Table 3.1:	Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants					
Transition to be Addressed	**Strategy/Approach to be Employed**	**Resources Needed**	**Estimate of the Cost**	**Responsible Parties (specific school districts and/or community colleges)**	**Methods of Assessment**	**Timeline**
Overlapping Program Areas: These areas of the program overlap and have been grouped together so that the resources needed and the estimates of the cost will not be duplicated.						
Program Areas: All Lack of sufficient class space to accommodate growing programs especially in geographically designated high need areas	Build 2 new Regional Center Facilities in high need/populated areas so that all students have access to education	Funding to build 2 new Regional Facility Centers Funding needs to support land acquisition, new construction, parking, furniture, equipment and soft costs	$65,000,000 for two new sites (one-time) *See Priorities Narrative for table with breakdown of costs	SAC-SCE SCC-SCE	Track increase in enrollment and services offered Track percentage of students completing programs and transitioning to postsecondary education or the workforce	To commence in Fall 2015 or as soon as funding is available Completion date approximated to be Spring 2019
Program Areas: ALL Alignment and Transition between noncredit and credit students with specific attention to assessments, orientation and student success plans	Coordinate pathway and transitional activities such as: • Coordinate assessment and orientation for all noncredit • Coordinate transition • Coordinate counseling • Coordinate pathway and orientation fairs • Coordinate outreach	Funding to create a FT management position to coordinate and manage student success	$110,000 (annually – ongoing)	SAC-SCE SCC-SCE	Track student success Track student completions Track student transitions to credit	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Position (ongoing)

Program Areas: ALL State-wide student ID number for adult learners	Create a state-wide student ID number for adult learners in community college and K-12 adult education programs for tracking success	Needs to be funded on the state level	Needs to be funded on the state level	SAC-SCE SCC-SCE GGUSD	Track student success Track student completions Track student transitions to credit	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Program Areas: All Better prepare students for transition to credit including alternative pathways such as CTE and apprenticeships	Students need to meet with counselors earlier on in their noncredit programs (at 70-80% completion) to review future pathways that are available on the credit side Implement teleconferencing with counselors for off-site students (ie: FaceTime via mobile phone or iPad) Create educational and informative videos and online orientation programs that will help give students access to counseling information and services	Funding to hire 2 additional PT counselors Funding to purchase 15 iPads + cart for counseling to access offsite students Create MOU's where applicable to use computer labs for counseling Funding to create educational and informative videos and online orientation programs that will help give students access to counseling information and services	$80,000 (annually – ongoing) $8,100 (one-time) $ 50,000	SAC-SCE SCC-SCE GGUSD	Track increase in student/counselor visits Track increase in number of noncredit and adult ed. students transitioning to credit courses	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Program Areas: 1, 2 & 4 Implementation of a Common Assessment to be used to place all English, Math and ESL students (including noncredit and credit) into programs at continuing education, adult education and credit college locations Use of CB-21 coding to align	Form a focus group to field test the common assessment Fund training to conduct a regional pilot and to determine cutoff scores	Funding to hire a Full-Time Assessment Coordinator to coordinate among all programs in the consortium's region	$100,000 (annually – ongoing)	SAC-SCE SCC-SCE	Monthly meetings to determine success of program Increase alignment between programs in credit and noncredit	To commence in Fall 2015 or as soon as funding is available Completion of pilot - end of Spring 2016 Assessments -

levels across the consortium						ongoing
Program Areas: 1, 2 & 4 Initial needs/interest assessment to help adult learners determine an educational and/or career pathway In addition, this assessment needs to provide an exit strategy for adult learners in the county jail inmate education program Counselors are needed within the jail system to provide help in identifying inmates who are eligible or interested in further instruction	Develop and implement the needs/interest assessments Students take initial assessment upon entry to help identify their strengths and choose the correct program Counselors will provide a Student Educational Plan Counselors within the county jail inmate education program will provide a Student Education Plan that is consistent with the SLP that community colleges are using Develop an online ed plan that is easily accessible to our students. Use current online programs to guide us. Examples are: • CaliforniaColleges.edu • ASSIST (used in credit – needs to expand to noncredit)	Funding to hire qualified personnel to write and administer assessments Funding to hire counselors Funding to hire instructors	$50,000 (annually – ongoing) $80,000 (annually – ongoing) $72,000 (annually – ongoing)	SAC-SCE SCC-SCE OCSD OCDE	Initial needs/interest assessment Student completions Follow-up assessment with the counselor Track the number of formerly incarcerated adult learners that enroll in programs upon release	To commence in Fall 2015 or as soon as funding is available Assessments - ongoing

Program Area 1: Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

Create articulation agreements between noncredit and credit in math, natural and social sciences and English	Expedite student success by creating math, natural and social sciences and English articulation agreements so that students who pass Adult Ed. classes in these areas can transition into college level classes.	Collaboration between noncredit and credit departments as facilitated by FT faculty members	*Costs are included in funding to hire noncredit instructors	SAC-SCE SCC-SCE GGUSD	Track the number of students that complete the articulated high school course and complete the correlated college credit course with a C or better.	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016

	Instructors with an expertise in transitioning students to college need to meet with credit faculty to create articulation.					
Diminish academic hurdles for disenfranchised students by creating evidence- based high school curriculum that is aligned to college entry classes and career readiness. Expand new transition pathways for core subject areas of Math, English and Natural and Social Sciences *Transition courses/plans are in place, but there is not enough counselors/instructors to implement due to maxed out hours	Write/Revise the curriculum that is pending	Funding to hire 6 FT noncredit instructors at SAC-SCE and SCC-SCE in the areas of HSS, ABE, GED, English, Social and Natural Science and Math with an expertise in transitioning students to college. Funding to write new curriculum for the core subject courses	$600,000 (annually – ongoing) $25,000 (one-time)	SAC-SCE SCC-SCE GGUSD	Track the number of courses revised and implemented Track the number of students that complete the articulated high school course and complete the correlated college credit course with a C or better. Measure the increase in the number of students taking the articulated classes.	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Assessments - ongoing
The noncredit HS science class needs a lab component so that students can transition to credit science. The lab component will better prepare noncredit students for credit expectations. Noncredit does not have an articulation agreement with the credit science department.	Development of a lab component. Create an articulation between noncredit and credit Meet with SAC, SAUSD and OCDE and set up on MOU to use lab classrooms at their sites	Access to science labs Funding for lab component including writing new course curriculum Funding to hire new PT instructor	Leverage facilities $10,000 (one-time) $36,000 (annually – ongoing)	SAC-SCE	Track the number of courses revised Track the number of students that complete the articulated high school course and complete the correlated college credit course with a C or better. Measure the increase in the number of students taking the articulated classes.	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Assessments - ongoing

Teach evidence- based GED curriculum that is aligned to the newly revised GED test.	Evidenced-based activities and tasks to be developed in both English and Spanish – to be determined by new curriculum	Funding to hire FT English-speaking and Spanish-speaking instructors with an expertise in teaching GED students Funding to write new curriculum for GED classes in both English and Spanish	$100,000 $5,000	SAC-SCE SCC-SCE GGUSD	Track number of students that complete GED in both English and Spanish	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; courses ongoing
Update textbooks within the HSS and GED program to align with common core standards	Purchase new textbooks	Funding for new and supplementary texts that are aligned with common core in all HS subject areas and for new and supplementary texts for GED standards in both English and Spanish	$200,000 (one-time)	SAC-SCE SCC-SCE	Updates textbooks accessible to every student	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Provide adult learners with necessary tools to overcome barriers that inhibit academic success and student retention Implement Student Success Class that was approved (April, 2009) – but funding was cut Students should receive more access to counseling for transitioning to college credit	Implement a student success class for noncredit students in their first semester of credit instruction Embed Counseling Incorporate student peer mentors Counselors have a continuous relationship with students throughout their studies and help keep them on track with their Student Success Plan	Funding to implement the Student Success Class Funding for Stipends for Student Peer Mentors Funding to hire 2 FT Counselors	$40,000 (one-time) $2,500 (annually-ongoing) $220,000 (annually-ongoing)	SAC-SCE SCC-SCE	Monitor the retention rates of students who have completed the Student Success Class Monitor students who go through the counseling department and meet their benchmarks on the SSPs	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016

Program Area 2:	Classes and courses for immigrants eligible for educational services in citizenship and ESL, and workforce preparation classes in basic skills					
Articulation agreements between noncredit ESL and credit ESL	Develop an articulation agreement between ESL noncredit continuing	Funding to hire 2 FT ESL Coordinators at RSCCD	$200,000 (annually-ongoing)	SAC-SCE + SAC SCC-SCE +SCC	Track the number of courses revised and implemented	To commence in Fall 2015 or as soon as

	education and adult education with SAC and SCC for students to transfer directly into credit	Funding to hire 1 FT ESL Coordinator at GGUSD	$100,000 (annually-ongoing)	GGUSD + SAC	Track the number of students that complete the articulated EI course and complete the correlated college credit course with a C or better. Measure the increase in the number of students taking the articulated classes.	funding is available Completion date – Spring 2016 Assessments - ongoing
Implement an ESL/English class to prep students to succeed in ROP/CTE/Credit CTE	Write new curriculum in V-ESL and V-ABE Write specific packets for smaller student populations Write online curriculum	Funding to pay FT and PT instructors and coordinators for curriculum writing A new system to fund online classes is needed so that it corresponds with classroom funding	$5,000 (one-time)	SAC-SCE SCC-SCE GGUSD	Establish exit criteria and follow students to see success rate in CTE/ROP	To commence in Fall 2015 or as soon as funding is available Completion end of Fall 2016
Update ESL Curriculum across the consortium to better align with student career and educational pathways	Create a focus group to review current curriculum Revise the ESL curriculum and align the standards in the revised curriculum Field test the new curriculum	Fund faculty who have experience in curriculum writing to create new curriculum Fund a Professional Learning Community to help with course alignment (see 6.1)	$50,000 (one-time)	SAC-SCE SCC-SCE GGUSD	Compare gains in Student Learning Outcomes	To commence in Fall 2015 or as soon as funding is available Completion end of Fall 2016
Lack of citizenship classes offered in the district	Increase course offerings in high demand areas of the district	Funding to 2 PT hire citizenship instructors	$72,000 (annually-ongoing)	SAC-SCE SCC-SCE	Track number of students enrolled in citizenship classes Track number of students that obtain citizenship	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016

Lack of coordination of the citizenship program	Hire a FT citizenship coordinator	Funding to hire a FT citizenship coordinator	$100,000 (annually – ongoing)	SAC-SCE SCC-SCE	Track increase in growth of program Track number of students enrolled in citizenship classes Track number of students that obtain citizenship	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016

Program Area 3:	**Education programs for adults with disabilities**					
Ease the transition between noncredit and credit for students with disabilities	Develop a one-day orientation to help adult learners adjust to the different guidelines used by the credit programs Develop a 6-week orientation to help students address transition from noncredit to credit (incl: DSPS services, counseling sessions, visiting classes in session) Collaborate with K-12 districts to learn more about servicing the students' needs	Funding to develop the one-day and 6-week orientation program Funding to hire 2 PT counselors and 2 assistants to run the program	$5,000 (one-time) $100,000 (annually – ongoing)	SAC-SCE SCC-SCE SAUSD	Track number of students attending orientations Track number of students transitioning from noncredit to credit	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Lack of classes that help students with disabilities be self-advocates and be able to transfer to larger, integrated sites	Implement new classes at major sites in our region Write new curriculum for a student advocacy course Create new classes so that adult K-12 learners can simultaneously take courses at SAC and SCC	Funding to write new course curriculum	$3,750 (one-time)	SAC-SCE SCC-SCE SAUSD	Track increase in number of students enrolled in courses	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Lack of DSPS services and assessments to identify and accommodate adult learners with undiagnosed disabilities in	Develop a program within DSPS to accommodate undiagnosed learners	Funding to support new assessments and services	$60,000 (one-time)	SAC-SCE SCC-SCE OCDE OCSD	Track number of newly diagnosed DSPS students	To commence in Fall 2015 or as soon as funding is

the consortium's region Lack of DSPS services and assessments to identify and accommodate adults learners with undiagnosed disabilities in the county jail inmate education program	Develop new assessments to identify undiagnosed disabilities for adult learners in the county jail inmate education program					available Completion date – Spring 2016 Assessments – ongoing
Lack of outreach programs between the adults with substantial disabilities program and business in our region	Develop a community outreach program to collaborate with businesses that are flexible in their support of hiring and mentoring adults with disabilities	Funding to hire PT community liaisons Work in conjunction with SAUSD to create a community outreach program that is modeled after their program	$20,000 (annually-ongoing)	SAC-SCE SCC-SCE	Increase of students with substantial disabilities entering the workforce	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016; Positions ongoing
Program Area 4: Short-term career technical education programs with high employment potential						
Transition noncredit and adult education students in various program areas to CTE programs and/or to the workforce	Hire a FT noncredit CTE coordinator to oversee the following areas: • Work to align the noncredit / adult ed. ESL programs and the CTE programs • Coordinate efforts to bridge the students in the program with credit CTE programs and jobs in the workforce • act as a liaison with businesses in the community • post job listings • provide student support	Funding to hire FT CTE coordinators at SAC-SCE and GGUSD Funding to implement student support services Utilize Employment Agencies (such as One-Stop)	$100,000 (annually – ongoing)	SAC-SCE GGUSD	Track increase in growth of program Track student success rates Track increase in certificates earned Track increase in job placement	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016 Coordinator position (ongoing)
Reach articulation agreements between credit and noncredit CTE programs	Noncredit instructors with an expertise in transitioning students to college need to	Funding to write new curriculum for four new courses (100	$10,000 (one-time)	SAC-SCE SCC-SCE	Track the number of courses revised	To commence in Fall 2015 or as soon as

	meet with credit faculty to create articulation agreements. Align and revise noncredit curriculum Identify gaps and overlaps between credit/noncredit	hours per course at $25 per hour)			Track the number of students that complete the articulated course and complete the correlated college credit course with a C or better Measure the increase in the number of students taking the articulated classes.	funding is available Completion date – Spring 2016
Curriculum in workplace vocabulary for adult learners in the county jail inmate education program	Write new curriculum to build workplace vocabulary that will allow students to easily transition into a credit CTE program upon release	Funding to write new curriculum for four new courses (100 hours per course at $25 per hour) Materials	$10,000 (one-time)	SAC-SCE SCC-SCE OCSD OCDE	Track increase in number of ex-offenders transitioning into credit programs after release	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016
Lack of English skills in the CTE program	Develop curriculum to prepare students in oral language and interview skills, workforce readiness with a focus in reading and writing, and employability skills	Funding to write new curriculum	$2,500 (one-time)	SAC-SCE SCC-SCE	Track increase in certificate completions	To commence in Fall 2015 or as soon as funding is available Implementation complete end of Spring 2016
Align noncredit CTE classes with credit CTE and business classes by developing student competency in Blackboard	Write new curriculum to enhance noncredit CTE classes with Blackboard Develop activities to use Blackboard for supplemental materials, homework and testing	Funding to write new curriculum	$2,500 (on-time)	SAC-SCE	Track number of students completing noncredit CTE courses with Blackboard	To commence in Fall 2015 or as soon as funding is available Completion date – Spring 2016

Program Area 5:	Programs for apprentices					
Better prepare students for transition from ESL and Adult Secondary Education to credit Apprenticeship programs	Create new GED, English and Math programs aimed to help students transition into credit apprenticeship programs	Funding to hire 2 PT GED and 2 PT Math Instructors	$144,000 (annually – ongoing)	SAC-SCE SCC-SCE	Track the increase in number of adult learners that transition from noncredit GED and math into apprenticeship programs	To commence in Fall 2015 or as soon as funding is available

Completion date – Spring 2016

Instructor positions (ongoing) |