

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 14, 2021, 03:48 AM UTC Steve Curiel

# 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 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 acceleration, enhancing professional development, and leveraging partner and community resources. Planned spending is consistent with the CAEP program areas and the goals and strategies in the CAEC's three-year plan. CAEC's accomplishments during 2020-21 include:

- Orange Coast College (OCC) developed a partnership between the English Language Learning (ELL) and Allied Health departments. Three new, noncredit courses were developed to help English learners and native speakers through the introductory courses mandatory for program entry, which are often a bottleneck to student progression.
- OCC implemented Civic Objectives and Additional Assessment Plans (COAAPs) for the first time in the ELL program.
- OCC developed a partnership with HOAG Hospital to refer students who can receive free mental health services.
- OCC expanded its marketing efforts to include radio advertisements on local Spanish and Vietnamese-speaking radio stations.
- OCC offered free, weekly workshops for anyone in the community interested in practicing their English.
- College staff at all three Colleges attended case management training sessions, facilitated by the Workforce Development Board, in an effort to align efforts and share data.
- GWC launched the Citizenship Exam Preparation and GED Test Preparation courses in Fall 2020 and became a Pearson VUE GED Test Center.
- GWC ESL/ELL department created Open Educational Resources course materials for three levels of Pronunciation for Fluency classes and Grammar for Fluency classes.
- GWC and OCC offered virtual weekly workshops and Welcome Days with the AEP counselor and Outreach Specialist. These events promoted noncredit programs and assisted adult students in transitioning to colleges.
- 50 students graduated from the Special Programs at Coastline College, including five who earned dual certificates. Among the graduates were the first cohorts of students earning certificates in Culinary Arts and Animal Care.
- All three Colleges offered a Chromebook loan program, funded by AEP, starting in spring 2020.
- Huntington Beach Adult School (HBAS) upgraded the technology in all ESL classrooms to support Hybrid/HyFlex teaching practices that will better support ESL students and their often times unpredictable schedules.
- HBAS staff participated in extensive professional development on online teaching and learning.
- HBAS expanded its two part-time Instructional Aides - Technology to full time positions to better support the expansion of online learning.
- Garden Grove Adult Education (GGAE) staff participated in weekly virtual professional development for online and hi-flex instruction.
- GGAE ESL teachers had virtual professional development with the Ventures online curriculum.
- GGAE ABE/GED teachers participated in virtual professional development and collaborated to align ABE curriculum to support the GED and HSD programs.
- GGAE HSD teachers explored online curricula and chose Edgenuity for the 2021-22 school year.
- GGAE purchased new interactive projectors and OWL cameras for every classroom.
- GGAE opened its campus for hi-flex instruction which allows the student to choose to learn in person or through distance learning; instruction is live and simultaneous.
- GGAE created an Orientation Program and piloted it in Spring 2021.
- In the 2021-22 school year, all new GGAE students will participate in Orientation before starting their first class.

Primary goals for 2021-22 include:

- Hire a marketing firm to assist with developing a Consortium marketing and outreach plan.
- Purchase adequate signage to promote Adult Education offerings and better identify locations where Adult Education classes are offered.
- Implement data sharing processes.
- Develop processes to systematically use Student Education Plans.
- Continue implementation of co-enrollment and shared case management with the Workforce Development Board and its contracted partners.
- Develop a Consortium shared website to include noncredit certificates and services.
- Develop additional noncredit short-term CTE programs at the colleges.
- Expand staff to support AEP at the Colleges and HBAS.
- Expand the partnership between OCC and HBAS through an Instructional Services Agreement to offer OCC noncredit career courses at HBAS sites.
- Increase CTE offerings at GGAE.
- Relocate HBAS classes from its mall site (primarily ASE) to a more dependable and safe location in Fountain Valley, Pleasant View. Four ESL classes will also be part of the new site, which helps HBAS in efforts to bring back ESL classes lost during the pandemic at other elementary school satellite sites.

### Regional Planning Overview

An annual calendar of the Consortium Executive Committee meetings was established for 2020-21. 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 2020-21.

- 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 continue to work towards developing shared case management procedures with the local workforce development board and its contracted providers to track co-enrollment in programs. 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 members will work with the One-Stop Centers to schedule mobile units to be onsite. 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 continue to 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.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Through analyzing demographic and labor market data, workforce indicators, and gathering input from community partners, CAEC identified the following current regional needs: Programs for English Second Language Learners 16% (56,085) of adults 18 years and older in the CAEC region are classified as ELL; the CAEC served only 8.1% (increase of 2.1% from year prior) of this population during 2020-21. Orange County's population continues to become more diverse, which is reflected by the population in the CAEC region. According to the 2018 American Community Survey (ACS), of the total population (360,966) of 18 years and older in the CAEC service area, 16% (56,085) of adults are classified as ELL. In 2020-21, CAEC served a total of 4,538 of adults residing within the Consortium region. This represents only about 8.1% of adults within the Consortium region who are classified as ELL, which demonstrates regional need and a gap in services. Continued focus on enhancing and improving ELL programs is essential to preparing local residents for the workforce and success. This supports the need for additional ESL and Citizenship classes for ELL, increased off-campus sites to offer classes, and development of comprehensive marketing strategies to promote these classes. High School Diploma/GED Programs Sixteen percent of adults (41,205) adults in the CAEC region have earned less than a high school diploma; CAEC served only about 6.3% (2,577) of those in 2020-21. ACS (2019) shows that in Orange County, 13.4% (332,011) of the population 18 years and older has an education level less than a high school diploma or equivalent. Of this population, 16.4% (54,450) fall within the poverty rate. Data shows that 16% (41,205)

adults in the CAEC region have less than a high school diploma (2019 ACS). In 2020-21, CAEC served 2,577 students pursuing a high school diploma or its equivalent. This represents only about 6.3% of the adults in the CAEC region who have an educational level of less than a high school diploma or equivalent. GED preparation courses at the colleges could provide needed access for more adults 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 6.4% (April 2021, California Employment Development Department). However, survey results reflect that 33.7% of families earn less than the livable annual wage of \$62,241 (for two working adult household with two children). According to the 2020 Unemployment Rate from ESRI, 98,705 residents in the CAEC region are unemployed and 25,913 households are near poverty or less (based on 2019 ACS). Additionally, 36% (92,711) of adults in the region have not attended college. This is consistent with all Orange County at 32% (804,601), but lower than the statewide average at 37% (11,367,220). Included, however, are higher-income and/or better-educated coastal cities, as well as lower-income/less-educated inland areas. Average household income ranges from \$40,059 in Westminster's Midway City to \$127,223 in Newport Beach. Orange County reports an imbalance between supply and demand for middle-skills jobs. This indicates the need to continue providing and developing additional 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 Just over 1.3% (652) of the 52,015 adults with disabilities in the CAEC region were served in 2020-21. ACS (2019) shows that in Orange County 8.6% (271,426) of the population 18 years and older has a disability. There are 52,015 adults with disabilities in the CAEC region (2019 ACS). In 2020-21, CAEC served under 1.3% (652) 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. 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 notable area of support and concern is the impact COVID-19 had in the region. The personal health impact of COVID-19 is only one component of how individuals have been affected. Numerous businesses have had to scale back or completely close due to the state-imposed restrictions resulting in record level job loss. Almost one quarter of U.S. adults said they were worse off financially in 2020 compared to a year earlier. Of the various factors associated with how people were doing financially, level of education had one of the largest effects. The Survey of Household Economic and Decision-making (SHED) conducted by the Federal Reserve Board found that among adults with a bachelor's degree or higher, 89% reported doing at least okay financially, compared to only 45% of those with less than a high school degree, a gap that is 10% points larger than in 2019. 36% of individuals without a high school degree reported being worse off financially in 2020 than they were in 2019, compared to 18% of those with at least a bachelor's degree who said they were worse off. Among adults ages 25 to 54 with a high school education or less, 23% were laid off during the prior year, almost twice the rate for those with at least a bachelor's degree (12%). Among high school graduates or those with a GED, 19% lost a job during that interval, about the same as for those with some college or a technical/associates degree (21%). California's Employment Development Department noted that women were more likely to be impacted, with 12% having lost jobs statewide, compared to 10.4% of men. The pandemic and its economic fallout appear to have substantially interrupted pursuit of higher education. Twelve percent of adults under age 40 without a bachelor's degree indicated they did not enroll in fall 2020 after planning to do so before the start of the pandemic. The main reasons given for deciding not to enroll were financial barriers (74%), health or safety concerns (63%) and childcare responsibilities (31%). Only one in five cited technology problems, a reason that many have speculated to be a major obstacle. A combination of data from the U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for the 2020-21 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 ELL and adults in need of secondary education. 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 relevant to the one-year plan include: 212,022 foreign-born, 25,913 households near poverty or less, 41,205 of adults (age 25+) without high school diploma, and 98,705 of unemployed adults in

the CAEC region. In the CAEC region, 50% of the population is White, 20% Asian, and 18% Hispanic. Orange County has the highest Asian-American population in all of Southern California, especially Vietnamese-Americans. In the CAEC region, 31.3% of ESL residents speak Vietnamese at home. More than 38,000 Asian-American immigrants who have obtained legal permanent resident status have not yet become citizens and the county's lowest graduation rates are among the Vietnamese-Americans, Cambodian-Americans, and Pacific Islanders. This supports the need for additional ESL, Citizenship, and Family Literacy classes, 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 6.4%. This compares with an unadjusted unemployment rate of 8.2% for California and 6.2% for the nation (based on State of California's Employment Development Department April 2021 figures). 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 \$22.44 per hour (annual salary of \$46,675). A livable wage for a single adult household with three children in Orange County is \$74.15 per hour (annual salary of \$154,232). ACS (2019) shows that in Orange County, 46.2% (345,191) families earn less than \$100,000 annually and 12.6% (94,143) of families earn less than \$35,000 annually. The strategies and goals for the 2021-22 CAEC annual plan focus on meeting the needs of the local community, based on the data analyzed.

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

CAEC will measure effectiveness and 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. CAEC'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. CAEC 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.

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

Strategy #1: Increase outreach efforts by hiring a marketing firm to assist with developing a Consortium marketing and outreach plan to include signage, branding, campaign, shared website, professional development, and execution. CAEC identified programming and service gaps such as the need for additional programs for English 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 these targeted programs. In order to close these gaps, CAEC will hire a marketing firm to assist with developing a Consortium marketing and outreach plan. CAEC will continue to conduct data analysis to determine and assess gaps in services based on geographic location of current students versus regional needs and will develop strategies and programs to mitigate gaps. A Consortium marketing team, including employees from each member institution, will guide the development and implementation of the marketing and outreach plan. Marketing firms will be invited to a Consortium meeting to make presentations to the group and submit proposals. The selected marketing firm will be responsible for developing a Consortium marketing and outreach plan to include branding, campaign, shared website, professional development and execution. Also, they will be responsible for identifying our current market segments, developing strategies for inclusion, and developing a list of market segments and critical factors that impact outreach. The Consortium marketing team will oversee marketing efforts and carry out plans. Our goal is to align capacity for each Consortium with the maximum number of potential students to be

served through support services as well as maximum enrollments. As a result of the implemented strategies, the following outcomes are expected: 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 students transitioning from adult school to colleges; increased number of student completers who find employment in their chosen field; increased number of students at adult schools that earn college credit for coursework completed at adult schools; data-informed, targeted outreach efforts to groups not currently being served; and collaborative and more strategic delivery of instruction and student services, based on data analysis.

### **Strategy #2**

Strategy #2: To increase access to program offerings, provide resources to students who have challenges with online instruction. Consortium members will seek feedback from students on their challenges with online instruction and develop or purchase resources to address those challenges. CAEC members have developed Chromebook loaner programs and “how to” videos to support students new to technology or unable to afford the required technology. CAEC members will continue to expand these types of resources as funding allows.

## **Seamless Transitions**

### **New Strategies**

#### **Strategy #1**

Strategy #1: Implement data-sharing processes in order to strengthen student support and transition services. Two data sharing agreements are in place between CCCD and HBAS and between CCCD and GGAE, respectively. The next step is to develop and implement processes for exchanging the data noted in these agreements.

#### **Strategy #2**

Strategy #2: Develop processes between CAEC members to systematically use Student Education/Career Plans. With the implementation of OneFlow, an online case management system, at HBAS and GGAE, the adult schools and colleges will continue to collaborate to develop processes between Consortium members to systematically use student education and/or career plans. Each student will receive an OneFlow account and training during orientation so they understand how to access it and use it and the features and resources available. During the orientations, students will start to develop their individualized plans with guidance from support staff. Plans are e-documents that are accessible online and include reporting and workflow features.

#### **Strategy #3**

Strategy #3: Establish and implement co-enrollment and shared case management with the Workforce Development Board and its contracted partners. The Consortium will continue to work with 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 work with the One-Stop Centers to schedule their mobile units to come on site at the colleges and at the adult schools. .

#### **Strategy #4**

Strategy #4: Establish new partnerships with local employers and scale workforce development. Work with local agencies and employers to identify needed skills for the most in-demand jobs in Orange County. Develop new partnerships with local employers in order to facilitate the transition of students to employment upon completion of noncredit CTE programs.

## Student Acceleration

### New Strategies

#### Strategy #1

Strategy #1: Develop a Consortium shared website to include enhanced noncredit certificates, services, and other offerings. To ensure individuals in our service area know of all of the options available at all of our member institutions, a consortium shared website will be developed. The shared website will include a list of noncredit certificate programs, student support services (e.g., academic counseling, employment services), and other offerings (e.g., events such as College Bridge Day or employment/resource fairs.) This website will be shared with community partners, organizations, and employers so they can share this information with their stakeholders and refer students to our institutions.

#### Strategy #2

Strategy #2: Continue to offer and expand Integrated Education Training (IET) and contextualized career/ESL programs. The Consortium seeks to increase the number of students enrolled in and completing Integrated Education Training (IET) and/or contextualized career/ESL programs and short-term career programs. Short-term training, including enhanced noncredit certificates with high employment potential, will continue to be researched, developed, and implemented. Contextualizing ESL/ELL to address the subject matter necessary for career training will also be continued and expanded. Instructors from different subject areas will be encouraged to collaborate to develop cross-disciplinary programs that support English language learners. CAEP funding may be used to support the development of these programs and fund instruction to begin pilot programs. We will leverage relationships with local organizations and community partners to promote and support these programs. 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.

## Professional Development

### New Strategies

#### Strategy #1

Strategy #1: Provide professional development for case management and student transition strategies. CAEC members will continue to partner to develop and facilitate joint professional development opportunities for various stakeholders. OneFlow, the online case management system implemented by HBAS and GGAE, will continue to be a topic for professional development. Staff from all CAEC members will attend trainings related to the efficient use and implementation of the system and referral processes. The Colleges will continue to work with HBAS and GGAE to use the system. Orange Coast College is in the process of implementing Starfish, an early alert system to improve student retention and success. Faculty and staff will complete related trainings.

#### Strategy #2

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 noncredit curriculum development processes and procedures at the colleges; IET/contextualized ESL/ELL with career training strategies including co-teaching by collaborative partners; use of shared data for program support designed to increase student transitions; and use of common assessments and instructional reports to guide ESL/ELL instruction.

## Leveraging Resources

## New Strategies

### Strategy #1

Strategy #1: Provide online resources 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. Our goal is 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 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 post-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 provide online resources that show the various services available to current and potential students so individuals know what is available to them locally. The Consortium will also conduct targeted outreach and marketing to the top 20 census tracts identified through research.

## 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 2021-22.**

Coast Community College District (CCCD) will use carry-over funds to cover the additional costs generated by the impact of COVID-19 in terms of additional technology equipment for students, instructors, and staff, additional software licenses, covering extension of licensing costs for applications that support online instruction and student services, additional professional development focused on online and remote instruction and student services, additional staff time needed to conduct e-testing, and other related costs. CCCD will also use part of the carry-over funds to cover the difference in COLA between the COLA given to community colleges for the general fund and the COLA given to AEP for 2021-22. CCCD will continue to maintain a reserve of its carry-over funds to maintain the integrity of the program in case of future state funding reductions or deferments. HBAS will dedicate carry-over funds towards addressing the added operational and instructional costs related COVID-19 such as increased professional development and purchasing of new computer equipment for students and staff. HBAS will use carry-over funds to support parents in helping their students adapt to distance learning by creating bilingual videos that explain HBUHSD COVID-19 instructional and safety related guidance. HBAS will also reserve an amount of funds to be prepared for potential reductions for the following years. HBAS will also use carry-over funds to support parents in helping their students adapt to distance learning by creating bilingual videos that explain HBUHSD COVID-19 instructional and safety related guidance. GGAE will use the carry-over funds to purchase equipment and technology to support the hi-flex model of instruction.

## Certification

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08/13/2021 03:54 PM PDT

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08/13/2021 04:11 PM PDT

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