

AB86 TASK FORCE MEETINGS SUMMARY

During the week of June 9th, there were 5 task force meetings held to address the needs of our students. The five task forces groups were:

- 1) **ESL/Citizenship**
 - a. Members Present: Diana Babayan, Susan Gaer, Chrissy Gascon, Colleen Lehman, Tana Mobley, Eden Quimzon, Mary Walker
 - b. Coordinator: Chrissy Gascon
 - c. Minutes: Paula Kusenda
- 2) **Adult Basic Skills/Secondary Basic Skills (incl. High School Diploma/Equivalency Certificate)**
 - a. Members Present: Lori Fasbinder, Sue Garnett, Ethel Jordan, Nilo Lipiz, Linda Nguyen, Julie Norwood, Maureen Roe, Jolene Shields, Patty Siguenza, George Sweeney, Sharon Tash, John Tashima, Steve Thornhill, Julia Vercelli
 - b. Coordinator: Chrissy Gascon
 - c. Minutes: Paula Kusenda
- 3) **Short-Term CTE, Workforce Prep in Basic Skills & Apprenticeships**
 - a. Members Present: Estela Cuellar, Lori Fasbinder, Alan Gauthier, Don Isbell, Melanie Mowrer, Michelle Parolise, Steve Thornhill
 - b. Coordinator: Chrissy Gascon
 - c. Minutes: Paula Kusenda
- 4) **Adults with Disabilities**
 - a. Members Present: Nilo Lipiz, Ryan Murray, Ben Toubak, Maryam Toubak, Patty Siguenza, Marylou Vachet
 - b. Coordinator: Chrissy Gascon
 - c. Minutes: Paula Kusenda
- 5) **Inmate Education**
 - a. Members Present: Greg Neitzel, Mary Polychrome, Leticia Quiroz, Steve Thornhill, Marylou Vachet
 - b. Coordinator: Chrissy Gascon
 - c. Minutes: Paula Kusenda

There were many needs that crossed into all five program areas. The most common of these were:

1. Lack of child-care
2. Lack of transportation
3. Lack of full-time instructors
4. Lack of technology

These four needs formed a common thread that most task force groups felt strongly impacted our students and the district's ability to meet their needs.

All Five Program Areas – Identified Student Needs:

- 1) **Lack of child-care**
 - a. Child-care isn't offered at most sites
 - b. Lack of evening and weekend child-care
 - c. Young mothers can't start programs until their children are in school full-time
 - i. Although CEC, SAC, SAC have daycare centers – they have limited space & are limited by age.

1. OEC/CEC: 2.9 years to pre-K (pre-school/kinder readiness program)
2. SAC/SCC: 9 months to pre-K
3. Offer summer camps for older children during the summer programs
4. Look into partnering with Children's Home Society, Parks and Rec, etc.
- ii. Adult ed and noncredit community sites lack child-care centers
 1. Look into funding family literacy programs (similar to C-BET) – Contact Sue Garnett/Melissa Tran for information re: past program success/obstacles
 2. Look into partnering with existing programs such as: Think Together, Padres Unidos, Boys and Girls Club, Parks and Recreation
 3. Consider partnering and adding child-care thru community centers or elementary school sites
 4. Look into the Cal-Works child-care voucher program – maybe offer something similar

2) **Lack of transportation**

- a. Students are unable to get to classes in an ideal amount of time
 - i. Students find it difficult to commute up the hill to SCC
 - ii. Speak with CTA – possibility to implement express busses (as done in LA)
 1. Bus stops in key areas
 2. OEC→Chapman Center→SCC
 3. East Santa Ana→CEC
- b. Provide on-line courses
 - i. Questions regarding equitable funding
 - ii. Questions regarding difficulty for our students to follow a distance learning format of study
- c. Cost of bus passes impacts their ability to use public transit – we don't currently subsidize cost
 - i. Up the offered amount of student-priced bus passes that are sold per semester
 - ii. Advertise student rates and make them more accessible
 - iii. Offer bus vouchers
 - iv. Institute a shuttle service
 1. Questions regarding ability, insurance, obstacles
- d. Utilize classrooms at community sites (elementary, middle, and high schools)

3) **Lack of full-time instructors in noncredit**

- a. The imbalance in the ratio does not allow us to properly serve the students
 - i. Ex: The ESL dept. at CEC has a ratio of part-time [150] vs full-time faculty [7] - which is much too high to adequately serve our ESL student population
- b. Part-time teachers are not always invested in the programs
 - i. Part-time teachers are very transient; they move on to get full-time jobs
- c. Many teachers work at different districts & fail to learn everything about each district
- d. Work-load will become even greater for full-time with the implementation of the ACA.
 - i. How will we meet students' needs when there is no one available to do the "extra work"? For example: subbing, curriculum writing, el civics grading, reading and pronunciation facilitators, leadership of the off-site instructors/classes, part-time instructor involvement at the department meetings, HSS/ABE facilitators, etc.
 - ii. Research the ratio between full-time and part-time at comparable districts
 1. What are other districts doing to address these needs?
 2. NOCCD, San Diego, San Francisco

4) Lack of computers and computer instruction available for students

- a. Students lack typing skills - highly needed for GED, HSS & CTE programs
 - i. Add more keyboarding classes
- b. Students have a fear of technology
 - i. Offer more introductory computer/computer skills classes
- c. Noted that some instructors also have a fear of technology
 - i. Offer faculty development to train instructors
- d. OCDE, ABE & HSS all request more tech lessons
 - i. Develop a curriculum to teach students computer vocabulary
 - ii. Teach more computer skills
- e. Currently not offering technology for off-site students
 - i. Purchase mobile hot spots for off-sites
 - ii. Investigate the purchase of iPads vs laptops for off-site classes
 - iii. Get IT to work with us to make sure that we can purchase these products and have programs that will work for us off-site
 - iv. Partner with school districts to offer parent/ESL computer classes
 1. (ex: Roosevelt Elementary had a class for parents to learn how to navigate the Parent Portal)
 2. Develop a good relationship and collaborate with principals and community liaisons
- f. Lack of computers & computer instruction available for students
 - i. In the jail programs – offer more computer classes; students are not prepared for jobs and today’s society without learning computer skills
 1. Implement more computer classes
 - a. Utilize existing computers from computer courses for ESL classes
 - i. Students could integrate English and writing skills through keyboarding/typing their papers
 - b. Purchase more computers/laptops with DVD/CD drives
 - i. Purchase appropriate connectors
 - ii. Purchase projectors/ELMOs for students viewing instructional videos and/or textbooks
 2. Implement computer certificate programs (such as administrative secretary
 3. Offer more CTE certificates that incorporate computer skills
 4. Develop courses using simulation because technology increases at a very fast rate when the students are incarcerated and the internet is restricted
 - a. Develop curriculum that will provide students with the ability to use the computer in a virtual environment
 - ii. Purchase more computers for all programs
 - iii. Train more teachers in computer/iPad instruction
 1. All ESL classes should have a computer/technology component
 2. Most K-12 students are working with iPads; ESL parents need to know how to assist their children

ESL/Citizenship– Identified Student Needs:

1) Fear to move to the next level

- a. Lack of full-time instructors & counselors limits our ability to facilitate the students in moving up the pathway to credit
- b. There is a need to connect the students at different levels

- i. Write curriculum to integrate levels
- ii. Set up inter-level meetings so that they can collaborate and learn together
- iii. Look into software/social media that link classes (build a community of learners)
 - 1. Facebook Groups
 - 2. Blackboard – currently being used by Susan Gaer at select CEC classes
 - 3. Schoology – currently being used at Norwalk/La Mirada

2) Classes canceled due to low attendance

- a. Look into availability to have classes with under 20 students (with certain circumstances)
 - i. Distant area – students unable to travel to a center, but are very dedicated
 - ii. Follow university standards – for example, they have a larger number of students in general ed courses (Beg ½) which can then support a lower number of students in the graduate-level courses (Int 2/3)

3) Alignment between K-12 and RSCCD

- a. Check/Follow-up with Nancy Fyson at GGUSD regarding alignment of classes
 - i. Adult ed and noncredit students should be aligned so that they can easily transfer between programs
 - 1. We have a very transient population and students should be able to move into a similar program that meets their needs whether it is a noncredit or adult ed course
 - ii. Adult ed and noncredit courses should also be aligned so that students are equally prepared to transition to credit
- b. Hiring standards are not equivalent across counties and across districts
 - i. Noncredit requires a TESOL Master's Degree or TESOL Certificate
 - ii. Adult ed requires a teaching credential

4) Alignment between noncredit, adult education and credit programs

- a. Noncredit students are not prepared for credit courses
 - i. We have been building a bridge between the two programs, but more is needed
 - ii. SCC credit and noncredit are working on combining a class for Fall 2014 (ESL 601 Advanced Grammar – combines the 102 credit class with the 601 noncredit class under two different ticket numbers)
 - 1. It will allow 5-6 noncredit students to take the class and better prepare for transitioning
- b. Students are not coming up from noncredit to credit
 - i. credit costs \$46 per unit/noncredit is free
 - ii. noncredit students are intimidated by the credit side
 - 1. Give a practice placement test (SCC) within noncredit - takes away some of the fear and obstacles of transferring to credit
 - 2. Offer a shuttle service from OEC/Chapman to SCC
 - 3. Take ESL classes on a field trip
 - 4. Attend a SAC/SCC graduation
 - 5. Invite counselors into the Intermediate classes to give information on available AA, Certificate and Apprenticeship programs
 - 6. Have students do an Ed Plan (SSSP – student success support plan) for noncredit. It is available online & DVD – should be up and running at SCC-SCE by June 30th.

5) Lack of help for students with disabilities

- a. There is little to know support to help students
- b. Need to hire and train more assistants and counselors to help disabled students
- c. Learn from the K-12 programs
 - i. They serve the 18-22 year old population

6) Needs within the Citizenship Program

- a. Need to hire a Citizenship Coordinator
 - i. Possible changes in citizenship legislature will highly impact our student population
 - ii. We need to keep on top of changes because the citizenship curriculum is constantly changing with new politicians being elected, new laws, etc.
 - iii. Need to stay informed on changes to applying & testing for citizenship (ex – new N-400 application)
- b. Citizenship classes are impacted – too many students per class
 - i. Look into partnering with more community centers like OCCORD
 - ii. Look into a Santa Ana program – SACReD (Santa Ana Citizens for Responsible Development)
- c. Need to institute a pre-citizenship program open to all immigrants that would focus on understanding American institutions, culture and communication
 - i. Currently citizenship classes are open to students in Beg 3 or higher
 - ii. Students with lower English skills could benefit from a class that embeds ESL and Civics together to prepare them for entering the citizenship class
 - iii. Align levels throughout the district
 - 1. We require Beg 3 or higher, but what about other agencies?

Adult Basic Skills/Secondary Basic Skills (High School Diploma/Equivalency Certificate) – Identified Student Needs:

1) Not enough class/study options for students

- a. CAHSEE Testing needs to be available in the evening
 - i. Add test times to the evening so that full-time workers can take the test
 - ii. Suggested times: 5:30/6:00 – 7:30/8:00 PM
- b. Offer lecture courses
 - i. Similar to courses they would have at SAC/SCC
 - 1. Rearrange faculty hours in the ABE classroom so that some of the time could be used for group lectures instead of the entire class being devoted to individualized instruction
- c. Develop correspondence courses
 - i. Questions regarding equitable funding
- d. Develop hybrid courses
 - i. Teach students how to work independently
 - ii. Students do coursework in class; take books home
 - iii. Homework completed online
- e. Develop a Student Study Center for noncredit
 - i. Open a computer lab for students to work independently
 - ii. Create a lending library so students can take books home
 - iii. Funds for replacement books
 - iv. Counselors should be available for students in the study center

2) Prepare students for the new GED/Equivalency Certificate

- a. Students need more knowledge in common core; basic skills are necessary to pass the test – there is currently a big gap between the old way of testing and the new
 - i. Develop curriculum to help students with critical thinking
 - ii. Develop curriculum in workforce prep
 - iii. Add courses in academic vocabulary
 - iv. Look into Design 39 (used in K-8). It is based on common core & could possibly be a good resource.
- b. Computers are new testing method - skills need to be high in order to pass the test in the allotted time
 - i. Develop computer skills curriculum to help students take/pass the test
 - ii. Introduce more keyboarding classes
 - iii. Develop curriculum to teach computer vocabulary
- c. 75% of students are coming into classes with a 6th-8th grade level; the new test is written at the 10th grade level
 - i. Develop a pre-GED curriculum where students can feel connected to future GED classes
 1. Develop a package of classes that offer support
 - a. For example: a class/lab that could help with learned, but forgotten skills
 2. Students should be able to test out of known subjects
 - ii. Develop learning communities to help students
 - iii. ABE and pre-GED students need to be able to see their end goal
 - iv. Embed counselors in the classes
- d. Vendors do not have Spanish GED materials yet; still using old prep materials
 - i. Ask for updated materials

3) Time Lapses

- a. Students' learned skills disappear from the time they end their previous class until they begin their next class
 - i. Implement a class or lab to help students learn forgotten skills – possibly add to the “support package” of classes
 - ii. Develop more programs like “Math Jam” which is a summer program for students entering into credit math. It prepares students for the upcoming course; preparation for the placement test, etc.
 - iii. Students could go directly into credit math courses while finishing the HS program. This would eliminate the time lapse and the culture shock of entering college credit courses.
 - iv. Students could also possibly enroll in a credit course with their high school subjects; can use this as motivation to stay in the program and transfer to credit.

4) Aligning credit and noncredit

- a. Train students to learn more about their educational options
 - i. Inform students about different pathways
 1. SCC, SAC – AA Degrees
 2. USD's - ROP
 3. Certificate Programs
 4. Apprenticeships
 5. Noncredit Short-Term CTE Programs

- b. Need to align noncredit with adult ed so students can easily transfer to other programs (credit, certificates, etc.)
 - i. Look at CEC & OEC's classes that prepare students for credit classes and align with USD classes
 - ii. Accelerated programs
 - 1. Develop programs that students can move through quickly, so that they can see an attainable goal
 - 2. Develop programs to help students with college readiness and workload expectations

5) Outreach is limited

- a. Specify to outreach so that they bring in specific students for courses (ex: This course is recommended for...)
- b. Have specific duties lined up for outreach so that we are certain in targeting all student populated areas
- c. Use unions to help advertise to students
- d. Offer work-related certificates that build basic skills
- e. Use paid advertisements
 - i. Bus Ads – signs inside the bus for ESL & HSS
 - ii. Train Center - signs inside the Santa Ana Work Center
 - iii. Talk to Padres Unidos, school principals & liaisons, Parks and Rec, libraries, etc.
 - iv. PSA's thru radio announcements, newspaper releases & Univision
- f. Look into the County of Orange – Employability Skills
 - i. We used to have this program (was taught through CEC)

Short-Term CTE, Workforce Prep in Basic Skills & Apprenticeship – Identified Student Needs:

1) Lack of evening security/lighting

- a. Students don't feel safe after evening classes
 - i. Hire extra security officers to patrol parking lot
 - ii. Add extra bright lighting for when students are exiting class

2) Noncredit CTE students lack English skills

- a. Students are unable to draft a sentence or paragraph for their cover letters
 - i. Create a certificate in workforce readiness – focusing on reading and writing
 - ii. HS teachers can recommend and direct students to take elective courses in keyboarding, business writing, workforce prep, etc.
- b. Students rely on spell-check
- c. Students have difficulty talking (verbalizing) information about themselves
 - i. Prepare students for interviews
 - ii. Focus on oral language skills

3) Outreach is limited

- a. Students are not continuing their education after receiving their HS diplomas thru SAUSD and OCDE
 - i. Outreach needs to reach out to students in adult ed classes and let them know of alternative options
 - 1. Offer field trips to visit the different certificate programs

- a. Short-Term CTE programs
- b. Credit certificate programs
- c. Apprenticeship programs
 - i. SCC has the largest apprenticeship program in the state (possibly world-wide)
- ii. CTE Fairs
 - 1. Students can come to the campus to learn about the credit apprenticeship programs – gives them hands-in experience
 - 2. Students can visit the programs
- iii. Give students a pathway to certificate programs (not just the traditional AA programs) – students need to know all of their options (ex: certificate programs)
- iv. Utilize the counseling department by having counselors go to different classes with information on certificate programs
- v. Make the website more user-friendly so that potential students can use it to access different class offerings and locations

4) **Counseling**

- a. Counselors need to be more available (sometimes the wait is 1 semester)
 - i. Hire more counselors and assistants
- b. Students need pre-counseling
 - i. Implement more aptitude testing
 - 1. Eureka software is available for aptitude tests (SCC) but we need it to be more accessible
- c. Help with job placement
 - i. Open a career center
 - 1. Support
 - 2. Help with job placement
 - 3. Help with interview/resume skills

5) **ROP**

- a. Not enough ROP classes in the community
 - i. Expand ROP offerings to adults
 - 1. Must follow a HS-Adult ratio
 - ii. Utilize ROP classrooms for CTE programs
 - 1. Use the same classrooms for evening adult programs
 - 2. Materials and classroom set-up can serve a dual purpose

6) **Difficulty transitioning into the credit certificate programs**

- a. Students are low in reading and writing classes
 - i. Implement more combination certificates within the CTE program adding an ESL component
- b. Students on the credit side are not passing their field tests due to lack of English, but too late to require noncredit ESL
 - i. Develop courses to help students before they transfer to credit
- c. Students fear transferring to the credit programs
 - i. Counselors can assist students
 - ii. Set students up with a study plan to better prepare them

Adults with Disabilities – Identified Student Needs:

1) Transitioning

- a. Students fall to the wayside because they are not connected
- b. Students need to be prepared to speak with their DSPS counselors and be able to talk about what they need
 - i. Parents are a good resource, but they need to be taught how to transition with their kids
 1. Parent ed classes (outside of the grant) can be used as a resource to help parents and students better prepare to transition to independent living
 - ii. Currently support persons/parents are not allowed to enter classes without consent from the student – starting at the counseling session. This is very difficult for the students who are used to the “crutch”
 - iii. Implement an orientation that will help both sides become adjusted and learn to be more independent.
 - a. Design a 6-week orientation course to help students with the transition from K-12 (18-22 year olds) to SAC/SCC. The curriculum should include:
 - i. Visiting the DSPS Center
 - ii. Counseling sessions
 - iii. Visiting a class in session
 - b. For students (over age 22) that transition to OEC/CEC, implement a more individualized orientation course to correspond with open-entry.
 - c. Schedule the orientations during summer or intersession for students transitioning to SAC/SCC. Schedule throughout the year at CEC/OEC due to open entry = shows equal access and inclusion.

2) Identify the student population at different agencies

- a. All of the agencies are offering services, but we don't know what they are offering or where they are located
 - i. Combine all of the services on a grid/map that can be shared with all agencies
 1. Lisa (researcher) is currently working on a map
 - ii. Develop a Service Center for students with disabilities
 1. Offer services to students to help identify their needs
 2. Make connections to other agencies so that students can transition into a program that is appropriate for their specific needs
- b. There is a lack of connections between programs
 - i. Students are unable to see the connection between their K-12 programs and other schools
 1. Implement a college senior fair or field trip to orient students to the different programs
- c. Dual Programs
 - i. Students that are 18-22 years of age and are enrolled in the K-12 program can also be enrolled at SAC to qualify for Adult Ed status.
 - ii. There are 3 ways that students can exit K-12
 1. Age out (at 22 years)
 2. Complete their high school diploma
 3. Opt out – self exit

3) Lack of courses offered

- a. No services from DSPS at SAC over the summer
 - i. Open DSPS services year-round
- b. There is a lack of classes for students with substantial disabilities
 - i. Build a regional center that is inclusive of both DSPS and students with substantial disabilities.
 - 1. The regional center should have all program areas; such as ESL, ABE, HSS, EL Civics and DSPS
 - ii. Develop classes and programs to service students on-site
 - 1. Look at NOCCD as an example to follow
- c. Need to implement new programs focusing on independent living skills
 - i. Programs are in the works, but not ready yet – possibly fall 2014
- d. Implement new courses in social skills that focus on the work environment and interview skills
- e. Develop a community outreach program for businesses that are flexible in their support of hiring and mentoring those with disabilities (as well as teen parenting)

4) Undiagnosed student population

- a. Students attend courses but are incapable of moving forward
 - i. Instructors see the problems in the classroom and are unsure how to help the students.
 - 1. Develop Flex workshops/faculty development to educate instructors on students with disabilities, DSPS programs and services
 - 2. Raise the level of awareness of students with disabilities
 - 3. Develop a referral/assessment process to help students with undiagnosed disabilities so that we can better serve them
 - a. This could piggy-back with the service center
 - b. It could help us document to the state why some students are not progressing
 - 4. Students with undiagnosed disabilities currently do not receive accommodations
 - a. Accommodations for obvious disabilities are made – ex: sit in front of the class if hard of hearing/sight.
 - b. Implement more accommodations for students with disabilities – possibly through the service center
- b. We don't have current assessments to help us diagnose students with disabilities
 - i. Expand DSPS services to include more assessing of students with undiagnosed disabilities
- c. Noncredit students do not qualify for the health center on campus that the credit students can use.
 - i. Undocumented students are not eligible for health care (ex: Affordable Care Act, Medi-Cal, Health Services – on the credit side)
 - 1. Students with a high school diploma and 3 years of high school enrollment can qualify for AB540 to transfer to the credit side. They will then qualify for in-state tuition and receive health services

Inmate Education – Identified Student Needs:

1) Transitioning from Jail

- a. Re-entry must start upon entry
- b. Transportation is often a problem – inmates are not prepared or aware of what exists for them upon exit
 - i. Develop a mechanism to transport the population to a safe place upon exit – especially for those released in the middle of the night (1AM, etc.)
 - ii. Implement a program to educate inmates on how to get to service centers, educational sites, jobs, etc. - upon exit
 - iii. Teach inmates about different modes of transportation
- c. Make monthly visits to help bridge the gap from release to college enrollment

2) Need to identify students: inmates, adults on probation or adults off probation, but still wandering

- a. There is a need to have a mechanism to identify ex-offenders, both who they are and where they are located.
 - i. Tap into county offices that have existing data on alternative ed K-12 population
 - ii. Tap into existing student IEP's
 - iii. Coordinate with the sheriff, probation and county offices and form a collaborative program
 - iv. Open a Service Center to serve students through an independent study program – which currently does not exist for students age 19 and above
 1. We could use this service center to bridge students to credit
- b. In the jail – there is a need for students to be individualized. They are currently grouped together and they need to be looked at and assessed as individuals so that we can truly meet their needs
 - i. Special ed students need to be identified
 - ii. Tap into the tier system (1-5)
 - iii. Students currently take the Wisconsin assessment, but it does not cover everything
 1. Create new assessments (similar to an IEP at K-12) using a multi-disciplinary approach
 2. Add a question to the assessment that asks if an inmate has ever been in special education
- c. OCDE students are not as represented as K-12 and RSCCD students
 - i. OCDE is servicing a lot of students and is not necessarily recognized as part of the educational community
 - ii. The educational community is currently viewed as two main groups – college and K-12 districts
 1. Work together and have a stronger voice at the state level
 2. Form a triad with all three educational agencies under one umbrella (OCDE, K-12 districts & community college districts)

3) Lack of courses offered

- a. High school classes/diploma program is not as readily available in the jail
 - i. Give students the option (in the jail) of completing HS diploma – not only GED
 1. Implement an independent study program (not currently available)
 - a. Questions regarding equitable funding
 - ii. Currently you must have a seat time program (240minutes – 5 days per week)
 1. This is very limiting

2. Classes close if there are under 20 students
3. OCDE can currently teach HSS with smaller class sizes
- iii. Smaller class sizes should be made available
 1. We currently have models set up for the at-risk population in K-12 and with special education. It stops at the adult level.
 - a. Change the current system to include at-risk adults
 - b. Set up a program where higher level, pre-transfer students can have smaller classes – similar to the programs in K-12 (IEP & at-risk)
 - c. 18-25 population is recognized as high risk based on age and likelihood to reoffend
 - iv. Create readymade study packets for students in class and for high restricted populations
- b. Students need more alternative classes in the jail
 - i. Develop/add classes in yoga and meditation to help reduce stress and increase focus
 - ii. Develop/add classes in public speaking to help gain confidence in group settings and interviews
 - iii. Develop/add classes in art therapy designed to help create art and expression
- c. Students need more soft skills (jail and OCDE)
 - i. Implement new programs to teach soft skills (basic skills including daily routines such as setting an alarm clock, setting out clothes the night before, calling in to say you'll be late, etc.)
 1. Develop classes to improve verbal skills – how to speak about yourself, to an employer, etc.
 - ii. Develop an orientation class for new inmates
 1. Start the class on the first day of jail sentence to teach inmates about available opportunities in the jail, and what the expectations are for them as they prepare to leave the jail
- d. Students need more writing skills (jail and OCDE)
 - i. Develop and implement new writing classes
- e. Students need more computer classes (see “all program area” above)
- f. Students need more employability skills (OCDE)
 - i. Identify ways to increase class attendance in vocational skills classes
 - ii. Partner with community businesses (currently XEROX is partnering with CORE)
 - iii. Expand partnership with business to support these classes and the transition to employment
 1. Look at Jobs for the Future as an example (Gloria Mwase – CASAS Summer Institute)
 2. Research occupational providers willing to hire ex-offenders
 3. Provide job resources and updates via email to distribute to students
 4. Increase links to career centers and workshops