

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 14, 2018, 5:06 PM UTC Action Taskman

# 10 Coast Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

In 2018-19, the Consortium's primary focus is to expand the strategies that have started, begin implementation of those that have yet to be launched and incorporate selected new programs and strategies to make progress towards the realization of the vision and goals of the Consortium. Specifically, the Consortium will: - Implement a comprehensive marketing and outreach plan - Expand co-enrollment in basic skills and CTE courses for integrated education training - Work on CTE pathways and curriculum alignment - Enhance the technical infrastructure, processes and systems needed to support the orientation, assessment, academic and career advising, and tracking of students transitioning from the adult education schools to community colleges - Continue offering and refining the adult education program supported courses and programs to support the needs of the Adult Education students and local community. - Enhance the outreach and transition support program for adult education students from the Adult Education Schools to community colleges - Continue the work related to curriculum, competency and assessment alignment - Provide professional development to support the improvement of the grant programs and achievement of grant objectives - Continued collaboration of regional partners to leverage existing structures

### Regional Planning Overview

The Consortium Executive Committee is the primary body developing the next three-year plan with input from stakeholders from not only consortium members but also various partners with whom the Consortium has worked over the past five years. We will seek input from a larger group of faculty, teachers, and staff from the consortium members. The level of understanding across consortium members and partners has changed significantly as a result of our work together in terms of awareness, collaboration, and shared goals and strategies. Thus, we are looking at the next three-year plan to be much better informed and more realistic than the original three-year plan. The next plan will be informed to a larger extent by data and analysis of the information collected over the past three years. We are also considering engaging in a planning retreat to fully focus on in depth discussions and brainstorming.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Over 15% of adults 25 years of age or older lack a high school diploma.

#### How do you know? What resources did you use to identify these gaps?

Orange County Business Council (OCBC) 2017-18 Workforce Indicators Report

#### How will you measure effectiveness / progress towards meeting this need?

Increase compared to prior year in number of students completing High School Diploma or equivalency at HBUHSD and GGUSD

### Regional Need #2

#### Gaps in Service / Regional Needs

24.3% of the adults in Orange County are English learners.

#### How do you know? What resources did you use to identify these gaps?

Orange County Business Council (OCBC) 2017-18 Workforce Indicators Report.

**How will you measure effectiveness / progress towards meeting this need?**

Increase compared to prior year in number of students completing ESL or basic skills English course sequence and in number of students achieving English fluency as measured by CASAS and other test used by the Adult Education Schools and the Colleges.

**Regional Need #3****Gaps in Service / Regional Needs**

Orange County reports an imbalance between supply and demand for middle-skills jobs, which contributes to the “middle-skills gap”.

**How do you know? What resources did you use to identify these gaps?**

Orange County Business Council (OCBC) 2017-18 Workforce Indicators Report.

**How will you measure effectiveness / progress towards meeting this need?**

Number of students completing specific short term noncredit certificates offered by the Consortium in careers that lead to a job or facilitate transition into credit certificates and associate degrees.

**Regional Need #4****Gaps in Service / Regional Needs**

Top industries with increased employment potential and livable wages: Advanced Manufacturing, Health Care, Information Technology, and Tourism.

**How do you know? What resources did you use to identify these gaps?**

Orange County Business Council (OCBC) 2017-18 Workforce Indicators Report.

**How will you measure effectiveness / progress towards meeting this need?**

Number of students completing specific short term noncredit certificates offered by the Consortium in careers that lead to a job or facilitate transition into credit certificates and associate degrees related to the top industry sectors identified.

**Gaps In Service****New Strategies****Strategy #1**

Implement a marketing and outreach plan to include: branding, campaign, marketing, professional development and execution; and comprehensive advertising and outreach targeting specific local populations who can benefit from the programs offered by Consortium members as well as local employers whose employees would benefit from training to address the gaps in skills identified.

**Strategy #2**

Continue to develop and offer enhanced noncredit certificates to meet workforce demand in the top industries in the region.

**Seamless Transitions****New Strategies****Strategy #1**

Continue to offer workshops for prospective and current students as well as for teachers, faculty and support staff to clarify, promote, and support pathways into career and post-secondary options.

**Strategy #2**

Ensure students complete their college courses, persist to the next academic term, and achieve their educational objectives.

**Strategy #3**

Develop and implement strategies and processes to assist students transitioning from noncredit to credit courses/programs to ensure a seamless transition.

## Student Acceleration

### New Strategies

**Strategy #1**

Continue to offer short-term enhanced noncredit certificates for adults, including adults with disabilities (intellectually disabled).

**Strategy #2**

Continue to integrate and collaborate with administrators and teachers from the Adult Education Schools in the development of Career Education noncredit courses and programs at the community colleges.

**Strategy #3**

Implement data collection and analysis to track students transitioning from the Adult Education Schools to the community colleges and students' progress through the noncredit matriculation process at the colleges and subsequent transition to credit courses and programs.

## Professional Development

### New Strategies

**Strategy #1**

Continue to provide professional development to consortium members on how to better prepare students for post-secondary and workforce transitions.

**Strategy #2**

Continue to hold professional development sessions for all Adult Education Program student support services staff to develop common and thorough understanding of adult education students, Adult Education Program priorities and better integration and collaboration across consortium members – Adult Education Schools and Community Colleges.

## Leveraging Resources

### New Strategies

**Strategy #1**

Enhance existing collaboration between adult education, workforce development boards, and chambers of commerce, to better connect students to career pathways in high demand industries as defined by regional labor market through co-enrollments and leveraging of resources.

## Fiscal Management

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.**

Each consortium member who receives an allocation is continuing to evaluate programs and services and allocate resources accordingly.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.**

Due to locally negotiated agreements with unions and meet-and-confer entities, the salaries and benefits for the Adult Education Program positions are significantly higher in 2018-19 than previously budgeted. Thus, part of the carryover funds will help fund the difference between original budget and actual costs. Professional development activities will be expanded to have a larger number of teachers, faculty and staff participate and become engaged in the activities of the AEBG. Part of the funds will be utilized to train newly hired staff such that they can perform more effectively in their new positions.

## Certification

<b>Coast CCD, Member Representative</b>	
Andreea Serban	
Approved	
2018-08-08	
<b>Coastline Regional Occupational Program, Member Representative</b>	
Carol Hume	
Approved	
2018-08-09	
<b>Garden Grove Unified School District, Member Representative</b>	
Robin Patterson	
Approved	

2018-08-14

Huntington Beach Union High School District, Member Representative

Steve Curiel

Approved

2018-08-14

Newport-Mesa Unified School District, Member Representative

Vanessa Galey

Approved

2018-08-08

Orange County Department of Education, Member Representative

Katy Ramezani

Approved

2018-08-08



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