



Ventura County Adult Education Consortium

Comprehensive Regional Plan

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Submitted by

Ventura County Adult Education Consortium Membership

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Table of Contents

Acknowledgements.....	ii
I. Executive Summary.....	vi
Gaps Discovered	vii
Strategic Plan	vii
Next Steps	viii
II. Introduction.....	1
III. Strategic Plan.....	3
Counseling and Student Support	3
Alignment and Articulation	4
Transitional Services	5
Outcome and Progress Metrics	7
IV. Regional Overview.....	8
Demographics	8
<i>Ethnicity</i>	9
<i>Educational Attainment</i>	9
<i>Employment</i>	10
Consortium Background	11
Member Profiles	11
<i>Conejo Valley Unified School District</i>	11
<i>Fillmore Unified School District</i>	13
<i>Oxnard Adult School</i>	14
<i>Santa Paula Unified School District</i>	16
<i>Simi Valley Adult School & Career Institute</i>	17
<i>Ventura Adult and Continuing Education</i>	19
<i>Ventura County Community College District</i>	22
V. Planning and Stakeholder Engagement.....	25
Shared Leadership Strategies	25
Communications and Stakeholder Outreach	27
<i>Town Hall Meetings</i>	27
<i>Surveys</i>	28
<i>Faculty Working Group Meetings</i>	28
<i>Key Informant Interviews</i>	29
VI. Regional Plan Objectives	30
Objective I	30
Objective II	48
Objective III	54

Objective IV	56
Objective V	60
Objective VI.....	61
Objective VII.....	62
APPENDIX A: Highlights from Surveys and Interviews.....	64
Faculty / Staff Survey Findings	65
Student Survey Findings	70
Key Informant Interview Findings - Educators	78
Key Informant Interview Findings - Partners	82
APPENDIX B: Data Collection Instruments & Protocols.....	91
Faculty / Staff Survey	92
Student Survey - English.....	105
Student Survey - Spanish	109
Interview Protocol - Educators.....	113
Interview Protocol - Partners	116
APPENDIX C: AB86 Data Tables	119
Table 1.1A	120
Table 1.1B.....	123
Table 1.2.....	124
Table 2.....	125
Table 3.....	126
Table 4.1	131
Table 5.1	137
Table 6.1	142
Table 6.2.....	143
Table 7.1	145

I. Executive Summary

Adult education and community colleges over the last eighty years have provided essential programs and services to help adult learners improve their skills and obtain marketable, industry-recognized certificates and degrees. Ventura County, with an estimated population of over 839,000 according to the 2013 American Community Survey, has a low unemployment rate (6.5%) and a relatively high median household income (\$76,500) in comparison to other counties in California. However, there are some alarming trends in Ventura County at the present time. These include:

- A great disparity between the high cost of living in the county and sufficient working wages, making it difficult for many adults to live and work in Ventura County and earn below the median income range
- Approximately 11% of the county residents are living in poverty
- 17% of its residents do not have high school diplomas or their equivalents
- 10% of its residents are classified as adults with disabilities
- 344,000 county residents are English language learners, many of whom are attempting to raise their literacy levels

Attempts to address similar trends throughout California prompted the need for legislative action. With the passage of California Assembly Bill 86 (AB 86) in July 2013, the California Department of Education and California Community College Chancellor's Office were jointly provided a \$25 million dollar Adult Education Planning Grant for community colleges and adult education institutions. The goal was simple—to create opportunities for both entities to collaborate, develop, and implement plans to better provide the following to Ventura County adults:

- Elementary and secondary basic skills education, including classes required for a high school diplomas or high school equivalency certificates
- Classes and courses for immigrants eligible for education services in citizenship, English as a second language, and workforce preparation classes
- Educational programs for adults with disabilities
- Short-term career technical education (CTE) programs with high employment potential
- Programs for apprentices

In the spring of 2014, the Ventura County Adult Education Consortium (VCAEC) was formed, consisting of representatives from the community colleges and adult education institutions. A planning process fueled unprecedented discussion among Ventura County educators, stakeholders, and partners about how to best serve the needs of adult learners. This document represents over a year of data collection and contains the voices of thousands of people who reside, work, and study in the county. The analyses of the data collected during this time period reveals several gaps that need to be addressed in order to achieve the AB 86 goals and objectives.

Gaps Discovered

Over the duration of the planning grant, the consortium has undertaken various qualitative and quantitative methods to identify needs and evaluate the quality of current services provided to adult learners in the region. While indicators suggest the quality of services provided in the region is quite high across all institutions, it also shows substantial challenges. The main gaps discovered are:

- Services in adult elementary and secondary education, English as a Second Language (ESL), Adults with Disabilities (AWD), and short-term Career Technical Education (CTE) for the region
- Job readiness, time management, people skills, and cross-cutting “soft skills”
- Training programs and apprenticeships to more successfully connect students to industry, which is imperative to producing sustainable careers and living wages for residents of Ventura County
- The need for a more tightly coordinated effort to provide student support services across educational institutions in the county
- Programs and services to address student barriers such as financial support, transportation, childcare, and access due to geographical constraints

Strategic Plan

To address these gaps, a strategic plan has been designed to improve current programs and services to better serve the needs of the adult learners in Ventura County. An innovative plan, designed to be phased-in over a three-year period, focuses around three objectives to increase access, equity, and learner success throughout the entire county:

- **Alignment and Articulation:** Align and articulate courses, programs, and services to provide pathways to academic and career endeavors
- **Counseling and Student Support:** Develop, enhance, and refine comprehensive counseling and support services to ensure student success
- **Transitional Services:** Integrate existing programs by creating a new level of student services designed to seamlessly transition students to success in college or careers

By working collaboratively to leverage resources and build upon existing competencies, the consortium believes it can provide robust opportunities for Ventura County adult learners.

Next Steps

The governor's recent budget proposal has provided a glimmer of hope in this regard, as significant increases in the minimum-funding guarantee for adult education augur a renewed commitment to adult education in California. For fiscal year 2015-2016, approximately \$350 million is allocated for existing K-12 school district adult education programs and an additional \$150 million earmarked for distribution to consortia based on regional adult education needs. In order to execute the goals outlined in this strategic plan, VCAEC is recommending a \$48 million annual investment for Ventura County. With these funds, the consortium believes it not only may restore services to previous levels, but also expand and optimize them—develop new services and programs for adults with disabilities as well as more robust apprenticeships with industry partners, to name a few—for Ventura County's Adult Schools and Community Colleges alike. As the consortium now begins to turn its attention to developing plans at the local level to address the aspirations expressed in this planning document, consortium faculty and staff work groups will continue to meet to revisit and refine proposed recommendations and funding prioritization.

The VCAEC looks forward to minimizing the gaps in Ventura County, and improving programs and services for all adults, which in turn would reduce the disparity between the county's high cost of living and the wages earned. If VCAEC achieves these objectives, the quality of life will significantly improve in Ventura County and contribute to the growth and development of California's economy.

II. Introduction

The AB 86 Adult Education planning process has fueled unprecedented discussion among Ventura County educators, stakeholders and partners about how to serve the needs of adult learners. This plan represents an opportunity to serve the needs of the adult learners who would benefit from basic and secondary education, English as a Second Language (ESL), career and technical education (CTE), and the myriad other programs offered in the communities served by Ventura County Adult Education Consortium (VCAEC) members. Against a backdrop of a county with a great disparity between the high cost of living and working wages, for the first time since 2007-08, opportunities to enhance learning for students affected by AB86 legislation are within reach.

The architects of the AB86 planning grant see the need for intensive, focused connections between educational systems to support adult education. This consortium recommends a dedicated niche in the landscape for adult schools to do what they do best — provide accessible services to specific adult populations. The continued relevance of the four adult schools in Ventura County is emblematic of the resilience shown by similar programs throughout California, in spite of deep budget cuts and shortcomings in the way Adult Education has been treated in the educational system. In the words of one local community college president, adult schools exist in a “no man’s land,” officially in the K-12 system but now without dedicated funding, or relative influence enjoyed by their counterparts along the educational continuum. A shift in the definition of Adult Education is required, from what to how — a method of providing services designed for unique sets of learners whose backgrounds, goals, and aspirations often do not fit neatly within the existing educational paradigm.

This consortium recommends a dedicated niche in the landscape for adult schools to do what they do best—provide accessible services to specific adult populations.

Like the institutions that serve them, the populations with the greatest need for Adult Education exist at the margins. Adult Education students on average tend to be older than community college students. Many are immigrants or children of immigrants. Practical concerns — childcare, transportation, financial concerns — play important roles in determining whether these students continue toward educational and career goals. Although both organizations offer similar services to overlapping populations, they address differing

academic and developmental needs of that population tailored to individuals' specific needs at that place and time. Adult learners have specific and different needs that change over time as they pursue academic and vocational goals. Adult schools and community colleges offer different but complimentary avenues to address these needs.

A student might enroll in an adult school to complete high school diploma requirements, for example, with the intention of transferring to community college to obtain a vocational certificate or degree. Likewise, a student seeking to secure employment quickly may enroll in an adult school to obtain vocational training certification, and later attend college to expand upon those skills and further their career. Adult Education students are more likely to enroll to improve English language skills, complete high school diploma requirements or pursue vocational training. Adult Education matters in Ventura County. It benefits the economy and community by providing student-centered education that is cost-effective and impactful. The VCAEC plan is designed to increase access and equity by leveraging resources and building upon competencies. The following components are addressed:

- **Counseling and Student Support:** VCAEC will develop, enhance, and refine comprehensive counseling and support services to ensure student success as defined by Outcome and Progress Metrics
- **Alignment and Articulation:** VCAEC will align and articulate courses, programs, and services to provide pathways to academic and career endeavors
- **Transitional Services:** VCAEC will align and articulate existing programs by creating pathways of student services designed to successfully transition students to college or careers

Together, Ventura County Adult Education and Ventura County Community College District (VCCCD) can provide robust opportunities for adult learners. There is a substantial need for adult elementary and secondary education, English as a Second Language, services for Adults With Disabilities (AWD) and short-term Career and Technical Education (CTE) programs. In order to execute the goals outlined in this strategic plan, VCAEC is recommending a \$48 million annual investment for Ventura County. With these funds, the consortium believes it not only may restore services to previous levels, but also develop new services and programs for adults with disabilities as well as more robust apprenticeships with industry partners, to name a few—for Ventura County's Adult Schools and Community Colleges alike.

III. Strategic Plan

VCAEC’s three-year plan was developed based on input collected from a number of stakeholder groups, key administrators and partners, and adult schools and community college faculty and students. The data collected during the planning year suggests a focus on three key areas: Counseling and Student Support, Alignment and Articulation, and Transitional Services. Addressing student access is a common theme that runs through all three areas.

Counseling and Student Support

Throughout the planning process, stakeholders have overwhelmingly noted the importance of counseling and student support services as they relate to student success. The objective is to ensure all students have the opportunity to investigate career pathways and to ensure their goals are documented and supported throughout their educational career, regardless of institution. To this end, VCAEC will develop, enhance, and refine comprehensive counseling and support services to ensure student success as defined by the Outcome and Progress Metrics.

Table 1: Counseling and Student Support

	Year 1	Year 2	Year 3
Counseling and Student Support Services to Enhance Program Completion and Transition along Adult Education (including CTE) / Community College / Employment Continuum	<ul style="list-style-type: none"> Determine universal process for development of education and life plans 	<ul style="list-style-type: none"> Provide improved mentoring/monitoring services Provide extra supports for marginal learners, including adults with disabilities Decrease student/counselor ratio 	<ul style="list-style-type: none"> Revisit, evaluate, revise
	<ul style="list-style-type: none"> Determine staff requirements and costs: counselors, job developers, transition specialists 	<ul style="list-style-type: none"> Increase staff as required (with reference to determined need) <ul style="list-style-type: none"> o counselors o job developers o trans specialists 	
	<ul style="list-style-type: none"> Develop career exploration opportunities 		
	<ul style="list-style-type: none"> Identify curriculum to improve soft skills and employability 		
	<ul style="list-style-type: none"> Investigate strategies to improve student access to regional services Develop action plan 	<ul style="list-style-type: none"> Implement action plan leveraging county services and regional partners to improve student access 	

	<ul style="list-style-type: none"> Leverage California Career Pathways (VC) Trusts 		
	<ul style="list-style-type: none"> Identify/establish funding to implement state and federal financial aid processes 	<ul style="list-style-type: none"> Implement financial aid processes. State and federal funding available to all institutions (including Pell Grants) 	Create default management plan
	<ul style="list-style-type: none"> Needs analysis for increased access to technology and determine costs 	<ul style="list-style-type: none"> Implement provision of increased access to technology 	

Alignment and Articulation

In order to ensure integrated, seamless transitions between area institutions, VCAEC will align and articulate courses, programs, and services to provide pathways to academic and career endeavors. Alignment activities will identify areas of possible duplication of efforts, and highlight gaps within program area curricula; articulation agreements will solidify the infrastructure required to buttress student planning and progress toward educational goals. In addition, the consortium will seek to leverage common assessments, and design curricula to ensure course outcomes map consistently across program area course offerings and with community college placement measures.

Table 2: Alignment and Articulation

	Year 1	Year 2	Year 3
Determine course alignment and (optional) bridge programs for seamless transitions and options to accelerate ABE and ASE	<ul style="list-style-type: none"> Determine common or correlated assessments Evaluate and prioritize course sequences where alignment is needed Design pilot programs (as required or aligned sequences to accelerate student learning) Identify model programs Develop articulation agreements, templates, etc. 	<ul style="list-style-type: none"> Implement articulations determined in Year 1 Revisit processes and revise 	<ul style="list-style-type: none"> Revisit, evaluate, and revise
Apprenticeships	<ul style="list-style-type: none"> Needs analyses for apprenticeships Determine potential occupational fields for viable high wage and high job potential rates for VC Identify model program based on industry/sector specific pathways relevant to top industry sectors in the central 	<ul style="list-style-type: none"> Pilot new program design and provide ongoing program refinement 	<ul style="list-style-type: none"> Evaluate current programs and determine needs for additional program design curriculum

	Year 1	Year 2	Year 3
	coast region <ul style="list-style-type: none"> Design pilot programs aligned with top priority industry sectors 		
English as a Second Language	<ul style="list-style-type: none"> Evaluate and prioritize course sequences where alignment is possible Determine common or correlated assessments Create opportunities for joint staff development to align curricula Develop articulation agreements and systems 	<ul style="list-style-type: none"> Implement articulation agreements Revise as needed Provide ongoing joint staff development 	<ul style="list-style-type: none"> Revisit, evaluate, revise
Career Technical Education	<ul style="list-style-type: none"> Evaluate and prioritize course sequences (where alignment is possible) Determine common or correlated assessments Develop industry/sector specific pathways for all careers in top industry sectors in the Central Coast region Provide opportunities for joint faculty development for alignment of curriculum content Develop formal articulation agreement processes and system 	<ul style="list-style-type: none"> Implement articulation agreements Revise as needed 	<ul style="list-style-type: none"> Revisit, evaluate, revise
Adults With Disabilities	<ul style="list-style-type: none"> Determine programmatic needs based on VC qualifying adults Evaluate current programming Determine programs to address gaps in services Develop format for 'Life Plans' for AWDs 	<ul style="list-style-type: none"> Implement programs to address countywide needs Implement life plans for AWDs Revise as needed 	<ul style="list-style-type: none"> Revisit, evaluate, revise
WIOA	<ul style="list-style-type: none"> Align forthcoming WIOA as common guidelines for program integration 	<ul style="list-style-type: none"> Integration of WIOA performance measures 	<ul style="list-style-type: none"> Revisit, evaluate, revise

Transitional Services

VCAEC will integrate existing programs to create seamless transitions to ensure student success. Central to this endeavor is the coordinated use of common assessment and placement measures between adult schools and community colleges, as well as the development of a regional data warehouse to capture and track student progress across systems. Data collected would inform strategic planning, contribute to the consortium's value proposition, and help measure the success of the consortium's planned activities.

Table 3: Transitional Services

	Year 1	Year 2	Year 3
Develop a common set of assessment competencies	<ul style="list-style-type: none"> Coordinate common assessment matrix Design pilot program for common assessment 	<ul style="list-style-type: none"> Evaluate pilot programs Identify best practices Report findings to determine county recommendations Coordinate implementation of recommended findings 	<ul style="list-style-type: none"> Evaluate program usage Identify program gaps and make necessary adjustments Continue monitoring program success rates
Develop pathways courses/programs that enable seamless transitions to accelerate student learning	<ul style="list-style-type: none"> Evaluate and prioritize course sequences where transitional support is needed Design pilot programs to meet transitional needs 	<ul style="list-style-type: none"> Evaluate pilot programs Identify model programs Recommend changes as necessary Coordinate roll out of best practices throughout county 	<ul style="list-style-type: none"> Evaluate and prioritize additional course sequences where alignment as needed Continue program evaluation
Develop pathways for all careers in top industry sectors in Ventura County	<ul style="list-style-type: none"> Hire transition specialists at all sites Integrate Professional Development as a county Design academic pathways Involve industry and business partners in the development Design pilot programs and support and evaluate 	<ul style="list-style-type: none"> Incremental implementation of model programs Design full implementation Expand additional program models 	<ul style="list-style-type: none"> Evaluate and prioritize additional articulated transition pathways Coordinate additional articulated pathway courses/programs Expand as needed
Ensure equitable services countywide by five geographic gap areas	<ul style="list-style-type: none"> Conduct needs analysis for course / program offerings by sub-region Develop action plan 	<ul style="list-style-type: none"> Implement action plan based on needs analysis and leveraging delivery models that are not location specific 	<ul style="list-style-type: none"> Evaluate and prioritize additional course offerings consistent with needs
Create a regional data and accountability system	<ul style="list-style-type: none"> Define and propose parameters to be tracked Support the design and pilot the implementation of data and accountability plan 	<ul style="list-style-type: none"> Evaluate pilot Present options for full implementation Choose the best option Design the rollout for full county implementation 	<ul style="list-style-type: none"> Implement accountability system Evaluate at quarterly intervals Recommend adaptations

Outcome and Progress Metrics

The consortium plans to adopt shared outcome and progress measures found in the table below:

	Outcome Measures	Progress Measures
Community College	<ul style="list-style-type: none"> • Graduation Rate • Number of Degrees • Certificates Awarded • Transfer Rates • Time and Credits to Degree • Jobs Attained 	<ul style="list-style-type: none"> • Enrollment in Developmental Education • Success in Developmental Education • Persistence • 30 Units Completed • Retention Rates • Course Completion • Low Income Students • Unprepared Students • Adults with Disabilities
Adult Education	<ul style="list-style-type: none"> • High School Graduation Rate • High School Equivalency Exam Rate • CTE Certificates Awarded • Diplomas Awarded • Transfer to CC Rate or Higher Education Level of Education • Jobs Attained • Professional Licensure • CASAS Level Completions • EL Civics Assessment 	<ul style="list-style-type: none"> • Enrollment in Developmental Education • Success in Developmental Education • Persistence • Retention Rates • Course Completion • Program Completion Transfer • Low income students • < 9th grade Reading / Math Students • Adults with Disabilities

Source: Los Angeles Regional Adult Education Consortium October 31, 2014 Comprehensive Plan

IV. Regional Overview

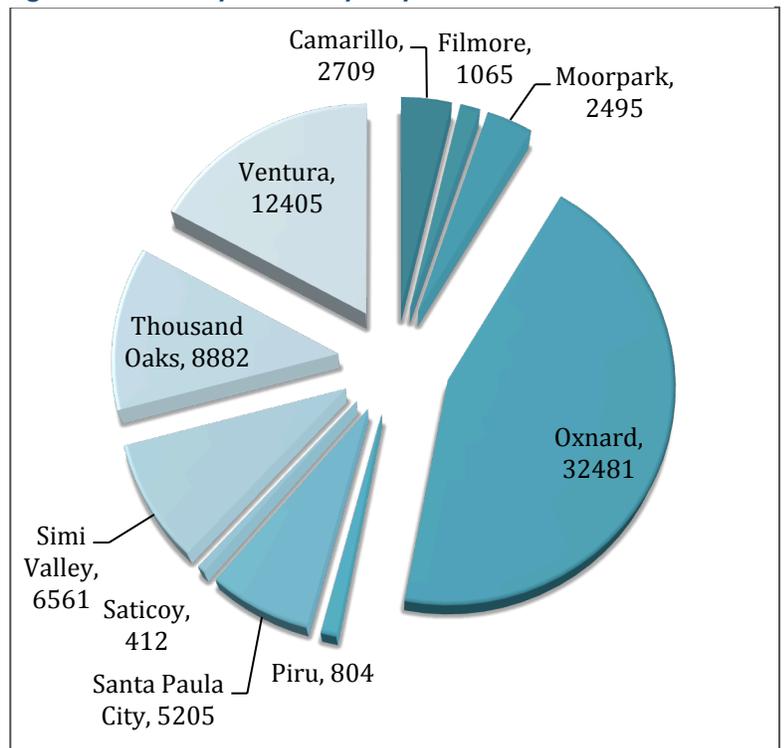
Ventura County is located northwest of Los Angeles County on the California coast, and is connected to Los Angeles metropolitan area and Santa Barbara County further up the coast by the Ventura Freeway. Bordered in the southwest by the Pacific Ocean, the northern half of the county is comprised of the mountainous country and deep canyons of the Los Padres national Forest. Cities in Ventura County include Camarillo, Fillmore, Oxnard, Moorpark, Ojai, Piru, Port Hueneme Santa Paula, and Thousand Oaks, all of which are located in the lower half of the county.

Demographics

Ventura County, while diverse, is host to a relatively affluent population, as compared to statewide data. The average household in California earns \$85,265, compared to an average household income of \$98,429 for Ventura County. The county's wealthiest

communities are Lake Sherwood, with a mean household income of \$272,888, Bell Canyon, with a mean income of \$247,888, and Santa Rosa Valley, with mean household income of \$214,406.¹ At the other extreme is Saticoy, with mean household income of \$42,951, and Piru, with mean household income of \$58,738. Following this pattern, Saticoy records the county's highest rate of poverty, at 40% of the population, and the next highest rate is in Santa Paula, with a 17.3% poverty rate, followed by Oxnard with 16.5% and Fillmore with a 14.3% poverty rate.

Figure #3: Poverty Levels by City



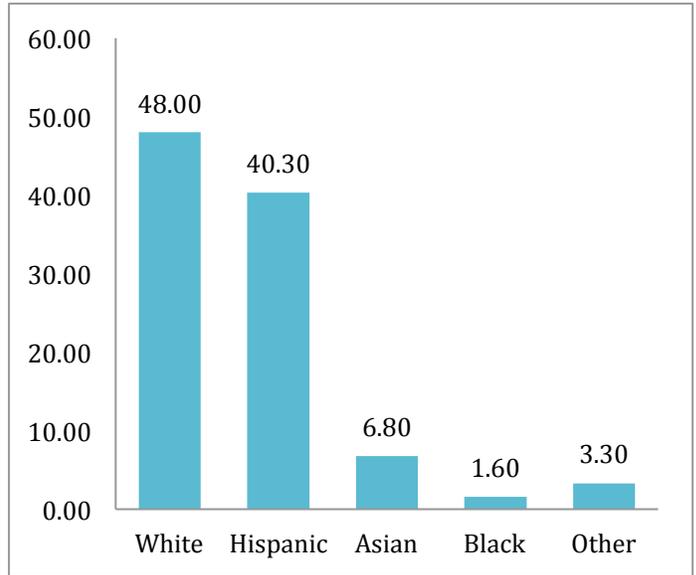
¹ CA Dept. of Finance, American Community Survey 2008-2012, Income in 2012 inflation-adjusted dollars.

The countywide poverty rate is 10.3%. For comparison purposes, data shows poverty rates for the following Ventura County cities: Ventura (city) (11.4%), Moorpark (7.1%), Thousand Oaks (6.9%), Simi Valley (5.2%), and Camarillo (4.1%).²

Ethnicity

The racial makeup of the county is diverse, with 48% of the population White (non-Hispanic), 40.3% Hispanic, 6.8% Asian and 1.6% Black. Other races make up small percentages of overall residents.

Figure 1: Ethnicity



Educational Attainment

Countywide, 19.8% of residents over age 25 hold bachelor's degrees; 82.7% of Ventura County residents have a high school diploma or equivalent. White, non-Hispanic, and Filipino, non-Hispanic, persons graduate with high school diplomas at a greater rate than other ethnicities. The places with the highest percent of adults with less than a 9th grade education are: Saticoy (32.6%); El Rio (31.3%); and Oxnard, Santa Paula and Piru (23.7%, 23.6% and 23.2%, respectively). In Thousand Oaks, 29.3% of adults hold bachelor's degrees, followed by 25.6% in Moorpark, 22.1% in Simi Valley and 19.7% in the city of Ventura.³

Countywide, CAHSEE tests administered to sophomore, junior, and senior students show that the number of students deemed proficient in the math and language skills necessary to graduate from high school varies based on demographics. Economically disadvantaged and ESL students, for example, test as non-proficient more often than their economically advantaged counterparts.

² CA Dept. of Finance American Community Survey 2013 for population 65,000+ & American Community Survey 2010-12 population 20,000

³ CA Dept. of Finance, 200812 American Community Survey Educational Attainment; CA Dept. of Finance 2013 American Community Survey, population 65,000+.

Employment

In Ventura County, the unemployment rate was at a recent low as of May 2014, at 5.9%, compared to a rate of 7.1% for California during the same time.⁴ The places with the lowest unemployment rates are El Rio, 3.1%, Oak Park, 3.7%, Camarillo, 4.2%, and Thousand Oaks, 4.5%. The places with the highest unemployment are Piru, 10.6% and Santa Paula, 10%.

For the Oxnard-Thousand Oaks-Ventura Metropolitan Statistical Area, the industry with the highest percent change predicted by 2020 is in the Finance and Insurance area, specifically credit intermediation and related activities with a 47.2% bump in jobs. The clothing and clothing accessories stores' slice of the Retail Trade industry is expected to grow by 42.6%. Overall the Retail Trade sector is expected to add 8,300 jobs countywide, the second highest tally of any industry sector. Growth of 34.9% is expected in the Administrative and Support and Waste Management and Remediation Services industry in employment services. Private Educational Services, Health Care and Social Assistance are other sectors where significant growth is expected, at 30.5%. This sector is also expected to add the most total jobs in the county at an estimated 10,000 positions.⁵ The Leisure and Hospitality sector also ranks high among potential job sources, with an additional 8,000 jobs expected by 2020.

Countywide, occupations with the most total job openings, including new jobs and replacement needs through 2020 in the county are: Farmworkers and Laborers, Crop, Nursery and Greenhouse, followed by Retail Salespersons, Cashiers, Farmers, Ranchers and other Agricultural Managers, Combined Food Preparation and Serving Workers, including fast food, waiters and waitresses, Customer Service Representatives, Personal Care Aides and General Office Clerks.

As part of a five-year planning process for the California Career Pathways Trust grants, Ventura County Innovates and the Workforce Investment Board of Ventura County (WIBVC) identified three main workforce sectors: Manufacturing, Healthcare and a Clean/Green multi-sector. This coordinated effort produced 67 career pathways. Additionally, Oxnard Union High School District's Linked Learning \$6 million California Career Pathways Trust grant covers five school districts including four high schools, four middle schools, one elementary

⁴ CA Employment Development Dept. Labor Market Information Div. June 2014.

⁵ Industry Employment Projections Ventura Co. MSA, Employment Development Dept. Labor Market Information Div.

school and one community college. Its pathways are: Business and Information Technology; Culinary Careers Academy; Business Academy; Green Technology; and Health Science.⁶ The VCAEC plans to leverage these resources, braiding funds to maximize student success.

Consortium Background

The members of the Ventura County Adult Education Consortium include the three community colleges in the Ventura County Community College District (Moorpark College, Oxnard College, and Ventura College), four active K-12 adult education providers (Conejo Valley Adult Education, Oxnard Adult School, Simi Valley Adult School and Career Institute, and Ventura Adult and Continuing Education), and two K-12 Districts (Fillmore and Santa Paula) whose adult education programs have closed as a result of budget cuts. Each adult education program is a valued member of their respective K-12 unified school districts. The boundaries of the VCAEC and Ventura County coincide, with consortium partners who provide educational services to county residents.



Member Profiles



Conejo Valley Unified School District

Founded in 1974, Conejo Valley Adult Education (CVAE) is an integral part of Conejo Valley Unified School District (CVUSD), which is governed by a five-member Board of Education and a Superintendent. There are two campuses to CVAE: Waverly and Horizon Hills. CVAE also serves the nearby communities of Agoura Hills, Oak Park, Camarillo and Moorpark.

⁶ CA Dept. of Education Trust Partnership Overview, Web 10.30.14.

CVUSD serves 21,000 students in K-12 at 17 elementary schools, 5 middle schools, 3 comprehensive high schools, and 2 alternative high school programs. The district is located 35 miles northwest of Los Angeles. The population of the district area is 132,000. The district covers an area of 55.4 square miles.

The ethnic composition of the community is approximately 80% White, 17% Hispanic, 9% Asian, 1.3% African-American, 0.5 % American Indian or Native Hawaiian, and 5% Other. CVUSD has 2,200 English Language Learners, representing 10% of the district total student population.⁷ As of 2013, 4,562 of these students, or 33.5% of the total number of enrolled students, qualified for free or reduced price meals.⁸ Other than English, Spanish is the most commonly spoken language in the community.

CVAE serves the entire district from the two main locations. The Waverly campus houses all programs with the exception of Parent Education, which is housed at the Horizon Hills campus. Catalogs with pertinent information for all programs are mailed to 100,000 homes twice a year and a smaller number (40,000) two additional times per year. The school conducts registration for all programs except ESL, ABE and ASE, Bridge and GED online, but in-person counseling is recommended for vocational course placement.

The school has one full time administrator, one part-time administrator, and one part-time counselor/administrative coordinator. There are nine Program Coordinators working 30 to 40 hours a week depending on the program. The instructional staff consists of approximately 150 part-time employees, serving 4,868 students in 2013-2014. Each department uses an independent calendar for classes. Some programs are offered year-round, while others are on semester schedules.

The age range of students in attendance is from 18 to 62+. The number of students served in 2013/2014 was 4,868 as opposed to the number served in 2008-09 which was 7,025 representing a 31% reduction in service due to budget cuts that occurred due to the categorical flexibility decision made by the state. In response to the budget cuts, classes were scaled back, ESL classes went from four days per week to two days per week, United Cerebral Palsy became a partner rather than a funded program, course fees were implemented for the first time for ESL courses, and course enrollment levels were closely monitored.

⁷ www.cvusd

⁸ www.kidsdata.org

Conejo Valley Adult Education offers classes in twelve programs: Computer Career Training; Medical and Health & Safety; ESL/ABE/GED Prep; Bridge to College and Vocational Training; Community Service (general interest); Parent Education; Older Adult Enrichment, High School Diploma (Adult and Concurrent); SAT Preparation; United Cerebral Palsy (handicapped).

The reasons for enrollment at CVAE are varied and include learning English, getting a HSE or high school diploma, short-term career technical education (including certification), enhance job skills, community enrichment, parenting skills, and lifelong learning.

The ESL Program at Conejo Valley Adult Education has six levels of instruction from Entry to Advanced. Each year CVAE has increased learning gains and goal achievement. Due to budget cuts in the fall of 2010, ESL class time was decreased from twelve hours to six hours a week. Each class is three hours a day and the morning classes are duplicated in the evening. Registration fees were also implemented in order to supplement the program. Classes were also limited to one per level when the department lost four classrooms. Periodically, there are wait lists for classes and students are often referred to other adult schools if the class they need is closed. Additionally, classes that were previously only lasted a semester can take as much as a year to complete.

For the past three years, CVAE has used a blended learning program called Burlington English for the curriculum in some of the Beginning and Intermediate ESL classes. These classes are an alternative to the traditional lecture-based classes. Students are with the instructor for half of the class time and then work on their own on computers in the classroom labs for the duration of the class. Students are also able to log on to any non-school computer and continue working from home. This gives students with restricted schedules more opportunities to learn English. Students are able to advance at their own pace. This also gives the students who want to come to school more than twice a week the opportunity to come four days a week. Some of these students are enrolled in two different levels at the same time.



Fillmore Unified School District

The city of Fillmore is a small, rural city with a population of approximately 15,255, and covers 3 square miles. Fillmore is set in the middle of citrus and avocado groves of inland Ventura County

and was founded in 1888 and incorporated in 1914. Blue skies, citrus ranches, picturesque mountains, warm days, and cool evenings characterize Fillmore. Fillmore has a classic "turn of the 20th century" downtown architecture, a historic train depot (the Fillmore and Western Railway), a much photographed city hall, and many unique shops and businesses, including a local winery and Elkins Ranch Golf Course. Because of its preserved downtown, Fillmore is a popular filming location for television and movies. Fillmore is a close-knit community comprised of people who are deeply committed to each other. Fillmore residents are proud of their heritage of an agriculture-based economy. Many residents are fourth generation migrant workers who have established themselves and built a good life for their children.

Fillmore lies in the foothills of eastern Ventura County and is located approximately 60 miles north of Los Angeles. Fillmore is geographically isolated, with the nearest cities ten miles to the west and over thirty miles to the east. Fillmore Unified School District serves the city of Fillmore and its outlying unincorporated areas including the town of Piru (Population 1,800.) The total K-12 population for the district is 3,846 (CBEDS October, 2012-13) in 7 schools. More than eighty percent (80%) of students district-wide are socioeconomically disadvantaged. Similarly Fillmore is among the poorest cities in Ventura County with an average per capita income (2013) estimated at \$20,604/year. Forty-three percent (43%) of the adults have not completed high school, among the highest rate for non-completion in Ventura County and less than 14 percent (14%) have a college education (2013 US Census report).



Oxnard Adult School

Oxnard Adult School (OAS) has been serving the educational needs of the adults of the Oxnard, Port Hueneme, and Camarillo areas since 1937 as a part of the Oxnard Union High School District (OUHSD). The school has a long tradition of excellent programming that provides opportunities to learn at every stage of adult life.

Classes are offered in the areas of Career Technical Education, Elementary Basic Skills, English as a Second Language, U.S. Citizenship, High School Subjects, and Programs for Adults with Disabilities, with the purpose of building a strong community and a skilled workforce. Instruction is designed for unique needs of adult learners, provided in competency-based formats, and is individualized, self-paced, and includes a life-skills focus and convenient scheduling.

Of the three cities contained within the boundaries of the Oxnard Union High School District, the city of Oxnard is the largest both in area and population. The total number of residents in Oxnard is more than twice that of Camarillo and Port Hueneme combined. Although the median income is less than Camarillo's and more than Port Hueneme's, half of the public assistance payments in all of Ventura County are made to Oxnard residents, indicating a large economically disadvantaged population.

There is a strong commitment to collaboration and positive rapport among the staff, students and community fostered by the continuous improvement measures implemented in the Western Association of Schools and Colleges (WASC) accreditation. In 2013, Oxnard Adult School was granted a six-year clear accreditation by WASC. The WASC visiting team found that "In spite of the reduced budget, staff members efficiently used the rich variety of resources, including online data and training to stay up-to-date in their fields, thus maintaining the highest levels of relevance to meet the educational needs of the community." Total unduplicated

enrollment for the 2013-2014 fiscal year was 6,440 students who attended classes in ABE/ASE, ESL/Citizenship, and Adults with Disabilities (AWD) classes and Career Technical Education (CTE) programs.

Oxnard Adult School is governed by the Oxnard Union High School District board of trustees, superintendent and site principal. School administration has been significantly reduced, as budget constraints have required reorganization. The program coordinator positions for CTE and ESL programs were eliminated, and the duties reassigned to the principal and the assistant principal. In March 2012, the District Administration reassigned the OAS assistant principal, and then eliminated the position.

The school now operates with 1 administrator, 21 classified staff and 53 certificated staff: 12 of the 52 part time certificated staff members have permanent status. The remaining certificated staff are considered part-time/temporary, in spite of the fact that many have been employed at the school for years.

"In spite of the reduced budget, staff members [at Oxnard Adult School] efficiently used the rich variety of resources, including online data and training to stay up-to-date in their fields, thus maintaining the highest level of relevance to meet the educational needs of the community."

—2013 WASC Accreditation Report

Courses offered at Oxnard Adult School include high school diploma, high school equivalency, high school equivalency prep in English and Spanish, CAHSEE preparation, concurrent high school classes. It also offers independent study and the Migrant Education programs. OAS' Adult Basic Education program includes one-to-one tutoring in partnership with the Camarillo Public Library. Classes in basic reading, writing, spelling, and math are offered on the main campus.

ESL Classes are sequenced (from Pre-Literate to Advanced), and students are encouraged to move between levels and programs (ESL to ABE to HSE or HSD and on to college or postsecondary training).

OAS Adults with Disabilities Program includes a partnership with The ARC of Ventura County, located in Camarillo and Oxnard. Courses focus on life skills and functional academics, job preparation skills and production occupation work skills. It also has a partnership with Ballard and VSS Oxnard, Port Hueneme that focuses on life skills and functional academics, with job preparation skills. These students also receive computer exploration with a functional training in the use of computers.

The Career Technical Education program has a wide variety of trainings including courses in Medical & Dental, Business & Computer Technology, Social and New Media Technology, Automotive Service, Manufacturing, Welding and Upholstery and Transportation Technologies.



Santa Paula Unified School District

Santa Paula Unified School District (SPUSD) is a rural K-12 school district located in Ventura County. Santa Paula is a small town within large greenbelts of citrus and avocado orchards. The District serves 5,575 students in 6 elementary schools, one middle school, one high school and a continuation high school. Student enrollment included 46.4% qualifying for English Learner support, 83.6% enrolled in the Free or Reduced Price Meal program, and 6% qualifying for migrant education services. The ethnic makeup of the district is as follows: African American (.3%), Pacific Islander (.1%), Asian (.2%), Caucasian (4.3%), Hispanic/Latino (95.0%), and American Indian, Filipino or Other (.2%) (Source: CDE Dataquest, 2013-2014).

The District schools are located in the city of Santa Paula's total area of 4.7 square miles, and dubbed the "Citrus Capital of the World" (2010 United States Census). The racial makeup of Santa Paula is 18,458 (63.0%) White, 23,299 (79.5%) Hispanic or Latino, 152 (0.5%) African American, 460 (1.6%) Native American, 216 (0.7%) Asian, 24 (0.1%) Pacific Islander, 8,924 (30.4%) from other races, and 1,087 (3.7%) from two or more races. According to the 2010 Census the median household income is \$41,651 (US Census 2010) compared to California household income \$61,094. About 12.2% of families and 14.7% of the population were below the poverty line, including 18.4% of those under the age 18. Santa Paula struggles with an unemployment rate of 10.9% compared to CA unemployment 7.2% and the National rate of 5.8% (Bureau of Labor Statistics November 2014).

Santa Paula Unified School District operated an Adult Education Program until the academic year 2008-09; the program was eliminated during the significant educational budget reductions suffered by the District as a result of the California Budget crisis. Prior to 2008, the Santa Paula Union High School offered English Language Development (ELD) adult programs, Citizenship and ESL. Other programs included Credit Recovery classes in English, Math and Science. Adults students were also able to access GED programs.

The Santa Paula Elementary and Santa Paula Union High School districts unified during the summer of 2013. The newly constituted district, Santa Paula Unified School District, does not have an Adult Education Program. However, through alternative sources of funding including Title III Immigrant Education, the district is offering ELD adult classes to approximately 100 adult students twice per week. Utilizing 3 ELD certified teachers, the district is offering three level of ELD programs for adults whose children attend the district. The adult students are requesting for the District to offer more evening classes including citizenship and other courses that could assist them in achieving a certificate of competency. SPUSD has also submitted a proposal to the Ventura County Department of Rehabilitation to implement a Transitional Partnership Project to provide vocational and employment training to seniors and postsecondary students with disabilities.



Simi Valley Adult School & Career Institute

Incorporated in 1969, the city of Simi Valley has a population of 126,414; it is the third largest city in Ventura County. Simi Valley occupies 42 square miles in Southeast Ventura County, 37 miles northwest of Los Angeles and adjacent to the northwestern

perimeter of the San Fernando Valley. City population grew 11% between 2000 and 2011. Average family income is \$91,658; 7.4% live below the poverty level. The unemployment rate is 8.6%. Management and office/administrative support occupations make up 40% of the city's workforce. Thirty-two percent of the population are college graduates or hold professional degrees. Only 8.5% of the populations are not high school graduates. The median age in Simi Valley is 37.5 years. The K-12 age range from five to 19 years makes up 11% of the population while 8.5% falls between 45 and 49 years of age. The largest concentration of population is in the 16 and over age range.

Simi Valley's ethnicity is comprised of 75% White, 23% Hispanic, 9% Asian, 9% Other, and 1% Black. SVASCI serves 54% White, 28% Hispanic, 7% Asian, 3% Unspecified, 2% Filipino, 1% Black, 1% American Indian, and 1% Other students. Sixteen world languages are represented. SVASCI has 21% fewer White students enrolled than the city's population, while the school's Hispanic enrollment is five percent higher than the city's population. The Greater Los Angeles area and Ventura County report increases in Hispanic, Asian, and Black populations and decreases in the White population. The same trends exist in the Simi Valley area, although to a much lesser degree.

Simi Valley Adult School and Career Institute (SVASCI) is located near the center of a ten-mile long valley in Simi Valley, California. SVASCI has a main campus where most classes are held; classes are held at nine satellite locations as well. The school operates a six-day-a-week schedule on a year-round basis. SVASCI offers one of the most comprehensive career institutes in California. Students can take advantage of training programs usually found only at community colleges and private career-training schools at much higher costs.

More female students (53%) than male students (47%) are enrolled at SVASCI. This has been the case since at least 2009-10. The number of economically disadvantaged students has decreased from 633 in 2008-09 to 543 in 2011-2012. In addition to these numbers 372 students have self-declared as disabled. Twice as many females fall into these categories than males. Learning data results show all state-established performance core indicators for Carl Perkins Special Populations were exceeded from 2008 to 2011, excluding Migrant and Displaced Homemakers. SVASCI has received funding from the Carl Perkins Vocational Education Grant in the past, but the school currently receives no Perkins funding.

Simi Valley Adult School has 12 full-time and 70 part-time instructors. Sixty-one hold teaching certificates, while the remaining twenty-one represent professional experts in their fields. The teaching staff represents varied backgrounds, experience, and teaching styles that complement student needs. One principal and three assistant principals make up the administrative team. The counseling staff consists of two full time counselors and three full time counseling clerks.

Simi Valley Adult School & Career Institute has the following list of career technical education opportunities: physical therapy aide, medical assistant, pharmacy technician, dental assistant, dental technologist, emergency medical technician, medical insurance billing clerk, surgical technologist, respiratory therapist, phlebotomist, home health aide, nurse assistant, electrocardiography technician, cosmetologist, esthetician, manicurist, machinist, welder, upholsterer, real estate agent/broker, notary public, computer graphics, business and computer technology,

In addition, the school maintains classes in high school diploma, GED preparation, CAHSEE preparation, adult basic skills, English as a Second Language, and Citizenship. Opportunities also exist for students to learn English at home through online or DVD resources provided.

In 2012, 82% of ESL/Citizenship students completed or progressed within a level or advanced to a higher level, 68% gained computer or technical skills, and 72% reported having met personal or family goals. The average gain on CASAS reading test scores has remained consistent at 6.14 points between 2008 and 2012. The average gain on listening test scores was slightly lower at 5.90%.



Ventura Adult and Continuing Education

Ventura Adult and Continuing Education (VACE) was established as part of the Ventura Unified School District (VUSD) in September of 1968 to offer educational opportunities to adults of the Ventura community. VACE provides a wide variety of comprehensive programs that meet the needs of its student population. For the purposes of AB86, its program areas include Adult Basic Education (ABE), Adult Secondary Education (ASE, High School/GED), English as a Second Language/Citizenship (ESL), Adults with Disabilities, and Career Technical Education (CTE).

VACE is accredited by the International Council on Occupational Education (COE) for its Career Technical Education (CTE) programs, and must ensure 60% of its students complete their programs and 70% of its students must be placed in occupations for which they are trained. All other programs at VACE are accredited by WASC. In 2013 VACE was granted a six-year clear accreditation by both COE and WASC, with no reports of findings, and two commendations for both its relationship with the community and strategic planning. VACE is the only Ventura County Adult Education program approved by the United States Department of Education to provide federal student financial aid programs such as Pell Grants and Federal Direct Loans.. Total unduplicated enrollment for the 2013-2014 fiscal year was 4,526 students who attended classes at 18 sites throughout VUSD. VACE does not charge fees for ABE/ASE, ESL/Citizenship, or Adults with Disabilities (ADW) classes. Additionally, professional learning communities (PLCs) are in place for both ABE / ASE and ESL staff, meeting on a weekly basis.

Adult Basic Education includes tutoring, on line instructional programs, basic skills development, and individual instruction, with the goal of progressing into the High School Equivalency (HSE) Preparation. In addition, VACE offers the Workforce Development Academy, a joint venture with Ventura County Job and Career Centers, which offers free adult basic numeracy, literacy, and computer skills in both book and computer-based formats. Basic math, keyboarding, and computer applications are the focus of the program, with an emphasis on the Microsoft Office Suite. This program helps job seekers improve existing skills or learn new ones. Successful graduates of the Workforce Development Academy are eligible for scholarships to attend the Career Technical Education programs at VACE.

VACE's Adult Secondary Education program consists of preparation for high school diploma (HSD), and high school equivalency examinations. The high school curriculum is aligned with the comprehensive high schools in Ventura Unified School District (VUSD) following the California Common Core State Standards (CCSS). VACE's HSD program is a competency-based program where student learning is assessed with content-specific tests and assignments. If competencies are not met, students are given remediation plans and required to retest to demonstrate competencies. High school equivalency classes are offered in both English and Spanish and prepare students for both GED and Hi-SET (the two high school equivalency examinations currently recognized by the California Department of Education (CDE)). In February 2013, VACE became the first GED Test

Center in California to offer Computer Based Testing (CBT). Students complete online test preparation tutorials, practice exercises (including keyboarding) and are guided through the online registration process.

English as a Second Language (ESL): Student placement in Beginning, Intermediate, or Advanced classes is determined by Comprehensive Adult Student Assessment System (CASAS) scores and oral evaluations administered by instructors. Through the use of the Burlington English module tests, English Literacy and Civics assessments, and periodic CASAS tests, students' progress is monitored to ensure mastery in completing ESL levels. In order to advance, students must demonstrate reading, writing, and oral competencies. Through informal observations, small group and paired work, instructors continuously evaluate the progress made by the students. Upon completion of the advanced level, students are guided toward one of several paths including employment, HSD / HSE programs, technical/vocational school, or other postsecondary educational options.

Adults with Disabilities: In cooperation with The Arc of Ventura County, VACE provides programs for individuals with intellectual, emotional, physical, and developmental disabilities. Students who enroll in this program are provided training opportunities to develop communication, self-care, daily living, community access, and employment readiness skills for greater independence within the community. Instructional strategies include demonstrations, task analyzed instruction, shaping performance, small supportive group interactions, computer-based training, student projects, and simulated pre-employment experiences. Social skills training, foundational academics, literacy training opportunities, and role modeling give participants tools to succeed in various life and workplace environments.

Career Technical Education: VACE's CTE program has expanded to offer a variety of fulltime CTE programs structured to provide rigorous, high quality, comprehensive training aligned to industry standards, and consistent with high-demand occupations as determined by local and state annual labor market studies. There are currently 30 occupational certificate programs offered in the areas of Computer-Aided Drafting and Design, Computer Systems Technology, Digital Multimedia Technology, Medical, Accounting, Business, and Computer Applications and Graphics. All CTE courses have been planned and developed to address the specific needs of a unique and diverse local population with differing educational levels and cultural backgrounds. Technology is integrated throughout all

programs and utilized in the instructional delivery of the curricula, including computer-based instruction. Industry-standard certification tests and professional licensures are offered that provide students with additional credentials required to secure high-skill, high-wage jobs. Prior to graduating students are required to participate in a series of five Job Search Workshops offered through the Job Placement Center, and participate in videotaped “mock” interview sessions to maximize the benefits of the workshops and prepare them for placement.

Although VACE does not currently offer apprenticeships, its WIA youth employment program provides work experience, and all of the CTE program areas include unpaid externships. The Workforce Investment Board of Ventura County (WIBVC) has approached VACE to explore the possibility of developing registered apprenticeships in alignment with the upcoming Workforce Innovation and Opportunity Act (WIOA).



Ventura County Community College District

The Ventura County Community College District (VCCCD) is a public community college district serving residents throughout Ventura County. VCCCD’s three colleges — Moorpark College, Oxnard College, and Ventura College — offer programs for transfer to four-year colleges and universities; occupational and career technical training; basic skills instruction; as well as community service, economic development, and continuing education for cultural growth, life enrichment, and skills improvement. Each of the colleges provides a wide range of programs and services to students, as well as focusing on its own specialty areas. As of Fall 2013, VCCCD served 31,995 students. The colleges are accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

The VCCCD with approximately 1,577 employees is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges. The primary mission of the VCCCD is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. As noted in the tables below, the VCCCD recently awarded 2,790 associate degrees and 1,559 certificates. In 2011-2012, the VCCCD had 443 students transfer to the University of California system

as well as 1,778 transfers to the California State University system. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission.

The VCCCD works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. English as a Second Language instruction, developmental, Adult Education, and supplemental learning services that contribute to student success are offered and operated to meet the community needs. Additionally, workforce and economic development activities and services have been offered based on community demand and available resources. The District also improves the quality of community life by offering not-for-credit, recreational, vocational, cultural, and civic programming.

All VCCCD programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

Table 4. Ventura Community College District

STUDENT ENROLLMENT Approximately 31,995 Students District-Wide (Unduplicated Count - Fall 2013)		
Moorpark College	14,254 Students	
Oxnard College	6,961 Students	
Ventura College	12,979 Students	
Student Age District-Wide Fall 2013		
	Number	Percentage
< 18	1,647	5.1
18-19	9,785	30.6
20-21	6,801	21.3
22-24	4,911	15.3
25-29	3,543	11.1
30-34	1,731	5.4
35-39	1,038	3.2
40-49	1,469	4.6
50-64	958	3.0
65+	112	0.4
Average Age: 24.1 years		

DEGREES AND CERTIFICATES AWARDED BY COLLEGE 2012/13				
	Moorpark	Oxnard	Ventura	VCCCD
Associate Degrees	1,143	538	1,109	2,790
Certificates	720	282	557	1,559

Source: VCCCD Institutional Research

TRANSFER DATA 2011/12		
College	UC Transfer	CSU Transfer
Moorpark	298	918
Oxnard	24	235
Ventura	121	625
VCCCD Total	443	1,778

Source: VCCCD Institutional Research

STUDENT ETHNICITY District-wide Fall 2013		
	Number	Percentage
Asian	2,117	6.6
African American/Black	783	2.4
Hispanic	15,109	47.2
American Indian/Alaskan	110	0.4
Pacific Islander	87	0.3
Two or More Races	1,228	3.8
White	12,308	38.5
Unreported	253	0.8

V. Planning and Stakeholder Engagement

Shared Leadership Strategies

The leadership team of the VCAEC consists of members representing Adult Education programs in K-12 school districts and in community colleges. They include

- Michele Arso, Simi Valley Adult School and Career Institute
- Diana Batista, Oxnard Adult School
- Loredana Carson, Conejo Valley Adult Education (Co-director)
- Carmen Guerrero, Oxnard Community College
- Tim Harrison, Ventura Community College (Co-director)
- Teresa Johnson, Ventura Adult and Continuing Education
- Mike Sanders, Conejo Valley Adult Education
- Julius Sokenu, Moorpark College

Throughout the planning grant period, VCAEC leadership has endeavored to mirror the AB86 Work Group principles of *equality*, *inclusion*, and *transparency*. In addition, VCAEC leadership also adopted the following principles to guide its collective work:

- Promote shared leadership and decision-making
- Use consensus decision-making practices
- Leave special interests at the door
- Maintain a regional focus of problem solving
- Focus on the best outcomes for the students of the county
- Keep things as simple as possible
- Reflect the diversity of Ventura County
- Provide equitable funding
- Provide a venue that supports Ventura County to reflect and reorganize
- Provide flexibility throughout for regional planning to evolve and develop

Leadership team meetings were held at multiple sites throughout the year to allow members to familiarize themselves with different campuses and programs within the county. Members met regularly to identify tasks and design deliverables in accordance with timelines.

Table 5. Leadership Team Meetings

Date	Location
February 10, 2014	Conejo Valley Adult School
February 18, 2014	Conejo Valley Adult School
February 28, 2014	Conejo Valley Adult School
March 5, 2014	Oxnard College
March 17, 2014	Simi Valley Adult School
April 4, 2014	Ventura College Santa Paula Site
May 2, 2014	Oxnard College
May 9, 2014	Teleconference
May 12, 2014	Conejo Valley Adult School
May 29, 2014	Santa Paula Unified District Office
June 6, 2014	Teleconference
June 20, 2014	Moorpark College
June 27, 2014	Teleconference
July 11, 2014	Ventura Adult and Continuing Education
July 18, 2014	Teleconference
July 25, 2014	Oxnard College
August 1, 2014	Teleconference
August 22, 2014	Conejo Valley Adult School
August 29, 2014	Teleconference
September 5, 2014	Simi Valley Adult School and Career Institute
September 12, 2014	Teleconference
September 19, 2014	Ventura College
September 26, 2014	Teleconference
October 3, 2014	Ventura Adult and Continuing Education
October 10, 2014	Teleconference
October 17, 2014	Oxnard Adult School
October 24, 2014	Teleconference
November 6, 2014	Teleconference
December 1, 2014	Ventura Adult and Continuing Education
December 19, 2014	Teleconference
January 12, 2015	Oxnard College
January 16, 2015	Ventura County Office of Education
January 30, 2015	Conejo Valley Adult School
February 6, 2015	Simi Valley Adult School and Career Institute
February 12, 2015	Ventura Adult and Continuing Education
February 19, 2015	Ventura Adult and Continuing Education

Communications and Stakeholder Outreach

The VCAEC adult school members reported to their district superintendents and school boards by presenting information about the VCAEC directly at board meetings and by inviting



superintendents and school board members to meetings. Other district staff, such as assistant superintendents of secondary education and local high school principals, were also included in the outreach efforts.

Regional stakeholders remained informed about VCAEC activities through similar channels, as well as through announcements posted to the VCAEC website portal (<http://venturacountyadulthood.com/>), e-mails, press releases, attendance at key planning and working group meetings, survey participation, and other channels as deemed advisable and necessary by public interest and the VCAEC. Key outreach activities undertaken by the consortium are listed below.

Town Hall Meetings

In August 2014 students, stakeholders, partners, faculty, staff, and the community at large were engaged in the AB 86 planning process through local town hall meetings hosted by the seven participating schools, as well as through outreach to underrepresented areas of Ventura County. The meetings were held at Ventura Adult and Continuing Education, Ventura College-Santa Paula, Ventura County Community Foundation, Ventura College, Moorpark College, and Oxnard College. The objectives of these meetings were to assess needs and gaps, strengths and weaknesses, and opportunities and barriers in the provision of Adult Education services. Participants included partners and

VENTURA COUNTY ADULT Education Providers & Partners

Join us as we plan increased services for:

- High school diploma or high school equivalency certificate classes
- Citizenship, English as a Second Language and Workforce Prep Classes
- Adults with Disabilities
- Career Technical Education programs with high employment potential
- Apprenticeship programs

TOWN HALL MEETINGS

August 5:	Oxnard College – 6:00 – 8:00 pm
August 6:	Ventura Adult and Continuing Education – 3:30 – 5:30 pm
August 7:	Moorpark College – 3:30 – 5:30 pm
August 11:	Ventura College - Santa Paula site – 6:00 – 8:00 pm
August 12:	Ventura County Community Foundation – 3:00 – 5:00 pm

Visit our website for more information:
www.VenturaCountyAdultEd.com
RSVP (805) 289-6535 or info@venturacountyadulthood.com

stakeholders representing Ventura County area institutions, organizations, and interested community members.

Table 6. Town Hall Meetings

Date	Location
August 5, 2014	Oxnard College
August 6, 2014	Ventura Adult and Continuing Education
August 7, 2014	Moorpark College
August 11, 2014	Ventura College Santa Paula Site
August 12, 2014	Ventura County Community Foundation

Town Hall meetings took the form of facilitated open-discussions. Notes were compiled and analyzed using an exploratory applied thematic approach. A summary of findings may be found in Appendix A.

Surveys

Surveys were used to collect data from various stakeholders including administrators, faculty, and classified staff from participating member organizations. In addition, students were also surveyed to obtain their points of view regarding current AB86 Adult Education services and delivery modalities, as well as innovations for which they would appreciate future consideration. For the Faculty / Staff survey, 260 surveys were completed. Students completed a total of 2471 surveys. Findings for both the Faculty / Staff survey and Student surveys may be found in Appendix A.

Faculty Working Group Meetings

Faculty working groups were jointly convened in November 2014. Activities included crosswalks of educational courses and programs that make up pathways, as well as identification of strategies to address Objectives 3 and 5. The crosswalks were used to establish common ground during faculty and administration working group sessions, and



together with the work plan templates provided by the AB86 working group, helped lay the groundwork for effective collaboration between consortium institutions. A synthesis of findings from these meetings may be found in Tables 3 and 5 in Appendix A.

Table 7. Working Group Meetings

Date	Location
November 14, 2014	Moorpark College
November 21, 2014	Ventura Adult and Continuing Education
January 23, 2015	Ventura College
February 27, 2015	Ventura County Community Foundation

Key Informant Interviews

In order to develop a deeper understanding of the Ventura Education Consortium’s (VCAEC) perspectives on the key components necessary to expand and improve the current system of programs and services for adult learners offered within the region, VCAEC conducted interviews with several key informants within VCAEC leadership as well as with partners important to VCAEC. Interviewees include business CEOs, county government officials, community college and California State University administrators, as well as the executive director of the Ventura County Workforce Investment Board and the director of the Career Education Center at the County Office of Education. The goal was to obtain the viewpoints about the current K-12, adult education, and community college district systems, and to understand stakeholders’ various priorities, perspectives, and potential approaches to the work of AB86.

Key informant interviews included four to five required questions, depending on time availability of the interviewee and their knowledge base, and five additional questions that could be answered if time permitted. During each phone interview, notes were taken and saved individually for each interview. Interview notes were compiled and analyzed using an exploratory applied thematic approach. Protocols and summaries of findings may be found in the Appendix.

VI. Regional Plan Objectives

Objective I: An Evaluation of Current Levels and Types of Adult Education Programs within the Region

Seven of eight consortium member institutions currently administer programs in elementary, basic and secondary skills, classes and courses for immigrants, short term CTE, and adults with disabilities. Santa Paula Unified School District does not have an adult school and therefore had no data to report. The four active K-12 adult education programs of Conejo Valley, Oxnard, Simi Valley, and Ventura provided the required quantitative data for each of the five program areas. Likewise, Moorpark, Oxnard, and Ventura Colleges of the Ventura Community College District worked together to develop operational definitions for AB 86 requirements and ensure consistent data among the colleges.

Overall, in Ventura County, there were 18,829 unduplicated enrollments in Adult Education courses and/or programs in 2013-14. The largest proportion of enrollments (45%) was in Elementary and Secondary Basic Skills (8,436 students) and 30% (5,616) were enrolled in ESL / Classes for Immigrants. Another 3,809 students (20%) were enrolled in Short-Term CTE courses and nearly 1,000 students (5%) participated in courses for Adults with Disabilities. Total Operational Costs for the 2013–14 academic year tally at \$20,510,929.

Program #1: Elementary and Secondary Basic Skills

Ventura County’s adult schools and community colleges provide a broad range of services for adult students needing elementary and secondary skills in mathematics, reading, and writing. These skills are required to propel adults to the next level of academic attainment, whether in engagement in employment or through further postsecondary coursework.

Table 8. Elementary and Basic Skills

	CVAE	OAS	SVASCI	VACE	MC
Basic / Elementary Reading	X	X	X	X	X
Basic / Elementary Math	X	X	X	X	X
Basic Writing	X	X	X	X	X
High School Diploma Courses	X	X	X	X	
HSE Preparation - English	X	X	X	X	
HSE Preparation - Spanish		X		X	
CAHSEE Preparation		X	X	X	
SAT Preparation	X				
Bridge Pre-Algebra	X				
Bridge Writing & Critical Reading	X				

Ventura College has a Basic Skills Committee that provides basic skills workshops as well as communicates basic skills course plans to students.⁹ The Basic Skills Committee is designed to enhance faculty awareness of students' needs and share resources that promote positive student outcomes in the acquisition of basic skills.¹⁰ They also collaborate with faculty from the Math, English, and ESL departments to ensure that the disciplines' respective requests are met.¹¹ The satisfaction rate for this committee currently registers at 75.8%.¹² Moving forward, Ventura College is in the processes of improving evaluation standards for basic skills and developmental education programs.

Oxnard College utilizes many venues to enhance the quality of basic skills instruction and developmental education. Through the support of the Student Services Leadership Team, Oxnard College has continuously evaluated student-learning outcomes (SLOs) in order to enhance its services.¹³ Since 2010, the Learning Outcomes Team (LOT) has functioned as a participatory governance committee,¹⁴ thus helping to foster greater alignment across educational curriculum. Continuous assessment regarding the efficacy of the ESL, English, and math departments has remained the core objective of Oxnard College; in fact, a transitional math program was recently developed to prepare students for college-level math.¹⁵

Currently, students can receive online support in such disciplines as math, English, and history¹⁶ as part of a broader effort to address educational gaps. Through evaluation of English, math, and reading placements, the Program Effectiveness and Planning Committee has focused attention on enhancing instructional programs.¹⁷

Moorpark College: Student learning programs and services are a cornerstone of Moorpark's mission, and as such, the status of programs is continuously evaluated.¹⁸ Since 2011, Moorpark staff has sought to better define student outcomes from entry into school towards course completion, with particular emphasis on fostering progress in English and

⁹ Ventura College Mid-Term Report Oct. 2013, Pg. 9

¹⁰ Ventura College Mid-Term Report Oct. 2013, Pg. 21.

¹¹ Ventura College Mid-Term Report Oct. 2013, Pg. 22.

¹² Ventura College Mid-Term Report Oct. 2013, Pg. 20.

¹³ Oxnard College Mid-Term Report Oct. 2013, Pg. 5.

¹⁴ Oxnard College Mid-Term Report Oct. 2013, Pg. 9.

¹⁵ Oxnard College Mid-Term Report Oct. 2013, Pg. 29.

¹⁶ Oxnard College Mid-Term Report Oct. 2013, Pg. 23.

¹⁷ Oxnard College Mid-Term Report Oct. 2013, Pg. 17.

¹⁸ Moorpark College Mid-Term Report Oct. 2013, Pg. 7.

mathematics.¹⁹ Moorpark College has set an intention to improve SLOs within its course programming.²⁰

The English Department of Moorpark College, for example, has improved its coursework by aligning curriculum and improving transitional programs in order to decrease course repetition and provide review of basic skills.²¹ Currently, the English Department primarily relies on self-placement exams in order to connect students to an appropriate level of study. The Mathematics Department is exploring evaluation options in an effort improve its placement rates.²²

In order to improve the efficacy of its basic skills and developmental courses, Moorpark has developed a plan that offers SLO workshops to faculty and adjustments to the assessment process in order to better serve student needs.²³ Identifying core competencies is a crucial aspect of this plan.²⁴ Groups such as the Student Services Council and Learning Communities Committee will offer ongoing recommendations regarding basic skills and developmental education.²⁵

Simi Valley's Adult Basic Education (ABE) programs offer a number of instructional opportunities.²⁶ ABE courses address basic math, language arts, and reading skills, and can be accessed online via a Learning 100 Reading program.²⁷ In addition, the school offers non-credit Adult Literacy classes for anyone who needs to learn or improve reading skills. Students work one-on-one with volunteer tutors in this program, which runs in partnership with the Ventura County Library's Adult Reading Program at the Simi Valley Library.

Adult students can also enroll in occupational programs that integrate technical training with basic skills.²⁸

In addition to ABE programs, Simi Valley provides Adult Secondary Education (ASE) consisting of High School Diploma and High School Equivalency program.²⁹ A High School

¹⁹ Moorpark College Mid-Term Report Oct 2013, Pg. 51.

²⁰ Moorpark College Mid-Term Report Oct. 2013, Pg. 2.

²¹ Moorpark College Mid-Term Report Oct. 2013, Pg. 11.

²² Moorpark College Mid-Term Report Oct. 2013, Pg. 12.

²³ Moorpark College Mid-Term Report Oct. 2013, Pg. 9.

²⁴ Moorpark College Mid-Term Report Oct. 2013, Pg. 49.

²⁵ Moorpark College Mid-Term Report Oct. 2013, Pg. 62.

²⁶ Simi Valley Adult School and Career Institute Self-Study April 2013, Pg. 20.

²⁷ Simi Valley Self-Study, Pg. 22.

²⁸ Simi Valley Self-Study, Pg. 2.

²⁹ Simi Valley Self-Study, Pg. 28.

Diploma/High School Equivalency program expands on basic skills courses to offer a challenging curriculum that engages both adult and high school students.³⁰

Faculty regularly analyze data to ensure that the programs are meeting student needs.³¹

Analysis of the efficacy of High School Diploma and High School Equivalency programs is especially essential in light of a 2012 Simi Valley Adult School & Career Institute (SVASCI) study that determined that 80% of employers surveyed valued academic certification.³²

Conejo Valley Adult Education (CVAE) in Thousand Oaks offers courses in Adult Basic Education (ABE) and high school equivalency (HSE) preparation, as well as high school diploma completion.³³

The ABE program at CVAE includes Basic Math Skills and Functional Writing classes. These classes are taught by a credentialed instructor with semester long curriculum. In addition, Literacy Center provides space for one-on-one tutoring to students needing assistance with reading, writing, and math. Approximately 100 trained community volunteers provide tutoring services for struggling students. This tutoring service is offered to all students and members of the community who may need help, including ESL, HSE and Transition students. The Literacy Center has recently obtained the Barton program for students with special reading needs such as dyslexia. Patterns in Spelling is also used for students who need help with spelling.

The Adult Secondary Education program consists of HSE Prep, High School Diploma and Bridge (Transition) classes. CVAE offers semester-long classes in all five HSE subjects: classes math, writing, reading, social studies and science and offered both morning and evening. The curriculum was developed and updated to prepare students for the California Common Core Standards-Based assessments. Both the HiSET and GED tests are offered in the testing center.

CVAE offers transition classes to help for both ESL and non-ESL students enhance the skills necessary for vocational programs and community college. Bridge (or transition) classes are offered in writing, critical reading, and pre-algebra. These students have goals of going to college or vocational programs. Many of the students attending these classes have

³⁰ Simi Valley Self-Study, Pg. 21.

³¹ Simi Valley Self-Study, Pg. 28.

³² Simi Valley Self-Study, Pg. 3.

³³ WASC Self-Study Report April 2012, p. 15.

been out of the workforce for many years, and some are being retrained for different careers. The curriculum was developed in alignment with course outlines from Moorpark College, and in partnership with the college.

Oxnard Adult School (OAS) offers non-credit Adult Basic Education instruction in reading, writing, spelling, and math at student appropriate skill levels. Students may enroll in classes at any time. The school also offers non-credit adult literacy classes for students who need to learn or improve their reading skills. Students work one-on-one with volunteer tutors in this program, which runs in partnership with the Ventura County Library's Adult Reading Program at the Camarillo Library. OAS offers an Adult High School Diploma Program with computer-assisted instruction, and an Adult Learning Center that provides individualized instruction for students seeking diplomas. Students also may complete their General Educational Development classes and take either the GED exam or the HiSET tests. Additionally, OAS' Migrant Program is offered for students aged 18-22 whose family members work in agriculture, fishing, or the transport or preparation of agricultural products. Students must have made work-related moves within the last three years to qualify. This program, which provides students financial assistance for educational materials, textbooks, and fees, also ties into OAS' ESL, GED, diploma and vocational classes.³⁴

Ventura Adult and Continuing Education offers programs to assist community members with basic adult skills to improve literacy and math skills, High School Equivalency (HSE) and General Educational Development (GED) classes to earn equivalency certificates, and to earn high school diplomas by completion of state and local course requirements, and successful passage of California High School Exit Exams (CAHSEE). All programs are offered to the community to help prepare learners with academic and technological skills needed for today's workforce and college readiness. VACE offers lab, lecture, independent studies, and online courses to assist students in meeting their goals. GED preparation classes are offered in both English and Spanish,³⁵ and testing is available onsite for both languages.

Program #2: Classes for Immigrants (ESL, Citizenship)

All four member adult schools and three community colleges enroll English language learners. The community colleges do not offer any noncredit basic skills courses in ESL /

³⁴ Oxnard Adult School, Web site, 10.29.14.

³⁵ VACE "WASC Postsecondary Supplement to the COE/WASC Self-Study Report" Aug. 2013, p. 13.

Citizenship, but they do offer them in the form of credit basic skills courses. Currently, there are no publicly funded programs for adults to learn English in the high-need Santa Paula, Fillmore, Ojai, and Piru corridor area, although some school districts and libraries provide limited ESL services.

Table 9. Classes for Immigrants

	CVAE	OAS	SVASCI	VACE	MC	OC	VC
ESL Beginning Literacy	X	X	X	X ^o			
ESL Beginning	X	X	X	X ^o	X		X
ESL Intermediate	X	X	X	X ^o	X		X
ESL Advanced	X	X	X	X ^o	X		X
ESL Transition			X				
ESL Conversation	X		X			X	X
ESL Grammar	X		X			X	X
ESL Pronunciation	X		X				
ESL Vocabulary & Idioms	X		X				X
ESL Secondary Academic							
ESL College Academic							X
VESL Communication		X					
VESL							
TOEFL Preparation	X						
U.S. Citizenship Preparation	X	X	X	X			

^o Courses are multilevel

Conejo Valley Adult Education enrolls ESL students in its GED certificate and citizenship preparation programs. Increased space and funding are needed to support more ESL classes and meet demands in the community.³⁶ Classes are currently offered mornings and evenings in six levels of instruction with additional electives offered in the afternoon. In addition, CVAE uses a hybrid program in which combines fact-to-face instruction with access to online interactive activities through Burlington English. An innovative feature of this program allows students with limited time to make significant progress working either on their home computers or working in CVAE's computer lab. Students who complete the ESL series progress to into courses for high school equivalency tests, if necessary, or into the Bridge Program if they are considering attending college or are ready for vocational programs or the workplace.

Oxnard Adult School offers a strong ESL program at multiple class locations throughout the community. Through Oxnard's beginner, intermediate, and advanced ESL programs, adult ESL learners can access critical linguistic, conversational, and literacy skills. Oxnard ESL provides both day and evening classes. For those students who have achieved

³⁶ WASC Self-Study Report Conejo Valley Adult School, April 2012 p. 136.

proficiency as high intermediate ESL learners, it is possible to enroll in a non-credit citizenship course.

Ventura Adult and Continuing Education offers ESL classes that are designed to help students improve reading, writing and verbal English skills. Classes incorporate English literacy and civics education curricula. Additionally, students may receive instruction to prepare them for the U.S. Naturalization Test. All ESL classes offer a blend of traditional teacher-led instruction and computer-based learning to ensure students are not only prepared to reach academic, community and career goals, but also acquire technological skills for the 21st Century.³⁷ Blended learning models allow students the opportunity to learn both in and outside the classroom. Classes are offered morning and evening, both on VACE's main campus and three off-site locations in Ventura. An additional off-site class in the Santa Paula area is scheduled to begin in March of 2015.

Simi Adult School and Career Institute offers several levels of ESL instruction for students in classes held at night and during the day. Classes develop students' ability to listen, understand and communicate in English in progressive levels. The school offers an ESL transitional course to prepare students for employment, advanced education, further writing skills, accent reduction, history, American culture and conversation.³⁸ In addition, the school offers non-credit Adult Literacy classes for students who need to learn or improve reading skills. Students work one-on-one with volunteer tutors in this program, which runs in partnership with the Ventura County Library's Adult Reading Program at the Simi Valley Library.

Oxnard College offers a variety of ESL courses in two levels in grammar and writing, oral and listening skills, and reading. The College's 2013-19 Educational Master Plan outlines a goal to increase the timely student completion of degrees, certificates, and transfers by "partnering more effectively and more broadly with Adult Education to provide learning opportunities in ESL, English and math and create a clear connection and bridge credit programs."³⁹

³⁷ WASC Postsecondary Supplement to the COE/WASC Self-Study Report, p. 14.

³⁸ Simi Valley Adult School and Career Institute Class Index, Web, 10.29.14.

³⁹ Oxnard College EMP 2013-29, p. 17.

Moorpark College has an English as a Second Language Department that offers a language lab and tutoring services for students, as well as evening classes.⁴⁰

Ventura College offers classes in English as a Second Language (ESL) and English for Multilingual Students (EngM). Classes in Oral Communication, Reading and Vocabulary, and Writing and Grammar are offered on a rotational basis in beginning, intermediate, advanced, and Academic Prep levels. Classes are offered during the day at Ventura College and during the evening at the Ventura College Satellite Site in Santa Paula.

Program #3: Short-Term CTE

In the Ventura region, only the adult schools offer Short-Term CTE courses as defined by AB 86. The community colleges do not offer any noncredit Short-Term CTE courses. Likewise, some of the most successful Adult School CTE programs were also unable to be included in the data presented. Consequently, what is presented provides only a limited view of the full range of opportunities VCAEC institutions provide to their students. Reporting along the parameters of the AB86 planning grant, Ventura Adult schools showed enrollments in qualified Short-Term CTE programs totaling 3,809 for the 2013 – 2014 academic year. Operational Costs for these programs total \$6,274,468 for the same period, with ADA / FTES numbers averaging 227.7 and 126.85 for adult schools and community colleges, respectively. An inventory of current CTE programs may be found in the below.

Table 10. Career and Technical Education

	CVAE	OAS	SVASCI	VACE	MC	OC	VC
AGRICULTURE BUSINESS							
Biological Science/Water Science	X						X
Coastal Environmental Studies						X	
Exotic Animal Training					X		
Floral Design		X					
ART / MEDIA / ENTERTAINMENT							
Adobe After Effects				X			
Adobe Illustrator	X		X	X		X	
Adobe Photoshop	X		X	X	X	X	X
Adobe Production Graphics	X		X	X	X	X	
Basic/Intro to Computers - English	X	X	X	X			
Basic/Intro to Computers - Spanish		X					
CAD – Revit †			X				
CAD - Solidworks Technician †			X	X			
CAD Drafting & Design †			X	X	X		X
Cascading Style Sheets (CSS)			X	X		X	

⁴⁰ Moorpark College Web site, 10.29.14.

Cosmetology *			X				
Digital Multimedia Technician			X	X	X	X	X
Digital Photography	X		X		X	X	X
Dreamweaver	X		X	X		X	
DVD Studio Pro				X			
Esthetician*			X				
Film/Graphic Design/Multimedia/Theater						X	
Final Cut Pro				X			
Graphics Designer for Web				X	X		
HTML			X	X			
InDesign	X		X	X			
Internet/The Cloud	X		X	X			
MAC OS X			X	X			
Manicuring *			X				
Multimedia - 3ds MAX			X			X	
Photography						X	X
Studio Production Technician				X	X		
TV/Filmmaking/Media Arts							X
WordPress Fundamentals				X			

CVAE OAS SVASCI VACE MC OC VC

BUILDING TRADES & CONSTRUCTION							
Building Inspection/Construction							X
Computer-Aided Drafting Technician				X			
CAD-Revit†			X	X			
Drafting Industrial Design							X

CVAE OAS SVASCI VACE MC OC VC

BUSINESS & FINANCE							
Accounting/Computerized	X	X	X	X	X	X	X
Accounting/QuickBooks							
Accounting/Business					X	X	X
Accounting Clerk				X			
Administrative Assistant	X		X	X		X	X
Bookkeeping	X		X	X		X	X
Business Administration and Management	X			X	X	X	X
Business English			X	X		X	X
Business Manager/World Wide Web				X			X
Business Math			X	X		X	
Computerized Office Professional				X			
Customer Service Representative/Collections			X	X		X	
Data Entry/Inventory Technician				X		X	
Electronic Calculator			X	X			
Email	X		X	X			
Human Resource Management				X	X	X	X
Keyboarding		X	X	X		X	
Machine Transcription			X	X			
Microsoft Certified Systems Administrator				X		X	
MS Access	X	X	X	X	X	X	
MS Excel	X	X	X	X		X	
MS Outlook	X	X	X	X		X	
MS PowerPoint	X	X	X	X		X	
MS Publisher			X	X		X	
MS Windows	X	X	X°	X		X	
MS Word	X	X	X	X		X	
Office Clerk/Manager	X		X	X		X	
Payroll Technician				X		X	
Receptionist			X			X	X

	CVAE	OAS	SVASCI	VACE	MC	OC	VC
EDUCATION, CHILD DEVELOPMENT, FAMILY SERVICES							
Child Development / Early Childhood Education					X	X	
Child Development							X
ENGINEERING & DESIGN							
CAD/CAM DRAFTING/DESIGN			X	X	X		X
Engineering					X		
Industrial Design/Manufacturing							X
Rapid Prototyping Fundamentals				X			
SolidWorks Technician †			X	X			
ENERGY & UTILITIES							
Environmental Control Technology							X
Solar Technology (Photovoltaic Technology)							X
FASHION & INTERIOR DESIGN							
Clothing Construction		X					
HEALTH & SCIENCE TECHNOLOGY							
Biotechnology					X		
Certified Caregiver	X						
Certified Nursing Assistant *		X	X				X
CPR	X	X	X	X		X	
Dental Technology			X				
Electrocardiography Technician	X		X				
Emergency Medical Technician †	X		X		X	X	X
Health Information Management & Technology (HIMT)					X		
Health Education /Dental Assistant / Hygiene / Kinesiology						X	
Home Health Aide *		X°	X				X
Kinesiology/RN/Radiation Tech/Biotechnology					X		
Math for Meds				X			
Medical Assistant - Back (Clinical) †	X	X	X	X			X
Medical Assistant - Front (Admin) †	X	X	X	X			X
Medical Assistant - Front and Back †	X		X	X			X
Medical Billing / Coding	X		X	X			X
Medical Laboratory Assistant	X						
Medical Law and Ethics				X			
Medical Receptionist			X	X			
Medical Clinical Technician	X						
Medical Terminology		X	X	X			X
Medical Transcribing			X				
Nursing Science (RN Program)							X
Paramedic †							X
Pharmacy Technician †	X	X	X	X			
Plebotomy *	X		X				
Physical Therapy Aide	X		X				
Radiologic Technology					X		
Respiratory Therapy †‡			X				
Surgical Technologist *			X				

	CVAE	OAS	SVASCI	VACE	MC	OC	VC
HOSPITALITY & TOURISM							
Nutrition 101	X						
Culinary Arts/Restaurant Management						X	

	CVAE	OAS	SVASCI	VACE	MC	OC	VC
INFORMATION TECHNOLOGY							
Adobe AfterEffects			X	X		X	
Adobe Acrobat			X	X		X	
Adobe Flash			X	X		X	
Computer Business Apps (combined)		X	X	X		X	X
Computer File Management	X			X		X	
Computerized Marketing Support Technician				X		X	
Computer Network System Engineering					X	X	
Computer Support Technician (A+ Exam Preparation) †				X		X	
Desktop Publishing			X	X			
Game Design					X		
Graphic Design		X	X	X	X		
Microsoft Certified Systems Administrator †				X			
Network Support Technician (N+ Exam Preparation) †				X			
Security & Exam Preparation †				X			
Web Design & Development/Management	X		X	X	X		

	CVAE	OAS	SVASCI	VACE	MC	OC	VC
MANUFACTURING							
Biotechnology Manufacturing					X		
Machinist Training †			X				
Upholstery		X	X				
Welding†		X	X			X	X

	CVAE	OAS	SVASCI	VACE	MC	OC	VC
MARKETING / SALES / SERVICE							
Business Management / Marketing / Advertising				X	X	X	X
Computer Marketing Support Technician				X			
Real Estate Practice	X		X				
Real Estate Finance			X				
Real Estate Principles			X				
Real Estate Property Management			X				

	CVAE	OAS	SVASCI	VACE	MC	OC	VC
PUBLIC SERVICE							
Administration of Justice Criminal					X		X
Fire Technology						X	
Human Services/Social Work							X
Legal Secretary			X	X			
Legal Terminology			X			X	
Paralegal Studies						X	
Proofreading			X				
Resume Writing/Interviews/LinkedIn	X		X	X			

	CVAE	OAS	SVASCI	VACE	MC	OC	VC
TRANSPORTATION							
Auto Body		X				X	

DSC classes ensure the professional expertise of Ventura County’s CTE teachers, equip adult education instructors with counseling services, and offer educational pathways for the implementation of industry standards, as well as enhance instructors’ expertise and address personal needs.

In 2010, **Oxnard College** adopted “Economic Development and Workforce Training” as one of its six objectives⁴¹. Oxnard College’s Career and Technical Education programs comprise advisory boards selected to provide valuable input regarding both industry demands and student needs.⁴² Oxnard College’s CTE program uses a variety of methods to track licensure exam passage, including online testing systems.⁴³ Since 2013, Oxnard has developed several new CTE programs, including Addictive Disorders Studies for drug counselors (certificate and A.S. degree), Administrative Assistant (certificate and A.S. degree), Computer Network/Information Technology (certificate and A.S. degree), Dental Assisting (certificate and A.S. degree), Human Services (certificate and A.S. degree), and Television, Filmmaking and Media Arts certifications.

Ventura College’s Office of Institutional Research and California’s Research and Planning Group have worked together to examine CTE outcomes.⁴⁴ In 2011, college officials partnered with eleven other colleges statewide in a pilot project called the CTE Employment Outcomes Survey study. The study targeted students earning CTE degrees or certificates (completers), and those who completed at least twelve units in a vocational area but did not re-enroll the next year (leavers). The project found that both completers and leavers were generally satisfied with their training and education. A second survey conducted in 2013 that included 35 colleges or college districts showed Ventura College’s positive results were very similar to statewide data on employment after CTE programs. Both groups reported wage gains as a result of their post-secondary work. The two newest CTE programs at Ventura College are Administrative Assistant (certificate) and Medical Assistant-Multi-Skilled (certificate and A.S. degree). Additionally, the College’s Academic Senate has implemented a review rubric for CTE assessment processes to evaluate employment gains.⁴⁵

⁴¹ Oxnard College Self Report, Pg. 23.

⁴² Oxnard College Self Report, Pg. 23.

⁴³ Oxnard College Self Report, Pg. 28.

⁴⁴ Ventura College Final Accreditation Midterm Report Oct. 2013, Pg. 10

⁴⁵ Ventura College Self Report, Pg. 15

Moorpark College has identified “Responsiveness to the Marketplace in Career Training” as one of its four major goals.⁴⁶ To that end, Moorpark seeks to strengthen its career certification policies and programming.⁴⁷ As of 2013, the Chancellor’s Consultation Council set the intention to streamline pathways to obtaining certifications.⁴⁸ Data representing the employment rate of CTE cohorts⁴⁹ is currently being used as part of Moorpark’s larger self-evaluation process. Moorpark maintains many collaborative relationships with local organizations, including the District’s Division of Economic Development.⁵⁰ Moorpark introduced several new CTE programs in 2012, including Child Development Associate Teacher (certificate), Computer Network Systems Engineering for Windows (certificate), Computer Network Systems Engineering (A.S. degree), Graphic Design (A.S. degree & certificate), Medical Coding (certificate) and Photography (certificate and A.S. degree).

Over the last five years, Moorpark College’s CTE programs met or exceeded state targets for Perkins 1C indicators of student success in all areas. The College plans to continue to improve completion and placement of special populations and nontraditional students. In 2011, Moorpark College was a founding partner along with eleven other colleges statewide in a pilot project called the CTE Employment Outcomes Survey study. The study targeted students earning CTE degrees or certificates (completers), and those who completed at least twelve units in a vocational area but did not re-enroll the next year (leavers). The project found that both completers and leavers survey respondents from Moorpark reported a 93% overall satisfaction with their training and education. Subsequent surveys conducted in 2012 and 2013 that included over 40 colleges affirmed that Moorpark College’s positive results were very similar to statewide data on employment after CTE programs. Both groups reported hourly wage gains increase of 35% because of their post-secondary work.

Simi Valley Adult School and Career Institute (SVASCI) is equipped with career counselors and offers students opportunities to enroll in such programs as the Workforce Investment Act and the Trade Allowance Adjustment program.⁵¹ A robust enrollment at SVASCI resulted in the awarding of 1,163 certificates during the 2011-12 school year.⁵² CTE courses range from cosmetology and surgical technology to medical assistant and

⁴⁶ Moorpark Self Study, Pg. 6

⁴⁷ Moorpark Self Study, Pg. 55

⁴⁸ Moorpark Self Study, Pg. 24

⁴⁹ Moorpark Self Study, Pg. 25

⁵⁰ Moorpark Self Study, Pg. 29

⁵¹ Simi Valley Adult Self Report, Pg. 29.

⁵² Ch. 1 “Simi Valley Adult School, Community, Student Characteristics”, p. 6.

respiratory therapy.⁵³ Simi maintains partnerships with local businesses, industries, and community organizations in order to offer support services and connections integral to increasing students' preparedness for entering the workforce.⁵⁴ The Job and Career Center frequently assess the status of these collaborations.⁵⁵ Agencies that support CTE programs include Ventura County Cal WORKS and the Employment Development Department.⁵⁶ Furthermore, Simi Valley organizes a Chamber of Commerce Education Sub-Committee responsible for linking SVASCI students to local businesses.⁵⁷ SVASCI's integration of community stakeholders into its CTE programming has thus played a positive role in generating successful student outcomes.

At **Conejo Valley Adult Education**, postsecondary students may take CTE certificate programs in two key areas: computer training and medical careers. The Computer Training Center offers programs in receptionist, general office assistant, junior administrative assistant, administrative assistant, Word, Excel, Outlook technician, legal secretary/assistant, customer service representative, computerized accounting technician, office manager/computerized accounting technician II, marketing support assistant, and web development technician. The Medical Department offers certificates in phlebotomy technician, medical billing and coding, front/back office medical assistant, front and back office operations and procedures, pharmacy technician, physical therapy aide, and Emergency Medical Technician. A unique feature of the Medical Department is that it offers externship opportunities for program graduates. These opportunities have proven valuable for students and remain a strong predictor of student success.

The lack of CTE opportunities in Santa Paula and Fillmore has implications for the economic development potential in these areas. If such opportunities could be provided, it would help mitigate the high unemployment rate in these areas and could help revitalize the main streets and empty storefronts in the downtown areas.

Program #4: Adults with Disabilities (AWD)

Conejo Valley Adult School, Oxnard Adult School, Ventura Adult and Continuing Education, and each of the consortium's three community colleges administer programs for adults with disabilities. In 2013–14, members showed 968 enrollments in courses devoted to

⁵³ Simi Valley Adult Self Report, Pg. 34.

⁵⁴ Simi Valley Adult Self Report, Pg. 29.

⁵⁵ Simi Valley Adult Self Report, Pg. 30.

⁵⁶ Simi Valley Adult Self Report, Pg. 34.

⁵⁷ Simi Valley Adult Self Report, Pg. 35.

developing functional and life skills. Operational costs to administer these programs totaled \$1,405,158. Moreover, each member provides additional supports to their special needs populations.

Table 11. Adults with Disabilities

	CVAE	OAS	VACE	MC	VC
Life Skills	X	X	X	X	X
Community Access Skills	X	X	X		
Workplace Skills	X	X	X		
Functional Academics	X	X	X		
Physical Education					X

At **Conejo Valley Adult Education (CVAE)**, the United Cerebral Palsy (UCP) Program is designed to assist disabled adults in the development of life skills. Assessment for this program is difficult in many cases, as most clients have very basic skills.⁵⁸ In 2012, the program was converted from a funded program to a partner program. UCP rents space from CVUSD to continue to provide services to adults with cerebral palsy. Due to budget cuts, the program could not continue to receive support from the CVAE.

Ventura Adult and Continuing Education (VACE), in cooperation with The Arc of Ventura County, provides programs for individuals with intellectual and developmental disabilities. Students who enroll in this program are given training opportunities in life skills, community access skills, and employment readiness training.⁵⁹

Students with disabilities are provided accommodations in VACE programs. In addition, many clients from the Ventura county Department of Rehabilitation enroll in VACE’s CTE programs, with significant success in attaining jobs in the content areas in which they were trained.

Simi Valley Adult School and Career Institute makes accommodations for individuals with disabilities within its programs. The campus office directs these students to the appropriate resources.

Oxnard Adult School enrolls adults with developmental disabilities in specialized classes through its main campus as well as through affiliate service providers. The office staff directs these students to the appropriate resources.

⁵⁸ WASC Self-Study Report Conejo Valley Adult School, April 2012 p. 121.

⁵⁹ VACE WASC Postsecondary Supplement to the COE/WASC Self-Study Report, p. 11.

Oxnard College's Student Services Center provides administrative support for disabled students.

Ventura College's Educational Assistance Center (EAC) provides support services, accommodations, and special classes to enable students with disabilities to fully participate in the educational process. The Learning Resources Center provides a newly designed disabled students training lab. EAC classes teach college and life strategies. Adapted Physical Education classes enable students to participate in a self-paced physical exercise program to meet individual physical and personal needs. And finally, Learning Skills (LS) classes assist students who have a history of delayed academic achievement or have a difficulty mastering basic skills.

Moorpark College's Accessibility Coordination Center & Educational Support Services program assures that all Moorpark College classes, activities, and facilities are accessible to disabled students.

Program #5: Apprenticeships

Currently, there are no apprenticeship programs at any of the reporting member institutions of the VCAEC. However, Ventura County has access to several Local Educational Agencies and sponsors for apprenticeships. Among these are: California Fire Fighter Joint Apprenticeship Committee for fire fighter, fire fighter II, fire medic, paramedic, fire officer, fire engineer, fire apparatus engineer, fire inspector, hazardous materials technician, training officer, fire marshal, fire prevention officer, fire fighter paramedic and arson/bomb investigator; sheet metal specialties; Ventura County Electrical JATC; and Apprenticeship Journeyman Training Trust Fund in pipefitting, plumbing, steam fitting, refrigeration and air conditioning mechanic, and maintenance plumber service and repair.

Table 12. Externships by Program

	CVAE	OAS	SVASCI	VACE
Certified Nurse Assistant (CNA)	0	1	1	0
Dental Assistant	0	4	0	0
Emergency Medical Tech (EMT)	0	0	3	0
Medical Assistant	30	29	13	20
Pharmacy Tech	18	3	0	5
Phlebotomy	3	0	2	0
Physical Therapy	12	0	0	0
Respiratory Therapy	0	0	5	0
Surgical Tech	0	0	8	0

Further, many adult school programs feature externship opportunities for students who have completed coursework for certification. Area medical certificate programs have been particularly successful with this model, with successful participation in externships often resulting in job placement. Ventura County is poised to expand these opportunities. Ventura County Innovates is a recent recipient of an up to \$13 million dollar grant for the California Career Pathways Trust, as is Oxnard Union High School District, with funding in the up to \$6 million dollar grant category. Together, these California Career Pathways Trust Grants provide unique opportunities for all of Ventura County’s public institutions to develop work immersion experiences in industries ranging from agriculture to technology. A list of partner sites may be found below.

Table 13. Externship Sites

- | | |
|--|--|
| A E Skin | Dr. William E. Starr |
| Abrishami Derm | Dr. William Shaffer |
| Advanced Foot and Ankle Center | Fillmore Medical Group |
| Aegis Medical Systems | Las Islas Medical Group |
| Andrew M. Matthew, Inc.: Carla N. Tahan, M.D. | Moorpark Eye Care |
| Arroyo Oaks Medical Group, Inc. | Radiation Oncology |
| Cardiovascular Care Center | Santa Paula Hospital |
| Caroline C. Poeszak, M.D., Inc. | Shoreline Care Center |
| Center for Medical Weight Loss | St. Johns Medical Center |
| Channel Islands Urgent Care | Sunrise Physical Therapy |
| Conejo Dermatology | US HealthWorks |
| Conejo Pain Specialists Medical Group | Valley Medical Group |
| Costal Dermatology Medical & Cosmetic Center | CVS Pharmacy |
| Dr. Sherif Khamis, Inc. | Seena Pharmacy |
| Five Oaks Medical: Varol S. Togay | Walgreen's Drug Store |
| Glenn D. Cohen, M.D. | Simi Valley Care Center |
| Heart Center-Southern CA, Inc.: Vinod K. Gupta, M.D. | American Medical Response, Inc. |
| Jack M. Gindi, M.D., FACP, DABMA | MedResponse, Inc. |
| Jacob & Henein, Inc. | Simi Valley Hospital |
| Lifestart Fertility Center: Anita Singh, M.D. | Advanced Foot and Ankle Medical Care |
| Newbury Park Urgent Care | Channel Islands Urgent Care |
| Pediatric Affiliates Medical Group | Dr. Daphne Panagotacos |
| Shahzad Shareghi, M.D. | Dr. Kodama & Associates |
| Shariar Cohen, M.D. Comprehensive Treatment Center | Dr. Steven Suchman |
| Simi Pediatrics: Yale I. Doberne, M.D. | Dr. Troy Williams/Trillium Obstetrics and Gynecology |
| Stephanie Mandelman, M.D. | Dr. William Kwan, DPM |
| Tansavatdi Cosmetic & Reconstructive Surgery | Moorpark Comprehensive Group |

Thousand Oaks Urgent Care
 West Gastroenterology Medical Group
 Women's Health Specialists of West Hills
 Alamo Pharmacy
 All-Med Drugs
 Bio Scrip Infusion Services
 Burt's Pharmacy and Fine Gifts
 College Pharmacy
 Fusion Rx Compounding Pharmacy
 Infusion Rx
 Kanan Pharmacy
 Lynn Oaks Pharmacy
 Medical Plaza Pharmacy (Fillmore)
 Medical Plaza Pharmacy (Oxnard)
 Medical Rx Specialty Pharmacy
 Omnicare Pharmacy
 Plaza Pharmacy
 Seena Pharmacy
 Simi Pharmacy
 Veterans Affairs Greater Los Angeles Healthcare System (Westwood)
 Walgreens Pharmacy (multiple location throughout Ventura County)
 Arroyo Oaks Medical Group, Inc.
 Kaiser Permanente of Woodland Hills
 Tri-Valley Oncology/Hematology
 Advanced Health & Wellness
 Advanced Physical Therapy & Sports Medicine
 Athletic Physical Therapy
 Body Mechanix
 Newbury Park Physical Therapy
 Omega
 Ortho Therapeutics
 Physical Therapy Dynamics
 Transition Therapies West
 Westlake Physical Therapy
 Woodland Hills Physical Therapy
 Xcelerate
 Dental Clinic
 Denture Magic
 Dr. Rafi Davidian
 Dr. Razi
 Anacapa Surgical Associates
 Cabrillo Cardiology Medical Group
 Camarillo Spine and Sports Institute
 Channel Islands Urgent Care
 Dr. Irene B. Wakam
 Dr. Augusto E. Focil
 Dr. David Lemons
 Dr. Eugene Soroka
 Dr. Mark Wolfsohn
 Dr. Romany Damien
 Dr. Scott L. Roberg
 Dr. Shui Lee
 Dr. Sonny Okada
 Dr. Thelma Reich

Park Lane Family Practice and Urgent Care
 Simi Health Center
 Urgent Care Center – Newbury Park
 Urgent Care Center – Thousand Oaks
 Wood Ranch Medical
 Kaiser Permanente, Woodland Hills
 Ventura County Medical Center
 Los Robles Hospital & Medical Center
 Providence Holy Cross Medical Center, Providence St. Joseph, Providence Tarzana
 Simi Valley Hospital & Health Care
 St. John's Regional Medical Center and St. John's Pleasant Valley Hospital
 Ventura County Medical Center
 Los Robles Hospital & Medical Center
 Providence Holy Cross Surgery Center
 Providence St. Joseph, Providence Holy Cross, and Providence Tarzana
 Santa Clarita Surgery Center, LP, dba Summit Surgery Center
 Simi Valley Hospital
 St. John's Regional Medical Center / St. John's Pleasant Valley Hospital
 Valley Presbyterian Hospital
 Ventura County Medical Center
 Adam Sherman, D.O.
 Alamar Health Care
 Anacapa Surgical Group
 Aspira
 Barrett Business Services
 Brian Bai Clinic
 CAPS
 Carey Chronis, MD
 Channel Islands Medical Group
 Clinicas del Camino Real
 Coast General Insurance Brokers
 College Care Pharmacy
 Crossroads Staffing
 Encino Dermatology Group
 Entre Computers
 Express Pros
 Family to Family Medical Group
 Fillmore Orthopedic Clinic
 Health Stat (Clinica Resolut)
 Hematology Oncology Specialists
 Hueneme Family Pharmacy
 Incendia Media
 Keith English, MD
 MJP Computers
 Naval Base Ventura County
 Neuroscience Medical Group
 Ojai Village Pharmacy
 OMAC Pharmacy
 Primary Medical Group
 Rose Avenue Family Medical Group
 San Juan Medical Clinic
 Sunrise Physical Therapy
 Turning Point Foundation
 Ventura County Medical Center

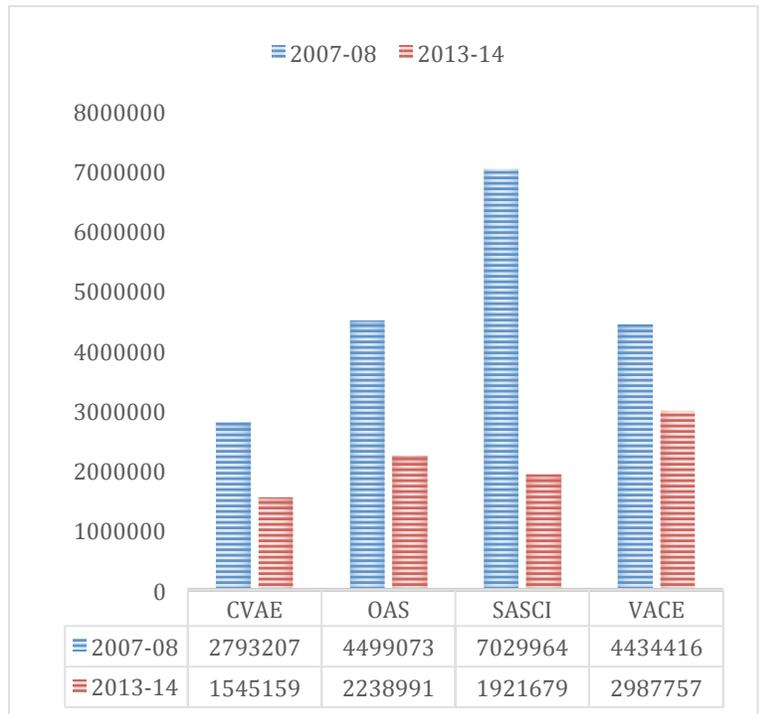
Objective II: An Evaluation of Current Needs for Adult Education Programs within Region

The consortium used various methods to estimate current needs for adult education programs in Ventura County. Some of most compelling evidence of need may be found in the intersection between

apportionment and program enrollment data following the loss of categorical funding for adult education. Since fiscal year 2007-08, apportionment funding for Adult Education dropped 54% from \$18.8 million in 2007-08 to \$8.7 million in 2013-14. Between 2008-09 and 2013-14, the VCAEC region saw a concomitant 43% decrease in enrollments—a loss of over 14,000—across its adult education programs. This decrease may be attributed to cuts in apportionment funding for Adult Education over the same period. As a result of such shortfalls, some

programs shut their doors completely (Fillmore, Santa Paula), and others turned to evaluating cost-saving, revenue-generating options across all programs and departments to minimize the impact of decreased funding. While such measures have enabled area Adult Education programs to maintain capacity, the difference does not mitigate the loss of apportionment dollars or meet the needs of adult learners within the region.

Figure 2: Apportionments 2007-08 and 2013-14



Program 1: Elementary and Secondary Basic Skills

An estimated 93,348 denizens of Ventura County 25 years or older have less than a high-school education.⁶⁰ This represents one possible estimate of need for the VCAEC region. It is, however, likely that a proportion of this population would be better served by ESL programs. One possible means of identifying this would be to subtract those identified as “Speaking English less than well”—approximately 16% of the population over the age of five—from those estimated as having less than a high-school education. The difference

⁶⁰ 2011-2013 American Community Survey 3-Year Estimates

would result in a total of 77,295, thus providing a range of 77,295 – 93,348 who might benefit from courses in elementary and secondary basic skills.

As it stands, enrollments in ABE / ASE courses declined from 10,918 in 2008-09 to 8,436 in 2013-14, a decrease of 23%. The decline is largely seen at the adult education programs where enrollments dropped by 31%, leaving nearly 2,000 adult learners bereft of the opportunity to develop the foundational skills necessary to attain living-wage jobs.

Table 14. Program 1: Elementary & Secondary Basic Skills

Program 1: Elementary & Secondary Basic Skills				
Adult Schools	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Conejo Valley Adult Education	425	142	301	-29%
Oxnard Adult School	2644	2328	2429	-8%
Simi Valley Adult School	2432	1395	872	-64%
Ventura Adult and Continuing Education	1809	1251	1497	-17%
Adult School Total	7310	5116	5041	-31%
Community Colleges				
Moorpark College Credit Basic Skills	482	134	503	4%
Oxnard College Credit Basic Skills	1788	1459	1610	-10%
Ventura College Credit Basic Skills	1338	1409	1282	-4%
Community College Total	3608	3002	3395	-6%
Grand Total	10918	8118	8436	-23%

Program 2: Classes for Immigrants

In general, demographic indicators for populations who may benefit from adult education courses in ESL or citizenship include ethnicity and English language proficiency. Focusing on the latter alone, according to the American Community Survey, approximately 16.3% of Ventura County over the age of five speaks English “less than well.” Presuming this distribution holds across individuals ages 18 and over—an estimated 626,995 (75.1%) people—there may be as many as 102,200 individuals who could potentially benefit from the ESL programs at Ventura County’s adult schools and community colleges.

Despite this, between 2008-09 and 2012-13, enrollments in programs designed to meet the needs of this population decreased by more than half (-54%)—resulting in a loss of 6,533

students. The majority of these were in Adult Education, which had an enrollment of over 10,000 in 2008-09 and enrolled only 5,323 in 2013-14. The community colleges, which mostly offer credit-bearing ESL programs, went from 1,703 enrollments in 2008-09 down to 293 enrollments in 2013-14.

Table 15. Program 2: Classes for Immigrants (ESL, Citizenship, Workforce Prep)

Program 2: Classes for Immigrants (ESL, Citizenship)				
Adult Schools	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Conejo Valley Adult Education	1902	964	830	-56%
Oxnard Adult School	5832	3067	3250	-44%
Simi Valley Adult School	1778	971	585	-67%
Ventura Adult and Continuing Education	934	426	658	-30%
Adult School Total	10446	5428	5323	-49%
Community Colleges				
Moorpark College				
Credit ESL	122	43	33	-73%
Noncredit	0	0	0	
Oxnard College				
Credit ESL	478	96	73	-85%
Noncredit	0	0	0	
Ventura College				
Credit ESL	520	276	187	-64%
Noncredit	583	0	0	-100%
Community College Total	1703	415	293	-83%
Grand Total	12149	5843	5616	-54%

Program 3: Adults with Disabilities

Currently there’s an estimated 40,297 adults with disabilities in Ventura County. However, due to financial constraints across the member organizations, programs for *Adults w/Disabilities* were cut in half between 2008-09 and 2013-14. Enrollments went from 1,941 in 2008-09 to 968 in 2013-14 (-973 enrollments; -50%). The only school showing an increase during those years is Ventura Adult and Continuing Education, which went from enrolling 110 students in 2008-09 to 189 students in 2013-14.

Table 16. Program 3: Programs for Adults w/Disabilities

Program 3: Adults with Disabilities				
Adult Schools	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Conejo Valley Adult Education	165	36	32	-81%
Oxnard Adult School	287	158	166	-42%
Simi Valley Adult School	0	0	0	
Ventura Adult and Continuing Education	110	170	189	72%
Adult School Total	562	364	387	-31%
Community Colleges				
Moorpark College Credit	407	164	124	-70%
Oxnard College Credit	143	70	85	-41%
Ventura College Credit	829	307	372	-55%
Community College Total	1379	541	581	-58%
Grand Total	1941	905	968	-50%

Program 4: Short-Term CTE

The adult education programs used to enroll almost 8,000 students back in 2007-08 and have since cut their program by half, currently enrolling less than 4,000 students. The two adult schools that had the largest CTE programs suffered the greatest losses. Simi Valley Adult School lost 1,563 enrollments (-50%) between 2008-09 and 2013-14, and enrollments at Ventura Adult School appear to have decreased 75% (-2,423 enrollments are documented in the chart above – however, this reflects a change in attendance record-keeping systems in 2012-13: VACE’s enrollment remained constant from 2008-09 through 2013-14).

Program 4: Short-Term CTE				
Adult Schools	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Conejo Valley Adult Education	620	836	861	39%
Oxnard Adult School	864	444	576	-33%
Simi Valley Adult School	3122	1981	1654	-47%
Ventura Adult and Continuing Education	3236	654	813	-75%
Adult School Total	7842	3915	3809	-51%

Program 4: Short-Term CTE				
Community Colleges				
Moorpark College Noncredit	0	0	0	
Oxnard College Noncredit	0	0	0	
Ventura College Noncredit	0	0	0	
Community College Total	0	0	0	
Grand Total	7842	3915	3809	-51%

Program 5: Apprenticeships

While in recent years, apprenticeship programs have taken a back seat to other workforce and post-secondary initiatives, they have once again moved to the fore as research increasingly shows their impact on developing the highly skilled middle-class workers needed to maintain healthy local economies.⁶¹ Attesting to resurgence are the myriad funding opportunities for the development and expansion of apprenticeship programs the Governor’s recent budget has proposed to make available. While there are no apprenticeship programs at any of the reporting member institutions of the VCAEC, (See Objective I), the necessity and potential efficacy of such programs in Ventura may be intimated by the success of its externship programs, which regularly yield positive results. What is more, with 32.6% of the population over 25 with a high school diploma, but less than a bachelor’s degree, upwards of between 96,493 and 114,202 Ventura County residents could potentially benefit from apprenticeship programs.⁶²

⁶¹ “Apprenticeship as a Critical Component of an “Earn and Learn” Job Training Strategy in California”, White Paper. Produced on behalf of the California Workforce Investment Board by the Interagency Working Group on Earn and Learn Job Training Strategies and Apprenticeship in California. December 2012

⁶² A recent study of apprenticeship programs across 10 states show that of those involved in the study, approximately 93% had more than a high school education, and an additional 10% had received “postsecondary education or technical training” (17). While the extent of postsecondary education is not made clear in the study, for the purposes of determining a metric for estimating need, it is presumed this population *does not* include those who have obtained a bachelor’s degree or higher. (“An Effectiveness Assessment and Cost-Benefit Analysis of Registered Apprenticeship in 10 States”, 2012)

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

The consortium is working to align placement tools, curricula, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths are understood and supported across educational systems. This process will provide a road map for facilitating transitions from Adult Education to college or careers. Support services are essential to meeting this need, and include educational advising and job placement strategies that help propel students toward their goals. To assist with this planning process, the consortium organized feedback and recommendations collected from stakeholders by program area into the table below.

Table 17. Transition Strategies

Program Area	Transition Strategy
Program 1: Elementary & Secondary Basic Skills	<ul style="list-style-type: none"> • Online and mobile programs responsive to the needs of adults in various stages of life • HSE / GED preparation programs for adults in the Santa Paula and Fillmore areas • Accelerated and blended courses in which students go through a course in a shortened time frame with extra assistance, counseling, and tutoring • Existing computer skills class for farmworkers • Leveraging services provided by public libraries as a point of entry for students seeking basic skills education • Forging partnerships between Adult Education and Chambers of Commerce and similar public and private entities • Investigating Integrated Basic Education and Skills Training Program (I-BEST), a nationally recognized model that merges basic skills instruction with job training
Program 2: Classes for Immigrants	<ul style="list-style-type: none"> • Rich alignment / articulation between adult schools and community college ESL programs • Leveraging partnerships with local businesses to offer ESL classes on site • Leveraging public libraries as a potential resource to assist with increasing levels of adult literacy • Community colleges to consider offering non-credit ESL courses previously cut due to budget shortfalls • ESL classes for parents containing content similar to what their children are learning in the public schools • Coordinating with the Mexican Consulate to offer additional support services for ESL students • Helping ESL students re-think job possibilities • Building on the strong foundation provided by veteran educators in this area • Reinstating ESL programs at as many school sites as possible • Rebranding ESL as “English for Multilingual Students” following the model of Ventura College • Community Based English Tutoring (subsidized ESL programs for parents and their children to increase literacy and activity in school and their community, who then tutored students learning English)

<p>Program 3: Adults w/Disabilities</p>	<ul style="list-style-type: none"> • Creation of MOUs among the Regional Center, Department of Rehabilitation and the post-secondary programs for Adult Education and Community Colleges for management of transition services for young adults • Agreements with employers by Adult Education and Community Colleges around work experience aligned with credit as well as assurances to hire qualified graduates of vocational programs. For example, agreements with hospitals by community colleges to hire qualified graduates of programs such as medical records, certified nursing assistants, and other programs • Development of an advisory council county-wide for addressing issues of transition for adults with disabilities to consider and implement best practices • Ventura College Santa Paula also noted a county job and career office service adults with disabilities in Fillmore and opportunities for students at Ventura College through an Educational Assistance Center, assistive technology and learning skills classes. • Strengthened vocational programs and possible service learning and volunteer opportunities to connect students to the community • Individual life plans with mentors • Possibly increasing outreach to churches and other local groups. • Increased support services for parents and transition fairs for students • Develop a web-based repository of consortium resources for adults with disabilities
<p>Program 4 & 5: Short-Term CTE / Apprenticeships</p>	<ul style="list-style-type: none"> • Leverage regional Career Pathways Trust Grants to create articulated pathways and bridge gaps between students' education and jobs • Establish / expand vocational aptitude testing • Dedicated student support for pathways into postsecondary education and / or employment • Contextualized CTE courses with ABE and ESL

As the consortium works to develop local action plans, the 3.1 worksheet in AB86 will be used to guide the consortium's work plan for documenting strategies and approaches to create educational pathways, alignment of placement, curriculum, assessments, progress indicators and awards that show completion. Transition strategies are being addressed via enhanced communication among consortium participants and higher education institutions, defined and articulated pathways to the workforce and college, and embedded access to guidance counselors and follow up services.

Objective IV: Plans to Address the Gaps Identified Pursuant To Objectives (1) and (2)

VCAEC consortium members are committed to collaborating to collectively address the educational needs of adult learners in their communities. The consortium is planning to build on the groundwork laid in this first phase of work to identify gaps in service and develop comprehensive plans. In addition to the qualitative and quantitative data collection and analysis already conducted for the purposes of the AB86 planning grant, moving forward, the VCAEC consortium will leverage additional measures to develop local action plans.

Gaps identified include the following:

Table 18. Gaps by Program Area

Program Area	Gaps
Program 1: Elementary & Secondary Basic Skills	<ul style="list-style-type: none"> • Common assessment tools for measuring student achievement • Shared common terminology and set of expectations between adult schools and community colleges • Coordinated professional development for educators • HSE / GED programs in geographically underserved regions of Ventura County • Individual life plans for all adult learners • Preparation of adult students for college level work, possibly through programs bridging the academic divide between pre-collegiate and collegiate level work • Job readiness and time management skills • Transportation issues • Provision of childcare
Program 2: Classes for Immigrants	<ul style="list-style-type: none"> • Satellite ESL programs, especially in Fillmore and Ojai • Lack of transportation to existing class programs • Need for more childcare for students attending classes • Flexible course options and scheduling, including night and weekends • Contextualized / integrated ESL basic skills and vocational training • Continuity of ESL curriculum from high school through adult schools and community colleges • Financial aid for undocumented students • Re-marketing ESL programs to overcome a possible negative connotations • Programs to address students' low literacy in native languages • Distance learning options • Financial and computer literacy • Packaged support services for ESL students including academic vocabulary, soft skills, acculturation, socialization, campus life, citizenship and mentorship • Coordinated professional development • Education plans for student success
Program 3: Adults w/Disabilities	<ul style="list-style-type: none"> • IEPs are needed that are specific to transition planning post-12th grade • An increased and authentic focus on adults with disabilities on accommodation of needs for adults with IEPs, with an emphasis on education and training

Program Area	Gaps
	<ul style="list-style-type: none"> • Enhanced professional development for instructors and direct service providers • Increased training of aides and job developers • Sufficient numbers of computer-aided classes, which fill quickly • Broader range of support services • Distance learning options • Improved support for emerging technologies in assistive device manufacturing for adults with disabilities in educational and vocational settings • Certificate programs to designed to meet the needs of adults with disabilities • Improved identification of disabilities • Articulated counseling and mentoring services between high schools, adult schools, and community colleges • Shared vocabulary concerning adults with disabilities to facilitate communication between adult schools and community colleges • Challenges with transportation
Program 4 & 5: Short-Term CTE / Apprenticeships	<ul style="list-style-type: none"> • More tightly coordinated efforts across educational systems seeking internships, opportunities for job shadowing, mentorships, and other links to business • Career pathways that produce sustainable careers and living wages for residents of Ventura County • A greater sense of connection between adult schools and community colleges • Improved professional development to bolster teaching skills among instructors working in various industry sectors • Agreements that allow community college and adult school faculty to collaborate on professional development strategies • An examination of community college enrollment expectations to possibly allow classes with 20 or fewer students • Coordination of internships and support for interns and employers • Joint review of Workforce Innovation and Opportunity Act criteria that would benefit adult learners in key programs across adult schools and community colleges • Improved communications with small and large businesses to facilitate intern and apprenticeship opportunities • Internship / apprenticeship opportunities in high-need Santa Paula and Fillmore areas • Inclusion of employability skills, including telephone etiquette, people skills, the role of the work ethic, and computer related skills, as integral components of CTE programs • Hands-on classroom or workshop experiences for students pursuing certificates in manufacturing programs • Contextualized learning to improve retention and embed student learning in the realities of the profession they are pursuing

To address these gaps, the consortium has identified the following areas for further investigation as it works to develop local action plans:

- Research and assess strategies to streamline curriculum and minimize duplication of course offerings across VCAEC regional adult schools and community colleges
- Explore opportunities to leverage existing services, facilities, programs, and other resources among consortium members and partners to link career and technical

training to jobs with living wages

- Examine possibilities to develop or expand economies of scale with existing facilities, equipment, staffing, other resources across the VCAEC region
- Assess current offerings and develop strategies to create more seamless transitions for adult learners to move from adult school to community colleges and beyond (i.e., analyze course offerings along with matriculation agreements and course articulation among various entities)
- Examine strategies for how best to utilize technology, delivery and management systems to enhance and support the regional plan
- Non-Credit Inclusive Accommodated Vocational Certificate Programs specific to the interests of adults with disabilities that are aligned with regional job opportunities and employer needs. (Disability would be defined according to the American Disabilities Act (ADA) as a physical or mental impairment that substantially limits one or more major life activities of such individuals)
- On-line coursework to be offered to overcome obstacles of transportation and facilitate ease of participation in courses
- Encourage earning Vocational Certificates quickly through combination, or stacking, of practical work experience and classroom work
- Utilize stacked curriculum, including development of both academic and practical pathways, with different exit points, based on an individual's mastery, to earn vocational certification as well as benefit from the combination of work experience and courses (For example, for a business admin curriculum, a person might exit after acquiring basic computer skills, or continue to more complex office support skills or finalize with business management curriculum)
- Serve students on the autism spectrum or someone who is a low ABE learner in Adult Education through modification of existing classes to meet the learning needs of these groups
- Facilitate meeting educational and vocational goals through employer support, advisory groups including Tri-Counties Regional Center and the Department of Rehabilitation
- Include field-based experiences in accommodated vocational coursework with regional employers in order for students (adults with disabilities) to be known to the employer community
- Provide access to admissions and planning counseling along with the services of a Navigator on campus
- Accommodate the curriculum, stacking according to practicum vs. academics approach including individualization based on mastery, using a universal design of learning
- Include in the curriculum soft skills preparation for attending school, employment and relationships and basic computer skill training

Concurrent with this aspect of research, AB86 Table 4.1 (Appendix C) will be utilized as an organizing tool for insights into solutions. Strategies, methods of assessment, timelines, and costs will evolve from further research and data collection with key stakeholders throughout the implementation process.

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

Many strategies to accelerate student progress toward academic and career goals already have been researched by Ventura County faculty and administrators and implemented locally. Some of these are:

- Providing assessment/testing at facilities convenient and/or familiar to students and offering re-test opportunities to increase accurate course placement
- Use situational assessment in work place settings for adults with disabilities, to evaluate placement in vocational training
- Offer coursework on-line
- Training adult school and community college counselors to work together if needed to help create student educational plans
- Develop learning communities of adult school and community college counselors around admissions of and vocational training for adults with disabilities
- Offer training to prospective and current employers regarding the unique learning needs and benefits of hiring adults with disabilities
- Ramping up offerings of dual enrollment courses to allow more adult students to take courses relevant to career and educational goals while enrolled in an Adult Education program
- Enhanced contextualized learning to link basic skills education for adult learners to career and educational goals
- Leverage the county's new California Career Pathways Trust grants to maximize program completion for adult learners

The consortium may also assess Professional Learning Communities and competency-based learning, which were noted as valuable tools in the recent faculty survey responses. The approaches may be applied differently depending on the program area (elementary and secondary basic skills, ESL classes, Adults With Disabilities, short-term CTE and apprenticeships). Additional information on selected strategies may be found in AB86 Table 5.1 (Appendix C).

Objective VI: Plan-to-date to collaborate in the provision of professional development opportunities for faculty and other staff to achieve greater program integration and improve student outcomes

Significant and effective professional development is essential to bringing about the consortium's vision for adult education in Ventura County. Such development must be regular, and most importantly compensated time for the teaching professionals to share resources, collaborate, and implement the plans set forth in the AB86 planning phase. Without this investment the important work that lies ahead cannot be carried out. Faculty and staff throughout the region will implement collaborative professional development strategies to foster alignment, articulation, and to support ongoing assessment and improve student outcomes.

This development may identify priority areas in Ventura County, such as:

- Team building, critical thinking, problem solving, study skills, employability, and career assessment
- Practices in basic and secondary skills that build the "college readiness" skills
- Technology use and integration to enhance and expand technology in Instruction
- New models and instructional strategies for contextualized and/or accelerated teaching and learning
- Skills building intercultural competence among faculty, staff, and administrators
- Professional development and training for staff and faculty to establish further understanding of the specific learning needs of adults with disabilities
- Community outreach to prospective employers and other members of the community about the unique advantages of employing adults with disabilities
- Development of professional learning communities (PLCs)

Additional information on selected strategies may be found in AB86 Tables 6.1 and 6.2 (Appendix C).

Objective VII: Plan-to-date to leverage existing regional structures, including, but not limited to, local workforce investment areas

The consortium recognizes the value of the contributions its partners make toward meeting the needs of adult learners, and the importance of a coordinated approach to providing educational and professional services to the region. Hence, as part of the AB86 process, over 70 different schools, libraries, and social service agencies that provide community support, training, and/or outreach were recognized and invited to participate in the planning process as participants in Town Halls and Working Meetings. Likewise, interviews with a select number of partners were conducted to collect partner insights regarding student needs and highlight opportunities for regional collaboration. Partners include the following organizations:

- AES
- Alliance for California Adult School
- ARC of Ventura County
- California Community College South Central Regional Consortium
- Camarillo Public Library
- Extended Learning Academy
- IBEW 952 Ventura
- Interface Children and Family Services
- LINCS Region 4
- LIUNA Laborers Local 585
- CalWorks
- Oxnard Public Library
- Rainbow Connection Family Resource Center
- Santa Paula Latino Town Hall
- Simi Valley Chamber of Commerce
- Simi Valley Public Library
- SurePath Financial Solutions
- Tri-County Regional Center
- VCOE - Juvenile Court School (Providence)
- Ventura Affordable Homes, Inc.
- Ventura County Community College District Office of Economic Development
- Ventura County Department of Rehabilitation
- Ventura County Human Services Agency
- Ventura County Library
- Ventura County Office of Education
- Ventura County Sheriff's Office, Inmate Programs
- Ventura County Workforce Investment Board
- Fillmore Public Library
- Santa Paula Blanchard Library Literacy Program

- East County Job and Career Center

Data collected from partners were compiled and analyzed using an exploratory applied thematic approach, and then mapped against identified needs. The strategies selected to meet the needs of Ventura’s adult learners are based on a robust foundation of existing relationships with area employers and service providers. As part of the initial phase of implementation, the consortium has focused on maintaining and expanding these relationships to address the need for additional counseling and student support services, mentorship, apprenticeship, development of internship/externships prospects, and employment opportunities; and has committed to establishing the requisite infrastructure for VCAEC to expand and scale successful partnership initiatives moving forward. Table 7.1 identifies consortium partners and details some of the strategies planned for implementation.

APPENDIX A: Highlights from Surveys and Interviews

Faculty / Staff Survey Findings

Survey Respondents by Community Colleges and Adult Schools

Below are highlights from the Ventura County Adult Education Consortium survey.

Responses are separated for community colleges and adult schools. Question numbers are bolded and indicated after each item.

- A total of 260 VCAEC faculty/staff surveys were completed in fall 2014 (table 1). **(Q2)**

Table 1. Number of responses per school/college

Adult Schools	Responses (Total: 180)	Colleges	Responses (Total: 80)
Conejo Valley	37	Ventura College	34
Simi Valley	70	Oxnard College	35
Oxnard	43	Moorpark College	11
Ventura	30		

As expected, survey respondents were largely teachers and faculty. About 60% of respondents at both the **adult schools** and **community colleges** were teachers/faculty (table 2). **(Q3)**

Table 2: What is your current role or position?

Role	Community College	Adult School
Community College Administrator/Dean	2.5% (2)	N/A
K-12 School / District Administrator	N/A	2.2% (4)
Program Coordinator/Manager	2.5% (2)	4.4% (8)
Teacher/Faculty	60% (48)	58.9% (106)
Counselor	7.5% (6)	3.9% (7)
Career Center/Assessment/Tutoring/ Guidance Staff	1.3% (1)	0.6% (1)
Classified Staff	18.8% (15)	25% (45)
Other	7.5% (6)	5% (9)

- Only about a quarter (23%) of **adult schools** respondents, but as much as 60% of the **community college** respondents were not affiliated with any of the five AB86 programs. **(Q4)**

Overall quality and/or effectiveness of the programs, services, and courses.

- *Support Services, Short-term CTE, Programs and Services Preparing Students to Transition into Postsecondary Education, and Education Programs for Adults with*

Learning Disabilities were rated by at least *half* the **community college** respondents as being above average to very high quality. At the opposite end, although 46% (n=22) of respondents rated *ESL/Citizenship/VESL* as of Above Average/Very High quality, 38% (n=18) respondents rated it Below Average/Very Low. **(Q6)**

- At the **adult schools**, at *least* 69% of respondents, but as much as 96%, rated all programs and services as being of above average/very high quality, with *ESL/Citizenship/VESL*, *High School Diploma/High School Equivalency Certificate (GED/HSE)*, and *Short-term CTE* at the top. **(Q6)**

Adequacy (sufficiency, comprehensiveness) of the programs, services, and courses

- Over 90% of **adult school** respondents rated *ESL/Citizenship/VESL*, *High School Diploma/High School Equivalency Certificate (GED/HSE)*, and *Short-term CTE* programs as being *Very/Extremely Adequate*. **(Q7)**
- *Programs for Adults in Correctional Facilities* was considered of high *quality*, but lacked adequacy. Majority (81%) of **adult school** respondents felt it was not at all adequate. **(Q7)**
- The programs/service with the largest number of *Very/Extremely Adequate* ratings by **community college** respondents were *Short-term CTE*, *Education programs for Adults with Learning Disabilities*, and *Programs and Services Preparing Students to Transition into Postsecondary Education*, but even then only about half (52% - 55%) of respondents rated them highly.
- *High School Diploma or High School Equivalency Certificate (GED/HSE)* programs were seen as “Not At All Adequate” by nearly 75% of **community college** respondents, *Programs for Adults in Correctional Facilities* was also considered not adequate by nearly 60% of college respondents.

Program areas offered have the greatest need for additional course offerings, services, or other improvements

- **Adult Education** surveys identified *Short-term CTE programs*, *Programs/Services Preparing Students to Transition to Workforce*, and *Apprenticeship Programs* as *having* the greatest need for additional courses, services, or improvements. **(Q8)**
- **Community college** respondents identified *College Basic Skills*, *CTE* and *Apprenticeship* programs as having the greatest need for additions. **(Q8)**

Additional course offerings needed

- When asked, “What additional course offering is needed?” The most common themes included: resume writing, computer/technology courses, *financial* literacy, ESL and a number of skilled career programs like carpentry, medicine, food service and teaching. **(Q9)** *(All responses to this open-ended question are provided in a separate document.)*

Additional services needed

- **Community College** respondents' suggestions included more *Funding*, better computers and better equipment for CTE programs. **(Q10)**
- Common suggestions by **adult school** respondents included *career* counseling/placement and financial aid services/counseling. **(Q10)**

Rating of participants knowledge of the resources and services provided by the specific agencies

- In rating their extent of knowledge of resources and services provided by different agencies, as expected, area community college and adult schools came *up* at the top. Both groups of respondents knew least about the services of the Chambers of Commerce and Office of Econ Development, and County Office of Education. **(Q12)**

Collaboration efforts with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services.

- The greatest areas of collaboration by **adult schools** surveyed were in *Student Referral, Alignment of Curriculum, and Sharing of Data*. **(Q15)**
- *Insufficient Time* and *Lack of Incentives* were selected as the *largest* barriers to collaboration with outside service providers by both **adult schools** and **community colleges**. **(Q17)**

Obstacles for Students

- An overwhelming majority of **community college** and **adult school** respondents cited the *Limited/Lack of Childcare* (83%) and *Limited Financial Resources* (71%) as obstacles to adult learners/students. *Inadequate Transportation Options* was seen as the next greatest barrier for adult learners. **(Q19)**

Strategies to accelerate student progress

- There was a fairly even distribution, by all respondents, on the types of strategies they would like to see more of to accelerate student progress. Although many skipped the question, between 29 to 42 (29% to 36%) **adult school** respondents and 22 to 29 (36% to 48%) **community college** respondents were interested in all five strategies provided. *Learning Communities* was chosen by the most number of **adult school** respondents, followed by *Competency-based* strategies. Most **community college** respondents chose *Accelerated Courses* and *Learning Communities*. **(Q22)**
 - Co-Location Strategies to Align Activities Between Adult School and Community College: Adult School Classes on College Campuses and College Classes on Adult School Campuses were the least used Co-Location strategy with over 80% of **adult school** and **community college** respondents not using it at all. 87% of **community college** respondents and

51% of **adult school** respondents also indicated that they do not teach classes within a support provider's location. *Support Services on Campuses* was used to a *Moderate/Great* extent by 39% of **adult school** respondents and 48% of **community college** respondents. **(Q24)**

- Transition Strategies: Counseling, Guidance and Follow-Up, Defined Articulated Pathways (41%) and *Communication among Teachers/Faculty Across Education Systems* were in use to a *Great/Moderate* extent by, respectively, 44%, 41% and 34% of **adult school** respondents and 59% (Counseling), 55% (Articulated Pathways) and 33% (Communication) of **community college** respondents. But 34% of **adult school** respondents and 31% of **community college** respondents said that there was no communication among teachers and faculty across the systems. **(Q25)**
- Physical Access Strategies: Location, Physical Accommodations for Adults with Disabilities, and Assistance with Transportation were in use to a *Great/Moderate* extent by, respectively, 78%, 66% and 31% of **adult school** respondents and 52% (Location), 63% (Physical Accommodation), and 6% (Transportation Assistance) of **community college** respondents. *Assistance with Transportation* was the least used strategies with 35% of respondents stating they it was not in use at all. **(Q26)**
- Other Strategies: At both the **adult schools** and **community colleges**, *Evening Hours* is the strategy used to the greatest extent while *Saturday* programs are the least used. At the **adult schools**, *Open Entry/Open Exit* programs are also used to a great extent. At the **community colleges**, *Learning Accommodations for Students with Disabilities* are also used to a great extent. **(Q27)**
- At both the **adult schools** (AS) and **community colleges** (CC), *Lack of Funding* was identified as the main hindrance to the implementation of the above-mentioned strategies (88% AS; 76% CC). **(Q28)**
- At the **adult schools**, *Lack of Funding* was identified as the challenge that most needs to be addressed (70%), followed by *Lack of Information about Programs/Services* (40%) and *Lack of Time* (37%). At the **community colleges**, the top three challenges most needing to be addressed were 1) *Lack of Funding* (66%), 2) *Lack of Information about Programs/Services* (50%), and 3) *Lack of Incentives* (38%), *Student Not Clear about their Goals* (38%), and *Lack of Data to track Progress/Outcomes* (38%). **(Q29)**

Professional Development

- The top two requested professional development topics by both **adult school** and **community college** respondents were *Building of Career Pathways* and the *Use of Technology to Enhance Access and Learning*. **(Q30)**

Summary

- When asked, “What is the most important thing that can be done to improve/expand services in your community?” the most prominent themes were: 1) Increase funding, 2) Increase publicity, and 3) Expand offerings.

Student Survey Findings

Comparison of Adult School and Community College Responses

Below are the results from fall 2014 student survey. Responses from each individual institution have been aggregated into institution type — community colleges or adult school – and further analyzed for similarities and differences.

A total of 2471 student surveys were completed in fall 2014. A little over half the respondents (56%; n=1,386) were adult school students and 42% (1,041) were from the community colleges. There were 44 students who did not indicate which school they are currently attending, and those responses have been excluded from the following analyses.

Age

Adult school respondents tend to be older than the community college respondents with a quarter of students (26%) under the age of 25 compared to 50% of the community college respondents being under 25. At the other end of the scale, 46% of adult school respondents are over the age of 30, whereas only 30% of community college respondents are over 30.

Table 1: Age of respondents by institution type

Age Range	Community College	Adult School
Under 18 years	0.4% (39)	0.01% (12)
18-24 years	50% (519)	26% (357)
25-30 years	11% (115)	20% (282)
31-39 years	11% (112)	21% (284)
40-55 years	18% (182)	22% (308)
Over 55 years	0.7% (71)	1% (138)
Total	100% (1038)	100% (1381)

Ethnicity

The majority (over 80%) of students at both adult schools and community colleges are Hispanic/Latino or White/Caucasian. The difference, however, is that at the community college, more students tend to be White/Caucasian (49%), while at the adult school, students are largely Hispanic/Latino (68%) and only 17% self-identify as White/Caucasian.

Table 2: Ethnicity of respondents by institution type

Ethnicity	Community	Adult School
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College		
American Indian or Alaskan Native	2% (21)	1% (16)
Asian or Pacific Islander	7% (83)	8% (117)
Black or African American	1% (14)	1% (15)
Hispanic or Latino	32% (368)	68% (966)
White/Caucasian	49% (552)	17% (242)
Prefer not to answer	5% (55)	2% (32)
Other	4% (42)	3% (39)
Total	100% (1135)	100% (1427)

Note: Total n is larger than the sample size because students could select more than one ethnicity.

Children Under 18

More respondents from the adult schools tend to have children compared to community college respondents. As many as 42% of students at the adult school stated they have children under the age of 18, whereas only 19% of community college students have children under the age of 18.

Employment Status

Half the respondents at both adult schools and community colleges are employed either full-time or part-time. However, a larger percentage of adult school students are employed full-time (29% adult school vs. 19% community college). Another quarter of students (21%-28%) at both institution types are currently not employed but looking for work.

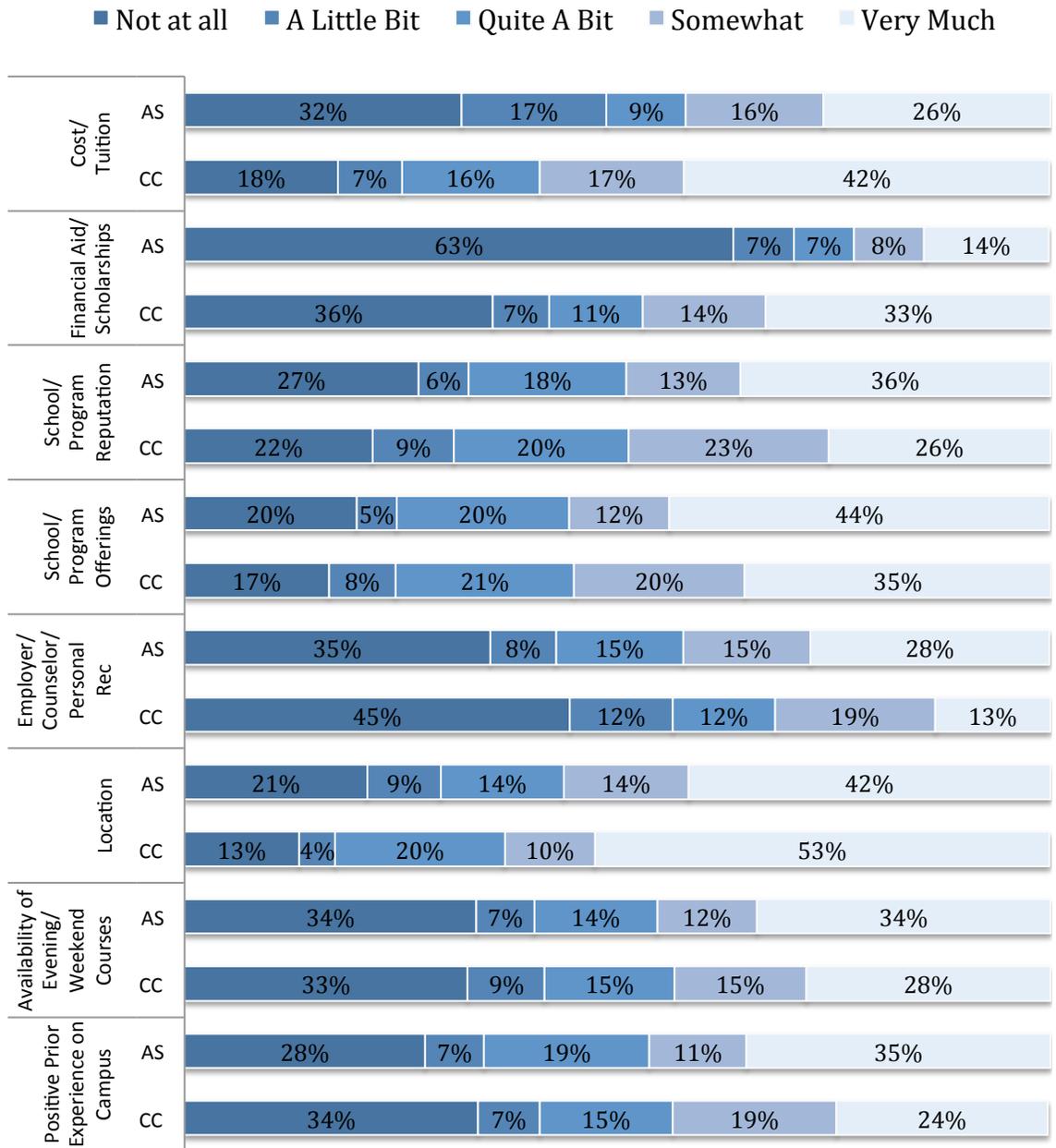
Employment Status	Community College	Adult School
Disabled, not able to work	3% (33)	4% (55)
Employed full-time	19% (193)	29% (407)
Employed part-time	38% (399)	21% (284)
Not employed, looking for work	21% (220)	28% (384)
Not employed, NOT looking for work	16% (164)	15% (202)
Retired	3% (28)	3% (40)
No Response	0.4% (4)	1% (14)
Total	100% (1041)	100% (1386)

Factors Affecting Enrollment Decisions

Cost/tuition and financial aid/scholarships mattered more to community college respondents and affected their decision to enroll in their particular school more than it did for adult school students. Over half of community college students (58%) compared to 35% of adult school students were “quite a bit” or “very much” affected by costs, while 44% of community college students and only 21% of adult school students were “quite a bit” or “very much” affected by availability of financial aid/scholarships. In fact, most adult school students (63%) stated that financial aid/scholarships did not affect their decision to enroll “at all.” (**Figure 1**)

Slight differences between the two groups of respondents were also seen in several other factors affecting students' decisions to enroll. Adult school respondents were affected more by the school/programs reputation, course offerings, employer/counselor/personal recommendation, availability of evening/weekend courses, and positive prior experience on campus than were community college respondents. On the other hand, location was a major contributing factor to community college respondents' decision to enroll. The majority of community college students (73%) stated that their enrollment decision was affected "quite a bit" or "very much" by the location of their institution compared to 56% of adult school respondents.

Figure 1. Factors affecting enrollment decisions (percentage of students)



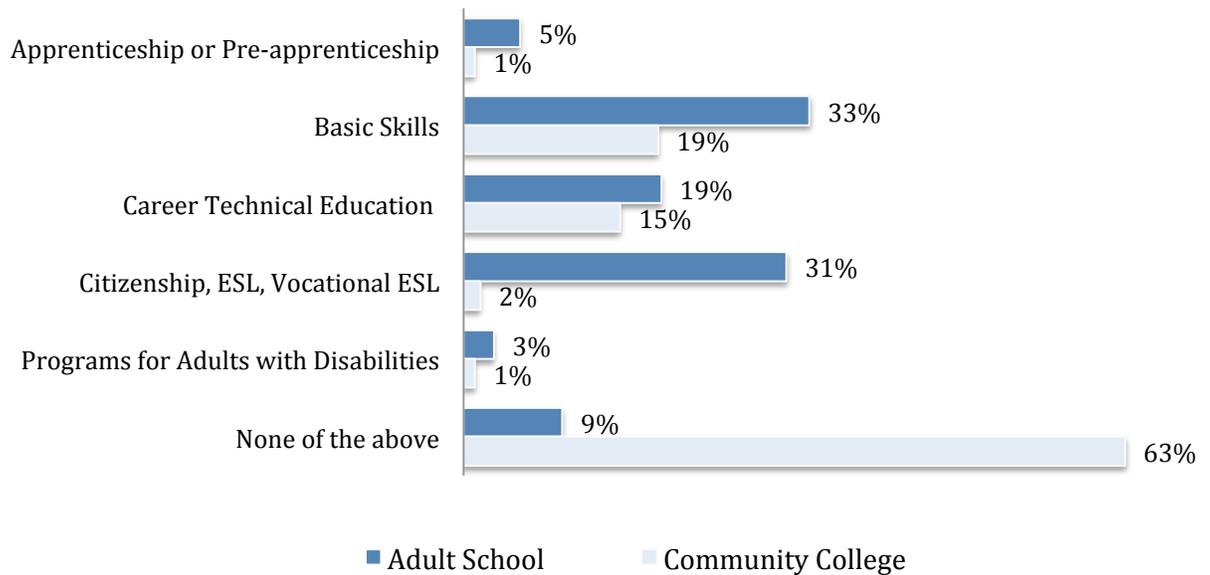
Course Enrollment

Most of the community college respondents (63%) stated that they were not enrolled in the five adult education program areas identified by AB86. Nineteen percent (19%) were enrolled in Basic Skills and another 15% were enrolled in Career Technical Education. Adult school students were mainly enrolled in Basic Skills (33%) or Citizenship, ESL, Vocational ESL (31%). **(Figure 2)**

Just over half of adult school students (51%) are currently enrolled in an ESL course OR were enrolled at some point in the past, compared to 9% of community college students.

Of the students enrolled in career technical education, 50% of adult school respondents and 24% of community college respondents are taking those courses to develop job skills to get a better job. Another 19% of adult school respondents and 25% of community college respondents are in CTE to change careers or learn a new set of job skills.

Figure 2. Course enrollment (percentage of students)

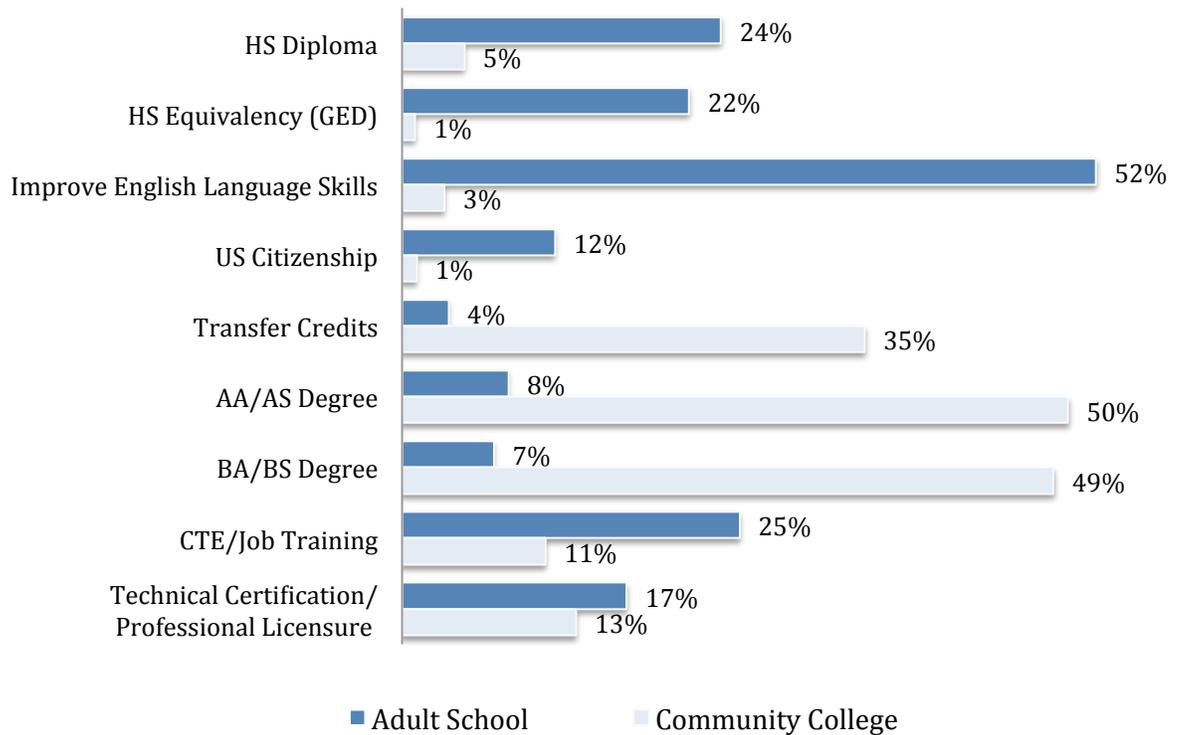


Educational Goals

Most adult school students are taking courses to improve their English language skills (52%), followed by CTE/Job Training (25%), HS Diploma (24%), and HS Equivalency/GED (22%). In comparison, half the community college students are working toward an Associate’s or Bachelor’s degree, and another 35% are planning to transfer their credits (Figure 3).

Most students (92%) at both the adult schools and community colleges state that they are doing “fairly well”, “quite well” or “extremely well” in progressing toward their educational goals.

Figure 3. Education goals (percentage of students)



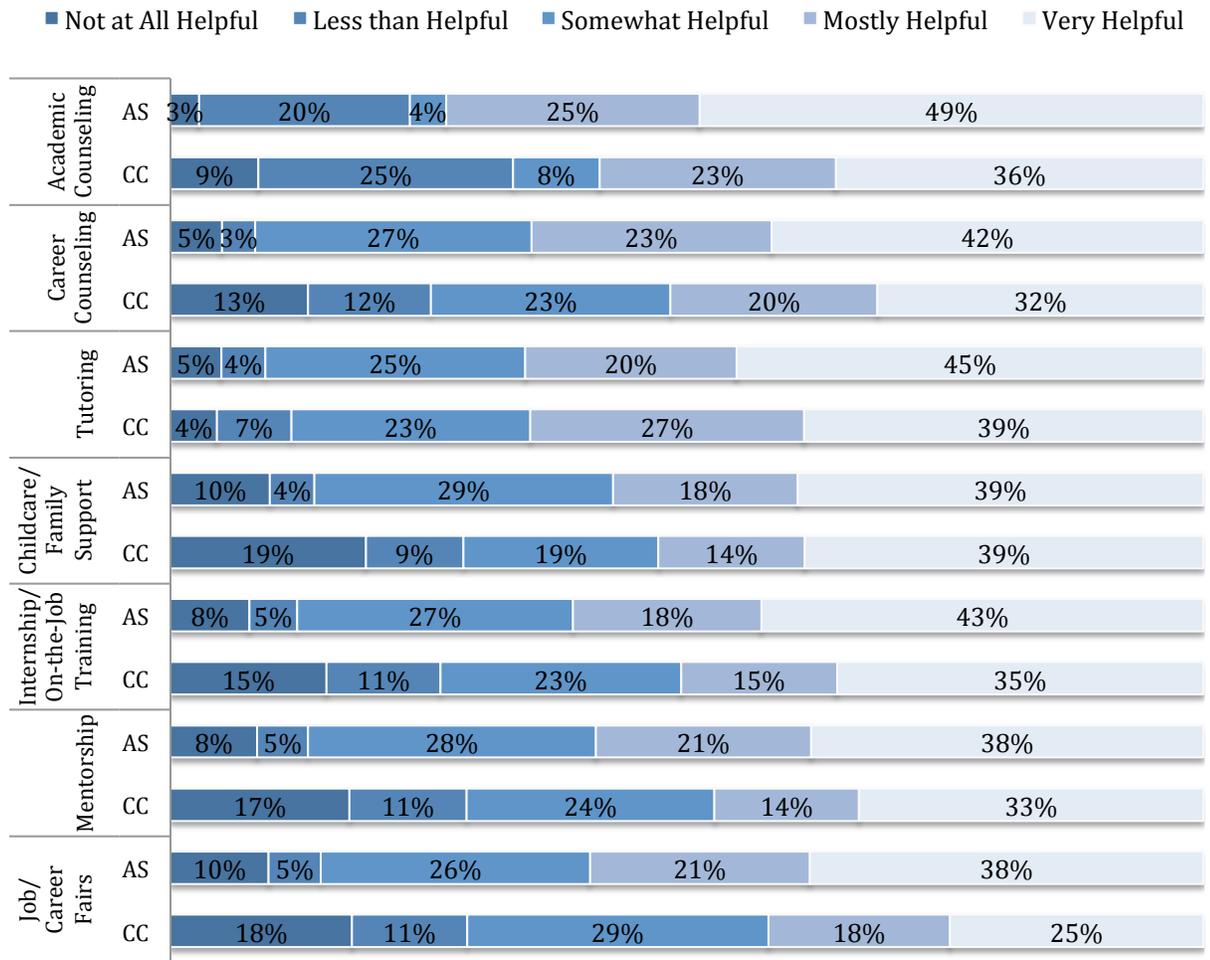
Student Services

When asked how helpful the student services on their campus have been, many students responded that they have never used any of the services or that their school does not provide those services. A large majority of community college students have never utilized or participated in childcare/family support services (84%), internship/on-the-job training (77%), mentorship (79%) or job/career fairs (74%) compared to a smaller percentage of adult school students who have never used these services: childcare/family support services (47%), internship/on-the-job training (48%), mentorship (49%) or job/career fairs (49%).

Note: The following results/percentages were calculated using only the responses of students who used the various support services.

Between 43% and 63% of community college students felt that the various support services were “mostly” or “very” helpful. Tutoring was at the top of the list with the largest percentage of students rating it as “mostly” or “very” helpful. In comparison, between 57% and 74% of adult school students felt that the various support services were “mostly” or “very” helpful. For them, academic counseling garnered the highest ratings by the largest percentage of the students. **(Figure 4)**

Figure 4. Helpfulness of student services (percentage of students)



Key Informant Interview Findings - Educators

Purpose: In order to develop a deeper understanding of the Ventura Education Consortium's (VCAEC) perspectives on the key components necessary to expand and improve the current system of programs and services for adult learners offered within the region, WestEd, on behalf of VCAEC, conducted telephone interviews with key informants within VCAEC leadership, as well as with important partners to VCAEC. The goal was to obtain the viewpoints about the current K-12, Adult Education, and community college district systems, and to understand stakeholders' various priorities, perspectives, and potential approaches to their AB 86 work.

Methods and Analyses: A list of leaders as key informants, educators, ($n=8$) was identified by VCAEC leadership to be interviewed. WestEd staff contacted each key informant to schedule a phone interview. When the interview date and time were established, WestEd staff sent a confirmation email with the interview questions attached so that interviewees were prepared and relatively unburdened by participating in the interview.

Key informant interviews included 4-5 required questions, depending on time availability of the interviewee and their knowledge base, and 5 additional questions that could be answered if time permitted. During each phone interview, notes were taken and saved individually for each interview. All interview notes were then compiled and analyzed using an exploratory applied thematic approach. The key leaders interview protocol is found in the Appendix.

High-level Findings from Key Leaders: Across the interview texts analyzed for this summary-to-date, several themes were seen across interviews and across types of interviewees.

- **Level and Quality of Programs and Services:** Respondents report the quality of existing course offerings adult education range from "OK" or "good" to highly successful. There remains uncertainty, however, about the scope and scale of the needs these programs are intended to meet.
 - **K-12:** *We have programs for adults that never finished high school and want to get GEDs. We do basic skills preparing them for GEDs. Those*

programs are successful once students enter the system. But I don't have a sense for what kind of need those programs are meeting. Don't have a sense of the need versus needs met.

- **CC:** *Probably on a scale of 1 to 10 we're at a 6 now. Just from the standpoint that during the budget cuts at Ventura College and the other two community colleges in the district, the decision was made district wide that colleges would not offer any development courses that were more than two levels below college level. That made it very challenging for many of our adult learners who were coming to the community college. They're coming to the class that's challenging for them.*
- **Communication and Coordination Across Programs and Systems:** Some connections exist between K-12 districts and community colleges, as well as between adult schools and community colleges, but the County overall lacks a cohesive approach to making collaborative decisions with regard to the provision of services.
 - **CC:** *There is very little now in terms of a pipeline from the adult school. There's been a little bit of that, but there's been no formal pathway created where the steps have been established and we're talking to each other regularly in a way where they call and say, 'We have some students interested in possibly going to [the] College. Can you come and talk to them?' I don't think we have that level of relationship.*
 - **CC:** *We were offering ESL from almost 8 levels below college level before the recession. We looked at the data and people were not advancing. They were just kind of swirling around in those classes. ... We really asked ourselves: what is the purpose of all this. For some students I think it became a social place for them to be, and when we looked at the data and we had to really deal with the budget cuts, the decision was made to reduce all that and become much more restrictive in terms of let's not overlap with Adult Education.*
 - **CC:** *We need to incorporate work-based learning, job shadowing and speakers from industry so students can actually get motivated and see the real value in participating in the program. Between all of us, K-12, our business partners and the community colleges, it's a lot of resources we can put together in a unique way to create something that does a more effective job of taking our adult learners to move them into careers."*
 - **K-12:** *There's communication between the academic administration at Moorpark College, communication between counselors at Moorpark College and our Adult Ed staff. When people are ready to leave this bridge program, the bridge program is a great concept and we've gotten some grants to support it but we have not gotten the students in there to do it. The need for both alignment and definition of responsibility between*

Adult Ed and community college. I think they were a little disappointed with the number of students entering this program.

- **K-12:** *There is a pretty good communication network between the adult schools in Ventura County. The Ventura County Office of Ed has a real role. They do all kinds of program evaluations, and the 24 districts get together and talk about how they're teaching algebra, for example. Ventura Co. Office of Ed does a lot of networking with chamber of commerce. I don't know -- I'm not I've been hugely impressed with the actual results, program results that come out of collaborations with WIB and industry and that kind of thing. My disappointment has been that there's a lot of talk and not a lot of action.*
- **K-12:** *Partners coming together as partners, without the obstacles of duplication of efforts and competition for like populations based on funding allocations, to meet the unique and differing needs of adult learners as a community focused on creating aligned, articulated plans for students . . . these agreements exist between K-12, and community, and four year colleges, yet why not between Ventura County adult education programs and community colleges?*
- **Regionalization / Shared Services:** K-12 and Community College administrators note the importance of focusing on providing regional solutions to meet the needs of Ventura County adult learners.
 - **CC:** *Back in the day when we had money in the state, California didn't ask people to regionalize. Now we have to reduce duplications in some capacity. [...] The state doesn't have the money to do what we started out doing under the same formula we had in the beginning. We want to make sure the outcome is good, and we can rise above all of the politics to make that happen.*
 - **CC:** *All the colleges were over-enrolled with such a demand for courses for the students who are transferring to a four-year university. It's hard to justify offering a lot of the developmental courses when there's such a demand to offer courses for the students who are transferring. It was a question of resource allocation, and unfortunately at the same time there was a large shift in dollars taken away from Adult Education in the K-12 system, as well.*
 - **K-12:** *Probably most of our students who do go to a community college go to Ventura College, and some of our high school kids are taking credit courses at Ventura College. I'm trying to figure out if we can open our high school to have a college professor come out here and provide a course to earn our adults college credit. We want to make sure a lot of those services are offered here.*

- **K-12:** *It would make sense to have regional services for Adults with Disabilities to share resources. [Also] Having a specific resource for students to locate programs at all adult schools to assist with their goals and a referral service to other schools in the county that might provide what they require to reach that goal. Some sharing of transitional services would be beneficial for students countywide.*
- **Student Access:** Both K-12 and community college administrators highlight the importance of providing educational options to students regardless of their level of academic preparation. K-12 administrators, in particular, note the unique challenges adult learners face with regard to student support services.
 - **CC:** *That program talks about giving students the skills to do things that either they were not ready for when they came out of high school, or they haven't been in the classroom for a couple of decades and they need support. It's about meeting the students where they're at.*
 - **K-12:** *My vision for adult education would be increasing funding and support for those who have the greatest needs in regard to support and program enhancements for job readiness and employability skills for viable sustained life in Ventura County.*
 - **K-12:** *Some of our residents didn't complete high school or completed a course or two here or there but because of geographic isolation; people haven't been able to continue on that path. People haven't been able to get 30 minutes on the road to get to their site located in a neighboring community. We need something here that if I am a parent, I can drop my child off at school and get to easily in walking distance.*
- **Programs Leading to Employment:** There is a clear and present need for developmental classes that lead to certificates that are applicable to the workforce. Integration of basic skills curriculum and incentivizing education through practical measures.
 - **K-12:** *We need to have programs where it will lead adults to some sort of certification. We have some adults here that would benefit from college level classes as well, where at the end of the program you get certification. We do have a need for ELD and citizenship. We also have a lot of adults that would really benefit from some type of program that they would complete it and be in a higher-earning job. We have needs everywhere. We don't really have programs for them. There is a definite need for college credit type classes, where you earn some type of certificate.*

- **K-12:** *There are linkages between high schools and workforce development. The last link is having a real job at the end of it. [...]. In education we get all fired up about new programs. We talk a good game. I'm a person that's like show me a concrete outcome. I want to see a concrete outcome as opposed to lots of great ideas.*
- **CC:** *Right now there's not much integration of developmental education with CTE. Too many people get frustrated because they stay in developmental and they just kind of fall into that black hole and there's no progression to a career path. We're at a talking phase now and looking at which pathways we can do that with.*

Greatest Opportunities for Facilitating Effective Transitions

- Harness the energy generated by AB86 toward practical outcomes.
- Establish agreed upon competencies for levels of coursework to convert work done at adult schools to college credit.
- Leverage lessons from California Career Pathways Trust grant with regard to student tracking across systems
- Create a council of administrators and faculty members to draft specific action plans.

Greatest Challenges to Facilitating Effective Transitions

- Fear of breaking away from the status quo.
- Lack of engagement with community and business partners
- Limited / lack of transportation or child care options

Key Informant Interview Findings - Partners

Purpose: In order to develop a deeper understanding of the Ventura County Adult Education Consortium's (VCAEC's) perspectives on the key components necessary to expand and improve the current system of programs and services for adult learners offered within the region, WestEd, on behalf of VCAEC, conducted telephone interviews with key informants within VCAEC leadership, as well as with important partners to VCAEC. The goal was to obtain viewpoints about the current K-12, Adult Education, and community college district systems, and to understand stakeholders' various priorities, perspectives, and potential approaches to the AB 86 work.

Methods and Analyses: A list of partners ($n=8$) was identified by VCAEC leadership to be interviewed. WestEd staff contacted each partner to schedule a phone interview. When the interview date and time was established, WestEd staff sent a confirmation email with the interview questions attached so that interviewees were prepared and relatively unburdened by participating in the interview. As of Dec. 10, 2014, West Ed has conducted interviews with 7 partners. One informant, an executive with the company Haas Automation, Inc., has been unavailable during the interview timeframes.

Partner interviews included 5 required questions and 5 additional questions that could be answered if time permitted. During each phone interview, notes were taken and saved individually for each interview. All interview notes were then compiled and analyzed using an exploratory applied thematic approach. Partner interview protocol is found in the Appendix.

High-level Findings from Partners: Across the seven (7) interview texts analyzed for this summary-to-date for partners interviewed, several themes were seen across interviews and across types of interviewees.

Programs and Services Offered to Adult Learners

- The county WIB administers programs for both adults and youth. The emphasis with adults is to help them obtain a marketable and industry-recognized credential or degree, and then to have them placed in a related sector job. For youth, the WIB focuses on increasing the number of high school students in the

county who graduate prepared for post-secondary vocational training, further education, and/or a career, primarily for at-risk and low-income youth.

- A new opportunity exists with the \$13.2-million **California Career Pathways Trust** grant through the Ventura County Community College District and Ventura County Office of Education. As part of the grant planning process, officials identified **69 different career pathways** in the region that includes almost all of the county's high school districts (with one exception – Oxnard Union High School District) and adult schools within the context of the grant. "The whole goal is to **align our programs to high skill, high wage, high growth jobs in the county**. Rather than saying, 'this is a secondary program and this is a postsecondary program,' there is one program of study in a particular field, whether you're in high school or college."

Greatest Needs – Programs and Services

- **Real-world experience** with hands-on design/construction or applicable skill sets for students before seeking employment.
- We started with a matrix of the county's 15 industry sectors in the context of educating students from high school, adult school and into community college. For the grant process, we looked at **what are the gaps, what are we duplicating, and if we could build anything to fill those gaps**.
- One more need is for **bilingual people who speak Spanish**. We need more bilingual people in all of the professions. It's important to hire licensed health professionals who are bilingual, and we pay a nice premium for it if we can find it. The other thing I would say is **the ability to write is just one of those core skills that is so important** in just about everything in all these sectors — that's a real fundamental need. We need science and math, and I'm totally on that bandwagon. But what gets lost in that is the writing and the message.
- The **fields in greatest need for the county**, which is the region's second largest employer, are: nurse practitioners; radiology technicians; clinical lab scientists; physical therapists; occupational therapists; speech therapists; mental health and drug addiction counselors; licensed clinical social workers; psychologists; family therapists; IT and data management for health care; accountants; probation officers; machinists.
- Right now the **unemployment rate** is very, very low in Ventura County. It becomes very **competitive for job seekers**, so when they have something special like an **occupational certificate** it makes a lot of difference to someone who may even have a lot of work experience.
- **Local growth industries**: The first is **manufacturing**, and the second is **health care**. Baby Boomers are aging, but no one wants to leave Ventura County. It has wonderful weather and it's a good place to retire.

- Leverage new opportunities to **train more local employees for health services work.**
- **More [Science, Technology, Engineering and Mathematics] STEM** type of educational opportunities to facilitate the beginning type of education for tomorrow's engineers, and technical skills for manufacturers.
- **Vocational training through ESL.** Non-English speakers need fundamental computer skills.
- **Soft skills.**

Notable Quotations from Partners:

- “Employers are saying, ‘We can train people in specialty things. We need people to have **essential skills.**’ If you’re an engineer and you can design something on a computer but you have no idea what it feels like to have made it with your hands, you very often have re-dos in the design process. Employers want us to require students to have a shop class before they get to the workforce.”
- “There should be quick turnaround [to employment], but then people may or may not stay in entry level positions, particularly in this county, where **the cost of living is relatively high** and it is difficult to make enough money for that job to be sustainable. “Students would go into the workforce, meeting workforce demands at the entry level, make \$10-\$12 an hour, then continue training to become a bio technician, which would take two years, if that’s what they wanted to do. You can **enter or stop at multiple exit points.**”
- “Many of the jobs [in the county] are in **manufacturing.** There are all kinds of certificates that are helpful for people to have in manufacturing, depending on what type of job they are seeking. For instance, take a simple electronics assembly job. **If you don’t have a standard certificate, you will not be hired.**”
- “**Health care** is very important in Ventura County, and the middle class or upper middle class communities, they expect better service. They want the specialist immediately. They don’t want to have to drive to another county to get the care they need.”
- “They are having to hire people from out of the county or out of the state or out of the country because **no one locally has the skills to do clinical research and specialized lab work.** In Ventura County for years we did not push that our children would become scientists. A few became doctors because their parents were doctors, but all the other occupations they have to fill from outside the area. That is where we need locally grown youth. There are some pipelines through Cal State Channel Islands. The Web site for the county’s Workforce Investment Board covers the new certificate programs available in the health industries. People can start out as a phlebotomist and work their way up from there very quickly.”

- “We conducted a survey of all the **manufacturers** in the county and we asked them what skills they would like to see in people coming as new hires. What I was expecting to hear back that the businesses wanted was workers with math skills and technical things. That wasn’t the response that we got at all. They want employees that they can teach, but employees need to come to work every day. They need to take a shower, they need to understand customer service and they need to understand that **it’s not all about what is most comfortable, it’s about getting the job done.**”

Strategies to Address these Needs

- Educational systems stress the **importance of internships/externships.**
- Work together on Ventura County’s two **Career Pathways Trust grants.**
- It’s about building new relationships and leveraging existing partnerships to **(1) build needs; and (2) look at new areas rather than status quo.**
- “Certification” courses in **employability skills**, in addition to technical skills.
- **Skill identification surveys** prior to commitment to a career or job path.

Notable Quotations from Partners:

- “The goal for all these pathways is to create an **articulated program of study** so that you can start and go into an area and exit out at appropriate times along the way. It’s about having **multiple points of entry** – possibly with high school students and adult students in the same classes – to **eventually increase capacity at the higher levels of the wage scale.**”
- “The thing that gets blurred when we talk about the county sectors is that **healthcare is a huge part of the economy.** Agriculture is a huge part of who we are in our community, but having said that, the healthcare economy just blows it away. It’s a billion-dollar industry. How great is it when you have a job where you get paid to help people?”
- We need to communicate the idea that **you shouldn’t just be stagnant once you get a job** and say, ‘That’s it.’ You need to have people understand that they should have **continuous learning.** They need to **stay current** with whatever they are doing. They can always learn something new, something more. That’s where you can increase your abilities and become more competitive when you’re looking for employment, even if it’s in the same company.”
- “The only way that all of this is going to work is if the **business community engages,** and we need to be giving them something of value. Then they will be more available to the education world. If we were helping them with this problem that they’re having about **finding reliable people,** they would see there is **value in the local education systems.**”

Possible Challenges to Address these Needs

- One barrier to strengthening Adult Education in the county is that there is a **strong adherence to maintaining the status quo**.
- **Transportation:** “The [county] transportation committee is working on the gaps that exist, and we will figure it out. I say there’s always two degrees of separation in this tight-knit county, and that’s one of our strengths here. I can pick up the phone and call other leaders or we bump into each other at events and start a conversation about meeting a need in the county.”
- **Transportation. In the [Fillmore area] valley,** there are only a few companies that can offer training programs and internships. You have to go out of the valley, and that’s where transportation for youth has been a problem. People for years tended to ignore that. “It’s not the intelligence of the students in the valley area. It’s the exposure to those employers. I lived in Fillmore for 12 or 13 years. I would drive to Oxnard every day to work, and two of my stepdaughters would go to Fillmore High School. I had to bring them into Oxnard with me to give them exposure to companies. They have to come out and do other things. I got one of them into an internship in Oxnard.”
- **Marketing challenge:** “When you talk to a group of high school kids and their friends and they are going on to Cal State this and Cal State that and they say, ‘I’m going to the adult school,’ that really falls flat. It doesn’t sound like a big deal but the fact is that by calling itself an adult school instead of a career institute it doesn’t accurately represent itself. There are career technical opportunities offered at the school, but the broader population doesn’t even think about it. What they think is it’s for the folks that are really kind of struggling to get by. ... We need to take the stigma off of making a choice that doesn’t lead to college.

Plans in Place or in Development to Help Adult Learners Transition into Postsecondary Education or Workforce

- Articulated sequence of courses leading to dozens of career pathways, through Ventura County’s two **Career Pathways Trust grants**.
- At the **Employment Development Department**, before the agency sends anyone out to work, they go through “**career shops**,” which are courses on how to **successfully prepare to seek employment**. The courses include how to handle the interview itself, resumes, interviewing skills, dressing for success, how to find work using the Internet, hints and processes — pretty much everything that you would need, including how to use social media. The agency’s clients do mock interviews to build confidence before seeing a potential employer.
- Apprenticeships: Although the EDD does not provide apprenticeships, it assists clients in **taking a self-assessment on the computer**. “They’ll come up and tell us, ‘Here’s my results,’ and we’ll help them interpret their results. They may have

a good area in electricity. We'll say, 'You've done this before,' and then we explain what it would be like to be an electrician if they would like to be an apprentice. We'll give them all of the information.

Extent Partner Organization Collaborates with Adult Schools and/or Community Colleges to Provides Services to Adult Learners and if Effective

- **Ventura Adult and Continuing Education** won a competitive contract through WIB to find older youth up to age 21 (soon to be age 24 through new federal legislation) who are no longer connected to schools, and **enroll those young adults in programs leading to diplomas and other possible career or educational pathways**. The relationship between the WIB and VACE is described as highly effective and active. The other three adult schools do not currently have the same presence with the WIB.
- Pending housing development with **educational complex in Santa Paula** through Limoneira Co.: "We've heard our kids can't afford to live in Santa Paula because they can't get a job, so we are trying to figure out how to create opportunities for employment for the kids that grow up in Santa Paula. The cornerstone of all of that is a good education. There is a big building in the development laid out like a school that will house educational offerings from local higher education institutions. ... I'm working with a group on the agricultural side of things with **[Ventura College President] Dr. [Greg] Gillespie** on how to get the more highly skilled jobs, and the requirements that serve the outside parts of agriculture connected to the community college. We're looking at interesting **workshops on pest control, pest management, pesticide application, fertilizer application** — a whole host of things that do take a lot of higher-level educated people."
- "There are a core of businesses that are aware of the programs that are offered at the adult schools, but there is not a broad appreciation of **the gem that the [Simi Valley] career institute is.**"

Barriers to Collaboration

- **Overtaxing local businesses with duplicated requests** from different educational institutions can be a barrier to moving forward. "It's a little frustrating because community colleges have one set of priorities, career pathways groups have other priorities, and there are a lot of educational efforts that back in to what the needs are for businesses. All the schools at all different levels have to have **business advisory committees**, and they're all going to the same large businesses in Ventura County – Amgen, Inc., based in Thousand Oaks being the largest. "The employers come to the WIB and say, 'I've got all these educators

coming to me to provide internships, job shadowing, on the job training, who am I supposed to choose? What's most important?'

- **Transportation:** "We all know that Ventura County isn't that big, but we're not that well connected in terms of transportation. That's especially true with our Adult Education programs, even for students to get to their classes is very difficult."
- "I firmly believe that things that aren't relevant should go away, and industries that are expanding need to be addressed. In the health sciences, everyone is offering the same exact program, Certified Nursing Assistant programs, and **there is no reason for us to all offer the same programs everywhere.** Instead, **these programs are stressing our internship opportunities because we're duplicating programs.**"

Strategies to Overcome Barriers

- The WIB is inviting educators to get **feedback from businesses in a neutral setting** in hopes of minimizing competing demands on businesses' time and resources and duplicating questions.
- "The goal for all these pathways is to **create an articulated program** of study so that you can start and go into an area and exit out at appropriate times along the way. It's about having **multiple points of entry** – possibly with high school students and adult students in the same classes – to eventually increase capacity at the higher levels of the wage scale."
- The [Ventura Innovates CCPT] grant ensures that **all enrolled students**, whether in high school or at the community college, be **entered into California's Cal-PASS Plus system.** That way, **everybody's using the same data system.** "Students will now be enrolled into the community college system as 9th graders, 10th graders and down the line." The community college district already has funding for staff to do this work enrollment work through other state funding sources.
- The goal of developing the **career pathways — that's definitely the way to go.** There may have been some of that in the past, but it was never fully developed. I'm hoping that with this Adult Education consortium some of that will become more obvious to youth as to what their options are.

Untapped Resources

- The **[CCPT] pathways** are intended to be inter-connected to link the county's education systems, and also to **leverage partnerships** with the Workforce Investment Board of Ventura County.
- Possible **expansion of a county hospital system program for special education students** to assist the hospital staff with medical records or nursing or

maintenance. Currently, there are about 15 youth a semester involved in the confidence-building program. This could be expanded to include Adults With Disabilities for real-world experience.

- Many employers have **career days**, and numerous community groups such as Future Leaders of America or the Hispanic Engineers work with the employers to help get the youth there, and that really could be **expanded in Piru, Fillmore and Santa Paula**. “If you get 100 youth there and only 50 become successful, that’s better than none.”
- **County employer advisory councils** keep local agencies up to date on what businesses need. Two of these councils meet every month with a business luncheon with a speaker. Twice per year they have half-day **seminars related to employment or human resources**. These involve employment agencies, EDD, businesses, employment training panels, the WIB, Department of Rehabilitation and adult schools. “The information is essential, and there’s time to meet everyone and talk to employers about who’s hiring.”
- **Newly formed regional Workforce Education Coalition**, led by the Simi Valley Chamber of Commerce, sets up **tours for high school students and teachers at local businesses**. “The chamber is committed to workforce development. There is not a lack of energy or time or interest on the business side.”
- Ventura County’s **P-20 regional planning** group to find partnership opportunities between the private sector and educational institutions.

APPENDIX B: Data Collection Instruments & Protocols

Faculty / Staff Survey

Ventura County Adult Education Consortium Survey

Welcome to the Ventura Adult Education Survey!

This survey is designed to collect information in response to the planning efforts funded by Assembly Bill 86 (AB 86), the intent of which is to expand and improve the provision of adult education via the Adult Education Consortium Program. The Ventura Consortium for Adult Education includes the following member institutions: Conejo Valley Adult School, Ventura College, Simi Valley Adult School, Oxnard Adult School, Oxnard College, Ventura Adult and Continuing Education, Moorpark College, and Santa Paula Unified School District.

Most importantly, this survey will provide you with an opportunity to share your unique knowledge, insights and experiences concerning the adult education programs and services at your institution and in your region. Please answer each of the following questions to the best of your ability, consistent with your role and/or specific area of expertise. Individual responses will be kept confidential and findings will be reported in aggregate form. The survey will take approximately 30 minutes to complete.

If you have any questions about survey administration, please contact Sarah Griego at (562) 799-5487 or sgriego@wested.org.

1. Contact information

Name:

Email Address:

2. Your School/College:

- Conejo Valley Adult School
- Ventura College
- Simi Valley Adult School
- Oxnard Adult School
- Oxnard College
- Ventura Adult and Continuing Education
- Moorpark College
- Santa Paula Unified School District

3. What is your current role or position?

- Community College Administrator / Dean
- K-12 School / District Administrator
- Program Coordinator / Manager
- Teacher/Faculty
- Counselor
- Career Center / Assessment / Tutoring / Guidance Staff
- Classified Staff
- Other (Please specify):

Ventura County Adult Education Consortium Survey

4. With which of the following programs are you primarily affiliated? Check all that apply.

- Elementary and Secondary Basic Skills, including classes required for a diploma
- ESL/Classes for Immigrants
- Education Programs for Adults with Disabilities
- Short-term Career Technical Education (CTE) Programs
- Programs for Apprentices
- I am not affiliated with any of the above program areas

5. Does your school provide services in correctional facilities?

- Yes
- No
- Don't Know

QUALITY AND ADEQUACY OF PROGRAMS AND SERVICES

6. Please rate the overall quality and/or effectiveness of the programs, services, and courses available at your school to meet the needs of adult learners in each of the following areas:

	Very High	Above Average	Average	Below Average	Very Low	No Services Provided	Don't Know
Adult Basic Education (ABE) or Elementary Skills	<input type="radio"/>						
High School Diploma or High School Equivalency Certificate (GED/HSE)	<input type="radio"/>						
College Basic Skills (remediation)	<input type="radio"/>						
English as a second language (ESL) or Citizenship or Vocational ESL (VESL)	<input type="radio"/>						
Short-term career technical education (CTE) programs	<input type="radio"/>						
Education programs for adults with developmental disabilities	<input type="radio"/>						
Education programs for adults with learning disabilities	<input type="radio"/>						
Apprenticeship programs	<input type="radio"/>						
Programs and services preparing students to transition into postsecondary education (such as career/life planning or academic guidance, transition planning, and college orientation)	<input type="radio"/>						
Programs and services preparing students to transition into the workforce (such as career guidance counseling, skills and aptitude assessments, resume and interview preparation)	<input type="radio"/>						
Programs for adults in correctional facilities	<input type="radio"/>						
Support services (such as guidance, counseling, transition plans, tutoring and follow-up services)	<input type="radio"/>						

Ventura County Adult Education Consortium Survey

7. Please rate the adequacy (sufficiency, comprehensiveness) of the programs, services, and courses available at your school to meet the needs of adult learners in each of the following areas:

	Extremely Adequate	Very Adequate	Moderately Adequate	Slightly Adequate	Not at all Adequate	Don't Know
Adult Basic Education (ABE) or Elementary Skills	<input type="radio"/>					
High School Diploma or High School Equivalency Certificate (GED/HSE)	<input type="radio"/>					
College Basic Skills (remediation)	<input type="radio"/>					
English as a second language (ESL) or Citizenship or Vocational ESL (VESL)	<input type="radio"/>					
Short-term career technical education (CTE) programs	<input type="radio"/>					
Education programs for adults with developmental disabilities	<input type="radio"/>					
Education programs for adults with learning disabilities	<input type="radio"/>					
Apprenticeship programs	<input type="radio"/>					
Programs and services preparing students to transition into postsecondary education (such as career/life planning or academic guidance, transition planning, and college orientation)	<input type="radio"/>					
Programs and services preparing students to transition into the workforce (such as career guidance counseling, skills and aptitude assessments, resume and interview preparation.)	<input type="radio"/>					
Programs for adults in correctional facilities	<input type="radio"/>					
Support services (such as guidance, counseling, transition plans, tutoring, and follow-up services)	<input type="radio"/>					

GAPS AND STRATEGIES

Ventura County Adult Education Consortium Survey

8. Which of the program areas offered at your school have the greatest need for additional course offerings, services, or other improvements?

- Adult Basic Education (ABE) or Elementary Skills
- High School Diploma or High School Equivalency Certificate (GED/HSE)
- College Basic Skills (remediation)
- English as a second language (ESL) or Citizenship or Vocational ESL (VESL)
- Short-term career technical education (CTE) programs
- Education programs for adults with developmental disabilities
- Education programs for adults with learning disabilities
- Apprenticeship programs
- Programs and services preparing students to transition into postsecondary education
- Programs and services preparing students to transition into the workforce
- Programs for adults in correctional facilities
- Support services (such as guidance, counseling, transition, and follow-up services)

Other (please specify)

9. What additional course offerings are needed?

10. What additional services are needed?

11. What other improvements do you recommend?

AWARENESS OF OTHER ADULT EDUCATION SERVICES AND RESOURCES

Ventura County Adult Education Consortium Survey

12. Please rate your knowledge of the resources and services provided by the following agencies to serve adult learners/students.

	To A Great Extent	To A Moderate Extent	To Some Extent	To A Lesser Extent	Not At All	N/A
Area Community Colleges	<input type="radio"/>					
Area Adult Schools	<input type="radio"/>					
Chambers of Commerce	<input type="radio"/>					
City Parks and Recreation	<input type="radio"/>					
Community-Based Organizations	<input type="radio"/>					
County Office of Education	<input type="radio"/>					
County/City Social Services	<input type="radio"/>					
County/City Libraries and Branches	<input type="radio"/>					
Office of Economic Development	<input type="radio"/>					
One-Stop Career Centers	<input type="radio"/>					
Other (please specify):	<input type="text"/>					

COLLABORATION

13. How often have you or your school collaborated with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services to adult learners?

	Frequently	Occasionally	Infrequently	Rarely	Never	Don't Know
One-Stop Career Centers	<input type="radio"/>					
City or County Libraries	<input type="radio"/>					
Industry Employer Groups	<input type="radio"/>					
Economic Development Agencies	<input type="radio"/>					
Chambers of Commerce	<input type="radio"/>					
County Office of Education	<input type="radio"/>					
Literacy Coalitions	<input type="radio"/>					
City or County Social Services - CalWorks, Crisis Response	<input type="radio"/>					
City Parks and Recreation	<input type="radio"/>					
Other (please specify)	<input type="text"/>					

Ventura County Adult Education Consortium Survey

14. How often have you or your school collaborated with area adult schools or the community colleges to better meet the needs of adult learners?

- Frequently
- Occasionally
- Infrequently
- Rarely
- Never
- Don't Know

15. Please identify the areas in which you have collaborated. Mark all that apply.

- Alignment of assessments
- Alignment of educational and career
- Alignment of curriculum
- Articulation of courses
- Dual and concurrent enrollment
- Team teaching
- Creation of career pathways
- Sharing of information about student
- Sharing of data
- Joint grant writing and fund development
- Joint professional development
- Student referral
- None of the above

Other (please specify)

16. How effective have these collaborations been in improving or expanding adult education programs and services in your region?

- Very Effective
- Effective
- Somewhat Effective
- Not at All Effective
- Don't Know

Ventura County Adult Education Consortium Survey

17. Below are some barriers to collaboration between schools/colleges and outside service providers. Please rate the degree to which each is a barrier to collaboration.

	To A Great Degree	To A Moderate Degree	To Some Degree	To A Lesser Degree	Not At All	Don't Know
Insufficient time	<input type="radio"/>					
Lack of incentives	<input type="radio"/>					
Lack of interest	<input type="radio"/>					
Lack of professional development	<input type="radio"/>					
Prohibitive school / district policies	<input type="radio"/>					

Other (please specify)

18. Please provide your thoughts about ways to overcome the barriers above.

OBSTACLES AND STRATEGIES

Ventura County Adult Education Consortium Survey

19. Of the following options, which are obstacles to adult learners/students? Please check all that apply.

- Limited / lack of available childcare options / family needs
- Inadequate education and/or training programs or service options available
- Inadequate support services (e.g., tutoring, counseling, health services)
- Limited content delivery models (e.g., online options, flexible schedules)
- Inadequate information about programs and services available (e.g., in multiple languages and outreach)
- Limited personal motivation / goal
- Limited financial resources
- Inadequate transportation options
- Limited opportunities to develop networking/soft skills
- Limited work experience opportunities (job shadowing, internships/externships)
- Inadequate assessment & career planning services
- Limited access and accommodations for students with disabilities
- Not aware of the resources or services available
- Other (please specify):

20. Which of the following strategies to accelerate student progress are currently in use within your program? Please check all that apply.

- Accelerated Courses (Compressing courses into shorter, more intensive terms)
- Competency-Based (Individualized instruction based on a student's competencies)
- Contextualization (Putting basic skills content into the context of a student's goals and career path)
- Integrated Basic Skills Training (I-BEST) (Technical and basic skills instructors team-teach)
- Learning Communities (Collaborative instruction across disciplines)
- Other (please specify)

Ventura County Adult Education Consortium Survey

21. If you marked any of the strategies in the previous question, please rate their effectiveness at accelerating student progress toward educational and career goals.

	Very Effective	Effective	Somewhat Effective	Ineffective	No Services Provided	N/A
Accelerated Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency-Based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contextualized Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated Basic Skills Training (I-BEST)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input style="width: 100%; height: 15px;" type="text"/>					

22. Which of the following strategies to accelerate student progress would you like to see more of in your program? Please mark all that apply.

- Accelerated Courses
- Competency-Based
- Contextualized Courses
- Integrated Basic Education and Skills Training (IBEST)
- Learning Communities
- N/A

Other (please specify)

23. What additional models would you like to see more of in your program?

Ventura County Adult Education Consortium Survey

24. To what extent does your program use the following Co-location Strategies to align activities or program elements between the adult school and community college?

	To A Great Extent	To A Moderate Extent	To Some Extent	To A Lesser Extent	Not At All	Don't Know
Adult schools classes on college campuses	<input type="radio"/>					
College classes on adult school campuses	<input type="radio"/>					
Support services on campuses	<input type="radio"/>					
Classes conducted at a worksite	<input type="radio"/>					
Classes taught within a support provider's location (e.g. in a group home, facility for adults with disabilities, One Stop Career Center)	<input type="radio"/>					

Other (please specify)

25. To what extent does your program use the following Transition Strategies to align activities or program elements between the adult school and community college?

	To A Great Extent	To A Moderate Extent	To Some Extent	To A Lesser Extent	Not At All	Don't Know
Communication among teachers/faculty across educational systems	<input type="radio"/>					
Defined or articulated pathways to postsecondary education or the workforce	<input type="radio"/>					
Systemic access to student services including counseling, guidance and follow-up	<input type="radio"/>					

Other (please specify)

26. To what extent does your program use the following Physical Access Strategies to facilitate student access to services?

	To A Great Extent	To A Moderate Extent	To Some Extent	To A Lesser Extent	Not At All	Don't Know
Location within easy access of student population	<input type="radio"/>					
Assistance with transportation (bus passes, carpooling)	<input type="radio"/>					
Physical accommodations for adults with disabilities	<input type="radio"/>					

Other (please specify)

Ventura County Adult Education Consortium Survey

27. To what extent does your program use other strategies to facilitate student access to services?

	To A Great Extent	To A Moderate Extent	To Some Extent	To A Lesser Extent	Not At All	Don't Know
Dissemination of program information in local media	<input type="radio"/>					
Program information in multiple languages	<input type="radio"/>					
Learning accommodations for students with disabilities	<input type="radio"/>					
Childcare	<input type="radio"/>					
Open entry/open exit programs	<input type="radio"/>					
Evening hours	<input type="radio"/>					
Saturday hours	<input type="radio"/>					

Other (please specify)

28. To what extent do the following challenges hinder the implementation of any of the strategies listed previously?

	To A Great Extent	To A Moderate Extent	To Some Extent	To A Lesser Extent	Not At All	Don't Know
Lack of time	<input type="radio"/>					
Lack of information about programs or services	<input type="radio"/>					
Lack of funding	<input type="radio"/>					
Lack of incentives, given separate organizational mandates	<input type="radio"/>					
Students not clear about their goals	<input type="radio"/>					
Students not interested in progressing to the next level or moving on to another program	<input type="radio"/>					
Teachers not exposed to these strategies	<input type="radio"/>					
Teachers not interested in these strategies	<input type="radio"/>					
Teachers not skilled in teaching in these ways	<input type="radio"/>					
Different 'cultures' across institutions	<input type="radio"/>					
Belief that these strategies are not appropriate for the students	<input type="radio"/>					
Lack of data to track progress and outcomes from these strategies	<input type="radio"/>					

Other (please specify)

Ventura County Adult Education Consortium Survey

29. Of these challenges, which are the ones that most need to be addressed? Please mark all that apply.

- Lack of time
- Lack of information about programs or services
- Lack of funding
- Lack of incentives, given separate organizational mandates
- Students not clear about their goals
- Students not interested in progressing to the next level or moving on to another program
- Teachers not exposed to these strategies
- Teachers not interested in these strategies
- Teachers not skilled in teaching in these ways
- Different 'cultures' across institutions
- Belief that these strategies are not appropriate for the students
- Lack of data to track progress and outcomes from these strategies

Other (please specify)

PROFESSIONAL DEVELOPMENT

30. What kinds of professional development in your program area would be most valuable for improving or expanding services to adult learners/students? Please mark all that apply.

- Contextualized learning
- Differentiated instruction
- Articulation and dual/concurrent enrollment
- Use of technology to enhance access and learning
- Building of career pathways
- Training in Learning Communities
- Training in I-BEST

Other (please specify)

GENERAL COMMENTS

Ventura County Adult Education Consortium Survey

31. In summary, what is the most important thing that can be done to improve or expand adult education services in your community?

32. Any additional insights you'd like to share?

Student Survey - English



VCAEC Student Survey

Dear Ventura County student,

We encourage you to take this survey to help us collect information about how to better provide services to Ventura County adult students. Please take this important survey to help us better serve students in our county. The survey should take you no longer than 15 minutes, and your responses will be kept confidential. Thank you for participating in this survey.

Please use only #2 pencils.

Like this: ●	Not like this: ✓	✗	/?
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1. **What is your age?**

- (A) Under 18 years
- (B) 18-24 years
- (C) 25-30 years
- (D) 31-39 years
- (E) 40-55 years
- (F) Over 55 years

2. **What is your ethnicity? (Please bubble in all that apply.)**

- (A) American Indian or Alaskan Native
- (B) Asian or Pacific Islander
- (C) Black or African American
- (D) Hispanic or Latino
- (E) White / Caucasian
- (F) Prefer not to answer
- (G) Other (please specify) _____

3. **Which of the following categories best describes your employment status?**

- (A) Employed, working full-time (40 hours or more per week)
- (B) Employed, working part-time (fewer than 40 hours per week)
- (C) Not employed, looking for work
- (D) Not employed, NOT looking for work
- (E) Retired
- (F) Disabled, not able to work

4. **Do you have any children under 18?**

- (A) Yes
- (B) No

5. **Please bubble in the Ventura County schools where you have taken classes, either now or in the past.**

- | | |
|---|---|
| (A) Conejo Valley Adult Education | (F) Simi Valley Adult School and Career Institute |
| (B) Moorpark College | (G) Ventura Adult and Continuing Education |
| (C) Oxnard Adult School | (H) Ventura College/Ventura College – Santa Paula |
| (D) Oxnard College | (I) Other (please specify) _____ |
| (E) Santa Paula Unified School District | |



6. Which school do you attend now?

- (A) Conejo Valley Adult Education
 - (B) Moorpark College
 - (C) Oxnard Adult School
 - (D) Oxnard College
 - (E) Santa Paula Unified School District
- (F) Simi Valley Adult School and Career Institute
 - (G) Ventura Adult and Continuing Education
 - (H) Ventura College/Ventura College – Santa Paula
 - (I) Other (please specify) _____

7. How long have you been enrolled at your school?

- (A) Less than 1 year
 - (B) 1 year
 - (C) 2 years
- (D) 3 years
 - (E) 4 years
 - (F) 5 or more years

8. How much did the following affect your decision to enroll in your present school?

	Very Much	Quite a Bit	Somewhat	A Little Bit	Not at All
Cost of Attendance / Tuition Cost	(A)	(B)	(C)	(D)	(E)
Availability of Financial Aid / Scholarships	(A)	(B)	(C)	(D)	(E)
School / Program Reputation	(A)	(B)	(C)	(D)	(E)
School / Program Offerings	(A)	(B)	(C)	(D)	(E)
Employer / Counselor / Personal Recommendation	(A)	(B)	(C)	(D)	(E)
Location of the School	(A)	(B)	(C)	(D)	(E)
Availability of Evening / Weekend Courses	(A)	(B)	(C)	(D)	(E)
Positive Experience on Campus (Prior to Enrollment)	(A)	(B)	(C)	(D)	(E)

9. Which of the following best describes the kinds of courses in which you are enrolled?

- (A) Basic Skills, including classes required for a diploma / high school equivalence (GED)
- (B) Citizenship, English as a Second Language (ESL), and / or Vocational ESL
- (C) Education Programs for Adults with Disabilities
- (D) Career Technical Education (CTE) / Job Training / Vocational Classes
- (E) Apprenticeship or Pre-apprenticeship
- (F) None of the above

10. What are your current educational goals? (Bubble in all that apply.)

- (A) High School Diploma
- (B) High School Equivalency Exam (GED)
- (C) Improve English Language Skills
- (D) US Citizenship
- (E) Transfer Credits
- (F) An Associate's (2year) Degree
- (G) A Bachelor's (4year) Degree
- (H) Career and Technical Job / Vocational Training
- (I) Technical Certification or Professional Licensure



11. **How well are you progressing toward your educational goals?**
- (A) Extremely Well
 - (B) Quite Well
 - (C) Fairly Well
 - (D) Mildly Well
 - (E) Not Well at All
12. **Have you ever been enrolled in an English as a Second Language (ESL) course, now or in the past?**
- (A) Yes
 - (B) No
13. **Of the options provided below, please select the three that best describe your reasons for enrolling in ESL courses. Select "Not applicable" if you answered "No" to question 12.**
- (A) To help my children with their school work
 - (B) To help prepare for the US Citizenship Test
 - (C) To get a new job
 - (D) To get a raise or promotion
 - (E) To attend college / vocational school
 - (F) To meet a requirement for public assistance
 - (G) To improve the way I feel about myself
 - (H) To make it easier to do things on a day-to-day basis
 - (I) Not applicable
 - (J) Other (please specify) _____
14. **Are you currently enrolled in a career or technical education / vocational education program?**
- (A) Yes
 - (B) No
15. **For what reason are you in a career or technical / vocational education program? Please select one. Select "Not applicable" if you answered "No" to question 14.**
- (A) I'm working to develop job skills to help me get a better job
 - (B) I'm training to re-enter the workforce
 - (C) I want to change careers / learn a new set of job skills
 - (D) I want to advance my career with my present employer
 - (E) Certifications are required for employment in my chosen field
 - (F) Not Applicable
 - (G) Other (please specify) _____

16. How helpful have the following student services been to you?

	Very Helpful	Mostly Helpful	Somewhat Helpful	Less than Helpful	Not at All Helpful	I Have Never Used These Services	My School Does Not Provide These Services
Academic Counseling (help planning academic goals and selecting courses)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Career Counseling (help matching student interests and skills with careers)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Tutoring (help with schoolwork from professional tutors employed by your school)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Childcare and Family Support Services (childcare or health services as provided by your school)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Internship / On-the-Job Training Opportunities (academic credit / training is provided as a part of employment)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Mentorship Programs (one-on-one career coaching with a working professional in the student's chosen field)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Job / Employment / Career Fairs (employers meet with students on / near campus)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
School Tours (tours of other schools or colleges coordinated by the school you attend)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Assistance with Resume Writing and Interviewing	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Job Placement Services (services to help connect employers with students looking for jobs provided by your school)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Transportation Services (bus and/or rideshare services provided by your school)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Other (please specify) _____ _____	(A)	(B)	(C)	(D)	(E)	(F)	(G)

17. What additional services (such as those listed above) would you like to see your school provide?

18. What additional courses would you like to see your school provide?

Student Survey - Spanish

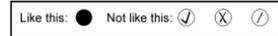


ENCUESTA DE ESTUDIANTES VCAEC

Estimado alumno del Condado de Ventura,

Le exhortamos a que tome esta encuesta el cual nos ayudará a recopilar información sobre como proveer mejores servicios a estudiantes adultos en el Condado de Ventura. La encuesta le tomará no más de 15 minutos, y sus respuesta permanecerán confidenciales. Gracias por su participación en esta encuesta.

Utilice sólo # 2 lápices.



1. **¿Cuál es su edad?**

- (A) Menos de 18 años
- (B) 18-24 años
- (C) 25-30 años
- (D) 31-39 años
- (E) 40-55 años
- (F) Más de 55 años

2. **Cuál es su Raza? (Por favor llene todas las burbujas que corresponden.)**

- (A) Nativo Americano o Nativo de Alaska
- (B) Asiático o isleño del Pacífico
- (C) Negro o Afroamericano
- (D) Hispano o Latino
- (E) Blanco/ Caucásico
- (F) Prefiero no contestar
- (G) Otro (por favor especifique) _____

3. **¿Cuál de las siguientes categorías mejor describe su situación laboral?**

- (A) Empleado, trabajando tiempo completo (40 horas o más por semana)
- (B) Empleado, trabajando tiempo parcial (menos de 40 horas por semana)
- (C) Sin empleo, buscando trabajo
- (D) Sin empleo, no buscando trabajo
- (E) Jubilado
- (F) Discapacitado, no puedo trabajar

4. **¿Tiene hijos menores de 18 años?**

- (A) Sí
- (B) No

5. **Por favor marque las escuelas del Condado de Ventura donde usted ha tomado clases, ya sea ahora o en el pasado.**

- (A) Conejo Valley Adult Education
- (B) Moorpark College
- (C) Oxnard Adult School
- (D) Oxnard College
- (E) Santa Paula Unified School District
- (F) Simi Valley Adult School and Career Institute
- (G) Ventura Adult and Continuing Education
- (H) Ventura College / Ventura College Santa Paula
- (I) Otra (por favor especifique) _____

6. **¿A cuál escuela asiste usted ahora?**

- | | |
|---|---|
| (A) Conejo Valley Adult Education | (F) Simi Valley Adult School and Career Institute |
| (B) Moorpark College | (G) Ventura Adult and Continuing Education |
| (C) Oxnard Adult School | (H) Ventura College / Ventura College Santa Paula |
| (D) Oxnard College | (I) Otra (por favor especifique) _____ |
| (E) Santa Paula Unified School District | |

7. **¿Cuánto tiempo ha estado inscrito en su escuela?**

- | | |
|---------------------|------------------|
| (A) Menos de un año | (D) 3 años |
| (B) 1 año | (E) 4 años |
| (C) 2 años | (F) 5 años o más |

8. **¿Cuánto afectó lo siguiente su decisión de inscribirse en su escuela actual?**

	Muchísimo	Mucho	Algo	Un poco	Para nada
Costo de asistencia / Costo de Matrícula	(A)	(B)	(C)	(D)	(E)
Disponibilidad de ayuda financiera/Becas	(A)	(B)	(C)	(D)	(E)
Reputación de la Escuela o el programa	(A)	(B)	(C)	(D)	(E)
Lo que ofrece la Escuela o el programa	(A)	(B)	(C)	(D)	(E)
Empleador / Consejero / Recomendaciones Personales	(A)	(B)	(C)	(D)	(E)
Ubicación de la Escuela	(A)	(B)	(C)	(D)	(E)
La disponibilidad de los cursos nocturnos/de fin de semana	(A)	(B)	(C)	(D)	(E)
Una experiencia positiva en la Escuela (antes de la inscripción)	(A)	(B)	(C)	(D)	(E)

9. **¿Cuál de las siguientes opciones mejor describe el tipo de cursos en los que esté inscrito?**

- (A) Habilidades básicas, incluyendo las clases requeridas para recibir un diploma de la preparatoria/ diploma de equivalencia general (GED)
- (B) Ciudadanía, Clases de Inglés ESL, y/o ESL Vocacional
- (C) Programas de Educación para Adultos incapacitados
- (D) Educación Técnica Profesional (CTE)/ entrenamiento laboral / Clases Vocacionales
- (E) Periodo de Aprendices o Pre-aprendizaje
- (F) Ninguna de las opciones anteriores

10. **¿Cuáles son sus metas académicas? (Por favor llene todas las burbujas que corresponden.)**

- (A) Diploma de la Preparatoria
- (B) Examen de equivalencia de la preparatoria (GED)
- (C) Mejorar mis habilidades de inglés
- (D) Obtener la Ciudadanía de los Estados Unidos
- (E) Transferir créditos
- (F) Título universitario de 2 años
- (G) Título universitario de 4 años
- (H) Carrera y Trabajo Técnico/Formación Profesional
- (I) Certificación técnica o licenciatura profesional



11. **¿Cómo está progresando hacia sus metas académicas?**
- (A) Extremadamente Bien
 - (B) Muy Bien
 - (C) Bien
 - (D) Ligeramente Bien
 - (E) Nada Bien
12. **¿Ha estado inscrito en un curso de Inglés como una Segunda Lengua (ESL) ahora o en el pasado?**
- (A) Sí
 - (B) No
13. **De las opciones que aparecen a continuación, por favor seleccione tres opciones que mejor describa sus razones para inscribirse en los cursos de ESL. Seleccione "No aplica" si respondió "No" a la pregunta 12.**
- (A) Para ayudar a mis hijos con las tareas escolares
 - (B) Para prepararme para el examen de ciudadanía de los Estados Unidos
 - (C) Para conseguir un trabajo nuevo
 - (D) Para conseguir un aumento de sueldo o una promoción
 - (E) Para poder asistir a la universidad/escuela vocacional
 - (F) Para cumplir con el requisito de asistencia pública
 - (G) Para ayudar su auto-estima
 - (H) Para mejorar en su vida cotidiana
 - (I) No aplica
 - (J) Otra (por favor especifique) _____
14. **¿Está inscrito en un programa de educación técnica/ programa de formación profesional?**
- (A) Sí
 - (B) No
15. **¿Por qué razón está en un programa de educación técnica/ programa de formación profesional? Por favor, seleccione una. Seleccione "No aplica" si respondió "No" a la pregunta 14.**
- (A) Estoy mejorando mis habilidades de trabajo para conseguir un mejor empleo
 - (B) Estoy entrenando para reingresar a la fuerza laboral
 - (C) Quiero cambiar de carrera/aprender nuevas habilidades de trabajo
 - (D) Quiero avanzar en mi carrera con mi empleador actual
 - (E) Certificaciones son requeridas para empleo en mi campo elegido
 - (F) No aplica
 - (G) Otra (por favor especifique) _____

16. **¿Qué tan útiles han sido los siguientes servicios estudiantiles para usted?**

	Muy Útil	Algo Útil	Útil	No muy Útil	Para nada Útil	Nunca he Usado Estos Servicios	Mi Escuela No Ofrece Estos Servicios
Consejería Académica (ayuda para planificación de metas académicas y la selección de cursos)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Consejería laboral (asesoramiento para descubrir intereses y habilidades para una carrera)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Tutoría (ayuda con las tareas escolares por tutores profesionales empleados por su escuela)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Cuidado de niños y Servicios de Apoyo Familiares (cuidado de niños o servicios de salud proporcionados por su escuela)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Prácticas/ Oportunidades de Capacitación en su trabajo (créditos académicos / capacitación que se proporciona como parte del empleo)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Programas de Mentor (entrenamiento de carreras a uno a uno con un profesional que trabaja en el campo elegido por el estudiante)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Ferias de Trabajo/Empleo/Carrera (empleadores se reúnen con los estudiantes en el campus o cercas)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Excursiones escolares (visitas a otras escuelas o colegios coordinados por la escuela a la que asiste)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Ayuda para escribir el currículum y para prepararse para la entrevista	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Servicios de Colocación Laboral (servicios para ayudar a conectar a empleadores con los estudiantes en busca de empleo proporcionadas por la escuela)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Servicios de transporte (autobús y/o servicios de viajes compartidos proporcionados por su escuela)	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Otro (por favor especifique) _____	(A)	(B)	(C)	(D)	(E)	(F)	(G)

17. **¿Qué servicios (como las opciones mencionadas anteriormente) adicionales le gustaría ver que su escuela proporcione?**

18. **¿Qué cursos adicionales le gustaría ver que su escuela proporcione?**

Interview Protocol - Educators

Maximum duration of interview: 50 minutes

Typical duration of interview: 20 minutes

Procedure:

- Interviews will be scheduled and confirmed in advance.
- Interviewees will be sent conference call dial-in information with confirmation of their scheduled interview.
- Interviewers will dial-in at least 5 minutes in advance of the scheduled interview time to allot for any delays and for set up time.
- Interviewers will introduce themselves informally, confirm that they are speaking to the appropriate interviewee, and re-iterate the pre-approved time and duration for the interview.
- The interviewer will then read the following script:

General pre-interview script (3 minutes):

Welcome

Thank you for being willing to give of your time and energy to this interview. I am _____ and I will be asking you a few questions (and [Name] will be taking notes).

Purpose

WestEd is working with your regional consortium as part of the AB86 Adult Education Consortium Planning to assist with data collection efforts concerning the rethinking and redesign of the K-12, Adult Education, and community college district systems. To this end, we are conducting interviews with key staff from consortia and community/local agencies to develop a better understanding and gain further insights concerning the essential components of a plan that will result in an expanded and improved system of programs and services for adult learners. Information from these interviews will be used to inform the plan developed by your regional consortium.

In this interview process, your confidentiality is assured. All of the information and feedback we collect will be de-identified (your name will not be used in any report) before being reported in summary form to provide guidance and information to AB86 stakeholders about ways to further assist the consortia in accomplishing their objectives.

The interview process will start with me asking a set of questions, which will be the same set of questions asked for each interviewee across your consortium. You will be given as much time as you need to respond, but I will monitor the time to honor our commitment

to keep this visit to 20 minutes or less. Are there any questions about any of this? If not, let's get started.

Interview Questions (modified, depending on the interviewee's focus and knowledge base):

1. How would you describe the level and types of Adult Education programs you currently offer?
 - a. How would you characterize the adequacy and quality of the programs/services?
 - b. What is your vision for the improvement or enhancement of these programs and their reach?
2. How would you describe current *needs* for Adult Education in your area, in terms of type and level?
 - a. Have any gaps in existing programs or services been identified and, if so, how do you envision addressing those?
3. What are currently the biggest opportunities for and challenges to effective transition from Adult Education programs to postsecondary education or the workforce?
 - a. How might the challenges be mitigated?
 - b. How might the opportunities be leveraged?
4. What types of strategies and structures have been implemented in your program(s) to accelerate student progress (e.g., targeted professional development offerings; combined programs; inquiry-based or other evidence-based instructional strategies)?
 - a. Are there other strategies and strategies that you would like to implement to accelerate student progress?
5. Given the responses to the interview questions above, how would you describe your overall vision for Adult Education in the next year? 5 years? 10 years?
 - a. What key partnerships will be critical in realizing your vision?
 - b. What do you think is the best approach for accomplishing this vision?
 - c. How will you handle the biggest obstacle you see to realizing this vision?

Other Possible Questions:

1. What are the essential components of a well-aligned system? K-12, Adult Education, and community college system capable of meeting diverse student needs? *[For example: alignment of secondary and postsecondary programs/institutions with workforce development; multiple entry and exit points; meeting labor market demands; a focus on industry recognized credentials; comprehensive support services such as career counseling and transportation]*
2. What structures (e.g., regional collaboratives) and resources are essential to this effort? From your perspective, what systems, structures or supports are needed to facilitate the development of comprehensive, multi-system approaches?

3. What are the top three priorities for your organization concerning adult learners?
4. How would you describe the relationship between the certification process and completers' employment status and wage increase?
What could be done to improve the certification process and outcomes for completers?

Interview Protocol - Partners

Maximum duration of typical interview: 50 minutes

Typical duration of interview: 30 minutes

Procedure:

- Interviews will be scheduled and confirmed in advance.
- Interviewees will be sent conference call dial-in information with confirmation of their scheduled interview.
- Interviewers will dial-in at least 5 minutes in advance of the scheduled interview time to allot for any delays and for set up time.
- Interviewers will introduce themselves informally, confirm that they are speaking to the appropriate interviewee, and re-iterate the pre-approved time and duration for the interview.
- The interviewer will then read the following script:

General pre-interview script (3 minutes):

Welcome

Thank you for being willing to give of your time and energy to this interview. I am _____ and I will be asking you a few questions (and [Name] will be taking notes).

Purpose

WestEd is working with your regional consortium as part of the AB86 Adult Education Consortium Planning to assist with data collection efforts concerning the rethinking and redesign of the K-12, Adult Education, and community college district systems. To this end, we are conducting interviews with key staff from consortia and community/local agencies to develop a better understanding and gain further insights concerning the essential components of a plan that will result in an expanded and improved system of programs and services for adult learners. Information from these interviews will be used to inform the plan developed by your regional consortium.

In this interview process, your confidentiality is assured. All of the information and feedback we collect will be de-identified (your name will not be used in any report, except in internal notes used by the consultant) before being reported in summary form. The intent of the interviews is to provide guidance and information to AB86 stakeholders about ways to further assist the consortium in accomplishing its objectives.

The interview process will start with me asking a set of questions, which will be the same set of questions asked for each interviewee across your consortium. You will be given as much time as you need to respond, but I will monitor the time to honor our commitment to keep this visit to 20 minutes or less. Are there any questions about any of this? If not, let's get started.

Core Questions for Partners

1. Please describe the programs and services you provide to adult learners.
 - a. In general, how would you characterize the adequacy and quality of these programs and service offerings?
2. Drawing on your experience providing services to adult learners in the region, where do you see the greatest need in terms of programs, service offerings, or otherwise? (*Probe on support services, access issues*)
 - a. What strategies would you recommend to address these needs, and why?
 - b. What are the possible challenges to addressing these needs, and how would you recommend mitigating them?
3. What plans, if any, do you have in place (or that you are in the process of developing) to help adult learners transition into postsecondary education or the workforce?
4. To what extent does your organization collaborate with adult schools and / or community colleges to provide services to adult learners?
 - a. Have you found these collaborations to be effective? If so, why? If not, why not? (*Probe on strategies used, agreements with credentialing systems, placement/assessment tools, support services, etc.*)
 - b. What barriers prevent collaboration with Adult Schools and / or community colleges?
 - c. What strategies would you recommend to overcome them?
5. What other partners (educational, support providers, funders) do you work with in your communities? (*If no partnerships, probe for barriers to collaboration & strategies to overcome or work around those barriers*)
 - a. What untapped resources exist in your region that could be leveraged to meet student needs? (*Probe for partners, other initiatives, and other factors, such as technological resources, key employers, etc.*)
 - b. What incentives and disincentives exist to partnering?

Supplemental Questions – Varied depending on the nature of the partner's main focus.

Objective 1

1. How has the range of programs changed since the 2008/09 school year?

Objective 3

1. In your opinion, what would need to be done in the region to ensure plans are developed to create seamless transitions between existing programs in these domains and postsecondary education or the workforce? Please elaborate.

Objective 4

1. What gaps do you see in the continuum of services provided to adult learners within program area and / or region?
2. What are some of the challenges/barriers your students face in attaining their educational goals?
 - a. What are some potential solutions for addressing these challenges/barriers?

Objective 5

1. What plans, if any, do you have in place or are in the process of developing to employ approaches proven to accelerate a student's progress toward academic or career goals? (e.g., contextualized basic skills and CTE, or joint programming strategies?)

Objective 6

1. What are high priority topic areas for professional development for Adult Education teachers and/or administrators?

Objective 7

1. What plans, if any, do you have in place or are in the process of developing to leverage existing regional structures (e.g., collaborations)? Please describe.
2. With what partners (educational, support providers, funders) do you already work with in the region?

APPENDIX C: AB86 Data Tables

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Complete this worksheet by first selecting the name of your region from the drop down menu in B5. Then, beginning in A10, list the data for each consortia member with a separate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit and Enhanced Non-credit for community colleges. Cells F7-W7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Directions:

Region (select your region from drop down):	Ventura County
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	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's
Total for Consortium Members:	18,781	4,223.02	19,749,106	10,190,349

Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	For Community College Response Only: Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (CDE Adult Ed)/ FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's
Oxnard Adult School	Ventura County	1 - Elementary and Basic Skills	CDE Adult Education		2,328	202.46	522,520	220,809
Oxnard Adult School	Ventura County	2 - Classes and Courses for Immigrants	CDE Adult Education		3,067	519.67	1,306,298	552,022
Oxnard Adult School	Ventura County	3 - Adults with Disabilities	CDE Adult Education		158	322.99	841,835	355,747
Oxnard Adult School	Ventura County	4 - Short Term CTE	CDE Adult Education		444	83.10	232,230	98,137
Simi Valley Adult School	Ventura County	1 - Elementary and Basic Skills	CDE Adult Education		1,395	63.18	930,516	449,796
Simi Valley Adult School	Ventura County	2 - Classes and Courses for Immigrants	CDE Adult Education		971	171.16	946,385	492,133
Simi Valley Adult School	Ventura County	4 - Short Term CTE	CDE Adult Education		1,981	924.35	4,161,233	1,432,311
Ventura Adult School	Ventura County	1 - Elementary and Basic Skills	CDE Adult Education		1,251	279.04	372,966	217,763
Ventura Adult School	Ventura County	2 - Classes and Courses for Immigrants	CDE Adult Education		426	95.19	316,802	150,132
Ventura Adult School	Ventura County	3 - Adults with Disabilities	CDE Adult Education		170	178.14	46,657	35,318
Ventura Adult School	Ventura County	4 - Short Term CTE	CDE Adult Education		654	360.97	1,047,755	533,460
Conejo Valley Adult School	Ventura County	1 - Elementary and Basic Skills	CDE Adult Education		142	17.82	58,000	31,744
Conejo Valley Adult School	Ventura County	2 - Classes and Courses for Immigrants	CDE Adult Education		964	162.31	476,183	174,239
Conejo Valley Adult School	Ventura County	3 - Adults with Disabilities	CDE Adult Education		36		0	
Conejo Valley Adult School	Ventura County	4 - Short Term CTE	CDE Adult Education		836	29.41	963,678	35,100
Moorpark College	Ventura County	1 - Elementary and Basic Skills	Community College	Credit Basic Skills	134	21.83	42,333	31,358
Moorpark College	Ventura County	2 - Classes and Courses for Immigrants	Community College	Credit ESL	43	8.33	9,000	6,667
Moorpark College	Ventura County	3 - Adults with Disabilities	Community College	Credit	164	20.07	49,750	36,852
Oxnard College	Ventura County	1 - Elementary and Basic Skills	Community College	Credit Basic Skills	1,459	347.36	1,179,941	803,963
Oxnard College	Ventura County	2 - Classes and Courses for Immigrants	Community College	Credit ESL	96	21.99	113,520	86,518
Oxnard College	Ventura County	3 - Adults with Disabilities	Community College	Credit	70	26.17	109,616	68,231
Ventura College	Ventura County	1 - Elementary and Basic Skills	Community College	Credit Basic Skills	1,409	209.96	5,407,746	3,954,851
Ventura College	Ventura County	2 - Classes and Courses for Immigrants	Community College	Credit ESL	276	71.02	256,842	175,711
Ventura College	Ventura County	3 - Adults with Disabilities	Community College	Credit	307	86.50	357,300	247,487

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered, cont.

	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's
Total for Consortium Members:	2,344,484	4,535,196	960,285	1,494,336	55,034	169,422	18,829	4,329.45	20,510,929	11,044,757
Consortium Member Name	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA (CDE Adult Ed)/ FTES (Community Colleges)	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's
Oxnard Adult School	68,385	96,049	17,760	89,021	0	30,496	2,429	193.58	541,301	222,702
Oxnard Adult School	170,962	240,123	44,399	222,552	0	76,240	3,250	510.98	1,353,255	556,756
Oxnard Adult School	110,175	154,746	28,613	143,422	0	49,132	166	328.49	872,097	358,798
Oxnard Adult School	30,393	42,689	7,892	39,565	0	13,554	576	95.14	240,578	98,979
Simi Valley Adult School	176,304	206,357	20,283	77,776	0	0	814	33.10	871,329	409,314
Simi Valley Adult School	171,911	161,519	42,363	78,459	0	0	585	118.17	892,140	447,841
Simi Valley Adult School	1,076,628	1,015,863	121,429	480,836	34,167	0	1,559	680.31	3,919,477	1,303,403
Ventura Adult School	75,995	61,686	8,346	9,176	0	0	1,497	251.07	487,996	241,842
Ventura Adult School	34,860	51,292	71,244	9,274	0	0	658	100.83	284,833	148,132
Ventura Adult School	0	11,339	0	0	0	0	189	247.31	49,965	36,401
Ventura Adult School	92,449	211,576	199,012	11,258	0	0	813	296.48	1,105,202	597,733
Conejo Valley Adult School	2,400	9,856	2,800	11,200	0	0	301	16.60	65,803	33,053
Conejo Valley Adult School	27,600	113,344	32,200	128,800	0	0	830	138.70	620,227	297,477
Conejo Valley Adult School							32		0	
Conejo Valley Adult School	278,000	106,144	357,625	186,809	0	0	861	177.00	1,009,211	401,458
Moorpark College	0	10,975	0	0	0	0	503	61.46	121,815	90,233
Moorpark College	0	2,333	0	0	0	0	33	6.83	9,315	6,900
Moorpark College	0	12,898	0	0	0	0	124	19.94	55,318	40,976
Oxnard College	23,539	344,250	2,556	5,633	0	0	1,610	705.37	1,696,620	1,122,198
Oxnard College	0	27,002	0	0	0	0	73	14.59	65,843	52,112
Oxnard College	0	41,074	312	0	0	0	85	23.17	127,845	81,811
Ventura College	2,798	1,448,438	1,104	555	0	0	1,282	187.49	5,584,160	4,117,569
Ventura College	0	59,910	801	0	20,420	0	187	51.21	218,776	167,344
Ventura College	2,085	105,735	1,546	0	447	0	372	71.62	317,822	211,725

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered, cont.

	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
Total for Consortium Members:	2,366,222	4,699,526	927,112	1,302,395	19,745	151,173

Consortium Member Name	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
Oxnard Adult School	71,327	100,171	37,893	81,090	907	27,211
Oxnard Adult School	178,318	250,426	94,734	202,726	2,267	68,028
Oxnard Adult School	114,916	161,386	61,050	130,646	1,461	43,840
Oxnard Adult School	31,700	44,520	16,842	36,040	403	12,094
Simi Valley Adult School	172,778	187,785	24,340	77,112	0	0
Simi Valley Adult School	168,473	146,982	50,836	78,008	0	0
Simi Valley Adult School	1,055,095	924,435	145,715	485,508	5,322	0
Ventura Adult School	88,115	93,064	59,106	5,870	0	0
Ventura Adult School	28,293	45,641	49,680	13,086	0	0
Ventura Adult School	0	13,564	0	0	0	0
Ventura Adult School	90,094	241,188	154,466	12,994	8,726	0
Conejo Valley Adult School	3,500	14,300	3,750	11,200	0	0
Conejo Valley Adult School	31,500	128,700	33,750	128,800	0	0
Conejo Valley Adult School						
Conejo Valley Adult School	286,344	98,000	190,528	32,881	0	0
Moorpark College	0	31,582	0	0	0	0
Moorpark College	0	2,415	0	0	0	0
Moorpark College	0	14,342	0	0	0	0
Oxnard College	43,838	525,466	0	5,118	0	0
Oxnard College	0	13,731	0	0	0	0
Oxnard College	0	46,035	0	0	0	0
Ventura College	0	1,463,465	1,810	1,316	0	0
Ventura College	0	50,062	1,370	0	0	0
Ventura College	1,930	102,265	1,243	0	659	0

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members

Region (select your region from drop down): Ventura County

	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	Other Grants 12-13	Other 12-13
Total For Consortia Members:	17,542,993	758,727	640,228	317,522	2,760,141	90,000	197,698	557,045	2,368,502

		Funding Source - Total Dollar Amount 2012-2013								
Member Name	Region	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	Other Grants 12-13	Other 12-13
Oxnard Adult School	Ventura County	2,238,991	0	0	0	418,829	0	0	0	245,063
Simi Valley Adult School	Ventura County	2,730,761	0	191,991	0	1,377,520	0	0	0	157,877
Ventura Adult School	Ventura County	3,190,000	566,507	213,958	0	694,376	0	0	479,172	1,602,621
Conejo Valley Adult School	Ventura County	1,545,000	0	234,279	0	109,075	0	0	0	290,000
Moorpark College	Ventura County	101,083	0	0	0	0	0	0	0	0
Oxnard College	Ventura County	0	0	0	201,674	160,341	90,000	197,698	49,389	0
Ventura College	Ventura County	7,737,158	192,220	0	115,848	0	0	0	28,484	72,941

Region (select your region from drop down): Ventura County

	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
Total For Consortia Members:	16,919,860	487,471	672,438	292,435	2,579,537	112,667	424,012	768,048	3,265,288

		Funding Source - Total Dollar Amount 2013-2014								
Member Name	Region	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
Oxnard Adult School	Ventura County	2,320,465	0	0	0	339,828	0	0	0	346,938
Simi Valley Adult School	Ventura County	1,921,679	0	188,287	0	1,538,195	0	0	2,028	138,596
Ventura Adult School	Ventura County	3,190,000	301,046	234,147	0	448,061	0	0	672,180	2,404,486
Conejo Valley Adult School	Ventura County	1,545,000	0	250,004	0	116,385	0	0	0	320,000
Moorpark College	Ventura County	186,448	0	0	0	0	0	0	0	0
Oxnard College	Ventura County	0	0	0	188,334	137,069	112,667	424,012	44,025	0
Ventura College	Ventura County	7,756,268	186,425	0	104,101	0	0	0	49,815	55,268

Table 2: Evaluation of Existing Adult Education Enrollment

Region (select your region from drop down):

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment
Total for Members and Partners:	32,850	18,781	18,829

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment
Oxnard Adult School	Ventura County	1 - Elementary and Basic Skills	2,644	2,328	2,429
Oxnard Adult School	Ventura County	2 - Classes and Courses for Immigrants	5,832	3,067	3,250
Oxnard Adult School	Ventura County	3 - Adults with Disabilities	287	158	166
Oxnard Adult School	Ventura County	4 - Short Term CTE	864	444	576
Simi Valley Adult School	Ventura County	1 - Elementary and Basic Skills	2,432	1,395	814
Simi Valley Adult School	Ventura County	2 - Classes and Courses for Immigrants	1,778	971	585
Simi Valley Adult School	Ventura County	4 - Short Term CTE	3,122	1,981	1,559
Ventura Adult School	Ventura County	1 - Elementary and Basic Skills	1,809	1,251	1,497
Ventura Adult School	Ventura County	2 - Classes and Courses for Immigrants	934	426	658
Ventura Adult School	Ventura County	3 - Adults with Disabilities	110	170	189
Ventura Adult School	Ventura County	4 - Short Term CTE	3,236	654	813
Conejo Valley Adult School	Ventura County	1 - Elementary and Basic Skills	425	142	301
Conejo Valley Adult School	Ventura County	2 - Classes and Courses for Immigrants	1,902	964	830
Conejo Valley Adult School	Ventura County	3 - Adults with Disabilities	165	36	32
Conejo Valley Adult School	Ventura County	4 - Short Term CTE	620	836	861
Moorpark College	Ventura County	1 - Elementary and Basic Skills	482	134	503
Moorpark College	Ventura County	2 - Classes and Courses for Immigrants	122	43	33
Moorpark College	Ventura County	3 - Adults with Disabilities	407	164	124
Oxnard College	Ventura County	1 - Elementary and Basic Skills	1,788	1,459	1,610
Oxnard College	Ventura County	2 - Classes and Courses for Immigrants	478	96	73
Oxnard College	Ventura County	3 - Adults with Disabilities	143	70	85
Ventura College	Ventura County	1 - Elementary and Basic Skills	1,338	1,409	1,282
Ventura College	Ventura County	2 - Classes and Courses for Immigrants	1,103	276	187
Ventura College	Ventura County	3 - Adults with Disabilities	829	307	372

Table 3: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment	Timeline
Assessment of skills and interests for placement of Adults with Disabilities	Use Situational Assessments to determine placement of adults with disabilities in vocational courses	Time of Admissions Counselor (2 FTEs) with responsibilities for Adults with Disabilities	Non-Credit Vocational Certificate programming developed according to skill sets of adults with disabilities	
Support transition age students by age 14 with transition plans reflected in IEPs regarding post-secondary education and employment planning. Influence and support development of curricula as well as referral of students for application for admission.	Transition Liaison positions (2 FTEs) to support communications across School Districts, Adult Education Schools and Community Colleges in Ventura County to identify prospective students with disabilities who are interested in vocational programming post-secondary and employment.	Transition Liaison positions (2 FTEs)	Measure numbers of young adults with disabilities who are assessed for admission to accommodated vocational certificate programs in Adult Education schools and Community Colleges.	
Communication with regional employers to facilitate interest in employing adults with disabilities and individuals with certain vocational certificates.	Employment Specialists (2 FTEs) communicate with regional employers – create networks of employers	Employment Specialist positions (2 FTEs) Budget for equipment (technology) for meetings with employers	Measure success through number of employers serving on advisory boards through the county #s of students enrolled in accommodated vocational certificate programs	
Streamlined alignment and articulation of Systems / pathways	<ul style="list-style-type: none"> Review any existing articulation agreements between Ventura K-12 districts and community colleges. Cross-reference existing courses 	<ul style="list-style-type: none"> Collaboration between adult schools and community college faculty. Paid release time for faculty and 	<ul style="list-style-type: none"> Articulation agreements to be on file with the consortium. a. Shared course descriptions available to all. 	2015-16 and ongoing

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment	Timeline
	<p>for compatibility across the five program areas.</p> <ul style="list-style-type: none"> • Work with Ventura Innovates team to develop smooth transitions for students through new Career Pathways Trust opportunities. • Professional Development • Develop templates and/or use existing templates for agreements between the K-12 and community college systems. • Curriculum and program alignment: adult schools to adult schools, adult schools to community colleges, community colleges to community colleges 	<p>staff to construct meaningful agreements tailored to Ventura adult learners.</p> <ul style="list-style-type: none"> • Professional development strategies to create a culture of common terminology. • Alignment, and then Policy recommendation: CTE alignment to CB-21 	<ul style="list-style-type: none"> • Map showing compatible coursework along the continuum (AS to CC). • Regular discussions with leadership teams for county's 2 Career Pathways Trust grants. Regular professional development occurs with quarterly progress reports. • Technology literacy plans in place to bring foundational skills in Email, Web use, word processing to all adult learners • A common accepted template is in place for new articulation agreements. 	
	<ul style="list-style-type: none"> • Integrate foundational computer literacy for all adult learners as they move through coursework. 			
Alignment of CTE to Industry Standards				
Common Assessment and Student Tracking	<ol style="list-style-type: none"> 1. Use established, consistent best practices for assessing students, such as testing students at sites familiar and convenient to them. 	<p>Time to research and collect common data on student assessment.</p>	<p>Adult schools and community colleges are using the same assessments and common terminology to accurately place students in course levels.</p>	<p>2015-16</p>
	<ol style="list-style-type: none"> 2. The consortium will appoint a sub-group to develop a degree/program completion audit mechanism to be implemented by the four adult schools and three community colleges. 	<p>Paid time for faculty and/or staff to develop an appropriate auditing mechanism.</p>	<p>Ongoing review of degree, certificate and program completion rates at the adult schools and community colleges.</p>	<p>Begin immediately, with ongoing progress reports.</p>
	<ol style="list-style-type: none"> 3. Establish a common student tracking system for both the adult schools and the community colleges. 	<p>Guidance from California Department of Education and California Community Colleges Chancellor's Office on a common</p>	<p>Common student tracking ID will be available for use across the consortium.</p>	<p>Ongoing project with input from the state.</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment	Timeline
		tracking mechanism.		
	4. Increase access to technology for all adult learners.	Additional technology specialists.	Technology instructors and/or specialists work together across the education systems to provide meaningful skills to adult learners. Regular progress reports will be generated for consortium leadership.	2015-16
	5. All adult schools to seek accreditation through the Council on Occupational Education.	VACE leadership to assist with transition.	COE accredited schools.	2016-17.
Counseling & Student Support Services for transitions along the adult school-community college continuum	1. Provide extra support for marginal learners. a. Include intensive mentoring and monitoring services.	<i>Across all items under Counseling and Student Support Services:</i> a. Direct, dedicated categorical funding for Adult Education in K-12 districts and for community colleges. b. Equitable funding for students enrolled in either educational system. c. Funds for professional development to effectively carry out counseling and support services.		Begin 2015-16, and phase in additional resources as available each year through 2017-18.
	3. Increase number of counselors at the four adult schools and three community colleges. a. Make counseling services available to students to underserved areas in the county		Low student-to-counselor ratio will be established and maintained.	Immediate, as funding becomes available.
	4. Increase program completion rates across program areas.		Regular progress reports on program completion rates. Individual plans for Adults With Disabilities.	Establish baseline data from current year (2014-15) for completion rates.

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment	Timeline
	5. Increase persistence across the programs with at-risk student populations from the five AB86 areas		Regular data sharing on persistence across Adult Education programs, based on common terminology.	Establish baseline persistence data for subsets of students.
	6. Examine the roles of job developers and transition specialists to determine an appropriate staffing ratio of each.		Shared job descriptions across the consortium. Agreed upon staffing ratio.	Immediate.
	7. Life planning (Educational Planning and Career Planning) articulated through educational levels The K-12 districts will work with the community colleges to streamline and integrate existing education plans.		Common Individual Education Plans and Life Plans available for all adult learners.	2015-16
	Life planning for adults with disabilities (take from Pat)			
	8. Counselors and job developers will increase focus on “soft skills,” including work ethic, telephone etiquette and proper work attire.		Employer surveys and feedback on new employees from local schools.	Immediate.
VCI/Linked learning integrations of internships, externships, and OJTs (sustainability funding may be an issue)				
	9. Career exploration opportunities will be maximized in concert with local workforce and economic development agencies.		Regular updates on vocational aptitude testing. Regular meetings with local WIB and economic development officials.	2015-16

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Methods of Assessment	Timeline
	a. Vocational aptitude testing.			
	10. Capitalize on the county's two Career Pathways Trust grants to steer students toward success.		Regular communication with CPT leaders.	2015-16 and through 2017-18.
	11. Increase access to technology for students to acquire new skills. a. Awareness of technology opportunities in underserved areas of Ventura County		Regular updates on technology progress.	2015-16
	12. A sub-group of the consortium leadership will link in with the county's transportation committee to determine best outcomes to improve access to physical classrooms.		Plan in place to serve students via online, hybrid options. Shared facility use.	2015-16 and beyond.
	13. A sub-group of the consortium will examine sources of financial aid for students.		Financial aid data in place for review.	2015-16 and beyond.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Methods of Assessment	Timeline
Articulation	<p>1. <i>ABE/ASE</i></p> <p>a. Institute shared pre- and post-testing practices.</p> <p>b. Provide professional development for faculty at the adult schools and community colleges. Share subject expertise and promote alignment of academic and vocational goals.</p> <p>c. Develop a shared strategy across educational systems to track student progress.</p> <p>d. Advocate for funding to sustain new connections.</p> <p>e. Articulation agreements (through VC Innovates Grant, Tiffany Morse)</p>	<p>1. Dedicated time and funding to accomplish goal of shared assessment and practices across the educational systems.</p>	<p><i>Across Program Areas</i></p> <p>1. Educational systems share common testing practices for ABE/ASE students.</p> <p>2. Availability of sustained funding source to support common practices.</p> <p>3. Professional development occurs regularly across educational systems.</p>	<p>2015-16 and ongoing.</p>
	<p>2. <i>ESL</i></p> <p>a. Develop common assessment. Build on VACE model, which currently correlates CASAS scores to college assessments.</p> <p>b. Provide high-quality professional development for faculty and staff as necessary.</p> <p>c. Implement common student tracking system.</p> <p>d. Examine strategies to enhance</p>	<p>1. Dedicated time and funding to accomplish goal of shared assessment and practices across the educational systems.</p> <p>2. Time and funding to examine current best practices.</p> <p>3. Input from the state on</p>	<p>1. ESL assessments are easily compared between educational systems.</p> <p>2. Professional development regularly occurs across educational systems.</p>	<p>2015-16 and ongoing</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Methods of Assessment	Timeline
	<p>articulation for students moving from Adult Education ESL to community colleges for academic work. Data show this applies to about 20% of ESL students.</p> <p>e. Build on VACE model with some articulation between ESL and ASE.</p> <p>f. Examine differing policies of K-12 districts and community colleges related to enrolling undocumented students.</p>	<p>common student identification from K-12 to community colleges.</p>		
	<p>3. <i>CTE</i></p> <p>a. Share best practices in Career and Technical Education.</p> <p>b. Provide quality professional development.</p> <p>c. Institute a common student tracking system.</p> <p>d. Develop formal articulation agreements with the community colleges for credit for common course content; align assessments and outcomes.</p> <p>e. Enhance job placement services at community colleges (cross-reference under counseling and student services).</p>	<p>1. Dedicated time and possible funding to coordinate with Career Pathway Trust leadership to create a marketing plan showcasing CTE offerings in a clear, visual format.</p> <p>2. Dedicated time and possibly funding to find commonality in placement tests and/or assessments used by the adult schools and community colleges.</p>		<p>Immediate for best practices. 2015-16 and ongoing to develop articulation agreements.</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Methods of Assessment	Timeline
	<p>4. <i>AWD</i></p> <p>a. Build on strengths within program to revisit Individual Education Plans post 12th-grade, as needed.</p> <p>b. Bring additional focus to Individual Life Plans.</p> <p>c. Enhance professional development for instructors.</p> <p>d. VACE is currently increasing staffing of aides.</p> <p>e. Continue to focus on relevant work experience for students.</p> <p>f. Examine Conejo Valley Adult Education service model with United Cerebral Palsy group.</p>	<p>1. Dedicated time and funding to accomplish goal of shared assessment and practices across the educational systems.</p> <p>2. Time and funding to examine current best practices.</p>		Immediate and ongoing.
	<p>5. <i>Apprenticeships</i></p> <p>a. Pursue and develop apprenticeship programs.</p>	<p>1. Time and funding to study apprenticeship and ancillary services leading to employment.</p>		2015-16 and ongoing.
<p>Lack of Resources to Meet Community Needs</p>	<p>1. <i>Pursue sustained, increased funding</i></p> <p>a. Funds are needed to reduce class fees, hire teachers, reinstate classes that have been combined and develop additional classes.</p> <p>b. Funds are needed to support expansion plans to additional satellite sites and hybrid and online classes to reach underserved residents in Santa Paula and Fillmore.</p> <p>c. Funds are needed to vastly</p>	<p>1. Funding to maintain class affordability, hire new instructors, increase course offerings, and expand childcare options.</p> <p>2. Collaboration with county transportation officials and educators across educational systems to seek solutions to geographic divide that may create a barrier to taking Adult</p>		Immediate advocacy and ongoing planning.

Description of the Gap	Strategies to Address the Gap	Resources needed	Methods of Assessment	Timeline
	<p>increase paid staff development hours for course planning, evaluation of student progress and assessment.</p> <p>d. Funds are needed to increase childcare options in some locations.</p> <p>e. Leverage efforts underway by community based organizations and private entities to raise profile of services in the ABE, ASE and ESL areas.</p> <p>f. Create flexible class scheduling in the ASE program area.</p> <p>g. Build on strengths of Simi Valley Adult School and Career Institute's Academic Studies Center for ASE program.</p> <p>h. Work to reinstitute funding for the CBET community-based English tutoring program through Conejo Valley Adult Education to assist ESL students.</p>	<p>Education classes.</p> <p>3. Study groups to examine best practices in student services.</p>		
<p>Need for Focus and Resources to Improve Counseling and Student Support</p>	<p><i>Across Program Areas</i></p> <ol style="list-style-type: none"> 1. Offer pre and post counseling for students transitioning between educational institutions and/or the workforce. 2. Implement vocational aptitude assessments. 3. Provide relevant career planning guidance. 4. Enhance counseling to establish a bridge between the 	<ol style="list-style-type: none"> 1. Time and sustained funding to create a focused plan to move students between transitions, including from adult school to community college for academic work and from vocational, English language or basic technology programs to the workforce. 		<p>2015-16 for greater community outreach and best practices assessment.</p>

Description of the Gap	Strategies to Address the Gap	Resources needed	Methods of Assessment	Timeline
	adult schools and community colleges. 5. Increase counseling staff to provide coordinated effort to provide services to students (cross reference with Objective 3, creating smooth transitions)			
Student Tracking System	County commitment with a recommendation for statewide commitment Further research from other states to be considered			
Student Access/Geographical and Financial	<u>Geographical</u> Equitable Services countrywide by 5 geographic gap areas Increased access through technology Delivery models a that are not location specific (co-location, hybrid, distance learning) Transportation/Access Improved <u>Financial</u> Provide affordable Child care at educational sites Free or low cost ABE/ASE/ESL			

Description of the Gap	Strategies to Address the Gap	Resources needed	Methods of Assessment	Timeline
	(additional discussion needed) Short-term CTE Program subsidies	Leverage community partners		

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	Methods of Assessment	Timeline
<p>ABE/ASE</p> <p>Articulation</p> <p>Co-Enrollment</p> <p>Compressed Format</p>	<ol style="list-style-type: none"> 1. College credit for adult Ed classes. 2. Co-enrollment: offered for adult school students taking developmental classes to also enroll in college classes. 3. Common or correlated assessments. 4. Compressed format (such as modularized, self-paced, open entry open exit, distance, and other diversity of formats to meet the needs of students) coursework to efficiently move students toward goals. 5. Integrate basic skills in CTE programs. 6. Institute college prep classes on adult school campuses to transition to college level courses (Bridge). 7. Flexible and available schedule of classes for students to enroll in CCs after mastering remediation. 8. Provide review courses for students who have been away 	<ol style="list-style-type: none"> 1. Time and funding to bring together adult schools and community colleges to increase co-enrollment opportunities, create common assessments and develop compressed coursework to move students toward their goals. 	<p>Number of Adult Education students co-enrolled in adult schools and community colleges.</p> <p>Agreed upon common assessments.</p> <p>Number of students enrolled in compressed courses.</p> <p>Number of college prep classes at adult schools.</p> <p>Number of spots open for enrollment in community colleges post-remediation.</p> <p>Number of “refresher” classes in place for returning students.</p>	<p>2015-16 and ongoing.</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Methods of Assessment	Timeline
	<p>from education to refresh knowledge before placement tests</p> <p>9. Continued support for awareness “campaigns” on community college campuses to find students who would benefit from co-enrollment or bridge programs.</p> <p>10. Support for adult school visits by community college counselors (Bridge counselors)..</p>			
<p>ESL</p> <p>Distance Learning & Blended Instruction</p> <p>Peer Mentoring</p> <p>Assessment & Placement</p> <p>Market the Potential Beyond ESL</p>	<ol style="list-style-type: none"> 1. Clearly communicate which classes are offered at which locations. 2. Correlate assessment systems between Adult Schools and Community Colleges. 3. Develop a template for ESL individual student plan to track student progress. Student “portfolios” to motivate students to goals. 4. Increase access through distance learning and blended instruction. 5. Enhance career counseling. 6. Encourage learning communities based on common student pathways and goals. 7. Integrate “Q-Skills” test from community colleges to adult schools to determine students’ level. 	<p>Time and funding to develop better communication among the educational systems to help students navigate ESL classes, and to integrate assessment.</p> <p>Time and funding to develop templates for individual student plans and portfolios. Extend this into marketing the educational and career possibilities beyond ESL.</p> <p>Time and funding to study better ways to provide distance learning and blended instruction.</p> <p>Time and funding for staff and faculty to create an enhanced experience in learning communities, peer mentoring</p>	<p>Number of ESL students with individual portfolios.</p> <p>Number of students moving from ESL into academic or CTE programs.</p> <p>Existing best practices for assessment and Professional Learning Communities are shared</p>	<p>2015-16 and ongoing.</p>

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Methods of Assessment	Timeline
	<p>8. Collaborate with adult schools and community colleges to determine which campuses teach which courses.</p> <p>9. Nurture Professional Learning Communities for teachers to share and collaborate.</p> <p>10. Institute peer mentoring model for ESL students</p>	and improved career counseling.		
<p>AWD</p> <p>Individualized Curriculum based on Mastery</p> <p>Community Integration</p> <p>Support System</p> <p>Professional Development</p>	<p>1. Facilitate student progress with emphasis on life skills and work readiness.</p> <p>2. Increase competency-based work related instruction in a “lab learning” environment. Skills & knowledge assessments must be specific to AWD.</p> <p>3. Articulate with high school districts, The ARC of Ventura County, Dept. of Rehabilitation, Tri-Counties Mental Health, VCOE Selpa and community colleges.</p> <p>4. Work with employers to introduce AWD into workplace culture.</p> <p>5. Disaggregate specific learning and physical needs and support with professional development.</p> <p>6. Focus on soft skills in curriculum.</p> <p>7. Include basic computer skills</p>	<p>1. Consultant with expertise in development of accommodated or stacked curriculum for AWD.</p> <p>2. Employment specialist.</p> <p>3. Funding for counselors, “navigators” and tutors.</p> <p>4. Time and funding to create curriculum around soft skills.</p> <p>5. Time and funding to pay for trainers to conduct semi-annual professional development.</p> <p>6. Time and funding for community outreach to educate employers about hiring AWD.</p> <p>7. Funding to hire tutors to focus on computer literacy.</p> <p>8. Funding for an employment specialist to assist with field-based experiences.</p>	<p>Number of students enrolled in specialty classes including computer literacy.</p> <p>Number of field experiences in the workplace, and number of enrollees employed.</p> <p>Rates of program completion in soft skills curriculum, or number of students completing designated coursework.</p>	2015-16 and ongoing.

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Methods of Assessment	Timeline
	instruction.			
<p>CTE</p> <p>Short Term Classes</p> <p>Distance Learning</p> <p>Evening Classes</p> <p>Contextualized Real-World Connections</p> <p>Streamlined Review of Certification Guidelines</p>	<p>1. Create additional short-term classes that are responsive to industry needs and have flexible duration</p> <p>2. Integrate basic skills into CTE coursework.</p> <p>3. Institute distance learning where possible.</p> <p>5. Share information from joint advisory boards for adult schools and community colleges, to ensure that curriculum meets regional labor needs.</p> <p>6. Institute a system to clarify CTE pathways at the adult schools and community colleges. This could include incorporating Ventura Innovates career pathway “maps” and “multiple entry points” into the discussion.</p> <p>7. Shared and updated review of state certification and licensure guidelines for different programs.</p>	<p>Time and funding to integrate best practices into CTE curriculum.</p> <p>Employer “liaisons” on the education side to stay up to date on industry trends and shifts over time.</p>	<p>Number of short-term classes offered.</p> <p>Number of CTE classes that integrate basic skills instruction.</p> <p>Regular reports and updates on activities of advisory boards.</p> <p>Continuously updated grid that shows updates to state certification for programs.</p> <p>Number of students in contextualized learning settings getting jobs.</p>	<p>Immediate for information sharing and 2015-16 for best practices integration.</p>

Table 6.1: Current Professional Development

The Table below identifies current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Instructional Design / Skills Development	<ul style="list-style-type: none"> • Outreach and Technical Assistance (OTAN) Trainings and Workshops (online / face-to-face) • CATESOL Trainings and Conferences 	ESL	Variable
Instructional Design / Skills Development	<ul style="list-style-type: none"> • US Citizenship & Immigration Services (USCIS) Trainings 	ESL / Citizenship	Variable
Instructional Design / Skills Development	<ul style="list-style-type: none"> • California Adult Literacy Professional Development Project (CalPro) Regional Workshops and Trainings 	ABE / ESL	Variable
Instructional Design / Skills Development	<ul style="list-style-type: none"> • Professional Learning Communities 	All	Variable

Table 6.2: Collaborative Professional Development Plan

The table below addresses topics the consortium considers priorities for *collaborative* professional development. These include topics to help achieve integration among consortium members and improvement of student outcomes.

Topic	Collaborative Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Program Alignment & Articulation	<ul style="list-style-type: none"> • Hands-on workshops designed to facilitate the process of aligning programs and systems, including <ul style="list-style-type: none"> ○ Assessment & Placement Tools ○ Cross-Institutional Pathways ○ Administration Processes and Systems ○ Shared Student Support / Counseling Services 	All	Release time / varies
Curriculum / Instructional Design	<ul style="list-style-type: none"> • Practices in basic and secondary skills that build “college readiness” skills • New models and instructional strategies for contextualized and/or accelerated teaching and learning. • Team building, critical thinking, problem solving, study skills, employability, and career assessment. • Compressed/compact “boot camp” courses on reading, writing, math • Integrated financial literacy across programs • Accelerating Student Progress toward educational and professional goals • Integrating Transitional Supports into the Classroom • Interpretation and use of assessment and placement measures • Building of Career Pathways • Using Technology to Enhance Access and Learning 	All	Release time / varies
Student Support / Sensitivity Training	<ul style="list-style-type: none"> • Professional Development to broaden awareness of counseling needs of various student populations as well as referral processes for special needs. • Building intercultural competence among faculty, staff, and administrators • Provide professional development and training for staff and faculty to establish further understanding of the specific learning needs of adults with disabilities. <ul style="list-style-type: none"> ○ Instructional supports ○ Connecting approaches 	All	Release time / varies

Topic	Collaborative Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
	<ul style="list-style-type: none"> ○ Differentiated instruction ○ Resources available ○ Understanding the Needs of Adult Learners 		
Workforce Development	<ul style="list-style-type: none"> • Create community outreach to prospective employers and other members of the community about the unique advantages of employing adults with disabilities. • Externships for educators • Collaboration w/local employers • Job development counseling skills • Resources and Networking 	All	Release time / varies

Table 7.1: Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support for the Program	Member Counterpart(s)*	Partner Contributions**
Workforce Investment Board of Ventura County	ABE/ASE	Continued or expanded	Adult Education, Community Colleges	e.g. - Existing youth employment programs (B&GC, PathPoint, VACE) provide case management, career counseling, supportive services, and career readiness. WIB youth outreach (e.g. – website and radio advertisements)
Youth Employment Program at VACE (WIA)	ABE/ASE	Continued or expanded Explore and engage apprenticeship programs	Adult Education, Community Colleges	See comments above
PathPoint (WIA)	ABE/ASE	Explore and engage apprenticeship programs	Adult Education, Community Colleges	See comments above
Boys and Girls Club (WIA)	ABE/ASE	Explore and engage apprenticeship programs	Adult Education, Community Colleges	See comments above
Ventura County Human Services Agency	ABE/ASE	Continued or expanded	VACE	Space for VACE Workforce Development Academy
WIA Title II Adult Education Family Literacy Act funding	ABE/ASE, ESL	Continued application for grant funding	Adult Education	Provides supplemental funds for Adult Basic Education (ABE), high school subjects, English as a Second Language (ESL), citizenship, and English Literacy and Civics Education (EL Civics)
Buenaventura Housing Authority	ESL	Maintain and expand	VACE	Space and internet access for ESL classes
Ventura Unified School District	ESL	Maintain and expand	VACE	Space and internet access for ESL classes
Mexican Consulate and VUSD resources	ESL	Plaza Comunitaria Program in progress	VACE	Spanish language elementary to high school education (VUSD provides space for

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support for the Program	Member Counterpart(s)*	Partner Contributions**
				classes)
The ARC	AWD	Maintain and expand	VACE	Space for AWD classes
Tri-Counties Mental Health	AWD	Improve referral process	Adult Education, Community Colleges	Referrals, counseling, professional development
VCOE SELPA	AWD	Improve how these services are utilized by both adult education and the community colleges to foster and support accomodation	Adult Education, Community Colleges	The Ventura County SELPA is responsible for the implementation of the Ventura County Special Education Local Plan, and insuring a free appropriate public education to all students with identified disabilities according to the Individuals with Disabilities Education Act PL 108-446
DOR	AWD	Improved integration of DOR with CTE courses, develop and improve existing pathways to employment	Adult Education, Community Colleges	Provides support for AWD
Workforce Investment Board of Ventura County	CTE	<p>Develop career pathways from high school to adult education to community college to four year college/ to careers</p> <p>Focus on entrepreneurship, skills</p> <p>Engage VCAEC advisory boards for industries with most relevant career pathways</p> <p>Develop mentoring, internship, externship, and apprenticeship opportunities in selected industries in the VCAEC</p>	Adult Education, Community Colleges	Referrals, counseling, funding sources, supportive services
Linked Learning	CTE	Promotes career exploration	Adult Education,	Contextualized learning leading to

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support for the Program	Member Counterpart(s)*	Partner Contributions**
		<p>opportunities from grade seven through grade twelve via Naviance Software</p> <p>Develop career pathways from high school to adult education to community college to four year college/ to careers</p> <p>Focus on entrepreneurship, skills</p> <p>Facilitate formal articulation agreements and MOUs across VCAEC entities</p> <p>Engage VCAEC advisory boards for industries with most relevant career pathways</p> <p>Develop mentoring, internship, externship, and apprenticeship opportunities in selected industries in the VCAEC</p>	Community Colleges	postsecondary enrollment, apprenticeships, and employment
Ventura County Innovates	CTE	<p>Develop career pathways from high school to adult education to community college to four year college/ to careers</p> <p>Focus on entrepreneurship, skills</p>	Ventura Community College District (VCCD) · Ventura College (VC) · Oxnard College (OC) · Moorpark College (MC) · Ventura County Office of Education (VCOE) · Conejo Valley Unified	Career pathways, alignment, funding

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support for the Program	Member Counterpart(s)*	Partner Contributions**
		<p>Facilitate formal articulation agreements and MOUs across VCAEC entities</p> <p>Engage VCAEC advisory boards for industries with most relevant career pathways</p> <p>Develop mentoring, internship, externship, and apprenticeship opportunities in selected industries in the VCAEC</p>	<p>School District (CVUSD)</p> <ul style="list-style-type: none"> · Simi Valley Unified School District (SVUSD) · Moorpark Unified School District (MUSD) · Fillmore Unified School District (FUSD) · Santa Paula Unified School District (SPUSD) · Ventura Unified School District (VUSD) · Ojai Unified School District (OUSD) · Workforce Investment Board (WIB VC) · 50 employers (and growing) 	
Pell Grants, subsidized and unsubsidized loans	CTE	Maintain and improve completion, placement, and default rates	Adult Education, Community Colleges	Funding for individual CTE and CC programs
WIBVC Subcommittees (Manufacturing/Health Care/ Clean Green/ Hospitality)	CTE, Apprenticeships	investigate registration process for apprenticeships; identify and develop new apprenticeship pathways	Adult Education, Community Colleges	Networking with industry, coordinated efforts to build employment opportunities, direction in the marketplace, development of career pathways
VCAEC Rotaries	CTE and Apprenticeships	Engage in partnerships, develop mentoring, apprenticeships, internships, and externships	Adult Education, Community Colleges	Assistance in developing mentoring, apprenticeships, internships, and externships
Existing Ventura County Apprenticeship Programs	Apprenticeships	Master list of apprenticeships and contact information available in Ventura County	Adult Education, Community Colleges	Provide both training and employment; benefits AE and CC if included in pathways
Potential Apprenticeships	Apprenticeships	investigate registration process for apprenticeships;	Adult Education,	Provide both training and employment and expansion of AE and CC programs

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support for the Program	Member Counterpart(s)*	Partner Contributions**
		develop new apprenticeship pathways	Community Colleges	
The Partnership for Safe Families and Communities of Ventura county	ABE/ASE, ESL, CTE, AWD	More involvement of Consortia members to facilitate linking individuals with resources	Adult Education, Community Colleges	Provides a pathway to supportive services
Ventura County Community Foundation	ABE/ASE, ESL, CTE, AWD, and Apprenticeships	Engage VCCF as a resource for scholarships and grants, and for training on nonprofit leadership, including grant writing, public relations, and fund raising	Adult Education, Community Colleges	Philanthropy and Nonprofit Leadership