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

## Section 1: Consortium Information

**1.1 Consortium Planning Grant Number:**

15-328-062

**1.2 Consortium Name:**

South Orange Regional Consortium (SOCRC)

**1.3 Primary Contact Name:**

Drs. Cathleen Greiner and Estella Garrison

**1.4 Primary Contact Email:**

cgreiner@ivc.edu and egarrison@saddleback.edu

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

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

**Executive Summary of the South Orange Regional Collaborative (SOCRC):**
During the AB86 planning period, the Consortium had 7 members: Irvine Valley College (IVC), Saddleback College (SC), Capistrano Unified School District (CUSD), Irvine Unified School District (IUSD), Laguna Beach Unified School District (LBUSD), Saddleback Valley Unified School District (SVUSD), and Tustin Unified School District (TUSD). The entities presently continue as members.

Within the SOCRC, there are **two regional, transitional pathways**. The first is **the North Orange County Regional Pathway**. Its members include: Irvine Valley College, Irvine USD, Laguna Beach USD, and Tustin USD. The second is **the South Orange County Regional Pathway**. Its members include: Saddleback College, Capistrano USD and Saddleback Valley USD. Both regional pathways have shared governance of this project by the SOCRC Steering Committee and project staff. Both regional pathways focus on a traditional model that includes ongoing exploration and collaboration with partner K-12 districts based on specific area of program emphasis such as ESL, CTE, Adults with disabilities and the like.

Per AB 104, Article 9, 84905 (a), all eligible organizations within the boundaries of the region have been allowed to join South Orange County Regional Consortium (SOCRC). These members include: Irvine Valley College (IVC), Saddleback College (SC), Capistrano Unified School District (CUSD), Irvine Unified School District (IUSD), Laguna Beach Unified School District (LBUSD), Saddleback Valley Unified School District (SVUSD), and Tustin Unified School District (TUSD).

Program and fiscal oversight is being maintained by the Partner College Members at both the IVC and Saddleback College campuses and through their managing body, the South Orange County Community College District office.

The Consortium's work and fiscal management is overseen by its Executive Steering Committee, which includes representatives of Irvine Valley College, Saddleback College, Tustin Unified School District, Irvine Unified School District, Capistrano Unified School District, Laguna Beach Unified School District and Saddleback Valley Unified School District.

Related grant expenditures are being certified as allowable costs and reported to the State through the South County Community College District and the AEGB online Web Reporting System. The Certifying Officer is Dr. Debra Fitzsimons, who is the Vice Chancellor of Business Services for the South Orange County Community College District.

The South Orange Regional Consortium (SOCRC) achieved its vision of initiating an inclusive planning process to improve the coordination and quality of Adult Education programs serving the areas of Tustin, Irvine, Laguna Beach, Saddleback Valley and Capistrano Valley and South Orange County, California. The Consortium set out to: (1) Identify strategies to make the most effective use of existing resources across public systems and (2) Propose policy actions to resource and otherwise strengthen these systems.

In terms of organizational structure, The Consortium engaged students, faculty, administrators, the local bargaining unit, community-based partners and other key stakeholders in planning to improve the quality and adequacy of Adult Education programs and services. Four workgroups- addressing Access and Matriculation, High Quality Instruction, College Counselling and Support Services and Transition to College-Level Education and Employment – met during the planning process to lead and inform strategy development in these key program areas.

From September 2015 to date, the Consortium refined and elaborated upon strategies, and solicited additional student, faculty, administrator and community input on emerging recommendations.

From September 2015 to date, the Consortium refined and elaborated upon strategies, and solicited additional student, faculty, administrator and community input on emerging recommendations. It has been and is the goal of this Consortium to increase access of adult education to all student groups. "Increased Access: will be characterized by the increases in: 1) The number of access points (classrooms/sites) to the region's community of students; 2) the quality, breadth, depth, and variety of courses including those in ABE, ESL, CTE, HSE and Citizenship; 3) The number and types of support services and transitional programs for students in all programs; 4) The use of data from staff, faculty, partners, students, and stakeholders to inform curriculum, programs, and other programmatic and administrative elements ad processes; and 5) increase the number of students served in each program area." (AB 86 South Orange County Regional Consortium Document, 2015).

Specific elements of this process have included, but are not limited to: data collection tools to solicit additional information on academic and career goals, progress toward goals and experiences at partner colleges, walking polls of Irvine Valley College and Saddleback College students soliciting feedback on emerging recommendations, community meetings to solicit feedback on emerging recommendations, updates posted to the SOCRC emerging website, and Executive Steering Committee input on the draft annual reports and plans.

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

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

**Updates and Changes to Objectives 1 and 2:**

*Update from the North Orange County Regional Pathway:*

During the Summer of 2015, the Dean of Extended Studies at Irvine Valley College and the Superintendents of Irvine, Laguna Beach and Tustin Unified School District enacted plans based upon their Letter of Understanding (previously signed on 12/12/14) to provide much-needed Adult Education programs. They committed themselves to continuing the AB 86 regional process of collaboration, dialogue and cooperation in implementing programs to meet the needs of adult education students in the region (data appears below). They have discovered through this implementation that the needs of each college and school district are very unique. Curriculum is being defined accordingly and learning objectives are being tailored appropriately to the adult learner populations being served.

Programs have been offered at the Irvine Adult School and Tustin Adult School and have been so successful that students are being waitlisted for many classes at both sites. Other off-site locations are currently being sought to offset the demand for these courses. Irvine Valley College, as an active postsecondary partner, will continue to help provide adult programs and support services for students in the surrounding regional community. Irvine Valley College will also build pathways to meet employer and training workforce development needs of surrounding local businesses.

When students are registered in the program, they are immediately assessed and placed. Current students undergo assessments while they are enrolled in classes and work with their instructors to determine if and when they should advance to the next level of instruction. Through a joint effort by Tustin and Irvine Adult Schools and Irvine Valley College, students become part of a step-by-step program by which they can transition from off-site locations to on-campus locations. These pathways have become the critical factor in the successful education of adult students. Administrators, faculty and staff from all levels are actively participating in this successful process.

The AEGB Executive Steering Committee is using Irvine Valley College's current systems to track student enrollment, demographics, and performance. Beginning Spring of 2016, the Executive Steering Committee will aggregate and analyze this data as it emerges. Data will then be incorporated into next year's Annual Plan.

### *Update from the South Orange County Regional Pathway:*

In Summer 2015, partners from Saddleback Valley Unified School District (SVUSD) in partnership with Saddleback College mutually agreed that this responsibility for delivering Adult Education courses in non-credit English as a Second Language (ESL), Citizenship, and High School Equivalency (HSE) would be transferred to Saddleback College. Programs continue to be offered at the Saddleback Adult Education location in Mission Viejo. The college is also partnering with Capistrano Unified School District (CUSD) and will transition Adult Education programming from CUSD to Saddleback College in Fall 2016.

Programs will continue to be offered at the Saddleback Adult Education location in San Juan Capistrano, and extend to other off-site locations as needed. Saddleback College, in partnership with the South Coast Regional Occupational Program, (SCROP), will continue to help provide adult programs, support services and Career Technical Education for students in the regional community as well as to meet the employment and training workforce development needs of local businesses. Adult students will have access to highly technical laboratories with state-of-the art equipment such as a fully-equipped operating room, a medical lab, a dental lab, and an X-ray room.

Students have the opportunity to participate in internship and externship opportunities at over 300 business and industry partners throughout the region, to earn certifications and licenses, and to obtain employable skills in high demand/high wage occupations. Programs will continue to be offered at the

newly renamed College and Career Campus in San Juan Capistrano. The College is also partnering with the Orange County Department of Education (OCDE) to offer the College and Career Preparatory Academy HS Diploma (HSD) program to enhance access and to increase the number of adult students earning a High School Diploma. HSD programs are offered at the College and Career Campus in San Juan Capistrano.

Students assessed and placed at the time of registration. Continuing students are assessed during their class times and are recommended by their instructor as to whether or not to advance or repeat their current class. As Adult Education Services in the southern part of the region are being provided by Saddleback College, there is resulting inherent natural progression for students to transition from off-site locations to on-campus locations and programs. The result has been pathways and connections helping students to succeed. This administrative linkage also allows for administrators, faculty and staff to build more effective programs of study and progression. The ABEG Executive Steering Committee is using the college's current systems to track student enrollment, demographics, and performance using software programs such as MySite, IMS, and InForm. Programs that are in the curriculum processing stage are offered through Community Education as funded programs, and student enrollment is tracked in LUMENS. Beginning Spring of 2016, the Executive Steering Committee will aggregate and analyze this data as it comes available. Data will begin to be provided in the Annual Plan for next year.

**The following is a list of specific activities in support of Objectives 1 and 2 for BOTH the North Orange County and South Orange County Regional Pathways within the SOCRC:**

> **OUTLINE OF KEY ACTIVITES FOR THE SOCRC PROJECT OBJECTIVES:**

I. **ACTIVITY 1: SURVEY OF SERVICES AND PROGRAMS CURRENTLY PROVIDED**
   a. The South Orange County Regional Collaborative (SOCRC) is compiling information on Adult Education programs and services currently provided in each of the Adult Education Block Program Areas.
   b. Data regarding the Enrollment of Students in the partnering school districts will be aggregated.
   c. An assessment of ABE/ASE and Basic Skills courses will be made.
   d. Apprenticeships will be established in cooperation with the California Division of Apprenticeship
   e. Irvine Valley College and Saddleback College will provide Student Outreach, Assessment and Support Services.
   f. AB86 Partners will be integrated into the AEGB Project. SOCRC will connect residents to Adult Education services under a workforce services framework designed to increase the number of Orange County residents who obtain a

marketable and industry-recognized credential or degree, with a special emphasis on unemployed, underemployed, low-skilled, low-income, disabled and other at-risk populations. At access points throughout the County, individuals will be assisted with career exploration, career pathway planning, training program identification and enrollment, and access to subsidized training resources.

II.     **ACTIVITY 2: EVALUATION OF CURRENT NEEDS**
   a.  Gathering of relevant AEBG demographics of the region and the student population will be completed. Credit and non-credit enrollment by age range for the 2014-2015 calendar year will be aggregated and used to determine SOCRC activities.
   b.  Data for Irvine Valley College and Saddleback College and Statewide Completion for degree, certificate and transfer will be completed.
   c.  Data for Irvine Valley College and Saddleback College data for completion overall by degree, certificate and transfer by race/ethnicity will be used to inform adult education programming.
   d.  A survey for evidence of adult education student needs will be created.
   e.  A description of the regional economy will be provided and used to determine SOCRC needs, goals and outcomes.

III.    **ACTIVITY 3: PLANS FOR PROGRAM INTEGRATION AND SEAMLESS TRANSITIONS.**
   a.  The SOCRC workgroups will determine strategies to connect South Orange County Regional residents in need of Adult Education programs and services, facilitate Adult Education students' transition from noncredit into credit programs and connect Adult Education students with employment opportunities, all relevant to SOCRC objectives below.

IV.     **ACTIVITY 4: RESPONSE TO GAPS IDENTIFIED IN THE REGION**
   a.  The SOCRC's collaborative AB86 and AEBG planning processes will result in a set of strategies to address current gaps in Adult Education offerings in South Orange County. These strategies- and these plans to implement them- leverage existing strengths, systems and structures and focus on levers of lasting changes that promise results at scale for Adult Education students.
   b.  Through a series of workshop meetings – leading to a community meeting in Spring 2016- will address gaps identified in four major areas related to Adult Education in South Orange County:
       i.   Access and Matriculation
       ii.  High-Quality Instruction
       iii. College Counseling and Student Support Services
       iv.  Transition to College-Level Instruction and Employment

## V.     ACTIVITY 5: PLANS TO IMPLEMENT ACCELERATION STRATEGIES

a. The SOCRC's work groups will be tasked with developing and documenting plans to accelerate South Orange County student's progress through and completion of Adult Education courses and among career pathways.

b. The workshops will identify a number of effective practices that are either currently offered by IVC or SC or proposed for expansion at the colleges.

c. SOCRC workgroups will plan to leverage existing regional structures to support the Collaborative's efforts.

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

***For both the North and South Orange County Regional Pathways in the SOCRC:***

As described in the Annual Plan update, activities are being planned and implemented by each Objective for the identified program areas. Data that informed AB86 planning and data that was collected during the planning process has been used to inform these activities. There are significant changes happening in the south part of the region due to the K-12 to college transition of Adult Education. This allows for direct streamlining of programs and services and an ongoing evaluation of need. Year one will allow for framework and structures to be set up and for students to continue to be served. The following years will focus on strengthening those structures and continuing to build in the program areas. Additional services to remove barriers, like providing babysitting during program times, and other programs such as Career Technical Education programs that serve Adults with Disabilities (AWD) are also being researched and will be built and implemented. These are support programs and services that were not actually offered in our region, surfaced as best practices in other regional consortia and have local needs that can be addressed in AB104.

**Irvine Adult School (North County Regional Pathway)**
ISUSD's Adult Education (Irvine Adult School) program offers 23 ESL courses at varying levels from beginning to advanced. Other course offerings include Citizenship, GED preparation, TOEFL preparation, and Floral Design. Our ESL course offerings included the following:

- 4 classes of ESL Beginning
- 4 classes of ESL Beginning High
- 3 classes of ESL Beginning High Conversation
- 3 classes of ESL Intermediate
- 2 classes of ESL Intermediate Conversation
- 3 classes of ESL Advanced

- 1 class of ESL Advanced Conversation
- 1 class of ESL Advanced Writing
- 1 class of ESL Advanced Pronunciation
- 1 class of ESL Advanced Vocabulary

Irvine Adult School has 540 enrolled students from 1$^{st}$ and 2$^{nd}$ quarter for the 2015-2016 school year.

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

Due to timing of new state regulations after final LCAP approval and mandating that fees cannot be changed, Irvine Adult School had to cancel several ESL classes 1$^{st}$ quarter. Additionally, Irvine Adult School has been unable to add courses including diploma attainment and CTE. Additionally, Irvine Adult School class size has been extremely high and students have been turned away.

Irvine Adult School has made some major budget changes. We postponed offering two ESL courses that were computer based courses using Longman English interactive software due to the high cost of the software per seat and per level. Additionally, we did not purchase new technology or new materials for our courses. WE also reduced our budget for classified support.

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

This should provide an updated overview (if applicable) of the consortium's region including:
- Analysis/description of local regional economy
- Additional analysis utilizing other data

**Please note: The following data applies to Objectives 1-7 from the AB86 Planning Document for the South Orange County Regional Consortium:*

## Overall Need for Adult Education in the Region

**ESL Enrollment and Percentage Change in Adult Schools (2008/2009 and 2013/2014)**

**(Source: AB 86 Planning Document):**

|  | 2008/2009 Unduplicated Enrollment | 2013/2014 Unduplicated Enrollment | Percent Change |
|---|---|---|---|
| Capistrano USD | 2,858 | 937 | -68% |
| Irvine USD | 2,376 | 920 | -61% |
| Laguna Beach USD | 34 | 35 | +3% |
| Saddleback Valley USD | 2,081 | 748 | -64% |
| Tustin USD | 1,994 | 0 | -100% |
| TOTALS | 9,433 | 2,840 | -72% |

*Current Data from the North County Regional Pathway Partners:*

**Irvine Adult School** has several current needs including:

- Expansion of ESL course offerings to accommodate large numbers of students enrolled and requesting enrollment.
- Development of a process to assess student English language level to ensure accurate placement and to ensure student progression towards English language proficiency
- Increasing of CTE course offerings in the area of culinary arts and the food service industry

**Irvine Adult School** Current Data:

- IUSD percentage of students receiving free or reduced lunch = 13.32
- Irvine Adult School Demographics are as follows:

| Gender | Number of Students |
|---|---|
| Female Count | 419 |
| Male Count | 113 |

| Age | Number of Students |
|---|---|
| <18 | 3 |
| 18-29 | 39 |
| 30-39 | 131 |
| 40-49 | 244 |
| 50-59 | 62 |
| 60-69 | 38 |
| 70> | 16 |

| Ethnicity | |
|---|---|
| Native American Indian | 2 |
| Asian | 387 |
| African American | 4 |
| Filipino | 1 |
| Hispanic | 10 |
| Mixed Race | 1 |
| Did not state | 38 |
| White | 134 |

| Course Title | # Enrolled | #Waitlisted |
|---|---|---|
| ESL Advanced Writing | 36 | 8 |
| ESL Advanced | 28 | 21 |
| ESL Advanced | 35 | 13 |
| ESL Advanced | 46 | 25 |
| ESL Advanced Conversation | 35 | 25 |
| ESL Advanced Pronunciation | 29 | 31 |
| ESL Advanced Vocabulary | 28 | 31 |
| ESL Beginning | 40 | 22 |
| ESL Beginning | 40 | 21 |
| ESL Beginning High | 40 | 22 |
| ESL Beginning High | 40 | 22 |
| ESL Beginning High | 28 | 3 |
| ESL Beginning High | 31 | 21 |
| ESL Beginning High Conversation | 35 | 36 |
| ESL Beginning High Conversation | 26 | 0 |
| ESL Beginning High Conversation | 35 | 49 |
| ESL Intermediate | 34 | 15 |
| ESL Intermediate | 35 | 5 |
| ESL Intermediate | 33 | 33 |

| | | |
|---|---|---|
| ESL Intermediate Conversation | 14 | 0 |
| ESL Intermediate Conversation | 35 | 24 |
| ESL Intermediate Conversation | 35 | 39 |
| US Citizenship | 23 | 0 |

| Primary Language | Total Students | % |
|---|---|---|
| 11- Arabic | 707 | 2.19% |
| 16- Farsi | 1127 | 3.49% |
| 22- Hindi | 552 | 1.70% |
| 08-Japanese | 834 | 2.58% |
| 04- Korean | 2250 | 6.96% |
| 07- Mandarin (Putonghua) | 3023 | 9.35% |
| 01-Spanish | 1003 | 3.10% |
| 02- Vietnamese | 632 | 1.96% |
| Other Non-English Languages | 2709 | 8.38% |
| Total Non-English | 12837 | 39.71% |
| English | 19481 | 60.29% |

## Tustin Unified School District Adult Education

At Tustin Unified School District (TUSD), Adult Education's primary focus is to address the needs of adult education learners with post-secondary and employment-related goals. Adult education also serves learners with a variety of goals, not all of which are work related.

Currently, TUSD's Adult Education program is located on the Sycamore High School campus in Tustin, offering a curriculum that provides courses for high school credit recovery and a high school diploma. Classes take place Monday-Thursday and students are enrolled in computer-based courses and/or traditional courses. Sycamore also offers personalized instruction for high school independent study students.

## Laguna Beach Unified School District

In 2013/2014, 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 Oddesseyware. Laguna Beach Unified School District partners with Saddleback Unified School District to provide services to approximately 3 adult students with disabilities each year. Most students transition into their local community colleges which include Saddleback and Irvine Valley College. Students are also assisted through public county access.

**Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.**

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

*SOCRC North Orange County Regional Update:*

**Tustin Unified School District**

The 2008-2009 enrollment for the diploma/GED program was 186 students but steadily declined to 74 students in 2013-2014. However, with the recent Maintenance of Effort (MOE) funding the target capacity is 250 for the 2015-2016 school year and 300 for 2016-2017. The goal for the CTE program is 150 for 2015-2016 and 200 in 2016-2017.

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

**Irvine Adult School and Tustin Adult School and Laguna Beach Adult School** have established the following Schoolwide Learner Outcomes for Adult Education:
1. Students will Identify and achieve their personal learning goals
2. Students will identify the 21$^{st}$ Century Skills that are most critical to their goals and demonstrate growth in those skills
3. Students will achieve a measurable increase in knowledge and skills
4. Students will apply acquired knowledge to their lives outside of class.

*SOCRC South Orange County Regional Update:*

In 2017-2018 there will be four comprehensive Adult Education locations in the south: College and Career Campus, Adult Education in Mission Viejo, Adult Education and San Juan Capistrano, and Adult Education at Saddleback College. Each of these locations will have an extensive approach to programs, support services and referrals. Each location will address a specific emphasis as it relates to program areas and each will address the need of the community. For example, CTE-non-credit will be the emphasis at the College and Career Campus but ESL will be offered at each location. Each location will be able to assess students' needs and provide referral services for students whether that referral is for programs offered across our region or even outside of our region. For example, the College and Career Campus will provide High School Equivalency Testing via the HiSet. For students needing the GED instead of the HiSet we will refer them to Irvine Valley College or to another program in North Orange County.

In addition to the comprehensive locations, courses and programs will be offered throughout the

community, leveraging the facilities of our K-12 partners.

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

***Programs from the SOCRC North County Regional Pathway:***

Rebuilding **both the Irvine Adult School and Tustin Adult School curriculum** has focused on those essential course that were eliminated- ESL and Career Technical Education. These were also areas our surveys supported as well as the opinions of the site administrators who are familiar with the needs of their communities. The following courses are to be offered beginning in January 2016 at these sites:

1. ESL Beginning Literacy: designed for students who have little or no literacy skills in English or their native language and who need to start at the beginning. Students will build basic life skills vocabulary including letters and numbers.
2. ESL Beginning Low: designed for students who have emerging literacy skills in English. Students will learn and communicate in everyday situations and build a larger vocabulary through listening, speaking, reading, writing and grammar activities.
3. ESL Beginning High: designed for students who have basic English language skills. Students will learn and communicate in everyday situations and build a larger vocabulary through listening, speaking, reading, writing and grammar activities.
4. ESL Low: designed for students who have intermediate language skills in English. Students will improve their listening comprehension, speaking, reading, writing and grammar.
5. ESL Advanced: designed for students who have a low advanced level of proficiency in written English. Students will improve their reading, composition, grammar, listening comprehension, speaking and study skills to prepare them for credit courses or GED preparation courses.
6. ESL Citizenship: designed to prepare non-native speakers of English to become U.S. Citizens.
7. High School Diploma and GED Courses: continue but enhance the existing program and consider alternatives to the GED; High School Equivalency or HiSET; and Testing

Assessing Secondary Completion or TASC.

8. <u>Adult Basic Education or ABE:</u> designed for students who need to develop basic skills for personal use and enjoyment, or before transitioning to the High School Diploma or equivalency programs.

9. <u>Supporting School Success for Your Child:</u> designed for adult students/parents who want to learn and improve their academic skills in order to ensure their students' academic success.

In the **North Orange County Regional Pathway** in 2013/2014, **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.

*Programs from the South Orange County Regional Pathway:*

Saddleback College offers the Emeritus Institute (EI), which serves over 5,000 older students with non-credit curriculum. The EI will play an important part in the assessment and discussions as they relate to building programing in Parent Education and/or family literacy. The area was part of Adult Education in the past, but will need to be discussed and re-envisioned to serve the current community.

**2.3d** Collection and availability of data. (REQUIRED)

*Data from the SOCRC North County Regional Pathway:*

**Irvine Adult School**

Irvine Adult School is in the process of developing a comprehensive system for data collection. This will include student demographic data as well as student data related to English language acquisition and proficiency. Students will be assessed when they enter our Adult School to determine their English language level and students will be assessed throughout each quarter to assess their progress.

**Tustin USD Adult School**

Two hundred and thirty-five adults whose students are enrolled in the TUSD schools were surveyed concerning their language education, employment, program preferences, attendance choices (days and times), and issues that would prevent them from attending an adult school class or program. The survey was offered in English and Spanish. The significant demographic groups were Hispanic American (58%) and White/Caucasian (31%). Twenty-seven percent of those surveyed indicated Spanish was the primary language in which they spoke, wrote and read.

Additional findings indicated that 64.8% of the Hispanic parents were interest in an ESL program, while those whose primary language was English 88.5%, preferred a program with Career Technical Education offerings. There was also interest in the district providing high school diploma/GED classes and programs to assist parents with helping their children with school. The majority of respondents, 51%, preferred evening classes offered during the week.

***Data from the SOCRC South County Regional Pathway:***

As part of a AB86 a Student Survey was developed to assess the status of current students, their experiences, and what needs they determined to be successful. The following aggregated results are based on a total of 412 surveys, collected January through March 2015, from Capistrano USD (N=207) and Saddleback Valley USD (N=212), partnered with Saddleback College. Students were asked what programs 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: 72% ESL/VESL programs; 17% HS diploma or equivalency programs: 11% in Citizenship and 1% CTE programs.

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

Irvine Adult School and Tustin Adult School are in the process of developing a comprehensive plan to include a curriculum for our ESL program, based on common standards across courses, including content and objectives at each level and ongoing assessment of student learning.

***SOCRC South Orange County Regional Update:***
All adjunct faculty hired to support Adult Education must meet Minimum Qualifications for California Community colleges. All Community Education presenters or professional experts will be hired based on their qualifications and be experts in their subject matter.

**2.3f Alignment of academic content and curricula (OPTIONAL)**
All Unified School District Members and community college members have made cross-collaborative efforts to align content and curricula on an ongoing basis according to the goals

set forth in the AB 86 Planning Document. The SOCRC Partners have worked together diligently to ensure that adult learners' needs are being met in conjunction with employment and parenting needs.

**2.3g. Alignment of educational services supported by this grant (OPTIONAL)**
All SOCRC Partners are continually aligning educational services supported by these grant funds by meeting on a regular basis and discussing the need to modify available services for students. Services are then updated to reflect these changes, as needed.

# Section 3: Consortium Member Signature Block

**Name:**

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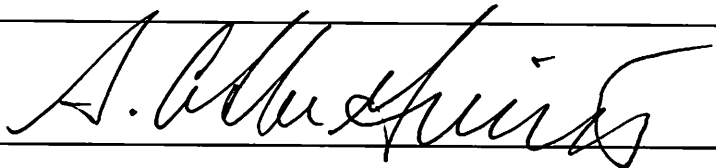
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**Date:**

December 15, 2015

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Dr. Estella Garrison, Co-Chair of SOCRC
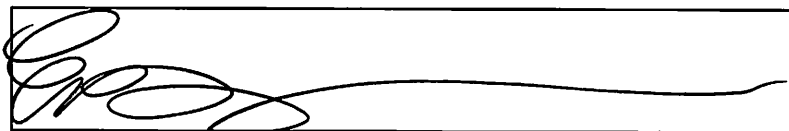
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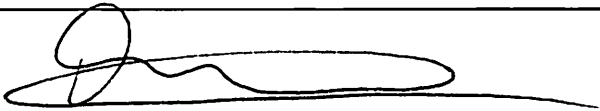**Consortia Member:** Saddleback Valley Unified School District

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