

California Adult Education Program : Annual Plan : 2019-20 Produced: Aug 16, 2019, 3:47 PM UTC Carol Hume

# 10 Coast Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

Coast Adult Education Consortium (CAEC) is aligned with the state's goal to address the evolving needs of individuals and communities by providing adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members. CAEC focuses on meeting regional needs by addressing gaps in services, ensuring seamless transitions to post-secondary education and the workforce, expanding and refining student acceleration opportunities, enhancing professional development opportunities, and leveraging partner and community resources. CAEC's major accomplishments during 2018 - 2019 include the following: Coast Community College District (CCCD) is comprised of Coastline Community College (CCC), Golden West College (GWC), and Orange Coast College (OCC). All colleges have developed and offered new, enhanced noncredit courses and programs that have been state-approved or are in the process of being approved. These programs include noncredit English as a Second Language (ESL) and/or English Language Learning (ELL); Citizenship Preparation; Short-Term Career Education; and Workforce Preparation. CCCD developed and deployed the necessary infrastructure and services to support students interested in noncredit programs with advising, orientation, educational planning, admission, registration, and other services which are important to transition to college programs and retention. The Special Programs and Services Division at CCC continues to expand its Career Options through Academic Support and Training (COAST) Program. The program consists of enhanced noncredit certificate programs - Horticulture, Porter, Culinary, Animal Care, Guest Services - with courses designed for students with intellectual disabilities. GWC and OCC implemented CASAS testing starting in summer 2018. OCC and Huntington Beach Adult School (HBAS) partnered in offering two Integrated Education Training (IET) programs with contextualized ESL support - Personal Care Aide and Human Development. OCC and HBAS collaborate with the Westminster School District to place completers into jobs after successfully earning their credential. HBAS offers several other IET classes that are available to students enrolled in Adult Secondary Education (ASE) and/or ESL - level three or higher including Computer Basics and Microsoft Word. Garden Grove Adult Education (GGAE) has offered a contextualized business pathway for ELL. Students are co-enrolled in a contextualized ESL for Business class and a noncredit Employability Skills course, which is part of a noncredit General Office Clerk certificate program. OCC established its first articulation agreement with HBAS in fall 2018. CCC already had 14 articulation agreements with HBAS. CAEC members have offered courses at locations convenient for the community in high need areas. CAEC implemented Burlington English. CCCD and adult schools reviewed career education programs and developed contextualized ESL support for ELLs enrolled in selected programs and will continue this work in 2019-20. CAEC members partnered to develop and facilitate joint professional development opportunities. College Outreach Specialists collaborated to develop an annual calendar of outreach events, in partnership with HBAS and GGAE. Activities included college representative visits to adult schools, information tables and presentations at adult schools and community events, and on-campus events. A Community Advisory Committee was held in May 2019 to discuss how services can best be offered to HBAS students and how HBAS can best engage with partners to ensure students receive appropriate services. CAEC held annual job and resource fairs open to the community. In April 2019, OCC had its largest job fair with 90 employers present. HBAS held its first job fair in spring 2019. 60 employers and 400 participants attended. The Consortium's primary goals for 2019 - 20 include:

- Hire a marketing firm to assist with developing a Consortium marketing and outreach plan to include branding, campaign, shared website, professional development.
- Implement a consortium data sharing agreement.
- Create K-12 Adult Student Education/Career Plan for Adult Schools.
- Develop processes between CAEC members to systematically use Student Education/Career Plans.
- Establish and implement co-enrollment and shared case management with the Workforce Development Board and its contracted partners.
- Develop a consortium catalog of enhanced noncredit certificates and other offerings.
- Develop and implement IET and contextualized career/ESL programs.
- Offer professional development for case management and student transition strategies.
- Provide training assistance with enhanced noncredit curriculum to college faculty.
- Create a Consortium resource document to easily reference services for students by region.
- Survey community partners and students to plan for offsite course offerings.

### Regional Planning Overview

The three-year plan was submitted in June 2019. Thus, the implementation of the annual plan is in its early stages. An annual calendar of the Consortium Executive Committee meetings was established for 2019-20. Members regularly review and update the plan, based on demographic and employment data, survey information, labor market information, and other data and analyses. CAEP will address the following main goals in the three-year plan, which inform planning for 2019-20. Better meet regional needs by addressing gaps in services. Ensure seamless transitions to post-secondary education and the workforce. Expand and refine student acceleration opportunities. Grow and improve on professional development opportunities. Leverage partner and community resources. As identified in the logic model submitted in the three-year plan, these goals are supported by activities with quantifiable outputs and are expected to result in measurable short- and long-term outcomes. They are inclusive of strategies to improve integration of services and the improvement of transitions to postsecondary education and the workplace. CAEC's first goal is to address regional gaps by increasing services to the adult education population including English language learners, individuals seeking workforce preparation and training, and persons in need of High School Equivalency or Diploma. Research will continue to be conducted with analyses focused on targeted populations and labor market demand with related recommendations. CAEP members will continue to coordinate and offer outreach, support services, and instructional programs with input from representatives of the Orange County Workforce Development Board and the Orange County Strong Workforce Program, among others. Analyses will continue to be conducted to determine and assess gaps in services based on the geographic location of current students versus regional need. This data will inform strategies and programs to mitigate gaps. Professional marketing services will be used to develop and implement a marketing and outreach plan to include branding, campaign, shared website, professional development. More emphasis will be placed on affordable and highly-focused certification programs to prepare students for emerging technical occupations that provide higher wages. Enhanced noncredit certificates and training programs will continue to be developed and offered to meet workforce demands in top industries in the region. CAEC will expand strategies to assist students in persisting and completing adult education programs and transitioning to postsecondary education or the workforce. Ensuring all students have identified goals and an educational/career plan is a priority. The colleges use DegreeWorks for student educational planning. HBAS and GGAE will research, select, and implement an online system for the development of Student Educational/Career plans and make the plans available to the colleges and Title I partners. A data sharing agreement will be established to provide access to information that allows for better collaboration, shared case management, and tracking of student transitions. CAEC will develop shared case management procedures with the local workforce development board and its contracted providers to track co-enrollment in programs. CAEC will research software applications and implement processes to compile data from various data sources into an easier to use format. CAEC would like job seekers to have access to employment and training services provided by America's Job Center of California, also known as One-Stop Centers. CAEC will explore the possibility of co-locating services on site by bringing contracted personnel to sites and/or allowing training of CAEC personnel on necessary intake and case management by the contractor. If the collaboration is not successful, CAEC may plan for a member to apply to be the contracted provider. The work planned for seamless transitions was informed by other promising practices in the state. CAEC will work to ensure barriers are collected uniformly by all members. Short-term training, including enhanced noncredit certificates with high employment potential, will continue to be developed and implemented. Contextualizing ESL to address the subject matter necessary for career training will also be continued and expanded. Professional development will be offered on IET/contextualized ESL with career training strategies, use of shared data to increase transitions, and use of common assessments and reports to guide instruction. CAEC will continue to work with local organizations to connect students with resources, services, and employment opportunities. CAEC will explore partnerships to utilize facilities to offer additional off-site classes and services. CAEC will explore a model that incorporates revenues, expenditures, students served, and outcomes to guide investment of CAEP and other funding sources.

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## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Through analyzing demographic and labor market data, workforce indicators, student surveys, and gathering input from community partners, CAEC identified the following current regional needs: Programs for English Second Language Learners Twenty percent (104,323) of adults 18 years and older within the CAEC region are classified as English language learners; the CAEC served only 5% of this population during 2017-18. Orange County's population continues to become more diverse, which is reflected by the population within the CAEC region. According to the 2019 CAEC Fact Sheet, of the total

population (523,315) of 18 years and older within the CAEC service area, 20% (104,323) of adults are classified as English language learners. In 2017-18, CAEC served a total of 5,469 of adults residing within the Consortium region. This represents only about 5% of adults within the Consortium region who are classified as English language learners, which demonstrates regional need and a gap in services. Therefore, continued focus on enhancing and improving English language learning programs is essential to preparing local residents for the workforce and success. This supports the need for additional ESL and Citizenship classes for English language learners, increased off-campus sites to offer classes, and development of comprehensive marketing strategies to promote these classes. High School Diploma/GED Programs Thirteen percent of adults (69,008) adults within the CAEC region have earned less than a high school diploma; CAEC served only about 1.3% (893) of those in 2017-18. ACS (2017) results show that within Orange County, 14.6% (357,022) of the population 18 years and older have an education level less than a high school diploma or equivalent. Of this population, 21.7% (77,473) fall within the poverty rate. Data shows that 13% (69,008) adults within the CAEC region have less than a high school diploma (CAEP 2019 Fact Sheet). In 2017-2018, CAEC served 893 students pursuing a high school diploma or its equivalent. This represents only about 1.3% of the adults within the CAEC region who have an educational level of less than a high school diploma or equivalent. This reflects a need for developing additional programs to serve these residents. GED preparation courses on college campuses could provide needed access for more students in the region to obtain the GED certification. Workforce Training Programs/CTE Pathways There is an imbalance between supply and demand for middle-skills jobs. Orange County has an unemployment rate of 3.2%. However, survey results reflect that 46.1% of families earn less than the livable annual wage of \$102,024 (for a single adult household with three children). According to the CAEP 2019 Fact Sheet, 18,533 residents within the CAEC region are unemployed and 136,519 are near poverty or less. Additionally, 33% (69,008) of adults in the region have not attended college. This is consistent with all Orange County at 34%, but lower than the statewide average at 41%. Included, however, are higher-income/better-educated coastal cities, as well as lower-income/less-educated inland areas. Average household income ranges from \$44,595 in Westminster's Midway City to \$106,333 in Newport Beach. Orange County reports an imbalance between supply and demand for middle-skills jobs. This demonstrates the need to continue providing and developing additional educational and workforce training programs to accommodate Orange County's current economic, population and workforce trends, identifying pathways to assist adults in meeting their goals to further their education and enter or re-enter the workforce, and leveraging partnerships with organizations such as the local Workforce Development Boards to assist with job placement. Programs for Adults with Disabilities Less than 1% (328) of the 61,327 adults with disabilities within the CAEC region were served in 2017-18. ACS (2017) results show that within Orange County 8.0% (250,515) of the population 18 years and older have a disability. There are 61,327 adults with disabilities within the CAEC region (CAEP 2019 Fact Sheets). In 2017-18, CAEC served under 1% (328) of adults with disabilities. This data supports the need for developing and offering additional programs for adults with disabilities. The data indicates a need to strengthen and broaden the programs and services provided to support diverse ethnic communities and the county's rapidly aging population. CAEC has regularly reviewed the gap and need analyses as well as analyses related to the effectiveness of outreach to communities within the Consortium service area. With a culturally diverse community and workforce comes the critical need for English language proficiency programs and initiatives to increase educational attainment across all levels in order to build a well-educated, high-earning workforce that meets current and future labor market demands.

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

CAEC analyzed demographic data, labor market data, workforce indicators, student surveys, and gathered input from community partners to assess the current and continued needs in the region to ensure adult education programming in the region is robust and responsive to current and future needs. A combination of data from the U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for the 2017-2018 academic year was used to perform this analysis. A student survey was developed and given to students in January 2019 at the adult schools and colleges to evaluate program effectiveness and inform strategic planning. A gap analysis was performed based on census tracts to determine populations in need of adult education services and populations of students currently served by CAEC. The Consortium identified the top 20 census tracts in need of services related to adult English language learners and adults in need of secondary education. The information has shown that there is a significant group of adults that is not currently being served. This has resulted in identifying several needs that CAEC can positively impact through its educational programs and services. Demographic data provides the following statistics that are relevant to the one-year plan: 175,749 foreign-born, 136,519 near poverty or less, 69,008 of adults without high school diploma, and 18,533 of unemployed adults with the CAEC region. Additional demographics reflect that in the CAEC region, 51% of the population is white, 23% Hispanic, and 23% Asian. The census data and local reporting shows that Orange County has the highest Asian-American population in all of Southern California, especially Vietnamese-Americans. Within the CAEC region, 31.3% of ESL residents speak Vietnamese at home.

Additionally, census data reflects that more than 38,000 Asian-American immigrants who have obtained legal permanent resident status have not yet become citizens and that the county's lowest graduation rates are among the Vietnamese-Americans, Cambodian-Americans, and Pacific Islanders. This data is also supported by the student survey administered in January 2019 by CAEC to 1,803 of the Consortium's adult education students, with the majority of participants (1,412) being English language learners. The survey participants consisted of 224 (201 ESL) college students, 717 (425 ESL) HBAS students, and 862 (786 ESL) GGAE students. Becoming a U.S. citizen was indicated as the main goal of learning English language by 36.4% of survey participants. Therefore, continued focus on enhancing and improving English language learning programs is essential to preparing Orange County's residents for the workforce and success. This supports the need for additional ESL, Citizenship and Family Literacy classes for English language learners, increased off-campus sites to hold classes, and development of comprehensive marketing strategies to promote these classes. Orange County is the third largest county in California, and the sixth largest in the nation, with an unemployment rate of 3.2%. This compares with an unadjusted unemployment rate of 4.6% for California and 3.9% for the nation. According to the living wage calculator ([livingwage.mit.edu](http://livingwage.mit.edu)), a livable wage for a single adult household in Orange County is \$15.85 per hour (annual salary of \$32,968). A livable wage for single adult household with three children in Orange County is \$49.05 (annual salary of \$102,024). ACS (2017) results show that within Orange County, 46.1% (343,605) families earn less than \$100,000 annually and 16% (119,255) of families within Orange County earn less than \$35,000 annually. A student survey was developed and given to students in January 2019 at the adult schools and colleges to evaluate program effectiveness and inform strategic planning. Student goals and barriers provide information about how to better serve students currently in the programs offered by CAEC members. Of the 1,798 students from adult schools and colleges who responded, 62.25% indicated that one of their goals was to get a job or get a better job. More than 18% indicated that they would like to be able to help their children in school. Twenty-seven percent of all respondents listed financial difficulties as a barrier. In addition, at the colleges, 44% of students listed books and materials as a barrier. Almost a quarter of students (356) at HBAS and GGAE listed lack of confidence as a barrier. Other less common barriers include transportation (12.5%), childcare (11.5%), health services (11.5%), and needing more information about goals (10.7%). The strategies and goals for the 2019-20 CAEC annual plan focus on meeting the needs of the local community, based on the data analyzed. CAEC will continue to review data, discuss ways to address gaps, and develop and implement new strategies to ensure efforts are being made to meet the needs of the community.

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

CAEC will measure effectiveness/progress toward meeting these needs by engaging in activities with quantifiable outputs which will produce measurable short and long-term outcomes. These include strategies to improve integration of services and the improvement of transitions into postsecondary education and the workplace. The Consortium's first goal is to address the regional gaps and needs by increasing services to the adult education population including English language learners, individuals seeking workforce preparation and training, and persons in need of High School Equivalency or Diploma. Demographic research will continue to be conducted with analyses focused on targeted populations and labor market demand with related recommendations. CAEP members, along with student services and instructional staff, will continue to coordinate and offer outreach, support services, and instructional programs accordingly with input from representatives of the Orange County Workforce Development Board and the Orange County Strong Workforce Program, among others. Analyses will continue to be conducted to determine and assess gaps in services based on the geographic location of current students versus regional need. This data will inform strategies and programs to mitigate gaps. Professional marketing services will be used to develop and implement a robust and strategic marketing and outreach plan for the Consortium to include branding, campaign, a shared website, professional development, and execution. CAEC's 2019-20 annual plan is based on the recently submitted three-year plan. CAEC's three-year plan progress indicators inform planning and serve as baseline for the 2019 - 20 program year. In order to measure progress toward meeting the needs/gaps in services the following indicators and targets are identified: 1. Increase enrollment in college noncredit courses by 5% by June 2020. 2. Increase the number of students completing noncredit programs by 5% by June 2020. 3. Increase the number of K-12 adult school students who transition: - from one program to another (ASE & ESL to CTE, and ESL to ASE) - establish system to track information and set baseline for this indicator. - from ESL and ASE programs to postsecondary qualified noncredit programs at the colleges - establish system to track information and set baseline for this indicator. 4. Increase the number of students who transition from noncredit programs at Adult Schools or Colleges to any credit programs at the Colleges by 2% by June 2020 - establish system to track information and set baseline for this indicator. 5. Increase the number of Integrated Education Training (IET) and/or contextualized career/ESL programs offered by the consortium by one by June 2020.

## Gaps In Service

### New Strategies

#### Strategy #1

Hire a marketing firm to assist with developing a Consortium marketing and outreach plan to include branding, campaign, shared website, professional development, and execution. CAEC identified programming and services gaps such as the need for additional programs for English Second Language Learners, High School Diploma/GED Programs, Workforce Training Programs/CTE Pathways, and Programs for Adults with Disabilities. These gaps include a lack of community awareness of programs and services offered by Consortium members, a lack of awareness among staff of programs and services offered, and service to only a small percentage of the local population in need of targeted programs (ESL, GED, Workforce Training/CTE). In order to close these gaps, CAEC will hire a marketing firm to assist with developing Consortium marketing and outreach plan to include branding, campaign, shared website, professional development, and execution. CAEC will continue to conduct data analysis to determine and assess gaps in services based on geographic location of current students versus regional need and will develop strategies and programs to mitigate gaps. The following activities will be undertaken in order to incrementally increase capacity in identified gap area:

- Assign Consortium marketing team comprised of employees from each member institution to guide the development and implementation of the marketing and outreach plan.
- Hire marketing firm to assist with developing Consortium marketing and outreach plan to include branding, campaign, shared website, professional development and execution. Marketing team is to oversee marketing efforts and carry out plan.
- Align capacity for each Consortium with maximum number of potential students to be served through support services as well as maximum enrollments.
- Identify current market segments.
- Report and analysis of population in need, based on local demographic data.
- Develop strategies for inclusion in marketing plan for all Consortium members including shared website and marketing materials and professional development activities.
- Develop lists by agency and site of the maximum number of students that can be enrolled by program.
- Develop list of market segments and critical factors that impact outreach.

As a result of the implemented strategies, the following outcomes will be achieved to incrementally increase capacity in identified gap areas as well as strategies that help maintain established levels of service:

- Increased awareness in the community of programs and services offered by Consortium members.
- Greater awareness among staff of programs and services offered.
- Increased enrollment of targeted populations.
- Increased presence and efficiency in areas identified as high-need.
- Increased number of noncredit career programs to meet local labor market demand.
- Increased number of students transitioning from adult school to colleges.
- Increased number of student completers who find employment in field.
- Increased number of students at adult schools that earn college credit for coursework completed at adult school.
- Reduced time to completion for students transitioning from adult school to colleges in targeted career pathways with articulation agreements.
- Data informed, targeted outreach efforts to groups not currently being served.
- Collaborative and more strategic delivery of instruction and student services, based on data analysis.

**LONG TERM OUTCOMES:** Increased number of students from targeted groups and/or locations served by the Consortium. Increased number of student completers who find employment in field. Increased availability and accessibility of noncredit career programs to meet local labor market demand.

## Seamless Transitions

### New Strategies

#### Strategy #1

Create and implement a Consortium-wide data sharing agreement. A data sharing agreement will be established to provide identified staff access to information that allows for better collaboration, shared case management, and more accurate tracking of student transitions. Since the collection and use of student barrier information is an integral component, accurate collection and reporting of the data will be planned for. This goal includes planning for Consortium staff to meet regarding roles and duties, data sharing processes and security, and reporting outcomes. To support these efforts, the consortium will look into purchasing software applications and implement processes that compile data from various data sources into an easier to use format.

**Strategy #2**

Create a K-12 Adult Student Education/Career Plan for Adult Schools; Gather input from stakeholders regarding configuration of the K-12 Student Education/Career Plan. The plan is e-document, accessible online, with reporting and workflow features. Student Educational Plans (SEP) provide students with a clear pathway to their educational and career goals, saving them both time and money. The Consortium will review options for aligned Student Education Plans (SEPs) as there is a need to ensure all students at the adult schools and colleges have a plan in place to help guide them. HBAS and GGAE plan to implement SEPs with these educational and career goal elements, as well as a way of keeping track of support services to address student barriers. Both schools are planning to implement electronic SEPs in the future to make them more accessible to partners including WIOA and community college partners. SEPs will help guide students through their educational journey and transition into postsecondary education, when appropriate.

**Strategy #3**

Develop agreements and processes between Consortium members to systematically use Student Education/Career Plans. While the colleges currently use DegreeWorks for SEPs, HBAS and GGAE need a better structure that allows them to ensure all students have accurate and appropriate education plans that address identified barriers and are easily accessible to the institutions (colleges and WIOA I agencies) they need to collaborate with to achieve transition outcomes. Discussions between HBAS, GGAE, and the colleges will continue to determine how the use of these tools will be available to all students across the five institutions.

**Strategy #4**

Establish/implement co-enrollment and shared case management policies with Workforce Development Board and its contracted partners. The Consortium will work to develop shared case management procedures with the local workforce development board and its contracted providers to track co-enrollment in programs. Since individuals can be enrolled in multiple programs or institutions, this is necessary to accurately track students, associated barriers, services received, transitions to/from adult schools and colleges, and entry into the workforce. More complete and accurate data will allow the Consortium to plan services and programs more effectively and provide targeted case management to individuals. Co-enrollment in multiple programs allows individuals to receive holistic services from various regional providers. To ensure job seekers at the colleges and adult schools have access to employment and training services provided by America's Job Center of California (AJCC), and specifically the Orange County One-Stop Centers, the Consortium will explore the possibility of co-locating services on-site by bringing contracted personnel to sites and/or allowing training of consortium personnel on necessary intake and case management by the contractor. The Consortium would like to collaborate with the Title I providers to make referrals for job placements and other services. Leveraging of funding and resources is a priority for GGAE and HBAS. For example, by aligning with various regional and local planning processes, GGAE has been able to leverage funds and resources to increase programs and services to the adult population. CAEC's primary focus is increasing career opportunities for adult learners. Leveraged resources include those from WIOA II, CalWORKs, and the Strong Workforce Program, among others. Some of the strategies that have resulted from these alignments include co-enrollment of ESL students in career training, and co-enrollment of students in classes at the colleges and adult schools.

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

Develop a Consortium-wide catalog of enhanced noncredit certificate programs offered. The goal is to develop regional sector pathways to support student success and transition to postsecondary and workforce opportunities. Several activities and related strategies to expand and refine student acceleration opportunities will be implemented including enhanced noncredit certificates with high employment potential based on local labor market demand, will continue to be developed and implemented. In order to assist students transitioning from adult schools to the community college level, the use of common assessments and connected instructional reports will be a focus of professional development efforts for adult school and college instructors. Faculty workgroups and appropriate professional development regarding the proper implementation of all of these possible areas of student acceleration are integral to the success of these efforts. Expected outcomes related to this

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

### **Strategy #2**

Develop and implement Integrated Education Training (IET) and/or contextualized career/ESL programs. Contextualizing ESL for the purpose of allowing students to address the subject matter necessary for career training will also be continued and expanded. OCC and HBAS developed a partnership to offer two IET programs with contextualized ESL support. The Personal Care Aide program consists of three noncredit college courses and is offered at HBAS - Westminster with in-class, contextualized ESL support provided by an adult school instructor. In addition, two Human Development credit courses are offered on-site at HBAS - Westminster alternating semesters in an effort to prepare students to earn an Assistant Preschool Teacher credential from the California Commission on Teacher Credentialing. This program offers a separate contextualized ESL support course for English language learners and serves the needs of the local community by preparing individuals for employment in a high-need area. OCC and HBAS collaborate with the Westminster School District in an effort to place completers into jobs after successfully earning their credential. In addition to these collaborative IET programs, HBAS offers several other IET classes that are available to students enrolled in Adult Secondary Education (ASE) and/or ESL - level three or higher including Computer Basics and Microsoft Word. In fall 2019, HBAS will implement a new Career Readiness IET class. GGAE is currently offering a contextualized business pathway for English language learners. Students are co-enrolled in a contextualized ESL for Business class and a noncredit Employability Skills course, which is part of a noncredit General Office Clerk certificate program. In fall 2019, two additional courses which are part of the certificate will be offered which include Introduction to Word and Introduction to Excel. Contextualized English language support will be offered for both classes. In fall 2019, HBAS will implement a new Career Readiness IET class. Through targeted courses designed for acceleration, the Consortium will increase the number of students enrolled in and completing Integrated Education Training (IET) and/or contextualized career/ESL programs and short term career programs.

## **Professional Development**

### **New Strategies**

#### **Strategy #1**

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

#### **Strategy #2**

Provide training on and assistance with enhanced noncredit curriculum to college curriculum committee members and other faculty, as needed. There is a need to continue to grow and improve professional development opportunities in order to successfully implement some of the programs and services related to the goals described. Areas for professional development include IET/contextualized ESL with career training strategies including co-teaching by collaborative partners, use of shared data for program support designed to increase transitions by adult education classified and certificated staff, and use of common assessments and instructional reports to guide ESL instruction. The primary strategy is to hire a subject matter expert to support the curriculum development of new enhanced noncredit programs and provide training for faculty and curriculum committees.

## Leveraging Resources

### New Strategies

#### Strategy #1

Create a consortium resource document to easily reference services for students by region. CAEC analyzed demographic data, labor market data, workforce indicators, student surveys, and gathered input from community partners to assess the current and continued needs in the region to ensure adult education programming in the region is robust and responsive to current and future needs. A combination of data from the U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for the 2017-2018 academic year was used to perform this analysis. A gap analysis was performed based on census tracts to determine populations in need of adult education services and populations of students currently served by CAEC. The Consortium identified the top 20 census tracts in need of services related to adult English language learners and adults in need of secondary education. The information has shown that there is a significant group of adults that is not currently being served. The data indicates a need to strengthen and broaden the programs and services provided to support diverse ethnic communities and the county's rapidly aging population. It is important to create a consortium document that shows the various services available to current and potential students.

#### Strategy #2

Survey community partners and students to plan for offsite course development. The goal is to develop regional sector pathways to support student success and transition to postsecondary and workforce opportunities. As noted earlier, a student survey was developed and given to students in January 2019 at the adult schools and colleges to evaluate program effectiveness and inform strategic planning. Student goals and barriers provide information about how to better serve students currently in the programs offered by CAEC members. In addition, in 2019-20, CAEC will also survey community partners to gain input and insight into their needs and suggestions for educational program offerings.

## Fiscal Management

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

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

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.**

Due to locally negotiated agreements with unions and meet-and-confer entities, the salaries and benefits for the Adult Education Program positions are higher in 2019-20 than previously budgeted and the increase provided is higher than COLA. Thus, part of the carryover funds will help fund the difference between original budget and actual costs. Professional development activities will be expanded to have a larger number of teachers, faculty and staff participate and become engaged in the AEP activities. Part of the funds will be utilized to train newly hired staff such that they can perform more effectively in their new positions. Part of the funds will be utilized to pay for the contracted marketing firm which will work with the Consortium as noted above. Carryover funds will also cover a major upgrade of two labs at GWC in terms of computers. These labs will be used to administer the CASAS testing as well as GED testing.

## Certification

Coast CCD - Member Representative



**Andreea Serban**  
Vice Chancellor Educational Services and Technology  
[aserban@cccd.edu](mailto:aserban@cccd.edu)  
(714) 438-4698

Approved by Dr. Andreea Serban

2019-08-14

**Coastline ROP - Member Representative**

**Carol Hume**  
[chume@coastlinerop.net](mailto:chume@coastlinerop.net)  
(714) 429-2222

Approved by Carol Hume

2019-08-16

**Garden Grove Unified - Member Representative**

**Robin Patterson**  
Director of Adult and Alternative Education  
[rpatterson@ggusd.us](mailto:rpatterson@ggusd.us)  
(714) 663-6305

Approved by Robin Patterson

2019-08-15

**Huntington Beach Union High - Member Representative**

**Steve Curiel**  
Principal  
[scuriel@hbas.edu](mailto:scuriel@hbas.edu)  
(714) 842-4227

Approved by Steve Curiel

2019-08-15

**Newport-Mesa Unified - Member Representative**

**Vanessa Galey**  
[vgaley@nmusd.us](mailto:vgaley@nmusd.us)  
(714) 424-8983

Approved by Vanessa Galey

2019-08-15

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

**Katy Ramezani**  
Director  
[kramezani@ocde.us](mailto:kramezani@ocde.us)  
(714) 647-2593

Approved by Katy Ramezani

2019-08-15



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