

10 Coast Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

10 Coast Adult Education Consortium

Consortium Short Name:

10 Coast

Address:

1370 Adams Ave. | Costa Mesa, CA | 92626

Website:

<http://www.cccd.edu/aboutus/edservices/grants/Pages/Adult-Education-Block-Grant.aspx>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$8,350,252

CAEP Funds 2021-22:

\$7,927,706

CAEP Funds 2020-21:

\$7,619,130



COAST

ADULT EDUCATION CONSORTIUM

Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Andreea Serban	aserban@cccd.edu	Vice Chancellor Educational Services and Technology	(714) 438-4698
Primary Contact	Steve Curiel	scuriel@hbas.edu	Principal	(714) 842-4227

Member Agencies

Member Agency	Member Type	Contact	Phone
Coast CCD	District	Dr. Andreea Serban	(714) 438-4698
Garden Grove Unified	Unified School District	M'Liss Patterson	(714) 663-6305
Huntington Beach Union High	High School District	Steve Curiel	(714) 842-4227
Coastline ROP	Regional Occupation Center/Program (ROC/P)	Dr. Brian Dozer	(949) 429-2222
Newport-Mesa Unified	Unified School District	Vanessa Galey	(714) 424-8983
Orange County Department of Education	County Office of Education (COE)	Fatinah Judeh	(714) 349-3073

Executive Summary

Executive Summary *

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

This three-year plan serves as the framework for the work of the Consortium by partnering with community service providers including businesses, government and community based organizations. The Consortium will continue to work toward creating a comprehensive regional approach for students by providing instructional programs and support services for their progression along their educational and career pathways.

CAEP will address the following main goals in this three-year plan.

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

The CAEC region has a culturally diverse community and workforce. With that 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. CAEC will continue to focus on expanding programs and services including:

- outreach to identified segments of the populations currently not served which could benefit from the programs and services provided by CAEC.
- additional ESL, Citizenship and Family Literacy classes, increased off-campus classes, and development of comprehensive marketing strategies to promote these classes.
- additional high school diploma/GED classes.
- serving a larger number of adults with disabilities.
- additional short-term noncredit career technical education certification.
- implementation of adult education dual enrollment.
- support for transition from noncredit to college credit classes and programs.

Assessment

Overview and Preparation *

Coast Adult Education Consortium (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 that adult education programs in the region are 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 2019-2020 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. This has resulted in identifying several needs that CAEC can positively impact through its educational programs and services which are detailed in the plan.

Regional Alignment and Priorities *

The goal for CAEC is to develop career pathways to support adult learners in the region and to help them to successfully transition to postsecondary and workforce opportunities. CAEC members work together collaboratively and leverage resources to create regional stability among Adult Education providers. Leveraged resources include those from Workforce Innovation and Opportunity Act (WIOA) II, CalWORKs, and the Strong Workforce Program. 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.

CAEC aligns with the Workforce Innovation and Opportunity Act (WIOA) II through comprehensive ESL/ELL and K-12 partnership programs that accommodate low-income and low literacy families in the area. For example, all three colleges in the Coast Community College District (CCCD): Coastline College (Coastline), Golden West College (GWC), and Orange Coast College (OCC), received the WIOA Title II grant and have implemented the ESL/ELL program. All three colleges have implemented the EL Civics additional instruction and assessment. The new Integrated Education and Training (IET) OCC classes for Personal Care Technician in partnership with the Huntington Beach Adult School (HBAS) strengthened certification programs and the EL Civics curriculum. CAEC will develop other bridge classes that prepare students for career training programs.

CCCD is part of the Future Built Orange County Regional Consortium, a workforce development alliance of community colleges in Orange County. The members of this consortium meet and collaborate to identify adult learners' interests and build meaningful career pathways for adult learners.

The Labor and Workforce Development Agency, California Workforce Development Board, and the Employment Development Department provide availability of up to \$1.2 million in WIOA for ELL Co-Enrollment Pilots. CAEC will align its portion of the funding to support projects that increase access for target populations, align WIOA programs, implement co-enrollment strategies, leverage other program funding, and provide supportive services for California's English Language Learner (ELL) population. An additional \$500,000 is available for services to provide coordinated technical assistance and evaluation.

The Adult Schools seek 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 Garden Grove Adult Education (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. 2/9/22 added text: In a quest to develop stronger partnerships, the GGAE leadership team visited the Garden Grove Orange County Workforce Solutions office. After that visit, GGAE calendared monthly on campus visits for the OC Workforce Solutions Mobile Unit. School Community Liaisons schedules are aligned with these dates to provide language support. Additionally, GGAE is piloting the iCEV Express Employment Business Office Tech Certification course. This Certification course supports GGAE's Integrated English Literacy and Civics Education (IELCE) program. The iCEV curriculum provides a direct partnership with a local chapter of Express Employment Professionals. GGAE CalWorks funds are used to remove barriers and support ongoing career training for students seeking career and employment opportunities.

CAEC will continue to devote its efforts and resources to expanding the key program areas, including basic and secondary skills, ESL/ELL, citizenship preparation services, and short-term Career Technical Education program.

Evaluate the Educational Needs of Adults in the Region *

A combination of data from the U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for 2019-20 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 adults currently served by CAEC. The Consortium identified the top 20 census tracts in need of services related to adult English language learners (ELLS) and adults in need of secondary education. The information showed that there is a significant group of adults that is not currently being served. This resulted in identifying several needs that CAEC can positively impact through its educational programs and services:

- **Programs for ELLs**

18% (109,303) of adults 18 years and older in the CAEC region are classified as ELLs; the CAEC served only 5% of this population in 2019-20.

- **High School Diploma/GED Programs**

10% of adults (62,269) in the CAEC region have earned less than a high school diploma; the CAEC served only about 1.1% (694) of those in 2019-20.

- **Workforce Training Programs/CTE Pathways**

There is an imbalance between supply and demand for middle-skills jobs. The CAEC region has an unemployment rate of 4.4% (14,673). 31% of families earn less than the livable annual wage of \$154,239 (for a single adult household with three children).

- **Programs for Adults with Disabilities**

Over 1% (891) of the 69,995 adults with disabilities in the CAEC region were served in 2019-20.

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.

According to the AEP 2021 Fact Sheet for CAEC, out of the total population (557,855) of 18 years and older in the CAEC area, 20% (57,008) are classified as English language learners (ELLs). In 2019-20, CAEC served 5,448, about 5% of adults in the region, who are classified as ELLs, which demonstrates regional need and a gap in services for ELLs.

The following statistics are also relevant: 181,7248 foreign-born, 82,333 near poverty or less, 78,330 without high school diploma, and 27,707 unemployed adults in the CAEC region. In the CAEC region, 46% of the population is White, 25% Asian,

and 24% Hispanic. Orange County has the highest Asian-American population in Southern California, especially Vietnamese-Americans. In the CAEC region, 52% of ESL residents speak Vietnamese at home.

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 supports the need for additional ESL, Citizenship and Family Literacy classes, increased off-campus classes, and development of comprehensive marketing strategies to promote these classes.

ACS (2019) shows that in Orange County, 14% (342,314) of the adult population have an education level less than a high school diploma or equivalent. Of this population 19% (65,724) falls within the poverty rate. Data shows that 14% (78,330) adults in the CAEC region have less than a high school diploma (CAEP 2021 Fact Sheet). In 2019-20, the CAEC served 694 students pursuing a high school diploma or its equivalent. This represents only 0.8% of the adults who have an educational level less than a high school diploma or equivalent. This reflects a need to expand programs to serve these students.

Orange County is the third largest county in California, and the sixth largest in the nation, with an unemployment rate of 3.7%. This compares with an unadjusted unemployment rate of 5% for California and 3.7% for the nation. According to the living wage calculator (livingwage.mit.edu), a livable wage for a single adult household in Orange County is \$22.44 per hour (annual salary of \$46,673). A livable wage for a single adult household with three children in Orange County is \$74.15 per hour (annual salary of \$154,239). ACS (2017) results show that in Orange County, 46.2% (345,189) families earn less than \$100,000 annually and 12.6% (94,143) of families earn less than \$35,000 annually.

According to the CAEP 2021 Fact Sheet, 27,707 residents in the CAEC region are unemployed and 82,333 are near poverty or less. 32% (178,051) of adults have not attended college. This is consistent with Orange County at 31%, but lower than the statewide average at 38%. Included are higher-income/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 \$199,056 in Coto de Caza.

There are 69,303 adults with disabilities in the CAEC region (CAEP 2021 Fact Sheet). In 2019-20, CAEC served just over 1% (891) of adults with disabilities. This data supports the need for developing and offering additional programs for adults with disabilities.

Contributions by Entities *

The members of the CAEC Executive Committee and instructors and staff of the Consortium members held multiple planning meetings in 2021-22. During these meetings, the various data and analyses summarized in this plan were discussed. In addition, the members of the CAEC Executive Committee evaluated the status of the 2019-22 three-year plan and the 2021-22 annual plan.

CCCC colleges administered two student surveys and an instructor survey for formal feedback for the three-year plan during spring 2022. The colleges also conducted their program review and planning processes during this time and collected staff feedback through multiple team meetings that informed the plan. In addition, informal feedback from instructors, students, and staff was collected and analyzed.

HBAS conducts regular surveys of staff, students, and community stakeholders, the last one taking place in September 2021. These surveys were heavily used in the development of key strategies to support the plan. As part of this process, HBAS held its own strategic planning process between the months of September 2021 and December 2021, the results of which were shared and included into the three-year consortium plan.

GGAE administered a student need survey. The results of the survey were discussed during meetings with teachers and staff.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeshi
*Coast CCD	Member Representative	0	1,029	3,338	0	862	0	147	269	0
*Coastline ROP	Member Representative	0	0	0	0	0	0	31	0	0
*Garden Grove Unified	Member Representative	116	324	1,734	0	0	0	45	0	0
*Huntington Beach Union High	Member Representative	0	727	1,709	0	0	0	290	0	0
*Newport-Mesa Unified	Member Representative	0	0	0	0	0	0	0	0	0
*Orange County Department of Education	Member Representative	0	0	0	0	0	0	8	0	0
Total Participants		116	2080	6781	0	862	0	521	269	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Westminster Public Library	Community Organization	✓	×	×	×	×	×	×	×	×
BPSOS	Community Organization	✓	×	✓	×	✓	×	×	×	×
Huntington Beach Public Library	Community Organization	✓	×	×	×	×	×	×	×	×
Asian Americans Advancing Justice	Community Organization	×	×	✓	×	×	×	×	×	×
Orange County Sheriff	Other	×	×	×	×	×	×	×	✓	×
Costa Mesa Public Library	Community Organization	✓	×	×	×	×	×	×	×	×
Youth Employment Services	Other	×	×	×	×	×	×	×	✓	×
Advance Beauty College	Other	×	×	✓	×	×	×	✓	✓	✓
Harbor Learning Center	Other	✓	✓	✓	×	×	×	×	×	×
Orange County Asian and Pacific Islander Community Alliance	Community Organization	×	×	×	×	×	×	×	✓	×
Vietnamese Community of Orange County	Community Organization	×	×	×	×	×	×	×	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Orange County One Stop Center	Workforce Development Board	✓	×	×	×	×	×	×	✓	×
Orange County CalWORKS	Community Organization	✓	×	×	×	×	×	×	✓	×
Orange County Social Services Agency	Community Organization	×	×	×	×	×	×	×	✓	×
Boys and Girls Club of Central Orange County	Community Organization	✓	×	×	×	×	×	×	×	×
CA Department of Rehabilitation	Community Organization	×	×	×	×	×	×	×	✓	×
College and Career Preparatory Academy	Other	✓	×	×	×	×	×	×	×	×
Regional Center of Orange County	Community Organization	×	×	×	×	✓	×	×	×	×
2-1-1	Other	×	×	×	×	×	×	×	✓	×
Children's Bureau	Other	✓	×	×	×	×	×	×	×	×
Community Action Partnership of Orange County	Community Organization	×	×	×	×	×	×	×	✓	×
Employment Development Department	Community Organization	×	×	×	×	✓	×	×	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Huntington Beach Central Library Literary Center	Community Organization	✓	×	×	×	×	×	×	✓	×
Human Options	Other	✓	×	×	×	×	×	×	×	×
Interval House	Other	×	×	✓	×	×	×	×	×	×
Mariposa Women and Family Center	Other	×	×	×	×	×	×	×	✓	×
Oakview Family Resource Center	Other	×	×	×	×	×	×	×	✓	×
Orange County Registrar of Voters	Other	×	×	×	×	×	×	×	✓	×
Operation Hope	Other	×	×	×	×	×	×	×	✓	×
Project Self-Sufficiency	Other	×	×	×	×	×	×	×	✓	×
Robyne's Nest	Other	×	×	×	×	×	×	×	✓	×
Simon Youth Foundation	Philanthropic Organization	×	×	×	×	×	×	×	✓	×
Social Security Administration - Maximus	Other	×	×	×	×	✓	×	×	×	×
Thomas House Family Shelter	Community Organization	×	×	×	×	×	×	×	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Westminster Family Resource Center	Other	×	×	×	×	×	×	×	✓	×
Wavelengths Recovery	Other	×	×	×	×	×	×	×	✓	×
Westminster Mall	Other	×	×	×	×	×	×	×	✓	×
Women Helping Women	Community Organization	×	×	×	×	×	×	×	✓	×
World Relief	Other	×	×	×	×	×	×	×	✓	×
Career Technical Education Partnership	Other	×	×	×	×	✓	×	✓	×	×

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Refer to the table above for the type of services provided by each member of the Consortium and partner agencies.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Literacy (AE 311 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)

- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	* Number of Adults Served (AE 200 - Overall)	10,499	7,280		6,324	7,184	8,093
Student Barriers	English Language Learner (AE 305 - Overall)	6,132	2,686		3,679	4,292	4,906
Student Barriers	Low Literacy (AE 311 - Overall)	8,175	5,208		4,905	5,723	6,540

Member Level Metric Targets

* Mandatory for all members

Coast CCD (Reported by Coast District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	5,474	4,282		3,284	3,808	4,380
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	566			340	396	453
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	58	54		35	41	46
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	932	446		559	652	746
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	319	228		191	223	255
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	433	278		260	303	346

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	647			388	453	518
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	556			334	389	445

Coastline ROP (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

Garden Grove Unified (Reported by Garden Grove Unified School District (GGUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,090	1,172		1,254	1,463	1,672
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	120			72	84	96
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	69	64		41	48	55
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	813	124		488	569	650
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	1,086	487		652	760	869
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	81	60		49	57	65

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	132			79	92	106
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	167			100	117	134

Huntington Beach Union High (Reported by Huntington Beach Union High School District (HBUHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,551	1,248		1,786	1,913	2,041
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	183			0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	285	128		200	214	228
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	790	287		553	592	632
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	1,304	482		913	978	1,043
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	136	94		20	25	30

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	113			210	225	250
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	308			100	120	150

Newport-Mesa Unified (Reported by Newport-Mesa USD Adult Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

Orange County Department of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Coast CCD	100%	84%	0%	75%	85%	100%
Garden Grove Unified	100%	100%	25%	75%	85%	100%
Huntington Beach Union High	100%	100%	39%	75%	85%	100%

Objectives

Address Educational Needs

Description of Objective *

Address the regional gaps and needs by increasing services to individuals in the following groups English language learners, individuals seeking workforce preparation and training, and individuals in need of High School Equivalency.

Expand the number of locations where classes are offered by 10% including new locations that are in areas with identified needs.

Expand outreach efforts beyond current strategies and better target such efforts at populations identified in the plan (ELL, ESL, lacking High School Diploma/Equivalency, unemployed/underemployed, etc).

Increase the number of ELL/HSE (GED) /CTE course and program offerings based on community need and enrollment demand.

Increase enrollment in noncredit courses/programs by 10% by the end of year two and by 15% by the end of year three.

Increase the number of students completing noncredit programs by 10% by the end of year two and by 15% by the end of year three.

Improve Integration of Services & Transitions

Description of Objective *

Enhance and expand strategies and processes to assist students in persisting and completing adult education programs and transitioning to post-secondary education or the workforce.

Continue to offer and develop short-term career training for adults, including enhanced noncredit certificates.

Through targeted courses designed for acceleration, increase the number of students enrolled in and completing Integrated Education Training (IET) and/or contextualized career/ESL programs and short term career programs.

Build on the work already done to better track students between Consortium members and partner agencies with a special focus on the local workforce development board and One-Stop Centers.

Increase engagement of college counselors with adult school students to provide program overview and increase transition rates.

Continue to align programs of study across Member Districts to ease and encourage student transitions.

Increase the number of K-12 adult school students who transition:

- from one program to another (ASE & ESL to CTE, and ESL to ASE) by 2% by the end of year two and by 4% by the end of year three.
- from ESL and ASE programs to postsecondary qualified noncredit programs at the colleges by 5% by the end of year two and by 10% by the end of year three.

Increase the number of students who transition from noncredit programs at Adult Schools or Colleges to any credit programs at the Colleges by 3% by the end of year two and by 5% by the end of year three.

Improve Effectiveness of Services

Description of Objective *

Increase awareness of student support services to ensure all students are aware of and feel comfortable accessing services.

Increase student persistence rates in ELL/ESL courses at the CCCD colleges.

Professional development activities will incorporate more training in computer technologies to better support online and hybrid instruction.

Continue to provide professional development to Consortium staff on how to better prepare students for postsecondary and workforce transitions.

Conduct joint professional development for staff from all Consortium members

Activities & Outcomes

Activity Name *

Leverage high school facilities

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

HBAS will leverage the facilities at six high school campuses to provide more locations where students can access instruction and services.

Short-Term Outcomes (12 Months) *

Classes offered at 2 high schools

Intermediate Outcomes (1-3 Years) *

Classes offered at 4 high schools

Long-Term Outcomes (3-5 Years) *

Classes offered at 6 high schools

Proposed Completion Date

09/30/2024

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Steve Curiel

Activity Name *

Retention through proper orientation

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

HBAS - Offer students initial and sustained training in technology equipment and services (orientation) necessary for students to access and be successful with the educational curriculum.

Incorporate goal setting effort as part of orientation and early instruction efforts, to be sustained throughout each program by classroom activities and follow up through schoolwide surveys.

Short-Term Outcomes (12 Months) *

50% growth in ESL students with 12+ hours

and increase the percentage of students with 12+ hours by 10% points

Baseline survey results from student survey questions related to goal setting

Intermediate Outcomes (1-3 Years) *

20% growth in students with 12+hours over the following two years

and increase the percentage of students with 12+hours by 10% points

*Goal setting activities should also have an impact on transitions (measured separately under integrations of services and transitions).

Long-Term Outcomes (3-5 Years) *

The percentage of students with 12+ hours remains steady or increases, and the percentage of students with 12+ hours as a portion of all students will steadily increase.

75% of enrolled students will have 12+ hours of attendance as reported in CASAS TE CAEP Summary.

Proposed Completion Date

09/30/2024

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Steve Curiel

Activity Name *

Leveraging & Modifying Resources to Meet Ed Needs

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

HBAS - Leverage the use of district's other facilities to provide more access to Adult Education classes – to parents of comprehensive high school students - in the evenings and weekends.

Modify existing ESL curriculum pacing guides to include high school parent needs (how to access Aeries, Canvas, attendance system)

Short-Term Outcomes (12 Months) *

3 new comprehensive high school site classes offered

Civics Tests specific to high school parenting specifics offered and passed by 70% of participants

Intermediate Outcomes (1-3 Years) *

6 new comprehensive high school site classes offered

Long-Term Outcomes (3-5 Years) *

Increase ESL enrollment by 250 students per year.

Proposed Completion Date

02/06/2023

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Steve Curiel

Activity Name *

Curriculum/Pacing Guide/Assessment

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

HBAS - Continue review and refinement process for curriculum, pacing guides, and internal assessments so that curriculum instruction, together with efforts to make curriculum technology accessible, effect learning gains.

Short-Term Outcomes (12 Months) *

The percentage of students with 12+ hours of instruction who make gains in 22-23 will be 2% higher than students with 12+ hours of instruction who made gains in 21-22

Intermediate Outcomes (1-3 Years) *

Each year, the percentage of students with 12+ hours of instruction who make gains will be at least 2% higher than the previous year.

Long-Term Outcomes (3-5 Years) *

Percentage of students with 12+ hours of instruction who make gains remains steady or increases with each year.

Proposed Completion Date

09/30/2022

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Steve Curiel

Activity Name *

Implement Consortium Data Sharing Practices

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

HBAS and CCCD - Capitalize on existing Consortium data sharing MOU, plan for sharing of data, and implement the plan (Fall, Intersession, Spring, and Summer checkpoints)

Make changes to Support Services processes as data determines necessary refinements to ensure more transitions

Short-Term Outcomes (12 Months) *

Plan being utilized, implemented, and initial data (by session) shared for initial baseline of numbers of students.

Intermediate Outcomes (1-3 Years) *

50% of K-12 adult students (who had eventual transition to post-secondary program as a goal) and have completed their program with HBAS are able to do so within six months - percentage growth determined after baseline.

Long-Term Outcomes (3-5 Years) *

75% of K-12 adult students (who had transition to post-secondary program as a goal) and have completed their program with HBAS are able to do so within six months of completion - percentage growth determined after baseline.

Proposed Completion Date

12/31/2022

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Andreea Serban
Steve Curiel

Activity Name *

Increase collaboration work OCDB

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

HBAS will locate a position (Partnership Outreach Coordinator) at the One Stop Center

Emphasize the use of CalJobs to appropriate staff, and partners, to make referrals to partners and keeping track of those referrals in a more integrated and efficient process.

Establish a schedule for use of the One-Stop bus for Consortium sites.

Short-Term Outcomes (12 Months) *

Partner MOUs that document use / intent to use CalJobs system

Baseline Report of Referrals from One Stop to Consortium – (broken down by site) for appropriate education programs (CTE, ESL, ABE/ASE)

Intermediate Outcomes (1-3 Years) *

Increase in amount of referrals for programs (CTE, ESL, ABE/ASE) as determined by initial breakdown of referrals, likely at least 10% increase a year set (numbers of referrals unknown but assumed to be smaller than desired)

Long-Term Outcomes (3-5 Years) *

Classes in ESL and ASE will be offered on a regular weekly basis at local One-Stop Center.

Proposed Completion Date

09/30/2022

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Andreea Serban
M'Liss Patterson
Steve Curiel

Activity Name *

Student Directed Service initiative

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

HBAS - Upon enrollment, allow students to select student services that they are interested in / need to be successful.

Short-Term Outcomes (12 Months) *

Greater use of and satisfaction with support services as measured by data collected by student support services and results of the student survey (students accessing support services up and survey results show 5% greater satisfaction).

Intermediate Outcomes (1-3 Years) *

Increased number of students persisting to 12+ hours as a result of accessing more support services that address barriers. See targets on persistence above.

Long-Term Outcomes (3-5 Years) *

75% of students attaining their annual goal as a result of improved and accessible support services.

Proposed Completion Date

08/31/2022

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Steve Curiel

Activity Name *

Staff Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

HBAS - Implement technology related professional development so that 90% of teaching staff self-asses their skills to be Strong and 100% self-asses their skills to be Adequate or better.

Short-Term Outcomes (12 Months) *

Using CDE Teacher Self-Assessment survey, identify key list of skills that teachers should aim to have adequate or strong skills in. Develop and or offer training resources specific to targeted skills.

Intermediate Outcomes (1-3 Years) *

90% of teachers self-asses to have adequate or strong technology skills as per targeted skills.

Long-Term Outcomes (3-5 Years) *

90% of teaching staff self-asses their skills to be Strong and 100% self-asses their skills to be Adequate or better

Proposed Completion Date

08/31/2022

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name

Steve Curiel

Activity Name *

Technology support

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Technology support will be provided for all GGAE students at the onset of orientation. Students will have access to “how to” tutorials in their primary language on the GGAE website. During orientation, students will be encouraged to visit the computer lab for one to one training. The orientation team and a computer basics instructor will aid in the initial support to promote retention. GGAE will provide access to computer lab time for all students to receive digital technology support (creating an email, using student assigned .net accounts, zoom support, interacting with Google Classroom, typing accuracy, Chromebook operation). Providing the technology support will increase student persistence as demonstrated by the WIOA Title II Persister Report (CASAS Data Portal).

Short-Term Outcomes (12 Months) *

10% growth for students with 12+ hours

Intermediate Outcomes (1-3 Years) *

15% growth in students with 12+ hours

Long-Term Outcomes (3-5 Years) *

20% growth in students with 12+ hours

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)

Responsible person(s)**Name**

M'Liss Patterson

Activity Name *

Revision of course outlines

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

GGAE will begin the process of updating all program outlines to support the Career and College Readiness (CCRs) and ISTE technology standards. Instructors will calendar time to establish a review cycle and the revision for courses offered. Aligning course outlines to reflect CCRs and ISTE standards will result in students achieving Educational Functioning Level Gains.

Short-Term Outcomes (12 Months) *

2% growth for students with 12+ hours

Intermediate Outcomes (1-3 Years) *

5% growth for students with 12+ hours

Long-Term Outcomes (3-5 Years) *

10% growth for students with 12+ hours

Proposed Completion Date

06/30/2023

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

Responsible person(s)

Name
M'Liss Patterson

Activity Name *

Collaboration

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

GGAE will further develop relationships during 2022-23 with employers, community colleges, and community resource organizations in a manner that results in an increased number of students receiving transitional and supportive services as identified in CAEP Summary Report columns "O" and "Q."

TOSAs, counselors, and liaisons will calendar visits to colleges, workforce, and community partners to promote services and provide transitional individualized assistance for students. GGAE will calendar a resource fair, will host workforce mobile unit and workshops, invite college representatives, attend Garden Grove Community Collaborative (GGCC) Service Organization Advisory meetings, and partner with Mental Health service providers.

Short-Term Outcomes (12 Months) *

5% increase for students with 12+ hours

Intermediate Outcomes (1-3 Years) *

10% increase for students with 12+hours

Long-Term Outcomes (3-5 Years) *

15% increase for students with 12+ hours

Proposed Completion Date

06/30/2023

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)

Responsible person(s)

Name
M'Liss Patterson

Activity Name *

Best practices for student success

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

GGAE will implement routine review of learner outcomes as identified on CAEP Summary and Federal Table 4B. Instructors will be provided time to review educational research literature to be informed and kept current of innovations that result in Educational Functioning Level Completion Rates. Administrators and TOSAs will lead professional development.

Short-Term Outcomes (12 Months) *

5% Increase in the number of students with paired scores and Literacy Gains

Intermediate Outcomes (1-3 Years) *

10% Increase in the number of students with paired scores and Literacy Gains

Long-Term Outcomes (3-5 Years) *

15% increase in the number of students with paired scores and Literacy Gains

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

Responsible person(s)

Name

M'Liss Patterson

Activity Name *

Articulation Agreements for CTE

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Create additional articulation agreements for CTE programs from HBAS and GGAE to Golden West College and Orange Coast College to provide a framework for career pathways.

Short-Term Outcomes (12 Months) *

Implementation of one career CTE pathway

Intermediate Outcomes (1-3 Years) *

Implementation of two career CTE pathways

Long-Term Outcomes (3-5 Years) *

Increased transition of students from HBAS and GGAE to CCCD college programs

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)**Name**

Andreea Serban

M'Liss Patterson

Steve Curiel

Activity Name *

ISA Course and Program Offerings

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

CCCD colleges will expand the offerings through the established Instructional Services Agreement with HBAS to include additional noncredit career education and/or contextualized ESL courses and/or programs.

Short-Term Outcomes (12 Months) *

Offer at least one additional noncredit career education course at HBAS

Intermediate Outcomes (1-3 Years) *

Offer 3 - 4 additional career education and/or contextualized ESL noncredit courses annually at HBAS based on student demand

Long-Term Outcomes (3-5 Years) *

Offer at least 5 additional career education and/or contextualized ESL noncredit courses annually at HBAS based on student demand

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Andreea Serban
Steve Curiel

Activity Name *

Marketing and Outreach

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Develop and implement a Consortium marketing and outreach plan to include branding, campaign, shared website, professional development and execution.

Short-Term Outcomes (12 Months) *

Marketing firm hired. Plan developed.

Intermediate Outcomes (1-3 Years) *

Work on implementation of plan.

Long-Term Outcomes (3-5 Years) *

Increase enrollment in noncredit courses and programs.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Andreea Serban
Brian Dozer
M'Liss Patterson
Steve Curiel

Activity Name *

Short-term CTE Enhanced Noncredit Certificates

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

CCCD Colleges - Increase the number of short-term CTE enhanced noncredit certificates based on labor market and student demand.

Short-Term Outcomes (12 Months) *

Identify additional fields/industries in which CCCD colleges could develop short-term CTE enhanced noncredit certificates.

Intermediate Outcomes (1-3 Years) *

Two to five new short-term CTE enhanced noncredit certificates developed and offered.

Long-Term Outcomes (3-5 Years) *

Ten new short-term CTE enhanced noncredit certificates developed and offered.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name

Andreea Serban

Activity Name *

Expand Student Support Services

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

CCCD Colleges - Expand outreach and transitional assistance to adult learners and work closely with Consortium and community partners to alleviate barriers to college enrollment and promote student success. Provide regular presentations to community based organizations about noncredit courses and programs at the CCCD Colleges. Increase the number of noncredit classes at off-site locations. Develop and implement a noncredit student mentorship program.

Short-Term Outcomes (12 Months) *

Ten presentations to local community organizations.

Intermediate Outcomes (1-3 Years) *

Number of classes offered at off-site locations increased by 5%.

Long-Term Outcomes (3-5 Years) *

Number of classes offered at off-site locations increased by 10%.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)**Name**

Andreea Serban

Activity Name *

Adult Education Dual Enrollment

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

CCCD; HBAS; GGAE - Implement and grow adult education dual enrollment.

Short-Term Outcomes (12 Months) *

Launch the adult education dual enrollment program in fall 2022.

Intermediate Outcomes (1-3 Years) *

At least 100 eligible adult education students enrolled in CCCD credit classes though the adult education dual enrollment program.

Long-Term Outcomes (3-5 Years) *

At least 400 eligible adult education students enrolled in CCCD credit classes though the adult education dual enrollment program.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Andreea Serban
M'Liss Patterson
Steve Curiel

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Coast CCD	\$15,373,558	Certified
Coastline ROP (Optional)	\$0	Draft
Garden Grove Unified	\$452,574	Certified
Huntington Beach Union High	\$6,729,624	Certified
Newport-Mesa Unified (Optional)	\$0	Draft
Orange County Department of Education (Optional)	\$0	Draft
Totals	\$22,555,756	3/6 Certified

Funds Evaluation *

The Executive Committee of CAEC discusses regularly the allocation of funds, taking into account the multiple funding streams available to each member. These include, but are not limited to, Workforce Innovation and Opportunity Act (WIOA) II, CalWORKs, and the Strong Workforce Program. Section 4 in the CAEC bylaws states that:

- The CAEC recognizes members have multiple revenue streams that directly or indirectly support the purpose of the CAEC.
- The CAEC recognizes that it will receive an annual allocation of funding from the California Adult Education Program (CAEP).
- The CAEC will annually allocate funding for members in accordance with the law and the annual plans and budget developed and agreed by the Executive Committee.
- Mandated and contract negotiated cost increases will be considered first in developing the annual budget before other grant funded projects.

CAEC remains committed to allocating funds in accordance to applicable statutes and its bylaws to best meet the needs of the communities served by the CAEC.

Certification

Coast CCD - Member Representative

Dr. Andreea Serban

Vice Chancellor Educational Services and Technology

aserban@cccd.edu

(714) 438-4698

Approved by Dr. Andreea Serban

06/17/2022 11:53 AM PDT

Coastline ROP - Member Representative

Dr. Brian Dozer
Superintendent
bdozer@coastlinerop.net
(949) 429-2222

Approved by Dr. Brian Dozer

06/17/2022 01:35 PM PDT

Garden Grove Unified - Member Representative

M'Liss Patterson
Director
mpatterson@ggusd.us
(714) 663-6305

Approved by M'Liss Patterson

06/17/2022 02:24 PM PDT

Huntington Beach Union High - Member Representative

Steve Curiel
Principal
scuriel@hbas.edu
(714) 842-4227

Approved by Steve Curiel

06/17/2022 01:30 PM PDT

Newport-Mesa Unified - Member Representative

Vanessa Galey
vgaley@nmusd.us
(714) 424-8983

Approved by Vanessa Galey

06/20/2022 02:48 PM PDT

Orange County Department of Education - Member Representative

Fatinah Judeh

Coordinator

fjudeh@ocde.us

(714) 349-3073

Approved by Fatinah Judeh

06/18/2022 07:18 AM PDT

California
Community
CollegesNOVA
PLAN. INVEST. TRACK.

2022 © California Community Colleges

NOVA Site Version: [4.50.4](#)