

Section 1: Consortium Information

Coast Adult Education Consortium (CAEC)

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The vision of the Coast Adult Education Consortium (CAEC) is aligned with the state's goal to address the evolving needs of individuals and communities by providing adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members. The efforts of the Consortium focus on meeting regional needs by addressing gaps in services, ensuring seamless transitions to post-secondary education and the workforce, expanding and refining student acceleration opportunities, enhancing professional development opportunities, and leveraging partner and community resources. The Consortium works jointly to meet the needs of the adult education population in the region through various collaborative efforts between the Consortium members and with regional partners. Members regularly review and modify the plan, based on demographic and employment data, survey information, labor market information, and other data and analyses. Past and future efforts meet the seven programs areas identified by California Adult Education Program (CAEP.)

CAEC's major accomplishments during 2016-2019 include the following:

Gap analysis/community need - CAEC is committed to meeting the needs of adults in the region by using data to determine areas of growth. The Coast Community College District (CCCD) Research Office produces an annual regional gap analysis. This analysis has been used to guide the development and/or expansion of new services and instructional programs. The Consortium Executive Committee reviewed the data and will continue to work to identify remaining or emerging gaps and develop plans to collaborate with regional partners to leverage existing structures and create and implement new strategies to meet the needs of the community.

New, noncredit programs at CCCD colleges - The CCCD colleges are Coastline College (CCC), Golden West College (GWC), and Orange Coast College (OCC.) All three colleges have developed and offered curriculum for new, enhanced noncredit courses and programs that have been state-approved or are in the process of being approved. These programs include noncredit English as a Second Language (ESL) and/or English Language Learning (ELL); Citizenship Preparation; Short-Term Career Education; and Workforce Preparation. These new programs meet the need of the local community by improving English literacy, helping individuals prepare for citizenship, and offering opportunities to gain and/or improve skills for the workforce. These efforts align with the colleges' mission to promote an inclusive environment, foster a culture that serves and connects with the community, promotes equitable access and increase students' skill development while accelerating their college level preparedness.

CCCD and the colleges have developed and put in place the necessary infrastructure and services to support students interested in noncredit programs with advising, orientation, educational planning, admission, registration, and other college processes which are important to student transition to college programs and retention.

Noncredit application - CCCD developed and deployed in June 2018 a simplified college admission application for students enrolling in noncredit courses and programs. The purpose was to increase access to noncredit courses and programs at the colleges by reducing barriers to enrollment. An orientation for noncredit students was developed by Academic Counselors and is now utilized at all three colleges. The orientation familiarizes new students with college processes, courses, programs, and student services. Counselors at the three colleges will coordinate to deliver orientations about appropriate credit and noncredit courses not offered by the adult schools (e.g., noncredit CTE) at adult schools in the near future.

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Student Educational Plans (SEP) at Adult Schools - SEPs provide students with a clear pathway to their educational and career goals, saving them both time and money. Huntington Beach Adult School (HBAS) and Garden Grove Adult Education (GGAE) plan to implement SEPs with these educational and career goal elements, as well as a way of keeping track of support services to address student barriers. Both schools are planning to implement electronic SEPs in the future to make them more accessible to partners including WIOA and community college partners. The plan for SEP implementation at HBAS is documented in its internal three-year plan, written at the beginning of the 2018-19 school year. Discussions between HBAS, GGAE, and the colleges have explored and planned on how use of these tools will be available to all students across the five schools. SEPs will help guide students through their educational journey and transition into postsecondary education, when appropriate.

Coastline Special Programs for Adults with Disabilities - The Special Programs and Services Division at Coastline College continues to expand its Career Options through Academic Support and Training (COAST) Program. The program consists of several enhanced noncredit certificate programs with courses specifically designed for students with intellectual disabilities. The purpose of the program is to provide specific job training in areas of high demand as well as training on employability skills. The COAST Program launched the Horticulture certificate in spring 2018, followed by the Porter certificate in fall 2018, and the Culinary certificate in spring 2019. In fall 2019, the program will add the Animal Care certificate to the list of enhanced noncredit options. The Guest Services Program has been approved locally and is pending approval at the state level. All programs are two to four semesters in length.

CASAS Testing at GWC and OCC - With the offering of noncredit ESL and ELL courses at GWC and OCC, both colleges implemented CASAS testing to ensure compliance with state and federal reporting requirements. A part-time staff member at each college was hired to oversee and coordinate CASAS testing and reporting. All students enrolled in noncredit ESL/ELL courses at the colleges complete a pre-test upon entry into the program and post-tests at various points of instruction. Student results are reported in TopsPro Enterprise and instructional reports are generated to help instructors tailor instruction based on student strengths and weaknesses. Learning gains inform instructional planning as instructors can identify the skills specific students need to improve to meet their educational and career goals. In the future, with an approved WIOA Title II application, the colleges will receive funding based on students' measurable skills gains.

Integrated Education Training (IET) OCC and HBAS - In an effort to improve student transitions and acceleration, OCC and HBAS developed a partnership to offer two IET programs with contextualized ESL support. The Personal Care Aide program consists of three noncredit college courses and is offered at HBAS - Westminster with in-class, contextualized ESL support provided by an adult school instructor. In addition, two Human Development credit courses are offered on-site at HBAS - Westminster alternating semesters in an effort to prepare students to earn an Assistant Preschool Teacher credential from the California Commission on Teacher Credentialing. This program offers a separate contextualized ESL support course for English language learners and serves the need of the local community by preparing individuals for employment in a high-need area. OCC and HBAS collaborate with the Westminster School District in an effort to place completers into jobs after successfully earning their credential.

In addition to these collaborative IET programs, HBAS offers several other IET classes that are available to students enrolled in Adult Secondary Education (ASE) and/or ESL - level three or higher including Computer Basics and Microsoft Word. In fall 2019, HBAS will implement a new Career Readiness IET class.

GGAE is currently offering a contextualized business pathway for English language learners. Students are co-enrolled in a contextualized ESL for Business class and a noncredit Employability Skills course, which is part of a noncredit General Office Clerk certificate program. In fall 2019, two additional courses which are part of the certificate will be offered which include Introduction to Word and Introduction to Excel. Contextualized English language support will be offered for both classes.

Articulation Agreements - Another successful effort to improve student acceleration was establishing articulation agreements between the adult schools and the colleges. Coastline College has 14 articulation agreements with HBAS. OCC established its first articulation agreement with HBAS in fall 2018. The colleges continue to work on

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identifying potential articulation agreements to expand the number of agreements to promote and facilitate student transitions to postsecondary education.

Leveraging facilities - Offering courses in the local community increases access and reduces barriers. Several CAEC members offer courses at locations convenient for the community in high-need areas. HBAS offers ESL courses at its four main campuses and eight satellite locations, which include preschools, elementary and middle schools, Boys & Girls Clubs, and a senior center. OCC partners with HBAS each semester to offer noncredit and credit career courses at HBAS' site next to the Westminster High School. GWC recently identified potential off-campus sites, including a nonprofit organization and a church, where to offer noncredit ESL courses. Leveraging facilities allows members to increase capacity and convenience to courses and programs.

ESL Workgroup - The Consortium's ESL Workgroup for College & Career Readiness, comprised of instructors from the adult schools and colleges, made substantial progress in several areas. The workgroup aligned ESL curriculum by level and competencies. Textbooks were reviewed and aligned between the adult schools. A student survey was created and administered to determine the career interests of students at the adult schools to guide instruction. GGAE and CCC coordinated to plan and implement a college preparation course for students ready to transition from the adult school to the college, which is now a state-approved noncredit course. Burlington English, a software for English language instruction, was reviewed, discussed, and implemented into courses at the adult schools and the colleges. The colleges and adult schools reviewed career education programs and worked to develop contextualized ESL support for English language learners enrolled in selected programs. GGAE began offering employability skills courses with digital badges.

Professional Development - CAEC members partnered to develop and facilitate joint professional development opportunities available to various stakeholders including Consortium staff to understand how to better prepare students for postsecondary education and workforce transitions; instructors to better understand noncredit courses and programs, curriculum development, and instructional best practices for adult learners; college managers, faculty, staff, and community stakeholders to better understand Adult Education programs and services.

College Outreach - The CCCD colleges focused on increasing outreach to individuals at the local adult schools, nonprofit organizations, and in the local community. College Outreach Specialists collaborated to develop an annual calendar of outreach events, in partnership with HBAS and GGAE. Activities included college representative visits to adult schools, information tables and presentations at adult schools and community events, and bridge events hosted annually at each college offering adult school students the opportunity to visit campuses and learn more about the instructional programs and services available.

Community partnerships - Each member of the Consortium has dedicated considerable time and resources to develop positive working relationships with organizations, nonprofits, and businesses in the community. These partnerships are crucial as we Consortium members refer students to resources, help individuals find employment, and develop a referral system between the adult schools, colleges, and other partners. HBAS held several new events for partners to participate in and contribute to. A Community Advisory Committee is held biannually to discuss how services can best be offered to HBAS students, and how HBAS can best engage with partners to ensure students receive appropriate services. Members from the three CCCD colleges and GGAE attend and are represented at these meetings, in addition to WIOA I service agencies for the area. In addition, all members hold annual job and resource fairs open to the community. In 2018-19, OCC had its largest job fair with more than 90 employers present. HBAS held its first job fair in spring 2019 for HBAS students and community members. More than 60 employers and 400 participants attended. Individuals applied for jobs on-site and were able to learn more about career programs at the school.

Outcome results, demographic data, and survey results for students, staff and stakeholders have informed the development of the vision, goals, and key indicators for progress for the next three years. A pre-planning assessment was conducted to evaluate the current educational and workforce programs and services for adults in the region to inform this three-year plan.

2.2 Pre-Planning Assessment

Consortium and member(s) capacity including evaluation of current levels and types of education and workforce programs and services for adults in the region and funding available to members for Adult Education services.

As noted in Tables 1 and 2, there are various entities providing educational and workforce services in the CAEC service area with significant funding available for student support services. Most of the entities providing educational and workforce services are CAEC members. The contribution of each Consortium member is summarized in Table 1. Future educational and workforce program development will be driven by regional labor market and student survey data.

Educational Programs & Services

Community Colleges - The Coast Community College District includes Golden West College (GWC) in Huntington Beach, Orange Coast College (OCC) in Costa Mesa, and Coastline Community College (CCC), with sites in Westminster, Fountain Valley, Garden Grove, and Newport Beach. OCC enrolls more than 25,000 students each semester and offers more than 135 academic and career programs. Popular career education programs at OCC include building and construction trades, business and finance occupations, culinary arts, health science and medical technology, and manufacturing and product design, among others. GWC is well-known for several career programs including Nursing which leads to an Associate's Degree in Nursing and qualifies graduates to take the National Licensing exam to become a Registered Nurse. Other noteworthy programs include automotive technology, cosmetology, and criminal justice. CCC is known for providing an array of online and hybrid courses that allow flexibility for individuals who work or have other obligations to complete a certificate or associate's degree. CCC is the Consortium's primary service provider for students with intellectual disabilities and has an award-winning program for active military/veteran students. In addition, CCC partners with the California Department of Corrections and Rehabilitation (CDCR) to provide instruction to incarcerated individuals.

Adult Schools - Within CAEC there are two adult schools. Huntington Beach Adult School (HBAS) serves more than 7,000 students each year. It has four main locations in Huntington Beach, Costa Mesa, two sites in Westminster, and offers additional satellite classes at another 15 locations. Garden Grove Adult Education (GGAE) serves more than 2,500 students and has one main site, Lincoln Education Center, in Garden Grove. GGAE is also part of two other Adult Education Program Consortia, with primary funding from Rancho Santiago Community College District. HBAS and GGAE both offer free ESL courses and select career education programs, some in partnership with the colleges. HBAS offers several business and medical programs, with pharmacy technician as one of its more popular programs. GGAE will add additional courses in several career pathways starting in fall 2019 and recently partnered with Santa Ana College to offer courses leading to an Auto Technology Certificate.

BPSOS (formally known as Boat People Save Our Ship) - located in Westminster, is a national nonprofit organization that provides academic support and educational resources to community members. The organization also provides mental health and immigration services.

College and Career Preparatory Academy (CCPA), part of Alternative, Community, and Correctional Education Schools and Services (ACCESS) - located in Fountain Valley, provides individuals 18 - 25 years of age alternative education services. A major focus of the program is to develop an Individualized Education Career Service Plan (IESCP) for students which would allow them to attain the credits needed to graduate and continue their education in career pathways through college enrollment and vocational training opportunities. Identifying the individual needs of a student through an IECSP and transcript review allows teachers to differentiate the curriculum to support the specific needs of each student. This process provides an opportunity to ensure the lessons and curriculum are relevant and meaningful to the individual learner.

Huntington Beach Central Library Literacy Center - provides tutoring for adults in reading and writing, helping them be better parents and improve their work skills.

Workforce Programs & Services

In Orange County, there are three One-Stop Centers with locations in Irvine, Garden Grove, and Buena Park. All locations offer resume preparation and interviewing skills assistance. Select locations offer workshops on networking, finances, goal setting, stress management, and more.

Working Wardrobes in Fountain Valley and **Women Helping Women** in Costa Mesa provide professional business attire and employment/career support to job seekers. Working Wardrobes provides numerous services including: professional clothing, employment, career, financial literacy, and life skills training.

Youth Employment Services (YES) - located in Costa Mesa, provides employment services to young adults ages 16 - 24. YES believes that employment is empowerment and the cornerstone of safe and healthy communities. YES leads the Orange County region in innovative programs that empower disadvantaged and vulnerable youth to become self-sufficient contributing members of society.

Employment Development Department - helps families access benefits such as unemployment, disability leave and paid family leave.

OCAPICA (Orange County Asian and Pacific Islander Community Alliance) - assists with workforce development, wrap around services, counseling/ mental health services.

Orange County Department of Rehabilitation is an employment and independent-living resource for people with disabilities.

Women Helping Women - provides the unemployed and underemployed with the skills and resources they need to get and keep a good job.

Other Services (Medical, Housing, Childcare, etc.)

There are several agencies in Orange County that may have funding available for rental and/or utility assistance, as well as other related housing services including Family Assistance Ministries, Mercy House in Santa Ana, Share Our Selves (SOS) in Costa Mesa, and South County Outreach in Irvine. While not all of these agencies are in the CAEC service area, most provide services to residents of Orange County.

2-1-1 connects people quickly and effectively to local health and human service programs and disaster response information through its multi-lingual hotline

Asian Americans Advancing Justice - provides free legal advice and citizenship assistance

Beach Cities Interfaith - located in Huntington Beach, Beach Cities Interfaith provides groceries for families, clothing, brown bag lunch program, referrals, utility and transportation funds.

Children's Bureau - protects vulnerable children through mental health services, parent education, counseling, and legal assistance.

Community Action Partnership of Orange County - provides needy families with health and financial education, workforce development, and community engagement services.

Dayle McIntosh Center - assists people with disabilities in finding individual and community options for independent living.

Families Forward - exists to help families in need achieve and maintain self-sufficiency through housing, food, counseling, education, and other support services.

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Human Options - provides safety, healing, and a way forward to victims of domestic violence in Orange County.

Interval House - supports victims of domestic abuse with shelters, crisis hotlines, counseling and legal aid.

Mariposa Women and Family Center - provides high quality, low-cost mental health and substance abuse counseling, life skills, and supportive services to needy families

Oakview Family Resource Center - provides a variety of family support and youth development services in the Oakview area of Huntington Beach.

Orange County Registrar of Voters - provides election services to ensure equal access to the election process and protect the integrity of votes.

Orange County Social Services- CalWorks - gives cash aid and services to eligible needy California families.

Operation Hope - increases financial literacy through one-on-one credit counseling and financial workshops.

Project Self Sufficiency - helps highly motivated, low-income, single parents achieve economic independence through education and personal development.

Robyne's Nest - helps at-risk and homeless students to obtain the academic, financial, and life skills to complete high school and pursue college and career options.

Simon Youth Foundation - provides non-traditional learning environments and scholarships for high school students.

Social Security Administration- Maximus - provides a Supplemental Security Insurance (SSI)/Social Security Disability Insurance (SSDI) assessment services.

Share Our Selves (SOS) – located in Costa Mesa, provides Emergency Financial Aid for basic necessities including rent, utilities and transportation.

Thomas House Family Shelter - provides a safe, supportive environment for homeless families while empowering them to become independent and self-sufficient.

Wavelengths Recovery - helps addicts achieve lifelong sobriety by providing patients with a supportive, and well-structured environment to help them focus on their recovery.

Westminster Family Resources Center - gives information and referral to services for low-income families residing in Westminster and surrounding cities in Orange County.

Westminster Mall - provides educational facilities and supports the Consortium's current work by expanding our community outreach and connections.

World Relief - empowers the local church to serve the most vulnerable people around the world who are suffering as a result of violence, poverty and injustice.

Key Partners including their current levels and types of education and workforce programs and services for adults, as well as sources of funding available to them for Adult Education services.

CAEC key partner details are outlined in Table 1. Efforts are made to braid AEP funding with programs such as Workforce Innovation Opportunity Act (WIOA) to expand regional service offerings. A list of key partners is provided below:

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- 2-1-1
- Asian Americans Advancing Justice
- Boys and Girls Club
- BPSOS
- CCPA & ACCESS
- Children's Bureau
- Community Action Partnership
- Dayle McIntosh Center
- Employment Development Department
- Family Resource Centers
- Human Options
- Huntington Beach Library Adult Literacy Program
- Interval House
- Mariposa Women & Family Center
- Oakview Family Resource Center
- Operation Hope
- Orange County Asian and Pacific Islander Community Alliance (OCAPICA)
- Orange County CalWorks
- Orange County Department of Education
- Orange County Department of Rehabilitation
- Orange County One Stop
- Orange County Regional Centers
- Orange County Registrar of Voters
- Orange County Social Services
- Orange County Workforce Development Board
- Project Self-Sufficiency
- Robyne's Nest
- Simon Youth Foundation
- Social Security Administration - Maximus
- Thomas House Family Shelter
- U.S. Military Recruiters
- Wavelengths Recovery Center
- Westminster Mall
- Westminster Public Library
- Women Helping Women
- World Relief

Alignment of Adult Education services provided by the consortia with other regional plans and planning processes including those required under the Federal Workforce Innovation and Opportunity Act (WIOA) Title I and II, Carl Perkins, California Chancellor's Office Strong Workforce Program, and other regional planning processes.

CAEC aligns with Workforce Innovation and Opportunity Act (WIOA) I and II through comprehensive ESL/ELL and K-12 partnership programs that accommodate low-income families. For example, Coastline has the WIOA Title II grant as an important part of its ESL program and maintained program compliance since 2005. Grant funding for 2019/2020 is based on CASAS pre-post test score "payment points" earned in 2017/2018 for programs such as EL Civics. The goal is to develop regional sector pathways to support student success and transition to postsecondary and workforce opportunities. The Labor and Workforce Development Agency, California Workforce Development Board, and the Employment Development Department provide availability of up to \$1.2 million in WIOA for ELL Co-Enrollment Pilots. CAEC will align its portion of the funding to support projects that increase access for target populations, align WIOA programs, implement co-enrollment strategies, leverage other program funding, and provide supportive services for California's English Language Learner (ELL) population. An additional \$500,000 is available for services to provide coordinated technical assistance and evaluation. CAEC will expand Coastline's current ESL offerings and the development of new ELL Co-Enrollment pilot programs at GWC and OCC.

The Adult Schools look to collaborate with the Title I providers to make referrals for job placements and other services. Leveraging of funding and resources is a priority for GGAE and HBAS. For example, by aligning with various regional and local planning processes, GGAE has been able to leverage funds and resources to increase programs and services to the adult population. CAEC's primary focus is increasing career opportunities for adult learners. Leveraged resources include those from WIOA II, CalWORKs, and the Strong Workforce Program, among others. Some of the strategies that have resulted from these alignments include co-enrollment of ESL students in career training, and co-enrollment of students in classes at the community college Adult Education Programs and Adult Schools.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
Dayle McIntosh Center	Nonprofit	Orange County Service Area					X				Assists individuals with disabilities in finding options for independent living
Coast Community College District - Coastline Community College Golden West College Orange Coast College	Community College District	Costa Mesa Huntington Beach Fountain Valley Garden Grove Westminster Newport Beach	X	X	X	X	X				
Huntington Beach Adult School	K-12 Adult School	Huntington Beach, Westminster, Costa Mesa	X	X	X	X					
Garden Grove Adult Education	K-12 Adult School	Garden Grove	X	X	X	X					
Coastline Regional Occupational Program (ROP)	Regional Occupational Program	Costa Mesa							X		
BPSOS	Community Based Organization	Westminster	X		X				X		
Career Technical Education Partnership	Regional Occupational Program	Costa Mesa				X	X				

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Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
(CTEp)											
Orange County Department of Education	K-12 County Office	Costa Mesa	X	X							
Westminster Public Library	Library	Westminster	X								
Huntington Beach Public Library	Library	Huntington Beach	X								
Asian Americans Advancing Justice	Community Based Organization	Santa Ana			X						Agency provides legal support services
OC Sheriff	Law Enforcement	Santa Ana									Agency provides reentry services for released inmates
Youth Employment Services	Community Based Organization	Costa Mesa								X	
Costa Mesa Public Library – OC READ	Library	Costa Mesa	X								
Advance Beauty College	College	Garden Grove			X	X		X	X		

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Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
Department of Rehabilitation	State Agency	Orange										Employment and independent-living resource for people with disabilities.
Harbor Learning Center	K-12 Adult School	Fountain Valley	X	X	X							
Orange County Asian and Pacific Islander Community Alliance	Community Based Organization	Garden Grove							X			
Vietnamese Community of Orange County	Community Based Organization	Santa Ana							X			
Orange County One-Stop Centers	Employment Support Agency	Irvine, Garden Grove, Buena Park	X						X			
Orange County CalWORKS	Public Assistance Program	Irvine, Garden Grove	X						X			
Orange County Social Services Agency	Social Services Agency	Orange							X			
Boys and Girls Club	Community Based Organization	Costa Mesa, Newport Beach									X	

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Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
College and Career Preparatory Academy	Charter School	Fountain Valley, Fullerton, Santa Ana	X									
Regional Center of Orange County	Nonprofit	Santa Ana					X					
2-1-1	Nonprofit	Santa Ana										Connects individuals to local health and human service programs and disaster response information through its multi-lingual hotline.
Children's Bureau	Nonprofit	Santa Ana									X	
Community Action Partnership of Orange County	Nonprofit	Garden Grove						X				
Employment Development Department	State Office	Santa Ana					X					
Huntington Beach Central Library Literary Center	Library	Huntington Beach	X						X		X	

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Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
Human Options	Nonprofit	Irvine			X						X	
Interval House	Nonprofit	Westminster			X				X		X	
Mariposa Women and Family Center	Nonprofit	Orange							X		X	
Oakview Family Resource Center	Social Services Agency	Huntington Beach									X	
Orange County Registrar of Voters	County Office	Santa Ana										Provides election services to ensure equal access to the election process and protect the integrity of votes
Operation Hope	Nonprofit	Westminster							X			
Project Self-Sufficiency	Nonprofit	Newport Beach							X			
Robyne's Nest	Nonprofit	Huntington Beach									X	

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Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
Simon Youth Foundation	Nonprofit	Westminster										Provides non-traditional learning environments and scholarships for high school students.
Social Security Administration - Maximus	Nonprofit	Fountain Valley					X					
Thomas House Family Shelter	Nonprofit Homeless Shelter	Garden Grove						X		X		
Wavelengths Recovery	Addiction Treatment Center	Huntington Beach										Helps addicts achieve lifelong sobriety by providing patients with a supportive, and well-structured environment to help them focus on their recovery.
Westminster Family Resource Center	Nonprofit	Westminster										Gives information and referral to services for low-income families residing in

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Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
												Westminster and surrounding cities in Orange County.
Westminster Mall	Shopping Center	Westminster										Provides educational facilities and supports our current work by expanding our community outreach and connections.
Women Helping Women	Nonprofit	Irvine							X			
World Relief	Nonprofit	Garden Grove, CA							X		X	

ABE: Adult Basic Education
 ASE: Adult Secondary Education
 ESL: English as Second Language
 CTE: Career Tech Education
 AWD: Adult with Disabilities
 WR: Workforce Readiness
 PA: Pre Apprenticeships

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$8,052,464	\$8,052,464	\$8,052,464
CalWORKs	\$285,992	\$285,992	\$285,992
CCD Apportionment	\$2,205,732	\$2,205,732	\$2,205,732
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$6,885	\$6,885	\$6,885
Perkins V	\$0	\$0	\$0
WIOA II	\$1,029,549	\$1,029,549	\$1,029,549
Other			
Contracted Services	\$22,870	\$22,870	\$22,870
Donations	\$4,718	\$4,718	\$4,718
In-kind Contributions	\$640,670	\$640,670	\$640,670
Fees	\$215,950	\$215,950	\$215,950
Total	\$12,464,830	\$12,464,830	\$12,464,830

2.3 Community Need and Customers

CAEC analyzed demographic data, labor market data, workforce indicators, student surveys, and gathered input from community partners to assess the current and continued needs in the region to ensure adult education programming in the region is robust and responsive to current and future needs. A combination of data from the U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for the 2017-2018 academic year was used to perform this analysis. A gap analysis was performed based on census tracts to determine populations in need of adult education services and populations of students currently served by CAEC. The Consortium identified the top 20 census tracts in need of services related to adult English language learners and adults in need of secondary education. The information has shown that there is a significant group of adults that are not currently being served. This has resulted in identifying several needs that CAEC can positively impact through its educational programs and services:

- **Programs for English Second Language Learners**
Twenty percent (104,323) of adults 18 years and older within the CAEC region are classified as English language learners; the CAEC served only 5% of this population during the 2017-18 academic year.
- **High School Diploma/GED Programs**
Thirteen percent of adults (69,008) adults within the CAEC region have earned less than a high school diploma; the CAEC served only about 1.3% (893) of those during the 2017-18 academic year.
- **Workforce Training Programs/CTE Pathways**
There is an imbalance between supply and demand for middle-skills jobs. Orange County has an unemployment rate of 3.2%. However, survey results reflect that 46.1% of families earn less than the livable annual wage of \$102,024 (for a single adult household with three children).
- **Programs for Adults with Disabilities**
Less than 1% (328) of the 61,327 adults with disabilities within the CAEC region were served during the 2017-18 academic year.

The data indicates a need to strengthen and broaden the programs and services provided to support diverse ethnic communities and the county's rapidly aging population. CAEC has regularly reviewed and gap and need analyses as well as analyses related to the effectiveness of outreach to communities within the Consortium service area. With a culturally diverse community and workforce comes the critical need for English language proficiency programs and initiatives to increase educational attainment across all levels in order to build a well-educated, high-earning workforce that meets current and future labor market demands.

Orange County's population continues to become more diverse which is reflected by the population within the CAEC region. According to the AEP 2019 Fact Sheet for CAEC, out of a total population (523,315) of 18 years and older within the CAEC service area, 20% (104,323) of adults are classified as English language learners. During the 2017-18 academic year, the CAEC served a total of 5,469 of adults residing within the Consortium region. This represents only about 5% of adults within the Consortium region who are classified as English language learners, which demonstrates regional need and a gap in services for English language learners. Demographic data also provides the following statistics that are relevant to the three-year plan: 175,749 foreign-born, 136,519 near poverty or less, 69,008 of adults without high school diploma, and 18,533 of unemployed adults with the CAEC region. Additional demographics reflect that in the CAEC region, 51% of the population is white, 23% Hispanic, and 23% Asian. The census data and local reporting shows that Orange County has the highest Asian-American population in all of Southern California, especially Vietnamese-Americans. Within the CAEC region, 31.3% of ESL residents speak Vietnamese at home.

Additionally, census data reflects that more than 38,000 Asian-American immigrants who have obtained legal permanent resident status have not yet become citizens and that the county's lowest graduation rates are among the Vietnamese-Americans, Cambodian-Americans, and Pacific Islanders. This data is also supported by the student survey administered in January 2019 by the CAEC to 1,803 of the Consortium's adult education students, with the majority of participants (1,412) being English language learners. The survey participants consisted of 224 (201 ESL)

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college students, 717 (425 ESL) HBAS students, and 862 (786 ESL) GGAE students. Becoming a U.S. citizen was indicated as the main goal of learning English language by 36.4% of survey participants. Therefore, continued focus on enhancing and improving English language learning programs is essential to preparing Orange County's residents for the workforce and success. This supports the need for additional ESL, Citizenship and Family Literacy classes for English language learners, increased off-campus sites to hold classes, and development of comprehensive marketing strategies to promote these classes.

ACS (2017) results show that within Orange County, 14.6% (357,022) of the population 18 years and older have an education level less than a high school diploma or equivalent. Of this population 21.7% (77,473) fall within the poverty rate. Data collection provides that 13% (69,008) adults within the CAEC region have less than a high school diploma (CAEP 2019 Fact Sheet). During the 2017-2018 academic year, the CAEC served 893 students pursuing a high school diploma or its equivalent. This represents only about 1.3% of the adults within the CAEC region who have an educational level less than a high school diploma or equivalent. This reflects a need to develop additional programs to serve these students. GED preparation courses on college campuses could provide needed access for many more students in the region to obtain the GED certification.

Orange County is the third largest county in California, and the sixth largest in the nation, with an unemployment rate of 3.2%. This compares with an unadjusted unemployment rate of 4.6% for California and 3.9% for the nation. According to the living wage calculator (livingwage.mit.edu), a livable wage for a single adult household in Orange County is \$15.85 per hour (annual salary of \$32,968). A livable wage for single adult household with three children in Orange County is \$49.05 (annual salary of \$102,024). ACS (2017) results show that within Orange County, 46.1% (343,605) families earn less than \$100,000 annually and 16% (119,255) of families within Orange County earn less than \$35,000 annually.

According to the CAEP 2019 Fact Sheet, 18,533 residents within the CAEC region are unemployed and 136,519 are near poverty or less. Additionally, 33% (69,008) of adults in the region have not attended college. This is consistent with all Orange County at 34%, but lower than the statewide average at 41%. Included however, are higher-income/better-educated coastal cities, as well as lower-income/less-educated inland areas. Average household income ranges from \$44,595 in Westminster's Midway City to \$106,333 in Newport Beach. Orange County reports an imbalance between supply and demand for middle-skills jobs. This demonstrates the need to continue providing and developing additional education and workforce training programs to accommodate Orange County's current economic, population and workforce trends, identifying pathways to assist adults in meeting their goals to further their education and enter or re-enter the workforce, and leveraging partnerships with organizations such as the local Workforce Development Boards to assist with job placement.

ACS (2017) results show that within Orange County 8.0% (250,515) of the population 18 years and older have a disability. There are 61,327 adults with disabilities within the CAEC region (CAEP 2019 Fact Sheets). During the 2017-18 academic year, the CAEC served under 1% (328) of adults with disabilities. This data supports the need for developing and offering additional programs for adults with disabilities through the Consortium.

As mentioned, a student survey was developed and given to students in January 2019 at the adult schools and colleges to evaluate program effectiveness and inform strategic planning. Student goals and barriers provide information about how to better serve students currently in the programs offered by CAEC members. Of the 1,798 students from adult schools and colleges who responded, 62.25% indicated that one of their goals was to get a job or get a better job. More than 18% indicated that they would like to be able to help their children in school. Twenty-seven percent of all students listed financial difficulties as a barrier. In addition, at the colleges, 44% of students listed books and materials as a barrier. Almost a quarter of students (356) at HBAS and GGAE listed lack of confidence as a barrier. Other less common barriers include transportation (12.5%), childcare (11.5%), health services (11.5%), and needing more information about goals (10.7%).

The strategies and goals for the 2019 - 2022 CAEC plan focus on meeting the needs of the local community, based on the data analyzed. CAEC will continue to review data, discuss ways to address gaps, and develop and implement new strategies to ensure efforts are being made to meet the needs of the community.

2.4 Identifying Goals and Strategies

The Coast Adult Education Consortium will address the following main goals in this three-year plan.

- 1) Better meet regional needs by addressing gaps in services.
- 2) Ensure seamless transitions to post-secondary education and the workforce.
- 3) Expand and refine student acceleration opportunities.
- 4) Grow and improve on professional development opportunities.
- 5) Leverage partner and community resources.

As identified in the logic model, these goals are supported by activities with quantifiable outputs and are expected to result in measurable short and long-term outcomes. They are inclusive of strategies to improve integration of services and the improvement of transitions into postsecondary education and the workplace.

The Consortium's first goal is to address the regional gaps and needs by increasing services to the adult education population including English language learners, individuals seeking workforce preparation and training, and persons in need of High School Equivalency or Diploma. Demographic research will continue to be conducted with analyses focused on targeted populations and labor market demand with related recommendations. CAEP members, along with student services and instructional staff, will continue to coordinate and offer outreach, support services, and instructional programs accordingly with input from representatives of the Orange County Workforce Development Board and the Orange County Strong Workforce Program, among others. Analyses will continue to be conducted to determine and assess gaps in services based on the geographic location of current students versus regional need. This data will inform strategies and programs to mitigate gaps. Professional marketing services will be used to develop and implement a robust and strategic marketing and outreach plan for the Consortium to include branding, campaign, a shared website, professional development, and execution.

Data shows that Orange County's economy continues to grow; however, shifting demographics and social and technology trends have impacted traditional industries. More emphasis will need to be placed on affordable and highly-focused certification programs to prepare students for emerging technical occupations that provide higher wages. In addition, a skills gap or mismatch between employer needs and employee qualifications limits employment growth and reduces career mobility. Efforts will be made to support adult workers seeking to increase value-added skills to gain employment in growing fields by focusing on employer identified soft-skills and specialized skills. Enhanced noncredit certificates and training programs will continue to be developed and offered to meet workforce demands in top industries in the region. Focus will be on creating programs that lead to employment with a livable wage or lead to additional training programs in these fields. These inputs and activities are expected to lead to increased awareness in the community of the programs and services offered by Consortium members, the development of additional noncredit courses and programs to meet local labor market demand, and increased enrollment within current programs. In the long-term, CAEC expects the number of students served from targeted groups to increase, as well as the number of student completers who find employment in the field.

Consortium efforts will also focus on enhancing and expanding strategies and processes to assist students in persisting and completing adult education programs and transitioning to postsecondary education or the workforce. Ensuring all students have identified goals and an educational/career plan in place is a priority. The three colleges use DegreeWorks for student educational planning. HBAS and GGAE plan to research, select, and implement a web accessible system with the necessary features for communication and reporting that allows the development of Student Educational/Career plans for their students and make that plan available to the colleges and Title I partners to assist with transitions to post-secondary education and the workplace. CAEC expects improved student persistence and retention in the short- and long-term as a result of helping students establish their goals and have a clear direction.

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A data sharing agreement will be established to provide identified staff access to information that allows for better collaboration, shared case management, and more accurate tracking of student transitions. The Consortium will work to develop shared case management procedures with the local workforce development board and its contracted providers to track co-enrollment in programs. Since the collection and use of student barrier information is an integral component, accurate collection and reporting of the data will be planned for. This goal includes planning for Consortium staff to meet regarding roles and duties, data sharing processes and security, and reporting outcomes. To support these efforts, the consortium will look into purchasing software applications and implement processes that compile data from various data sources into an easier to use format.

CAEC would like to ensure job seekers have access to employment and training services provided by America's Job Center of California (AJCC), also known as the Orange County One-Stop Centers. The Consortium will explore the possibility of co-locating services on-site by bringing contracted personnel to sites and/or allowing training of Consortium personnel on necessary intake and case management by the contractor. If collaboration is not successful, CAEC may discuss plans for a member to submit an application to the contracted provider.

The work planned for seamless transitions was informed by other promising practices in the state. The practice submitted by the Capital Adult Education Regional Consortium, *Accurate Collection and Reporting of Student Barriers to Employment*, specifically references the challenges and strategies around collecting uniform and accurate student data on barriers to employment. CAEC will work to ensure barriers are collected uniformly by all members so data is more accurate and comparable. Members will research work done by several consortia that have systems in place that address co-enrollment and shared case management challenges to track outcomes between institutions and federal programs.

Several activities and related strategies to expand and refine student acceleration opportunities will be implemented. As previously noted, short-term opportunities for adults, including enhanced noncredit certificates with high employment potential based on local labor market demand, will continue to be developed and implemented. Contextualizing ESL for the purpose of allowing students to address the subject matter necessary for career training will also be continued and expanded. This will happen at the college and high school levels and, often, together. In order to assist students transitioning from adult schools to the community college level, the use of common assessments and connected instructional reports will be a focus of professional development efforts for adult school and college instructors. Faculty workgroups and appropriate professional development regarding the proper implementation of all of these possible areas of student acceleration are integral to the success of these efforts. Expected outcomes related to this work include student transitions to credit programs and/or the workforce.

There is a need to continue to grow and improve on professional development opportunities in order to successfully implement some of the programs and services related to the goals described. Areas for professional development include IET/contextualized ESL with career training strategies including co-teaching by collaborative partners, use of shared data for program support designed to increase transitions by adult education classified and certificated staff, and use of common assessments and instructional reports to guide ESL instruction.

Leveraging partner and community resources is a crucial part of the three-year plan to help build capacity and meet established goals. The Consortium will work with community organizations, and workforce development boards and their contracted partners, to connect students with resources, supportive services and employment related opportunities. Members will explore partnerships to utilize facilities to offer additional off-site classes and/or services at partner sites.

CAEC recognizes that each member has multiple fund sources to support the strategies in this plan. In order to maximize services and outcomes for students, all funding sources need to be identified and leveraged, when appropriate. CAEC will develop performance models that incorporate revenues, expenditures, students served, and outcome metrics that will help determine where to best invest CAEP funding and other funding sources.

Figure 1. Logic Model

Goal Statement 1: Better meet regional needs by addressing gaps in services

Mini-Goals/ Objectives	Inputs	Activities	Outputs	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Address the regional gaps and needs by increasing services to individuals: English language learners, individuals seeking workforce preparation and training, and individuals in need of High School Equivalency.</p>	<p>Demographic research and analyses focused on targeted populations and recommendations.</p> <p>Research and analyses identifying local labor market demand and related recommendations.</p> <p>Joint working sessions of CAEP and student services and instructional staff at member institutions to plan outreach, support services, and instructional programs accordingly.</p> <p>Input from OC Workforce Development Board and OC Community College Regional Strong Workforce Coordination</p>	<p>1. Ongoing data analysis to determine and assess gaps in services based on geographic location of current students vs. regional need. Identify target populations, based on regional needs.</p> <p>2. Develop strategies and programs to mitigate gaps.</p> <p>3. Assign Consortium marketing team comprised of employees from each member institution to guide the development and implementation of the marketing and outreach plan.</p> <p>4. Hire marketing firm to assist with developing Consortium marketing and outreach plan to include branding, campaign, shared website, professional development and execution.</p> <p>Marketing team assigned to oversee marketing efforts and carry out plan.</p> <p>5. Align capacity for each Consortium with maximum number of potential students to be served through</p>	<p>1. Report and analysis of population in need, based on local demographic data</p> <p>2. Programs offered in collaboration between adult schools and colleges.</p> <p>3. Marketing plan that includes strategies for all Consortium members including shared website and marketing materials, professional development activities.</p> <p>4. Lists by agency and site of the maximum number of students that can be enrolled by program.</p> <p>5. List of market segments and critical factors that impact outreach.</p> <p>6. Career Development and College Preparation noncredit courses and certificates, some including contextualized support for English language learners.</p> <p>7. Course articulation agreements between adult schools and</p>	<p>1. Increased awareness in community of programs and services offered by Consortium members.</p> <p>2. Greater awareness among staff of programs and services offered.</p> <p>3. Increased enrollment of targeted populations</p> <p>4. Increased presence and efficiency in areas identified as high-need</p> <p>5. Increased number of noncredit career programs to meet local labor market demand</p> <p>6. Increased number of students transitioning from adult school to colleges</p> <p>7. Increased number of student completers who find employment in</p>	<p>Increased number of students from targeted groups and/or locations served by the Consortium.</p> <p>Increased number of student completers who find employment in field.</p> <p>Increased availability and accessibility of noncredit career programs to meet local labor market demand.</p>

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Mini-Goals/ Objectives	Inputs	Activities	Outputs	Intermediate Outcomes	Long-Term Outcomes / Impact
	<p>Group.</p> <p>Sufficient instructors to accommodate agreed upon levels of enrollments.</p>	<p>support services as well as maximum enrollments.</p> <p>6. Identify current market segments.</p> <p>7. Identify entry-level careers with high employment potential, based on regional Labor Market Information (LMI) data, for enhanced noncredit and career training programs. Identify career pathways and complement with contextualized support for English language learners. Work with instructors to develop curriculum for courses and programs.</p> <p>8. Identify courses at local adult schools that may align with courses at colleges, and engage instructors and faculty in discussions about articulating those courses.</p>	<p>colleges.</p>	<p>field</p> <p>8. Increased number of students at adult schools that earn college credit for coursework completed at adult school</p> <p>9. Reduced time to completion for students transitioning from adult school to colleges in targeted career pathways with articulation agreements</p> <p>10. Data informed, targeted outreach efforts to groups not currently being served</p> <p>11. Collaborative and more strategic delivery of instruction and student services, based on data analysis.</p>	

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Goal Statement 2: Ensure seamless transitions to post-secondary education and the workforce.

Mini-Goals/ Objectives	Inputs	Activities	Outputs	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Enhance and expand strategies and processes to assist students in persisting and completing adult education programs and transitioning to post-secondary education or the workforce.</p>	<p>Selecting and funding to implement a web accessible Student Education/Career Plan for Adult Schools with necessary features for communication and reporting.</p> <p>Funding for the Adult Schools for necessary training and meetings associated with co-enrollment and Student Education/Career plans.</p> <p>Funding for continued Student Support Service Positions and activities linking the K-12 adult schools with the Community Colleges.</p>	<ol style="list-style-type: none"> 1. Create and implement Consortium-wide data sharing agreement. 2. Create K-12 Adult Student Education/Career Plan for Adult Schools; Gather input from stakeholders regarding configuration of Student Education/Career Plan. Plan is e-document, accessible online, with reporting and workflow features. 3. Adult Schools conduct orientations with students to start developing the Student Education/Career Plan. 4. Develop agreements and processes between Consortium members to systematically use Student Education/Career Plans. 5. Establish/implement co-enrollment and shared case management policies with Workforce Development Board and its contracted partners. 6. Partners (K-12 Adult, CCCD, and WIOA I) create guidelines for accurate 	<ol style="list-style-type: none"> 1. Student demographic and outcome data shared between Coast CCD and Adult Schools. 2. Student Education/Career Plan will be utilized/updated regularly through contact with teachers and support staff, inclusive of making such plans available to Coast CCD and WIOA I Partner Representatives. 3. Each student in adult education programs will complete an initial education / career plan during orientation (or shortly after orientation/enrollment). 4. Adult Schools, CCCD and WIOA I Partner Representatives will develop and implement automated communications and reports regarding Student Education/ Career Plan to assist with transition steps for students; <p>Partner representatives offer one on one</p>	<p>CAEP outcome results indicative of persistence for students with 12 hours or more, student English Fluency Levels (EFLs) and gains, and Program completions increase - see Table 3 - Progress Indicators.</p>	<p>CAEP outcome results indicative of persistence for students with 12 hours or more, student EFLs and gains, and Program completions - see Table 3 - Progress Indicators.</p>

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Mini-Goals/ Objectives	Inputs	Activities	Outputs	Intermediate Outcomes	Long-Term Outcomes / Impact
		<p>collection/ reporting of student barriers to employment (K-12 Adult Schools, CCCD, and WIOA1 Committee).</p> <p>7. Regular Consortium staff meetings regarding the roles/reporting duties of Student Support positions and calendar for periodic check-ins regarding program quality and reports/outcomes.</p> <p>8. Consortium meets with American Jobs Centers of California (AJCC) contractor for South Orange County to ask for co-location of services (WIOA I representatives at consortium sites or training of consortium personnel to be able to function as WIOA I / AJCC intake (assumed Cal-Jobs registration is part of process).</p>	<p>and small group support and workshops at Adult Education sites for students with transition goals.</p> <p>5. Consortium and WIOA 1 Partner representatives meet regularly to review data, reporting, and assess and make refinements / recommendations regarding program quality.</p> <p>6. Possible training and/or further work setting up sites to accommodate AJCC personnel and necessary work space</p> <p>Or Consortium submits for AJCC contract in Year 3.</p>		

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Goal Statement 3: Expand and Refine Student Acceleration Opportunities.

Mini-Goals/ Objectives	Inputs	Activities	Outputs	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Continue to offer and develop short-term career training for adults, including enhanced noncredit certificates</p> <p>Contextualize ESL offerings and integrate with career training so that students may earn a career certificate and gain employment.</p> <p>Objective Statement: Through targeted courses designed for acceleration, increase the number of students enrolled in and completing Integrated Education Training (IET) and/or contextualized career/ESL programs and short term career programs.</p>	<p>Budget to support enhanced noncredit curriculum development.</p> <p>Faculty members/experts in relevant short-term certificate programs.</p> <p>Facilities to offer courses.</p> <p>Budget for marketing to develop Consortium - wide promotional material of noncredit career programs.</p> <p>Faculty members to teach contextualized ESL.</p> <p>Budget for professional development.</p> <p>Dedicated space/lab for test administration.</p> <p>Train / hire staff to oversee CASAS program at local level</p>	<p>New short-term enhanced noncredit certificate programs offered.</p> <p>Existing career programs at colleges offered regularly.</p> <p>Robust consortium-wide marketing/outreach program.</p> <p>Consortium-wide catalog of enhance noncredit certificate programs developed.</p> <p>Develop relationships with local organizations and community partners to promote and support these program</p> <p>Pilot programs using AEP funding to support instruction (until scaling it to a bigger size that will generate ongoing apportionment).</p> <p>Establish a group of faculty teams. Develop a more focused curriculum designed to transition students into the workforce by providing Vocational ESL instruction and vocational training at the same time.</p> <p>Establish and/or</p>	<p>Regularly scheduled short-term career certificate programs. Greater awareness of these programs of targeted population.</p> <p>Increased options for adult students.</p> <p>Contextualized ESL courses offered in collaboration with CTE courses. A bridge for ESL students to prepare for the workplace.</p> <p>Ways to accelerate students' learning English language needed to successfully earn a CTE certificate while obtaining career skills</p> <p>Targeted instruction based on testing outcomes and corresponding instructional materials. Faculty members use test results as a tool in the development of student-centered, contextualized instruction based on student needs, current best practices, and</p>	<p>Increase the number of students enrolled in and completing Integrated Education Training (IET) and/or contextualized career/ESL programs (10% by the end of year 2; (Objective #1 affected by this as well, but this is a more specific objective given the Goal of Acceleration and the specific activities/ courses related to this).</p>	<p>Increase the number of students enrolled in and completing Integrated Education Training (IET) and/or contextualized career/ESL programs 20% by the end of year 3) ; (Objective #1 affected by this as well, but this is a more specific objective given the Goal of Acceleration and the specific activities/ courses related to this).</p>

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Mini-Goals/ Objectives	Inputs	Activities	Outputs	Intermediate Outcomes	Long-Term Outcomes / Impact
		expand the types of content classes employing these strategies; Provide professional development for faculty participating in these strategies.	assessment information.		

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Goal Statement 4: Grow and improve professional development opportunities.

Mini-Goals/ Objectives	Inputs	Activities	Outputs	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Continue to provide professional development to consortium staff on how to better prepare students for postsecondary and workforce transitions.</p> <p>Provide professional development on curriculum development and instruction for adult learners (andragogy).</p> <p>Provide professional development for general college managers, faculty, staff, and community stakeholders to better understand Adult Education programs and services.</p>	<p>Funding to attend necessary conferences and workshops at the local, state, and national level as well as site visits of successful consortiums.</p> <p>Funding for a curriculum development and andragogy training as necessary.</p> <p>Funding for professional development stipends for faculty and necessary training material; these training should be biannual.</p>	<p>Consortium members attend professional development opportunities and schedule quarterly debriefs to ensure information shared.</p> <p>PD for case management and student transition strategies.</p> <p>Enhanced noncredit curriculum expertise provided to curriculum committee members and to faculty one-on-one as needed.</p> <p>Schedule college "General Noncredit" session to explain noncredit programs and services and explain pathways to credit/career instructors.</p> <p>Regularly scheduled events to share best practices.</p>	<p>A professional development tracker to ensure all Consortium staff are participating in PD activities.</p> <p>Formal documentation of promising practices.</p> <p>Professional certifications.</p> <p>A formal enhanced noncredit curriculum training program.</p> <p>Subject matter expert "hotline" as a point of contact for curriculum development.</p> <p>Data tracker for those trained on advantages of noncredit programs.</p>	<p>Increased number of consortium staff knowledgeable about adult education and noncredit instruction.</p> <p>Increased student retention and transition.</p> <p>Increased understanding of expectations and requirements for developing enhanced noncredit programs.</p> <p>Increase in state approval of programs and certificates.</p> <p>District wide support of noncredit programs and services (as verified in annual survey); champions for development of new programs.</p>	<p>Cross training with other consortia for promising practices and collaboration.</p> <p>Increased rate of program development and variety.</p> <p>Curriculum committee support for nontraditional programs.</p> <p>Expansion of community partnerships, resources, and transactional services.</p> <p>Staff Survey results (of credit and noncredit faculty/staff, verify growing levels of understanding and trust.</p>

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Goal Statement 5: Leverage partner and community resources.

Mini-Goals/ Objectives	Inputs	Activities	Outputs	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Provide a more full and enriching student education experience, resulting in increases in customer satisfaction and enrollment, by Increasing the variety of program offerings for students, leveraging partner and community relationships and resources (i.e. - facilities, supportive service personnel, and programs).</p>	<p>Budget to hire subject matter experts as necessary to provide student resources, funding to host outreach activities/ events.</p> <p>Budget for offsite faculty stipend and necessary technology (e.g., mobile computer labs, projectors, screens).</p> <p>Budget for offsite faculty training and prison approval process, necessary technology for teaching offsite.</p>	<p>Develop a strategic outreach plan to ensure community partners are identified.</p> <p>Create a consortium resource document to easily reference services for students by region.</p> <p>Develop consortium wide program list of offerings.</p> <p>Survey community partners and students to plan for offsite course development</p> <p>Develop program career paths for students with criminal records.</p>	<p>Quick reference guide to external resources in the region, as well a strategic plan to offer consortium services</p> <p>Standardized MOU/MOA to seamlessly utilize partner facilities.</p> <p>Customized short-term workshops based on student population (e.g., ESL for Cosmetology).</p> <p>New program pathways for formerly incarcerated students.</p>	<p>Increased awareness in community of program and services offered by the Consortium members.</p> <p>Expanded influence and awareness of consortium with offsite program offerings custom to community needs.</p> <p>Increased student retention and program growth.</p>	<p>Increase in career training opportunities for students.</p> <p>Increased student population/ enrollment.</p> <p>The Consortium will contribute to meeting social rehabilitation needs in the community by providing alternative education/ career options for formerly incarcerated individuals.</p> <p>Customer/student satisfaction measured by annual student survey to establish a baseline in year one, show growth of at least 10% in year two, and be 90% or above by year three.</p>

Table 3. Progress Indicators

1. Increase enrollment in noncredit courses/programs by 10% by the end of year two and by 15% by the end of year three.
2. Increase the number of students completing noncredit programs by 10% by the end of year two and by 15% by the end of year three.
3. Increase the number of K-12 adult school students who transition:
 - from one program to another (ASE & ESL to CTE, and ESL to ASE) by 2% by the end of year two and by 4% by the end of year three.
 - from ESL and ASE programs to postsecondary qualified noncredit programs at the colleges by 5% by the end of year two and by 10% by the end of year three.
4. Increase the number of students who transition from noncredit programs at Adult Schools or Colleges to any credit programs at the Colleges by 3% by the end of year two and by 5% by the end of year three.
5. Increase the number of Integrated Education Training (IET) and/or contextualized career/ESL programs offered by the consortium by two by the end of year two and by five by the end of year three.

2.5 Piloting and Implementation

Over the next three years, CAEC will focus on expanding strategies that have started, and piloting and implementing a variety of instructional programs, student services, and other interventions to support the local adult population including the following:

The Consortium will address regional gaps for instructional programs and services through demographic analysis of regional needs to increase student enrollment and transitions to college and employment. The colleges and adult schools will continue to review local labor market information and build or expand noncredit career education programs that meet employment demand. The Consortium will conduct research, survey students, and evaluate current course offerings in an effort to improve student-centered scheduling.

Instructional Strategies

Colleges and adult schools will develop new Integrated Education and Training (IET) and/or contextualized ESL/career programs that provide students with simultaneous instruction in basic skills as well as occupation or industry-specific training to increase student acceleration. HBAS plans to offer Career Readiness as a new IET class in the fall. GGAE plans to offer two additional noncredit courses as part of the General Office Clerk certificate including Introduction to Word and Introduction to Excel in the fall. All of these courses will offer contextualized support for English language learners. Moving forward, GGAE will explore the possibility of offering an IET construction pathway. In fall 2019, GWC will partner with BPSOS to pilot a noncredit Senior Support Care program with contextualized ESL support in an effort to meet the local employment demand. Members may explore the possibility of offering hybrid courses to increase access to instruction by reducing transportation & family obligation barriers.

HBAS and OCC will increase noncredit ESL/ELL course offerings through the recently-approved Instructional Services Agreement (ISA), which allows OCC to offer noncredit ESL/ELL courses at HBAS sites with adult school instructors that meet college minimum qualifications. In spring 2019, two ELL courses were offered at Oakview

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Preschool. HBAS and OCC plan to evaluate current offerings and expand the number of courses offered through the ISA.

HBAS will review the feasibility of offering additional college noncredit and/or credit courses on-site. Currently, HBAS and OCC partner to offer noncredit and credit career education courses at an adult school site.

GGAE will explore the possibility of offering college courses at local high schools and the feasibility of developing a summer school program for high school students who are non-graduates (finished maximum time, but are credit deficient) to earn accelerated credits to earn high school diploma and connect with community colleges.

GWC will be established as a GED Preparation and Testing Center. CCC and OCC will review the geographic need for this service and may implement similar plans, if appropriate.

GWC recently developed a sequence of new, noncredit English Language Learning courses. The college will offer the courses for the first time in fall 2019. Courses from beginning to advanced with language labs as a required component will be offered.

CCC received state approval for four new, noncredit career education programs which will be offered in fall 2019. These programs include Customer Service Technology - Levels 1 & 2; Management Skills for Retail; and Retail Accounting and Technology. In addition, the college will also offer language preparation for citizenship courses, leading to a Certificate of Competency.

CCC recently piloted a noncredit career counseling course and will offer the second noncredit course in the certificate, College and Career Preparation 2. Students in the course will identify career options, identify a program of study, and complete a student educational plan.

The Special Programs and Services Division at CCC continues to expand its Career Options through Academic Support and Training (COAST) Program, which consists of several vocational certificate programs with courses specifically designed for students with intellectual disabilities. Animal Care will be launched in fall 2019. The Guest Services Program has been approved locally and pending state approval. Additional programs are in development.

Interventions related to AB 705 have been and will continue to be implemented in the math and English divisions at all three colleges. The bill requires that colleges maximize the probability that a student will enter and complete transfer-level coursework in English and math within one year and use multiple measures for placement. Faculty have developed noncredit math and English courses to support students in college-level courses. OCC will begin offering new, short-term noncredit English courses in fall 2019 which focus on improving specific skills including grammar, paragraph and essay writing, basic reading skills, and reading strategies.

Student Services & Other Strategies

The Consortium will review options for aligned Student Education Plans (SEPs) as there is a need to ensure all students at the adult school and colleges have a plan in place to help guide them. While the colleges currently use DegreeWorks for SEPs, HBAS and GGAE need a better structure that allows them to ensure all students have accurate and appropriate education plans that address identified barriers and are easily accessible to the institutions (colleges and WIOA I agencies) they need to collaborate with to achieve transition outcomes.

The Consortium will research and seek to implement a shared case management system to promote a seamless transition process between colleges, adult schools, and county to support state and federal adult education outcomes (e.g., AEP, WIOA Title II.)

To ensure job seekers have access to employment and training services provided by America's Job Center of California (AJCC), and specifically the Orange County One-Stop Centers, the Consortium will explore the possibility

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of co-locating services on-site by bringing contracted personnel to sites and/or allowing training of consortium personnel on necessary intake and case management by the contractor.

Colleges will coordinate with adult schools to establish an on-site orientation calendar, offered by college counselors, similar to the existing outreach efforts.

Colleges will explore the possibility of implementing TalentED, a geographic information system that allows students to research career educational pathways and search for jobs and instructional programs, and other information by zip code. The main goal is to generate awareness and exposure to priority industry sectors in Orange County.

The CCCD WIOA Title II application for 2020-21 will be expanded to include OCC and GWC. The colleges will work to refine CASAS testing process and develop related curriculum.

Members will work to leverage funding from various initiatives including WIOA Title II, Strong Workforce, and other initiatives to maximize services for the adult education population. Efforts will focus on working together to reduce silos to achieve common goals.

Professional development opportunities will be provided to administrators, instructors, staff, and community stakeholders. Opportunities for instructors to learn about curriculum development, IET programs, instruction for adult learners, the use of common assessments and instructional reports to guide instruction and best practices in the field will be made available. Professional development for support staff will focus on preparing students to transition to college and enter the workforce, data collection and reporting, and shared case management.

Leveraging partner and community resources will increase capacity and meet established goals. The Consortium will work with state entities and community organizations to connect students with resources, support services, and employment related opportunities. Members will explore partnerships to utilize facilities to offer additional classes and/or services off-site, as well as bring partners on-site to make the resources and services they provide more accessible.