an academic year and aggregated to reflect the annual FTES.

### PAG 2

ESL courses 2 or more levels below transfer were included. At SC, students are able to take the courses as credit or non-credit. All students who elect to take the ESL courses for credit are reported under the "Credit" column, and all students who elect to take the ESL courses for non-credit are reported under the "Non-Credit" column.

Because a student can enroll in both a credit and non-credit ESL course during an academic year, credit and non-credit headcounts should not be added in attempt to calculate the annual unduplicated headcount.

FTES is calculated for each term within an academic year and aggregated to reflect the annual FTES.

### **PAG 3**

Courses included under PAG 3 are those designed students with disabilities. These courses, however, are open to the general public. Only courses related to English and Math courses were pulled, thus resulting in the exclusion of adapted physical education courses.

SC offered one non-credit course for geared toward students with disabilities, and this course (SPS 1145X) is offered through the Emeritus Program.

Because a student can enroll in both a credit and non-credit course within a subject during an academic year, credit and non-credit headcounts within a subject should not be added in attempt to calculate the annual unduplicated headcount by subject.

FTES is calculated for each term within an academic year and aggregated to reflect the annual FTES.

### **PAG 4**

Because it was unclear which CTE courses should be reported, two approaches were taken—short-term vocational and non-credit CTE courses.

Short-term vocational: This list includes courses with a CB22 code of “I,” which is short-term occupational and according to the CCCCCO’s Data Element Dictionary “includes only courses required for programs with high employment potential.”

Non-credit CTE courses: This list is comprised of courses with CB04 Course Credit Status equal to noncredit and SAM codes equal to A, B, C or D. A course SAM priority code indicates the degree to which a course is occupational. The coding and its meaning are listed below:

- A: Apprenticeship
- B: Advanced Occupational
- C: Clearly Occupational
- D: Possibly Occupational

All of the courses listed are possibly occupational.



## Appendix 1



October 28, 2014

Irvine Valley College  
Saddleback College  
Capistrano Unified School District  
Irvine Unified School District  
Laguna Beach Unified School District Saddleback Valley Unified School District Tustin  
Unified School District

### **SUBJECT: COMPLETED TO DATE AB86 ADULT EDUCATION REGIONAL PLAN**

Dear Consortium Partners:

In spring 2014, the South Orange County Community College District (SOCCCD) received \$388,469 to begin adult education planning for Saddleback College and Irvine Valley College to work with their respective K-12 districts as prescribed in AB86 legislation. AB86 legislation requires that local consortia, consisting of K-12 and community college districts, collaborate regionally to develop plans for expanding and improving adult education services by creating linkages between the two systems. AB86 legislation mandates regional collaboration as a way to provide capacity for the K-12 and community college adult education programs to find common ground and cross historical geographic and cultural boundaries to provide seamless transitions for students.

AB86 legislation provides planning and implementation funds to regional consortia to improve delivery of adult education and address existing gaps in programs and services in the following program areas:

- 1) Basic Skills including classes for a high school diploma/equivalency;
- 2) English as a Second language including classes and courses for immigrants eligible for services in citizenship;
- 3) Educational programs for adults with disabilities
- 4) Career Technical Education and Apprenticeships Programs.

It is our understanding that since June 2014, over 50 members of the South Orange County AB86 Planning Grant Regional Consortium (Consortium) comprised of faculty, staff, and administrators representing Saddleback College and Irvine Valley College and their respective K-12 partners including various stakeholders, have been working diligently and with great commitment providing expert advice and creative solutions to

help ensure the most effective, efficient and, seamless adult education delivery system. It is apparent to us that Consortium partners have worked together in an organized, deliberate, and systematic manner to gather data and input from faculty, staff, administrators, and other stakeholders. What resulted was a comprehensive document describing current needs, gaps, student profiles, institutional capacity, and implementation recommendations to ensure increased efficiencies and the development of seamless adult education programs.

As acknowledged in the Certificate of Eligibility Instructions, regional collaboration manifests itself differently in each consortium. Though there currently exists a rich history of collaboration and a range of partners that have a regional perspective on policies and programs, the AB86 process has facilitated further dialogue and has helped deepen the understanding, collaboration, and integration of educational partners throughout our region.

As we discuss potential funding models and further define partner roles and responsibilities for our region, at this point in the AB86 planning process we believe further clarity and direction is needed from us in order for the Consortium to effectively move forward. While Saddleback College, Saddleback Valley Unified School District (SVUSD), and Capistrano Unified School District (CUSD) will continue to take a regional approach, implementation of adult education programs will vary among the two colleges and their respective K-12 partners. Much of the systems and processes will remain similar, but the roles and responsibilities of college and K-12 partner institutions will differ- helping ensure the most positive environment for their students and serving the specific needs of their communities.

Based on recommendations received from the Program Advisory Groups (PAGs) and with input from college and K12 district leaders we want to outline our plan for moving forward and to ensure that the Consortium's Completed-To-Date Plan fully reflects our requirements. Saddleback College will continue to serve CUSD and SVUSD and the table below represents our mutually agreed upon framework, partnership roles, and direction for moving forward with adult education in our area:

### Capistrano Unified School District (CUSO)

AB86 Adult Education		Career Technical	Adults with Disabilities	English as a	Basic Skills
<b>Capistrano Unified School District</b>	Proposed Populations	High School Students	High School Students up to age 22*	High School Students	High School Students
	Proposed Programs	High School level classes only (ROP/CTE)	High School level classes	High School level classes	High School Diploma and GED
<b>Saddleback College</b>	Proposed Populations	Adults	Adults 23 years DSPS	Adults	Adults
	Proposed Programs	Career and Technical Education**		Citizenship/English as a Second Language (C/NC)***	Basic Skills

### Saddleback Valley Unified School District (SVUSD)

AB86 Adult Education Partner		Career Technical Education	Adults w/ Disabilities	English as a Second	Basic Skills
Saddleback Valley Unified School District	Proposed Populations	High School Students	High School Students up to age 22 & beyond depending on program review.	High School Students	High School Students
	Proposed Programs	High School level classes only	High School level classes	High School level classes only	High School level classes only
Saddleback College	Proposed Populations	Adults	Adults	Adults	Adults
	Proposed Programs	Career Technical Education**	OSP/SAWD program package from SVUSD maybe transitioned to SC or may be moved to SVUSD Community Services. Whichever option proves to be most beneficial to students.	English as a Second Language (C/NC)***  Citizenship and EL program package from SVUSD will be transitioned to SC.	Basic Skills***  Adult HS diploma and GED program package from SVUSD will be transitioned to SC.
*government mandated; **program by program determination; ***curriculum development depending on course level					

As the fiduciary partner, the SOCCCD is ultimately responsible for the best and most equitable use of funds as the colleges provide services in the targeted program areas. It is essential that AB86 resources are efficiently and equitably provided to all partners as we implement a seamless delivery model for adult learners. As future student service levels in each of the four program areas are currently described in terms of enrollment trends, we assert that using pre-determined Full-time Equivalent Student (FTES) and Average Daily Attendance (ADA) based funding formulas would provide for the most equity and uniformity in funding to the two colleges and their respective K-12 districts. The use of FTES and ADA funding formulas allow for the two colleges to account for anticipated year-to-year changes in student service levels and encourage K-12 partners to emphasize student attendance.

Services and support for our adult education programs will be at the discretion of each college working with their respective K-12 districts. Decisions will be made on programs and services that best serve the needs of the local population as described in the student needs analysis of the AB86 planning process. We understand that what works for one college and its K-12 partners may not work for the other.

We are in receipt of the most recent draft plan dated as of today. We will require time to review, edit, and approve the plan in its current state to ensure that it aligns to the strategic objectives of the SOCCCD, Saddleback College, SVUSD, and CUSD. We look forward to reviewing the plan and providing the Consortium with appropriate edits prior to the October 31, 2014 due date.

In the spirit of better serving our adult education programs and the needs of our communities, we look forward to advancing in this way as we build seamless transitions and establish educational pathways for students from adult education through community college level programs leading to career training and successful employment. Saddleback College and its K-12 districts look forward to continuing to collaborate with the Consortium to share best practices and professional development opportunities.

If you have any questions please feel free to contact Steering Committee members Jolene Dougherty at [JDougherty@capousd.org](mailto:JDougherty@capousd.org); David Gordon at [GordonD@svusd.org](mailto:GordonD@svusd.org); or Estella Castillo-Garrison at [EGarrison@saddleback.edu](mailto:EGarrison@saddleback.edu).

Sincerely,



Kirsten M. Vital

Clint Harwick, Ed.D. Superintendent  
Saddleback Valley Unified School District

Superintendent  
Capistrano Unified School District

Tod A. Burnett,  
President, Saddleback College

  
Ed.D.

## Appendix 2

### **Irvine Valley College, Irvine Unified School District, Tustin Unified School District, and Laguna Beach Unified School District: AB86 Transitional Model letter of Understanding**

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December 10, 2014

This understanding is made between the entities noted above, Irvine Valley College (IVC) and service area Unified School Districts (USDs).

The concepts for implementing the AB86 Transitional Model for Adult Learning are mutually agreed to as follows:

1. Flexibility-USDs' adult schools and IVC will communicate and implement programs and content based on current offerings, while being responsive to gaps in service, growing or emerging needs and the possibility of aligning with other statewide grant efforts (e.g., CTE pathways).
2. Enhancement-funds available via the state's funding model will enhance content, programs and course offerings offered in areas specific to adult education: credit recovery, GED completion, ESL (e.g., language and citizenship), CTE, targeted basic skills; initial efforts to assist adults with learning disabilities will continue to be investigated.
3. Collaboration-college and unified school district instructors, staff and administrators will move forward in mutual dialogue with instructors in both systems for continued exploration and transitional implementation of content (curriculum matters) and faculty teaching roles and responsibilities (faculty and bargaining matters).
4. Transitional Model to Address Gaps in Service-both the college and school districts will implement a transitional model to address gaps in service and support to adult education participants in the program areas noted above.

Signature Page follows.

**Irvine Valley College, Irvine Unified School District,  
Tustin Unified School District, and Laguna Beach Unified School District:  
AB86 Transitional Model Letter of Understanding**

**December 10, 2014**


Signatures:


  
\_\_\_\_\_  
Dr. Craig Justice, Vice President of Instruction, Irvine Valley College  
12-10-14  
Date

  
\_\_\_\_\_  
Dr. Glenn Roquemore, President College  
Irvine Valley  
12/12/14  
Date

  
\_\_\_\_\_  
Dr. Terry Walker, Superintendent, Irvine Unified School District  
12/15/14  
Date

  
\_\_\_\_\_  
Dr. Gregory Franklin  
Superintendent, Tustin Unified School District  
12/15/14

  
\_\_\_\_\_  
Dr. Sherine Smith, Superintendent, Laguna Beach Unified School District

  
\_\_\_\_\_  
Dr. Katherine T. Schmeidler, President, IVC Academic Senate

## Appendix 3

### AB86 SURVEY RESULTS OF CURRENT AND PROSPECTIVE STUDENTS

#### A. Current Students in Adult Education Programs – Status, Experiences, and Needs

A Student Survey was developed to assess the status of current students, their experiences, and what needs they determined to be successful. The surveys were administered at each of the 5 Adult Schools across the region. Surveys were available in English, Spanish, and Farsi. During the first round of survey administration, a total of 612 surveys were completed. The following results are based on this administration and have been aggregated across the region.

##### Current Status

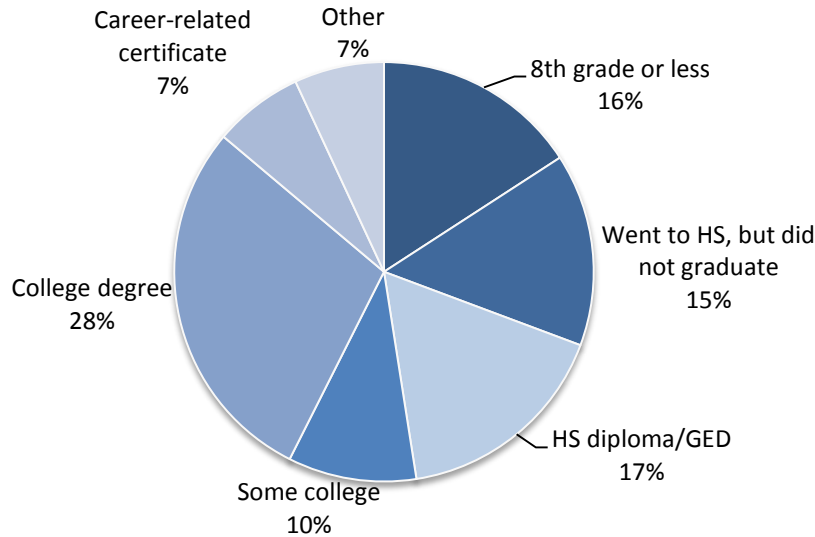
- Students were asked what programs they were currently enrolled in. Several students were enrolled in more than one program – therefore, percentages reflect enrollment in each program and do not add up to 100%.

Current enrollment included: **78%** ESL/VESL programs; **13%** HS diploma or equivalency programs; **8%** each in Citizenship or ABE programs; **1%** CTE programs.

- The highest level of education completed among the currently enrolled adult school students is shown in Figure 1. Note that while a significant portion of students indicated “college degree”, degrees that were achieved in other countries may account for this higher percentage. Also of significance is that **31%** of current students do not have a high school diploma.



**Figure 1. Highest Level of Education - Current Students (N=597)**

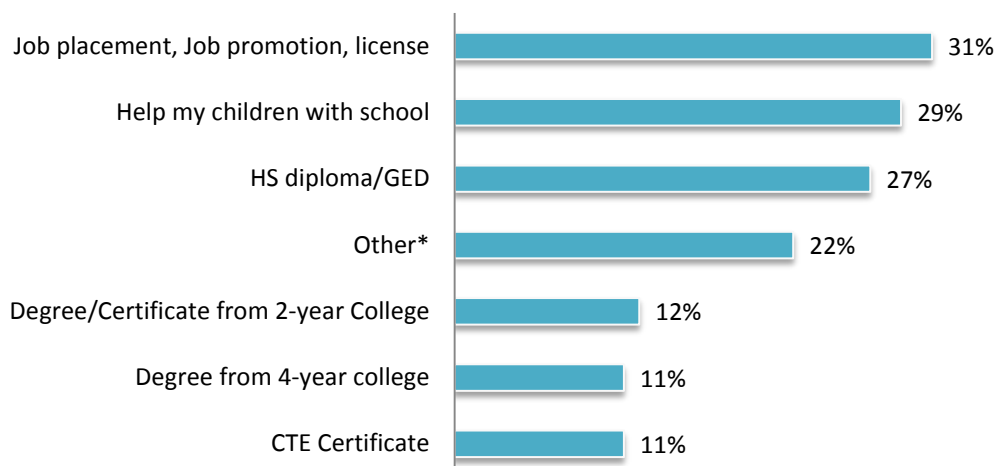


### Student Goals

- Students were asked to choose as many goals for their education as applied to them. These goals were academic, personal, and job-related. Figure 2 presents the distribution of goals chosen noting that students typically chose more than one goal – therefore, some students may be duplicated across groups.

As shown, the top 3 goals most often chosen included a career goal, a personal goal, and an academic goal. Improving, learning, speaking, and/or communicating in English was the number one goal in the “Other” category.

**Figure 2. Goals of Adult Students (N=587)**



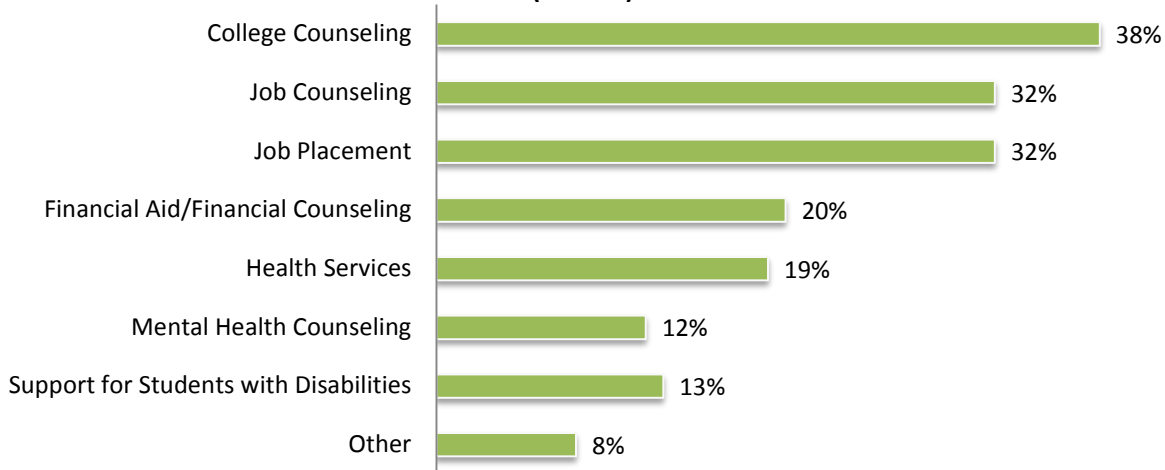
- The desire to attend college was another goal students responded to. **54%** of the students reported that they wanted to go on to college; **31%** were “not sure at this time”; **15%** were not interested (N=593).
  - Common areas of study included health-related fields, continued education in English, and computer-related fields.

### **Current Preferences Related to School**

- When asked to select when they would like classes to be offered at their schools, the top preferences included morning classes – **56%**, evening classes – **29%**, afternoon classes – **13%**, Fridays/Saturdays classes – **19%**; and summer classes – **10%**. Note that percentages represent multiple responses per most students.
- **87%** of students believe there are enough classes available at their current schools (N=564).
- **61%** of students reported they “almost never missed school”, **30%** missed “at most 1-3 days” (N=602).
- Students were asked what services they would like to have offered at their schools. They had the opportunity to select as many as applied to them. Figure 3 presents the distribution of services chosen noting that students typically chose more than one– therefore, students may be duplicated across groups.

As shown, the top 3 services most often chosen included college and job counseling as well as job placement.

**Figure 3. Services Would Like Offered at School**  
(N=507 )

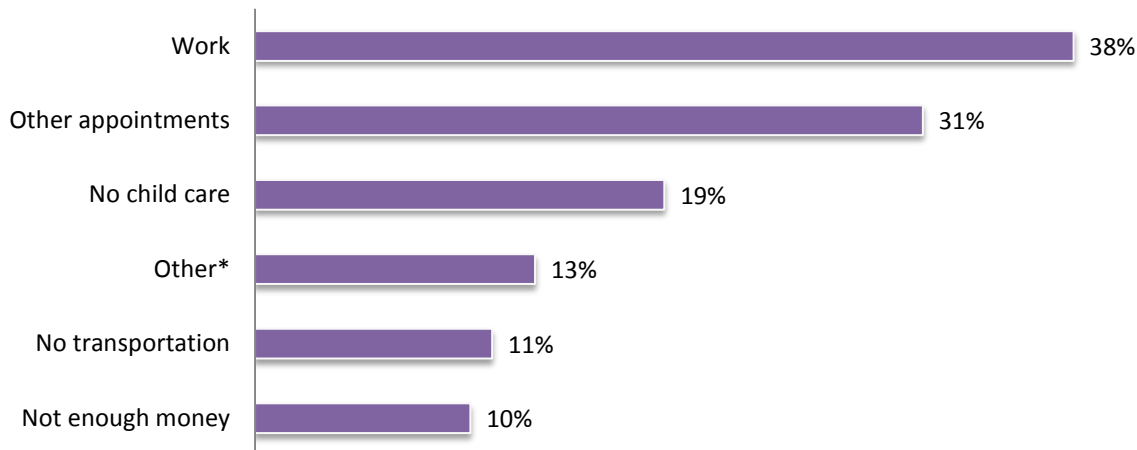


### **Barrier/Challenges to Attending School**

- **71%** of students reported driving their own cars as their primary mode of transportation to school; **13%** walk; **11%** get a ride (N=609).
- **23%** reported 1-3 miles as “too far to travel to school”; **28%** said 4-7 miles was too far; **49%** said 8 miles or more was too far (N=597).
- **58%** of students reported they would still be able to go to school if they had to pay tuition; **24%** said “Not sure at this time”; **18%** said “No.”
- Students were asked to indicate what barriers may prevent them from going to school. They had the opportunity to choose as many as applied to them as well as offer their own response. Figure 4 presents the distribution of indicated barriers noting that students typically chose more than one— therefore, students may be duplicated across groups.

As shown, work, other appointments, and lack of child care were the most common of the barriers indicated.

**Figure 4. Barriers to Attending School (N=568)**



- Students were asked, in an open-ended question, to describe what the school could do to help them attend more often. 183 students responded (30%). Responses were categorized into themes – here are the most common:
  - Keeping the current school open/Not moving programs to new location
  - Providing child care
  - Lowering prices and costs
  - Offering more classes at different levels
  - Making transportation accessible
- **40%** of students reported knowing “some” or “a little” about job training or academic opportunities in their areas; **57%** of students reported knowing nothing (N=595).
- **54%** of students reported having friends or family who want to go to school but who are currently not attending (N=599). These students were asked to bring home a Community Interest Survey for these individuals to complete.

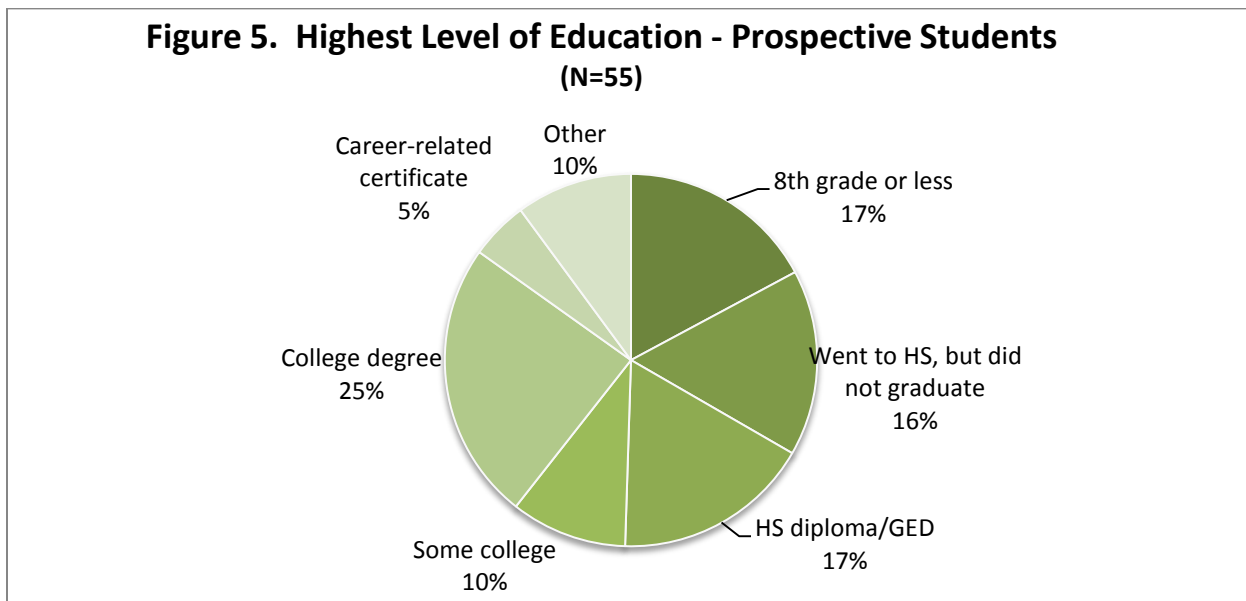
## **B. Community Interest in Adult Education Programs – Prospective Students**

A Community Interest Survey was developed to assess the currently unserved individuals who may have an interest in attending school but are not currently enrolled. The surveys were available at each of the 5 Adult Schools across the region and typically brought home by current adult school students who indicated that they had family or friends who were interested in attending. Surveys were available in English, Spanish, and Farsi. During the first round of

survey administration, a total of 56 surveys were completed and returned. The following results are based on this administration and have been aggregated across the region.

### Current Status

- **95%** of the respondents indicated an interest in attending an adult school or college. **4%** reported “Not sure at this time” (N=55).
- **42%** reported attending adult school or college in the past; **26% of this group** stopped attending due to work. (N=55).
- The highest level of education completed among the prospective students not currently enrolled is shown in Figure 5. As shown, the distribution is very similar to that of current students (as shown in Figure 1). Note that while a significant portion of students indicated “college degree”, degrees that were achieved in other countries may account for this higher percentage. Also of significance is that **33%** of respondents do not currently have a high school diploma.

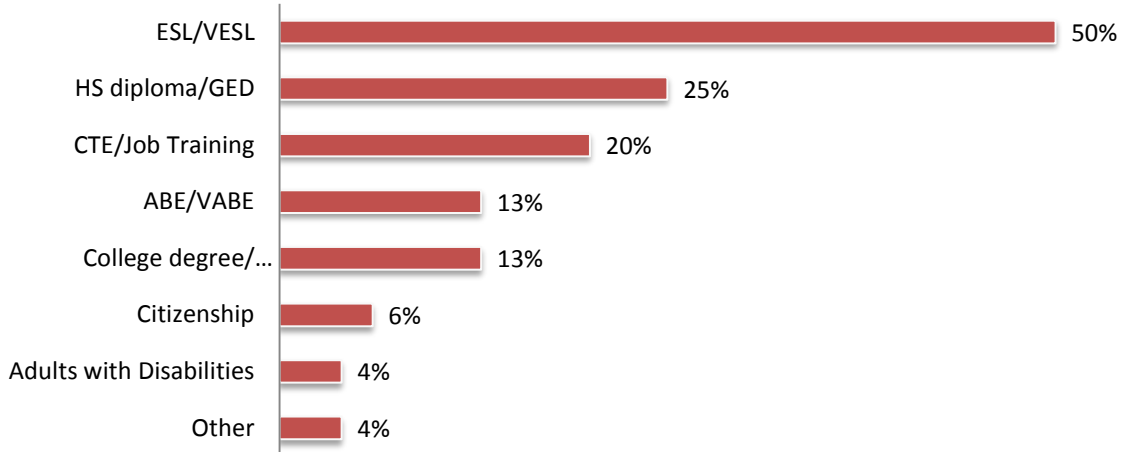


### Interests and Goals

- Respondents were asked to indicate the types of programs they would be interested in attending. They had the opportunity to select more than one program. Figure 6 presents the programs of interest noting that respondents typically chose more than one— therefore, respondents may be duplicated across groups.

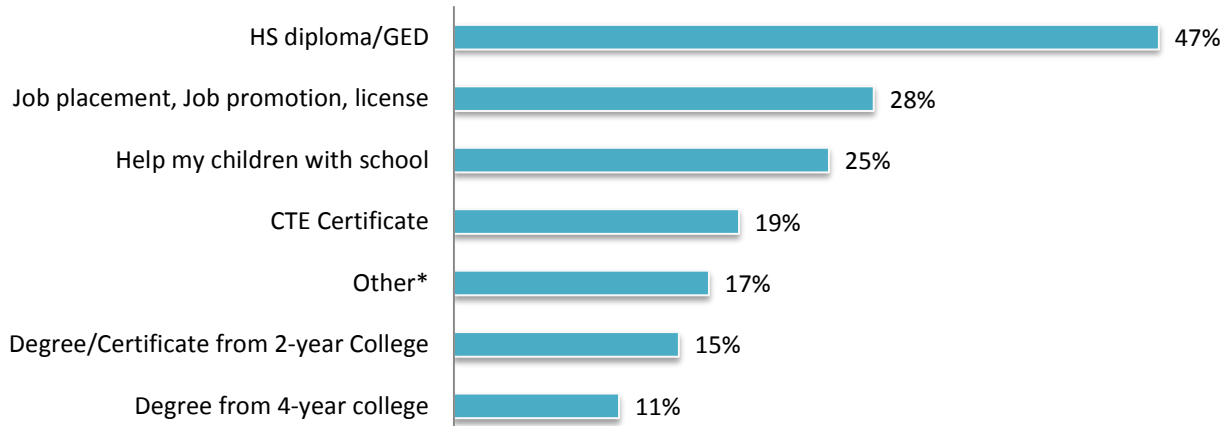
As shown in the top 3, ESL programs had the highest interest (**50%**) followed by HS diploma/ Equivalent classes (**25%**), and CTE/Job Training programs (**20%**).

**Figure 6. Programs of Interest for Prospective Students (N=56)**



- Respondents were asked to choose as many goals for their education as applied to them. These goals were academic, personal, and job-related. Figure 7 presents the goals chosen, noting that respondents typically chose more than one— therefore, respondents may be duplicated across goals.

**Figure 7. Goals of Prospective Students (N=53)**

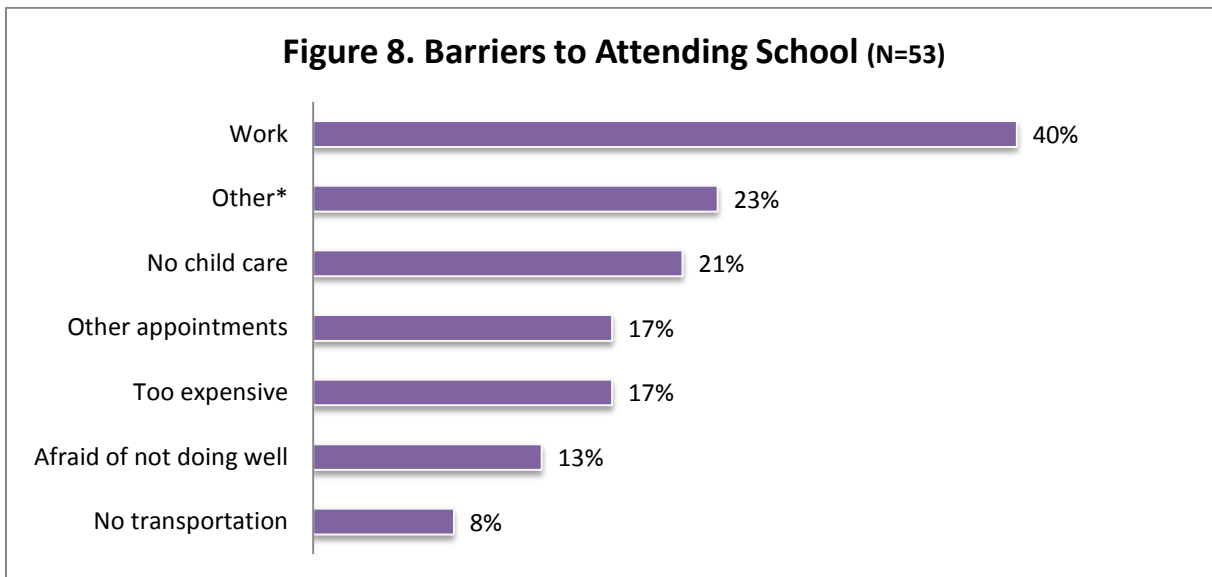


As shown in Figure 7, the top 3 goals most often chosen included a career goal, a personal goal, and an academic goal. Interestingly, the same top 3 goals were selected by current adult school students (refer to Figure 2).

### **Barrier/Challenges to Attending School**

- **9%** reported 1-3 miles as “too far to travel to school”; **38%** said 4-7 miles was too far; **53%** said 8 miles or more was too far (N=53).
- Respondents were asked to indicate what barriers may be preventing them from going to school. They had the opportunity to choose as many as applied to them as well as offer their own responses. Figure 8 presents the indicated barriers, noting that respondents typically chose more than one— therefore, respondents may be duplicated across categories.

As shown, work and lack of child care were two of the most common of the barriers indicated. Within the Other\* category, responses included no barriers, time, not knowing what to study, no appealing classes nearby, and not having anyone to practice with.



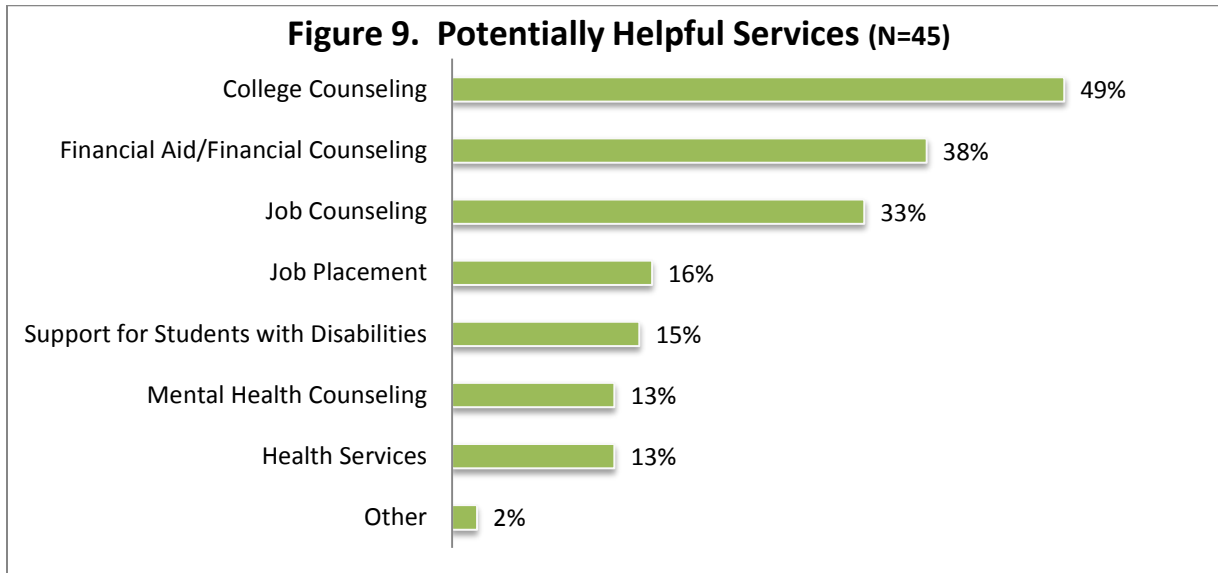
- **54%** of respondents reported knowing “some” or “a little” about job training or academic opportunities in the adult schools and/or colleges in their areas; **44%** reported knowing nothing.

### Information/Resources Needed

- Respondents were asked what services they thought would be helpful to them if they did attend school. They had the opportunity to select as many as applied to them. Figure 9 presents the distribution of services chosen noting that respondents typically chose more than one— therefore, respondents may be duplicated across services.



As shown, the top 3 services most often chosen included college counseling, financial aid/counseling and job counseling.



- Prospective students were asked in an open-ended question, what kinds of information would help them decide to attend school. The responses were categorized by theme. The top 3 included:
- Location of the school/Classes close to home
  - Costs of school/financial support available
  - Hours/schedule of classes