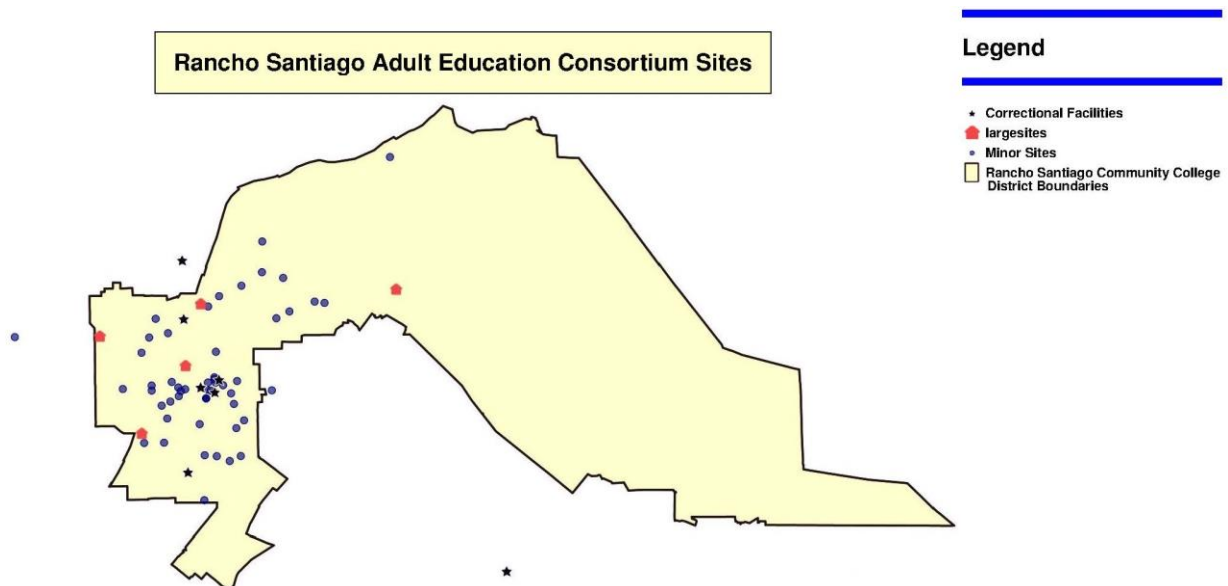# Rancho Santiago Adult Ed Consortium
AB86 Regional Comprehensive Plan
Completed-To-Date
October 31, 2014

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. There was representation from all three of the consortium members and from two partners. **Since March, there have been eight consortium meetings held through October 31, 2014: March 17, April 28, May 27, June 24, July 21, August 18, September 15, and October 20. In addition to these consortium meetings, the project coordinator has met with community centers and non-profits in the region, held three rounds of task force meetings and multiple one-on-one meetings with instructors and administrators to help evaluate the current needs of the adult education programs and ways to address the identified gaps.**

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 the RSCCD 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 the region. In addition to these members, several partners in the community have also joined the consortium.

Rancho Santiago Adult Education Consortium Sites

Legend
- ★ Correctional Facilities
- 🛑 largesites
- • Minor Sites
- ☐ Rancho Santiago Community College District Boundaries

Courses in the five program areas are currently taught at 62 community locations and eight correctional facility locations. The 62 community locations are comprised of five major site locations including Santa Ana College (SAC), Santiago Canyon College (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 student support services. The consortium also includes 57 smaller off-site locations. These locations include community centers, churches, non-profit organizations, libraries, and shared elementary, intermediate and high school classrooms at both Santa Ana and Orange Unified School Districts. The eight 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
- **Boys and Girls Club of Santa Ana**
- 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 businesses will be 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. Regular meetings have been held to plan, discuss, and evaluate each step of the process. The consortium has also 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. Thus far, meetings have been held at a different member or partner agency location, so that all consortium participants can become more familiar with the facilities of 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. The consortium 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, the consortium has 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 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 web designer, and a clerical assistant. **The project coordinator, Chrissy Gascon, oversees the details of the grant, drafts the reports, co-leads the consortium meetings, and coordinates meetings and tasks with the members, partners and task force groups. The researcher, Lisa DiDonato, reports the statistics and data for the Rancho Santiago region. She has created interactive maps and summary reports, which show all the sites and programs in the region in addition to follow-up summary reports of the data found in these maps. She has also created surveys for students, faculty, staff, community members and the inmate education programs to help identify the needs of adult learners. The web designer, Robert Lee, is in charge of creating and maintaining a website for the consortium. The website houses all of the pertinent information including documents, reports, and maps regarding the consortium's plan. (http://www.ranchosantiagoadulted.com) The clerical assistant, Paula Kusenda, provides clerical support and takes and records minutes for the consortium and task force meetings.**
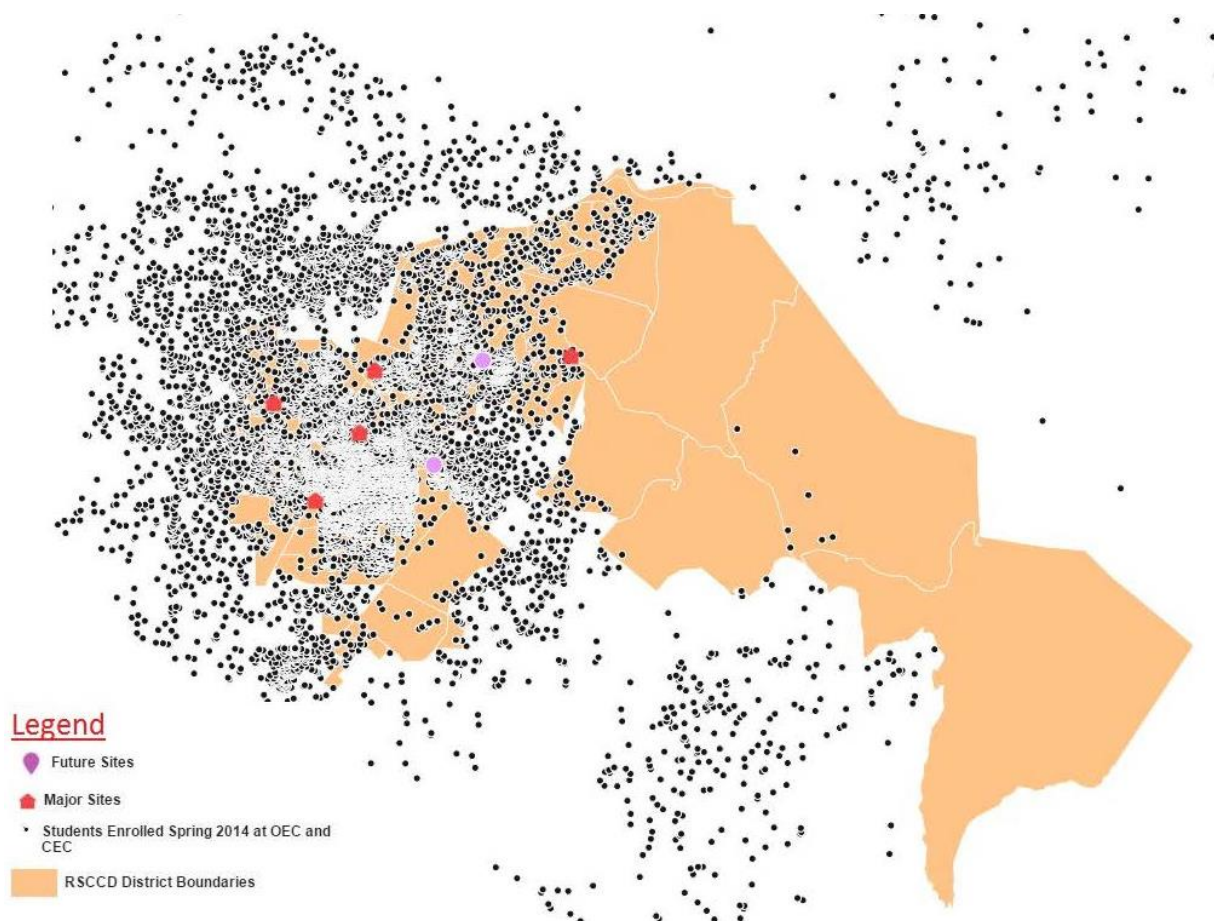
Representation
Representation and collaboration between subject area experts are important shared leadership qualities. In order to make sure that all interested parties were involved in the planning process, the consortium decided to put together task force groups. These groups are made up of an eclectic group of instructors and administrators from different member and partner agencies. It is the goal of the Rancho Santiago Adult Ed Consortium to have a collaborative work group to be able to advise and support the consortium through the planning process. **So far there have been over thirty task force meetings held in the various program areas. Over forty community liaisons, instructors and administrators have participated in the meetings, representing five non-profit organizations and six agencies, including participants from K-12, credit, noncredit and enhanced noncredit, and correctional facilities. The meetings were extremely successful and led to much of the information gathered in the following report**.

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

REGIONAL COMPREHENSION PLAN PRIORITIES

Rancho Santiago Adult Ed Consortium Priority #1: **Building of two new regional facilities**

Legend

🔵 Future Sites

🟥 Major Sites

•   Students Enrolled Spring 2014 at OEC and CEC

🟧   RSCCD District Boundaries

The number one priority of the Rancho Santiago Adult Ed Consortium is the building of two new regional facilities in the areas of east Santa Ana and the El Modena neighborhood of Orange. These areas are densely populated and according to the region's census data, students' needs are underserved in all of the program areas. The student population map shown above is divided by census tracks and data confirms that 45% of adults 18-24 living in the five census tracks surrounding the proposed Santa Ana site do not have high school diplomas. The Rancho Santiago region includes 130 tracks, and three of the tracks surrounding the proposed Santa Ana site rank in the top five in percentage of population for adults without a high school diploma. Likewise, 27% of adults 18-24 living in the five census tracks surrounding the proposed Orange site do not have high school diplomas. Additionally, the proposed Santa Ana area represents a household population of 40.8% who do not have someone over the age of 14 who speaks English or speaks English very well (*US Census Bureau, 2008-2012 American Community Survey*).   These statistics demonstrate a serious need for adult learners in these areas. Although there are small sites located nearby, most

are limited to one classroom. This limits the adult learners who are living in these geographic areas to few class choices. Additionally, with few intermediate or advanced level courses in ESL, CTE, GED or high school subjects provided at the community leveraged sites, it prohibits adult learners from progressing along their educational pathway by not providing easy access to these types of programs and courses. The following chart represents the imbalance of course offerings at the small sites within the consortium. Approximately 64% of all courses taught at small sites are beginning level ESL courses. Adult learners living within the consortium need access to courses that will help them progress and transition to postsecondary education or the workforce.

The building of the two new regional centers will require a substantial financial commitment. Below is the breakdown of the estimated costs compiled by the Facility Planning, District Construction and Support Services Office at the Rancho Santiago Community College District.

Rancho Santiago Adult Education Consortium NEW REGIONAL CENTERS Estimated Cost (each center)	
Item	Estimated Cost
Land Acquisition	$10,000,000
New Construction	$12,000,000
250 Parking Spaces/Stalls	$2,000,000
10% Contingency for Construction	$1,400,000
Soft Cost (Plans/Design/Approval/Permits)	$4,600,000
Furniture & Equipment	$2,500,000
TOTAL ESTIMATED COST	$32,500,000

Notes:
Each center to be approximately 30,000 square feet in size
     20,000 square feet for instruction
     10,000 square feet for student support services and administration

Parking Spaces: 250

Rancho Santiago Adult Ed Consortium Priority #2: Additional full-time faculty

The hiring of additional full-time faculty at SAC-SCE, SCC-SCE and GGUSD is a main priority to the Rancho Santiago Adult Ed Consortium. This priority was discussed in over 30 task-force meetings and is a serious concern among faculty. In order to meet the needs of the adult learners living within the Rancho Santiago Adult Ed Consortium, additional full-time faculty must be hired. Currently, at SAC-SCE and SCC-SCE full-time faculty represents only 3% of the total faculty and staff, whereas part-time faculty represents 71% and 73% respectively. Likewise, GGUSD has no full-time faculty. Part-time faculty do not have sufficient time to write needed curriculum, develop articulation agreements or work on important committees to develop programs recommended by the State's Chancellor's office such as the Student Success and Support Program (SSSP) and the common assessment. Lack of full-time faculty is especially needed in program areas with specialties, such as high school subjects and short term CTE. For example, a high school English instructor cannot be expected to write curriculum for math or the natural and social sciences. These areas are unique and require an expert in the subject area to oversee them. To accomplish the AB86 goals set by the Chancellor's Office to meet students' needs, additional full-time faculty must be in place. Currently the State Chancellor's Office requires that the community college districts have a ratio of 75% full-time faculty to 25% part-time faculty in credit programs *(Full-time Faculty Obligation - AB1725).* Noncredit faculty must have a similar ratio in order to accomplish the guidelines set forth by AB86 and to meet the needs of the region's student population. The charts provided below produce a clear picture of the under-representation of full-time faculty at SAC-SCE and SCC-SCE.

Santa Ana College - School of Continuing Education (SAC-SCE)
7 Year Historical Data

| Faculty & Staff	2007-2008*		2008-2009*		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators					5	1%	5	1%	5	1%	5	1%	5	1%
Full-time Faculty & Counselors					10	2%	11	2%	11	2%	11	3%	11	3%
Part-Time faculty & Counselors					406	77%	382	76%	338	73%	297	71%	297	71%
Support Staff					103	20%	106	21%	107	23%	103	25%	103	25%
Total					524	100%	504	100%	461	100%	416	100%	416	100%
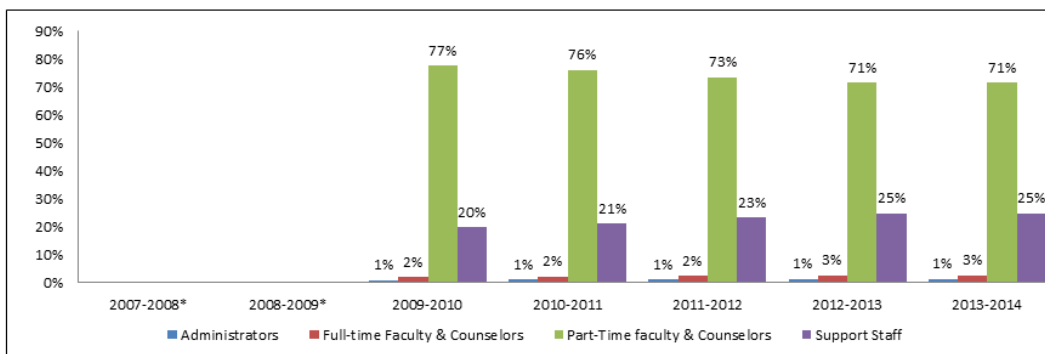
*Data not available for 2007-2009

Santiago Canyon College - School of Continuing Education (SCC-SCE)
7 Year Historical Data

Faculty & Staff	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators	4	1%	4	1%	4	2%	4	2%	3	2%	3	2%	4	2%
Full-time Faculty & Counselors	11	3%	12	4%	9	4%	8	4%	7	4%	8	5%	6	3%
Part-Time faculty & Counselors	261	76%	242	78%	179	76%	132	70%	121	69%	112	67%	141	73%
Support Staff	68	20%	52	17%	44	19%	45	24%	44	25%	44	26%	41	21%
Total	**344**	**100%**	**310**	**100%**	**236**	**100%**	**189**	**100%**	**175**	**100%**	**167**	**100%**	**192**	**100%**
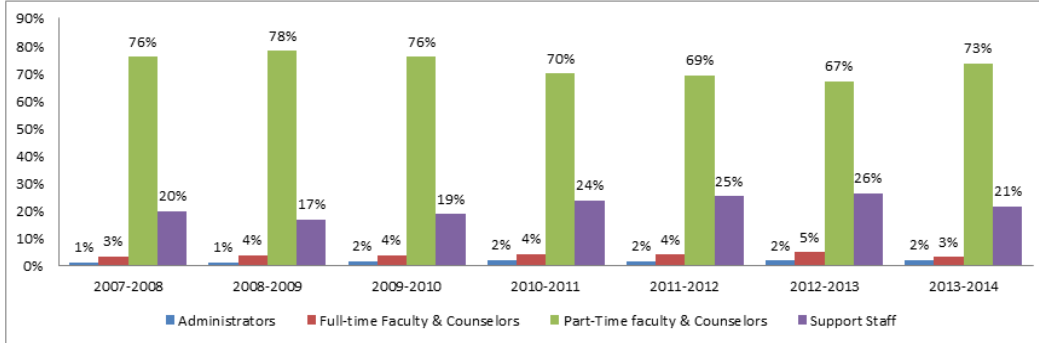
Although the following passage from Assembly Bill 1725 was referring to credit faculty, this statement is equally true for noncredit faculty. *"…because the quality, quantity, and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient members of full-time faculty with sufficient opportunities for continued staff development, and with sufficient opportunity for participation in institutional governance" (AB1725 Section 70a.)*

Rancho Santiago Adult Ed Consortium Priority #3: Additional sites in high need areas within one mile of targeted adult learners

In addition to the two regional centers, the Rancho Santiago Adult Ed Consortium needs additional sites in high need areas. Preferably, these sites would be located within one mile of the targeted adult learners. Although RSCCD has approximately 52 leveraged sites, 73% of these locations offer fewer than two courses and are dependent on the regulations of the specific sites. The census data reflected above indicates that more classes and programs are needed to meet the needs of the students living within the consortium's boundaries. Additional sites that belong directly to RSCCD will benefit adult learners in the consortium because it will allow for direct control of the classes, thus eliminating class closures due to circumstances beyond the program's control. Classes, which are operated on leveraged sites, are dependent on the sites rules and availability. Cancellation of classes or the cancellation of an entire semester program is not uncommon due to conflicts such as events at the location, religious holidays, or an increase in enrollment at a local school, which would require the classroom returned for use for their growing K-12 student population. Acquiring additional permanent sites throughout the region would allow the consortium to better serve the students' needs.

Rancho Santiago Adult Ed Consortium Priority #4: Development of educational pathways

Common mission statement themes, which are found in the participating schools within the consortium, include "provide… lifelong educational opportunities" *(GGUSD),* "prepares students to transition to college" *(SAC-SCE),* and "enable students to maximize their potential" *(SCC-SCE).* The goals in these mission statements cannot be achieved without clear and seamless educational pathways being developed. New and innovative curriculum needs to be written, articulation agreements need to be made between credit and noncredit/adult education faculty, and continuous professional development needs to be provided to the consortium faculty. Plans to accomplish these educational pathways have been outlined in Objectives 3, 5 and 6. It is important to note, that without the hiring of additional full-time faculty, the resources to create these pathways will not exist.

STATUS REPORT FOR OBJECTIVES 1-7 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
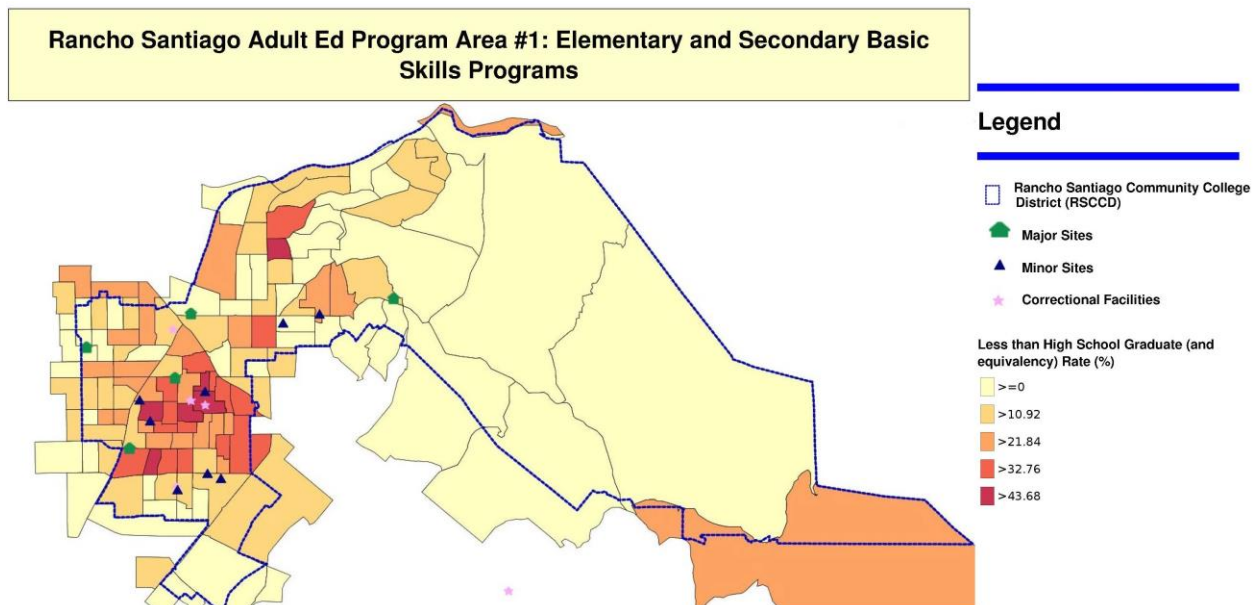
Within the Rancho Santiago Adult Ed Consortium, four of the seven consortium members and partners offer courses in elementary basic skills. Courses offered include Adult Basic Education, (ABE), Native Language Basic Skills (NLBS), Spanish Literacy, Student Leadership Skills, and Money Matters. These courses are taught at thirteen sites representing 18% of our community locations including the five major site locations and eight of the 58 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 enhanced funding. Additionally, courses in Adult Basic Education receive funding through the Adult Education and Family Literacy Act (AEFLA). Disabled Students Programs and Services (DSPS), counseling and other student support 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 with the exception of Spanish GED, receive funding through AEFLA. DSPS, counseling and student support services are provided at three of the major site locations.**

Current research in the region shows that the Rancho Santiago Adult Ed Consortium does not have adequate programs and classes to meet the needs of adult learners. Approximately 20% of the population ages 18-24 (17,072 residents) in the Rancho Santiago region, have an educational level that is less than a high school diploma. Likewise, this also affects the over 25 population in the 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.

Sites Offering Adult Basic Education and Secondary Education Classes

	Count	Percent of ABE/ASE Sites	Percent of All Sites	Percent of Non-Correctional Sites
Major Sites	5	24%	7%	8%
Minor Sites	8	38%	12%	13%
Correctional Facilities	8	38%	12%	13%
Total	**21**	**100%**	**31%**	**35%**

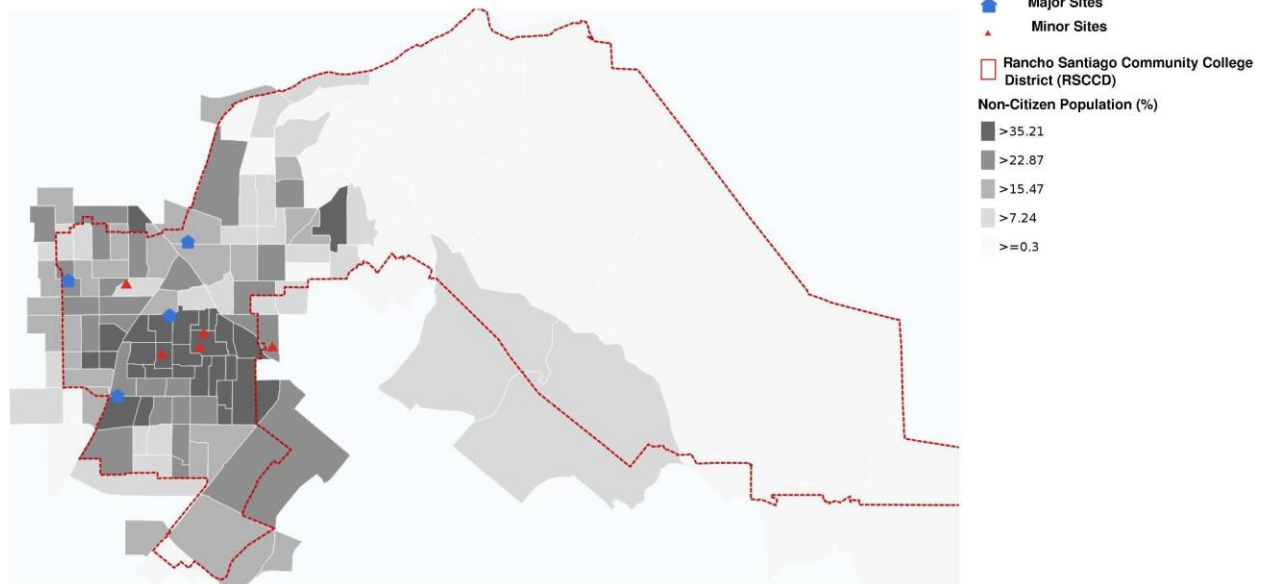|	
All Consortium Sites	68
All Non-Correctional Consortium Sites	60

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
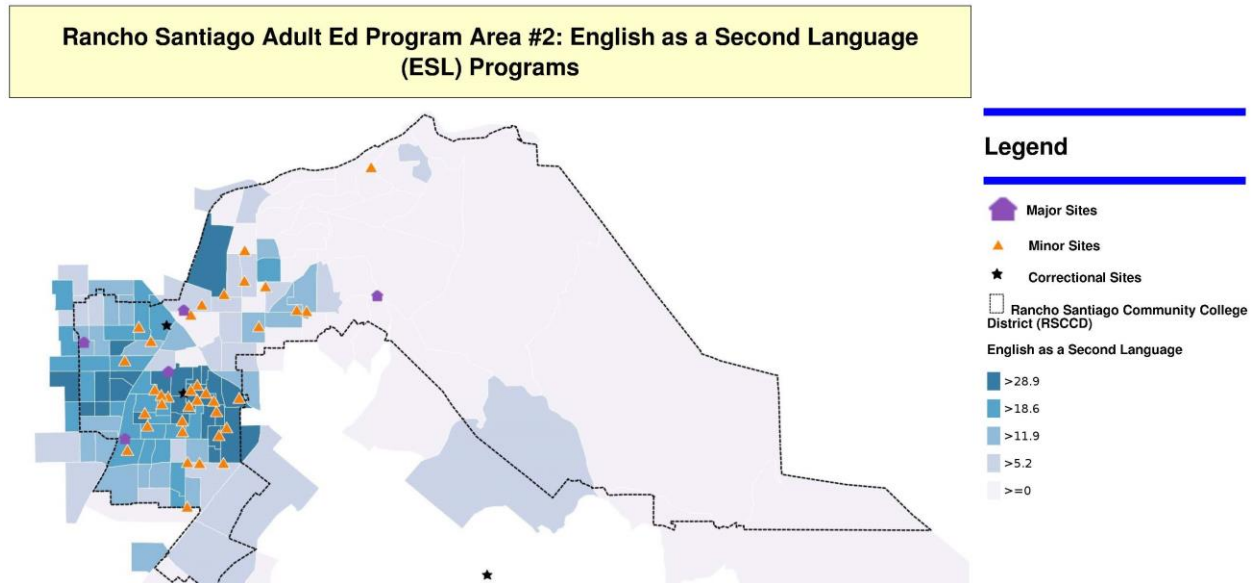
The English as a Second Language (ESL) and Citizenship Program is the largest of the five program areas in the Rancho Santiago Adult Ed Consortium. ESL courses are taught at all five of the major site locations and 36 off-site locations representing 66% of the community locations. In addition, ESL courses are offered at four correctional facility locations. To accommodate the students' needs, the 41 sites have a variety of ESL courses including, Literacy, Beginning 1, 2 & 3, Beginning Low-High, Beginning Multi-Level, Intermediate 1, 2 & 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 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 the community sites. ESL, Citizenship and Workforce Preparation are all enhanced noncredit programs at RSCCD and receive funding through AEFLA. DSPS, counseling and student support services are offered at four of the major site locations, with citizenship services also available at some community centers.

Rancho Santiago Adult Ed Program Area #2: Citizenship Programs

Legend

- Major Sites
- Minor Sites
- Rancho Santiago Community College District (RSCCD)

Non-Citizen Population (%)

- >35.21
- >22.87
- >15.47
- >7.24
- >=0.3

Current data shows that in 15% (31,917) of the households in the Rancho Santiago region "no one age 14 and over speaks English only or speaks English very well" (*US Census Bureau, 2008-2012 American Community Survey*). Although there is a large amount of classes and locations, census data shows that these locations might not be in areas that are easy for all students to access. (See Objective #2 for more detailed analysis.)

	Count	Percent of ESL Sites	Percent of All Sites	Percent of Non-Correctional Sites
Major Sites	5	11%	7%	8%
Minor Sites	36	82%	53%	60%
Correctional Facilities	3	7%	4%	5%
Total	**44**	**100%**	**65%**	**73%**

|	
All Consortium Sites	68
All Non-Correctional Consortium Sites	60

The same applies to Citizenship classes offered within the consortium. Research shows that 23% of the 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 nine sites is an adequate number to service this population.

Sites Offering Citizenship Classes

	Count	Percent of Citizenship Sites	Percent of All Sites	Percent of Non-Correctional Sites
Major Sites	4	44%	6%	7%
Minor Sites	5	56%	7%	8%
Correctional Facilities	0	0%	0%	0%
Total	**9**	**100%**	**13%**	**15%**

All Consortium Sites   68
All Non-Correctional Consortium Sites   60

Program Area #3: Education Programs for Adults with Disabilities
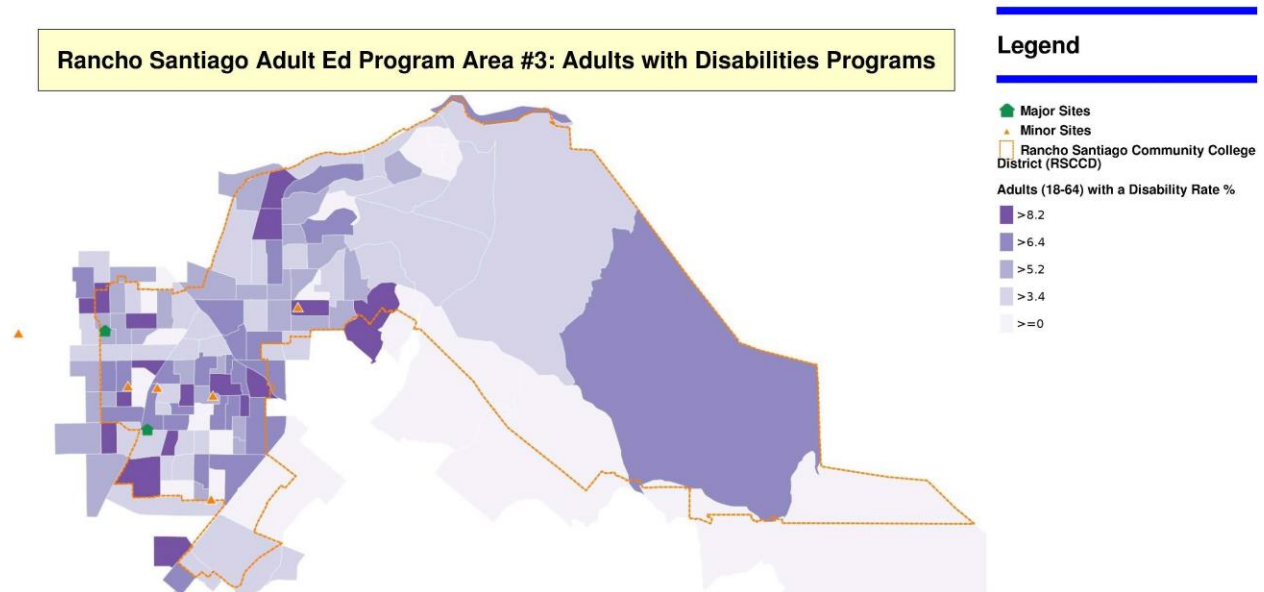
Among the Rancho Santiago Adult Ed Consortium, four of the seven members and partners offer programs for adults with disabilities. There are nine sites offering classes for adults with disabilities representing 15% of the community sites. Courses offered include Vocational Training, Independent Living 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 support 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 and the workforce. 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 services in order to successfully transition to college credit. The various programs within the Rancho Santiago region need to work together to better meet these students' needs. (See Objective #2 for more details in this area.) **The consortium has already seen some improvement in this area through collaboration at task force meetings and by consortium members working together. For example, this fall SAUSD and SAC-School of Continuing Education (SAC-SCE) implemented a course to help students prepare to transition from the K-12 adult transitional program to SAC-SCE's noncredit program. The K-12 students are enrolled in a noncredit class at CEC to learn lifeskills, workforce preparation and employability skills. The two agencies are working together to help prepare students for the workforce. This course prepares and enables these students to find employment or continue on a career pathway after they have completed their K-12 adult transitional courses. With additional funding and programs, the consortium would like to see this type of collaboration continue.**

Sites Offering Adults with Disabilities Classes

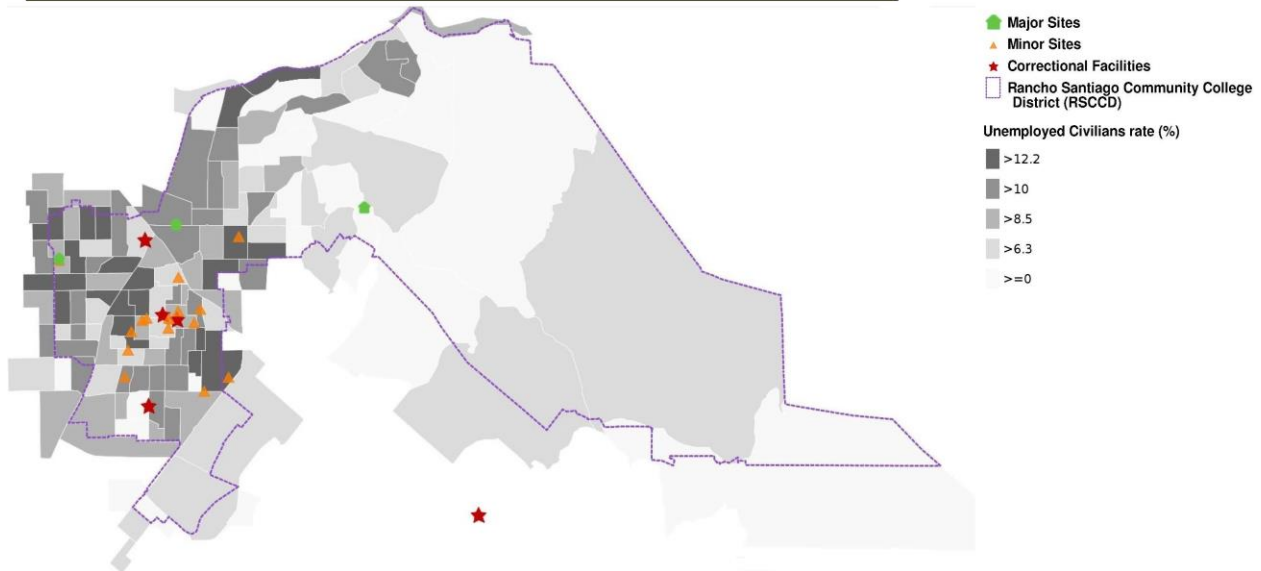|	Count	Percent of Adults with Disabilities Sites	Percent of All Sites	Percent of Non-Correctional Sites
Major Sites	2	25%	3%	3%
Minor Sites	6	75%	9%	10%
Correctional Facilities	0	0%	0%	0%
Total	**8**	**100%**	**12%**	**13%**

All Consortium Sites	68
All Non-Correctional Consortium Sites	60

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 the Rancho Santiago 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 the community sites.

Rancho Santiago Adult Ed Program Area #4: Short Term CTE Programs

Legend

- Major Sites
- Minor Sites
- Correctional Facilities
- Rancho Santiago Community College District (RSCCD)

Unemployed Civilians rate (%)

- >12.2
- >10
- >8.5
- >6.3
- >=0

To help align 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 the region. Some of the programs include Automotive Careers, HVAC, Intro to Welding, Intro to Sewing, Childcare Worker Programs, 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 student outcomes. Members of the CTE and ESL task forces have scheduled subcommittee meetings to address these issues. **At present, the subcommittee, comprised of both CTE and ESL department members, is working on a set of stackable certificates for a Retail Office Clerk Certificate that will include both ESL and CTE classes. The stackable certificate is divided into four levels, allowing students to earn four certificates in shorter time intervals while working toward the goal of completing the Retail Office Clerk Certificate. This new stackable certificate is currently going through the curriculum approval process. Again, with additional funding and programs, the consortium would like to see this type of collaboration continue.   (See Objective #2 for more information.)**

Sites Offering Short term Career Technical Education Classes

	Count	Percent of CTE Sites	Percent of All Sites	Percent of Non-Correctional Sites
Major Sites	3	13%	4%	5%
Minor Sites	15	65%	22%	25%
Correctional Facilities	5	22%	7%	8%
Total	**23**	**100%**	**34%**	**38%**

|	
All Consortium Sites	68
All Non-Correctional Consortium Sites	60

Program Area #5: Programs for Apprentices

Currently, in the Rancho Santiago Adult Ed Consortium, there are no programs for apprentices offered through K-12 adult education schools or CCC noncredit programs. However, Santiago Canyon College offers credit apprenticeship programs that 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**

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)*.
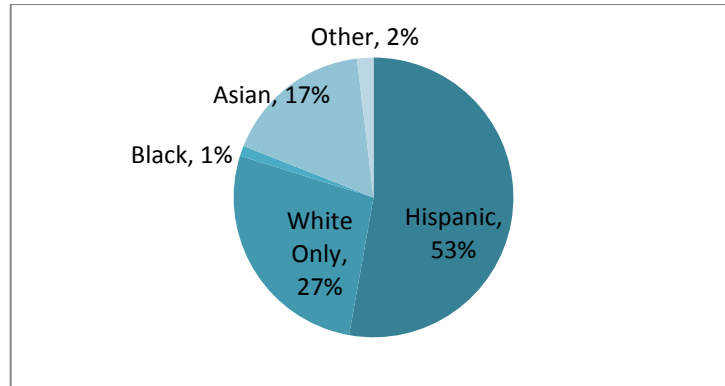
The majority (107,144 workers or 30.3%) of the workforce within the region works in management positions including business, science and arts occupations. These occupations are followed by employment in sales and office occupations (25.6%), service occupations (19.1%), production occupations including 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
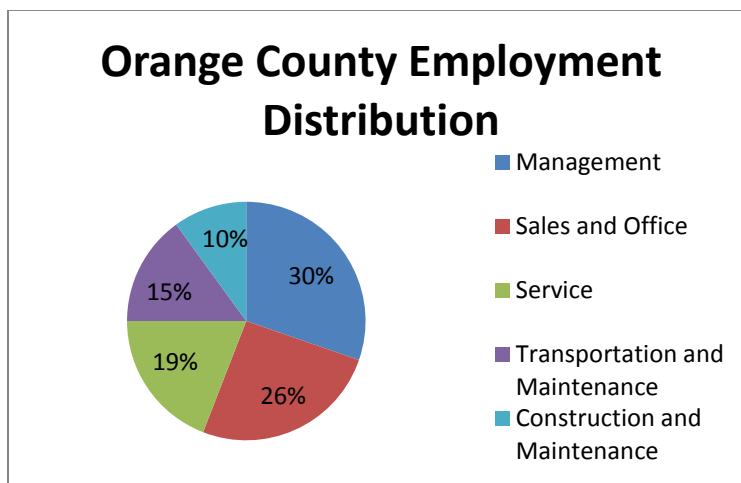
Consortium Plan Objective #2:
An evaluation of current needs for adult education programs within the consortium's region.

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. **In addition, Orange Unified School District (OUSD) no longer collects average daily attendance (ADA) for adult ed., but records continue to be kept. This explains the District's ADA numbers, but no revenue.**

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 an elementary and secondary basic skills task force to address the unmet needs of the adult learners in the region.   Within the 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 the 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)*. **According to the Regional Fact Sheet supplied at the AB86 Planning Summit in Sacramento *(October, 2014),* only 17% of the adult learners within the Orange County Consortia are having their needs met in the area of basic skills. This is down from 30.9% in 2008/2009.**

Rancho Santiago Adult Education Consortium-Program Area Estimated Educational Attainment and Elementary and Secondary Basic Skills (ABE/ASE) Class Sites

		Age 18-24	
Less Than High School Diploma		17,072	20%
Total		85,733	
		Count	**18-24 No HS Diploma or GED**
Sites offering ABE/ASE Classes		13	
Census Tracts with Sites Offering ABE/ASE Classes		13	2,080
Census Tracts with 18-24 year olds without a HS Diploma		125	17,072
Census Tracts that do not have ABE/ASE Sites		112	15,002
Percentage of Census Tracts with One or More ABE/ASE Sites		10%	12%

The Rancho Santiago Adult Education Consortium-Program Area currently offers Elementary and Secondary Basic Skills classes at 13 locations. These sites are located in 13 census tracts containing an estimated population of 2,080 18-24 years that do not have a high school diploma or its equivalent. It is estimated that there 17,072 18-24 year olds within the district that do not have a high school diploma. Thus, 10% of the tracts with this population are served by a site offering elementary and secondary basic skills courses. This means that only 12% of the census tracts that have 18-24 year olds without a high school diploma or the equivalent are located in census tracts that also offer elementary and secondary basic skills courses.

The task force identified the following areas of significant need:

Lack of classroom space

Classroom space is very limited within the region, which hinders the consortium's 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, one classroom at CEC located in 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 at high demand class times. In fact, all ABE, GED and High School Subjects classrooms at CEC reported being impacted at different times throughout the 2013-2014 academic year, with seat waiting lists implemented for all rooms.

Lack of full-time instructors

The imbalance between full-time and part-time instructors in the consortium does not allow programs to properly serve 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 39,500 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 toward facilitating, curriculum writing or substitute teaching, and this has greatly impacted the ability of faculty to meet student needs in the region. 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 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 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 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. **Oftentimes students need to take two or three buses to reach their desired location.** 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 computers and computer instruction available to adult learners

Classrooms within the consortium 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 the region has a student computer lab. As both educational and career pathways add greater emphasis on technology, the lack of computers hinders the consortium's adult learners' ability to reach 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 formerly incarcerated students who lack these basic skills and need them to facilitate their transition back into their lives and also into a career or educational pathway.

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. Computer-based testing is 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 the

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 the consortium, yet instructors do not have the newly revised testing materials in Spanish. Lack of these Spanish materials is due to the publishers' delay in bringing these products to market.

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. 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, students within the consortium 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 Outreach

There is a lack of advertising and targeting of specific student populations. **According to the Regional Fact Sheet provided at the AB86 Planning Summit in Sacramento *(October, 2014),* Orange County Consortia have had a combined drop of 50,670 students in the area of basic skills. This represents a 45% drop in enrollment in the past five years. Although cuts in funding were a significant reason for these drops, increased advertising and information is now needed to increase enrollment and bring class and program enrollments in our region back to 2008/2009 levels.**

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 over a period of four months and one of the areas that they discussed was the unmet needs of the ESL adult learners, who represent 15% of the households (31,917 homes) in the region. The task force 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)*. **According to the Regional Fact Sheet**

supplied at the AB86 Planning Summit in Sacramento *(October, 2014),* only 8.8% of the Orange County Consortia adult learners are having their needs met in the area of ESL. This is down from 16.3% in 2008/2009.

Rancho Santiago Adult Education Consortium-Program Area Estimated English as a Second Language (ESL) Services and Population

	All Households in District	
No one age 14 and over speaks English only or speaks English "very well".	31,917	15%
Total	**206,200**	

	Count	ESL Households
Sites offering ESL Classes	41	
Census Tracts with Sites Offering ESL Classes	32	10,847
Census Tracts with ESL Households	125	31,917
ESL tracts not served	93	21,070
Percentage of ESL Census Tracts with One or More ESL Sites	26%	34%

Within the Rancho Santiago Adult Education Consortium-Program Area there are 41 sites offering ESL classes (this does not include correctional facilities). These sites are located in 32 census tracts containing an estimated 10,847 ESL households. It is estimated that there are 31,917 ESL households within the district. Thus, 26% of the tracts with ESL households are also served by at least one site offering ESL courses. In terms of ESL households, 34% are located in census tracts that also offer ESL classes.
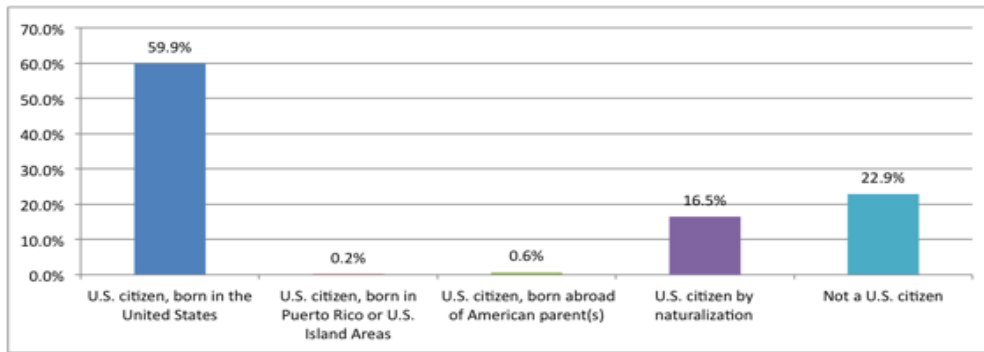
Rancho Santiago Adult Education Consortium-Program Area Estimated Population by Citizenship

	Count	Percent
U.S. citizen, born in the United States	451,166	59.8%
U.S. citizen, born in Puerto Rico or U.S. Island Areas	1,225	0.2%
U.S. citizen, born abroad of American parent(s)	4,804	0.6%
U.S. citizen by naturalization	124,083	16.4%
Not a U.S. citizen	173,343	23.0%
Total	**754,621**	**100%**

The task force decided that there were significant needs in the following areas:

Lack of full-time instructors
The imbalance between full-time and part-time instructors does not allow the consortium to properly serve students. **For example, within the ESL/Citizenship departments at Santa Ana College and Santiago Canyon College – Schools of Continuing Education there are five 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 toward facilitating, curriculum writing or substitute teaching, and this greatly impacts the ability of faculty to serve their 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 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 the faculty's 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 the 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 using 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 agencies having different hiring standards.

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 there are many ESL classes in the community, most of them are taught at the beginning levels, with only three community sites offering classes above the Beginning 3 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. **Oftentimes students need to take two or three buses to reach their desired location.** It is time-consuming and costly for the students. The schools within the Rancho Santiago Adult Ed Consortium do not subsidize the cost of public transit.

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 within the consortium. There is a need for more computer instruction in the ESL classroom. Additional curriculum in introductory computer skills, computer vocabulary, and keyboarding is needed to prepare adult learners for transitioning into credit programs. This is also true within the inmate population where there is a definite need to embed computer lessons into the ESL courses.

Lack of help for students with disabilities

According to the task force, the perception is that there has been little to no support in noncredit to help ESL adult learners with disabilities. This is especially apparent in off-site locations. It was determined that 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**. Orange County Communities Organized for Responsible Development (OCCORD), a non-profit organization within the consortium that assists immigrants with citizenship training, consistently has adults waiting to enter citizenship classes.** The 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 the 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. This affects 83,476 non-citizens (*US Census Bureau, 2008-2012 American Community Survey*).

Lack of Outreach

There is a lack of advertising and targeting of specific student populations. According to the Regional Fact Sheet provided at the AB86 planning summit in Sacramento *(October, 2014),* Orange County Consortia have had a combined drop of 43,917 students in the area of English as a Second Language. This represents a 46% drop in enrollment in the last five years. Although cuts in funding were a significant reason for these drops, increased advertising and information is now needed to increase enrollment and bring class and program enrollments in our region back to 2008/2009 levels.
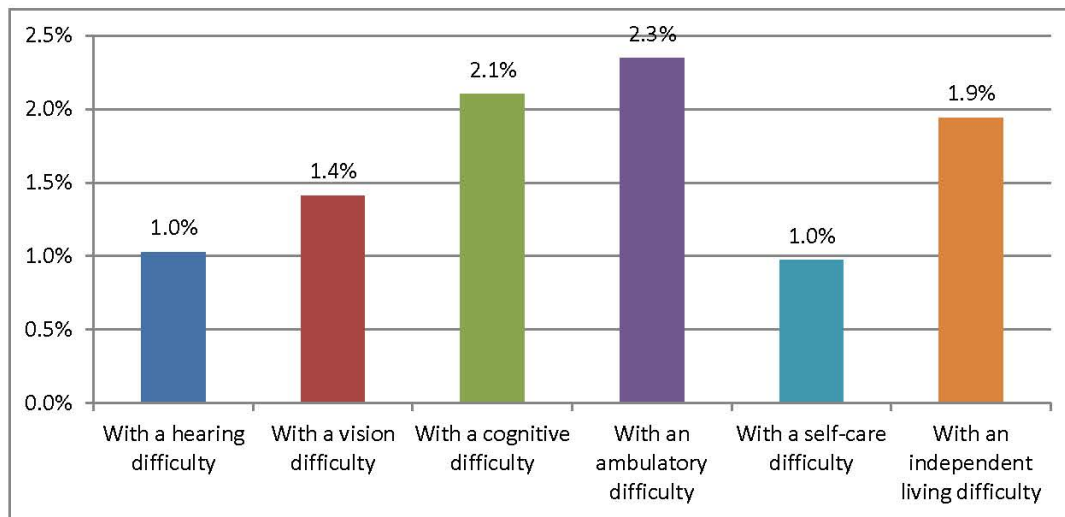
Program Area #3: Education Programs for Adults with Disabilities

Within the Rancho Santiago Adult Ed Consortium there are 26,464 adults age 18-64 identified with a disability. Disabilities affect 5.5% of the total population within the boundaries of the 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 to discuss the unmet needs for students with disabilities.

Rancho Santiago Adult Education Consortium-Program Area Estimated Population with Disabilities

	Count	Percent
Total civilian noninstitutionalized population	749,808	
With a disability total civilian noninstitutionalized population	53,358	7.1%
With a disability 18 to 64 years	26,464	5.5%
With a hearing difficulty	4,933	1.0%
With a vision difficulty	6,781	1.4%
With a cognitive difficulty	10,099	2.1%
With an ambulatory difficulty	11,275	2.3%
With a self-care difficulty	4,668	1.0%
With an independent living difficulty	9,330	1.9%
Population 18 to 64 years	480,192	

Percentage of the Population 18 to 64 Years of Age by Type of Disability

The adults with disabilities task force identified the following unmet needs:

Lack of courses offered

There are 9,330 adults living with an independent living difficulty within the 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.

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 choices available to them in higher education. Adult learners with identified

disabilities who finish their K-12 programs 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 these different agencies. Adult learners with disabilities are unable to see the connection between their K-12 programs and other schools within the region that offer 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. The task force recommended that a regional service center be developed for adult learners with disabilities with ties to all of the consortium's agencies that offer services.

Undiagnosed student population

In addition to the 26,464 adult learners aged 18-64 living in the 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 the 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)*. The task force determined that there is a need to expand DSPS services to identify and accommodate students with undiagnosed disabilities.   Instructors report that they see possible learning disabilities 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, the inmate education task force recommended that new assessments be developed for the county jails 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 available on unemployment rates, this number is quite low. According to the latest census data, there are 37,554 people over the age of 16 who are unemployed**. According to the Regional Fact Sheet supplied at the AB86 Planning Summit in Sacramento *(October, 2014),* only 20.3% of the Orange County Consortia adult learners are having their needs met in the area of short term CTE. This is down from 88.4% in 2008/2009.** A CTE task force was formed to look at the unmet needs of these adult learners.

Rancho Santiago Adult Education Consortium-Program Area Estimated Estimated Population in the Labor Force 16 years and over

Population 16 years and older

	Count	Percent
In labor force	395,469	68%
Not in labor force	184,271	32%
	579,740	

Population 16 years and over		
In labor force- Civilian labor force	395,150	99.9%
In labor force- Armed forces	319	0.1%
Population 16 years and over		
In labor force - Civilian labor force - Employed	357,596	90.5%
In labor force - Civilian labor force - Unemployed	37,554	9.5%

The CTE task force met and identified the following areas of significant need:

Lack of full-time instructors

The imbalance between full-time and part-time instructors does not allow the consortium to properly serve 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 toward facilitating, curriculum writing or substitute teaching and this greatly impacts the faculty's ability to serve their 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 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. **Oftentimes students need to take two or three buses to reach their desired location.** 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 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. The inmate education task force recommended that more computer classes be implemented, and additional courses 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 soft skills, 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**. According to the Regional Fact Sheet provided at the AB86 Planning Summit in Sacramento *(October, 2014),* Orange County Consortia have had a combined drop of 41,683 students in the area of short term CTE. This represents a 77% drop in enrollment. Although cuts in funding were a significant reason for these drops, increased advertising and information is now needed to increase enrollment and bring class and program enrollments in our region back to 2008/2009 levels. Adult learners need to be made aware of the alternative educational options that Short Term CTE programs provide.**

Program Area #5: Programs for Apprentices

Santiago Canyon College is the largest provider of apprenticeship programs in the state of California offering seven programs and servicing 3,491 students.   However, so far there has been little collaboration between the noncredit and K-12 programs and the Divisions of Apprenticeship Standards in order to align the two programs. There is an opportunity to collaborate with the various apprenticeship programs offered through SCC as possible career pathways for adult learners, but currently, this opportunity is largely underutilized. Due to the way that apprenticeship programs operate independently of the college and through the use of Training Trusts, it makes it difficult to form relationships with the various programs. In addition, all of the apprenticeship programs are run independently of each other, providing another hurdle in collaboration efforts.

Lack of full-time instructors

The imbalance between full-time and part-time instructors does not allow the consortium to properly serve students. This applies to the area of apprenticeship also. Students who do not immediately qualify to enter apprenticeship programs will need to enroll and complete pre-requisite courses. Additional full-time instructors are needed to develop curriculum for adult learners that are choosing a career pathway in education that incorporates apprenticeship programs.

Lack of alignment

Currently there is very little alignment between the K-12 adult education and noncredit programs and the credit apprenticeship programs. Adult learners, in both K-12 and noncredit, do not have a clear career pathway to enable them to enter these programs. Likewise, adult learners who are not qualified to enter the apprenticeship programs do not have a referral program established with noncredit or adult education programs to provide them with the skills and pre-requisites they need.

Lack of child-care

Child-care programs are lacking at all K-12 and noncredit 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 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. Oftentimes students need to take two or three buses to reach their desired location. 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.

Outreach is limited

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 apprenticeship offerings. Similar to CTE, adult learners need to be made aware of the alternative educational options that the Apprenticeship programs provide.

Lack of pre-requisite courses designed for Apprenticeship programs

Currently, there are few courses designed specifically for students wanting to enroll in apprenticeship programs. New courses need to be developed to facilitate the transition between noncredit and credit programs in the area of apprenticeship.

REGIONAL COMPREHENSION PLAN OBJECTIVE #3

Consortium Plan Objective #3:
Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

Narrative:
The following narrative describes the specific plans and strategies the consortium will employ to create educational pathways and alignment of placement, curriculum, assessments, progress indicators and major outcomes. In addition, it describes transition strategies among consortium participants including communication paths among consortium participants and higher education institutions, defined and articulated pathways to postsecondary education or the workforce, and embedded access to student services including counseling, guidance, and follow-up.

Analysis:
See Table 3.1

Rancho Santiago Adult Ed Consortium Priorities:
   1) Building of two new regional facilities
   2) Hiring of additional full-time faculty
   3) Additional sites in high need areas within one mile of targets adult learners
   4) Development of educational pathways

Overlapping Program Areas:

After over 30 task force meetings, one-on-one meetings, and faculty and department meetings, it was noted that many of the transitions needing to be addressed overlap the five program areas. The following narrative has been compiled from information gathered from all of the aforementioned meetings. The task force determined that the following transition strategies be employed by all of the program areas, and in some cases, a group of two or three areas.

To meet the needs of the consortium's adult learners in in the areas of transitioning, alignment and articulation, it is the number one priority of the consortium to provide classroom space and facilities where students can learn and advance through their educational pathways. In order to provide this, two new regional facilities need to be built. The major outcome of building this center would be increased enrollment from the underserved population in the consortium and increases in the number of adult learners advancing to credit programs and the workforce.

In order to integrate existing programs and create seamless transitions for the adult learners in the Rancho Santiago region, alignment and transition between noncredit and credit needs to be implemented across all program areas. Alignment of programs needs to pay specific attention to assessments, orientation and student education plans. Currently, there is not a centralized

position at SAC-SCE to oversee all program areas. Funding for a management position to coordinate and manage student success is needed. The responsibilities of the position would include coordinating student career and educational pathways in the following areas:

- Coordinate assessment and orientation for all noncredit
- Coordinate transition
- Coordinate counseling
- Coordinate orientation, career and pathway fairs
- Coordinate outreach

The progress indicators would include tracking student success, student completions and student transitions to credit. Major outcomes would be an increase in students following their student success plans and matriculating into a credit program or transitioning into the workforce.

In order to track student success, common state-wide student ID numbers need to be implemented. Discussions regarding implementing a common state-wide ID number were heard in almost all of the outbreak groups at the AB86 State Summit in Sacramento *(October 2014),* and most of the consortia were in agreement that this is a high priority. By creating a state-wide student ID number for adult learners in community college and K-12 adult education programs, it will facilitate communication paths among consortium members. Additionally, it will greatly increase the accuracy of tracking student success data.

In order to better prepare adult learners in all program areas for transition to credit, including alternate pathways such as CTE, certificate programs, and apprenticeships, students need to meet with counselors earlier on in their noncredit programs. Waiting until completion is often too late for many adult learners. Developing and implementing a student interest assessment is important to help students identify their strengths and to align them with the correct program to meet their needs. Meeting with a counselor as soon as possible after a student enrolls in classes to review educational and career pathways allows students to re-focus on the next step of their plan. Also, in order to meet the needs of off-site learners, teleconferencing with counselors via Facetime or Skype, mobile devices or iPads is recommended. The creation of new educational and informative videos, and online orientation programs, need to be made readily available so that students have better access to counseling information and services. This will also allow off-site students who have historically had little interaction with counselors to benefit from embedded counseling. One of the new Student Success Support Program guidelines will require all students in noncredit programs to receive an orientation and have an individualized education plan. These are currently being planned at some agencies. Progress indicators would include tracking the number of adult learners utilizing online orientation sites and teleconferencing with counselors. Major outcomes would include an increase in the number of adult learners transitioning to credit programs.

The findings listed above are equally important within the inmate education program. Counselors are needed within the jail system to provide help in identifying inmates who are interested in further education. It is vital for these students to take initial assessments upon entry to help identify their strengths and choose the correct program. In addition, this

assessment needs to provide an exit strategy, which is a distinct need in the inmate education program. Many inmates do not know what to do upon release and need extra guidance to help them with transitioning. Individualized student education plans also need to be readily available to this population. Progress indicators would include tracking the number of adult inmates meeting with counselors and completing their initial needs assessments, and tracking the progress made on their Student Education Plans. Major outcomes would include an increase in the number of inmates transitioning into credit programs or the workforce upon release. Furthermore, the inmate education task force believes that with an increase in education and guidance, it will contribute to a decline in the recidivism rate among ex-offenders.

The common assessment, which is currently being developed by the state of California, is also essential in aligning courses and programs within the consortium. The common assessment would affect Program Areas #1, #2 and #4 in the testing of basic skills and student placement in the areas of English and Math, as well as ESL for credit and noncredit programs. The common assessment would facilitate communication between participants in the consortium and enable better alignment between all programs. Upon completion of the common assessment, funds would be needed to conduct a regional pilot and to determine cut-off scores for levels in the various courses in the region. Funding for a full-time assessment coordinator to coordinate among all the programs in the region and align programs using CB-21 coding would also be necessary. Monthly meetings to determine the success of the program and an increase in the alignment between these programs would be used as the progress indicators. A major outcome of this would be to have all programs in the consortium's region using the common assessment.

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

In order to create seamless educational pathways, representatives from the consortium's elementary and secondary basic skills programs met and identified five major areas where strategies need to be employed to align career and educational pathways. All of these plans include programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following transition strategies be employed by Program Area #1.

Articulation agreements between noncredit high school subjects and credit courses need to be established in math, natural and social sciences, and English. These agreements will enable noncredit students to easily transition into college level classes. Collaboration between the noncredit and credit departments needs to include curriculum development and post-testing that aligns with entry level assessments. In addition, noncredit science instructors need to work with their credit counterparts to better align coursework and prepare adult learners for credit level classes. This is an area of concern because noncredit students entering science classes at SAC are not required to take labs in their adult education classes. Initial talks

between the noncredit and credit programs have determined that an added lab component is essential. In collaborative task force meetings, it has been suggested to leverage the use of science labs at Orange County Department of Education and Santa Ana Unified's high school sites to give adult learners the added lab component to help them succeed in credit science courses. Progress indicators would include tracking the number of classes with articulation agreements and tracking the number of noncredit students transitioning into those courses. Major outcomes would be determined by the number of students who complete the articulated high school course and complete the correlated credit course with a C or better.

The creation of updated evidence-based curriculum needs to be written to align the secondary basic skills programs with common core standards in both the high school diploma and GED programs. Additionally, evidence-based activities and tasks need to be integrated into the GED curriculum and developed in both English and Spanish to align with the new GED assessment. Curriculum in the core subject areas of math, natural and social sciences, and English needs to be expanded and aligned to college entry-level classes and career readiness. To support the new curriculum, new textbooks and supplementary materials aligning with common core need to be purchased and made available to adult learners throughout the consortium.

In order to be successful with these implementations, funding to hire additional full-time high school instructors is crucial especially in the areas of natural and social sciences and math. Currently, there are only four full-time instructors in the elementary and secondary basic skills programs at SAC-SCE, SCC-SCE and GGUSD combined. There are no full-time instructors with expertise in math or the sciences teaching in any of the adult education programs in our consortium's region which services approximately 30,784 students. Writing curriculum, developing articulation agreements and collaborating with the credit departments is nearly impossible without sufficient full-time faculty. Additionally, there is not enough full-time faculty to continue the much needed ongoing communication between consortium members.

Increased staffing of the counseling departments at SAC-SCE and SCC-SCE is also needed to develop a pathway for noncredit students to transition and succeed in credit classes. By offering a Student Success Class with embedded counseling, adult learners would be equipped with the necessary tools to overcome barriers that inhibit academic success and student retention. The class would offer guidance, tools to succeed in college, help with navigating the campus, and homework assistance. Follow-up would be provided through a student-peer mentor program. This class was developed and approved in 2009, but never implemented due to budget cuts. Progress indicators would include the number of students enrolled in the class and in the subsequent peer-mentor component. Major outcomes would be a rise in student retention rates and tracking the increase in students who meet their benchmarks on the SSP's.

Alignment across programs is also essential. In the program areas of short term CTE and elementary and secondary basic skills, it is important to align programs to enable students to have options to take courses in both programs. This would facilitate students who would like to take CTE courses as electives in the high school diploma program. Currently, high school students enrolled through GGUSD do not have these options available. Creating new elective

options could be done by working together with the various high school diploma programs in the consortium to align such issues as seat time and elective requirements. Again, full-time faculty would need to be available to create curriculum and articulation agreements between the programs.

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

ESL and citizenship instructors met over several months to collaborate on pathways for adult learners to seamlessly transition into postsecondary education and the workforce. The task force concentrated on five areas of concern. The following plans include recommendations for programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to plans discussed in the overlapping areas noted above, the task force recommended that the following transition strategies be employed in Program Area #2.

Articulation agreements between noncredit and credit ESL need to be developed. To make a seamless transition, students need to be able to complete their noncredit ESL courses and be directly enrolled into credit courses without any hurdles. It is recommended that a Transition to College Class be developed for Intermediate 3 students to help ease the transfer process. The proposed class would incorporate three different elements including noncredit, credit and embedded counseling. An example of lessons would include components on orientation to college, note-taking skills, organizational skills, the writing process, academic vocabulary and advising students on plagiarism. For example at SAC-SCE, progress indicators would be recorded in a student portfolio and the major outcome would be for a student to pass the class and transfer directly into the credit EMLS 109 class or its equivalent at three levels below transfer.

The ESL curriculum also needs to be updated to incorporate improved alignment standards with career and educational pathways. The curriculum at SAC-SCE, SCC-SCE and GGUSD needs to be rewritten across all levels to include College and Career Readiness standards. Additional workforce in basic skills courses also need to be written to help align adult ESL learners with alternative pathways in CTE and apprenticeships. It is recommended that a Professional Learning Community (PLC) be formed at each agency to advise the curriculum committees on student needs and transitioning patterns to help student progress at all instructional levels. Communication between the different agency's PLCs will allow faculty within the consortium to collaborate and facilitate with course alignment between programs.

Similar to the problems facing the adult secondary program, the ESL departments at SAC-SCE, SCC-SCE and GGUSD have a great need to hire additional full-time faculty. Currently there are five full-time instructors and three full-time coordinators at the educational agencies within the consortium. Between these three agencies, 27,725 adult learners are enrolled in ESL and citizenship classes. There is obviously an urgent need for funding to increase the number of

full-time instructors so that articulation agreements, curriculum development and innovative programs can be developed for adult learners within the consortium.

Currently, there is a lack of citizenship classes in the Rancho Santiago Adult Ed Consortium. Enrollment is at capacity and there are not enough resources currently available to expand this vital program. There is a need to hire more part-time instructors and a program coordinator to help students, instructors and administrators navigate the changing immigration laws and standards. Pathways to citizenship provide the students with greater access to higher education and employment opportunities. Studies show that becoming a citizen can also provide many more opportunities for substantial increases in income. *(Citizenship, A Wise Investment for Cities, Summer 2014).* Thus, giving our adult learners an avenue to become citizens will also broaden their opportunities with education, employment and income.

Program Area #3: Education Programs for Adults with Disabilities

The task force group has worked together over the past few months to create new systems of alignment between the adults with disabilities program and consortium members. Five areas of concern were reviewed, and the group developed strategies to create pathways to both career and educational goals. In addition to plans discussed in the overlapping areas noted above, the task force determined that the following transition strategies be employed in Program Area #3.

To ease the transition between noncredit and credit, orientation programs need to be developed to promote and streamline access to educational pathways. Both a one-day program to help adults learners adjust to the different guidelines used by credit programs and a six-week orientation to facilitate the transition from noncredit to credit need to be established. The six-week student orientation would include a workshop on DSPS services with a component on self-advocacy, counseling sessions and class visitations. Progress indicators including tracking the number of students attending the orientations and monitoring student participation in the various workshops would be employed. The major outcome from these orientations would be a gain in students transitioning from noncredit to credit programs with an increased retention rate once established at the college.

The task force members have learned that through the collaboration between the consortium's K-12 transition program and the noncredit adults with substantial disabilities program, faculty have been provided with the ability to share resources. The group recognizes that future collaboration is vital, and that the continued sharing of ideas and resources has great benefits to both the students and the efficiency of the programs. It is shown that adults with disabilities are less apt to succeed in careers in comparison to their non-disabled peers, but with post-secondary education the gap between the two significantly declines. *(DO-IT: Helping Students With Disabilities Transition to College and Careers, Sheryl Burgstahler, September 2003)* New classes where K-12 transitional students bridge over to noncredit classes are an excellent way to align students for future academic and career goals. There has been much discussion at the task force meetings to expand current course offerings at SAC-SCE and SAUSD to new locations. Discussions between consortium members have resulted in new ideas being formed on how to

leverage facilities to accommodate these courses at new locations. SAUSD, the OCDE and SAC-SCE would like to continue these open lines of communication by continuing the work started with the task force groups. Funding is necessary for this expansion and the development of appropriate curriculum for new courses. Progress indicators include an increase in adults with disabilities over the age of 22 participating in noncredit programs, and major outcomes would result in more students completing the program and transitioning into the workforce.

In addition, a new course in self-advocacy needs to be written and offered for students with disabilities. The Dean of DSPS at SAC-SCE noted that a significantly high number of students with disabilities enter the college not understanding their rights or their responsibilities. Adults with disabilities entering the credit programs need to transition into the program as informed adults who are able to ask for accommodations for themselves. Once these adult learners are recognized as credit students, they lose their ability to rely on their parents or guardians to make decisions for them. This can be a very frustrating situation for adult learners. Discussions among the consortium members at SAC, SAC-SCE and SAUSD determined that these adult learners need a self-advocacy class to properly prepare them as they continue on their educational pathway, whether it is at a credit or noncredit institution. Curriculum would need to include lessons on asking for help, requesting accommodations and meeting independently with counselors. Major outcomes would include a significant increase in the amount of adult learners with disabilities that come to the DSPS offices at SAC-SCE or SCC-SCE informed of their student rights and responsibilities.

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

CTE credit and noncredit instructors met over several months to collaborate on pathways for adult learners to seamlessly transition into postsecondary education and the workforce. The following plans include recommendations for programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following transition strategies be employed in Program Area #4.

Articulation agreements between noncredit and credit CTE programs need to be developed. These agreements will enable noncredit students to easily transition into college level classes. Collaboration between the noncredit and credit departments needs to include curriculum development and course alignment especially in the areas where both programs offer similar classes. Courses and training in the use of Blackboard also need to be developed. 95% of the business skills classes at the credit college use Blackboard, and noncredit students are at a significant disadvantage from the start because Blackboard is not used in noncredit classrooms to any significant degree. New curriculum, including activities to use Blackboard for supplemental materials, homework and testing, needs to be integrated into existing classes to enhance noncredit CTE classes. Although there has been some collaboration initiated at the task force and follow-up department meetings, further work needs to be done. Unfortunately, this collaboration has been limited due to lack of personnel and funding.

New classes in workplace vocabulary for adult learners in the county inmate jail program need to be established in areas of business skills, welding, and warehouse employment including purchasing, shipping and receiving. These classes could act as a bridge by breaking down barriers and connecting ex-offenders to CTE programs at the community colleges or the workforce upon release. Additionally, classes focusing on soft skills need to be developed. These classes will not only help with retention, but also with transition into future educational and career pathways. Seamless transitioning is vital for adult learners in the inmate education program, and more funding is needed to further develop and aid this group of students so that they do not get lost between programs after release. Major outcomes of adding these courses could be seen through an increase in ex-offenders transitioning into credit programs and the workforce.

Lack of English skills is also an area that needs to be addressed if adult learners are to be able to transition seamlessly into credit programs and/or the workforce. Similar to courses needed in the inmate education program, noncredit and K-12 adult learners need new and innovative curriculum to be written, and instructors need to help increase their English language skills. Students need to be prepared in oral language and interview skills, workforce readiness with a focus on reading and writing, and employability skills. Progress indicators would include measuring the increase of courses offered and an increase of enrolled students. The major outcome would be increased course completions and improved retention in higher level courses.

Full-time coordinators need to be hired to continue the collaborative efforts and implement the much needed articulation agreements. Currently there is only one full-time coordinator in the adult education CTE programs in our consortium's region, who services approximately 11,000 students. SAC-SCE and GGUSD no longer have any full-time instructors or coordinators. Writing curriculum, developing articulation agreements and collaborating with the credit departments is nearly impossible without a sufficient number of faculty. Additionally, there is not enough full-time faculty to continue the much needed ongoing communication between consortium members.

Program Area #5: Programs for Apprentices

Although programs for apprentices were discussed at the task force meetings, this program area was not well known by the participating faculty. It was decided that the project coordinator would investigate these areas in more depth and create relationships to facilitate the integration of apprenticeship programs with noncredit. The consortium is currently working with both the Interim Dean and the Director of Business Skills and CTE at Santiago Canyon College to establish clear pathways for noncredit students to transition into apprenticeship programs. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following transition strategies be employed in Program Area #5.

To better prepare adult learners for transition from ESL and Adult Secondary Education to apprenticeship programs, new curriculum needs to be written.   Adult learners wanting to transition into an apprenticeship program will benefit from taking courses updated with the new common core curriculum that was discussed in Program Area #1.   Noncredit also needs to expand courses in GED, High School Diploma and Algebra 1, which are pre-requisites that most of the Training Trusts require to join an apprenticeship program. Progress indicators can be demonstrated by looking at student educational plans to monitor class completions.   Major outcomes would include completion of Algebra 1, passing the GED and/or earning a high school diploma with subsequent acceptance into one of the apprenticeship programs.

New relationships need to be formed with the various Training Trusts that oversee the apprenticeship programs so that referral programs to noncredit can be put into place. Communication paths between the noncredit and K-12 programs and the Training Trusts are vital to setting up seamless transitions. Work is being done in this area already, but funding is needed to continue the coordination efforts.   Once relationships are formed, defined and articulated pathways can be established.

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.

Analysis:
See Table 4.1

Rancho Santiago Adult Ed Consortium Priorities:
1) **Building of two new regional facilities**
2) **Hiring of additional full-time faculty**
3) **Additional sites in high need areas within one mile of targeted adult learners**
4) **Development of educational pathways**

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 adult learners in Program Area #1, the consortium has developed the following strategic implementations to address these gaps:

1. **Lack of classroom space**
   - **Build two new regional centers in high need populated areas**
   - **Build additional sites in high need areas within one mile of targeted adult learners**
   - Collaborate with members and partners to leverage and utilize existing classrooms
   - Develop hybrid courses and curriculum geared towards teaching students (including inmate population) to work independently

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

3. **Lack of alignment between credit and noncredit**
   - **Create articulation agreements between noncredit and credit CTE programs to facilitate the transition process**
   - 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

4. **Lack of child-care**
   - Implement new child-care programs by partnering and adding child-care opportunities at community centers and elementary school sites
   - Research 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

5. **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 two new regional centers
   - Collaborate with member and partner agencies to leverage existing underutilized classrooms in high need areas

6. **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 additional computers and software using simulations and virtual environments for the county jail's inmate education programs
- Leverage existing computer labs in the jails for use within the ABE and ASE classes

7. **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

8. **Lack of study options for adult learners**
   - Fund Student Resource Centers at 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

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 students in the K-12 system 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 classroom space**
   - **Build two new regional centers in high need populated areas**
   - **Build additional sites in high need areas within one mile of targeted adult learners**
   - **Collaborate with members and partners to leverage and utilize existing classrooms**
   - **Develop hybrid courses and curriculum geared towards teaching students (including inmate population) to work independently**

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

3. **Lack of alignment between credit and noncredit**
   - **Create articulation agreements between noncredit and credit ESL programs to facilitate the transition process**
   - 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

4. **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

5. **Lack of child-care**
- Implement new child-care programs by partnering and adding child-care opportunities at community centers and elementary school sites
- Research 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

6. **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

7. **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

8. **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

9. **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 classroom space**
    - **Build two new regional centers in high need populated areas**
    - **Build additional sites in high need areas within one mile of targeted adult learners**
    - **Collaborate with members and partners to leverage and utilize existing classrooms**

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

3. **Lack of attention to students transitioning**
   - Develop an orientation that will help adult learners with disabilities and their guardians become adjusted to the different guidelines used at the college credit programs
   - **Develop new curriculum for a self advocacy class including lessons on asking for help, requesting accommodations, and meeting independently with counselors**
   - 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

4. **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

5. **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

6. **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 classroom space**
   - **Build two new regional centers in high need populated areas**
   - **Build additional sites in high need areas within one mile of targeted adult learners**
   - **Collaborate with members and partners to leverage and utilize existing classrooms**
   - **Develop hybrid courses and curriculum geared towards teaching students (including inmate population) to work independently**

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

3. **Lack of alignment between credit and noncredit**
   - Create articulation agreements between noncredit and credit CTE programs to facilitate the transition process
   - 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 in transitioning to the credit program by ensuring that they possess the necessary skills to succeed in college level coursework

4. **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

5. **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

6. **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

7. **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

8. **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 offerings in the region

Program Area #5: Programs for Apprentices

In order to fill the gaps that exist for our adult learners in Program Area #5, the consortium has developed the following strategic implementations to address these gaps:

1. Lack of classroom space
    - Build two new regional centers in high need populated areas
    - Build additional sites in high need areas within one mile of targeted adult learners
    - Collaborate with members and partners to leverage and utilize existing classrooms
    - Develop hybrid courses and curriculum geared towards teaching students (including inmate population) to work independently

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

3. Lack of alignment
    - Implement training, field trips, and career and educational pathway fairs to inform noncredit/K-12 adult learners about alternative pathways in Apprenticeship Programs
    - Develop more accelerated noncredit programs so that the adult learners can more quickly transition to credit apprenticeship programs
    - 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 as well as apprenticeship programs
    - Develop new courses and curriculum to assist students in transitioning to the apprenticeship program by ensuring that they possess the necessary English and math skills to succeed

4. 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

5. **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**

6. **Outreach is limited**
   - **Align advertising to target specific student populations with specific programs and locations**
   - **Create relationships with the Training Trusts**
   - **Develop a referral program at the various apprenticeship programs for adult learners that do not qualify so that they can take the required pre-requisite courses through a noncredit or K-12 program**
   - **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 Apprenticeship programs in the region**

7. **Lack of pre-requisite courses designed for Apprenticeship programs**
   - **Develop new courses and curriculum to assist students in meeting the pre-requisite requirements, especially in the areas of GED preparation, high school subjects, and Algebra 1**
   - **Open new class offerings in high demand areas so that adult learners have easier access to the courses they need**

REGIONAL COMPREHENSION PLAN OBJECTIVE #5

Consortium Plan Objective #5:
Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

Narrative:
The following narrative identifies the plans to implement and improve specific evidence-based strategies across the Rancho Santiago region, within and between systems where they currently don't exist, to accelerate student's progress. The following plans include how the Rancho Santiago Adult Ed Consortium will identify and gather measurable improvement metrics, and how existing best practices and strategies will be implemented for each of the program areas. A work plan summarizes the elements of the plan including: specific approaches to be employed, specific tasks needed to implement the specific approach, resources and costs involved with the implementation, responsible consortium parties, methods for assessing the success of implementing the approach, and the timeline for completing each task.

Analysis:
See Table 5.1

Rancho Santiago Adult Ed Consortium Priorities:
1) **Building of two new regional facilities**
2) **Hiring of additional full-time faculty**
3) **Additional sites in high need areas within one mile of targets adult learners**
4) **Development of educational pathways**

Overlapping Program Areas:

Faculty from the consortium met over the course of five months and gathered information at task force meetings, one-on-one meetings, and department meetings. It was noted that many of the transitions needing to be addressed overlap the five program areas. The following narrative has been compiled from information gathered from all of the task force group meetings. The task force groups determined that the following approaches to accelerate a student's progress toward his or her academic or career goals be implemented in multiple program areas.

To meet the needs of the consortium's adult learners in in the approaches proven to accelerate a student's progress toward his or her academic or career goals, it is the number one priority of the consortium to provide classroom space and facilities where students can learn and advance through these pathways. In order to provide this, two new regional facilities need to be built. The major outcome of building this center would be increased enrollment from the

underserved population in the consortium and increases in the number of adult learners advancing to credit programs and the workforce.

Faculty who were engaged in the Program Area Task Force groups for short term CTE and adult elementary and secondary basic skills worked together to develop a way to accelerate student progress in both academic and career goals. The members of the task force group found that by offering CTE classes such as Introduction to Keyboarding, Employability Skills, and various computer application courses as electives, students could simultaneously earn CTE certificates while working toward their high school diploma.   While CTE classes have been available as elective courses at SAC-SCE and SCC-SCE, student education plans have not combined the two areas to be readily understood by the students.   To accelerate student progress, these certificates need to be written into their Student Success Plans.   GGUSD has not yet incorporated these electives into their high school diploma program. Agreements need to be made between GGUSD and SAC-SCE so that students can take these courses at SAC-SCE and apply the credits toward the high school diploma program they are enrolled in at GGUSD.   SAC-SCE and GGUSD need to establish guidelines using articulation agreements and CB-21 coding so that students do not need to take unnecessary or repeated coursework at two different agencies. The task force members understand that by working with neighboring partners and aligning programs, it will accelerate student progress. In order to implement these changes, counseling needs to be available to guide students. Resources needed include hiring a full-time counselor and a full-time CTE instructor at SAC-SCE, which would cost approximately $220,000 annually. Resources and costs required for GGUSD are listed under Program Area #1. Methods of assessing this approach would include monitoring the number of students completing both a high school diploma and CTE certificate(s).   Although communications have already begun across the region, the timeline for implementing these new certificate options into the Student Education Plans would begin in fall 2015 or as soon as funding becomes available. A specific task force group with members from the ASE and CTE departments at SAC-SCE, SCC-SCE, GGUSD, SAUSD, OUSD, and the OCDE has been created to work on program alignment, articulation agreements and approaches to accelerate student progress.   This group is scheduled to meet in November 2014. Updates on the group's progress will be written into the December 31 Comprehensive Plan. Implementation of the approach will be completed by spring 2016. Counseling and the availability of the certificate courses will be ongoing.

Another approach that overlaps between programs is implementing a Reading Apprenticeship Program. Accelerating the amount of time for students to learn and retain reading skills is crucial in bringing them closer to their end goal in a shorter amount of time. In a study using the Life and Work Skills Reading and Math Assessment conducted at Renton Technical College, Instructor Michele Lesmeister observed that students in her ABE courses made average gains of 3 to 5 points after 33 hours of instruction. This is substantially faster than the national average of a 5 point gain after 100 hours. Through Lesmeister's study it was shown how students were able to reduce their learning time by two-thirds, thus accelerating their learning progress *(Success Stories: Achieving Dreams at Renton Technical College, readingapprenticeship.org).* To implement this approach, noncredit and adult education instructors must enroll and take reading apprenticeship workshops to learn new reading instruction methods. Instructors will

then bring these methods back to the class and apply them in their instruction through various tasks and activities. Students will learn specific techniques to increase comprehension and retention of academic reading material. This is vitally important in Program Areas 1, 2, 4 and 5 where students can use these metacognitive reading strategies to better comprehend and retain information from academic texts. Resources needed include instructors trained in the Reading Apprenticeship methodologies and funding to train them. Costs to fund this approach would be approximately $16,000 (see also Objective 6) to train and pay instructors to participate in the program. Initial and limited Reading Apprenticeship workshops have begun at SAC-SCE through scholarship funds, but these workshops need to continue and expand to the consortium's member and partner agencies so that adult learners throughout the region can benefit. The instructor training workshops would begin in fall 2015 and conclude in spring 2016. Courses implementing these learned methodologies would be ongoing.

After initial inquiries, it was discovered that faculty at SAC-SCE, SCC-SCE and GGUSD are very interested in learning more about contextualized basic skills. Current talks with the credit CTE departments at both SAC and SCC have shown that they are also in favor of creating a collaborative program with the noncredit ESL and ABE programs. This joint effort would accelerate student's progress and at the same time help students with language deficiencies. At the AB86 State Summit in Sacramento *(October 2014)* there was discussion among the Orange County consortia about collectively gathering more information in this area. From these discussions it was decided that select members from the Rancho Santiago Adult Ed Consortium along with members of the neighboring Orange County consortia would travel to Washington to further investigate the I-BEST program. The Washington I-BEST programs are the national standard in how to join basic skills development with career readiness certificate programs. The trip is tentatively scheduled for January 2015. William Durden, the Policy Associate for I-BEST for the Washington State Board for Community and Technical Colleges, has agreed to arrange site visits, which will include classroom observation, student and faculty panels and discussion with program administrators and advisors. Although more specific data and details of the approach should be included in this plan, more time is needed to correctly gather and process this information. A description and implementation of approach strategies will be included in the March 31 Comprehensive Plan.

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

To employ approaches proven to accelerate a student's progress toward his or her academic or career goals, representatives from the consortium's elementary and secondary basic skills programs met and identified five major areas where joint programming strategies need to be employed. It is noted that all of these plans include programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following acceleration strategies be employed by Program Area #1.

To help accelerate student transition to college and careers, instructors need to use evidence-based curriculum that is aligned to college entry classes and career readiness. New curriculum needs to be written that incorporates evidence-based tasks and the common core standards. In order to write and implement this new curriculum, more full-time instructors are needed. Task force members all agreed that the number one priority affecting implementation of new curriculum at SAC-SCC, SCC-SCE and GGUSD is the lack of full-time faculty. With new laws restricting part-time hours and the drastic decrease in full-time instructors and coordinators, it is nearly impossible to achieve the intended goals for the adult learners in the region. The task force recommended funding seven full-time instructors (four at SAC-SCE, 2 at SCC-SCE and 1 at GGUSD) in the areas of adult elementary and secondary basic skills as the main resource with an estimated cost of $700,000 annually. Once faculty is in place and new evidence-based curriculum can be taught, instructors can begin to track student outcomes. Two ways in which instructors will assess student acceleration is through monitoring the speed in which students have completed their courses and transitioned into college entry-level classes. The timeline to implement this approach would begin in fall 2015 or as soon as funding becomes available and should be completely in place by spring 2016. Full-time instructor positions would be ongoing.

Expansion in the availability of elective courses is needed at GGUSD so that students can be eligible to earn CTE certificates simultaneously with their high school diplomas. Representatives from GGUSD expressed a need to expand student elective course options to include CTE courses, ESL Intermediate courses and Leadership classes including a soft skills component. Many of these courses are currently offered at SAC-SCE and could be incorporated as electives into the GGUSD adult high school diploma program. The GGUSD Board would need to approve the transfer of credits from SAC-SCE for the elective courses and articulation (?) agreements between SAC-SCE and GGUSD would also need to be established. The new elective class options need to be included on Student Education Plans at GGUSD with the certificate options being accessible to all adult learners. Resources needed include funding a part-time coordinator to write new curriculum and oversee the newly established elective courses in CTE and ESL. Also funding to write new student education plans. Costs would be approximately $41,000. Assessment of the program would be monitored by tracking the increase of GGUSD high school students enrolled in the new elective courses. The timeline for this project would begin in the fall 2015 and be in place by the end of spring 2016. The elective course offerings and the part-time coordinator position would be ongoing.

Thinking out of the box and employing best practices can accelerate student progress in both academic and career goals. One of the areas where SAC-SCE has seen students succeed is in the Leadership Program and the Student Government Program. Currently, the leadership class is offered to students in both adult elementary and secondary basic skills. Incorporating both programs opens the door for student-to-student mentorship and group learning opportunities. This program needs to be expanded to add more classes and enhance the Leadership conference, which is student-organized and student-led each semester. Additionally, ways to enhance the Student Government Program also need to be developed. Resources needed would be funding the cost of $8,000 to enhance both programs. In order to assess the program, gains in student enrollment in Leadership and Student Government would need to be

tracked. The timeline for this project would begin in the fall 2015 and be in place by the end of spring 2016.

In order to accelerate the time it takes for ABE students to enter the GED program and earn equivalency certificates, new approaches need to be developed to assist students in reaching their goals. An embedded ABE course to allow students to begin working on common core and critical thinking skills, while learning basic reading, writing and math, needs to be developed. This will allow students to feel that they are working toward their goal while simultaneously working on their basic skills. It will improve retention rates and accelerate the learning process by preparing students for the expectations of common core standards and teaching them valuable critical thinking skills. Resources needed would include writing new ABE and GED curriculum, which would cost approximately $5,000. Methods of assessment would include tracking the increase in the number of ABE students completing their GED certificates. The timeline for this project would begin in the fall 2015 with completion in spring 2016.

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

ESL and citizenship instructors met over several months to collaborate on approaches proven to accelerate a student's progress toward his or her academic goals. The task force concentrated on four areas of concern. The following plans include recommendations for programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to the plans discussed in the overlapping areas noted above, the task force determined that the following strategies be employed in Program Area #2.

The task force decided that to truly accelerate learner progress in the area of ESL, they would need to investigate and implement a fast track program in the fall and spring semesters to enable students to complete the program at a faster rate. These fast track programs would encompass a strand of 9-week classes offered in the morning and evenings for identified accelerated students. A 9-week pilot program was conducted at SAC-SCE in summer 2014, but results of that program have not yet to be recorded. Due to limited faculty and staff, there are hurdles in collecting data and implementing new programs. One of the first tasks to be completed would be to investigate how the summer program worked by examining student learning outcomes, grades and surveying instructors. The next step would be to set up a program to identify students who would be able to complete courses in a shorter amount of time. Similar to the needs in other program areas, the ESL departments in the region have very few full-time instructors and coordinators to implement these programs. The task force group recommended funding to hire two full-time ESL instructors (one at SAC-SCE and one at SCC-SCE) in the area of ESL with a projected cost of $200,000 annually. To assess how the program is working, instructors would analyze ESL pre-test and post-test results, CASAS pre-test and post-test results, student learning outcomes and completion rates. The timeline for this

project would be to start in fall 2015 or as soon as positions could be funded and have the fast track programs in place for fall 2016. The full-time ESL positions would be ongoing.

In the area of citizenship, task force members focused on ways to accelerate progress and improve oral language skills to increase the chances for adults to pass the oral interview and become naturalized U.S. citizens. Offering adult learners more opportunities to practice these skills one-on-one is vital to their success. Not only do the students need to know the answers to the questions, but they also need to conduct themselves with confidence and in a manner that will be understood by the government interviewer. Adding instructional assistants to the citizenship classes could significantly improve student skills in these areas. Instructional assistants will be able to work with students outside of the class on an individual basis. Resources needed would be new curriculum written to help with instructing and practicing interview skills and funding to hire two instructional assistants. The cost would be $30,000 annually. The timeline to implement this approach would begin in fall 2015 or as soon as funding becomes available and should be completely in place by spring 2016. Instructional-assistant positions would be ongoing.

Blending-learning classes are another way to accelerate student progress in the area of citizenship. GGUSD has employed this approach and has had success. Students at the Lincoln Education Center attend a 2.5-hour class and participate in 9.5 hours of home instruction with a distance-learning component. SAC-SCE and SCC-SCE would like to implement this type of class structure into their citizenship programs. The activities would include a 4-hour class and an 8-hour home instruction counterpart with a distance-learning component. Tasks would include using social media such as Skype, FaceTime and mobile devices to communicate with the instructor and hold mock interviews. Office hours would also be held to practice one-on-one interview skills. Resources needed would include funding to hire a citizenship instructor with computer skills. Costs would be approximately $36,000. Scores on student exams such as the CASAS Citizenship interview would be used to assess the students. In addition, tracking the increase in number of students who pass the citizenship interview and obtain U.S. citizenship would also be monitored.

Program Area #3: Education Programs for Adults with Disabilities

The task force group has worked together over the past few months to create new approaches for students in the adults with disabilities program to accelerate progress toward their academic or career goals. One area of concern was deemed essential for this group of adult learners, and the group developed strategies to help with implementation. The task force group determined that the following approach should be employed in Program Area #3.

Lifeskills classes taught at SAUSD and SAC-SCE for students with disabilities incorporate topics such as math, mobility skills and health into the curriculum to help adult learners in their daily lives. Although these classes are very useful for daily living, they do not increase the potential of getting and sustaining employment. The task force members suggested developing new

lifeskills courses with the intention of helping adult learners transition into the workforce. Curriculum integrating Lifeskills and Employability needs to be written to accelerate student progress toward a career pathway. Contextualized lessons including computer applications, math for the workplace, and soft skills incorporating interview skills, communication on the job, personal versus professional boundaries and time management will be written into the course. Additionally, support staff will work with community liaisons to transition students into a work program, either by the adults working individually or by participating in a work enclave. Resources needed include funding to hire two additional part-time instructors with experience in curriculum writing to create and teach the class and the purchase of new resources for the classroom. Costs would include $72,000 annually for the two part-time instructors and $5,000 to purchase resource materials. Progress will be assessed by gains in students entering the workforce and their sustained employment. The timeline would commence in fall 2015 or as soon as positions could be funded and implementation of the Lifeskills and Employability courses should be completed by fall 2016. The part-time instructor positions would be ongoing.

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

CTE credit and noncredit instructors met over several months to collaborate on joint programming strategies and ways to accelerate student progress in both academic and career pathways. The following plans include recommendations for programs taught at SAC-SCE, SCE-SCE, GGUSD, the Inmate Education Program, and their credit college counterparts. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following three strategies be employed in Program Area #4.

In the area of CTE, the task force concentrated on ways to incorporate contextualized and basic skills in a stackable certificate format. By modifying the existing certificate programs offered at SAC-SCE and SCC-SCE, the task force members determined that adult learners could accelerate their progress toward career readiness or a credit CTE program by taking a combination of CTE courses with a level appropriate ESL or ABE course. For example, lower ESL/ABE class levels could be paired with Introduction to Keyboarding or Introduction to Computer classes, while intermediate ESL/ABE class levels could be paired with Employability Skills. Additionally, the new stackable certificates would allow students to earn their certificates in four steps. Thus, allowing adult learners to gain employment as they continue through the steps of the certificate program. Although there are currently no stackable certificates offered through noncredit or adult education sites, offering these stackable certificates in the future is the goal. Tasks that need to be implemented include reviewing existing certificates and revising them to a stackable format, and including ESL or ABE classes to help adult learners who need extra language preparation before entering the workforce. In addition, stackable certificates need to include employability skills and optional internships to create a smoother pathway to the workforce. Resources needed include funding to hire a full-time CTE coordinator at a cost of $100,000 annually. The program would be assessed by tracking student success, gains in student learning outcomes, and increases in program completions and certificates earned, and by monitoring job placement and the increase of CTE students entering the workforce or credit

academic program. The timeline to start the stackable certificate program would begin in fall 2015 or as soon as funds become available and implementation should be complete by spring 2016. The full-time coordinator position would be ongoing.

Another area of CTE that received a lot of notice from the task force was enhancing the programs offered in the inmate education program. An inmate education task force including noncredit faculty and representatives from the OCSD and OCDE was developed to address the specific needs of this population. It was determined that a CTE course be developed to supplement the County Work Program (CWP) and help accelerate the learning curve by enabling inmates to participate in a combination of on-the job training and specific work-related courses. Currently, selected inmates are able to participate in a CWP that is located at a local Warehousing site outside of the jail. These adults work in the warehouse, but have expressed a need for courses to teach them additional skills in shipping and receiving, and purchasing. Tasks to be implemented include writing new curriculum for a Warehouse Purchasing course that includes employability skills and training in soft skills such as time management, interview skills and on the job communication. Resources needed include funding to hire a part-time instructor for the inmate education program and funding to write new curriculum. The cost to establish this program would be approximately $38,500. Gains in inmates enrolled in the course and course completions would be assessed. Additionally, increases in employment after completing the program would also be tracked. The timeline to start this program would begin in fall 2015 and implementation would be complete by spring 2016. Courses and the part-time position would be ongoing.

The inmate education task force also determined that technology improvements need to be made in the CTE program within both the county and city jails. It was suggested that technology instruction that would use virtual environments in place of restricted internet use be embedded into the CTE classes to accelerate student career readiness skills. Tasks needed to implement this program would be the development of new computer course curriculum using virtual environment and/or simulation software. Additionally, simulated activities to advance learner progress need to be generated. Resources needed include funding curriculum development and the purchase of new software. Current computers at the jail sites could be leveraged for this course. The cost of the software programs are still being researched and will be included in the December 31 Comprehensive Plan. Assessments would be determined by the number of inmates successfully completing the class and the increase in student learning outcomes. The timeline would start in fall 2015 and the implementation would be complete by spring 2016.

Program Area #5: Programs for Apprentices

Similar to the hurdles faced by the task force group in Objective #3, apprenticeship programs were not well known by the participating faculty. It was decided that the project coordinator would investigate these areas in more depth and create relationships to facilitate any future joint programming strategies that could be made between the apprenticeship programs and noncredit. The consortium is currently working with both the Interim Dean and the Director of

Business Skills and CTE at Santiago Canyon College to establish relationships with the apprenticeship programs. In addition to plans discussed in the overlapping areas noted above, the task force group determined that the following acceleration strategy be employed in Program Area #5.

There are seven different apprenticeship programs offered by Santiago Canyon College (SCC), in partnership with various employers and the Division of Apprenticeship Standards. Although noncredit and adult education do not have any programs directly linked to these apprenticeship programs, SAC-SCE, SCC-SCE and GGUSD can help their adult learners by accelerating the amount of time it takes for students to qualify for these programs. Presently, there are no relationships between the Training Trusts that administer the apprenticeship programs for the unions and the adult education programs in the Rancho Santiago Adult Ed Consortium. It is the consortium's goal to establish relationships with these programs and create a referral program for students that do not qualify for their chosen program due to lack of a GED, high school diploma or Algebra 1 course. By referring these students directly to a noncredit or an adult education facility, potential apprenticeship students can get started on their pre-requisite course(s) without delay, thus accelerating the time it will take to qualify and enter their chosen apprenticeship program. Tasks needed to implement this approach would be the creation of brochures to give to potential noncredit students and creating relationships with the training center employees. Resources such as printable advertising materials and outreach are needed to help inform potential students of the opportunities for them at the local adult education and noncredit schools. Funding would require approximately $5,000 and the referral program would be assessed by tracking the number of referred students who enter and complete noncredit courses as well as the number of students who have completed their pre-requisite courses and subsequently are accepted into apprenticeship programs. The timeline for forming relationships with the various apprenticeship programs should begin now. Outreach and the introduction of the referral program could start as early as fall 2015. Implementation of the outreach program would be finalized by spring 2015, but the relationships and referral program would be ongoing.

REGIONAL COMPREHENSION PLAN OBJECTIVE #6

Consortium Plan Objective #6:
Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Narrative:
The following narrative identifies collaborative professional development plans in identified topic areas. The following plans include practices in basic and secondary skills that build the "college readiness" skills. Development in team building, critical thinking, problem solving, study skills, soft skills, and career assessment will also be addressed. Collaborative plans in technology use and integration to enhance and expand technology and instruction will be described. Professional development opportunities in new models and instructional strategies for contextualized and/or accelerated teaching and learning, as well as, skills building intercultural competence among faculty, staff and administrators will also be identified.

Analysis:
See Tables 6.1 and 6.2

Ongoing professional development has always been a priority among the Rancho Santiago Consortium members. The Schools of Continuing Education at Santa Ana College and Santiago Canyon College have a joint faculty development program, which services most of the adult education faculty in the region. Through discussion at consortium meetings, it was noted that GGUSD had lost their funding to support faculty development at their sites, and although SAUSD and OUSD do not have adult education programs, they continue to have a need to stay involved with other instructors in the region in order to help adult transition students in their programs. Also, other partners, such as OCDE and OCSD have requested to be included in ongoing professional development. The consortium agreed that serving all instructors' needs throughout the Rancho Santiago Adult Ed Consortium should be handled collaboratively. Currently, eight days per year, five in the fall and three in the spring, are set aside for faculty development for SAC-SCE and SCC-SCE instructors. In addition, ongoing faculty development opportunities are held throughout the year. The plan is to open these faculty development workshops to every adult education/noncredit faculty member in the consortium's region. At present, there is not a complete plan in place to determine how to implement a region-wide professional development program, but the consortium members realize that this is an important tool in helping the adult learners in the community and are making this a priority. The following narrative includes current strategies being used at SAC-SCE and SCC-SCE that can be expanded to include all consortium members, and new innovative strategies that help

achieve integration among consortium members and the improvement of student learning outcomes.

Presently, there are many effective professional development strategies being carried out at SAC-SCE and SCC-SCE, which can be expanded to include instructors at GGUSD, SAUSD, OUSD, OCDE and OCSD. Two of these strategies include certificate programs. These allow instructors to be able to earn both a Student Success Certificate and a Student Assessment Certificate, which encourage learner persistence and goal achievement. The Student Success Certificate includes a series of workshops in learner-centered instruction. These workshops include topics such as cooperative learning, critical thinking, project-based learning, learner persistence, and goal setting. The Student Assessment Certificate is a series of workshops, which include instruction in classroom assessment techniques, classroom research, incorporating rubrics into instruction, and test-taking skills. To complete and receive either of the certificates, instructors must complete four workshops and also take part in a collaborative blogging report to share ideas about teaching and testing strategies. Both of these certificate programs can be made available to others in the region. Consortium-wide attendance at workshops and the addition of the collaborative blogging component will foster alignment and support among instructors.

Another area of professional development that can be expanded to include all members of the consortium is OTAN and CALPRO training. Many of these workshops include technology use and integration to enhance and expand technology instruction. Additionally, workshops are held online and include a blogging component, which facilitates consortium-wide participation. OTAN sponsored workshops include topics such as online courses, using smart technologies, cell phones and tablets, and the use of PowerPoint in the classroom. CALPRO sponsored workshops offer various online courses in the areas of lesson planning, critical thinking and multi-level instruction.

Two years ago, a Professional Learning Community (PLC) was developed at SAC-SCE. The PLC was established to improve and share classroom instruction strategies, develop formative assessments, help improve and revise student learning outcomes (SLO's), align curriculum between levels for smooth student transition, and advise the faculty on future curriculum development. The PLC consists of thirty instructors from different levels of ESL as well as instructors from elementary and secondary basic skills, and a lead facilitator to guide and instruct the PLC members. The instructors have been meeting approximately once a month over the past two years during the fall and spring semesters. In the future, plans need to be implemented to build joint team participation, which would include other consortium members. For instance, a newly formed PLC consisting of credit, K-12 and noncredit faculty, might work on facilitating noncredit student transitions by discussing and implementing new plans for articulation agreements, curriculum development, new student orientations, and

ways to embed counseling into instruction. Additionally, these PLC's could include instructors from different program areas, as well as different schools. There is much to be learned from what other departments and schools are doing across the region.

In-house training programs such as Reading Apprenticeship and On-Course workshops are also valuable tools to learn new models and instructional strategies to help adult learners in the consortium's region. Reading Apprenticeship is especially helpful in building college readiness skills. Field experts in Reading Apprenticeship lead a community of practice in which instructors learn ways to teach students metacognitive reading strategies. These strategies improve students' comprehension and retention of academic texts and prepare them for college level work. Reading Apprenticeship is new to faculty development at SAC-SCE and funding needs to be approved to continue this program, especially if it is to be expanded consortium-wide. On-Course workshops employ field experts to conduct 3-day seminars to train faculty in innovative, learner-centered strategies that aid in student success and retention. On-Course workshops have been given at SAC-SCE in the past, but similar to Reading Apprenticeships, these workshops are limited due to the cost of the program. With allocated funding, both of these professional development plans should be implemented consortium-wide to assist consortium members with creating significant and effective changes in improving adult education programs.

In past years, peer coaching was an integral part of faculty development. It allowed faculty to pair up to observe and learn from each other. This was accomplished through observing one-another's classrooms, discussing classroom strategies, and reporting constructive ways to improve instruction while meeting student needs. In recent years, with a lack of available funds, the peer coaching program has been difficult to maintain. With the reinstatement of peer coaching and the collaboration of others in the consortium, this program could potentially offer opportunities for faculty to share best practices, team building, and new models of instructional strategies. Ultimately, these practices lead to the improvement of student learning outcomes and equip faculty and staff with the skills, knowledge, and support needed to deliver high-quality instruction.

SAC-SCE and SCC-SCE offer opportunities for faculty development through workshops, keynote speakers, and presentations regarding educational materials. Workshops are geared toward the needs of faculty and students and are determined by annual surveys. Current workshops promote important topics such as team building, critical thinking, problem solving, and study skills. Presently, there are workshops on varying topics, which include cooperative learning, teaching in a multi-level environment and teaching student organizational skills. Annual keynote speakers have lectured on subjects such as using technology to transform student learning, the use of mobile devices in the classroom, and building reading fluency. Twice a year

publishers are invited to present instructors with their new textbooks and educational realia. Additionally, they offer workshops on the integration of new textbooks and materials into the classroom. Instructors are given an opportunity to interact with publishers and inquire about the most up-to-date learning resources. These workshops and presentations lend themselves to collaborative faculty development and could easily be adapted to consortium-wide participation by opening registration and developing a consortium wide link advertising the faculty development program on the Rancho Santiago Adult Ed Consortium's website.

New and innovative faculty development plans must be produced and implemented in order to deliver the new vision for adult learning as recommended by the Chancellor's office.   In program specific task force meetings and one-on-one meetings with agency representatives, new collaborative workshops have been suggested to identify priority topic areas.   While working together to gather information for the Comprehensive Plan, task force members realized there was a lack of knowledge regarding other member and partner agencies and their programs. To effect changes, a plan for a new and collaborative workshop was suggested. The plans include developing a program area panel with diverse faculty representation. Faculty would explain the departments representing the five program areas and their course offerings with breakout sessions for collective discussion and shared learning. Topics would include certificate programs and stackable certificates offered through CTE, elective courses offered through the ESL and High School Programs, and information regarding transitioning students between programs and levels.

The new consortium-wide faculty development plan needs to include workshops to introduce the new Student Success and Support Plan (SSSP). These workshops should be given and led by the counseling department to properly explain and provide information to the faculty about the state's vision for the SSSP. Faculty will be given information regarding student placement, orientation, education plans, and transition. Counselors will provide information regarding wrap-around services and ways to facilitate student success. Adult education faculty will be included so that they are able to align with noncredit programs and assist adult learners with lateral movement between programs. Furthermore, adult educators will be aided in their ability to help students overcome educational barriers that prevent smooth transitions.

Contextualized learning is an area that needs to be added to faculty development. With state-wide focus moving toward career readiness and creating seamless transitions to career pathways, workshops geared toward contextualized teaching strategies need to be developed. This is an area where contracting with field experts would enhance faculty understanding and involvement in approaches to best practices. Incorporating basic skills with career path goals is necessary to accelerate student progress. Relevant methods for instruction would include contextualized learning strategies, increased student engagement through hands-on activities,

problem solving and collaborative and project-based learning. As members of the Rancho Santiago Adult Ed Consortium learn more about the IBEST program in Washington, new and innovative workshops will be developed to integrate this program into the region's schools.

The enhancement and expansion of technology was an area of faculty development that the task force deemed a top priority for the consortium. The task force recommended creating a new certificate that could be earned by participating faculty. The Integration of Technology in the Classroom Certificate is still being developed, but a draft of the certificate includes individual workshops in incorporating social media and Blackboard in the classroom, using mobile devises for instruction, navigating the internet for classroom use, and teaching basic computer skills to adult learners. Certificate achievement would require completing four 3-hour workshops, participation in a collaborative blogging report, and participation in peer coaching. Faculty recommended adding follow-up workshops due to the fact that acquiring new computer skills requires repetition to refresh learned skills.

The Adults with Disabilities program including DSPS services are areas in which faculty could benefit from opportunities provided through professional development. The Students with Disabilities program is an integral part of the consortium, and faculty must be aware of what the program is and how it services adult learners with disabilities throughout the Rancho Santiago region. A DSPS Informational workshop was recommended by the task force to provide information about the students with disabilities population and the various programs that serve them. Counselors from DSPS would provide information and guidance on how to comply and help DSPS students with accommodations in the classroom. These accommodations might require such things as moving a seat to the front of the room, a quiet testing area, a signer for the hearing impaired, or extra time allocated for work or test taking.

REGIONAL COMPREHENSION PLAN OBJECTIVE #7

Consortium Plan Objective #7:
Plans to leverage existing regional structures, including, but not limed to, local workforce investment areas

Narrative:
The following narrative describes how the consortium will leverage existing assets or structures to benefit the adult learners in the regions. The plan will identify existing regional structures and their resources. Additionally, it will identify current engagement strategies and describe how these strategies leverage regional structures.

Analysis:
See Table 7.1

The Schools of Continuing Education at SAC and SCC currently leverage fifty-two facilities within the Rancho Santiago Adult Ed Consortium. These facilities are comprised of classrooms located at Unified School Districts, county and city jails, community centers, churches, union offices, storefronts, work centers, and other non-profit organizations. (Refer to Appendix A for a complete list of facilities.)
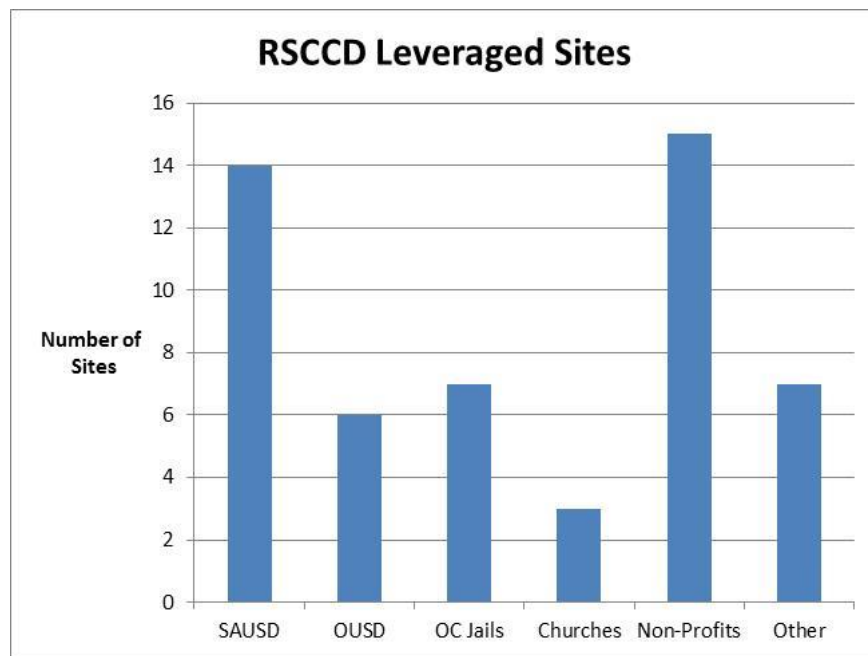
RSCCD is the main provider of adult education in the consortium. Santa Ana and Orange Unified School Districts do not offer adult education programs. As a result of this, RSCCD, SAUSD and OUSD have a unique partnership that provides support and services to adult learners in the

community. Santa Ana and Orange Unified School Districts provide facilities throughout the region and RSSCD provides classes and instruction. At present, SAC-SCE is conducting 38 classes at 14 Santa Ana Unified sites. This provides 28 ESL classes, 2 GED classes, 2 CTE classes and 1 class for students with disabilities to the adult learners living within the Santa Ana Unified School District. Additionally, SCC-SCE is conducting 10 classes at 6 Orange Unified sites, which provides 9 ESL classes and 1 ABE class for adult learners living within the Orange Unified School District. In addition to the community college programs leveraging the USD's facilities, SAUSD has enrolled their adult transition learners in a noncredit Lifeskills course at Centennial Education Center (SAC-SCE). This allows students to become acquainted with the noncredit campus and prepares them to transition into the workforce or to enroll in other courses.
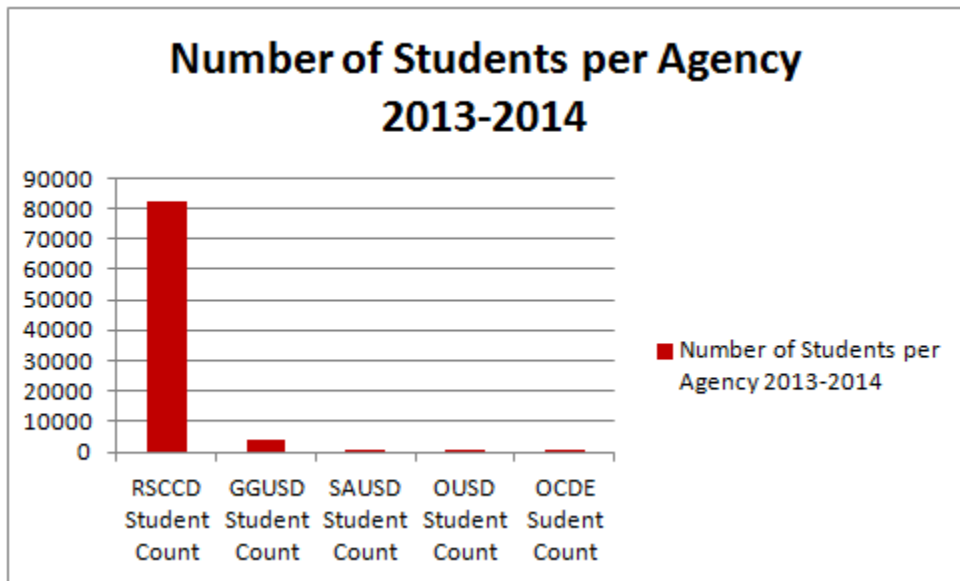
SAC-SCE and SCC-SCE are currently working with local community sites and non-profit organizations to expand course offerings and class locations within the region. Recently, SAC-SCE partnered with the Boys and Girls Club in Santa Ana to offer two ESL classes and is currently surveying adult learners in the area to determine needs so that course offerings can be expanded. Through the use of outreach, site coordinators and surveys, the members of the consortium continue to reach out to the community and seek new partnerships. Additionally, both SAC-SCE and SCC-SCE are working with their USD counterparts to facilitate and open new sites for K-12 transitional students entering noncredit programs.

The Orange County Department of Education has been an active participant in the Rancho Santiago Adult Ed Consortium from the onset. The OCDE has supported the efforts of the consortium by attending task force meetings, participating in the AB86 State Summit and actively working to open the lines of communication between the OCDE, the Unified School Districts and the Community College District. These ongoing collaborations have led to discussions with SAC-SCE and SAUSD regarding leveraging facilities at the OCDE's Harbor Learning Center (HLC). Four projects currently under review at the HLC include leveraging classrooms for ESL and science labs for the high school subjects programs at SAC-SCE, and

leveraging classrooms for the adults with disabilities and adult transitional programs at both SAC-SCE and SAUSD. As a result of these efforts, OCDE and SAC-SCE are entering discussions regarding OCDE adult students with disabilities who are enrolled in its alternative program. Similar to SAUSD's K-12 adult transitional students, OCDE's adult students with disabilities would benefit from participating in noncredit lifeskills courses. These courses would allow them to become familiar with the noncredit campus while preparing them for independent living and entering the workforce.

The Rancho Santiago Adult Ed Consortium is currently exploring ways to expand its plans to leverage existing facilities to include local workforce investment areas. Plans to hold a stakeholders meeting and host a "super consortium" mini-summit are being developed. As a result of the State Planning Summit, in Sacramento *(October, 2014)*, the four consortia within Orange County made a commitment to work together. This vision includes developing increased communication, sharing challenges and action plans, and expanding the view of meeting the needs of adult learners. The plan is to invite business representatives from the private and public sector of agencies, from across the county, to participate in a targeted discussion. The Orange County Department of Education is leading this effort with assistance from the Rancho Santiago Adult Ed Consortium. Potential attendees will include, but will not be limited to, the Chamber of Commerce, the local Workforce Investment Board (WIB), the Employment Development Department (EDD), the County Social Services Agency - CalWorks, and Service, Employment and Redevelopment (SER) - Jobs for Progress.

The goal of the mini-summit is to build sustainable relationships with local businesses and community leaders. These relationships will position the consortium to be more responsive to the economic needs in the community and to align services to support workforce and social program needs. The timeline for discussion, planning and holding the event will be delineated before the end of this year, with the plan to hold the local county event in the beginning of 2015. A planning update will be provided in the December 31st report and a summary of the event results included in the March 31st report. The Rancho Santiago Adult Ed Consortium believes the time and effort to assist and participate in this type of broader regionalized planning will strengthen the specific service model within the consortium.