

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 14, 2018, 4:43 PM UTC Action Taskman

# 43 Rancho Santiago Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

The Rancho Santiago Adult Education Consortium's (RSAEC) implementation plan for the 2018-2019 year is to continue with the goals set forth in the Regional Comprehensive Plan (RCP). RSAEC's 2017-2018 accomplishments include: The Department of Rehabilitation co-located at Santiago Canyon College Division of Continuing Education (SCC-DCE) and the Santa Ana Work Center co-located at Santa Ana College School of Continuing Education (SAC-SCE). This leveraging of resources allows RSAEC to better serve students in the areas of job placement resources and training. In fall 2017, SCC-DCE opened its Adults with Disabilities program, which focuses on workforce preparation. In 2017-18, student headcount reached 110 students. SCC-DCE grew from 0 classes offered to 14 classes offered with a total enrollment of 378 students with 22 CDCP certificates awarded. SAC-SCE opened the Remington Adult Education Center with full wrap-around services and programs in ESL, HSE, CTE and Pre-Apprenticeship. SCC-DCE created new CDCP Certificates to form pathways, which will lead to high-demand, high-wage employment. These certificates include 3D Printing & Advanced Manufacturing, Digital Marketing, Home-Based Business and Certified Nurse Assistant. SAC-SCE offered its first pre-apprenticeship CDCP certificate in construction that included partners from industry, trade unions and workforce development. Garden Grove Adult Education (GGAE) revised ESL exit exams to be based on competency and allow students to be evaluated mid-year so that they can seamlessly promote to the next level. GGAE, SCC-CE and SAC-SCE completed a 2-year ESL curriculum alignment project. The new curriculum allows students to transfer seamlessly between programs and allows for consortia-wide curriculum collaboration and professional development. GGAE and SAC-SCE successfully piloted a noncredit CTE course on GGAE's campus. This leveraging of resources allows ESL students access to career technical training. RSAEC's vision for 2018-2019 is to continue the focus on offering more classes, increase contextualized learning opportunities, create new program and certificate options, and increase support services to adult learners within RSAEC to provide a smooth transition to college and career opportunities. To accomplish these goals, the consortium will explore new contextualized learning instructional strategies, which will lead to more opportunities for dual-enrollment.

### Regional Planning Overview

RSAEC is always looking ahead to see how we can better serve the region's students. Over the past 3 years, the members of RSAEC have continuously modified the existing 3-year plan to make sure that it was meeting the needs of the students while following the guidelines set forth by the state. In organizing and planning for the next 3-year plan, RSAEC will continue the work that was begun in 2014-2015. RSAEC is a relatively small consortium and over the past 3 years has seen a significant change in the executive board due to restructuring within member districts. For example, with the start of 2018-2019, 4 out of 6 of the voting members are new to AEBG. During the planning stages, the workgroups had very limited access to clean data in the area of adult education. With available funds from Data and Accountability as well as experience and knowledge acquired over the past 3 years, RSAEC is much more prepared to make data-informed decisions. Strategy workgroups will focus specifically on areas that are RSAEC priorities, such as increasing contextualized learning opportunities, creating curriculum for career training programs that promotes student access to high-growth and high-wage job opportunities, and implementing data-driven best practices. Consortium-wide professional development will also continue to be a top priority. As new plans are implemented, instructors and staff will need to stay informed and educated so that the consortium goals can be delivered to the students.

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## Meeting Regional Needs

### Regional Need #1

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

Although new programs have been started within the consortium, there continues to be a gap in service for the Adults with Disabilities population residing within RSAEC. More education programs, career training programs and wrap-around services are needed, which will assist adult learners with educational options that lead to Competitive Integrated Employment (CIE).

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

Resources used to identify these gaps included input from the Regional Center of Orange County (RCOC), Department of Rehabilitation (DOR), and the Thompson Policy Institute (TPI) at Chapman University, which focuses on research for Adults with Disabilities to aid in the promotion and implementation of CIE. In addition, data to identify these gaps was collected by the RSAEC Executive Director serving on various local committees in the Orange County (OC) area including the OC Local Partnership Agreement, Project SEARCH (work-based learning for CIE for adults with disabilities) and the Orange County Transition Initiative Business Advisory Committee. The RSAEC researcher also provided data to identify the gaps. According to the 2016 U.S. Census, the population with disabilities in the Rancho Santiago region has increased from 26,464 to 31,532 in the past 4 years. In addition, 11,537 of the adults 18-64 were identified to have a cognitive disability. With the start of new AEBG programs in the consortium, the amount of students served has increased to 438, but this is still leaving an unmet need of 99%. (Source: U.S. Census Bureau, 2008-2012 & 2012-2016 American Community Survey)

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

The progress in meeting this need will be measured by the data collected. Data will include the number of classes offered, increase in student enrollment and retention, as well as course completions. Effectiveness will be measured by certificates earned, college transition and job placement in competitive integrated employment.

### **Regional Need #2**

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

There is a consortium-wide gap in offering contextualized-based learning opportunities for ESL, ABE and short-term CTE students in the region. Both the State and Federal government are pushing for an increase in employment skills and an accelerated pathway for students. RSAEC needs to create these opportunities for adult learners in the region so that they are better prepared to enter middle-skills jobs with high-demand and high-wage potential.

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

RSAEC has identified these gaps through a variety of ways. One of which was through the participating schools' feedback from the WIOA Title II Integrated Education and Technical Plans. The feedback received at all three schools included the need to grow contextualized programs, especially in the area of ESL and short-term CTE. Additionally, the Strong Workforce and Doing What Matters Initiatives have detailed the need to address these workforce gaps so that students are better prepared to enter the workforce. Lastly, the AEBG researcher collected data in this area as well. Data shows that of the 12,181 RSCCD students enrolled in ESL, only 1,205 were also enrolled in a CTE program. In addition, of those 1,205 students only 304 successfully completed their course. With a success rate of only 25%, it is clear that something needs to be done to increase the success of the students. Also, according to district surveys, ESL students are highly interested in the CTE program offerings, yet it has been shown that they rarely transition into these courses/programs. As of the 2017-2018 school year, less than 10% of ESL students were enrolled in both ESL and CTE classes.

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

The progress in meeting this need will be measured by the data collected. Data will include the Increase in ESL students enrolled in CTE courses as well as the number of contextualized-based courses offered. Additionally, the consortium will measure the increase in student enrollment and retention, as well as course completions. Effectiveness will be measured by certificates earned, college transition and job placement.

### **Regional Need #3**

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

There is an ongoing gap in the marketing of AEBG programs to inform potential adult learners throughout Orange County of current AEBG programs and services within the region. This gap includes the need to work collaboratively with the three other

OC consortia (COAST, NOCRC, SOCRC) to develop strategic ways to inform students of available programs and resources. Additionally, it is important to collaborate with Strong Workforce to ensure that we are not duplicating efforts in this area.

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

Every three years the Research Department at the Rancho Santiago Community College District (RSCCD) conducts a review of the RSAEC community needs and service gaps to inform the strategic plan for improving accessibility and effectiveness of our course offerings and support services to our community members. Using census data, the research shows that although we are serving over 30,000 adult learners in our region, there is still a large percentage of unmet need. The following data is for the 2017-18 academic year and represents unduplicated headcount by program area. In the area of ESL, RSAEC served 13,651 students with an unmet need of 53% based on the number of households with members who do not speak English well. In the area of Adult Basic Education, RSAEC served 3,397 students with an unmet need of 96% based on the number of adults 25 and above with less than a 9th grade education. In the area of Adult Secondary Education, including High School Equivalency, RSAEC served 8,439 students with an unmet need of 94% based on adults 18 and over with no diploma or GED. In the area of short-term CTE, RSAEC served 5,242 students with an unmet need of 80% based on unemployment indicators for adults. Lastly, in the area of Adults with Disabilities, RSAEC served 438 students with an unmet need of 99% based on the number of adults 18-64 with a disability. (Source: U.S. Census Bureau 2012-2016 American Community Survey) Looking at these high percentages of unmet need, it is clear that RSAEC is not reaching all of the adults who are in need of our programs and services. Although need does not directly translate into demand for services, demand can be created through outreach and marketing, as well as word of mouth. In addition, RSAEC participates in monthly Strong Workforce meetings for the Orange County area. Marketing is the Orange County Strong Workforce group's number one strategy priority. Through the OC Strong Workforce marketing strategy group, research, surveys and data have been collected. This workgroup has found that many potential students are not aware of the diverse class offerings available through the community college and/or adult education programs.

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

Progress will be measured by initiating and holding a marketing meeting of the four Orange County consortia to implement a county-wide campaign. In addition, progress will be measured through the amount of marketing collaboration between Strong Workforce and RSAEC. Effectiveness will be measured by the decrease in duplicating efforts within the county. In addition, RSAEC progress can be measured through the regional Strong Workforce marketing platform.

### **Regional Need #4**

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

There is an ongoing gap in the area of creating and maintaining regional facilities in high need areas within RSAEC. This area was one of our top three priorities in the 2015 3-year Regional Comprehensive Plan and remains relevant today as we try to expand student programs and services and reach a broader population of adult learners.

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

The resources to identify this gap are similar if not the same as to what was used in 2015. In the area of creating new regional facilities, the AEBG researcher has used census data as well as geo-maps created by California State University, Fullerton's Center for Demographic Research to pinpoint specific geographic areas. These areas are densely populated and according to the region's census data, students' needs are underserved in all of the AEBG program areas. (Source: U.S. Census Bureau, 2008-2012 & 2012-2016 American Community Survey and CSU Fullerton Center for Demographic Research) Maintaining current sites is equally important. As technology improves, so does the need to improve and update the facilities infrastructure. Data shows that there is a need for middle-skill workers that require educational levels which are higher than a high school diploma. By 2020, 31% of all jobs will require some form of degree, certificate or industry recognized credential. RSAEC facilities and technology infrastructure needs to be prepared to train these workers so that they can transition into the estimated 6.3 million job openings that are predicted in California between 2010 and 2020. (Source: California Community Colleges Task Force on Workforce Job Creation and a Strong Economy "Building a Strong Workforce for California" and Georgetown University Center on Education and the Workforce, "Recovery: Job Growth and Education Requirements through 2020, State Report, June 2013.)

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

The progress in meeting this need will be measured by the data collected. Data will include the Increase in students enrolled in AEBG program areas. Additionally, the consortium will measure the increase in student enrollment and retention, as well as course completions. Effectiveness will be measured by certificates earned, college transition and job placement. The data will include information from the U.S. Census Bureau as well as reports from Strong Workforce and Doing What Matters.

## Regional Need #5

### Gaps in Service / Regional Needs

There is an ongoing gap in the need for additional full-time tenured faculty and teachers on special assignment (TOSA) as well as the need to maintain the current number of full-time faculty and TOSA's currently working. This area was also one of our top three priorities in the 2015 Regional Comprehensive Plan and remains relevant today as RSAEC strives to expand student services, form partnerships with credit counterparts, create articulation agreements and create new innovative curriculum.

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

The resources to identify this gap are similar if not the same as to what was used in 2015. Currently within RSAEC, full-time tenure-track faculty and full-time TOSA's represent less than 5% of the total faculty at RSAEC's adult education and noncredit programs. SAC-SCE has a total of 17 full-time faculty, SCC-DCE has a total of 8 full-time faculty and GGAE has a total of two TOSA's. This is not nearly enough qualified personnel to oversee the tasks that need to be completed. Full-time faculty are needed to write needed curriculum, develop articulation agreements or work on important committees to develop programs recommended by the State Chancellor's Office. According to data gathered on skills gaps, there is a need to create curriculum to train workers in California's Priority Sectors. According to the Los Angeles Orange County Regional Consortium (LAOCRC) and the OC Strong Workforce Committee, there is a strong need in the following sectors: Information & Communication Technologies/Digital Media, Advanced Manufacturing, Health and Retail/Hospitality/Tourism. Full-time Faculty and TOSA's are critical in making sure that new innovative curriculum is available in these emerging fields. Currently, the State Chancellor's Office requires that the community college districts have a ratio of 75% full-time faculty to 25% part-time faculty in credit programs (Source: Full-Time Obligation - AB1725). Noncredit faculty must have a similar ratio of tenured full-time faculty in order to accomplish the guidelines set forth by AB104 and to meet the needs of the region's student population. Although the following passage from Assembly Bill AB1725 was referring to credit faculty, this statement is equally true for noncredit faculty. "...because the quality, quantity, and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient members of full-time faculty with sufficient opportunities for continued staff development, and with sufficient opportunities for participation in institutional governance" (Source: AB1725 Section 70a).

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

The progress in meeting this need will be measured by the data collected. Data will include the Increase in full-time tenured faculty and full-time TOSA's. It will also include the increase in new innovative curriculum in the AEBG program areas, including courses and certificate programs. Progress will also be measured by the number of articulation agreements with the credit colleges and the success of aligning programs across the consortium to facilitate seamless transitions. Additionally, the consortium will measure the increase in student enrollment and retention, as well as course completions. Effectiveness will be measured by certificates earned, college transition and job placement.

## Gaps In Service

### New Strategies

#### Strategy #1

One of the largest gaps in service within RSAEC is the lack of classes and support services for Adults with Disabilities. The strategy is to address this gap by increasing capacity and creating new programs for this under-served population, which will assist adult learners with educational options that lead to Competitive Integrated Employment (CIE). RSAEC will work with the Dept. of Rehabilitation to connect students to employment as well as collect data on courses, enrollment & completions.

**Strategy #2**

A strategy to increase capacity in CTE is to develop new courses and certificate programs that will help create middle-skills workers. RSAEC is working closely with and following the Strong Workforce mission of "More and Better" as well as following the missions of AEBG and WIOA in creating contextualized-based learning for students who need basic skills. In creating more opportunities for ESL and ABE students, RSAEC will better prepare them to enter middle-skills jobs with high-wage potential.

**Strategy #3**

The strategy for increasing capacity in the marketing of AEBG programs is to work collaboratively with the three other OC consortia (COAST, NOCRC, SOCRC) as well as the OC Regional Strong Workforce Marketing campaign. Strategies have already begun in this area and instead of duplicating efforts, RSAEC's strategy is to create partnerships and join forces to advertise the AEBG programs to the region. The goal is to deliver information on free student services, courses and certificate programs.

**Strategy #4**

The strategy for increasing capacity in the area of facilities is to continue to open new sites in areas, which are densely populated with underserved students as well as to continue to update current facilities to meet the needs of RSAEC's adult learners. New technology, class materials, infrastructure, furniture, and support staff will be funded to meet the needs at the facilities & to aid students preparing to go into middle-skills jobs or continuing in higher education for degree attainment.

**Strategy #5**

The strategies for increasing capacity in the AEBG program areas is to implement the curriculum that was created in the 2017-18 academic year. RSAEC will work collaboratively to ensure alignment and offer shared professional development opportunities for consortium instructors. To complete the tasks needed, full-time faculty and TOSA's must continue to oversee this important work and develop new curriculum & articulation agreements to meet the needs of the students and Orange County's workforce.

## Seamless Transitions

### New Strategies

**Strategy #1**

The focus will be on implementing transitions to college via four new articulated courses in Math and English between noncredit and credit at Santa Ana College and Santiago Canyon College. AB705 has changed how colleges place students. In 2018-19, RSAEC will address new ways to assist students transitioning from noncredit/adult education courses to college credit courses. This is an emerging area, so educating providers on the guidelines as they become clear is a top priority.

**Strategy #2**

RSAEC members will continue the work revising the academic ESL curriculum to align with the local credit colleges. This will include developing new relationships with each members' credit college counterparts and comparing course outlines of record to determine what changes need to be made.

**Strategy #3**

Investigate other high school programs and best practices used by other consortia. Develop a plan to create student support services and instructional programs for the K-12 aged-out population within existing high school programs that serve adults. Work collaboratively among the RSAEC members in order to best provide services to students as well as to develop a plan to market available options.

**Strategy #4**

Continue to investigate other Adults with Disabilities Programs and Services as well as best practices used at other consortia. Develop new courses and certificates to serve this population with career and educational transition goals.

**Strategy #5**

Create contextualized-based learning curriculum to enable ESL and ABE students to seamlessly transition into higher-level CTE courses and programs for certificate and/or degree completion.

**Student Acceleration****New Strategies****Strategy #1**

In the area of contextualized-based learning, one of RSAEC's 2018-2019 goals is to increase capacity by creating new opportunities for ESL students to benefit from co-enrolling in CTE courses. The strategy is to create contextualized courses and to provide resources so that the curriculum provides scaffolding which leads to student success.

**Strategy #2**

Continue the work on creating stackable certificates, which will allow students to increase their skills and obtain certificates within 6-12 months. In addition, revise current CTE programs to incorporate stackable certificates recognizing milestones, which will motivate students to complete their chosen career pathway.

**Strategy #3**

Implement fast-track programs within the AEBG program areas, which are geared toward accelerating student progress by developing a strand of accelerated courses for identified learners.

**Strategy #4**

Work collaboratively among the RSAEC members to develop a plan to incorporate Distance/Blended Learning into the AEBG program areas, including ASE, ABE, ESL, Citizenship and short-term CTE. At RSCCD, AEBG-area coordinators and instructors will sign-up for training to be certified to teach in a Distance/Blended Learning environment. Within the consortium, work will continue with adding the Distance/Blended Learning component to revised curriculum.

**Professional Development****New Strategies****Strategy #1**

Collaborate consortium-wide through professional development workshops that focus on training instructors on newly-aligned ESL curriculum. Workshops will include all components of the ESL curriculum including functioning levels, assessment, workforce readiness skills, digital readiness and state standards. In addition, workshops should focus on the implementation of contextualized-based programs including the new EL Civics curriculum combining language learning with technical skills training.

**Strategy #2**

Offer consortium-wide specific training to all AEBG program area instructors on the importance of Growth Mindset. Opportunities for the Fall professional development week will include a keynote address with a panel of relevant speakers. Spring professional development will include follow-up workshops on how to incorporate growth mindset into classroom practices.

**Strategy #3**

Continue to fund state-wide conferences as well as AEBG approved national conferences to provide training to faculty/instructors, staff and administrators to promote and implement AEBG programs. In addition, continue to fund consortium-wide local professional development training and workshops in all of the AEBG program areas.

## Leveraging Resources

### New Strategies

#### Strategy #1

RSAEC will continue leveraging resources with the Department of Rehabilitation (DOR). Since 2017-18, DOR has been co-located at one of the consortium sites, giving students with disabilities access to job placement & student support services. DOR clients are able to enroll in noncredit programs to increase their skills in order to explore and find new career pathways. In 2018-19, RSAEC will pilot a referral system between partners to assist students in navigating resource agencies.

#### Strategy #2

RSAEC will continue leveraging resources with the Santa Ana Work Center, which is one of three Workforce Development Boards located in Orange County. Since 2017-18, the Santa Ana Work Center has been co-located at one of the consortium sites, which gives students access to career planning, counseling and job placement services. In 2018-19, RSAEC will explore ways to increase utilizing these services to students by implementing new direct-marketing strategies for CTE students.

#### Strategy #3

RSAEC will continue to leverage funding with various initiatives such as WIOA Title II, Strong Workforce, Basic Skills Transformation Grant and Perkins. Working together on common objectives will allow RSAEC to reach more students without duplicating effort. One of the objectives for 2018-19 is to continue to break down silos so that it becomes second nature for different departments, schools and districts to work together to achieve common goals.

#### Strategy #4

RSAEC will continue to work with community partners to provide adult learners with student support services such as transportation and babysitting. Examples include RSCCD's partnership with the Orange County Transit Authority's "Ride the Bus for Free with Your Student ID" program, which enables students with 12 or more hours in an AEBG program to receive a free bus pass. In addition, RSCCD and THINK Together have teamed up to offer free evening babysitting to students attending an AEBG program.

#### Strategy #5

RSCCD will continue to leverage resources with SAUSD, GGAE, and OUSD in order to offer classes at their facilities. The districts will provide the facilities and RSCCD will provide instruction and services. GGAE will leverage resources and classrooms that are equipped for CTE courses such as welding, automotive and computer skills so GGAE students can earn CTE certificates. RSCCD will provide classes at SAC-SCE and SCC-DCE during OUSD and GGAE's summer closure.

## 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.**

RSAEC's planned allocations align with the 3-year plan that was submitted in March, 2015. The consortium remains dedicated to the four regional priorities set forth in the 3-year plan, which include building/leasing of new regional centers, opening additional sites in high need areas within one mile of targeted adult learners, hiring of full-time faculty and/or TOSA's, and the

development of educational and career pathways. In regards to the first priority, building/leasing of new regional centers, RSAEC has opened two new regional centers over the past two years and the objectives in the annual plan are consistent with maintaining and growing these centers to provide educational and support services for adult learners in the region. Opening new sites in targeted areas within the consortium also remains a top priority. Nine full-time faculty and one full-time TOSA have been hired throughout the consortium. Their disciplines include the AEBG program areas of Career Technical Education, English as a Second Language/Citizenship, Adult Secondary and Basic Education and Adults with Disabilities. The objectives of the faculty and TOSA are consistent with the objectives of the 3-year plan: creation and implementation of new innovative curriculum, creation of college and career pathways which lead to seamless transitions, development of aligned courses and creation of articulation agreements, and development of accelerated courses. Lastly, the development of college and career pathways has remained a consistent objective from the beginning of the 3-Year Plan to each of the Annual Plans, including 2018-2019. As the consortium is able to gather more data, the decisions on these pathways have become much more data-driven. Industry roundtables, labor market indicators (LMI) and information from local business partners has helped guide the creation of new CTE programs in the areas of Allied Health and Hospitality and Tourism. The development of these programs will continue into the next year with an expansion of more Allied Health course options as well as the introduction of contextualized-based learning. It is the intention that the incorporation of contextualized-based learning will accelerate student learning for students in basic skills and ESL programs.

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

At GGAE, the allocation will be used to fund maintenance of ongoing programs in the 7 AEBG areas including but not limited to, materials, staffing, facilities, maintenance, computers, ITS needs and expanding and enhancing technology. In addition, there are plans to expand faculty participation in shared professional development activities and participation in state-wide conferences. GGAE will also incorporate carry-over funds into data collection resources such as funding a dedicated researcher. At RSCCD, the carry-over funds will be used to fund ongoing AEBG administrative, classified and faculty positions, as well as, AEBG facilities expenses, maintenance, ITS needs, expansion and enhancement of technology and support services for student and instructional programs. In addition, consortium wide professional development and conferences are planned. It is RSAEC's intention to fully expend 2017-2018 funds prior to using the 2018-2019 allocation.

## Certification

**Garden Grove Unified School District, Member Representative**

Robin Patterson

Approved

2018-08-14

**Orange County Department of Education, Member Representative**

Katy Ramezani

Approved

2018-08-14



**Orange Unified School District, Member Representative**

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2018-08-14

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2018-08-14



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