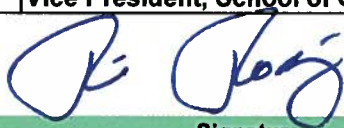# TEMPLATE

## AB86, Section 76, Article 3
## Consortium Planning Grant
## Intent to Participate Member Signature Form

| | California Community Colleges Chancellor's Office | | State Department of Education |
|---|---|---|---|

| District Name: | Rancho Santiago Community College District | | |
|---|---|---|---|
| District Address: | 2323 North Broadway, Santa Ana, CA, 92706 | | |
| **Adult Education Planning Contact Information:** | **Name:** Jose Vargas | **Telephone:** (714) 628-5910 | |
| | **Title:** Vice President, School of Continuing Ed | **E-mail:** vargas_jose@sccollege.edu | |
| **Signature of Chief Executive Officer/ Superintendent/Designee:** | *[signature]* **Signature** | Raul Rodriguez, Ph.D. **Printed Name** | |
| | **Title:** Chancellor | **Date:** 1-24-14 | |

# TEMPLATE

## AB86, Section 76, Article 3
## Consortium Planning Grant
## Intent to Participate Member Signature Form

**California Community Colleges Chancellor's Office**

**State Department of Education**

| District Name: | Orange Unified School District | | | |
|---|---|---|---|---|
| District Address: | 1401 North Handy Street, Orange, CA  92867 | | | |
| Adult Education Planning Contact Information: | Name: Kerrie Torres | | Telephone: (714) 628-4467 | |
| | Title: Executive Director, Secondary Education | | E-mail: ktorres@orangeusd.org | |
| Signature of Chief Executive Officer/ Superintendent/Designee: | *(signature)* Signature | | Michael L. Christensen, MBA Printed Name | |
| | Title: Superintendent | | Date: 1-7-14 | |

## TEMPLATE

# AB86, Section 76, Article 3
# Consortium Planning Grant
# Intent to Participate Member Signature Form

**California Community Colleges Chancellor's Office**

**State Department of Education**

| District Name: | Santa Ana Unified School District | | | |
|---|---|---|---|---|
| District Address: | 1601 East Chestnut Avenue, Santa Ana, CA. 92701 | | | |
| **Adult Education Planning Contact Information:** | Name: | Dawn Miller | Telephone: | (714) 558-5724 |
| | Title: | Assistant Superintendent, Secondary Ed. | E-mail: | dawn.miller@sausd.us |
| **Signature of Chief Executive Officer/ Superintendent/Designee:** | *Dawn Miller* | | Dawn Miller | |
| | Signature | | Printed Name | |
| | Title: | Assistant Superintendent | Date: | 1-9-14 |

AB 86 PROJECT MANAGEMENT PLAN NARRATIVE (B.3)

## Organizational Structure

## Consortia Membership

Rancho Santiago Community College District (RSCCD) and the two major K-12 school districts within its boundaries, Santa Ana Unified School District (SAUSD) and Orange Unified School District (OUSD), have maintained a strong working relationship and partnership in offering noncredit, adult education programs and classes in the community.    Within our communities, adult education classes first began in Santa Ana in 1931.   Soon after, in 1937, the first adult education classes began in Orange.   In 1971, the RSCCD was formed and the adult education programs from both school districts were transferred to the RSCCD.   At that time, the program served over 7,000 students and was considered a state-wide model.   Currently, RSCCD is comprised of two separate colleges - Santa Ana College (SAC) and Santiago Canyon College (SCC). SAC School of Continuing Education and SCC Division of Continuing Education currently provide noncredit classes in Adult Basic Education (ABE), Adult Secondary Education (ASE-both High School Diploma and GED Test Preparation), English as a Second Language (ESL), and short-term Career Technical Education (CTE) at OUSD and SAUSD schools. These programs are possible because of the collaborative relationships which the community colleges and the K-12 districts have established.

Currently noncredit adult education classes in the AB86 defined areas (Elementary and Secondary Basic Skills, Citizenship, ESL, Workforce Preparation, Short-term CTE, Apprenticeship, and Adults with Disabilities) are offered at thirteen SAUSD school sites and eight OUSD school sites. Various types of contracts (e.g. Memorandums of Understanding, Use of Facilities Agreements, Instructional Service Agreements, and Consulting Agreements) are currently being used to define the roles and responsibilities of each party. At present, SAUSD and OUSD provide the classrooms, restroom facilities, etc., and RSCCD provides the instructor, curriculum, instructional materials, and corresponding supervision and support for the classes being offered.

Because of this strong relationship already in place, a natural, next step would be for these agencies, as part of this consortium, to look into expanding and enhancing class offerings in the AB 86 defined areas. The goal will be to serve all adult learners who could benefit from these noncredit, adult education courses and programs, including the parents and families of the children attending OUSD and SAUSD schools.

As we meet to discuss the details of this next step, we will need to evaluate the following:
- specific areas where there is a need for instruction where classes are not being offered
- areas that have a high population density where new or more classes might be needed to serve this larger number of students
- expansion of student services (e.g. assessment, orientation, registration, counseling, and educational plans) at larger off-sites throughout the community
- obstacles hindering potential students from attending class (e.g. issues with

transportation, child care, work schedules, and disabilities)
- availability and condition of current adult education facilities
- need for additional facilities
- existing resources among consortium members and partners and how to best leverage them

After a careful analysis of these challenges and gaps, a plan will be developed and implemented with the intent to provide a broader access of classes and support services for students to achieve their goals.

In addition to identifying the educational gaps in our communities, the consortium is committed to streamlining the unique systems already in place. This will be done by aligning curriculum, assessment, orientation, educational plans, and outcomes as needed. As the consortium meets to plan educational programs and services, existing resources offered by the other members will be identified, so these resources may be shared by all. An example would be to identify the existing resources that can be shared to best serve the group of students with disabilities between the ages of 18 and 22.

Faculty will need to examine credit and noncredit curriculum and assessments to create a more seamless transition for students wishing to further their education. Although many of SAC and SCC Continuing Education noncredit classes are already aligned with credit classes, this is an opportunity to fine-tune and improve the following:
- Transition from noncredit ASE programs to college credit programs
- Alignment of K-12 high school courses with noncredit courses
- Alignment of noncredit ESL with ABE/ASE/college credit
- Transition from noncredit ESL to ABE/ASE/college credit
- Transition of noncredit short-term CTE to credit CTE or academic programs
- Transition from noncredit programs to employment (career pathways)
- Transition from one noncredit program to another noncredit program

Student services will be crucial in broadening students' awareness of their next step and how to reach their goal. The Student Success and Support Program (SSSP) is in the process of defining the guidelines for noncredit matriculation, and these will undoubtedly shape the noncredit educational plans and orientations which will improve the transition process from noncredit to credit programs.

Discussions will continue to take place regarding the needs of local businesses and apprenticeship programs to ensure the students are prepared with the necessary skills they need to succeed in these programs. We will need to study and evaluate how our noncredit adult education classes can better prepare students, whether it is in the area of basic skills, English language development, or pre-apprenticeship preparation. Best practices will need to be identified on how best to prepare students for college credit or their career paths.

**Partnerships**

Within the consortium, many successful partnerships with numerous organizations have been established and maintained over the years. Examples include:

- Delhi Community Center
- El Modena Community Center
- East Anaheim Community Center
- First United Methodist Church of Santa Ana
- Friendly Center
- Orange County Children's Therapeutic Art Center (OCCTAC)
- Orange County Sheriff's Department
- Rapid Manufacturing
- Recovery Education Institute (REI)
- Santa Ana City Jail
- Santa Ana Public Library
- Service Employees International Union (SEIU)
- Service Employment and Redevelopment (SER)
- Taller San Jose

ESL, Citizenship, Conversation, English for Work, Adult Basic Education, GED Test Preparation, and CTE computer classes are offered at these offsite locations.   Although we haven't yet reached out to all of these organizations for the purpose of this planning document, we will be having an in-depth discussion of how best to solicit their expertise and feedback.   Several of these entities have unique services that might be able to be expanded to serve more students trying to reach their personal, academic, and career goals.

In addition to the above, other parties have decided to become partners in this consortium to include their adult learners in this process. The Grant Development Coordinator at the Orange County Department of Education Division of Alternative Education (ACCESS) currently provides educational options for adults working toward completing their high school diploma, primarily during and following incarceration in the Orange County Probation Department.   ACCESS is also piloting a high school diploma program that serves inmates who are part of the Prison Realignment Program and provides educational opportunities for young adults residing in the community who are on formal and informal supervision with the Orange County Probation Department.   This is an excellent example of how two organizations are able to successfully offer similar programs (high school diploma) but to very unique populations with specific needs.   This is an opportunity to share our programs with each other, align our curriculum, assessments, orientations and outcomes, and to discover what, if any, programs and classes we might be duplicating without need.

Garden Grove Unified School District (GGUSD), which overlaps a relatively small area in our consortium's boundaries, had initially asked for more time before choosing which consortium it would join as a member.   Both RSCCD and GGUSD conduct classes in this overlapping, shared area. After some consideration, the GGUSD decided to join Coastline Community College as a member and to become a partner in our consortium.

Each of our partners brings a specific focus and set of services that will benefit our continuing and new students.   Whether it is childcare, transportation subsidies, mental health support, medical and dental resources, or food, working together will help our students reach their potential both at home, school, and in the workplace.   These organizations and agencies will bring a holistic perspective and increased services to

support our students on their academic journeys and career paths.

## Shared Leadership Strategies

Our consortium will employ a variety of shared leadership strategies.   First, we will have regular meetings to plan, discuss, and evaluate the specific topics at hand. Meeting leaders, program leaders, chairs, and co-chairs will be chosen based on group consensus.   The group will agree upon the specifics of agenda items, recording of minutes, meeting days, times, and locations. A common vision might be established highlighting student success at the forefront.   The focus of the meeting will be collaborative in nature, while members share their district's best practices and procedures and come to understand the other's unique terms, language, and even acronyms.

The consortium members will identify the policies and documents regarding the specifics of the collaborations.   We might want to continue using the same Memorandums of Understanding, Use of Facilities Agreements, Instructional Service Agreements, and Consulting Agreements already in place, or depending on the situation, new or revised agreements might be created if needed.

A decision-making process will be established which will be determined by the consortium members.   Clear guidelines will be given so all are aware of the procedures and timelines.   Decisions regarding all matters including potential partners, advisory groups, and local businesses will be made on a consensus basis.

Collaboration between subject-area experts will be another important shared leadership strategy whether it is between K-12, noncredit, or credit participants. Alignment of curriculum, assessment, orientations, and outcomes will involve all interested parties.

## Project Planning Roles and Responsibilities

To begin this process, the following members from each respective district have been identified to take the lead on this project:   Dawn Miller, SAUSD Assistant Superintendent, Secondary Education; Kerrie Torres, OUSD Executive Director, Secondary Education; Jose Vargas, SCC Vice President, Division of Continuing Education; Jim Kennedy, SAC Interim Vice President, School of Continuing Education; Nilo Lipiz, SAC Continuing Education Dean of Instruction and Student Services; and Mary Walker, SCC Continuing Education Interim Dean of Instruction and Student Services. These members will participate in the voting process of selecting specific co-chairs, project directors, and anyone who might be responsible for the oversight of this project. As this project unfolds, the above roles may change.   As of today, Vice President Jose Vargas will be the person responsible for the timely submission of the required reports for this grant.

For the January 31st deadline to submit the *Certificate of Eligibility*, Jim Kennedy reached out and contacted the responsible party at SAUSD, and Jose Vargas did the same at OUSD.   At that time Dawn Miller and Kerrie Torres expressed their interest in participating as members of this consortium.   For the purpose of this narrative, an initial rough outline was written by Mary Walker and subsequently emailed to the above

mentioned leaders. Feedback was given, and the document was revised accordingly. A meeting was held on February 18, 2014 at the Orange Education Center to revise the narrative and continue the planning process.

## Communication

Several forms of communication will be used to facilitate this planning process. To date, email and the telephone have been the primary tools used to communicate and disseminate information to the primary members. These were used to inform and collect the *Participate Member Signature Forms* and to initially edit this narrative. Subsequently, a meeting took place to revise this document and the specifics of this plan.

To communicate in these initial stages with local partners, email has been the main form of communication. However future meetings will determine other important and useful communication tools. Local agencies and businesses will be invited to participate using the most appropriate connection (telephone, email, U.S. mail, in-person, phone conferences and, yes… texting!). Discussions will take place at general meetings and at any adhoc meetings if applicable. If agreed upon, a local website might be created and updated to keep the local and participating partners and members informed of the most current status of key tasks, issues, and planning.

To outreach to the community, a variety of communication tools might be utilized: emailing key personnel at the various institutions, contacting them by telephone, and/or mailing a letter of invitation or update via regular U.S. mail. Providing links to the local AB86 website would be another excellent way to inform the community regarding updates. Relevant information may also be communicated in the form of district and school newsletters, letters home to parents in SAUSD and OUSD, newspaper articles, and on each school's and district's websites. Outreach personnel whose primary purpose is to share its programs and services to the community, may include updates on this AB86 planning process in their events and presentations when appropriate.

In summary, the ultimate goal of this collaborative effort with Rancho Santiago Community College District, Santa Ana Unified School District, Orange Unified School District, Orange County Department of Education ACCESS, Garden Grove Unified School District, and any future partners who join this consortium is to improve the lives of adult learners in our region. We will accomplish this by pooling and aligning our resources and providing the classes that will help these students reach their educational, vocational, and personal goals.

**BOG, CALIFORNIA COMMUNITY COLLEGES**

**CHANCELLOR'S OFFICE (CCCCO)**

## AB86, Section 76, Article 3
## Consortium Planning Grant

**REGION: Rancho Santiago CCD**

**FISCAL AGENT: Rancho Santiago CCD**

# PRELIMINARY BUDGET SUMMARY

| Object of Expenditure | Classification | Line | TOTAL PROGRAM FUNDS REQUESTED |
|---|---|---|---|
| | | | $ 326,047 |
| 1000 | INSTRUCTIONAL SALARIES | 1 | $ 150,000 |
| 2000 | NONINSTRUCTIONAL SALARIES | 2 | $ 69,000 |
| 3000 | EMPLOYEE BENEFITS | 3 | $ 34,792 |
| 4000 | SUPPLIES AND MATERIALS | 4 | $ 15,800 |
| 5000 | OTHER OPERATING EXPENSES AND SERVICES | 5 | $ 43,915 |
| 6000 | CAPITAL OUTLAY | 6 | $ 0 |
| 7000 | OTHER OUTGO | 7 | $ 0 |
| | TOTAL DIRECT COSTS: | 8 | $ 313,507 |
| | TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs): | 9 | $ 12,540 |
| | TOTAL COSTS: | 10 | $ 326,047 |

I authorize this cost proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and Federal Regulations.

**District Chief Business Officer** *(or authorized designee)* :

Name: **Peter J. Hardash**

Title: **Vice Chancellor, Bus. Ops. & Fiscal Svcs.**

Authorized Signature: _____

Date: _____