



**AB104 Adult Education Block Grant -  
Three-Year Consortia Plan Update from AB86 Final Plan**

**Section 1: Consortium Information**

<b>1.1 Consortium Planning Grant Number:</b>	15-328-043
<b>1.2 Consortium Name:</b>	Rancho Santiago Consortium
<b>1.3 Primary Contact Name:</b>	Mary Walker
<b>1.4 Primary Contact Email:</b>	Walker_Mary@sccollege.edu

**Section 2: Three-Year Plan Summary**

AB86 Final Plan adapted to AB104 requirements

**2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.**

Rancho Santiago Adult Education Consortium vision and goals are rooted in the priorities established in the Regional Comprehensive Plan submitted on March 1, 2015. In order to effectively serve the adult learners of the region and provide accessibility to classes, the opening of new facilities is vital. It is the goal of the consortium to open two new regional centers, one located in East Santa Ana and the other in the city of Orange. These sites will allow the consortium to expand class offerings as well as career assessment and counseling services in areas which are highly underserved. Census 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. 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*). The vision of the Santa Ana Regional Center is to have ten new classrooms to accommodate ESL, CTE and HiSET programs and will include a computer lab to enhance the use of technology in

the curriculum. Another goal of the Santa Ana Regional Center is to form a strong partnership with the Orange County Sheriff Department's inmate education program. With the Day Reporting Center located in the same building and the jail directly across the street, this site allows the formerly incarcerated adult learners to seamlessly transition between the jail programs and continuing education programs. This is especially helpful for adult learners who would like to complete their HiSET equivalency exam. These new classrooms will each have the ability to hold up to 45 students. If classes are at 100% capacity, the center would have the ability to serve approximately 9,000 students each week. A 75% target would allow for 6,750 students to be served each week. With the amount of courses and programs offered, this site will allow students the ability to continue their studies as they advance through the program levels and prepare them to transition into postsecondary education and/or the workforce. The vision for the Orange site is to have a regional center for the community to be able to access information regarding programs in the consortium. It is the consortium's goal to collaborate with community partners such as the OC WIB, the Employment Development Department, and the County Social Services Agency so that the adult learners will have better access to services. This site will have four classrooms available in addition to the offices providing services. These new classrooms will accommodate students in the Adults with Disabilities program during the day, and will offer courses in CTE and adult secondary skills in the evenings and on the weekends.

The second priority that aligns with RSAEC's vision is the hiring of ten new faculty members/Teacher on Special Assignment (TOSA). It has been very difficult to implement the strategies set forth in the RCP due to the lack of full-time faculty/TOSA region-wide. It is the goal of the consortium to have these faculty members/TOSA hired and in place by spring 2016 so that this crucial work can begin. Once in place, faculty members/TOSA will work on the goals of the consortium including creating new and innovative curriculum, aligning programs across the consortium, and creating articulation agreements with the credit colleges so that students will be able to seamlessly transition from noncredit or adult education programs without needing to duplicate courses or take unnecessary placement exams. These faculty members/TOSA will also facilitate in the planning of ongoing professional development and training so that best practices can be explored and integrated into programs within the consortium.

At the end of the 2017-2018 program year, it is the vision of RSAEC to have created new partnerships within the region that enhance and benefit the adult education programs as well as support the adult learners. These partnerships with agencies such as the Orange County Workforce Investment Board (WIB), Santa Ana WIB, the Employment Development Agency, Orange County Social Services, local businesses and community centers are vital to the sustainability of the new

programs and hence the futures of the consortium's adult learners. RSAEC will identify the needs of the adult learners in the areas of career and educational pathways so that the consortium can develop new innovative programs to be implemented. Program areas that will see an increase in accessibility are pre-apprenticeship programs, contextualized programs such as I-BEST and new noncredit certificate pathways connecting noncredit and adult education learners to the credit AA and certificate programs. These degrees and certificates will be a springboard to jobs with family sustaining wages. Alignments will be formed across the region connecting the adult education and noncredit programs. This will allow students to transfer between programs when necessary without any barriers. In addition, alignment with the credit programs as well as articulation agreements will be signed and instituted so that adult learners will be able to accelerate their learning progress without duplication of courses.

As the Rancho Santiago Adult Education Consortium moves from the AB86 planning period into the AB104 implementation of the Adult Education Block Grant, the members will work to ensure student progress and success by maximizing resources and creating new partnerships in a place where there were previously none. By collaborating and working with our regional members and partners, the consortium will leverage not only facilities but also connections that will enable the region's adult learners to have better access to new programs and pathways. The ultimate goal is to provide improved student services, expand innovative programs that align with college and career readiness, and to increase the number of students who have been historically underserved.

**2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.**

**NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):**

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

**2.2a Objective #1:** An updated 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).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Rancho Santiago Adult Education Consortium (RSAEC) has grown from three to five members since the Regional Comprehensive Plan (RCP) was submitted on March 1, 2015. Both Garden Grove Unified School District (GGUSD) and the Orange County Department of Education (OCDE) changed their status from partner to member. GGUSD is unique in that its geographic location extends into three out of the four Orange County consortia. Including RSAEC, GGUSD is also an official member of COAST Community College Consortium (COAST) and North Orange County Regional Consortium (NOCRC). GGUSD operates two adult education sites within RSAEC, Lincoln Education Center and Clinton Corner. According to the information provided in RSAEC's RCP, GGUSD served 3,768 students in 2013-14 in the areas of adult education (ABE, ASE, and basic skills), ESL, AWD, and CTE.

OCDE is also unique in that it enters into all four of the Orange County consortia. OCDE reported 102 adult students in the area of adult education (ABE, ASE and basic skills) in the RCP. It has since been confirmed that these students are served under the K-12 umbrella and do not receive adult education funding. At this time, OCDE does not have any adult education programs located within RSAEC. Santa Ana Unified School District (SAUSD) reported 157 students in the AWD program and 82 students in the CTE program who were also later determined to be served under the K-12 umbrella. At this time, SAUSD does not receive any adult education funding nor do they have any adult education programs located within RSAEC.

There have been two changes to note in the levels and types of adult education programs within RSAEC since the completion of the RCP submitted on March 1, 2015. A new AWD Lifeskills program has been implemented in collaboration with SAUSD and Santa Ana College School of Continuing Education (SAC-SCE) to transition adult students within the K-12 transition program into noncredit college courses. Adults that are currently in or are transitioning out of the K-12 transition program were in need of a career and/or educational pathway. The new collaboration between SAUSD and SAC-SCE allows students to adjust to the noncredit college campus by taking a Lifeskills course through the college, while maintaining the support of their job coaches. The first year course was piloted in spring 2015. RSAEC is currently looking at ways of leveraging class space so that this vital program may continue. As soon as class space becomes available for these students, the goal is to expand the program and open a second year course so that these adult students may continue on their pathways.

A new certificate program has been implemented for the 2015-16 year in Pre-Apprenticeship Construction for adult students wanting to prepare themselves to enter the Construction Apprenticeship Program at Taller San Jose (TSJ). This Pre-Apprenticeship Construction Certificate was created during the planning period as part of a collaboration between SAC-SCE and TSJ. SAC-SCE was also able to leverage shared curriculum with Santiago Canyon College (SCC) to get this certificate program started in a timely manner. There are three courses listed in the certificate program, including Construction 1, Construction 2, and Employability Skills. It is the intent of this certificate to prepare adult students to transfer into the Construction Apprenticeship Program at TJS with a better grasp on beginning concepts and to improve the success rate of completion and job placement.

**2.2b Objective #2:** An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

RSAEC's number one priority listed in the RCP is to build two new regional facilities in the areas of East Santa Ana and Orange. This priority was evidenced by the extreme amount of need shown in those areas of the region and backed by census data detailing the population of underserved adults in all of

the program areas. The priority to build and open new facilities was made without prior knowledge of the consortium's funding allocation. Now that the grant has been allocated, it is the intention of the RSAEC Executive Committee to continue with these plans, but with an amendment to change the sites from purchase and construction to leasing. Although RSAEC's ultimate goal is to have permanent facilities for the adult learners in the Rancho Santiago region, the first concern of the RSAEC's members is to provide easy and obtainable access to programs and services for the adults in the region so that they can progress along their educational and career pathways.

Included in RSAEC's RCP is information on the long and beneficial relationship that RSCCD has had and continues to have with its community partners and unified school districts. These relationships have allowed partnerships to be established that provide support and services to adult learners in the region. The need to expand these types of services was discovered during the planning period. Since that time, it was identified that not only do we need to leverage facilities, but also to bring different types of programs as well as support services to these facilities. The Executive Committee voted to amend the RCP to be inclusive of these areas. In addition they unanimously approved funding to explore and implement increased support at community and unified school district sites to include services such as babysitting, counseling services, site directors and other areas of support that are deemed to be an integral part of the consortium's vision. In addition, an amendment was also approved to pay for leasing of these leveraged sites.

There is currently a need within the inmate education program to test adult learners who are taking courses to pass their high school equivalency exam. Last year the GED testing format changed from a paper and pencil format to a computer-based exam. This new format was not approved for use within the correctional facilities at either the city or county jails within Orange County. Last year, the GED testing service gave the inmate education programs an exemption which allowed them to continue testing with paper and pencil. This exemption expired in June 2015 and was not renewed by the GED testing service. This gap in services has left all of the adult learners enrolled in the equivalency courses without a means to test. After recommendations to amend the RCP and include new testing measures were brought forth, the RSAEC Executive Committee voted and unanimously approved that HiSET exams be purchased and test proctors be hired to administer the exams. These new recommendations will grant new testing implementations to occur which will allow incarcerated adults to continue with their studies and completions without any further gaps in services. Additionally, let it be noted that the word GED as listed in the RCP should not be restricted to one testing format. The word GED should be amended to represent all forms of state-wide approved equivalency exams.

Committed support for alternative instruction delivery models is another area of need that has been discovered since the RCP was submitted in March. Although we included funding and implementing programs such as I-BEST in the plan, it has come to the Strategy Proposal Workgroup's attention that there are other best practices that need to be explored. Over the past six months since the RCP was

submitted, various task force members have brought back information from colleagues, conferences and other consortia regarding innovative curriculum and best practices. The Executive Committee voted and approved funding to explore these alternative models, which include but are not limited to innovative and contextualized based learning, blended and distance learning, start-up and pilot classes, and other delivery models as determined by the Strategy Proposal Workgroup. As the consortium continues to implement and learn about new best practices, it was determined that the member districts do not want to limit themselves to specific models. Therefore, it was voted and approved to amend the RCP to include further investigation of these innovative practices and to implement them when applicable.

**2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.**

**2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)**

There are no programs within RSAEC that are specifically targeted toward placement of adults, including but not limited to older adults, seeking education and workforce services. Currently, all of the region's ongoing CTE programs are geared toward all adults and do not differentiate based on age. It is the intention of RSAEC to use the first year of the grant as a planning year in which the Strategy Proposal Workgroup can identify the needs of these older adults as well as research and gather data specific to the Rancho Santiago region. One of the measures used will include gathering census data specifically aimed at the 55 and over population including resident population, poverty levels and unemployment.

At the end of the 2017-18 program year, RSAEC will have built better relationships with its partners including the local OC WIB, Santa Ana WIB and community senior centers. These partnerships will open up opportunities for the consortium to leverage facilities as well as gather more anecdotal information regarding this population. Over the next three years, the plan of RSAEC will be to not only complete a needs analysis, but to also implement programs and services to support this targeted population. At this point and time and without this valuable data, it is impossible to predict what these programs and/or services will look like. Once these programs and needed services have been identified, the goal of the consortium will be to create pathways to help older adults succeed in their pursuit to enter or reenter the workforce.

**2.3b Programs offering pre-apprenticeship training conducted in coordination with one or**

more apprenticeship programs approved by the Division of Apprenticeship Standards.  
(REQUIRED)

Pre-apprenticeship training is one of the three new or revised programs that were added to the Adult Education Block Grant under AB104. RSAEC began looking into this needed area during the AB86 planning period as a pathway to already established apprenticeship programs in the region. In the fall 2015, the first pre-apprenticeship program was implemented as a joint effort between SAC-SCE and one of its valued community partners, Taller San Jose (TSJ). The Pre-apprenticeship Construction Certificate has three courses including Construction I, Construction II and Employability Skills. This certificate was created specifically to articulate with TSJ's Construction and Green Technology Academy. This academy is one of three training academies provided by TSJ which provide skill development training for out of school youth ages 18-28. By the end of the 2017-18 program year, RSAEC's Strategy Proposal Workgroup will have had the chance to investigate implementing two new pre-apprenticeship programs offered at TSJ in the Medical Careers Academy and the Office Careers Academy.

As noted in the RCP, Santiago Canyon College offers credit apprenticeship programs that provide training, in partnership with various employers and the Division of Apprenticeship Standards, for apprenticeships in the following areas: carpentry, cosmetology, electrician, maintenance mechanic, operating engineers, plastering, power lineman, and surveying. By the end of the 2017-18 program year, it is the intent of the consortium to develop and implement additional pre-apprenticeship certificate programs that will provide pathways to these postsecondary apprenticeship programs. The Strategy Proposal Workgroup will also be looking at ways to incorporate these new certificate programs into the inmate education program so that the region's incarcerated adults will also have the ability to create a career pathway within an apprenticeship program. It is part of RSAEC's three-year vision to increase the potential for incarcerated adults to secure gainful employment upon release and reduce the rate of recidivism.

**2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)**

There are no programs specifically dedicated for adults, including but not limited to older adults, that are primarily designed to develop knowledge or skills to assist elementary and secondary school children to succeed academically in school. Currently, SAC-SCE and GGUSD maintain courses in ESL family literacy, but all of the region's ongoing programs are geared toward all adults and do not differentiate based on age. It is the intention of RSAEC to use the first year of the grant as a planning



year in which the Strategy Proposal Workgroup can identify the needs of these older adults in this area as well as research and gather data specific to the Rancho Santiago region.

### **2.3d Collection and availability of data. (REQUIRED)**

The consortium voted and unanimously approved funding to hire both a Director of Research and an IT Applications Specialist III. The task of tracking and reporting student data consortium wide as well as integrating multiple systems has never been done before. This process will take time and thoughtful planning. These two positions are needed to gather the crucial data on enrollment, demographics and performance as well as to create a region-wide data system where this information can be stored and utilized.

The researcher will be tasked with keeping student demographics current in the region, as well as monitoring student performance outcomes throughout the region. The researcher will also monitor the new consortium strategies and collect data to help assess outcomes. Additionally, this position will be tasked at comparing the 2015-16 data gathered with the baseline enrollment data from 2013-14 and the measurable outcomes data from 2014-15. The applications specialist will be in charge of creating a database for the Rancho Santiago Region. This position will facilitate the creation of the much needed information technology infrastructure, select proper equipment, create databases and applications, and develop processes to collect local data that will be reported to the State.

Consortium members will track student enrollment by using the existing attendance databases that are in place at the three consortium districts that serve adults. At RSCCD, the attendance and demographics will be tracked through Datatel, while OUSD and GGUSD will track these measures through AERIES. In addition to tracking attendance at RSCCD, Datatel will also be used to gather performance outcomes, such as the number of course completions, ESL and CTE certificate completions, high school diplomas awarded, and GED and HiSET certificate completions. At GGUSD, the combination of student self-monitoring with a Keep Track Sheet, packets, textbook chapter tests, and seat-time will be used to assess, track and monitor student progress. The CASAS assessment intake and update forms are used by both RSCCD and GGUSD to gather student performance outcomes. The information is gathered in TOPSpro Enterprises which provides valuable information on a student's reason for exiting a program. Reasons collected include: complete a program, meet a goal, get a job, get a better job, or transfer to postsecondary education.

Working with other community partners is also essential in tracking the data in this region. RSAEC is a member of the Orange County WIOA Leadership Council that was formed in 2015 to create an open dialogue between agencies and a shared system of data collection. Some of the council partners include the four Orange County AEBG regional consortia, LAOCRC, OC WIB, Santa Ana WIB, EDD, Social Services Agency/TANF, and the Workforce Rehabilitation Board.

**2.3e Qualifications of instructors (including common standards across entities).  
(REQUIRED)**

Currently, the California Code of Regulations determines standards and qualifications of instructors at the noncredit community college districts while the Commission on Teacher Credentialing is the authorizing agency overseeing CTC certified credentials for instructors at K-12 adult education programs. K-12 adult education programs do not use minimum qualifications for hiring; instead various credentials are accepted. Some examples of these credentials include emergency sub credentials, designated subject credentials, vocational, or K-12 credentials.

The community college districts require that instructors meet the minimum qualifications within the program area they teach. These qualifications have been established under the Minimum Qualifications for Instructors of Noncredit Courses in Title V, Section 53412 of the California Code of Regulations which require noncredit instructors to have a specified degree and/or occupational experience in the appropriate disciplinary of the courses being taught. Disciplinary specific bachelor's degrees are required to teach most noncredit courses with CTE being an exception. CTE instructors need a minimum of an associate's degree combined with a minimum number of years of occupational experience within the field.

**2.3f Alignment of academic content and curricula (OPTIONAL)**

**N/A**

**2.3g Alignment of educational services supported by this grant. (OPTIONAL)**

**N/A**

**Section 3: Consortium Member Signature Block**

**Name:**

Byron Fairchild

**Consortia Member:**

Orange County Department of Education

**Email:**

bfairchild@OCDE.us

**Date:**

10-26-2015

**Signature Box:**



**Name:**

Ryan Murray

**Consortia Member:**

Santa Ana Unified School District

**Email:**

Ryan.Murray@sausd.us

**Date:**

10-26-2015

**Signature Box:**



Name:

Kerrie Torres

Consortia Member:

Orange Unified School District

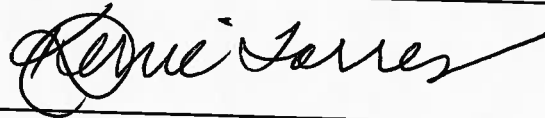
Email:

ktorres@orangeusd.org

Date:

10-26-2015

Signature Box:



Name:

Connie Van Luit

Consortia Member:

Garden Grove Unified School District

Email:

cvanluit@ggusd.us

Date:

10-26-2015

Signature Box:



Name:

Mary Walker

Consortia Member:

Rancho Santiago Community College District

Email:

Walker\_Mary@sccollege.edu

Date:

10-26-2015

Signature Box:

