

Rancho Santiago Adult Ed Consortium
AB86 Regional Comprehensive Plan
Completed-To-Date
July 31, 2014

Regional Planning:

The Rancho Santiago Adult Ed Consortium met for the first time on March 17, 2014 and discussed the structure and planning process of the grant. We had representation from all three of our Consortium members and from two of our partners. We have held five Consortium meetings through July 31, 2014: March 17, April 28, May 27, June 24 and July 21. In addition to the Consortium meetings, we have also held one round of task force meetings with instructors and administrators to help evaluate the current needs of our adult education programs and ways to address the identified gaps. A second set of task force meetings will be held in August 2014.

Organizational Structure:

The Rancho Santiago Adult Ed Consortium is made up of the Rancho Santiago Community College District (RSCCD), which is comprised of two separate colleges – Santa Ana College (SAC) and Santiago Canyon College (SCC), and the two major K-12 school districts within its boundaries, Santa Ana Unified School District (SAUSD) and Orange Unified School District (OUSD). RSCCD, SAUSD and OUSD have a long history of working together to service the adult students in our region. In addition to our members, we have also been joined by several partners in the community as listed below.

Courses in the five program areas are currently being taught at 62 community locations and 12 correctional facility locations. The 62 community locations are comprised of 5 major site locations including SAC, SCC, Centennial Education Center (CEC), Orange Education Center (OEC) Provisional Education Facility, and the Lincoln Education Center. These major sites provide student placement, assessment, counseling and other services. In addition to the five major sites, the consortium also includes 57 smaller off-site locations. These locations include, but are not limited to, community centers, churches, non-profits, libraries, and shared elementary, intermediate and high school classrooms at both Santa Ana and Orange Unified School Districts. The 12 correctional facility locations are comprised of county jails, city jails, intake and release centers, and locations for adults referred by probation to a day reporting center.

Members:

- Rancho Santiago Community College District (RSCCD)
- Santa Ana Unified School District (SAUSD)
- Orange Unified School District (OUSD)

Partners:

- Garden Grove Unified School District (GGUSD)
- Orange County Sheriff's Department (OCSD)

- Orange County Department of Education (OCDE)
 - Alternative, Community, and Correctional Education Schools and Services (ACCESS) – a division of OCDE
 - Center of Opportunity, Reentry and Education (CORE) – a program within ACCESS at OCDE
- Delhi Community Center
- Consumer Credit Counseling Service of Orange County (CCCSOC)

Decision-Making:

The Consortium voted and established clear guidelines for decision making. Decisions regarding all matters including potential partners, advisory groups and local business have been made on a consensus basis by the Consortium members and partners. Each agency has one vote.

Shared Leadership:

The Rancho Santiago Adult Ed Consortium has employed a variety of shared leadership strategies. We have held regular meetings to plan, discuss, and evaluate each step of the process. The Consortium also has agreed on agenda items, recording and approval of meeting minutes, meeting days, times and locations. It was decided that the Consortium would meet on the 3rd Monday of each month at a rotating location. We have held each meeting at a different member or partner agency location, so that all Consortium participants become more familiar with other agencies.

The Consortium has also decided to continue to use documents and policies that have been in place between the current members and partners. We will continue to use established agreements such as Memorandums of Understanding, Use of Facilities Agreements, Instructional Services Agreements, and Consulting Agreements whenever possible. Also, depending on the situation, new or revised agreements will be created if needed. For example, we have voted and decided to allocate a budget of up to \$10,000 for each member or partner agency for expenses relating to AB86. As the fiscal agent, RSCCD has created subcontract agreements with the members and partners for them to be paid for these expenses. To date, only GGUSD has moved forward with a subcontract agreement. The other Consortium agencies have decided that any expenses incurred are part of their regular workday and do not need additional compensation.

During the initial planning meeting on March 17th, the Consortium worked together to decide how they wanted to allocate the work. After a vote, the Consortium decided to hire a project coordinator, a researcher, a clerical assistant, and a web designer. The project coordinator, Chrissy Gascon, oversees the details of the grant and coordinates with the members, partners and task force groups. The researcher, Lisa DiDonato, reports the statistics and data for our

region. The web designer, Robert Lee, is in charge of creating and maintaining a website for the Consortium. This website houses all the information, documents, reports, maps, etc. regarding the consortium. (ranchosantiagoadulted.com) The clerical assistant, Paula Kusenda, took and recorded the meeting minutes for the first four consortium meetings and June task force meetings.

Representation:

Representation and collaboration between subject area experts are important shared leadership qualities. In order to make sure that all interested parties were involved in the planning process, the Consortium decided to put together task force groups. These groups are made up of an eclectic group of instructors and administrators from different member and partner agencies. It is our goal to have a collaborative work group to be able to advise the Consortium as we work through the planning process. Currently, we have held five 2-hour task force meetings, one in each of the program areas. We had 40 instructors and administrators participate in the first round of meetings, representing six agencies, including participants from K-12, credit, noncredit and enhanced noncredit, and correctional facilities. The meetings were extremely successful, and we have scheduled a second group of task force meetings in August.

Program Area Task Force Groups:

- ESL/Citizenship/Workforce Prep in Basic Skills
- Adult Basic Skills/Secondary Basic Skills (including High School Diploma/Equivalency Certificate)
- Short-Term CTE & Apprenticeships
- Adults with Disabilities
- Inmate Education

STATUS REPORT OBJECTIVES 1, 2 AND 4 AS DESCRIBED IN APPENDIX C

REGIONAL COMPREHENSION PLAN OBJECTIVE #1

Consortium Plan Objective #1:

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Narrative:

The following narrative describes the services and programs provided by the Consortium members and partners in the Rancho Santiago Adult Ed region for each of the five program areas listed in AB86. In addition, an evaluation of adequacy and quality in these five program areas is provided.

Analysis:

See Tables 1.1A, 1.1B, and 1.2

Program Area #1: Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate

Within the Rancho Santiago Adult Ed Consortium, four of the seven consortium members and partners offer courses in elementary basic skills. Courses offered include Adult Basic Education, (ABE), Native Language Basic Skills (NLBS), Spanish Literacy, Student Leadership Skills, and Money Matters. These courses are taught at eleven sites representing 18% of our community locations including the five major site locations and six of the 57 smaller off-site locations. In addition, elementary basic skills are also offered at five correctional facilities within our regional boundaries. All of the above mentioned courses are enhanced noncredit and receive funding through the Adult Education and Family Literacy Act (AEFLA). Disabled Students Programs and Services (DSPS) and counseling services are provided at four of the major site locations.

Secondary Basic Skills are offered by five of the seven consortium members and partners. Courses offered include GED, Spanish GED, High School Diploma and Student Leadership Skills. These courses are taught at nine sites representing 15% of our community locations. Courses in GED are offered at six sites, with four of the GED courses being offered in English and two offered in Spanish. Currently, seven of the correctional facilities offer GED courses. The High School Diploma program is currently being offered through two of the consortium members and one of the partners. There are four HS Diploma programs being offered at major site locations and one at a correctional facility. All of the above mentioned courses are enhanced noncredit and receive funding through AEFLA. DSPS and counseling services are provided at three of the major site locations.

Looking at current research in our region tells us that we do not have adequate programs and classes to meet the needs of the adult learners. 20% of the population ages 18-24 (17,072 residents) in the Rancho Santiago Adult Ed Region, have an educational level that is less than a high school diploma. Likewise, this also affects the over 25 population in our region. 29% of the population ages 25 and over (135,660 residents) have less than a high school diploma (*US Census Bureau, 2008-2012 American Community Survey*). Please see Objective #2 for more detailed analysis.

Program Area #2: Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language (ESL) and Workforce Preparation Classes in Basic Skills

The English as a Second Language (ESL) and Citizenship Program is the largest of the five program areas in the Rancho Santiago Adult Ed Consortium. ESL courses are taught at 41 sites representing 66% of our community locations. ESL classes are offered at all 5 major site locations and at 36 off-site locations. In addition, ESL courses are offered at four correctional facility locations. To accommodate our students' needs, the 41 sites have a variety of ESL courses including, Literacy, Beginning 1-3, Beginning Low-High, Beginning Multi-Level, Intermediate 1-3, Intermediate Low-High, Intermediate Multilevel, Advanced, Pronunciation, Conversation 1-2, Writing A-B, Advanced Grammar, and English for Work. In addition, credit ESL courses are offered at the two community colleges.

Citizenship is currently being taught at nine sites representing 15% of our community sites. Workforce Preparation Classes in Basic Skills (also known as Vocational ESL or VESL) is offered at three sites representing 5% of our community sites. ESL, Citizenship and Workforce Preparation are all enhanced noncredit programs at RSCCD and received funding through AEFLA. DSPS and counseling services are offered at four of the major site locations, with citizenship services also available at some community centers.

Current data shows us that in 15% (31,917) of the households in our region "no one age 14 and over speaks English only or speaks English very well" (*US Census Bureau, 2008-2012 American Community Survey*). Although we do have a large amount of classes and locations, further data shows that we might not have these locations in areas that are easy for all students to access. (See Objective #2 for more detailed analysis.) The same applies to Citizenship classes. Research shows that 23% of our region's population (173,343) does not have U.S. Citizenship (*US Census Bureau, 2008-2012 American Community Survey*). With such a high number, it does not seem that 9 sites is an adequate number to service this population.

Program Area #3: Education Programs for Adults with Disabilities

Among the Rancho Santiago Adult Ed Consortium, four of the seven members and partners offer programs for Adults with Disabilities. There are nine sites offering classes for Adults with Disabilities representing 15% of the community sites. Courses offered include Vocational

Training, Independent Living Skills, Mobility Training, Connection to Community Resources, Functional Academics, Community Access Skills, Workplace Skills, Instruction for Parents and Adult Family Members in Signing for the Deaf, and Issues and Concepts for Adults with Developmental Disabilities. All of the courses listed above are noncredit and are not receiving funds from AEFLA. All nine sites provide various services including Counseling, Individualized Education Plans (IEP), DSPS and Services for Adults with Substantial Disabilities.

One of the areas in which the Consortium is working on increasing the quality of the program is in transitioning students to college credit programs. There are 26,401 persons between the ages of 18-64 with a diagnosed disability (*US Census Bureau, 2008-2012 American Community Survey*) and they need more support and services in order to successfully transition to college credit. The various programs within our region need to work together to better meet these students' needs. (See Objective #2 for more details in this area.) We have already seen some improvement through the task force meetings and our Consortium members working together. This fall SAUSD and SAC-School of Continuing Education will be offering a course to help students prepare to transition from the K-12 program to CEC's noncredit program. With additional funding and programs, we would like to see this type of collaboration continue.

Program Area #4: Short Term Career Technical Education Programs with High Employment Potential

Currently, overall unemployment in the Rancho Santiago Adult Ed region's 16 and over population is at 9.5% representing 37,461 persons in our region (*US Census Bureau, 2008-2012 American Community Survey*). Within the Consortium, five of the seven members and partners offer courses in Short Term Career Technical Education Programs (Short Term CTE). In addition, six correctional facility locations offer Short Term CTE. Seventeen sites within the Rancho Santiago Adult Ed Consortium offer classes representing 27% of our community sites.

To help align our students' employability needs with the needs of the community, there are a variety of programs and certificates offered to help better prepare students to find employment within our region. Some of the programs include Automotive Careers, HVAC, Intro to Welding, Intro to Sewing, Dental and Medical Assistant Programs, Retail/General Office Clerk and Computer Skills. Computer Skills is one of the largest programs within Short Term CTE offering courses in MS Office applications, QuickBooks, Adobe Acrobat, Navigating the Internet, keyboarding, and more.

Although there is a large variety of programs offered in Short Term CTE, students are still having difficulty completing the programs and finding gainful employment due to lack of English skills. This is another area that collaborating and working together between agencies and departments can improve our students' outcomes. Members of the CTE and ESL task forces have scheduled subcommittee meetings to address these issues. Currently, the subcommittee is working on a set of stackable certificates for Retail/General Office Clerk that will include both ESL and CTE classes. (See Objective #2 for more information.)

Program Area #5: Programs for Apprentices

Within the Rancho Santiago Adult Ed Consortium, additional study needs to be conducted in this program area.

Currently, in the Rancho Santiago Adult Ed Consortium, there are no programs for apprentices offered through K-12 adult schools or CCC noncredit programs. However, Santiago Canyon College does offer training, in partnership with various employers and the Division of Apprenticeship Standards, for apprentices in the following programs:

- Carpentry
- Cosmetology
- Electrician
- Maintenance Mechanic
- Operating Engineers
- Plastering
- Power Lineman
- Surveying

At this point, however, it is unclear if the above programs are sufficient to meet the needs of the communities within the consortium. In the past few years, Santiago Canyon College has met its apportionment base, plus growth when available, and it's possible that there are some unmet program needs that have not been offered due to lack of funding. On top of that, the Dean who oversees the apprenticeship programs at Santiago Canyon College is no longer with the college and has thereby created an additional challenge in acquiring additional information about this program area. Santiago Canyon College is seeking a replacement to begin sometime in the early part of the fall 2014 semester.

In the months to come, members and Partners of the Rancho Santiago Adult Ed Consortium will take a closer look into this program area in an effort to identify all existing programs, unmet needs, and plans to fill any unmet needs.

REGIONAL COMPREHENSION PLAN OBJECTIVE #2

The Rancho Santiago Adult Ed Consortium is geographically located in the center of Orange County, which has a population of 3,021,840. Within the boundaries of the Consortium, there is a population of 757,942. According to the 2012 American Community Survey (ACS), the ethnic background in the Consortium's region consists of 52.8% Hispanic, 27% White alone, 1.2% Black or African American, 17.1% Asian and 1.9% other (*US Census Bureau, 2008-2012 American Community Survey*).

The majority (107,144 workers or 30.3%) of the workforce within the region works in Management positions including business, science and arts occupations. These occupations are followed by employment in Sales and Office occupations (25.6%), Service occupations (19.1%), Production occupations including transportation and maintenance (15%), and Natural Resources occupations including construction and maintenance (10). The industries with the highest percentage of employees (50%) within the Consortium's region include:

- Educational services, health care and social assistance
- Professional, scientific, management, administrative and waste management services
- Retail trade
- Construction

Consortium Plan Objective #2:

An evaluation of current needs for adult education programs within the consortium's region.

Narrative:

The following narrative includes a description and assessment of current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet.

Analysis:

See Table 2. Note that the 2008-2009 unduplicated enrollment number for RSCCD is a calculated estimate. The district used a different information management system at that time.

Program Area #1: Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate

The Rancho Santiago Adult Ed Consortium created a task force group to address the unmet needs of the adult learners in our region. Within our consortium's boundary lines, 17,072 adults, who comprise 20% of the 18-24 year old population, do not have a high school diploma. Likewise, this also affects the over 25 population in our region. 29% of the population ages 25 and over (135,660 residents) have less than a high school diploma (*US Census Bureau, 2008-2012 American Community Survey*). (*US Census Bureau, 2008-2012 American Community Survey*). The task force met on June 9th and identified the following areas of significant need:

Lack of child-care

Child-care is only offered at three of the eleven Program Area #1 sites. These child-care programs have limited space and only accept children based on age limitations (9 months to pre-kindergarten). In addition, there is a lack of evening and weekend child-care at all eleven sites.

Lack of transportation

Adult learners are not able to get to their classes in an ideal amount of time, with some bus routes taking 45 minutes to over one hour to reach their destinations. The schools within the Rancho Santiago Adult Ed Consortium do not subsidize the cost of public transit. The ABE, High School Diploma, and GED programs have limited locations and require students to travel to varying sites. Due to this circumstance, the cost of transportation is a factor.

Lack of full-time instructors

The imbalance between full-time and part-time instructors does not allow us to properly serve our students. For example, within the ABE and ASE departments at Santa Ana College and Santiago Canyon College – School of Continuing Education there are only three full-time instructors versus 84 part-time instructors to service approximately 30,784 students (*See Table 1.1A, unduplicated enrollment 2013-2014*). Prior to the recent implementation of the Affordable Care Act (ACA), the community college district had relied on part-time instructors to assist with the work overload. With the new ACA limitations, part-time instructors are no longer able to provide extra hours to be used towards facilitating, curriculum writing, substitute teaching, etc., and this has greatly impacts our ability to serve our students' needs. In fact, many of the RSCCD part-time instructors are eager to participate in the AB86 task force group, but are unable to do so because of the new ACA requirements.

Lack of computers and computer instruction available to adult learners

Classrooms do not have enough computers to serve all of the adult learners. For example, in three of the largest classrooms at Centennial Education Center (CEC), which are used for high school subjects, ABE, and GED, there is a compelling need for additional computers. In the integrated high school subjects room, which includes GED, language arts, vocabulary and composition, there are 128 seats with 21 computers. The integrated math room, which services high school, ABE and GED students, has 52 seats and 0 computers. Lastly, the high school social and natural sciences room has 52 seats and 3 computers. These numbers reflect that on any given day, only 10% of the students in these classes have access to a computer. Currently, not one of the major sites within our region has a student computer lab. As both educational and career pathways add greater emphasis on technology, the lack of computers hinders our adult learners in reaching their goals. There is a need for more computer instruction at the ABE and ASE level as well as a need to develop new curriculum in introductory computer skills, computer vocabulary, and keyboarding. This is especially important with the former incarcerated who lack these basic skills and need them to facilitate their transition back to their lives.

Lack of preparation for students taking the new GED/Equivalency Certificate

The need to align the new GED to the common core has created a significant gap between the current GED curriculum and what students need to successfully pass the exam. Computers are the new testing method of the GED, yet many students lack basic computer literacy skills to pass the test in the allotted amount of time (*See data regarding lack of computers above*). In addition, instructors within the task force have observed that approximately three-fourths of the adult learners in our region are entering GED classes with a 6th to 8th grade level, whereas the new test is written at the 10th grade level. Also, there are two GED classes offered in Spanish within our consortium, yet instructors have not received new materials in Spanish.

Lack of classroom space

Classroom space is very limited within our region and thus hinders our ability to expand course offerings. Centennial Education Center (CEC) has the largest amount of ABE, GED and High School Subjects students, yet there are very few classrooms to service its adult learners. For example, classroom CEC: B-109 has 128 seats to accommodate an integrated class of ABE, GED and high school language arts students. This same room had an unduplicated enrollment of 1,455 students in the 2014 spring semester (*Datatel, Santa Ana College, School of Continuing Education, Spring 2014*). During the 2014 spring semester, the waitlist for a seat in room B-109 averaged 35 students. In fact, all ABE, GED and High School Subjects classrooms at CEC reported being impacted for the entire 2013-2014 academic year, with seat waiting lists implemented for all rooms.

Lack of study options for adult learners

A designated student resource center needs to be established at all five of the consortium's major site locations. Our adult learners need a place where they can go to work independently, meet with counselors, borrow books, and have access to a computer lab. As illustrated by the above information regarding computer availability, our students are severely limited by the lack of technology in the classrooms. Due to limited class space, students need to be given a place where they can finish classwork, complete homework, and study using course required books. In addition to establishing the resource center, students need a greater variety of course options, such as correspondence classes, hybrid classes, and independent study. Furthermore, students in the inmate education program do not have the option of completing their high school diploma readily available.

Lack of alignment between credit and noncredit/K-12

At the June 9th task force meeting, credit instructors from SAC and SCC noted that lack of college readiness skills is one of the largest areas of concern pertaining to students who have transferred from the noncredit and adult education programs. From a survey of ABE and ASE noncredit instructors, it was determined that there is a lack of authentic class materials. New courses and curriculum need to be developed to inform and guide students through the process of college readiness including developing a clear transitional pathway that will enable adult learners to not only access college programs and services, but also to succeed. More accelerated noncredit programs are needed so that adult learners can transition to credit at a faster rate. There is a need to align noncredit and K-12 students so that they can easily transfer between programs within

the consortium. Students need to learn more about their academic and career options. In addition to AA Degrees, it is especially vital to inform students about opportunities in alternative pathways such as Regional Occupational Programs (ROP), Certificate Programs, Short-Term CTE, and Programs for Apprentices.

Lack of Outreach

There is a lack of advertising and targeting of specific student populations. Students are not getting enough information they need regarding classes and programs being offered in our region.

Time lapses between ending one program and entering another

Both credit and noncredit instructors stated that many of the noncredit students' learned skills disappear from the time they end their previous class and start their next class.

Program Area #2: Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language (ESL) and Workforce Preparation Classes in Basic Skills

A second task force group was created to look at Program Area #2. The task force members from the Rancho Santiago Adult Ed Consortium met on June 9th and discussed the unmet needs of the ESL adult learners, who represent 15% of the households (31,917 homes) in our region. They also discussed the needs of non-citizen adult learners, who represent 23% (173,343 people) of the region's population (*US Census Bureau, 2008-2012 American Community Survey*). It was decided that there were significant needs in the following areas:

Lack of child-care

Child-care is only offered at five of the forty-one Program Area #2 sites. These child-care programs have limited space and only accept children based on age limitations. In addition, there is a lack of evening and weekend child-care at all forty-one sites.

Lack of transportation

Although we have many ESL classes in the community, most are taught at the beginning levels, with only 3 community sites offering classes above the Intermediate 1 level. Adult ESL learners wishing to continue their studies in advanced levels must travel to one of the major sites. In addition, classes with fewer than 20 students are often canceled, further hindering students' progression to higher levels, and creating a need for them to find means to travel to another class location. Many adult learners are not able to get to their classes in an ideal amount of time, with some bus routes taking 45 minutes to over one hour to reach their destinations. It is time-consuming and costly for our students. The schools within the Rancho Santiago Adult Ed Consortium do not subsidize the cost of public transit.

Lack of full-time instructors

The imbalance between full-time and part-time instructors does not allow us to properly serve our students. For example, within the ESL/Citizenship departments at Santa Ana College and Santiago Canyon College – Schools of Continuing Education there are eight

full-time instructors versus 195 part-time instructors to service approximately 27,725 students (*See Table 1.1A, unduplicated enrollment 2013-2014*). Prior to the recent implementation of the Affordable Care Act (ACA), the community college district had relied on part-time instructors to assist with the work overload. With the new ACA limitations, part-time instructors are no longer able to provide extra hours to be used towards facilitating, curriculum writing, substitute teaching, etc., and this greatly impacts our ability to serve our students' needs. In fact, many of the RSCCD part-time instructors are eager to participate in the AB86 task force group, but are unable to do so because of the new ACA requirements.

Lack of computers and computer instruction available to adult learners

Similar to Program Area #1, ESL classrooms do not have enough computers to serve all of the adult learners. There is a need for more computer instruction in the ESL classroom. More curriculum in introductory computer skills, computer vocabulary, and keyboarding is needed to prepare our adult learners for transitioning into credit programs. This is also true with our inmate population where there is a definite need to embed computer lessons into the ESL courses.

Lack of alignment between noncredit and K-12 with credit programs

ESL students have a fear of moving to the next level, which creates a need to connect noncredit ESL students with students in higher levels and credit classes. Lack of full-time instructors and counselors limits our ability to facilitate the students in moving up the pathway to credit. Curriculum is needed to link classes and integrate different levels of instruction. Credit instructors have stated that noncredit students are not adequately prepared for credit classes. New courses and curriculum need to be developed to inform and guide students through the process of college readiness including developing a clear transitional pathway that will enable adult learners to not only access college programs and services, but also to succeed. Additionally, more accelerated noncredit programs are needed so that adult learners can transition to credit at a faster rate.

Lack of alignment between K-12 districts and noncredit

Due to the transient population in our consortium's region, students often transfer between programs. There is a need to align K-12 and noncredit ESL classes so that adult learners can make an easier transition between programs. A common placement assessment needs to be developed as well as accurately labeling course offerings with CB21 coding as a guide. In addition to course alignment, all K-12 and noncredit students need to learn more about their academic and career options. In addition to AA Degrees, it is especially vital to inform students about opportunities in alternative pathways such as Regional Occupational Programs (ROP), Certificate Programs, Short-Term CTE, and Programs for Apprentices. Hiring standards also create a problem in aligning K-12 and noncredit programs. Requirements are not equivalent across counties and districts with adult education and noncredit instructors having different hiring standards.

Lack of help for students with disabilities

There is little to no support in noncredit to help ESL adult learners with disabilities. There is a need to hire and train more counselors and assistants.

Lack of Citizenship classes

There are nine sites that offer citizenship programs within the consortium. Many of these classes are impacted with 45+ students and have waiting lists to enter. Our consortium's region has a non-citizenship rate of 23% (173,343 persons). To further elaborate on this problem, the data shows that only 12% of our non-citizen population has a citizenship class offered in their census tract. In the top ten census tracts with the largest number of non-citizens, nine out of ten census tracts do not have sites that offer citizenship classes, which effects 83,476 non-citizens (*US Census Bureau, 2008-2012 American Community Survey*).

Program Area #3: Education Programs for Adults with Disabilities

Within the Rancho Santiago Adult Ed Consortium there are 26,464 adults age 18-64 with a disability. Disabilities affect 5.5% of the total population within the boundaries of our region. Adults with a hearing difficulty comprise 1% of the disabled population; vision difficulties make up 1.4%; cognitive difficulties account for 2.1%; ambulatory difficulties 2.3%, self-care difficulties 1%, and independent living difficulties make up 1.9% of the disabled population (*US Census Bureau, 2008-2012 American Community Survey*). A task force group was formed for Education Programs for Adults with Disabilities and met on June 12th. The task force identified the following unmet needs:

Lack of attention to student transitioning

The task force found that many of the adult learners with disabilities fall to the wayside because they often do not have the support services they need to make decisions regarding higher educational choices. They finish their K-12 programs and are uncertain of what to do or where to go. Students need to be better prepared to speak with their DSPS counselors, and to be able to talk about what they need.

Need to identify adult population at different agencies

Four of the member and partner agencies in the Rancho Santiago Adult Ed Consortium offer services for adult learners with disabilities, but historically there has been little communication between the different agencies. Disabled adult learners are unable to see the connection between their K-12 programs and other schools within our region offering credit and/or noncredit programs. There is a need to combine all of the programs and services on a map that can be shared with all of the agencies. In addition, there is a need to develop a regional service center for adult learners with disabilities that has ties to all agencies that offer services.

Lack of courses offered

There are 9,330 adults living with an independent living difficulty within our region's boundaries (*US Census Bureau, 2008-2012 American Community Survey*). The Rancho Santiago Adult Ed Consortium has classes at 8 sites, which service approximately 561 students (*See Table 1.1A, unduplicated enrollment 2013-2014*). There is a need to implement more and varied programs focusing on independent living skills. In addition, courses need to be developed in social skills with an emphasis on the work environment and interview skills. Furthermore, a community outreach program needs to be

developed for businesses that are flexible in their support of hiring and mentoring those with disabilities.

Undiagnosed student population

In addition to the 26,464 adult learners aged 18-64 living in our region with a disability (*US Census Bureau, 2008-2012 American Community Survey*), there are many more that are undiagnosed. Many of the adult learners in our region are undocumented and do not qualify for health care. In Orange County there is an estimated population of 236,569 persons who are undocumented. The greatest percentage of this population, over 18%, resides in Santa Ana and Orange (*Pastor, What's at Stake for the State, 2013*). There is a need to expand DSPS services to identify and accommodate students with undiagnosed disabilities. Instructors report that they see these problems in class, but are unable to address these issues due to a lack of resources and training. Thus, many adult learners with undiagnosed disabilities have difficulty moving forward. In addition, within the county jails, new assessments need to be developed to help identify undiagnosed adult learners in the inmate education programs.

Program Area #4: Short Term Career Technical Education Programs with High Employment Potential

Short Term Career Technical Education Programs with high employment potential are offered at seventeen sites within the Rancho Santiago Adult Ed Consortium. In 2013-2014 there were approximately 11,091 students enrolled in the regions various CTE programs (*See Table 1.1A and 1.2, unduplicated enrollment 2013-2014*). In comparison to the data we have on unemployment, this number is quite low. According to the latest census data, there are 37,554 people over the age of 16 who are unemployed. A task force group was formed to look at the unmet needs of these adult learners. They met on June 10th and identified the following areas of significant need:

Lack of child-care

Child-care is only offered at three of the seventeen Program Area #4 sites. These child-care programs have limited space and only accept children based on age limitations (9 months to pre-kindergarten). In addition, there is a lack of evening and weekend child-care at all seventeen sites.

Lack of transportation

Adult learners are not able to get to their classes in an ideal amount of time, with some bus routes taking 45 minutes to over one hour to reach their destinations. With adult learners taking classes in CTE, employment is a big factor and they do not have the time to spend 1-2 hours commuting daily. With classes having limited locations, the cost of transportation is also a factor. In addition, the schools within Rancho Santiago Adult Ed Consortium do not subsidize the cost of public transit.

Lack of full-time instructors

The imbalance between full-time and part-time instructors does not allow us to properly serve our students. For example, the CTE departments at Santa Ana College and

Santiago Canyon College – Schools of Continuing Education are taught exclusively by part-time instructors. There are no full-time instructors at either college to service approximately 10,803 students (*See Table 1.1A, unduplicated enrollment 2013-2014*). Garden Grove Unified School District also has no full time instructors and their program services approximately 206 students (*See Table 1.2, unduplicated enrollment 2013-2014*). Prior to the recent implementation of the Affordable Care Act (ACA), the community college district had relied on part-time instructors to assist with the work overload. With the new ACA limitations, part-time instructors are no longer able to provide extra hours to be used towards facilitating, curriculum writing, substitute teaching, etc., and this greatly impacts our ability to serve our students' needs. In fact, many of the RSCCD part-time instructors are eager to participate in the AB86 task force group, but are unable to do so because of the new ACA requirements.

Lack of computers and computer instruction available to adult learners

Classrooms do not have enough computers to serve all of the adult learners. There is a need for more computer-based certificates programs. As the workforce gets more and more technology based, all adult learners need to learn basic computer skills including keyboarding, software applications, and computer vocabulary to be competitive in the workforce market. Furthermore, there is a specific need within the inmate education program to offer more computer classes. Inmates often do not have the resources or knowledge necessary to transition to the workplace once they are introduced back into society. More computer classes need to be implemented, and courses need to be developed using simulation and/or a virtual environment.

Lack of English skills

Short Term CTE adult learners often have difficulties talking and verbalizing information about themselves. There is a need to better prepare these students in oral language and interview skills. In addition, CTE students often have poor writing skills and are unable to draft a sentence or paragraph. Classes in workforce readiness, with a focus on reading and writing, need to be developed to help these students transition to the workplace and increase their employability chances.

Outreach is limited

There has been a decline of 5,245 students attending Short Term CTE programs at RSCCD over the past five years (*See Table 2, unduplicated enrollment 2008-2009 and 2013-2014*). Outreach programs need to be developed to reach out to K-12 adult education programs as well as to students in noncredit ESL, ABE and ASE programs to inform them of the Short Term CTE certificate offerings. Adult learners need to be made aware of the alternative educational options that the Short Term CTE programs provide.

Program Area #5: Programs for Apprentices

Within the Rancho Santiago Adult Ed Consortium, additional study needs to be conducted in this program area.

Currently, in the Rancho Santiago Adult Ed Consortium, there are no programs for apprentices offered through K-12 adult schools or CCC noncredit programs. However, Santiago Canyon College does offer training, in partnership with various employers and the Division of Apprenticeship Standards, for apprentices in the following programs:

- Carpentry
- Cosmetology
- Electrician
- Maintenance Mechanic
- Operating Engineers
- Plastering
- Power Lineman
- Surveying

At this point, however, it is unclear if the above programs are sufficient to meet the needs of the communities within the consortium. In the past few years, Santiago Canyon College has met its apportionment base, plus growth when available, and it's possible that there are some unmet program needs that have not been offered due to lack of funding. On top of that, the Dean who oversees the apprenticeship programs at Santiago Canyon College is no longer with the college and has thereby created an additional challenge in acquiring additional information about this program area. Santiago Canyon College is seeking a replacement to begin sometime in the early part of the fall 2014 semester.

In the months to come, members and Partners of the Rancho Santiago Adult Ed Consortium will take a closer look into this program area in an effort to identify all existing programs, unmet needs, and plans to fill any unmet needs.

REGIONAL COMPREHENSION PLAN OBJECTIVE #4

Consortium Plan Objective #4:

An evaluation of the plans to address the gaps identified pursuant to paragraphs (1) and (2).

Narrative:

The following narrative includes the initial plans regarding how the Rancho Santiago Adult Ed Consortium intends to respond to the gaps identified in our region. This is still a work in progress and much more effort will be spent on evaluating the best ways to meet the identified gaps.

Analysis:

See Table 4.1.

Program Area #1: Elementary and Secondary Basic Skills, Including Classes for a High School Diploma or High School Equivalency Certificate

In order to fill the gaps that exist for our adult learners in Program Area #1, the consortium has developed the following strategic implementations to address these gaps:

1. Lack of child-care:

- Implement new child-care programs by partnering and adding child-care opportunities at community centers and elementary school sites.
- Look into partnering with existing programs such as; Think Together, Padres Unidos, Boys and Girls Club, and Parks and Recreation.
- Develop summer camps for older children during the summer by partnering with Children's Home Society or the city's Parks and Recreation Department.
- Research child-care voucher programs to determine how they could work within the region.

2. Lack of transportation:

- Look into partnering with the California Transit Association (CTA) to assess the feasibility of offering an express bus route to the major site locations. Establish bus stops in key student population areas as determined by the census track data. An example of a bus route would be OEC→OEC Provisional Education Center→Santiago Canyon College.
- Collaborate with the CTA to increase the amount of student-priced bus passes, which are sold each semester at community colleges. Advertise student bus pass rates.
- Create a program to offer bus vouchers for students in low income, qualifying families.
- Open new sites in high need areas. Fund the building of new regional centers.

- Collaborate with member and partner agencies to leverage existing underutilized classrooms in high need areas.
- 3. Lack of full-time instructors, coordinators and counselors:**
 - Hire additional full-time instructors, coordinators and counselors.
 - Increase funding to support new hires.
 - 4. Lack of computers and computer instruction available to adult learners:**
 - Purchase additional computers for the ABE and ASE classrooms.
 - Increase funding to support the purchase and upkeep of computers.
 - Develop faculty development workshops to focus on training instructors in technology embedded instruction.
 - Develop and fund new curriculum to update and revise classes in introductory computer skills classes, applications, and computer vocabulary.
 - Purchase hot spots and iPad carts for off-site instructors to bring technology to the community sites.
 - Purchase more computers and software using simulations and virtual environments in the county jail's inmate education programs.
 - Leverage existing computer labs in the jails for use within the ABE and ASE classes.
 - 5. Lack of preparation for students taking the new GED/Equivalency Certificate:**
 - Fund and develop new curriculum integrating critical thinking and the new common core standards.
 - Add new curriculum in academic vocabulary.
 - Develop new technology embedded curriculum to increase keyboarding accuracy and basic computer skills to help students take and pass the new computer based GED test within the allotted amount of time.
 - Fund additional computers for the GED classrooms.
 - Develop an embedded ABE course for adult learners to begin working on common core and critical thinking skills while simultaneously learning basic reading, writing and math to facilitate a seamless transition to GED courses.
 - 6. Lack of classroom space:**
 - Build new regional centers in high need populated areas
 - Collaborate with members and partners to leverage and utilize existing classrooms
 - Develop hybrid courses and curriculum geared towards teaching students (incl. inmate population) to work independently
 - 7. Lack of study options for adult learners:**
 - Fund Student Resource Centers at all major site locations for noncredit students.
 - Fund a lending library and an open computer lab for students to work independently.
 - Fund Student Resource Center staff: librarians, instructional aids, and counselors to assist the students.
 - Offer direct instruction (lecture style lessons) to prepare students for SAC and SCC credit courses.

- Rearrange faculty hours in the ABE/ASE classroom so that some of the time could be used for group lectures instead of the entire class being devoted to individualized instruction.
- Develop hybrid courses to teach adult learners to work independently, enabling them to complete coursework in class, take books home, or finish homework online.

8. Lack of alignment between credit and noncredit:

- Implement training, field trips, and career and educational pathway fairs to inform noncredit/K-12 adult learners about alternative pathways. Examples are; ROP (K-12), Short Term CTE programs (K-12 & noncredit), Certificate programs (credit), Apprenticeship Programs (credit) and AA Degrees (credit).
- Develop more accelerated noncredit programs so that the adult learners can more quickly transition to credit classes.
- Develop new courses and curriculum to inform and guide students through the process of college readiness including a clear transitional pathway that will enable adult learners to access college programs and services.
- Develop new courses and curriculum to assist students to transition to the credit program by ensuring that they possess the necessary English and math skills to succeed in college level coursework.

9. Time Lapses between ending one program and entering another:

- Develop new curriculum, classes and labs to help students learn forgotten skills especially in the areas of math, reading and writing, and prepare them for upcoming placement tests.
- Allow adult learners in the high school diploma program to simultaneously take college courses while completing high school credits to eliminate the time lapse and culture shock upon starting college courses. (This option is already available to under-18 (K-12) students and should be made available to adult learners as well.)
- Fund innovative summer programs such as “Math Jam” which prepares students for the placement test and the upcoming math courses.

10. Lack of Outreach:

- Align advertising to target specific student populations with specific programs and locations.
- Fund advertising for inside buses, train stations, and community locations
- Collaborate with local newspapers, radio stations and TV stations to provide PSA’s
- Collaborate with members of the Unified School Districts, school principals, school liaisons, PTA/PTO members

Program Area #2: Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language (ESL) and Workforce Preparation Classes in Basic Skills

In order to fill the gaps that exist for our adult learners in Program Area #2, the consortium has developed the following strategic implementations to address these gaps:

1. Lack of child-care:

- Implement new child-care programs by partnering and adding child-care opportunities at community centers and elementary school sites.
- Look into partnering with existing programs such as Think Together, Padres Unidos, Boys and Girls Club, and Parks and Recreation.
- Develop summer camps for older children during the summer by partnering with Children’s Home Society or the city’s Parks and Recreation Department.
- Research child-care voucher programs to determine how they could work within the region.

2. Lack of transportation:

- Look into partnering with the California Transit Association (CTA) to assess the feasibility of offering an express bus route to the major site locations. Establish bus stops in key student population areas as determined by the census track data. An example of a bus route would be OEC→OEC Provisional Education Center→Santiago Canyon College.
- Collaborate with the CTA to increase the amount of student-priced bus passes, which are sold each semester at community colleges. Advertise student bus pass rates.
- Create a program to offer bus vouchers for students in low income, qualifying families.
- Open new sites in high need areas. Fund the building of new regional centers.
- Collaborate with member and partner agencies to leverage existing underutilized classrooms in high need areas.

3. Lack of full-time instructors, coordinators and counselors:

- Hire additional full-time instructors, coordinators and counselors.
- Increase funding to support new hires.

4. Lack of computers and computer instruction available to adult learners:

- Purchase additional computers for the ESL classrooms.
- Increase funding to support the purchase and upkeep of computers.
- Develop faculty development workshops to focus on training instructors in technology embedded instruction.
- Develop and fund new curriculum to update and revise classes in introductory computer skills classes, applications, and computer vocabulary to help ESL adult learners transition to credit programs.
- Purchase hot spots and iPad carts for off-site instructors to bring technology to the community sites.
- Purchase more computers and software using simulations and virtual environments in the county jail’s inmate education programs.

- Leverage existing computer labs in the jails for use within the ESL classes and create technology embedded lessons for the inmate education ESL programs.
- 5. Lack of alignment between credit and noncredit:**
- Connect noncredit ESL student with students in higher levels and credit classes using such tools as Facebook groups, Blackboard, and Schoology.
 - Implement training, field trips, career and educational pathway fairs to inform noncredit/K-12 adult learners about alternative pathways. Examples are; ROP (K-12), Short Term CTE programs (K-12 & noncredit), Certificate programs (credit), Apprenticeship Programs (credit) and AA Degrees (credit).
 - Develop more accelerated noncredit ESL classes so that the adult learners can more quickly transition to credit classes.
 - Develop new courses and curriculum to inform and guide students through the process of college readiness including a clear transitional pathway that will enable adult learners to access college programs and services.
- 6. Lack of alignment between K-12 districts and noncredit:**
- Work with the state common assessment workgroup to create a common placement assessment to be used by both noncredit and K-12
 - Work with all agencies offering ESL classes in the region to align class offering using CB21 coding as a guide
 - Develop ESL classes that align with both K-12 and noncredit so that adult learners can easily transition between the two programs
 - Inform and guide students through the process of college readiness including a clear transitional pathway that will enable adult learners to access college programs and services.
- 7. Lack of help for students with disabilities:**
- Hire and train additional counselors and assistants
 - Increase funding to support new hires
 - Collaborate with the K-12 partner to learn more about servicing our students' needs
- 8. Lack of citizenship classes:**
- Increase course offerings in high demand areas of the region
 - Hire a citizenship coordinator to keep informed regarding all changes in immigration reform and citizenship requirements
 - Collaborate and create new partnerships with community centers such as Orange County Communities Organized for Responsible Development (OCCORD)

Program Area #3: Education Programs for Adults with Disabilities

In order to fill the gaps that exist for our adult learners in Program Area #3, the consortium has developed the following strategic implementations to address these gaps:

1. Lack of attention to students transitioning

- Develop an orientation that will help adult learners and their guardians become adjusted to the different guidelines used at the college credit programs
- Design a 6-week orientation course to help students with transition from K-12 (including visiting the DSPS center, counseling sessions, and visiting a class in session)
- Offer DSPS services and counseling services in the summer
- Adjust orientation schedules to reflect the open entry/open exit policy at noncredit sites

2. Need to identify the adult population at different agencies

- Combine all programs and services on a map that can be shared with all agencies
- Develop a regional service center for adult learners with disabilities that has ties to all agencies offering services
- Create programs so that the K-12 adult learners can simultaneously take courses at SAC or SCC and qualify for Adult Ed status.

3. Lack of courses offered

- Develop curriculum for courses in social skills that emphasize interview skills and the work environment to better prepare them to transition into the workplace
- Develop a community outreach program to collaborate with businesses that are flexible in their support of hiring and mentoring adults with disabilities
- Develop curriculum for new courses focusing on independent living skills
- Implement new class offering for adult learners with substantial disabilities at the major sites in our region

4. Undiagnosed student population

- Develop faculty development to educate instructors on students with disabilities, DSPS programs and services
- Raise the instructor's level of awareness of students with disabilities
- Develop a referral/assessment process to help students with undiagnosed disabilities so that they can receive services
- Create and implement new assessments within the county jail inmate education program to help identify undiagnosed adult learners
- Expand DSPS services to identify and accommodate adult learners with undiagnosed disabilities

Program Area #4: Short Term Career Technical Education Programs with High Employment Potential

In order to fill the gaps that exist for our adult learners in Program Area #3, the consortium has developed the following strategic implementations to address these gaps:

1. Lack of child-care:

- Implement new child-care programs by partnering and adding child-care opportunities at community centers and elementary school sites.
- Look into partnering with existing programs such as Think Together, Padres Unidos, Boys and Girls Club, and Parks and Recreation.
- Develop summer camps for older children during the summer by partnering with Children’s Home Society or the city’s Parks and Recreation Department.
- Research child-care voucher programs to determine how they could work within the region.

2. Lack of transportation:

- Look into partnering with the California Transit Association (CTA) to assess the feasibility of offering an express bus route to the major site locations. Establish bus stops in key student population areas as determined by the census track data. An example of a bus route would be OEC→OEC Provisional Education Center→Santiago Canyon College.
- Collaborate with the CTA to increase the amount of student-priced bus passes, which are sold each semester at community colleges. Advertise student bus pass rates.
- Create a program to offer bus vouchers for students in low income, qualifying families.
- Open new sites in high need areas. Fund the building of new regional centers.
- Collaborate with member and partner agencies to leverage existing underutilized classrooms in high need areas.

3. Lack of full-time instructors, coordinators and counselors:

- Hire additional full-time instructors, coordinators and counselors.
- Increase funding to support new hires.

4. Lack of computers and computer instruction available to adult learners:

- Purchase additional computers for the CTE classrooms.
- Increase funding to support the purchase and upkeep of computers.
- Develop faculty development workshops to focus on training instructors in technology embedded instruction.
- Develop and fund new curriculum to update and revise classes in introductory computer skills classes, applications, and computer vocabulary.
- Purchase more computers and software using simulations and virtual environments in the county jail’s inmate education programs.
- Leverage existing computer labs in the jails for use within the CTE classes.
- Provide more computer embedded certificate programs

5. Lack of English Skills

- Develop curriculum to prepare students in oral language and interview skills
- Develop classes in workforce readiness with a focus on reading and writing
- Develop curriculum to help students to transition to the workplace and increase employability chances

6. Lack of Outreach:

- Align advertising to target specific student populations with specific programs and locations
- Develop a program to reach out to K-12 adult education programs as well as students in noncredit ESL, ABE and ASE programs
- Inform adult learners about the various Short Term CTE offering in the region

Program Area #5: Programs for Apprentices

Within the Rancho Santiago Adult Ed Consortium, additional study needs to be conducted in this program area.

Currently, in the Rancho Santiago Adult Ed Consortium, there are no programs for apprentices offered through K-12 adult schools or CCC noncredit programs. However, Santiago Canyon College does offer training, in partnership with various employers and the Division of Apprenticeship Standards, for apprentices in the following programs:

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In the months to come, members and Partners of the Rancho Santiago Adult Ed Consortium will take a closer look into this program area in an effort to identify all existing programs, unmet needs, and plans to fill any unmet needs.