

10 Coast Adult Education Consortium

CONSORTIUM APPROVED

2024-25

Plans & Goals

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. Members regularly review and modify the plan, based on demographic and employment data, survey and labor market information, and other data and analyses. 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 CAEC programs and services.
- additional ESL, Citizenship, and Family Literacy classes, increased off-campus classes, and 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 CTE certificates.
- expansion of adult education dual enrollment.
- support for transition from noncredit to college credit classes and programs.

Main Accomplishments in 2023-24

Coast Community College District (CCCD), Huntington Beach Adult School (HBAS), and Garden Grove Adult Education (GGAE) continued to work collaboratively to expand the adult education dual enrollment program and Orange County Department of Education, College and Career Preparatory Academy (CCPA) has been included in the program.

CCCD

The CCCD Colleges awarded 256 Certificates of Competency (27% increase compared to 2022-23) and 399 Certificates of Completion (412% increase compared to 2022-23). Overall noncredit enrollment increased by 28% from 3,752 unduplicated student headcount in 2022-23 to 4,791 in 2023-24. CCCD expanded the support for adult education students by creating a new position and hiring three new full-time AEP Program Specialists, one for each college. CCCD continued work to expand the utilization of the Slate CRM to communicate and proactively engage with prospective and new students.

Coastline College (Coastline)

- Built partnerships with BPSOS and Mental Health Association of Orange County, leading to student referrals and resumed classes at the BPSOS site in Westminster
- Launched the Customer Service Technology program
- Hosted the 2nd Annual Options & Opportunities event with over 100 students attending
- Increased the number of ESL classes at the Garden Grove campus from 8 to 17
- Increased overall enrollment by 48%, from 1,421 to 2,107 students

Golden West College (GWC)

- Opened the AEP Noncredit Student Welcome Center
- Launched the Senior Healthcare Technician, Security Guard, and Computer Business Applications programs
- Developed the new Certified Nurse Assistant and Small Business Management Basic programs
- Held weekly technology workshops to narrow the gap in students' digital literacy

- Provided workshop for ESL/ELL faculty on "Navigating AI Integration for Language Learning"

Orange Coast College (OCC)

- Expanded computer literacy program to include additional courses
- Launched the first cohort of Community Health Worker noncredit certificate program
- Launched the new Hospitality & Tourism noncredit certificate program
- Hosted first annual Student Recognition Ceremony to celebrate accomplishments of noncredit/adult education students
- Implemented digital marketing campaign to increase program awareness in a more cost-effective way
- Created Pirate Spotlight to recognize outstanding students each month

HBAS

- Successful WASC accreditation, received a full six-year accreditation
- Added three sites for ESL class offerings
- Developed two new IET programs
- Moved one ASE site to new location for better support
- Expanded offerings of Spanish GED
- Eliminated all CTE program fees
- Held multiple hiring events including Job Fair, Company Hiring Events, OC Mobile Workforce Unit
- Increased
 - schoolwide unduplicated participants by 467 or 22%
 - students entering employment 229
 - students completing training programs by 73
 - students earning higher wages by 268
 - transitions to postsecondary by 198

GGAE

- Two-day new Student Orientation yielded the following:
 - 100% of students said they felt welcomed at orientation
 - 34% increase in attendance hours
 - 18% increase in number of participants
 - 19% increase in EFL gains
 - 30% increase in number of reported employment & earnings after exiting
 - 12% increase in SSN#s and TIN collected
- Hosted a Resource Fair with over 40 vendors from the community who provide services to families
- Held College and Career Fair. All local community colleges and over 40 local employment agencies participated. Some students were interviewed and hired immediately
- Each quarter invited a local high school to perform to support cultural events on campus: Folkloric Dancers, Concert Choir/Holiday songs (interactive experience), Lion Dancers, Mariachi
- ELL Medical Pathway instructors hired; supplies ordered. Classes begin in fall 2024

CCPA

- 141 graduates
- 50 dual enrolled students earned a high school diploma and completed the CAJC program taking courses at Long Beach City College in welding, automotive, or construction

Regional Planning Overview

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, the Strong Workforce Program, and the ELL Healthcare Pathways Grant. 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. CAEC will continue to offer 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 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. GGAE continues to have monthly campus visits for the Orange County Workforce Solutions Mobile Unit. School Community Liaisons schedules are aligned with these dates to provide language support. GGAE CalWorks funds are used to remove barriers and support ongoing career training for students seeking career and employment opportunities. In similar ways, HBAS continues to work with and strengthen its partnerships with local employers to expand on-the-job training opportunities to students, with local elementary schools to provide ESL and ASE programming that is close to home and leverages childcare through the elementary school, and with local homeless and low-income support providers such as Robyn's Next and Project Hope Alliance. 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.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

ESL/ELL, Citizenship, and Family Literacy classes, increase off-campus classes, and development of comprehensive marketing strategies to promote these classes

According to the CAEP 2022 Fact Sheet for CAEC (utilizing 2022 American Community Survey Data), out of the total population (522,230) of 18 years and older in the CAEC area, 10% (52,223) are classified as English language learners (ELLs). In 2023-24, CAEC served 5,519 (10.6%) of the 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: 173,474 foreign-born, 81,959 near poverty or less, 63,723 without high school diploma, and 19,445 unemployed adults in the CAEC region. In the CAEC region, 47.3% of the population is White, 24.0% Hispanic, and 21.5% Asian. Orange County has the second highest Asian-American population in Southern California (behind Los Angeles), especially Vietnamese-Americans. Orange County is home to the world's largest community of Vietnamese people outside of Vietnam. In the CAEC region, 47% of ESL residents speak Vietnamese at home.

National Equity Atlas 2021 data indicated that more than 92,100 Asian-American immigrants who have obtained legal permanent resident status have not yet become citizens (according to the California Immigrant Data Portal: immigratndata.org) and that the county's lowest graduation rates are among the Vietnamese-Americans, Cambodian-Americans, and Pacific Islanders.

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

A combination of data from the CAEP 2022 Fact Sheet for CAEC, U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for 2023-24 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 ELLs and adults in need of secondary education. The information showed that there is a large group of adults that is not currently being served.

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

Increase the number of adults in the CAEC service area classified as English language learners enrolled in ESL/ELL classes offered by CAEC members.

Regional Need #2

Gaps in Service / Regional Needs

High School Diploma/GED Programs

ACS (2022) shows that in Orange County, 12.2% (317,592) of the adult population has an education level less than a high school diploma or equivalent. Of this population 16% (50,814) falls within the poverty rate. Data shows that 12.2% (63,712) adults in the CAEC region have less than a high school diploma (CAEP 2022 Fact Sheet). CAEC served 1,073 (1.7%) of those in 2023-24.

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

A combination of data from the CAEP 2022 Fact Sheet for CAEC, U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for 2023-24 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 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.

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

Increase in the number of adults without a high school diploma in the CAEC service area enrolled in High School Diploma/GED classes offered by CAEC members.

Regional Need #3

Gaps in Service / Regional Needs

Workforce Training Programs/CTE Pathways and Transition to Postsecondary Education

There is an imbalance between supply and demand for middle-skills jobs. The CAEC region has an unemployment rate of 3.7% (19,445). 4.5% of households are below the poverty line and 46.9% of households earn less than the livable annual wage of \$106,982 (for a two working adult household with two children).

Regional Labor Market consideration informed by CAEP's 2023 Market Information identifies that the largest industries for those with a high school diploma, and perhaps training or some college but no degree, include Health Care and Social Assistance (260,875), Accommodation and Food Services (191,801) and Professional, Scientific, and Technical Services (172,859). The fastest growing occupations that make a livable wage for those with this education level in Orange County are Power Plant Operators, Gambling Managers, and Nuclear Power Reactor Operators.

Orange County is the third most populated county in California, and the sixth most populated in the nation, with an unemployment rate of 3.7%. This compares with an unadjusted unemployment rate of 5.3% 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 \$30.48 per hour (annual salary of \$63,396). A livable wage for a single adult household with three children in Orange County is \$88.68 per hour (annual salary of \$184,461). ACS (2022) results show that in Orange County, 46.9% (508,971) families earn less than \$100,000 annually and 16.0% (173,636) of families earn less than \$35,000 annually.

According to the CAEP 2022 Fact Sheet, 19,445 residents in the CAEC region are unemployed and 81,959 are near poverty or less. 31.4% (164,032) of adults have not attended college. The CAEC served 1,386 (7.1%) of those in 2023-24. The CAEC service area challenge is consistent with Orange County at 31.5%, but lower than the statewide average at 36.9% for residents who have never attended college. Included are higher-income/better-educated coastal cities, as well as lower-income/less-educated inland areas. Median household income ranges from \$56,928 in Laguna Woods to \$227,593 in Coto de Caza.

The CAEP 2022 Fact Sheet for CAEC identified 21% (905) students transitioned to postsecondary, 19% (815) transition to CTE, and 17% (764) transition to non-developmental credit college course, based on the academic year 2020-21. The CAEC performance is above the statewide transition to postsecondary at 15%, transition to CTE at 13%, and transition to non-developmental credit college course at 7%.

CAEC found that student identifying as Black or African American (28%), Two or More Races (27%), Asian (22%) and White (22%) transitioned to postsecondary above the consortium average of 21%. Improvements can be made among the remaining groups, notably Hispanic (18%) and Multiple Values Reported (13%) having notable representative participation. Two or more races (24%), White (20%) and Asian (19%) are meeting the average transition to CTE (19%), with additional support showing for Hispanic (18%) and Multiple Values Reported (14%). Populations of students who transitioned to non-developmental college courses found that Two or More Races (25%), White (20%), and Asian (19%) exceeded the average of 17%. Additional support is needed for Hispanic (14%) and Multiple Values Reported (9%) to meet the average success of the consortia. Men show to transition at a 2% higher rate in all categories, when compared to women. Populations 25 years of age and older also show to have the largest gap in transitioning. Assessment of goals and needs can help direct action to close these gaps.

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

A combination of data from the CAEP 2022 Fact Sheet for CAEC, U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for 2023-24 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.

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

Increase in the number of adults in the CAEC service area who are unemployed or near poverty or less enrolled in classes offered by the CAEC members and also those who subsequently transition to college credit programs.

Regional Need #4

Gaps in Service / Regional Needs

Serving Adults with Disabilities

There are 60,484 adults with disabilities in the CAEC region (CAEP 2022 Fact Sheet). In 2023-24, CAEC served just less than 1% (399) of adults with disabilities. This data supports the need for continuing outreach to adults with disabilities to enroll them in the various programs offered by the CAEC members.

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

A combination of data from the CAEP 2022 Fact Sheet for CAEC, U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for 2023-24 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.

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

Increase in number of adults with disabilities in the CAEC service area enrolled in classes offered by the CAEC members.

Address Educational Needs

2024-25 Strategies

Strategy Name

Expand noncredit CTE programs to meet the needs of local employers

Activity that Applies to this Strategy

Short-term CTE Enhanced Noncredit Certificates

Metrics that Apply to this Activity/Strategy

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

Strategy Description

CCCD Colleges will regularly review labor market information and engage in frequent discussions with local employers to identify the most relevant areas for developing short-term, career, technical education (CTE) enhanced noncredit certificates and programs. The aim is to address specific employer demands, cater to industry requirements, and create meaningful student employment prospects. OCC is developing new pharmacy technician and information technology noncredit certificates. GWC is developing new small business management and workforce readiness noncredit certificates. HBAS and GGAE are developing a new phlebotomy program to be launched in 2024-25. HBAS is developing a new Social Human Services program.

Strategy Name

Enhance community partnerships

Activity that Applies to this Strategy

Collaboration

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Continue to strengthen current partnerships and build new partnerships with community organizations to take a holistic approach to serving current students and provide opportunities for members of the community to learn about the programs offered by the CAEC members.

Improve Integration of Services & Transitions**2024-25 Strategies****Strategy Name**

Data sharing

Activity that Applies to this Strategy

Implement Consortium Data Sharing Practices

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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.

Strategy Name

Increase participation in the adult education dual enrollment

Activity that Applies to this Strategy

Adult Education Dual Enrollment

Metrics that Apply to this Activity/Strategy

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

Strategy Description

The consortium launched adult education enrollment in fall 2022. CCCD, HBAS, GGAE, and OCDE will continue to work collaboratively to market the program to adult education students. The experience gained in 2022-23 and 2023-24 has led to making changes to the process to ensure that adult education students from HBAS, GGAE, and OCDE can enroll in approved credit classes at any of the three CCCD colleges with one request to participate in the program rather than submitting separate requests to each college. HBAS, GGAE, and OCDE counselors continue to work closely with the CCCD Colleges to enroll adult education students in noncredit and credit pathways. College representatives are scheduled to meet with HBAS, GGAE, and OCDE adult education students on campus and during community events to share information and alleviate barriers to college and career pathways.

Strategy Name

Enhance partnerships with local employers

Activity that Applies to this Strategy

Collaboration

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Continue to strengthen current partnerships and create new partnerships with local employers to increase job placement opportunities for graduates from adult education programs.

Strategy Name

ELL healthcare pathways

Activity that Applies to this Strategy

Short-term CTE Enhanced Noncredit Certificates

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Support selected healthcare-focused vocational pathways for English language learners (ELLs) across all levels of English proficiency by providing contextualized learning, bridge programs, academic assistance, and other support services.

Improve Effectiveness of Services

2024-25 Strategies

Strategy Name

Expand the utilization of the Slate Customer Relationship Management platform

Activity that Applies to this Strategy

Marketing and Outreach

Metrics that Apply to this Activity/Strategy

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

Strategy Description

CCCD will continue to expand the utilization of the Slate Customer Relationship Management platform to strengthen the communication and proactive engagement and follow up with prospective and new students.

Strategy Name

Student persistence and retention

Activity that Applies to this Strategy

Expand Student Support Services

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Focus on students with less than 12 hours and use a variety of strategies to reengage them in the programs offered by the CAEC members.

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.

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, the Strong Workforce Program, and the ELL Healthcare Pathways Grant. 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 with applicable statutes and its bylaws to best meet the needs of the communities served by the CAEC.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.

In an effort to provide students maximum services funded through the CAEP consortium, funded members make every effort to expend funds according the agreed upon plan by the end of each fiscal year. In the case that funds remain for any fiscal year the following process is followed: Members with unexpended funds provide a narrative explaining the reason for the carryover and, if applicable, what part of their respective plan was not carried out. Member carryover funds were considered in the development of the 2024-25 annual plan. Members have first opportunity to expend in the following year any funds they carryover as long as plans to expend such fund are in accordance with the approved plan for that year. If a member is not able to develop a plan for expenditure of carryover funds that is aligned with the approved plan, then those funds will be made available for other consortium projects.

Certification

Coast CCD - Member Representative

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08/13/2024 12:49 PM PDT

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Community
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