

Rancho Santiago **Adult Education Consortium**



Submitted by:

Rancho Santiago Community College District – Santa Ana College School of Continuing Education
Rancho Santiago Community College District – Santiago Canyon College Division of Continuing Education
Garden Grove Unified School District – Garden Grove Adult Education
Orange Unified School District
Santa Ana Unified School District
Orange County Department of Education
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Section 1: Consortium Information



Rancho Santiago Adult Education Consortium

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Submitted:

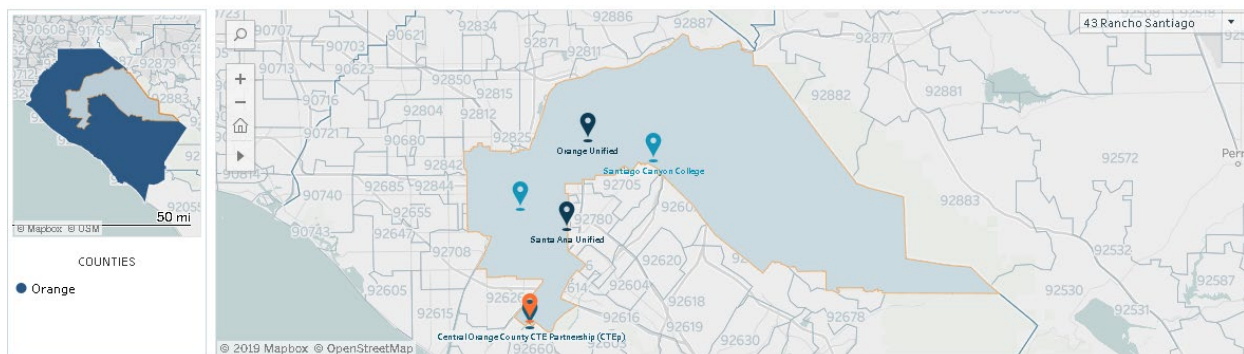
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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The Rancho Santiago Adult Education Consortium (RSAEC) is located in central Orange County. The region is mostly urban and has a population of 445,461. It is a geographically small, but densely populated area with a range of affluent and high-poverty communities. Over 50% of the consortium's population is Hispanic with 36% of the households having adults who speak English less than "very well". In addition, over 28% of adults are without a high school diploma, 17,572 adults are unemployed and 46,183 adults have a disability.



(Source: CAEP RSAEC Consortium Fact Sheet, California Community Colleges Chancellor's Office, April 2019)

RSAEC consists of six members including the Rancho Santiago Community College District (RSCCD), which includes two separate colleges, Santa Ana College School of Continuing Education (SAC-SCE) and Santiago Canyon College Division of Continuing Education (SCC-DCE), three Unified School Districts, including Garden Grove (GGUSD) / Garden Grove Adult Education (GGAE), Orange (OUSD) and Santa Ana (SAUSD), as well as the Orange County Department of Education (OCDE) and the Orange County Sheriff's Department (OCSD).

RSAEC had very definite priorities when developing the first three-year Regional Comprehensive Plan (RCP) in 2014-2015. These priorities included: 1) building two new regional facilities, 2) hiring additional full-time tenure-track faculty and Teacher(s) on Special Assignment (TOSA), 3) opening additional sites in high need areas, and 4) the development of educational and career pathways.

With the implementation of AB104 in 2015-2016, RSAEC worked quickly to prioritize its strategies and implement the priorities listed in the RCP. Below is the RSAEC adult education impact for 2015-2019.

2015-2016

- Opening of the College and Workforce Preparation Center (CWPC) at SCC-DCE with a focus on serving adult students in the CAEP program areas and being the hub for consortium activities

- Articulation of high school English and math courses between SAC-SCE and SAC credit creating a seamless pathway to transition noncredit students to credit programs
- Hiring of one TOSA at GGAE

2016-2017

- Hiring of five full-time tenured track faculty at SAC-SCE
- Hiring of four full-time tenured track faculty at SCC-DCE
- Opening of SAC-SCE's Adult Education Center (AEC) on the SAC credit campus offering students access to classes in the CAEP program areas, support and transition services
- Hiring of two community liaisons at GGAE, which has increased student support services at GGAE from 23% in 2015-2016 to 73% in 2017-2018
- Articulation of high school English and math courses between SCC-DCE and SCC credit reducing barriers in student transition
- Participation in a consortium-wide professional development retreat, which was led by the American Institute of Research (AIR), and focused on curriculum development, alignment and building collaborative workgroups

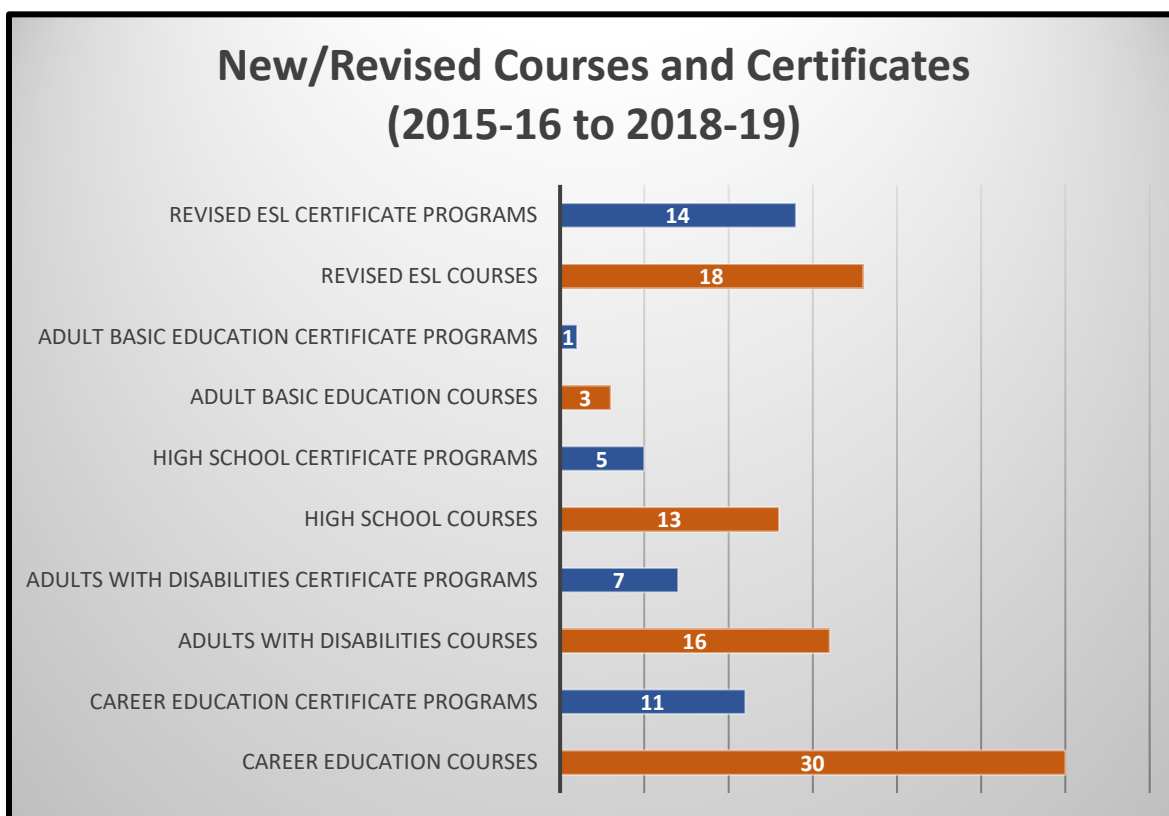
2017-2018

- Co-location of the Department of Rehabilitation (DOR) at the CWPC increasing access to job placement resources and training to adults with disabilities
- Co-location of the Santa Ana Work Center at SAC-SCE increasing access to job placement resources and training
- Launching of the Adults with Disabilities (AWD) Program, which focuses on workforce preparation, at SCC-DCE
 - In its initial year, the AWD program grew from 0 classes to 14 classes offered with a total enrollment of 378 students and 22 Career Development and College Preparation (CDCP) certificates awarded.
- Opening of the Remington Adult Center (REM) at SAC-SCE with full wrap around services and programs in ESL, high school equivalency, career education and the first pre-apprenticeship program in one of the district's noncredit programs
- Creation of new courses and new CDCP certificates at SCC-DCE to form career pathways, which will lead to high-demand, high-wage employment. An example of certificates created include 3D Printing and Advanced Manufacturing, Digital Marketing, and Certified Nurse Assistant (CNA).
- Revision of the GGAE ESL exit exams to allow students to be evaluated mid-year and seamlessly promote to the next level
- Completion of a two-year ESL curriculum alignment project between GGAE, SAC-SCE and SCC-DCE allowing students to transfer seamlessly between programs

2018-2019

- Offering of eight noncredit online courses in the CAEP program areas of career education, workforce preparation and adults with disabilities with a combined enrollment of 215 students at SCC-DCE

- Piloting of a SAC-SCE noncredit career education course on GGAE’s campus allowing GGAE ESL students access to free career education courses
- Piloting of both integrated workforce skills and career education courses geared toward ESL learners at SCC-DCE, providing ESL students to simultaneously gain employability skills while improving English language literacy
- Enrollment of credit math students in noncredit sections to allow time and support for them to gain skills, which will prepare them for transfer-level courses. To increase access, all curriculum was available on CANVAS with free Online Educational Resource (OER) materials
- Collaboration between GGAE and SAC-SCE to offer free career education classes in Auto and HVAC on GGAE’s campus
- Consortium-wide revision of 18 ESL courses and 14 ESL CDCP certificate programs and the creation of 62 new courses and 24 new CDCP certificate programs from 2015-2016 to 2018-2019 to bring innovative educational programs to the consortium’s adult students



Looking to the future and RSAEC’s vision, the consortium’s focus will be to assist students with meeting their educational and workforce goals. In order to accomplish this, RSAEC has created five new priorities for the next three years: 1) Increase capacity to maximize student completion rates, 2) Increase integrated education opportunities for students in basic skills and career education, 3) Increase access to students by offering flexible learning options such as online or hybrid courses, 4) Increase career education opportunities for students at GGAE, and 5) Increase the number of student educational opportunities in healthcare pathways.

2.2 Pre-Planning Assessment

Consortium and member capacity:

Over the past year, the members of RSAEC have collaborated in the planning efforts of this report by attending meetings twice a month, participating in weekly webinars and professional development as opportunities arise. RSAEC had a ten-member team take the Human Centered Design Training so that its members could learn better ways to understand and involve the community we serve. In addition, all Executive and Strategy Workgroup Committee members completed the Self-Assessment Tool in order to evaluate RSAEC’s effectiveness and discuss the indicators for areas of improvement and proficiency.

The chart below provides RSAEC’s current member capacity.

Rancho Santiago Adult Education Consortium: Member Capacity*	
Santa Ana College School of Continuing Education (SCE)	
Number of students (headcount-unduplicated)	18,252
Number of students (enrollment-duplicated)	52,486
CAEP Program Areas Offered	Adult Basic Education, High School Equivalency, High School Diploma, English as a Second Language/Citizenship, Adults with Disabilities, Career Education, and Pre-Apprenticeship
Number of Sites	56
Santiago Canyon College Division of Continuing Education (DCE)	
Number of students (headcount-unduplicated)	7,007
Number of students (enrollment-duplicated)	19,869
CAEP Program Areas Offered	Adult Basic Education, High School Equivalency, High School Diploma, English as a Second Language/Citizenship, Adults with Disabilities, and Career Education
Number of Sites	34
Garden Grove Unified School District Adult Education (GGAE)	
Number of students (headcount-unduplicated)	3,481
Number of students (enrollment-duplicated)	3,573
CAEP Program Areas Offered	Adult Basic Education, High School Equivalency, High School Diploma, English as a Second Language/Citizenship, Adults with Disabilities, and Career Education
Number of Sites	2
Orange Unified School District Adult Education	
Number of students (headcount-unduplicated)	18
Number of students (enrollment-duplicated)	40
CAEP Program Areas Offered	Adult High School Diploma
Number of Sites	1
<i>(Source: Numbers reflect data gathered from Ellucian/Colleague and ARIES, 2017-2018)</i>	

Key Partners

RSAEC has many key partners that provide Adult Education services, but RSAEC members make up the majority of educational programs in the consortium. Other service providers that also offer classes include the Orange County Public Libraries, the Orange County Sheriff's Department (probation, county and city jails), the Orange County Department of Education, the Recovery Education Institute (REI) and the Rehabilitation Institute of Southern California (RIO). Many of RSAEC's other partners provide services and resources. A complete list of key partners can be seen in Table 1. An example of these resources would be the facilities use agreements between SAUSD K-12 and OUSD K-12 with the two community colleges so that parents within their district can receive free adult education classes offered by the colleges at their sites. Another example is the partnership that SCC-DCE and SAC-SCE have with the orange county jails. Currently SCC-DCE offers classes in the five county jails and SAC-SCE offers classes in the Santa Ana city jail. In 2017-2018, RSCCD offered classes in the CAEP program areas of ESL, Adult Basic Education, High School Equivalency and Career Education to 2,337 inmates within Orange County.

Alignment of Adult Education services provided by the consortium with other regional plans and planning processes

Over the past three years, RSAEC has worked to build strong partnerships with other agencies and has participated in the planning processes of their regional plans. Since 2015, RSAEC has participated on the Orange County WIOA Leadership Council and actively participated in the writing of the WIOA three-year plan. This council consists of partners from Employment Development Department (EDD), Temporary Assistance for Needy Families (TANF), the Department of Rehabilitation (DOR), Orange County Social Services Agency, the local Workforce Development Boards, America's Job Center of California (AJCC) and the four Orange County CAEP consortia. The Orange County Strong Workforce Program (SWP) invited RSAEC to be part of their planning group and asked that RSAEC, along with other Orange County consortia, write the noncredit portion of their three-year plan. Another example of regional alignment is with the Orange County Local Partnership Agreement (OCLPA). The OCLPA includes the Regional Center of Orange County, DOR, K-12 and community college districts, nonprofit organizations and local business partners. RSAEC has been involved since the initial meeting over two years ago and is highly active in the writing and development of this statewide initiative to enhance partnerships to promote competitive integrated employment (CIE) for individuals with disabilities.

Through aligning with various regional and local planning processes, RSAEC has been able to leverage funds to increase programs and services to the adult population. Leveraging of funding and resources is a top priority for RSAEC. Initiatives that have leveraged funding and/or resources with RSAEC's CAEP strategies include the Workforce Innovation and Opportunities Act (WIOA II), DOR (WIOA IV), Student Equity and Achievement Program (SEAP), Basic Skills Transformation Grant (BSOT), Student Success and Support Program (SSSP), Strong Workforce Program (SWP), Carl Perkins, CCCC Certified Nursing Assistant (CNA) Grant, and CalWORKs among others. The funding amounts can be seen in detail in Table 2.

Some of the strategies that have come out of these alignments include a new Vocational Health Department within career education at both SCC-DCE and SAC-SCE. The new healthcare pathways programs received funding from three sources in 2017-2018 including Perkins (\$24,613), the CCCCO CNA Grant (\$140,000) and SWP (\$50,000). The \$50,000 received from SWP regional funds was used to create a Healthcare Support Worker program, which includes modules on different healthcare careers and how one can transition from noncredit to credit to achieve the necessary training at any one of the nine Orange County community colleges. The \$164,613 received from Perkins and the CNA Grant is being used to create a CNA program at SAC-SCE and expand the current CNA program at SCC-DCE.

In a collaborative effort between SAC-SCE and GGAE, \$50,000 in SWP funds has been allocated to offer SAC-SCE Auto Technology classes tuition-free on GGAE's campus, which can lead to a CDCP certificate. This collaboration also includes a noncredit to credit pathway to SAC's Auto Technology A.S. degree and several certificates of achievement.

In addition, the partnerships that were formed in the OCLPA helped to create two Project Search programs that combined education and skills training at two local area hospitals for adults with cognitive disabilities. Students progress through four skills-training modules during the one-year program in areas such as human resources, patient transport and neurology. Over the past three years, 27 students have graduated from the one-year training programs with 18 receiving CIE related jobs.

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	AW D	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Department of Rehabilitation	Government Agency	1572 N. Main Street, Orange, CA 92867	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Training and job placement for adults with disabilities
Regional Center of Orange County	Nonprofit	1525 N. Tustin Ave. Santa Ana, CA 92705	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner agency for Adults with Disabilities classes/services
Orange County Communities Organized for Responsible Development (OCCORD)	Nonprofit	13252 Garden Grove Blvd. #204, Garden Grove, CA 92843	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Friendly Center	Nonprofit	615-A Lemon Street Orange, CA 92867	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Recovery Education Institute	Nonprofit	401 S. Tustin St., Bldg. B Orange, CA 92866	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
CHOC Children’s Hospital of Orange County	Industry	1201 W. La Veta Ave. Orange, CA 92868	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner agency/site for Adults with Disabilities classes
UCI Medical Center	Industry	200 S. Manchester Ave. Orange, VA 92868	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner agency/site for Adults with Disabilities classes
Project SEARCH	Nonprofit	3333 Burnett Ave. Cincinnati, OH 45229	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner agency for Adults with Disabilities classes
Orange Unified School District	Education	1401 N. Handy St. Orange, CA 92867	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Various partner sites for classes
Orange County Sheriff’s Department	Government Agency	550 N. Flower St. Santa Ana, CA 92708	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Santa Ana City Jail	Government Agency	62 Civic Center Plaza, Santa Ana, CA 92701	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes

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	AW D	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
New Orange Hills	Industry	5017 E. Chapman Ave. Orange, CA 92869	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for Certified Nurse Assistant program clinical rotations
Santa Ana Unified School District	Education	1601 E Chestnut Ave, Santa Ana, CA 92701	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Various partner sites for classes
Los Angeles/Orange County's Building Trades	Construction	1626 Beverly Blvd, Los Angeles, CA 90026	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Construction Technology Certificate partner
Boys and Girls Club	Nonprofit	950 W Highland St, Santa Ana, CA 92703	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Lincoln Education Center	Education	11262 Garden Grove Blvd, Garden Grove, CA 92843	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes, new program development (Automotive Pathway)
Goodwill Career Industries of OC	Employment	200 N Fairview, Santa Ana, CA 92704	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes and Project SEARCH
Taller San Jose	Nonprofit	801 N Broadway, Santa Ana, CA 92701	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
City of Santa Ana	Government Agency	20 Civic Center Plaza Santa Ana, CA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Construction Technology Certificate partner
North America Building Trades Unions	Construction	815 16th St NW #600, Washington, DC 20006	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Construction Technology Certificate partner
Open Gate, International	Nonprofit	501 N. Fairview St. Santa Ana, CA 92703	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Culinary Arts program partner
Santa Ana Work Center	Government Agency	801 W Civic Center Dr suite #200, Santa Ana, CA 92701	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes and presence onsite at CEC for job assistance

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	AW D	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Cooper Fellowship	Nonprofit	409 N Cooper St, Santa Ana, CA 92703	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Country Villa Plaza	Nonprofit	1209 Hemlock Way, Santa Ana, CA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Knott's Berry Farm	Amusement Park	8039 Beach Blvd, Buena Park, CA 90620	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Culinary Art partner and employment
OC Vital Link	Nonprofit	15401 Red Hill Ave, Tustin, CA 92780	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support for CE programs
Latino Health Access (Corazones Verdes Park)	Nonprofit	602 E 4th St, Santa Ana, CA 92701	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Orange County Therapeutic Arts Center	Nonprofit	2215 N Broadway # 1, Santa Ana, CA 92706	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Santa Ana Senior Center	Government Agency	424 W 3rd St, Santa Ana, CA 92701	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Relampago del Cielo	Nonprofit	3750 W McFadden Ave, Santa Ana, CA 92704	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Our Lady of Pillar Church	Religious	1622 W 6th St, Santa Ana, CA 92703	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
South West Senior Center	Government Agency	2201 W McFadden Ave, Santa Ana, CA 92704	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Orange County Small Business Development Center	Nonprofit	1300 S Bristol St. Santa Ana, CA 92704	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to Start a Small Business Partner and support for SAC-SCE students

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	AW D	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Corbin Center	Government Agency	2215 W McFadden Ave Suite G, Santa Ana, CA 92704	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Phoenix House	Nonprofit	1207 E Fruit St, Santa Ana, CA 92701	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes
Santa Ana Adult Transition	Education	1601 E Chestnut Ave, Santa Ana, CA 92701	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education partner for Adults with Disabilities.
West American Rubber Company (WARCO)	Business	1337 W. Braden Ct. Orange, CA 92688	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner site for classes

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			
CAEP	\$4,742,735	\$4,837,590	\$4,934,342
CalWORKs	\$134,515	\$131,825	\$129,188
CCD Apportionment	\$14,046,659	\$14,046,659	\$14,046,659
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$43,985	\$43,105	\$42,243
Perkins V	\$116,753	\$0	\$0
WIOA II	\$3,931,702	\$3,813,751	\$3,699,338
Other			
Community College Support Services	\$101,206	\$101,206	\$101,206
Other State Grants	\$2,965,206	\$2,965,206	\$2,965,206
Strong Workforce Program	\$100,201	\$50,000	\$50,000
Donations	\$19,039	\$0	\$0
Fees	\$115,422	\$100,000	\$100,000
Contracted Services	\$135,741	\$0	\$0
Total	\$26,453,164	\$26,089,342	\$26,068,182

2.3 Community Need and Customers

Every three years the RSAEC Researcher 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 the consortium's community members. The resulting analysis is the basis for the 2019-2022 CAEP Three-Year Plan.

The table below is a snapshot of two sets of numbers: cumulative need (column C) and annual service provision (column G). Using Census data, the table represents the need of ESL, Adult Basic Education (ABE), Adult Secondary Education (ASE/HSS), as well as the need of courses to achieve citizenship (CTZN) and courses designed to assist adults with disabilities (AWD).

Estimate of unmet need for the adult population

A	B	C	D	E	F	G=D+E+F	F=1-(G/C)
Type of Service	Census (ACS) estimate of population, 2012-16		Served by RSAEC Consortium in 2017-18			Total Served Annually	Unmet Need
	Category	N	RSCCD	GGUSD*	OUSD*		
ESL (English as a Second Language)	Households who speak English "less than well"	29,156	12,181	1,470	0	13,651	53%
ABE (Adult Basic Education)	Adults 25 and above with less than 9th Grade (no diploma or GED)	79,525	3,390	7	0	3,397	96%
ASE/HSS (Adult Secondary Education/High School Subjects)	Adults 18 and above with no diploma or GED	148,227	8,318	103	18	8,439	94%
CTE (Career Technical Education)	Adults Unemployed	26,178	5,242	0	0	5,242	80%
CTZN (Citizenship)	Non-Citizens	167,265	1,104	743	0	1,847	99%
AWD (Adults with Disabilities)	Adults 18-64 with a disability	31,532	418	20	0	438	99%

* These numbers represent students age 18 and over who are served by adult schools only (not those served by the entire CDE Adult Education system through CBOs, jails, libraries, etc.)

Note this represents the number of households, which by definition consists of one or more people and provides incomplete information about the actual household members and their ages.

It is difficult to estimate a total aggregated unduplicated count of individuals because some of these populations overlap. For example, adults who speak English “less than well” are often those who have low levels of education. In addition, the number of adults in need of ABE/ASE does not include the ESL population that may have a foreign diploma but do not speak English well; nor does it include the large population of adults who receive diplomas but require remedial instruction in order to be prepared for postsecondary education or careers. Care should be taken in interpreting this table. Need does not directly translate into demand for services. In addition, many of the adults represented in the census data may choose not to pursue adult education or they are out of the workforce.

Adults with Disabilities (AWD)

Within the consortium, 438 adults with disabilities are served annually. Comparing the need for courses designed to assist adults with disabilities who reside within our boundaries (31,532), it can be concluded that only 1 percent of the need for these services is being met for this population each year.

To assist in identifying curricular development, the table below shows the number of potential future students disaggregated by type of disability who may require services in the next few years.

**Special Education Enrollment by School District by Disability, 17 years and over
2017-18**

Disability	Unified School District			Total	County Total
	Garden Grove	Orange	Santa Ana		
Intellectual Disability	62	42	102	206	2,771
Hard of Hearing	0	0	0	0	793
Deaf	0	0	0	0	227
Speech or Language Impairment	0	0	0	0	13,853
Visual Impairment	0	0	0	0	223
Emotional Disturbance	11	17	25	53	1,522
Orthopedic Impairment	0	0	11	11	702
Other Health Impairment	48	87	74	209	7,855
Specific Learning Disability	255	145	362	762	16,713
Deaf- Blindness	0	0	0	0	*
Multiple Disability	0	0	0	0	623
Autism	80	48	52	180	10,515
Traumatic Brain Injury	0	0	0	0	102

* Denotes values under 11

Source: California Department of Education, Special Education Division | Reporting Cycle: December 1, 2017

Prepare New Californians for Citizenship

In addition to the 132,418 foreign-born residents who have naturalized an estimated 167,265 current Californians residing within RSAEC boundaries in 2016 are eligible to naturalize but have not yet done so. From 2012 to 2016, 8,335 adults have been naturalized according to the American Community Survey 2008-2012 and 2012-2016.

To achieve citizenship, immigrants must not only meet a complex series of relationship, employment, and/or residency criteria, but must take and pass a naturalization test which includes a test of English language ability (reading, writing, and speaking), as well as a civics examination on U.S. history and government. Many adult citizenship applicants need educational help in order to navigate this process and successfully complete the examination. Immigrants not seeking citizenship may also need information about their rights and responsibilities as residents.

Comparing the need of non-U.S. citizens, (167,265), with the CTZN services provided by all members of the consortium (1,847), it can be concluded that only 1 percent of the need for these services is being met for this population each year.

ESL/ABE/ASE/HSS services for adults lacking English, high school diploma/GED, and basic literacy

Even a conservative estimate of ESL program need using the number of limited-English speaking households (29,156), shows that 47% of households in our consortium have a need for ESL courses. Note this represents the number of households, which by definition consists of one or more people and provides incomplete information about the actual number of household members and their ages.

According to the 2012-2016 American Community Survey, about 30% (219,047) of the adults age 5 and over who reside within RSAEC boundaries speak English less than “very well”.

Comparing the needs presented in the *Estimate of unmet need for Noncredit Programs* table, only 4 percent of the need for ABE and 6 percent of the need for ASE/HSS are being met for each population listed.

Workforce Need (CTE)

The total adult (18-64) population of RSAEC, as averaged over a five-year period by the U.S. Census Bureau’s American Community Survey, is 508,298. In addition, it is estimated that there are 26,178 unemployed civilian adults within the district. In the 2017-18 school year, only 5,242 students enrolled in CTE courses thus only 20% of the need for CTE courses is met.

As shown in this report, there is an unmet need for adult education services. These challenges will be addressed in the 2019-2022 CAEP Three-Year Plan to fully capitalize on the consortium’s Adult Education’s strengths and opportunities.

Rancho Santiago Adult Education Consortium

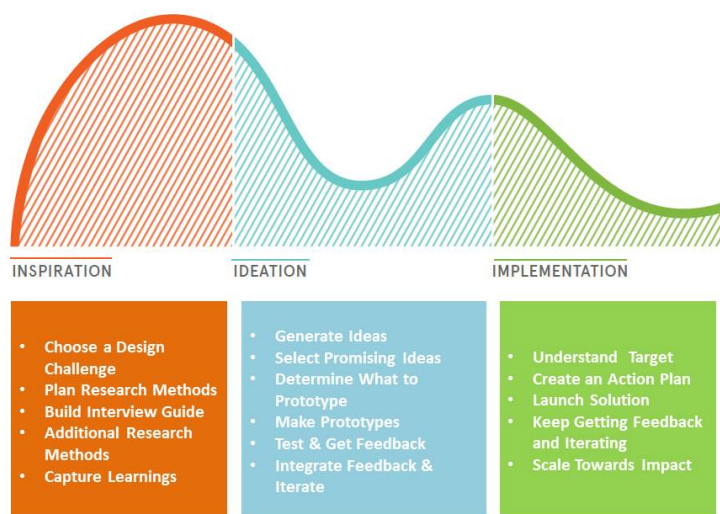
Population	2008-2012	2012-2016	Numeric Population Change from 2012 to 2016	Corresponding Educational Need
Not U.S. citizen	173,343	167,265	-6,078	ESL, CTZN
U.S. citizen by naturalization	124,083	132,418	8,335	
Less than high school diploma (18-24 years)	17,072	11,789	-5,283	ABE, ASE
Less than 9th grade(24 and above)	78,979	79,525	546	ABE, ASE
Adults with a disability (18-64 years)	26,464	31,532	5,068	SSD
Limited English speaking <i>households</i>	31,917	29,156	-2,761	ESL
Civilian labor force - unemployed	37,554*	26,178*	*	CTE
Total Population (129 census tracts)	754,621	783,108	28,487	

Source: U.S. Census Bureau, American Community Survey

* 2008-2012 data represents the number of adults 16 years and older, while 2012-2016 data represents adults 18-64 years of age; unable to compare these figures.

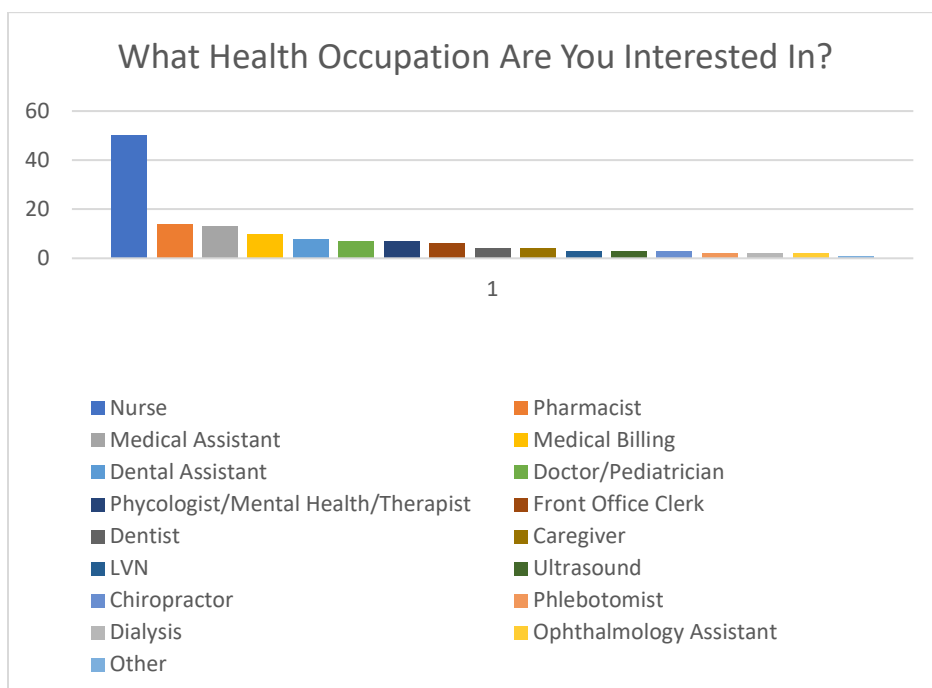
2.4 Identifying Goals and Strategies

The RSAEC strategy workgroup started 2018-2019 with the goal of meeting on a monthly basis to work on the CAEP Three-Year Plan. To assist the workgroup with the planning, ten of the members participated in and completed the Introduction to Human-Centered Design Training provided by +ACUMEN and IDEO.org. The team worked through the concepts of inspiration, ideation and implementation. The goal of this professional development activity was for the workgroup to gain a deeper understanding of the students served by the consortium members and to use this knowledge in identifying future goals and strategies.



For the first project, the team developed a roadmap from AB86 to AB104. The start of the roadmap had the team analyzing the effectiveness of past decisions. As the road continued, the team added professional development and the creation of new curriculum. The end of the road signaled a new beginning as it led to innovative new career pathways for RSAEC's students.

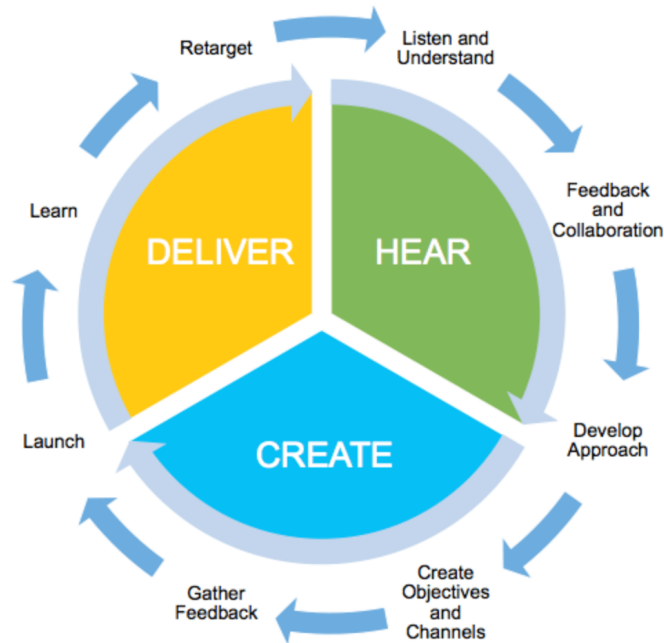
As the team continued through the different stages of the Human-Centered Design (HCD) Approach, the participants noticed that there was an increase of trust and team-building taking place. Brainstorming new ideas and putting thoughts on post-it notes scattered across the walls became commonplace. Out of these discussions, prototypes of the workgroup's goals started to form. The group took the time to conduct research through student surveys, observations and one-on-one student interviews. The feedback that the workgroup received led to the implementation of one of RSAEC's main strategies for the CAEP Three-Year Plan, which is to increase educational opportunities in healthcare pathways. One of the reasons that this pathway was chosen, was due to the findings from a student survey that the workgroup conducted, which included 255 respondents who were interested in pursuing a healthcare occupation. The chart on the next page goes into detail of the different types of health occupations that RSAEC students are interesting in pursuing.



As a result of these findings, SCC-DCE developed a Healthcare Support Worker CDCP certificate, which will be offered for the first time in Fall 2019. The program includes an introductory course that provides a comprehensive overview of the many types of healthcare occupations that were listed in the student survey as well as the academic and clinical requirements to successfully obtain a job. Embedded in the program’s courses is information on where students can start their pathway to their chosen career by enrolling in adult education classes and how they can continue their journey by transferring to one of nine local Orange County community colleges to pursue a credit certificate or degree. These noncredit to credit pathways play a significant role in the curriculum. Students are able learn about the area’s community colleges and the programs offered at each of them so that they will know where they can transition when they are ready for the next step in their career pathway.

The workgroup participated in the HCD online training for about ten weeks, but the insight that it gave the team continues to influence the way that goals and strategies are identified. Other strategies that were identified through this process can be seen in the Logic Model Tables. One of which includes a marketing plan that will engage students through social media. Moving away from the standard ads, flyers and class schedules into something innovative was something that the consortium members had not thought of before going through this process. Considering RSAEC’s students in a new way and by putting ourselves in their shoes, led the workgroup to think in different ways. It is the hope of the consortium that this marketing plan will allow community members wider access to hear about the programs that are offered through adult education. Another goal that was identified through this process was the need to increase access to students by offering more online and hybrid class options. The HCD approach explains that to be an effective service, it is essential to gain not only a deep understanding of the students, but also to understand their limitations. Barriers such as transportation,

varied work schedules and lack of childcare continue to block the path to student success. By incorporating online and hybrid classes into the scheduling, the consortium seeks to break down these barriers and open the doors to students' success and accomplishments.



As the workgroup moves through the Three-Year Plan, it is the intention of the participants to continue this circle of inspiration, ideation and implementation and to continuously identify and create new goals and strategies for the RSAEC students.

Figure 1. Logic Model

Goal 1: Increase Capacity to Maximize Student Completion Rates					
Objective 4: Plan to address the gaps in services					
Objective 6: Plan to address consortium-wide professional development					
Objective 7: Plan to leverage funding, resources and facilities					
Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> • Students • Faculty • Staff • Administration • Outreach • Admissions and Records • Research/Data • RSAEC Members • RSAEC Community Partners • Marketing Company • Publications Team • Funding • Technology • Social Media Platforms 	<ul style="list-style-type: none"> • Engage in a full-scale marketing campaign • Participate and incorporate the Vision for Success Campaign • Hold outreach events • Produce student success stories • Create a registration exit poll 	<ul style="list-style-type: none"> • Generation of ads, brochures, campaigns • Students attend and gather information from outreach events • Completion of exit polls 	<ul style="list-style-type: none"> • Increase awareness in the community • Number of people reached through the marketing campaign • Number of hits on social media platforms • Number of hits on RSAEC landing page • Number of hits on RSAEC member website(s) • Number of incoming phone calls 	<ul style="list-style-type: none"> • Number of additional student enrollments as a result of the campaign • Number of students who increase from 1-11 hours to 12+ hours of attendance 	<ul style="list-style-type: none"> • Number of course completions
Assumptions			External Factors		
<ol style="list-style-type: none"> 1. Will the target population be able to access/view the campaign/ads? 2. Is the target population willing to enroll in the programs provided? 3. Will the funding/resources be adequate and available? 4. Will the long-term outcome also be the goal of the target population? 			<ol style="list-style-type: none"> 1. Programs are offered at multiple schools/training facilities and the target population has choices. 2. Consider the current and underlying perception of adult education among the target population. 		

Goal 2: Increase Integrated Education Opportunities for Students in Basic Skills and Career Education

- Objective 3:** Plan to create seamless transitions into postsecondary education or the workforce
Objective 4: Plan to address the gaps in services
Objective 5: Plan to employ approaches proven to accelerate a student’s progress toward their academic/career goals
Objective 6: Plan to address consortium-wide professional development
Objective 7: Plan to leverage funding, resources and facilities

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> • Students • Faculty • Staff • Administration • Facilities • Student Support Services • Admissions and Records • Research/Data • RSAEC Members • RSAEC Community Partners • Industry • Technology • Equipment 	<ul style="list-style-type: none"> • Research best practice models • Identify/hire staff • Update/maintain facilities • Develop curriculum • Meet/collaborate with CAEP consortia • Meet/collaborate with community and industry partners • Conduct consortium-wide professional development • Schedule classes • Plan Integrated Education Summit • Conduct surveys • Conduct educational planning 	<ul style="list-style-type: none"> • Increase collaboration between members • Hold 1st Annual Integrated Education Summit • Administration of surveys • Educational plans created 	<ul style="list-style-type: none"> • Number of students with increased awareness of integrated education opportunities • Number of completed surveys that showed increased awareness • Number of educational plans that led to increased awareness of integrated education opportunities • Increase number of integrated education classes offered 	<ul style="list-style-type: none"> • Increase the number of co-enrolled students in an integrated education program 	<ul style="list-style-type: none"> • Increase the number of course completions among co-enrolled students in an integrated education program

Assumptions	External Factors
<ol style="list-style-type: none">1. Will the target population be aware of the integrated education and training programs and understand their ultimate goal?2. Is the target population willing to enroll in co-enrollment courses?3. Will the funding/resources be adequate and available?4. Will the long-term outcome also be the goal of the target population?	<ol style="list-style-type: none">1. Lack of funding to support the two-instructor model.2. Innovative programs can be difficult to garner start-up support.3. Available facilities.

Goal 3: Increase Access to Students by Offering Flexible Learning Options such as Online or Hybrid Courses

Objective 4: Plan to address the gaps in services
Objective 5: Plan to employ approaches proven to accelerate a student’s progress toward their academic/career goals
Objective 6: Plan to address consortium-wide professional development

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> • Students • Faculty • Staff • Administration • Facilities • Admissions and Records • Research/Data • RSAEC Members • RSAEC Community Partners • Industry • Subject Matter Experts • Technology • Equipment 	<ul style="list-style-type: none"> • Professional development • Research best practice models • Identify/hire staff • Curriculum team writing opportunities • Online teacher training • Identify classes for online delivery • Create distance education addenda for curriculum approval • Develop a face-to-face online orientation workshop 	<ul style="list-style-type: none"> • Teachers enrolled in online certification classes • Written distance education addenda • Offering of face-to-face orientations 	<ul style="list-style-type: none"> • Increase the number of students with increased awareness of online classes • Increase the number of instructors who are certified to teach online • Increase the number of distance education addenda approved locally and/or by the State Chancellor’s Office • Increase the number of students enrolled in face-to-face online orientation workshops 	<ul style="list-style-type: none"> • Increase the number of online sections offered on community college and adult education platforms • Increase the number of students enrolled in online classes 	<ul style="list-style-type: none"> • Increase the number of online course completions

Assumptions	External Factors
<ol style="list-style-type: none">1. Will students have access to technology?2. Do online classes have less rigor than face-to-face classes?3. Will students want to take online classes?4. Will students be successful?	<ol style="list-style-type: none">1. Competition from other schools/online-training agencies.2. Competition between online and face-to-face offerings.

Goal 4: Increase Career Education Opportunities for Students at Garden Grove Adult Education					
Objective 4: Plan to address the gaps in services					
Objective 5: Plan to employ approaches proven to accelerate a student’s progress toward their academic/career goals					
Objective 6: Plan to address consortium-wide professional development					
Objective 7: Plan to leverage funding, resources and facilities					
Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> • Students • Faculty • Staff • Administration • Facilities • Equipment • Admissions and Records • Outreach • Research/Data • RSAEC Members • RSAEC Community Partners • Industry • Technology 	<ul style="list-style-type: none"> • Identify/hire staff • Update/maintain facilities • Meet/collaborate with CAEP consortia • Meet/collaborate with community and industry partners • Align courses in pathways • Schedule classes • Promote classes • Research the Guided Pathways Initiative • Hold outreach events • Create student educational plans to incorporate career class opportunities • Leverage resources to offer Community College Career Education courses at GGAE 	<ul style="list-style-type: none"> • Offer K-12 and community college CTE classes at GGAE • Design career pathways with aligned courses • Students attend and gather information from outreach events 	<ul style="list-style-type: none"> • Increase awareness of career education classes and career pathways at GGAE • Increase the number of students enrolled in CTE classes and career pathways at GGAE 	<ul style="list-style-type: none"> • Increase the number of CTE classes completed at GGAE 	<ul style="list-style-type: none"> • Increase the number of CTE certificates completed at GGAE

Assumptions	External Factors
<ol style="list-style-type: none"> 1. Will the target population be aware of the career education programs offered at GGAE? 2. Is the target population willing to participate/enroll in career education courses at GGAE? 3. Will the funding/resources be adequate and available? 4. Will the program completion outcome also be the goal of the target population? 	<ol style="list-style-type: none"> 1. Competition from other schools/agencies. 2. Availability of instructors.

Goal 5: Increase Educational Opportunities in Healthcare Pathways					
Objective 3: Plan to create seamless transitions into postsecondary education or the workforce					
Objective 4: Plan to address the gaps in services					
Objective 5: Plan to employ approaches proven to accelerate a student’s progress toward their academic/career goals					
Objective 6: Plan to address consortium-wide professional development					
Objective 7: Plan to leverage funding, resources and facilities					
Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> • Students • Faculty • Staff • Administration • Facilities • Equipment • Admissions and Records • Outreach • Research/Data • RSAEC Members • RSAEC Community Partners • Long-Term Nursing Facilities 	<ul style="list-style-type: none"> • Identify/hire staff • Update/maintain facilities • Meet/collaborate with CAEP consortia • Meet/collaborate with community and industry partners • Schedule and promote classes • Hold outreach events • Research best practice models • Create new healthcare curriculum • Hold industry roundtables 	<ul style="list-style-type: none"> • Increase the number of instructors eligible to teach healthcare courses • Increase awareness in the healthcare support worker program 	<ul style="list-style-type: none"> • Increase the number of students enrolled in healthcare courses • Increase in the number of students enrolled in the healthcare support worker program 	<ul style="list-style-type: none"> • Increase the number of healthcare courses completed 	<ul style="list-style-type: none"> • Increase the number of healthcare certificates completed
Assumptions			External Factors		
<ol style="list-style-type: none"> 1. Will students want to take courses in Healthcare? 2. Will the certificates lead to jobs? 3. Will courses prepare students adequately to pass state license exams? 			<ol style="list-style-type: none"> 1. Lack of facilities for clinical rotations. 2. Lack of instructors who meet both the Department of Health and Community College minimum qualifications to teach. 3. Competition with established for-profit agencies. 4. High start-up costs. 		

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By June 2020, increase in the number of hits to the RSAEC marketing campaign landing page from 0 to 200.
2. By June 2021, increase the number of students co-enrolled in integrated education classes by 5%.
3. By June 2021, increase the number of online or hybrid courses offered from 8 to 25.
4. By June 2022, increase the number of adult education career classes offered through GGAE from 1 to 5.
5. By June 2021, RSAEC will increase the number of healthcare pathways from 4 to 8.

2.5 Piloting and Implementation

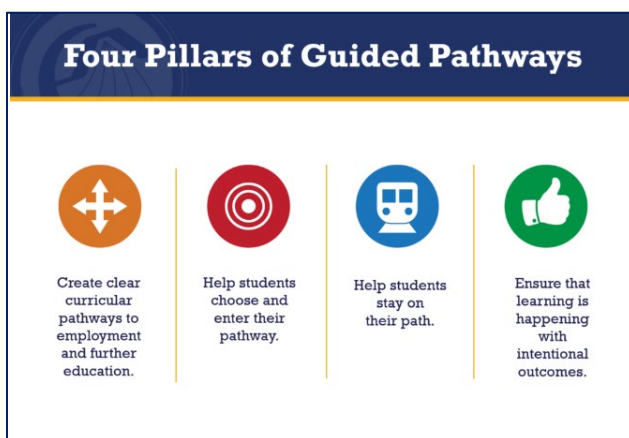
As RSAEC moves forward with the implementation of its goals, the iterative approach that is seen throughout the HCD approach will be part of the consortium’s overall plan. It is important to continuously receive feedback from the community served, refine previous goals and improve on the strategies moving forward. There is as much to learn from mistakes as there is from successes and by using this valuable information, the consortium can strive to create and incorporate better and clearer pathways for its students.

In addition to HCD, the consortium has also decided to follow the California Community Colleges Chancellor’s Office (CCCCO) Vision for Success goals. The seven commitments within the Vision for Success that call for a vision for change align overwhelmingly with CAEP’s seven objectives. These commitments include:

1. Focus relentlessly on the students’ end goals.
2. Always design with the student in mind.
3. Pair high expectations with high support.
4. Foster the use of data, inquiry and evidence.
5. Take ownership of goals and performance.
6. Enable action and thoughtful innovation.
7. Lead the work of partnering across systems.

By focusing RSAEC’s strategies on the students’ end goals, the members can ensure that the students’ needs are being met. Through HCD training, members have already taken the steps to design with the student in mind. The commitment of pairing high expectation with high support, along with creating a workgroup based on collaboration and trust, ensures that the focus of RSAEC will remain on the student.

In order to implement the goals set forth in the Logic Models and meet the progress indicators, RSAEC will incorporate the four pillars of the CCCC’s Guided Pathways. These pillars, which are essential to student success, include: 1) clarifying the path for students, 2) helping students get on a path, 3) helping students stay on the path and 4) ensuring students are learning.



It is clear that data is an important factor set to drive student outcomes within the five goals stated in the consortium's Logic Models. RSAEC has set forth clear outcomes with the ability to collect the evidence needed. Utilizing the following tools: Logic Models, the HCD approach, Vision for Success, and Guided Pathways, RSAEC will be able to reach the outcomes set forth in the progress indicators.

In addition, with a dedicated RSAEC researcher, the consortium will be able to gather and analyze data to measure the effectiveness of the activities indicated in the logic models. At the end of the implementation stage, RSAEC is expecting to have clear metrics that will assist us in moving forward to take the next steps in creating new and innovative programs and services for the students in the RSAEC community.