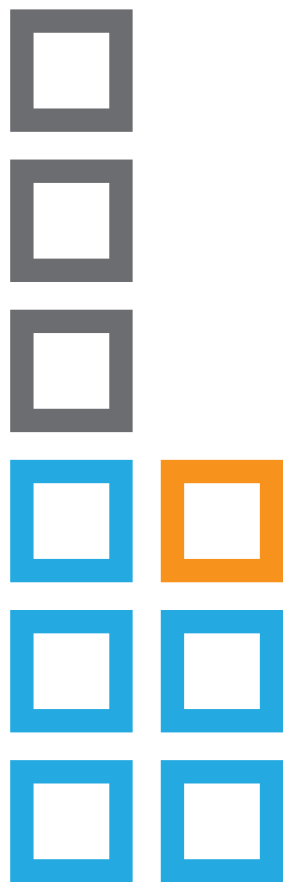




INVESTMENTS THAT COUNT



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To view this report online and to learn more about the Adult Education Block Grant please visit: aebg.cccco.edu

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INVESTMENTS THAT COUNT

CONSORTIA INNOVATIONS



**CAPITAL ADULT EDUCATION
REGIONAL CONSORTIUM:**
Regional Asset Map and Pathways Roadmap

LOCATION



AREA:

The Capital Adult Education Regional Consortium (CAERC) is comprised of 14 members and approximately 22 partner organizations from throughout the Los Rios Community College District geographical boundary. Members include large and small school districts, county offices of education, and representatives from all four of the Los Rios Community Colleges. CAERC partners include other Adult Education stakeholders from throughout the region. CAERC's boundaries include five counties – Amador, El Dorado, Placer, Sacramento, and Yolo – which reflects the Los Rios Community College geographic footprint. The Consortium consists of Amador County Unified School District, Center Joint Unified School District, Davis Joint Unified School District, Elk Grove Unified School District, Folsom Cordova Unified School District, Galt Joint Union High School District, Natomas Unified School District, Sacramento City Unified School District, San Juan Unified School District, Twin Rivers Unified School District, Washington Unified School District and the four Community Colleges in the Los Rios Community College District: American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

The total population of the region is approximately 1,623,406. Of this, approximately 25% live in poverty and 15% do not have a high school diploma. Roughly 10% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

CAERC demographics reflect the Northern California urban setting of Sacramento, suburban setting of Placer, and the rural setting of Amador. Demographic highlights indicate that 75% of the population is 18 years or older with 53% working age (25-64 years). Dropout rates show African American/Not Hispanic at 7.0% followed by American Indian/Not Hispanic at 5.0%, then Hispanic or Latino of Any Race at 4.4%. For Civilian Non-Institutionalized Individuals with a Disability in the CAERC counties, all counties (with a population of 65,000+) exceeded the statewide average of 10.6% with a regional total of 12.5% of the non-institutionalized civilians with a disability. Sacramento had the highest percentages of unemployment, income and poverty than any of the other three CAERC counties (El Dorado, Placer, and Yolo) including the statewide percentages with 14.6% of All Families whose income during the last 12 months was below the poverty level with 33.3% of Families with Female Head of Household/No Husband Present.

CHALLENGE:

Since the 2007-08 school year, funding levels for K-12 Adult Education have been dramatically reduced by 86%. It was clear that the first priority of the Consortium was to secure funding to rebuild and expand Adult Education programs in the region. More than 28,000 fewer adult students were served in 2013-14 than in 2007-08. The demand for services far exceeds current capacity. The capital region is anticipating a significant increase of adult English learners (+4,000 - 5,000) and college age/18-24 and working age/25-64 (+90,305) by 2020.

To support planning efforts, each member organization completed the CAERC Members Survey in January 2015. The purpose of the survey was to identify future regional program expansion needs based on the anticipated funding from Proposition 98 General Fund for the Adult Education Block Grant. Members were asked: "Based on local need and the projected state CCC noncredit reimbursement rate \$2,812 (525 student instructional hours for one unit at \$2,812), how many new Adult Education courses/sections could your institution provide for each program area? How many new/additional students could be served in each program area for the designated fiscal years (Year 1 2015-16 and Year 2 2016-17)?" The information provided was used to develop a preliminary regional map of the anticipated number of courses/sections and students served in each program area.

The collected data was then compiled and presented on a map to Consortium members and partners. The map visually highlighted programs and services currently provided by members and capacity for Adult Education course expansion in the region. Attendees at the monthly meeting reviewed and analyzed the CAERC Members Survey results and the regional priorities proposed by the program-area subcommittees in February 2015. Members voted unanimously on the regional strategies (14 total) for Year 1 (FY 2015-16) and Year 2 (FY 2016-17) based on the December report and Governor's Budget. The top five strategies are interconnected and interdependent which included: (1) Expand Adult Education course offerings in the region; (2) Develop regional asset maps and pathways roadmaps; (3) Align courses and streamline pathways; (4) Provide professional development to support regional priorities; and (5) Analyze regional labor market needs to align implementation and expansion.

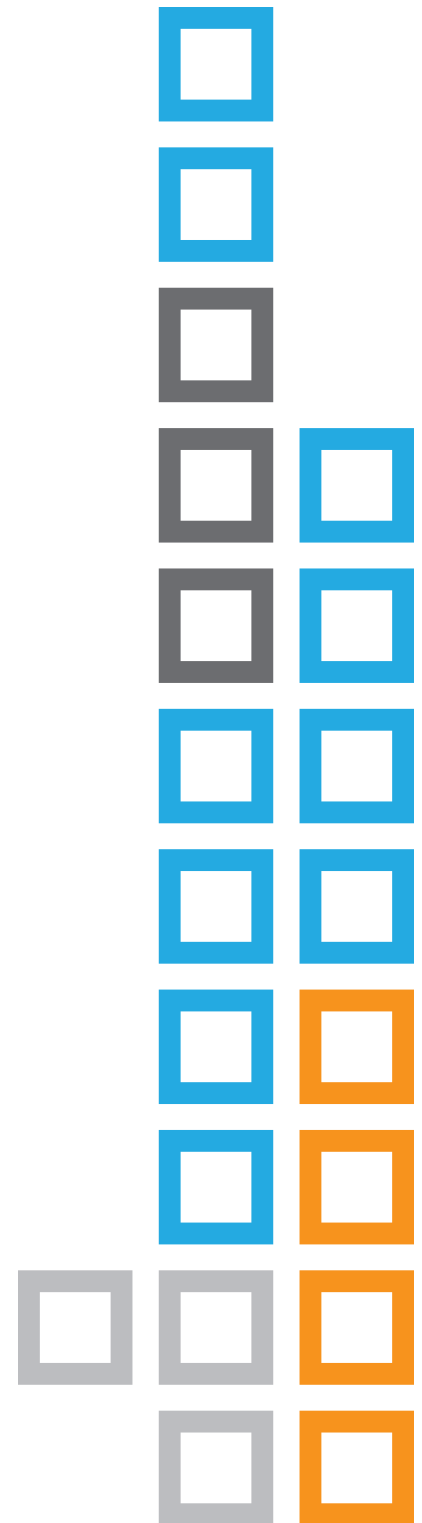
INNOVATION:

Effective fall 2015, PCC's non-credit division will offer The most significant challenge in the CAERC region is the need to expand Adult Education programs and services in all program areas. A regional asset map and pathways roadmap will promote communication, alignment, collaboration, and efficiency of services in the region. A regional asset map is in development that will identify the resources of the region including Adult Schools, Community Colleges, and county offices of education, in addition to other agencies that address the needs of the students being served. Connected to the regional asset map will be a regional pathways roadmap, which will serve as the regional directory pathways roadmap in each program area.

The regional asset map and the pathways roadmap will be available online to improve the sharing of information to all stakeholders and relay to students the valuable resources and information at their disposal that may address some of their needs. Both the regional asset map and pathways roadmap are valuable tools that will help the Consortium identify and analyze areas of need to align implementation of the top five regional strategies. The goal is to develop a database-driven online tool for Adult Education providers to submit and update information and for Adult Education students to easily access it. CAERC is currently in the preliminary stages of Year 1 implementation.

The implementation plan for Year 1 includes: Establish regional asset map and pathways roadmap workgroup; Identify and define data to be included; Identify tools to graphically represent the data defined by workgroup; Contract or identify member/partner with expertise for the service build consistency into the website/data collection/professional development; and Develop a process for maintaining currency of data. Years 2 and 3 will include: Development, roll out, and sustainability of regional maps; and Monitoring and evaluation of strategy progress.

The Capital Adult Education Regional Consortium Plan can be found at: bit.ly/1U6JCqE



COAST COMMUNITY COLLEGE DISTRICT:

Adult Education Student Readiness for College and Workforce

LOCATION



AREA:

The Coast Community College District (CCCD) is comprised of 6 members and approximately 6 partner organizations from throughout the Coast Community College District geographical boundary. The CCCD Consortium Region is in coastal Orange County. The District's legal boundaries include, among others, the cities of Huntington Beach, Fountain Valley, Costa Mesa, Newport Beach, Seal Beach, and Westminster. The Consortium consists of Garden Grove Unified School District, Huntington Beach Union High School District, Newport-Mesa Unified School District and the three CCCD Colleges: Coastline Community College, Golden West College, and Orange Coast College.

The total population of the region is approximately 1,623,406. Of this, approximately 19% live in poverty and 13% do not have a high school diploma. Roughly 8% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

The CCCD region demographic profile is very similar to the state-wide profile except in three areas. The CCCD region has 6% lower poverty and high school diploma attainment rates and a 1% lower unemployment rate than the State as a whole. The rates of ELL, Adults with Disabilities, Citizenship, and Literacy are identical.

CHALLENGE:

Since the 2007-08 school year, funding levels for K-12 In addition to using both empirical data and anecdotal data to drive decision making, CCCD identified common themes among the reports returned from the various workgroups within the membership. Each workgroup addressed questions about current levels of services and community needs. Themes were readily identified when the reports were synthesized into the comprehensive regional plan.

Empirical data was also collected and analyzed as required by the AB86 Block Grant process. The current capacity was considered, and compared to what the Consortium members' respective capacities were before the fiscal downturn in 2008-09. The findings from these analyses supported the findings from the anecdotal data.

Within the context of the intent of AB86, the Consortium reviewed the demographic and current economic conditions in the region and analyzed the

results of the identified gap in three primary analysis areas. First, the Consortium identified that there is substantial need in the CCCD region and surrounding areas for educational programs in Program Areas 1, 2, and 4, elementary and secondary basic skills, immigrant and citizenship education services, workforce preparation and life skills for adults with disabilities, respectively. The demographic figures for the CCCD Region show clear need and gaps in numbers served.

Second, there are only a small number of specific jobs with high employment potential, which also offer livable wages and require only short-term noncredit training. The gap analysis identifies three potential job areas: telecommunications equipment installers, computer support specialist, first-line supervisors.

Third, given that there are few jobs that meet the high employability, livable wage, and short-term noncredit training criteria, a focus on scaling programs designed to enhance career and employability skills with models similar to Youth Employment Services (YES) would be considered. The YES model focuses first on 2-3 weeks of training for employability skills and obtaining entry-level jobs through building partnerships with local businesses. Then, the program focuses on enhancing clients' career skills and prepares them for transitioning into higher education. Further, given that many jobs are not advertised in traditional ways, it was decided that the program would include components that enhance the non-traditional job-seeking skills.

INNOVATION:

Key to the CCCD plan was the desire from each member to not lose ground in terms of capacity while moving forward with the CCCD regional plan implementation. In addition, it was acknowledged that the added requirements in terms of ongoing collaboration and measurable transition outcomes require more support personnel, time, and opportunities for staff to regularly work collaboratively. As such, one more administrator at each adult school has been added that is charged with the task of overseeing the collaborative efforts for their school and working closely with the CCCD steering committee to ensure each member is working towards common goals such as increased transitions.

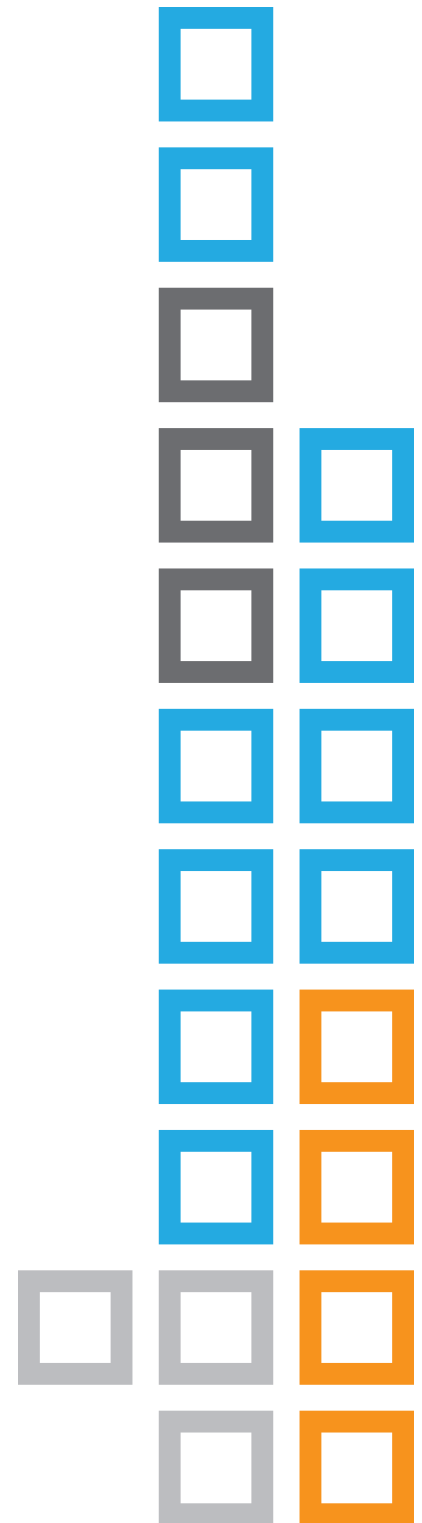
In addition to administration, the CCCD Consortium recognized that although the Adult Schools served significant numbers of adult learners, the learners were, for the most part, not making the transition to post-secondary programs. There was not only a lack of connectedness between K-12 Adult Education programs

and Community College programs, but there was neither tracking nor support offered for students who attempted to make the transition. To address this, the CCCD Consortium identified the need for increased counseling and transition support personnel at each member school. These new staff will be charged solely with ensuring students' successful transition to post-secondary education.

One of the highlights of the CCCD plan is the close collaboration between teaching staff at the K-12 Adult Schools and the Community Colleges. The Consortium intentionally developed plans for professional development that brought instructors together to learn and grow together, and to build trust. In this way, the professional human capital within the Consortium will continue to grow and instructional leaders, interested in the success of the adult learner, will emerge and drive the changes needed for a highly successful and sustainable Consortium. Additionally, K-12 Adult Education teachers observed ESL college level courses and worked closely together with college ESL faculty in terms of curriculum and testing alignment. Similar activities are taking place for remedial math.

Consortium members also worked together to implement math and English remediation pilot projects. The goal was to move away from the traditional approach, which follows the placement testing model for determining and restricting the math, ESL and English college courses that students transitioning from K-12 Adult Education can take, and toward a model that applies diagnostic testing and focuses on short-duration, intensive, focused preparation of K-12 students in the specific areas where students are not ready. This is similar to the concept of stackable certificates for CTE programs, but modified to apply to remediation for math and English.

The Coast Community College District Plan can be found at: bit.ly/1NC7oLw



DELTA SIERRA REGIONAL ALLIANCE:

An Integrated Approach to Basic Skills, ESL,
Support Services, and Career Pathways

LOCATION



AREA:

The Delta Sierra Regional Alliance (DSRA) is comprised of 6 members and approximately 17 partner organizations from throughout the San Joaquin Delta Community College District geographical boundary. The San Joaquin Delta Community College District (SJDC District) is comprised of portions of five counties: all of San Joaquin County except Ripon; the northern half of Calaveras County, and small portions of Sacramento, Solano, and Alameda Counties. The Consortium consists of Stockton Unified School District, Lodi Unified School District, Manteca Unified School District, River Delta Unified School District, Tracy Unified School District, the San Joaquin County Office of Education, the Calaveras County Office of Education and San Joaquin Delta Community College. Galt Joint Union High School District may also join the Consortium.

In addition, the DSRA Consortium has partnered closely with the San Joaquin Workforce Investment Board, the San Joaquin County Department of Probation, the San Joaquin County Human Services Agency, and a host of community-based organizations that provide Adult Education of some sort or refer adult students to members such as El Concilio/Council for the Spanish Speaking, Goodwill Industries, Community Partnership for Families, Catholic Charities of the Diocese of Stockton, Family Resources and Referral Center, Greater Stockton Chamber of Commerce, Partners in Education of the Lodi Chamber of Commerce, etc.

The total population of the region is approximately 755,923. Of this, approximately 27% live in poverty and 22% do not have a high school diploma. Roughly 13% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

Residents are dispersed across substantial urban/suburban cities such as Stockton, Lodi, Manteca, and Tracy; smaller towns like Escalon, Linden, Rio Vista, and communities in the Foothills such as Valley Springs and San Andreas. The population within the District closely mirrors the ethnic diversity of the State with nearly 40% of its citizens identifying as Hispanic, 7% African American, 14% Asian, and 36% white. Hispanics, Asians, and African Americans predominate in the urban areas, where whites outnumber all others in the more rural areas. The median household income in the District is generally below the median of California (\$61,632) with Stockton being the lowest at about \$47,000 and Tracy being the highest at nearly \$77,000.

Unemployment has been a persistent problem throughout the District at over 11% as has educational attainment with most areas achieving B.A. degrees at well under 20% as compared to the California average of 30%. The regional economy features a mix of diverse agricultural production, service and retail operations, manufacturing, education, public sector employment, health care providers, and a large concentration of warehousing, distribution and logistics facilities. Large quantities of agricultural products and wine are shipped from the region seasonally. The District features a transportation hub with Interstate 5, State Highway 99, multiple railroads, and an inland port with access to the San Francisco Bay area. The District also houses the state's largest prison health care facility which has driven health care employment growth.

CHALLENGE:

Delta Sierra Regional Alliance (DSRA) assessed the adequacy of current Adult Education offerings in the SJDC District through focus group discussions and review of demographic data in comparison to service levels. More than 20% of the population 25-64 years of age lack a high school diploma; nearly 17% lack a high school diploma and are also non-English speakers; and 32,493 people have less than a 9th grade education.

Despite these dramatic needs, only a small fraction of these individuals are currently served by either the Adult Schools or the Community College. The same is true of the ESL population. More opportunities are available for career/technical preparation at both the adult school and the Community College; however, without the requisite English and basic skills, most individuals are highly unlikely to succeed in these programs.

INNOVATION:

The DSRA used data to determine the length of time it would take adults who lack basic English and mathematics skills and those who are non-English speakers to complete programs that would ensure their success in the Adult School and Community College career technical (CTE) programs. A review and analysis of the curriculum at the Community College indicated

that, on average, and depending on the program, individuals might spend several years learning basic reading, writing, and mathematical skills, or completing ESL programs, followed by regular basic skills programs before they would be able to succeed in even the most basic and low-level CTE programs. These discoveries and the four team approach adopted by the DSRA led to the proposal of contextualized basic skills and ESL integration into one or more career pathways that would lead to stackable certificates and employment.

Assisted by an external consulting firm, the DSRA created a solution by reviewing and assessing current capacity. Adult School administrators and teachers as well as Community College administrators and teachers agreed that the current system had serious flaws.

First, it was not known how students were actually referred to an Adult School or to the Community College. Second, when students completed a High School Equivalency, ESL, or a career course at an Adult School, there was no systematic assessment, or even discussion, of what they should do next nor was there a “hand off” to the Community College. Third, basic skills and ESL were “stand alone” programs which required many students to spend extended periods of time “doing basic skills or ESL” before they could begin career-oriented courses or programs either at the Adult School or the Community College. Fourth, community-based organizations worked in silos providing services to adults, but they were not linked to either the Adult Schools or the Community College in any meaningful or coherent way. Consequently adults simply fell through the cracks, landing here or there or giving up completely in frustration. Finally, the examination of the data indicated that there was tremendous need for services for adult students that could be provided more effectively and efficiently if all stakeholders—Adult Schools, Community College, and community-based organizations—worked together.

These discoveries, among others, assisted DSRA in developing an integrated approach. Four teams worked on their assigned topics and then came together periodically to build the integration which occurred around career pathways. The Pathways Development Team focused on developing career pathways in high-demand low-, middle-, and high-skilled occupations.

The first career pathway to be developed was health care, to be followed by logistics and entrepreneurship. Depending on the Adult School curriculum, adults will be able to begin the career training at the adult school or develop basic skills or ESL skills that are contextualized to one of the career pathways. Some

adults may be referred to the more advanced levels of the career pathways at the Community College while they continue to receive contextualized basic skills/ESL instruction, as needed, either at Delta or at one of the Adult Schools.

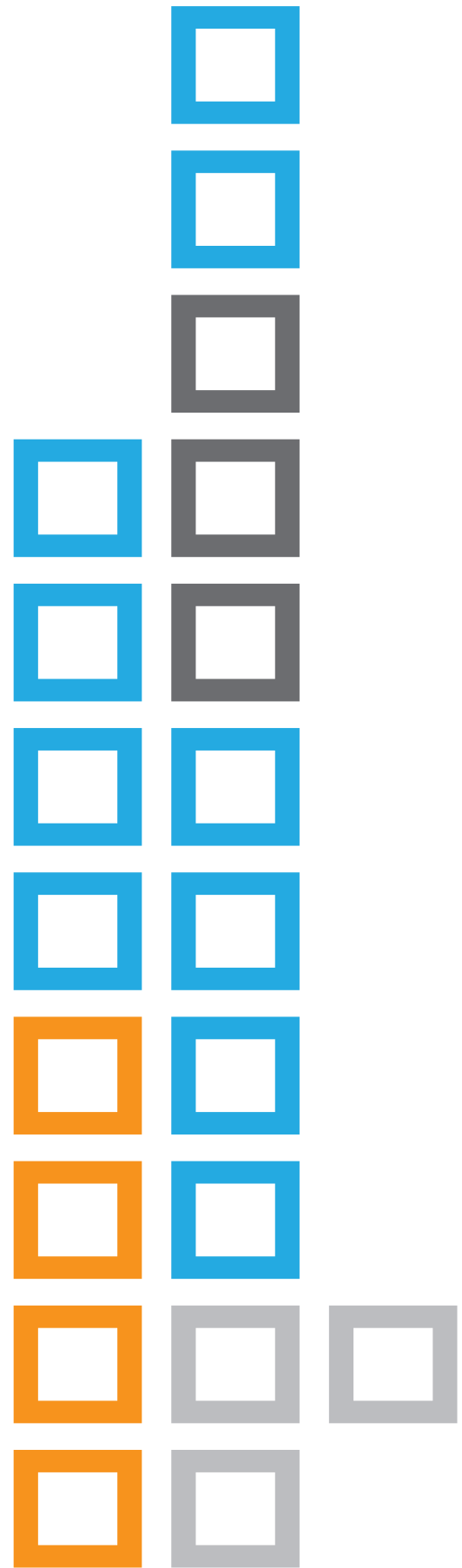
The Program Alignment Team, led by the Dean of Library, Languages, and Learning Resources and the Principals of the Manteca and Tracy Adult Schools, focused on contextualizing the instruction of English, reading, mathematics, and ESL as they apply to the three career pathways that we identified: health care, logistics, and entrepreneurship. The contextualization the basic skills/ESL curriculum is highly advantageous to student success because it provides adults with the vocabulary and industry-specific knowledge that is required within each of the career pathways. Contextualization of the curriculum also moves adult students more quickly toward completion of their educational and career goals because they work on their basic skills/ESL in conjunction with career preparation.

The Transitions Development Team, led by the Dean of Enrollment Services and Student Development and a Stockton School for Adults Counselor, focused on providing an aligned intake, career planning, and placement process that sets the student’s first experience as a foundation for success. This process includes aligned assessments across systems, opportunities to clarify long-term educational and career goals and career/educational pathways to achieve them, and referral to the best combination of institutions and services to get them to their goal as quickly as possible.

The Leadership Development Team, led by the Delta College Superintendent/President and the Principal of the Stockton School for Adults, focused on regional leveraging community resources by convening community partners who are central to the success of the integrated system, e.g., the San Joaquin Workforce Investment Board, the San Joaquin Human Services Agency, the San Joaquin Probation Department, and the many community-based organizations that also provide Adult Education or refer adult students to Consortium members such as El Concilio/Council for the Spanish Speaking, Goodwill Industries, Community Partnership for Families, Catholic Charities of the Diocese of Stockton Family Resources and Referral Center, Greater Stockton Chamber of Commerce, Partners in Education of the Lodi Chamber of Commerce, etc. This team continues to advocate for data-sharing between the Adult School and Community College, and assesses the need for and provides a program of professional development for Adult School teachers, Community College faculty, and administrators and staff from both Adult Schools and the Community College.

The first integrated career pathway program—Health Careers—will be completed in the fall of 2015 and will be launched in the spring of 2016. The next two pathways—logistics and entrepreneurship—will be developed in the spring of 2016 and launched in the fall of 2016.

The Delta Sierra Regional Alliance Plan can be found at: bit.ly/1EbFbsM



FEATHER RIVER CONSORTIA:
21st Century Soft Skills Education for
Workforce Development

LOCATION



AREA:

The Feather River Consortium (FRC) is comprised of 2 members and approximately 4 partner organizations from throughout the Feather River Community College District geographical boundary. The Feather River Consortium (FRC) encompasses the geographic region of Plumas County. Plumas County is in rural Northern California covering 2,553 square miles. The Consortium consists of the Plumas Unified School District and Feather River Community College.

The total population of the region is approximately 19,962. Of this, approximately 42% live in poverty and 9% do not have a high school diploma. Roughly 9% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 15% require literacy instruction.

According to the U.S. Census, the estimated total population in 2013 was 19,962, which was a 5.7% decrease from the 2010 population estimate of 20,007 residents. Within Plumas County, 24% of the population is over the age of 65, 8.8% speak a language other than English at home, 90.2% are high school graduates or higher, but only 22.9% have a Bachelor's degree or higher. The median household income is \$45,358, with 13.9% of the population falling below the poverty line.

The FRC consulted with their North Region partners at Shasta College to access Labor Market Information. As of 2013, the industries in Plumas County representing the highest employment numbers were: Government (2,258 jobs), Manufacturing (574 jobs), Retail Trade (524 jobs), Accommodation & Food Services (502 jobs), and Health Care & Social Assistance (480 jobs). This data, in addition to input from local employers, social service organizations, literacy programs, and educational institutions indicated limited access to a broad range of industry sectors within the region as well as inadequate availability of local employment. In addition, the Consortium took into account the growing economic trend toward contract, freelance, and stint work available through virtual platforms.

CHALLENGE:

In both rural and metropolitan areas, workforce development for adult learners must focus on a combination of classroom activities and workplace learning to train students in the skills required in this ever-changing economy. In response to this gap, the FRC combined funding from CTE, EWD, and Adult Education grants to create a series of 21st century soft skills curriculum and videos. These modules were designed to be hosted open source without fees through the New World of Work initiative housed at Feather River College. There are currently 20 lesson modules available through www.newworldofwork.org.

INNOVATION:

As a pilot, the curriculum was taught within a project-based internship class to over 200 Feather River College students, who ranged from traditional-aged, first time college students—including those formally in foster youth services—to re-entry adult learners. Due to the local success of integrating the 21st century soft skills curriculum into workplace learning, subsequent funding was awarded through the 2015-17 Industry Driven Regional Collaborative (IDRC) grant. This grant will allow a pilot of 10 California Community Colleges across the state to work together over the next two years implementing the 21st century soft skills curriculum in courses on their own campuses. The curriculum training took place in Sacramento, CA, during August 2015. In addition to the 10 partner colleges, the project has gained the interest and support of Deputy Sector Navigators across the state, the National Association for Community College Entrepreneurship, the Franchise Tax Board, and the national research group MDRC.

The culmination of this project will come through a partnership with the Foundation for California Community Colleges, and the development of a series of digital badges aligned with each of the "Top 10" 21st century skills. Students will be able to take assessments to earn badges after they complete the soft skills training. By the summer of 2016, badges will be housed on the Foundation's LaunchPath website, and will allow employers to preferentially search for students who have earned soft skills badges. The badges will allow data tracking on an entirely new level to show internship and career attainment as a direct result of skills-based training.

The Feather River Consortium Plan can be found at: bit.ly/1Lpbc0a

**GLENDALE COMMUNITY COLLEGE
REGIONAL CONSORTIUM:**

Strengthened Workforce Investment Board Collaboration

LOCATION



AREA:

The Glendale Community College Regional Consortium (GCCRC) is comprised of 2 members and approximately 7 partner organizations from throughout the Glendale Community College District geographical boundary. The GCCRC serves adults in the cities of La Crescenta, Tujunga, Montrose and Glendale located in Los Angeles County at the eastern end of the San Fernando Valley, bordered on the west by the city of Burbank, on the east by the city of Pasadena, on the south by the Los Angeles neighborhood of Atwater Village, and to the north by the Angeles National Forest. The Consortium consists of the Glendale Unified School District and Glendale Community College.

The total population of the region is approximately 191,719. Of this, approximately 14% live in poverty and 9% do not have a high school diploma. Roughly 9% of the area's population is unemployed, while 42% are English Language Learners, 2.5% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

Specific to adults in noncredit programs at Glendale Community College, according to Management Information System data, in fall 2013, 63% of the 5,149 noncredit students were female, 70% were 31 and over, 42% were Caucasian/Armenian, and 24% were Latino/Hispanic. Student survey results in spring 2014 showed that the percentage of noncredit students born in the U.S. was 16%, and those reporting English as a first language was 13%. The spring 2014 survey also reported that 42% of students have dependent children. The Glendale region is challenged with the responsibility of providing education to adults with limited English skills in preparation for higher education and to enter the workforce.

CHALLENGE:

Consortium data was compiled from information available through readily available sources, such as the Chancellor's Office Data Mart, the United States Census Bureau, Employment Development Department, Glendale Community College, and Glendale Unified School District to provide a baseline of information. In addition, with the successful collaboration of efforts from partners and experts in the field, ongoing discussion and anecdotal reports led to organizing specific surveys conducted via the Verdugo Workforce Investment Board staff to target the adults in the region.

Confirming the need for English as a Second Language, defining the ancillary services needed for substantial educational pathways, and exploring the lack of services for adults with disabilities were the results of the baseline data confirmed with collaboration and additional research. In addition, with the use of VWIB's labor market expertise and targeted surveys, the Consortium identified concrete goals and gaps in workforce development.

INNOVATION:

Access to Adult Education is a major gap identified by the GCCRC. The Glendale Region has been fortunate to have had a history of collaboration and success in providing Adult Education prior to the start of work for the AB86 Adult Education Planning Grant. Through the work and support of the members and partners, it is clear that braided services with clear career pathways and well-defined and ongoing outreach is needed along with increased availability of educational resources and the services and human resources required to move adults through education and into the workforce.

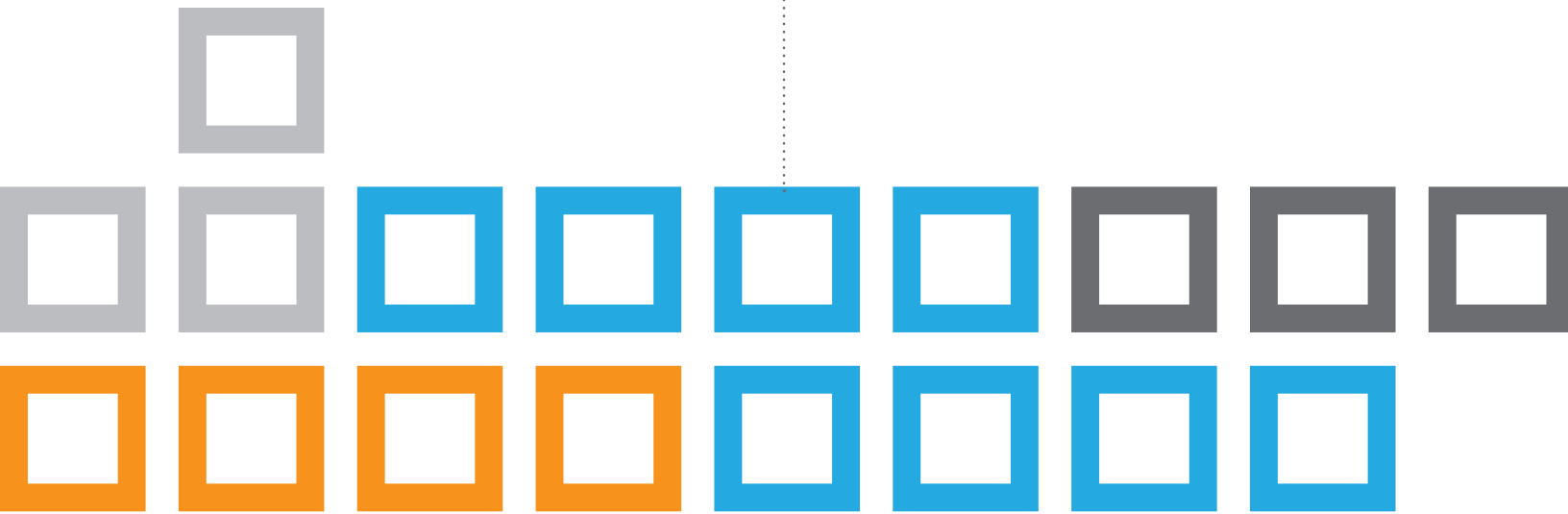
The gaps in additional, flexible, and innovative programs have been identified, as well as the need to support students with disabilities. GCCRC has begun sharing data, resources, and ideas to address as many gaps that we can with the limited resource we have available. The data led to the development of a regional Adult Education resource guide for the community and outreach to adults in the region to promote collective services.

It is clear that many educational services are available to the diverse population in the region. Partners and members of the Consortium described very similar services that overlap, but have enough differences that they can be strengthened with articulation agreements, professional development, and curriculum development. For example, there are agencies that work with ESL classes for recently arrived immigrants who require substantial acculturation and case management. Some of these students may attempt more structured courses or enter programs that require more structured participation, which may not be the best situation. Providing more culturally sensitive referrals for training would benefit all programs and more importantly the adult learner.

Consortium members are also working to develop brochures that provide adult learners with opportunities to find pathways that meet their needs. Additionally, Consortium members are also looking at housing

educational courses at various sites, including at the local WIB, and possibly including WIB personnel at educational facilities to enhance workforce preparation. Lastly, the Consortium is working to arrange for ESL classes at the Verdugo Jobs Center for the upcoming fall semester.

The Glendale Community College Regional Consortium Plan can be found at: bit.ly/1EbFfZG



**IMPERIAL COUNTY ADULT
EDUCATION CONSORTIUM:**

Great Collaboration among Consortium Members
and Partners; Correctional Adult Education

LOCATION



AREA:

The Imperial County Adult Education Consortium (ICAEC) is comprised of 8 members and approximately 5 partner organizations from throughout the Imperial County Community College District geographical boundary. Imperial County is the ninth largest county in California, encompassing 4,597 square miles. Three-fourths of Imperial County consists of mountain ranges and desert sand. It is bordered by Riverside County to the north, Yuma, Arizona and the Colorado River to the east, San Diego County to the west and Mexico to the south. Directly across the international border from Calexico, CA, lies the city of Mexicali, the capital of Baja California, Mexico, with a population estimated to be over one million residents. The Consortium consists of Calexico Unified School District, San Pasqual Valley Unified School District, Holtville Unified School District, Central Union High School District, Imperial Unified School District, Brawley Union High School District, Calipatria Unified School District and the Imperial Community College.

The total population of the region is approximately 176,584. Of this, approximately 23% live in poverty and 37% do not have a high school diploma. Roughly 21% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 15% require literacy instruction.

The 2013 census reported the ethnic demography of the county was 81% Hispanic, 12% White, 3% African American, 2% Asian/Pacific Islander, 2% American Indian/Alaskan Native, and 1% other race/two or more races. The median annual income for a household in the county is \$41,255.

CHALLENGE 1: GREAT COLLABORATION AMONG CONSORTIUM MEMBERS AND PARTNERS

The key challenge faced by the ICAEC was that prior to the AB86 legislation, there was no collaboration among Adult Education service providers. The local school district superintendents attend a monthly superintendent's meeting, but the focus was not Adult Education services. The AB86 Adult Education Block Grant afforded the opportunity to create a collaborative effort between the Imperial Valley Community College and local school districts to provide the best Adult Education services to Imperial County residents.

INNOVATION 1: GREAT COLLABORATION AMONG CONSORTIUM MEMBERS AND PARTNERS

Several Consortium partners have been identified and contacted as a means of increasing the level of service provision in the region. Partner participation in the Consortium will be solidified during the ongoing planning process. While not all Consortium partners will be providing direct services to Adult Education learners, they will provide input and guidance to the consortia. The ICAEC partners are as follows: Imperial County Office of Education, Alternative Education (service provider); Imperial County Sheriff's Office (service provider); Imperial County CalWORKs Department (guidance/input provider); Imperial County Workforce Development Board, (guidance/input provider); and Imperial County Library, Literacy Coalition (service provider).

The successful collaboration among the Consortium members and partners is showcased through the continual information sharing, and joint commitment to providing services to adult students who are not being served. ICAEC is not only ready for the implementation of the Adult Education Block Grant, but is also ready for the customer-focused requirements of the Workforce Innovation and Opportunity Act, which requires extensive collaborative efforts between all levels of service providers across the Titles. This customer-focused model of service delivery increases employability and decreases frustration as all service providers are working toward a common goal.

Further showcasing the collaborative efforts includes meetings between the K-12 Adult Education providers and the Community College faculty members to discuss Adult Education curriculum and pathways; the principal of Central Union Adult Education Program now serving as a board member of Imperial County Workforce Development Board; the principal for Central Union Adult Education Program arranging for inmates at the Imperial County Jail to be given the GED Assessments privately, on days when no one from the community is being tested. While these are just a few examples of true collaboration that benefits the adult students and the community, this collaborative effort sets the stage for successful implementation of state-wide WIOA.

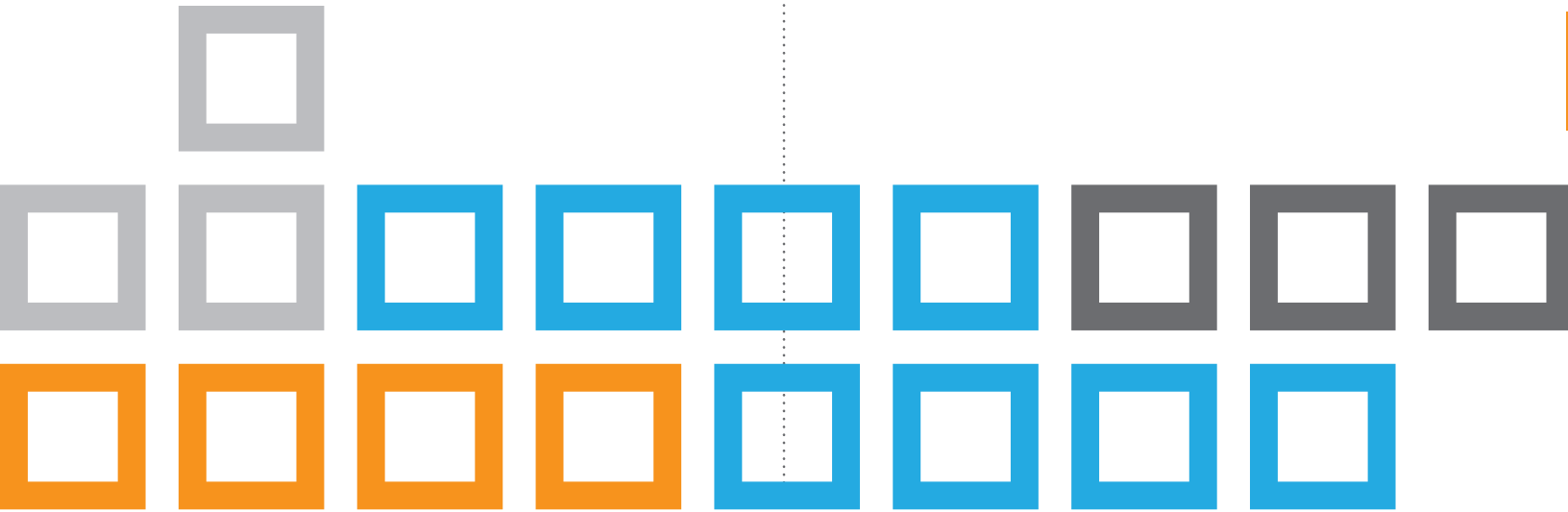
CHALLENGE 2: CORRECTIONAL ADULT EDUCATION

One key challenge identified by ICAEC relates to the limited service provision for inmates in the local county jail. The county jail offers one High School Equivalency preparation class to approximately 25 inmates. Under AB109, the realignment of the state criminal justice system, the Imperial County Sheriff's Office (ICSO) provided Imperial County with statistics of the incarcerated inmates who qualify under the provisions of AB109, which mandates rehabilitation and preparation for re-integration into the community. The ICSO utilizes the data reflected in the Board of State and Community Corrections website and they also utilize an internal data management system.

INNOVATION 2: CORRECTIONAL ADULT EDUCATION

The success and commitment to serving inmates is evidenced through the budgetary allocation the ICAEC has made to providing Adult Education services through the Adult Education Block Grant. The ICAEC is committed to serving all adults, specifically incarcerated adults, in an effort to better prepare them to reintegrate into society and, as a result, reduce recidivism.

The Imperial County Adult Education Consortium Plan can be found at: bit.ly/1E9XTRi



**LOS ANGELES REGIONAL ADULT
EDUCATION CONSORTIUM:**

Contextualized Instruction to Accelerate Student
Learning & Address the Bridge Programs Gap;
Co-located Class Offerings and Student Services

LOCATION



AREA:

The Los Angeles Regional Adult Education Consortium (LARAEC) is comprised of 5 members and approximately 17 partner organizations from throughout the Los Angeles Community College District geographical boundary. The LARAEC geographic boundaries encompass the Los Angeles Community College District service region, an area of 800 square miles. The Consortium consists of Burbank Unified School District, Culver City Unified School District, Los Angeles Unified School District, Montebello Unified School District, and the Los Angeles Community College District.

The total population of the region is approximately 5,280,495. Of this, approximately 34% live in poverty and 27% do not have a high school diploma. Roughly 10% of the area's population is unemployed, while 42% are English Language Learners, 9% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

The area served by LARAEC represents an ethnically and racially diverse region of Los Angeles County: 48% Latino, 28% Caucasian, 14% Asian 8% African-American, and 2% who self-identify as "other." Approximately 36% of residents are foreign-born. Moreover, 56% of residents live in homes where a language other than English is spoken, and of those, 54% speak English "less than very well." According to the AB86 Work Group, 7% of households receive public assistance, and 47.3% own a home. The per capita income is \$27,900 and the median household income is \$56,241.

CHALLENGE:

The data collected by LARAEC clearly shows the level of students who need service in the area far exceeds the current services offered by Adult Education programs. The "need met" for the various program areas ranges from 5.5% to 21.1%. These figures, unequivocally, reflect a serious need and a tremendously underserved adult population in the Los Angeles area. Additionally, the Consortium conducted in-depth surveys of its stakeholders—administrators, teachers, students, community members, and partners—to prioritize educational needs of their institutions. Unmet stakeholder needs represent significant gaps in service.

INNOVATION 1: CONTEXTUALIZED INSTRUCTION TO ACCELERATE STUDENT LEARNING & ADDRESS THE BRIDGE PROGRAM GAPS

State apprenticeship law requires that state and local boards responsible for vocational education administer related and supplemental instruction for apprentices. LARAEC offerings provide the apprentice with technical courses, subject to regular class attendance for the duration, of the apprenticeship training period. Examples of topics studied, which are generally applicable to a majority of trades, include: applied math and science, blueprint reading and drawing, materials, equipment, processes, and health and safety.

Two members of the Consortium are planning to pilot a collaborative strategy to support joint construction apprenticeship programs. All elements of the pilot program are in place and recruitment has started. It is expected that up to one thousand apprenticeship students will be able to earn college credit through Cooperative Education (co-location), while completing their On-the-Job Training. This will enable apprenticeship students to apply those credits to earn additional certifications.

INNOVATION 2: CO-LOCATED CLASS OFFERINGS AND STUDENT SERVICES

LARAEC is conducting initial discussions with the City of Los Angeles to "co-locate" WorkSource Centers at the Division of Adult and Career Education, LAUSD, school sites. WorkSource Centers are already co-located at Community College sites.

The Los Angeles Regional Adult Education Consortium Plan can be found at: bit.ly/1ELnSJZ

**MERCED REGIONAL ADULT
EDUCATION GATEWAY:**
Front Line Responder Training

LOCATION



AREA:

The Merced Regional Adult Education Gateway (or the Gateway Adult Education Network – GAEN) is comprised of 10 members and approximately 27 partner organizations from throughout the Merced Community College District geographical boundary. The GAEN region includes all of Merced County, the northern part of Madera County and all of Mariposa County. It encompasses a large geographic territory that serves as the gateway and home of Yosemite National Park in Central California. The size of the region results in a widely diverse demographic, from mostly English-speaking mountain communities to valley towns where approximately three out of every four residents speak Spanish as their first language. The Consortium consists of Merced Union High School District, Los Baños Unified School District, Dos Palos Oro Loma Joint Unified School District, Delhi Unified School District, Hilmar Union High School District, Le Grand Union High School District, Gustine Unified School District, Mariposa County High School, Chowchilla Union High School District, and the Merced Community College District.

The total population of the region is approximately 268,264. Of this, approximately 35% live in poverty and 34% do not have a high school diploma. Roughly 14% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

According to the 2013 Census figures, Merced County, which houses the largest population of the Consortium at 263,481 residents, is reported to have 33% of adults ages 25 and above who have not earned a high school diploma or equivalent. Fifty-two percent of Merced County adults report that they speak a language other than English at home. The economic factors in the region include wide-spread poverty and lack of employment opportunities. Merced's median income was \$42,591 between 2009 and 2013, and 25.4% of the population lived below the poverty line. The regional economy was boosted by the establishment of the University of California Merced, the newest university in the University of California system which is home to approximately 6,200 students.

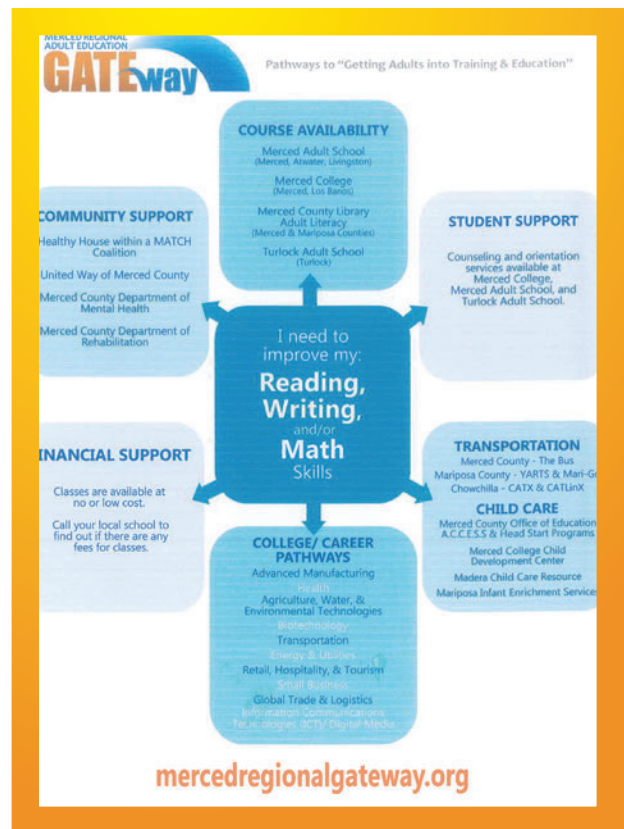
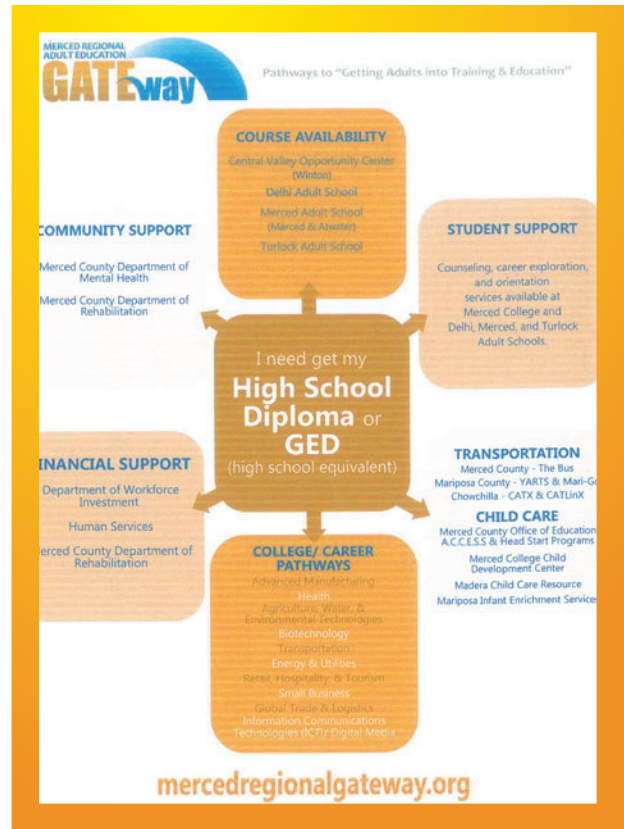
CHALLENGE:

GAEN's planning activities included the gathering of Adult Education service data from Merced Union High School District, Merced College and Gustine Unified School District. These schools represent the only Adult Education service providers since 2009. At several member and partner meetings, key questions were posed and discussed. Participants identified the gaps and needs from the remaining seven school districts in the region. As the data developed, it was evident that marketing of existing programs was very sporadic and agencies were unaware of the services offered by members or partners.

INNOVATION:

On September 15, 2015, the GAEN regional planning committee held a two-hour training for front-line responder staff. Each organization provided two PowerPoint slides for a presentation that briefly described the services offered by the agency. Information Guides for each of the five student categories under AB86 were disseminated. Trainees were provided with a contact template for the collection of data from calls, e-mails and face-to-face visits of prospective program participants. Participants were also asked if they wish to receive updates on program offerings as they are developed, and their contact information will be gathered for the purpose.

The Merced Regional Adult Education Gateway Plan can be found at: bit.ly/1WLft4o



MT. SAN ANTONIO REGIONAL CONSORTIUM:
Regional Conference Showcasing Consortium Plan
and Professional Development

LOCATION



AREA:

The Mt. San Antonio College Regional Consortium (MSARC) is comprised of 9 members and approximately 8 partner organizations from throughout the Mt. San Antonio Community College District geographical boundary. The Mt. San Antonio College Regional Consortium is a large Consortium serving the communities of the San Gabriel Valley in Southern California. The Consortium consists of Baldwin Park Unified School District, Bassett Unified School District, Charter Oak Unified School District, Covina Valley Unified School District, Hacienda La Puente Unified School District, Pomona Unified School District, Rowland Unified School District, Walnut Valley Unified School District, and the Mt. San Antonio Community College District.

The total population of the region is approximately 780,549. Of this, approximately 35% live in poverty and 14% do not have a high school diploma. Roughly 10% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 15% require literacy instruction.

The Consortium area is diverse, with the majority of students Hispanic (53.1%) and Asian (22.0%). Among the residents of the MSARC service area, 35.8% are foreign born. Of the population five years and older, 59.1% speak a language other than English as their primary language. The percentage of English Language Learners (ELLs) in the K-12 districts is also higher than the Los Angeles County average (22.7%), at 28% in Baldwin Park, 34% in Pomona, and 46% in Rowland. The four-year graduation rate at Consortium region high schools is only 77.2%, meaning that 22.8% of high school freshmen do not graduate high school within four years.

CHALLENGE:

In the process of developing the regional plan, task groups were formed based on the five program areas outlined in AB86: elementary and secondary basic skills, ESL and classes for immigrants, education for adults with disabilities, short-term vocational education programs, and programs for apprentices. Task Force groups included approximately 40 representatives from faculty, classified staff, and managers. These stakeholders found that while professional development is available throughout the region, these opportunities are increasingly webinar-based and not face-to-

face workshops. The Regional Conference showcased the MSARC plan and fulfilled the need for broader faculty and community understanding of the regional plan. Moreover, the event promoted participation and engagement in implementation related to alignment of curriculum, assessment, and creation of pathways across the Consortium.

INNOVATION:

Aggregated data from various sources supported the need for a Regional Conference including local staff surveys, task group faculty meetings, and task group feedback. Task Force meeting minutes reported that faculty expressed an interest in participating in regional planning and for creating stronger relationships among stakeholders across the Consortium. Furthermore, feedback from a midpoint check-in meeting indicated that while task group leaders were comfortable with the regional planning process, they wanted to increase faculty and staff involvement and knowledge of AB86 through a larger event.

The Regional Conference was designed to share the results of work completed collaboratively by the MSARC Steering Committee and five Task Force groups to develop the Consortium plan with a focus on improving the effectiveness and integration of services in order to ensure alignment and smooth transitions into postsecondary education and the workforce. A panel of AB86 state level workgroup members and the local Steering Committee presented and responded to questions from attendees to greater expand their knowledge of state Regional Consortium planning initiatives. Consortium program group leaders were recognized with certificates for their leadership and contributions.

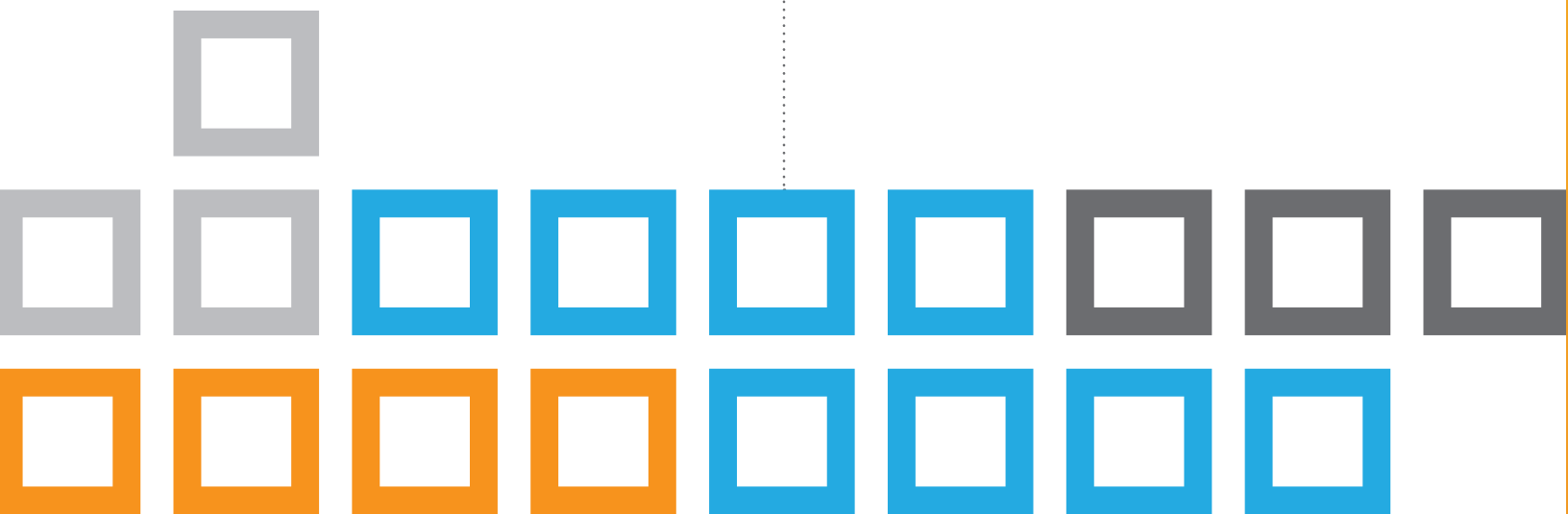
Program workgroup leaders shared their portions of the plan in breakout sessions; attendees had opportunities to attend more than one program area or presentation. A final convening session unveiled the Consortium's redesigned website. More than 200 stakeholders attended the event. Attendees completed evaluation forms which rated levels of understanding of AB86 on a scale of 1-5 with "5" representing the highest degree. Results were overwhelmingly positive. Prior to the conference the average rating was "2" which showed attendees started the conference with a low level of understanding of Regional Consortia. After the conference, the average rating increased to "4," indicating an increased knowledge of AB86.

Attendees also rated the relevance and usefulness of the presentations as high. Remaining questions fell easily into themes that can be addressed in future

efforts. Suggestions for future work and professional development also fell into logical themes that meshed well with the existing Consortium plan. From this, recommendations emerged for future planning activities using grant extension funding. The next conference will emphasize the current progress made by the program area workgroups, with emphasis on curricular alignment and pathways acceleration.

The Regional Conference was a success because it met the overarching goal to increase knowledge among Consortium members regarding the Regional Plan. It allowed members and partners to generate and sustain ongoing collaborative efforts among faculty and student support staff in the alignment of curriculum, assessment and placement tools, and accelerated pathways. Lastly, the Regional Conference was able to provide faculty and staff with professional growth and networking opportunities that resulted in continuous improvement and will ultimately benefit the students.

The Mt. San Antonio College Regional Consortium Plan can be found at: bit.ly/1KctDX9



**NORTH ORANGE COUNTY
REGIONAL CONSORTIUM:**

School of Continuing Education-Gilbert West Off-Site
High School Diploma Lab

LOCATION



AREA:

The North Orange County Regional Consortium (NOCRC) is comprised of 7 members and approximately 13 partner organizations from throughout the Los Rios Community College District geographical boundary. The NOCRC consists of 13 cities in the northern half of Orange County reaching the easternmost and westernmost boundaries of the county. The 13 cities include Anaheim, Brea, Buena Park, Cypress, Fullerton, Garden Grove, La Habra, La Palma, Los Alamitos, Placentia, Seal Beach, Stanton, and Yorba Linda. The total population of the region is 925,024 as provided by the AB86 Work Group Planning Demographic Data. The Consortium consists of Anaheim Union High School District, Fullerton Joint Union High School District, Placentia-Yorba Linda Unified School District, and the North Orange County Community College District which includes Fullerton College, Cypress College, and the School of Continuing Education.

The total population of the region is approximately 925,024. Of this, approximately 19% live in poverty and 19% do not have a high school diploma. Roughly 8% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

According to the 2010 census, the most populous city in the region is Anaheim with more than 30% of the population, almost double the next populous city of Garden Grove (16%) and Fullerton (13%) the third most populous city within the region. Overall, 40% of the population in the region is comprised of Latinos/Hispanics, followed by 34% White/Non-Latino and 22% Asian/Pacific Islander.

According to the California Department of Education, the dropout rate for the 2012-13 school year in Orange County was 7.5% across four years of high school. The NOCRC member K-12 districts, according to the Ed-Data website, dropout rate ranged from 1.4% to 8.6% in the 2012-13 school year. Anaheim Union High School District's dropout rate was 8.6%, Fullerton Joint Union High School District's dropout rate was 4.3%, Los Alamitos Unified School District's dropout rate was 1.4%, and Placentia-Yorba Linda Unified School District's dropout rate was 2.9% for a total of 667 dropouts throughout the four K-12 member districts.

CHALLENGE:

During the evaluation of the current needs for the Adult Education programs within the Consortium's region, a distinct gap of students became apparent. There were a number of K-12 high school students that were about to age out of high school and/or were so credit deficient that neither credit recovery nor any other K-12 district option was available to them to receive a high school diploma. Historically, the K-12 districts were giving the students a phone number for the School of Continuing Education (SCE) and directed the students to contact SCE to enroll in their high school diploma program, but only a small handful of students actually followed through. Therefore, given the high number of dropouts in the region and specifically the member K-12s, a new strategy had to be developed to capture these students before they became a high school dropout statistic.

INNOVATION:

The NOCRC Basic Skills Workgroup developed the off-site high school lab strategy to capture those high school students who were too credit deficient to earn a K-12 high school diploma before they aged out of the K-12 system. The NOCRC K-12 members release the students from their district (the K-12 district reports the students as non-completers) and the students are immediately enrolled in North Orange County Community College District's (NOCCCD) School of Continuing Education. Students under 18 years of age are required by SCE to obtain a parental release. Locally, the NOCRC agreed to serve students aged 17.5 in this situation since not doing so would guarantee that they became high school dropouts. The Consortium felt it was important to capture these students to help them achieve their goals. Throughout this process there is a very warm hand-off between the K-12 counselors, who actually complete the SCE application and online orientation process with the students, and SCE to mitigate any opportunity that the students will not show up for the first night of the lab. When the student completes the needed credits, they receive a NOCCCD High School Diploma.

When developing the off-site high school lab strategy, the Basic Skills Workgroup made sure to create clear, delineated pathways to the credit colleges within the District, CTE programs, and/or the workplace. Great care was also given to make sure the students received wrap-around services such as counseling to ensure they developed goals beyond receiving their high school diploma and classroom presentations that may either help develop or reinforce students' goals. In this way, the NOCRC has successfully created a pathway to bridge

potential dropout students into a noncredit high school diploma program where they then transition to not only becoming high school diploma graduates, but in most cases, college students.

This strategy, which has been in place as an action research project since October 6, 2014 at AUHSD's Gilbert West location, has graduated 25 students. All but one have stated their intention to enroll or have already enrolled in Community College, while the remaining student went directly into the workforce with the stated intention to enroll in a CTE program. A second lab is planned to be opened at the PYLUSD's El Camino Real site during the upcoming implementation phase. Additional sites may be opened in the future depending on regional need and Consortium resources. The important thing to note is that these students are receiving a high school diploma and are firmly on a pathway to college (credit courses) and/or the workplace without ever being included in "high school dropout" data, which would be inevitable without this strategy.

The North Orange County Regional Consortium Plan can be found at: bit.ly/1NMolR6



**NORTH SANTA CLARA COUNTY STUDENT
TRANSITION CONSORTIUM:**
Seamless Transitions

LOCATION



AREA:

The North Santa Clara County Student Transition Consortium (STC) is comprised of 4 members and approximately 15 partner organizations from throughout the Foothill-De Anza Community College District geographical boundary. The STC encompasses the Foothill-De Anza Community College District service area located in the heart of Silicon Valley and serves the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale and portions of San Jose. The Consortium consists of Palo Alto Unified School District-Adult School, Fremont Union High School District Adult School, Mountain View Los Altos Union High School District Adult School, and the Foothill-De Anza College District. The Consortium's collective mission is to coordinate and integrate programs, create linkages, and develop regional plans to better serve the educational needs of adults in the region.

The total population of the region is approximately 418,357. Of this, approximately 16% live in poverty and 6% do not have a high school diploma. Roughly 6% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

Program enrollment numbers indicate the STC members and partners are serving approximately 50% of those in need in the geographic region.

CHALLENGE:

The Consortium seeks to explicitly identify the policies, pathways, and procedures for transitioning students seamlessly from one learning venue to another. Overall objectives are to: set up a coordinated system that allows students to seamlessly move between systems and into the workforce; align and share applicable assessments; establish a student data-tracking system, including individual student's learning plan; remove barriers to student access and educational/employment goals; provide student support through counseling, supplemental instructional support, and referrals for childcare and transportation when needed; ensure that staff and faculty have the tools and resources to effectively work with transitioning students; and increase business and industry partnerships to enhance student opportunities for apprenticeships, mentorships, job shadowing, and employment.

INNOVATION:

Transition Advisors will serve as site core program and core service experts and facilitate the student transition process. Their responsibilities will include assessment of college readiness in English and math, and/or career goals, and communicate and work cooperatively with their Transition Advisor peers at Foothill and De Anza Colleges.

In addition, Transition Advisors will recruit students from classes and form a separate, designated transition class as appropriate. They will conduct or facilitate regular class presentations on subjects such as how to apply for financial aid and navigating the Community College registration process and typical Community College web sites. Another significant focus will be partnering with community based organizations to identify, recruit and enroll ESL and low income adults in CTE programs, Community College courses and job skills training programs.

With the support and guidance of the STC Leadership Team, the Transition Advisors will visit other adult school sites to better understand CTE programs, remediation classes, assessment and student placement, and the special needs of adults with disabilities. Five main work groups will work with the STC Leadership Team in the areas of: assessment alignment, professional development, student support, data systems and industry partnerships.

The goal is to have Consortium members from Adult Schools and Community Colleges participate in workgroups to align curricula and develop articulation agreements, or formal agreements to accept credits when a student transfers toward a specific academic program. Articulation agreements between Adult Schools and Community Colleges for CTE and other courses to provide college credit for aligned courses without assessment will significantly aid the transition of students from Adult Education programs to Community Colleges. Adult School and Community College faculty will serve jointly on articulation workgroups that will be tasked with developing program-specific articulation agreements. Consortium members should prioritize strategies that reduce barriers by providing students with clearly articulated transition paths from Adult Education programs to Community Colleges through curriculum alignment, placement and assessment tool standardization, the provision of bridge courses, and supporting students through mentorship and targeted outreach activities (i.e., college tours, college/career fairs).

The North Santa Clara County Student Transition Consortium Plan can be found at: bit.ly/1KCrNuD

**NORTHERN ALAMEDA COUNTY REGIONAL
CONSORTIUM FOR ADULT EDUCATION:**
Improved Assessment and Placement Using Economic Data

LOCATION



AREA:

The North Alameda County Regional Consortium for Adult Education (NACRCAE) is comprised of 7 members and approximately 35 partner organizations from throughout the Peralta Community College District geographical boundary. The NACRCAE is comprised of member organizations that have been working together for several years, establishing a strong base for collaboration. The Consortium consists of Alameda Unified School District and Alameda Adult School, the Albany Unified School District, Berkeley Unified School District and Berkeley Adult School, Emery Unified School District, Oakland Unified School District and Oakland Adult and Career Education, Piedmont Unified School District and Piedmont Adult School, and the Peralta Community College District which includes its four colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College.

The total population of Alameda County is reported at 1,515,136 people, of which approximately one million people are of age 25 and older. Approximately 42.8% of Alameda County residents speak a language other than English at home. It is estimated that over 9% of residents age 25 and over lack a high school diploma, and of those individuals with less than a high school diploma who are considered as part of the "Working Age Population" (ages 18-64), 46% speak English "less than well or not at all."

CHALLENGE:

To articulate the clear need for expanded Adult Education services, demographic data were collected from the California Department of Education, the U.S. Census, and the National Center on Education Statistics. Data collected included population, drop-out data, English Language proficiency (English learners in schools as well as census data on English language ability), poverty and unemployment.

Economic data on key industries and growth trends in the region were sought from existing sources available through the Alameda County Workforce Investment Board (WIB) in an effort to target areas for program services. Source documents included the East Bay Economic Outlook for 2014-15 published by the East Bay Economic Development Alliance and the Alameda County Industry Clusters New Trends in the Workforce report, April 9, 2014, published by the WIB.

In addition, a survey was developed to collect data from member districts on the current status of practice with regard to access, specific program elements,

support services, collaborations, gaps, challenges, and recommendations for expanding programs. Finally, five regional focus groups were convened to solicit the opinions of English language learners throughout the Consortium in an effort to identify strengths, challenges, and gaps in program delivery.

INNOVATION:

A key system feature will be improved assessment and placement. NACRCAE is in the process of creating a regional assessment system, with common assessment processes and tools covering both academic and career circumstances. This assessment system will ensure that needs are identified and that students are directed to the appropriate educational institution that can best serve them. Counseling and related transition assistance will be core services supporting effective instruction. In addition, all students will eventually have portable educational plans. Student support and instruction will be coordinated across educational segments to promote efficiencies and maximize access. The initial focus will center on ESL and ABE/ASE/basic skills classes, contextualized to career themes and occupations when possible. Civic engagement will be a key theme.

Although not necessarily considered an "innovation" within the Consortium plan, NACRCAE has had the benefit of full participation of member K-12 school districts and the Peralta Community Colleges. This point cannot be underscored enough: cooperation, meaningful dialogue, reciprocity of shared interests/services, and a spirit of cooperation has been engendered in ways that many report have never taken place before. In addition, fiscal agency has been streamlined such that all encumbrances, contracts, expenditures, and disbursements are made efficiently and in a timely manner.

The North Alameda County Regional Consortium for Adult Education Plan can be found at:
bit.ly/1U6JU0G

**NORTHERN SANTA BARBARA COUNTY
ADULT EDUCATION CONSORTIUM:**

Braiding State-Funded Resources to Support the Unemployed

LOCATION



AREA:

The Northern Santa Barbara County Adult Education Consortium (NSBCAEC) is comprised of 4 members and approximately 22 partner organizations from throughout the Allan Hancock Joint Community College District geographical boundary. The NSBCAEC region, located on California's Central Coast, encompasses a 3,000-square-mile service area. Approximately, 300,000 residents primarily reside in Hispanic agricultural communities. North County is a socio-economically challenged area. The Consortium consists of Santa Ynez Valley Union High School District, Lompoc Unified School District, Santa Maria Joint Union High School District, and Allan Hancock Joint Community College.

The total population of the region is approximately 229,881. Of this, approximately 23% live in poverty and 25% do not have a high school diploma. Roughly 8% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

Only 12.3% of North County's entry-level jobs pay enough to meet the poverty level for a family of four. Per capita income in Santa Barbara County, as reported by the U.S. Census Bureau's is \$30,330 in contrast to Northern Santa Barbara County's cities such as Santa Maria at \$18,915, Lompoc at \$18,915, and Guadalupe at \$13,647. Santa Maria and Lompoc, North County's largest cities, are characterized by struggling local economies, higher than average unemployment, low graduation and literacy rates, large numbers of English as a Second Language learners, and pockets of extreme poverty.

North County's population increased by 13% over the last decade and, now, Santa Maria is the largest city in Santa Barbara County – surpassing the city of Santa Barbara. It also has the largest percentage of residents ages 17 and under in the County with a median age of 28.6 years. While the AB86 demographic data cites that English language learners are 42% of the region's population, in some of the region's cities, it is far greater. The 2010 U.S. census indicates English language learners in Guadalupe represent 74% of residents and 62 percent in Santa Maria. North County data indicates that 25 percent of the population lack a high school diploma. The majority of K-12 schools in the region are Title I institutions, and Allan Hancock College is a federally-designated Hispanic-Serving Institution. North County is experiencing 30-year lows in high school diploma and bachelor or above degree attainment. During the last ten years, the number of

advanced degree awards has fallen 19 percent, based on the California Economic Forecast 2012 Coastal Housing Coalition Report.

The critical need for Adult Education continues to grow in North County. Allan Hancock Joint Community College District and Lompoc Unified School District are the only Adult Education providers in the 3,000-square-mile Consortium area. Previous to 2009, there were two other K-12 districts providing Adult Education in the region. The loss of these providers has seriously decreased access to Adult Education.

CHALLENGE:

The major gap identified in the data acquisition process was the need for increased vocational training and state-approved certificates to help students become employed or move into a better job. This need was voiced repeatedly by students, community agencies, faculty/teachers, and employers.

The NSBCAEC Steering Committee utilized participatory research approach, focused on a stakeholder engagement model, to collect data. The eight-member Steering Committee met monthly and bimonthly to identify subject matter experts and stakeholder target groups; ways to obtain their input; and identify, analyze, and prioritize Adult Education needs/gaps along with recommended solutions based on the data collected. Committee members played varied roles in the planning and research process based on their areas of expertise. The two primary data acquisition tools were customized, bilingual surveys for targeted stakeholder groups developed and follow-up meetings held. Data collection techniques also featured large stakeholder meetings with break-out sessions, smaller focus group meetings, and repeated subcommittee meetings.

After survey distribution, follow-up stakeholder group meetings were scheduled to discuss, validate or refine survey input. Over 800 stakeholders were contacted to determine NSBCAEC's Adult Education needs, gaps and recommendations for improvements.

TARGET STAKEHOLDER GROUPS

1. Students: 600 surveys were distributed to Adult Education and noncredit students.
2. Faculty: 60 surveys were distributed to college noncredit faculty and Adult Education teachers (30

teachers attended a faculty forum).

3. Regional Partners: 95 surveys were distributed to community and government agencies (71 attendees, representing 31 agencies, attended the Adult Education Summit).
4. Employers: 50 surveys distributed to the region's largest employers (30 employers attended a focus meeting).

INNOVATION

The NSBCAEC project determined that a significant gap exists between the number of vocational training classes and programs currently available and the strong need for vocational training. This need was repeatedly identified in surveys and stakeholder meetings. The majority of students who were surveyed, including older adults, rated job training and vocational programs as their primary goal, regardless of their prior training, income, or education level. Students clearly indicated they want help with obtaining the basic skills and knowledge needed to qualify for employment in order to obtain or find a better job. Community stakeholders indicated the need for more employer outreach and demand-driven vocational programs. In response to the identified gap's, the Consortium is developing multiple, new vocational classes and certificates.

NSBCAEC stakeholders recommended the following solutions to close the identified gaps in service:

1. Develop more vocational curriculum tied to local industry and business needs and develop state-approved vocational certificates.
2. Survey and meet with the largest employers and probe for current and future employment and training needs.
3. Partner with community resources to support job training and job search skills development, and create new vocational certificates such as pre-apprenticeship and workforce readiness certificates programs including soft skills, i.e., how to dress for job interviews and the workplace, build self-confidence/self-esteem, and instill a positive workplace attitude including willingness to learn, take direction, and be engaged.
4. Develop career pathways aligned with employer demand.
5. Offer vocational English as a Second Language classes.
6. Offer more flexible class scheduling, i.e., different time slots, calendar periods and geographic locations to eliminate barriers to access.

7. Develop online classes to increase student access.
8. Transition or bridge noncredit students to credit programs and eliminate competing curriculum with existing credit programs. (AHC offers 91 credit career technical education certificates and degrees.)

One on-going NSBCAEC success story is the long-time collaboration of the AHC Community Education Program with the Santa Barbara County Workforce Investment Board and the Employment Development Department (EDD) at the Workforce Resource Center (WRC), a one-stop facility located in Santa Maria. Since the 1990s, all of the preceding agencies, along with Santa Barbara County Social Services, have been co-located in the same building, the WRC, to support local unemployed and underemployed residents. The WRC Open Access Career Center, a large computer lab, is staffed by AHC noncredit faculty to help local job seekers with computer-based job search activities, career goals and pathways, resume development, and interview techniques and skills. Santa Barbara County EDD is in the same Career Lab and their staff assist with unemployment benefits. Both groups provide referrals to other programs such as CalWorks, WIA job training programs, and other wrap-around services. Monthly, hundreds of job seekers are assisted on an as needed basis.

Additionally, AHC Community Education offers noncredit classes in the same building targeted for the unemployed, including High School Equivalency preparation and basic computer and business skills development. This multi-partner co-location of major state-funded agencies is unique in the state according to the Santa Barbara County WIB/WRC. It is an effective, collaborative partnership where resources are shared that have made a difference in the lives of those who have been unemployed.

The Northern Santa Barbara County Adult Education Consortium Plan can be found at: bit.ly/1E9ZiY2

PASADENA AREA CONSORTIUM:
Seamless Transitions into the Building Trades
and Construction Industry

LOCATION



AREA:

The Pasadena Area Consortium (PAC) is comprised of 2 members and approximately 10 partner organizations from throughout the Pasadena City College District (PCC) geographical boundary. According to the 2010 U.S. census data, both Los Angeles County and Pasadena Area Community College District service areas are among the most ethnically diverse areas in the country, although there are some differences. The largest ethnic group is white, accounting for approximately 40% of the population. Latino residents represented the next largest group at 24.7% of the population. The Consortium consists of Pasadena Unified School District and the Pasadena City College.

The total population of the region is approximately 410,948. Of this, approximately 22% live in poverty and 14% do not have a high school diploma. Roughly 7% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 15% require literacy instruction.

The PAC region has a median age of 37.2, which is identical to the U.S. median age. The average household size is 2.44 individuals, with 32.8% married with children and 13.4% single parents. The region is 33.7% Latino, 14.3% Asian, 10.7% African American, 55.8% White, 0.33% American Indian, 0.1% Native Hawaiian and Other Pacific Islander, and 4.9% Other.

CHALLENGE:

PCC's noncredit division serves a large immigrant population with English as a Second Language (ESL) being its largest program. 2012-13 enrollments in courses for immigrants totaled 3,146 unduplicated students. However, ESL students tended to lack any opportunities for job skills training in their fields of interest once they were ready to transition from the ESL program.

In analyzing PCC's enrollment in noncredit, short-term CTE programs, it totaled approximately 1,260 unduplicated students. However, these enrollments were in programs that were no longer viable. The PCC noncredit division only had four short-term CTE programs. However, three of the four did not align much needed job training skills with current local industry needs. Other noncredit programs were outdated or no longer offered.

PCC currently offers an Apprenticeship Preparation Program course that required curriculum redesign. The AB86 planning grant provided the necessary resources for new curriculum development to specifically address the following gaps: 1) adult learners lacked updated instructional programs in the building and construction trades; 2) adult learners lacked clear and seamless transitions or articulated pathways into credit construction programs or the workforce; and 3) adult learners lacked access to internships or on-the-job training programs for union apprenticeship opportunities or access to local jobs.

INNOVATION

Effective fall 2015, PCC's noncredit division will offer its new approved Pre-Apprenticeship in Building Trades and Construction Industry Certificate of Completion. The certificate includes a sequence of five key courses: BLDN 2300 – Introduction to Occupational Safety and Health for the Building Trades; BLDN 2301 – Introduction to the Building Trades and Construction Industry; BLDN 2302 – Basic Construction Math for the Building Trades and Construction Industry; BLDN 2303 – Introduction to Plan Reading for the Building Trades and Construction Industry; and BLDN 2304 – Basic Material Handling and Rigging. It will also offer the new Vocational ESL (VESL) Certificate of Competency in Green Construction with a sequence of two courses (Modules A and B). This certificate will serve a pathway into the Pre-Apprenticeship for the Building Trades and Construction Industry.

The PAC formalized a "best practice" model that will be utilized to create other new short-term CTE certificate programs. Staff and faculty met to design articulated curriculum to create seamless transitions from Pasadena Unified School District's Building and Design Pathway into the Pre-Apprenticeship in Building Trades and Construction Industry program or to credit construction programs and/or the workforce. A total of 26 new short-term noncredit CTE certificate programs were developed through the AB86 Planning Grant.

The AB86 Planning Grant was also utilized to create a VESL Certificate of Competency in Green Construction. A total of five new VESL certificates were created through the grant. These courses will provide contextualized learning opportunities for day laborers serviced by the National Day Laborer Organization Network (NDLON) who currently work in the construction industry but need to enhance their English skills.

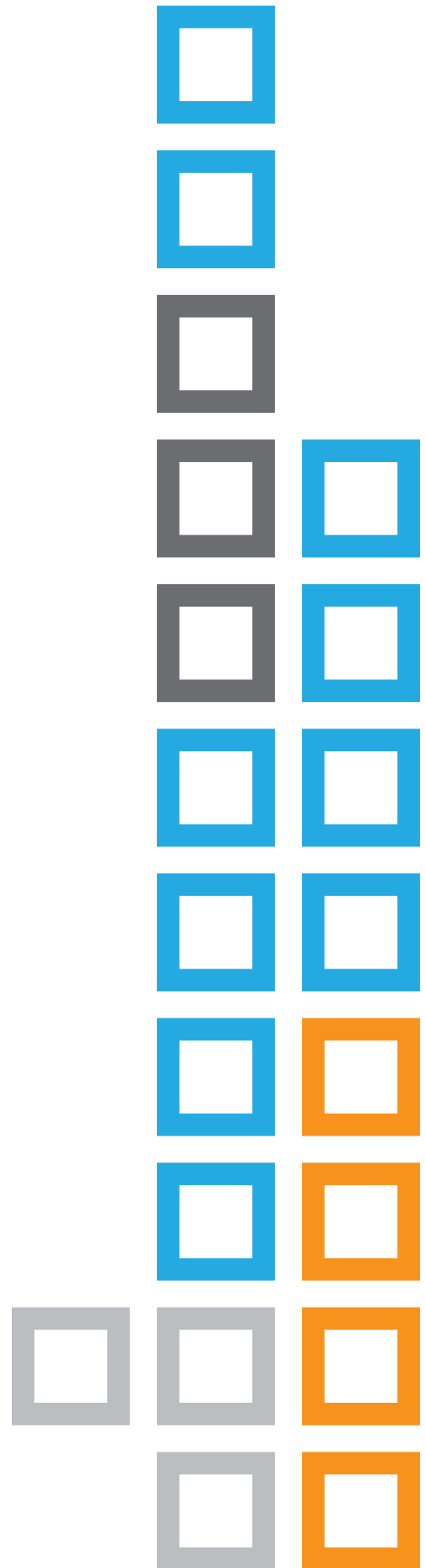
PCC and NDLOM were selected to participate in the Building Community Partnerships to Serve Immigrant Workers initiative through the National Council for Workforce Education. The teams were selected based on their commitment and ability to partner with one another to increase workforce training services to immigrant workers.

Through a learning lab at Casa de Maryland (an immigrant service provider), and Prince George's Community College in Maryland, PCC and NDLOM received training necessary to achieve a successful partnership. The partnership will serve to improve access to education and training opportunities with the goal to assist immigrants and immigrant workers achieve family-wage careers. The VESL Green Construction can also serve as a pathway into the Pre-Apprenticeship in Building Trades and Construction Industry Certificate program.

Another key educational partner is the Los Angeles County Office of Education (LACOE) who actively refers Greater Avenues for Independence (GAIN) Program participants to the Pre-Apprenticeship in Building Trades and Construction Industry certificate program (in addition to the new Adult Basic Education and GED preparation programs. GAIN is a large-scale welfare-to-work initiative throughout Los Angeles County. It also refers General Relief Opportunities for Work (GROW) participants seeking opportunities for meaningful employment. The GROW program provides quality instruction in job placement and pre-employment skills. By leveraging resources, GAIN and GROW participants are able to gain job training skills that will lead to entry level jobs.

The Pasadena Area Consortium also created collaborations with the Foothill Workforce Investment Board to conduct mock interviews, and assist with job development and placement for those than complete the Pre-Apprenticeship in the Building Trades and Construction Industry program. This best practice pilot for the Building Trades and Construction Industry pathway is scheduled to expand into other fields such as Business, Culinary Arts and Health Sciences.

The Pasadena Area Consortium Plan can be found at:
bit.ly/1MKI3ku



**APPRENTICESHIP
PREPARATION PROGRAM
COURSE PARTICIPANT**



RANDY RENNER

Randy Renner (former inmate incarcerated for 5 ½ years) is currently employed with ISI Design Inc., earning an approximate yearly salary of \$50,000.

SANTA BARBARA CONSORTIUM:
Career Skills Institute

LOCATION



AREA:

The Santa Barbara Consortium (SBC) is comprised of 4 members and approximately 7 partner organizations from throughout the Santa Barbara Community College District geographical boundary. The Santa Barbara AB86 Consortium serves the Santa Barbara County communities of Carpinteria, Santa Barbara, and Goleta with a combined population of 195,698, according to the AB86 demographic data. The Consortium consists of Santa Barbara Unified School District, Carpinteria Unified School District, the Santa Barbara County Workforce Investment Board, and the Santa Barbara City College.

The total population of the region is approximately 195,698. Of this, approximately 27% live in poverty and 13% do not have a high school diploma. Roughly 5% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

CHALLENGE:

According to numerous recent studies, employers are more concerned than students or educators about new graduates having a range of skills in areas like innovation, communication, applying knowledge to real world problems and teamwork. In 2015, the Association of American Colleges and Universities (AACU) did a companion survey of college students and employers. The survey results indicated that employers give graduates very poor grades in terms of skills, while students believe their skill set to be better than it actually is. According to employers, skills in need of remediation include working in teams, staying current on technologies, using ethical judgment, making sound decisions, oral and written communication, critical and analytical thinking, applying knowledge skills to the real world, and solving complex problems. There is a clearly demonstrated gap in what educators refer to as employability skills, soft business skills, and/or 21st century skills.

INNOVATION:

At Santa Barbara City College (SBCC), the Career Skills Institute (CSI) is developing programs to address the need for employability skills. The current plan for the CSI includes: third-party certificate programs; a new noncredit program focused on soft skill training and new technology training; and for-credit professional development training programs.

The truly innovative element here lies in the new interdisciplinary noncredit program that includes a flipped classroom model delivered by a third party vendor. The flipped classroom concept uses video instruction available through a fee-based subscription model that helps students learn business, software technology and creative skills to achieve personal and professional goals. The video library includes over 3,700 professionally produced courses covering a variety of topics. Students are assigned a video playlist to view prior to class, while face-to-face class time is spent applying concepts learned to solve a real-world industry problem. It is important to note that not all courses use purchased curriculum as the basis for flipped instruction. This choice was left to the pedagogical expertise of the faculty as subject matter experts in their field.

The outcome of each course is a portfolio that demonstrates the learned skill. The portfolio could include a report, a written or oral presentation, artwork or a design piece. Each course is short (8 - 16 hours) and is matched with other courses to comprise a noncredit certificate. Students earning a certificate also earn a digital badge, an online representation of the certificate, which can be shared on their online profiles and with prospective employers. Santa Barbara City College will be the first California Community College to issue verifiable digital badges, as far as we know. The digital badge, when shared with prospective employers, gives the employer a more robust picture of the skill set of the badge earner.

The Phase I plan is underway that includes over 40 courses in nine academic departments in areas including technology, business and design, and 20 badges (certificates) that have been approved locally through SBCC curriculum committees and have been submitted to the State Chancellor's office for approval. Approvals from the State are streaming in, and more courses and badges are being developed. It is anticipated that the first participants will enroll during the 2015 fall semester.

Phases II and III include more course and badge development, industry partnerships in the form of badge endorsements, outcome assessment, and a partnership with the SBCC Scheinfeld Center for Entrepreneurship & Innovation's customized internship program.

A sample of the Digital Badges and Courses is shown in Table 1 on the following page.

The Santa Barbara Consortium Plan can be found at:
bit.ly/1LqTr3h

TABLE 1

DIGITAL BADGES (Noncredit Certificates Earned)	COURSES (Noncredit unless otherwise indicated)
Enterprise Communication	Communication Strategies for the Workplace
	Business Writing in the Technology Age
Customer Relations	Best Practices in Customer Service
	The Art of Negotiating & Collaborating
Managing to Maximize Performance	Coaching Skills
	Difficult Conversations
Workplace Essentials	Time Management
	Business Writing in the Technology Age
Management Toolbox	Successfully Managing People - Developing People and Teams
	Communication Strategies for the Workplace
High Performance Teams	Building High Performance Teams
	Personality Styles and Difficult Relationships
Powerful Presentations	High Impact Presentations and Proposals for the Workplace
	Basic Power Point
Sales Techniques	Closing Techniques to Win the Sale
	Winning Sales Scripts
Strategic Marketing	Communication and Promotional Marketing Tools
	Diving into Global and Mobile Markets
Effective Communication Management in Marketing	Creating Effective Communication in Promotional Marketing
	Managing a Marketing Campaign Project

TABLE 1 (CONTINUED)

Career Exploration	Capitalizing on your Skills & Experience
	Career Planning
Accounting for Small Business	Setting up Quickbooks for Small Business
	Monthly Procedures for Accounting
Research Specialist	Online Research Skills
	Presenting Research with Infographics
Green Document for Business	Save a Tree, Go Paperless!
	Organizing your Workplace Photos
Blogging for Business	Set Up a Blog
	Create Compelling Content
Digital Maker	Intro to 3D Printing
	Digital Phototyping & Fabrication for Product Design
Information Design (Data Visualization)	Information Design for Print
	Interactive Information Design for Screen
Web Designer	Photoshop for Web Design
	Web Coding Fundamentals
Basic Imaging	Photoshop
	Adobe Illustrator
Acrobat Tools	Learn Adobe Acrobat Tools: Optimize Your C3: Creations, Communications & Collaborations
	Apply Adobe Acrobat Tools: Optimize Your C3 Collect Data with Forms, Communicate Creatively, Comment and Collaborate
Cloud Computing Specialist (Credit Skills Competency Award)	Virtualization Concepts (credit)
	Cloud Computing Essentials (credit)

SEQUOIAS ADULT EDUCATION CONSORTIUM:
Career Pathway Mapping Tool

LOCATION



AREA:

The Sequoias Adult Education Regional Consortium (SAERC) is comprised of 11 members and approximately 9 partner organizations from throughout the College of the Sequoias Community College District geographical boundary. The SAERC region covers parts of Tulare and Kings Counties and is located in the Central Valley with a rural, agriculturally-based economy. The Central Valley has been called “the Appalachia of the West” with similar poverty, educational, and employment challenges to the region in the east. The Consortium consists of Alpaugh Unified School District, Corcoran Joint Unified School District, Cutler-Orosi Joint Unified School District, Exeter Unified School District, Farmersville Unified School District, Hanford Joint Union School District, Lindsay Unified School District, Tulare Joint Union High School District, Visalia Unified School District, Woodlake Unified School District and the College of the Sequoias.

The total population of the region is approximately 404,355. Of this, approximately 17% are living in poverty in Kings County, and 26% in Tulare County and 35% do not have a high school diploma. Roughly 14% of the area’s population is unemployed, while 22% are English Language Learners, 10% are adults with disabilities, 24% require citizenship preparation, and 26% in Kings County and 32% in Tulare County require literacy instruction. The region is comprised of 54.9% White/Hispanic, 31.3% White/Non-Hispanic, 3.4% Asian/Non-Hispanic, 2.6% Black/Non-Hispanic, 2.2% American Indian or Alaskan Native/Hispanic, 1.6% Two or More Races/Non-Hispanic, 1.3% Two or More Races/Hispanic, 1.0% Black/Hispanic, 0.8% American Indian or Alaskan Native, Non-Hispanic, 0.7% Asian/Hispanic, 0.1% Native Hawaiian or Pacific Islander/Hispanic, and 0.1% Native Hawaiian or Pacific Islander/Non-Hispanic.

The regional economy, being primarily agricultural, is sustained by a large number of low wage jobs filled by immigrant and migrant worker populations as well as a poorly-educated local population. Historically, the region has high-unemployment rates, low educational-attainment rates, higher than average high school dropout rates, and a large immigrant population. All of these factors combine and contribute to a great need for Adult Education services in the communities served.

CHALLENGE:

SAERC conduct research on employment trends and opportunities, provision of Adult Education services by program area, and demographic characteristics of the immediate and surrounding regions. This research also included surveys of educators who offer Adult Education programs and of employers’ needs in the immediate and surrounding regions. The primary research

objective was to capture the needs and priorities of Adult Education programs. A need for better aligned programs with easy to understand career pathways was determined to be a regional priority based on direct response data from survey participants, and by focus group analysis of other regional data. Based on regional employment growth data, the Consortium developed its prototype career pathway tool with a focus on the Allied Health Care Employment Sector. The SAERC has strong health care education programs in place from which to build pathways with alignments to other Adult Education program areas.

INNOVATION:

As part of the planning process SAERC developed a mapping tool that outlines career pathways in the seven Program Areas and across Program Areas. The tool is electronic and will help SAERC members and partners to visualize existing pathways and to identify new opportunities to fill gaps within the pathways. The pathway tool is at the center of a Regional Integrated Service Delivery System (another Practice with Promise for SAERC). Additionally, the career pathway mapping tool will be used during the implementation stage following the planning period as a tool that can be used by potential students, current students, and staff across all Consortium members and partners. The career pathway mapping tool will be a central means used to communicate the opportunities available for adult learners. Additionally, it will serve as a repository of knowledge about the courses and services currently available, and a tool that can be updated by all Consortium members and partners.

In order to build this tool, a team of subject matter experts consisting of teachers, faculty and administrators familiar with the health care and ESL offerings in the region met and mapped out the various career pathways available. From the career pathways that the subject matter expert groups developed, a pilot of the career pathway mapping tool was developed. Due to time constraints, the initial version of the tool focuses on the career and technical education pathway within the health care sector. This tool will continue to be developed for the five Program Areas including several industry based career pathways as part of the implementation of the SAERC Regional Plan. The pathway tool is still in development, but the initial version can be previewed at sequoiasadulted.com/pathways.

The North Alameda County Regional Consortium for Adult Education Plan can be found at:
bit.ly/1U6JU0G

The pathway tool is still in development, but the initial version can be previewed at sequoiasadulted.com/pathways.



SIERRA JOINT CONSORTIUM:
Community Micro-Needs Programming

LOCATION



AREA:

The Sierra Joint Consortium for Adult Education (SJCAE) is comprised of 4 members and approximately 24 partner organizations from throughout the College of the Sierra Joint Community College District geographical boundary. The SJCAE covers 3,200 square miles and includes all of Placer and Nevada Counties as well as parts of El Dorado and Sacramento Counties. The Consortium consists of Placer Joint Union High School District, Roseville Joint Union High School District, Nevada Joint Union High School District and the Sierra Joint Community College District.

Placer and Nevada Counties, which account for the majority of the Consortium's geographic region, are each comprised of their own diverse sub-regions and incorporated areas ranging from urban to rural and semi-rural. Placer County is considered part of the Metropolitan Sacramento Area along with Sacramento, El Dorado, and Yolo Counties. Nevada County is not included in the Metropolitan Sacramento Area, but is quite often grouped with other northern California counties such as Lassen, Modoc, Plumas, Sierra, Siskiyou, and Trinity.

The total population of the region is 506,132. Of this, approximately 17% live in poverty and 6% do not have a high school diploma. Roughly 7% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

Ethnically, Placer and Nevada Counties are relatively homogeneous, with those identified as White holding significant majorities. Placer County is more ethnically diverse and this diversity is becoming more pronounced. Both counties are expected to remain far more homogeneous than the statewide population as a whole. Placer County residents have higher income than the statewide average while Nevada County residents have significantly lower income than the statewide average. Placer County's median household annual income is the fifth highest in the state. The region is characterized by low poverty with Placer County having the lowest poverty rate in the state of California.

CHALLENGE:

Aggregated data supplied by the CCCO/CDE coordinating group indicates an enormous need for Adult Education programs and services in the region. Because the region is large, is geographically diverse, and ranges from densely to sparsely populated areas, additional disaggregated data is being collected. The SJCAE Steering Committee will use this information to identify more precisely where, what type, and how much

service is needed throughout the region. As a follow-up, information from additional surveys and focus groups will guide consortium efforts to re-build and expand programs.

INNOVATION:

It is the goal of the SJCAE to customize program delivery for sub-regions within the 3,200 square-mile service area. For example, in some rural areas of Nevada County Internet service is not available or is not suitable for on-line learning. Transportation is also a factor in these areas as public transit is not available and distance between communities is great. Such areas will require hands-on programs that serve individuals or small groups with training for success as a sole-proprietor or small business owner. Tahoe/Truckee, with its harsh winters and seasonal, recreation-intensive and service-worker culture will benefit from short-term and on-line programs and services. In the urban or semi-rural communities within the region more traditional instructional programs and methods will be delivered. Development of programs and service delivery models based on sub-regional micro-needs is a large undertaking, but also provides localized and specialized learning opportunities that target the specific needs of residents.

The Sierra Joint Consortium Plan can be found at:
bit.ly/1EelzEi

SOLANO COUNTY ADULT EDUCATION CONSORTIUM:

Sector Strategy Planning with the Solano County Workforce Investment Board; Use of CASAS National External Diploma Program & Workforce Skills Competency System

LOCATION



AREA:

The Solano County Adult Education Consortium (SCAEC) is comprised of 8 members and approximately 37 partner organizations from throughout the Solano Community College District geographical boundary. The Consortium consists of Benicia Unified School District, Dixon Unified School District, Fairfield-Suisun Unified School District, Travis Unified School District, Vacaville Unified School District, Vallejo Unified School District, Winters Joint Unified School District, and the Solano Community College District.

The total population of the region is 418,333. Of this, approximately 21% live in poverty and 14% do not have a high school diploma. Roughly 9% of the area's population is unemployed, while 42% are English Language Learners, 11% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

Solano County is the northeastern county in the nine-county San Francisco Bay Area region. Solano County is the easternmost county of the North Bay. The total population of the county is comprised of White 52.1%, Black 14.6%, American Indian .6%, Asian 14.4%, Pacific Islander .8%, Other Race 10.5%, Mixed Races 7.1%, and Hispanic 23.7%. The per-capita income is \$29,367; the median household income is \$66,598. The expected population growth for Solano County is 3.8%, with net migration to account for 39.8%. Slightly more than 23% of the population has a B.A. Degree or higher. The median home price (2012) is \$193,000, and the high school dropout rate (2011) is 17.9%.

CHALLENGE:

The Consortium examined multiple data resources including census data, data from the America Community Survey, data from member school districts, data from the Chambers of Commerce of the cities in the county, and data from the websites of local cities. SCAEC also reviewed the analysis of job sectors and employment projections from the Solano County Workforce Investment Board.

The Consortium also conducted an email survey of local businesses, community leaders and partners. SCAEC surveyed all Adult Education teachers in the K-12 school districts. One very important data gathering tool was focus groups. SCAEC held focus groups of K-12 Adult Education teachers, Solano Community College faculty, partners, advisory committees, and most importantly, students.

INNOVATION:

The innovative element that SCAEC feels to be the most successful addresses a series of strategies to target two defined needs: the number of adults in Solano County who need a high school diplomas and the identified need to provide adults short term training opportunities to either enter the workforce or get a better job.

The Consortium is working with the Solano Workforce Investment Board (WIB) to schedule a sector partnership strategy planning meeting in the medical field. Sector partnerships are partnerships of companies from the same industry, with education, workforce development, economic development, and community organizations that focus on key issues related to the target industry. SCAEC utilized information on the following web site to assist in guiding the process: <http://bit.ly/1PykjfZ>.

The economic forecast for Solano County is for continuing growth in the medical sector. There are six major hospitals in the region, and with a significant portion of the population aging, there is a continued need for trained health care workers. The consortium is planning to expand the working relationship between the K-12 Adult Schools, Solano Community College, and the Solano Workforce Investment Board. SCAEC will be developing two-way referrals for our students and their clients.

SCAEC also plans to offer two additional program: the CASAS Workforce Skill Certification System (WSCS) and the National External Diploma Program (NEDP). The WSCS will be offered to clients of the Solano American Job Center who can benefit from academic skill development as well as workforce skill development. Vallejo USD has approved awarding a high school diploma to students who have completed the requirements of the National External Diploma Program. The National External Diploma Program (NEDP) is an applied performance assessment system that assesses the high school level skills of adults and out-of-school youth. NEDP evaluates the reading, writing, math and workforce readiness skills of participants in life and work contexts. The SCAEC plan includes making NEDP available to adults in Solano County. Since NEDP is a competency demonstration program, adults who meet the appropriate level of academic rigor should be able to accelerate completion of their high school diploma.

The Solano Community College Consortium Plan can be found at: bit.ly/1U32IJ6

STATE CENTER ADULT EDUCATION CONSORTIUM:
Building Bridges

LOCATION



AREA:

The State Center Adult Education Consortium (SCAEC) is comprised of 31 members and approximately 21 partner organizations from throughout the State Center Community College District geographical boundary. The SCAEC region is located within the San Joaquin Valley. The region includes Fresno and Madera counties and borders portions of Kings and Tulare counties. Together, Fresno and Madera Counties cover an area of over 8,000 square miles of mountainous, agricultural, urban and rural communities in Central California. The Consortium consists of Caruthers Unified School District, Central Unified School District, Clovis Unified School District, Dinuba Unified School District, Firebaugh Las-Deltas Unified School District, Fowler Unified School District, Fresno Unified School District, Golden Valley Unified School District, Kerman Unified School District, Kings Canyon Unified School District, Kingsburg Joint Union High School District, Madera Unified School District, Mariposa County School District, Riverdale Unified School District, Sanger Unified School District, Selma Unified School District, Sierra Unified School District, Washington Unified School District, Yosemite Unified School District, and the State Center Community College District which includes Fresno City College and Reedley College.

The total population of the region is approximately 1,050,924. Of this, approximately 33% live in poverty and 27% do not have a high school diploma. Roughly 11% of the area's population is unemployed, while 42% are English Language Learners, 10% are adults with disabilities, 14% require citizenship preparation, and 16% require literacy instruction.

The Consortium serves a large population of rural communities with the City of Fresno (the fifth largest city in the State) being the main metropolitan city between these counties with a robust transportation system. The rural sections of Fresno and Madera Counties include many small, impoverished communities with limited to non-existent transportations systems. There is also a large number of farm worker families who are predominantly Spanish speaking.

The most significant barrier in Fresno and Madera Counties is the lack of economic diversity. Agriculture is the main industry in the region. Fresno and Madera Counties combined ethnic breakdown for 2013 was 53.7% Hispanic, 33.9% White, 6.5% Asian, 4.95% Black and 3.9% other races. Fresno and Madera Counties show a need for improvement in the education, health and economic welfare of students in the central San Joaquin Valley.

According to the October 2014 report from the California County Scorecard of Children's Well-Being, (with a score of five being optimal) Fresno

and Madera counties did not reach above three stars in the categories of education, health and welfare. The report stated that poverty is likely a factor in the Valley's ratings. Child poverty rates were 35% in Madera County and 39% in Fresno County compared to a statewide poverty rate of 23%. Children living in areas of concentrated poverty often have barriers to well-being, such as a lack of transportation to healthcare providers and good schools. In the Valley, the high school graduation rate is lower in Fresno and Madera counties than the statewide average of 80%. Fresno and Madera are graduating 77% of their students.

CHALLENGE 1:

The SCAEC English as a Second Language (ESL) Sub-committee began to identify the current needs and services as outlined in the objectives of the AB86 planning guidelines. During the process, it was determined that 13 out of the 55 members and partners (23.6%) provide ESL classes. An analysis of unduplicated enrollment in the 2008-09 (13,742 students) school year was compared to the unduplicated enrollment (6,318) for the 2013-14 school year. The 46% decrease in class offerings and enrollment, was due to the Tier III flexibility of Adult Schools funds. According to the September 2014 Brookings report, in 2012 Fresno was listed in the top five in the nation at 22.8% with high concentrations of immigrants and dominate the list of places with the highest share of their working-age population that is Limited English Proficient.

INNOVATION 1:

The ESL Sub-committee determined that there was inconsistency in the language to describe students and their current levels of language. It was also determined that Community College and Adult School students shared the barriers. Transportation, child care, employment and student persistence are among the biggest challenges. Two other struggles include a lack of enrollment and a difficulty getting students to transfer to the college level. The general consensus between the Community College and Adult School faculty was that students develop bonds and relationships within their courses and programs and are reluctant to transition. Because of the sub-committee meetings and the number of underserved students helped the Building Brides program come to fruition.

CHALLENGE 2

ESL students face many challenges both in terms of improving their general English skills and completing their college education. Many ESL students begin at the Adult School level, but fail to move on with because they lack knowledge about the next steps and/or they are intimidated by the idea of attending college. This collaboration between Fresno Adult School and Fresno Community College was developed to help students learn how to navigate the college system and to make them feel comfortable and confident about the idea of becoming a college student. The challenges, however, encompass not only the students, but the teachers and the institutions themselves. Multiple layers of challenges have become more evident.

Recruiting and selecting. Students at the Adult School are often new arrivals to the United States and have not accrued enough time to meet residency requirements for college financial aid. Students who do not have proper documentation also find the cost of college prohibitive. Along with recruitment is the need to understand the educational level of each student. Each institution uses different measurements to define a student's level. The students who are considered Advanced or High Intermediate at the Adult School (as determined by the CASAS Test) have been the targeted students. Some students at the lower Intermediate level have also been placed in the classes. The alignment of measurements and terms has often been a point of disjunction for the two institutions. The current collaborative effort has recognized this discrepancy and has made efforts to resolve it.

Students. Many students have attended the Adult School for a number of terms and have become comfortable with the system, but have found that the requirements of Community College are a bit more stringent than that of the Adult School. One of the major hurdles for a few students has been attendance and homework. Students who took a more relaxed approach to the classes and found that they were unable to be as successful as they could have been if their approach and attitude had been different.

Teachers. The teachers at the Adult School and the Community College are of the highest caliber of teachers. The arenas they work in are different and therefore there is often a misunderstanding of what the expectations, styles and approaches are of the other level of institution.

Institutions. Setting up schedules that fit both the Adult School and the Community College was a challenge. Once a class has gone through review and been placed in a schedule sometimes a year in advance, it is nearly impossible to change it at the college level. In this way, there is not as much flexibility at the Community College as there is at the Adult School.

Alignment. As mentioned in the section of recruitment and selection of students, there is a hurdle of definitions of levels, assessments, student learning outcomes and goals.

Use of Technology. Many of the Adult School students did not have the experience, exposure, or access to technology that is required of college students. A great deal of what is done at college is done online. Students need access and instruction in technology.

INNOVATION 2

Embedded Counselor. Having a designated counselor with a consistent schedule to meet with students and walk them through the process at the Adult School campus is one of the most beneficial elements of this program. Students who are unsure of how to navigate the system often lack the confidence to seek out that help at the college. The counselor knows each of the students and works with them, especially on financial aid. The counselor also teaches them how to navigate the system rather than be dependent on counseling services for everything.

Experienced Teachers. Another benefit is having teachers who are passionate and dedicated to the students. They are both knowledgeable about the systems of each of the institutions and have a great deal of experience working with a variety of students and levels.

Going Beyond the Classroom. The students know that we were available outside of the classroom. That availability is essential for building the confidence of the students. Also, when there are holidays at the Adult School and not for the Community College, activities on the college campus are arranged so that the students became more familiar with the campus. Guided tours are given. Students are introduced to the financial aid office, business office. They are able to get their college ID cards. They attend lectures by a faculty member and go to a museum.

The Outcome. Of the 30 students who participated in the fall semester, four did not pass, but two repeated in the spring. Of the 32 students who participated in the spring semester, seven did not pass, four of whom dropped the class.

The State Center Adult Education Consortium Plan can be found at: bit.ly/1U6KgnY







To view this report online and to learn more about the
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