



Ventura County Adult Education Consortium

Comprehensive Regional Plan

DRAFT

Submitted by

Ventura County Adult Education Consortium Membership

December 31, 2014

Table of Contents

I. Introduction.....	4
II. Funding and Maintenance of Effort.....	6
Current Funding Levels	6
Outcome and Progress Metrics.....	7
III. Strategic Plan.....	8
Counseling and Student Support	8
Alignment and Articulation	9
Transitional Services.....	10
IV. Regional Overview	12
Demographics.....	12
Ethnicity.....	13
Educational Attainment.....	13
Employment.....	13
Consortium Background.....	15
Member Profiles.....	15
Conejo Valley Unified School District	15
Oxnard Adult School.....	17
Simi Valley Adult School & Career Institute.....	20
Ventura Adult and Continuing Education.....	22
Ventura County Community College District.....	24
V. Planning and Stakeholder Engagement	26
VCAEC Leadership.....	26
Stakeholder Outreach	27
Town Hall Meetings.....	27
Surveys.....	27
Faculty Working Group Meetings.....	27
Key Informant Interviews.....	28
VI. Regional Plan Objectives.....	29
Objective I.....	29
Objective II.....	47
Objective III.....	51
Objective IV.....	55
Objective V.....	56
Objective VI.....	57
Objective VII.....	58

APPENDIX A: Highlights from Surveys and Interviews	58
Faculty / Staff Survey Findings.....	60
Student Survey Findings	64
Key Informant Interview Findings - Educators.....	68
Key Informant Interview Findings - Partners.....	73
APPENDIX B: Data Collection Instruments & Protocols	81
Faculty / Staff Survey	82
Student Survey - English.....	95
Student Survey - Spanish	99
Interview Protocol - Educators	103
Interview Protocol - Partners	106
APPENDIX C: AB86 Data Tables.....	109
Table 1.1A	110
Table 1.1B.....	113
Table 1.2.....	114
Table 2.....	115
Table 3.....	116
Table 4.1	123
Table 5.1	130
Table 6.1	136
Table 6.2.....	137
Table 7.1	139

I. Introduction

The AB86 Adult Education planning process has fueled unprecedented discussion among Ventura County educators, stakeholders and partners about how to best serve the needs of adult learners. Never before have these entities come together to plan for the future of a population that has historically been overlooked or marginalized in the K-12 and community college systems. This plan represents an opportunity to serve the needs of the adult learners who would benefit from basic education, English as a Second Language (ESL), career and technical education (CTE), and the myriad other programs offered in the communities served by Ventura County Adult Education Consortium (VCAEC) members. Against a backdrop of a county with a great disparity between the high cost of living and working wages, for the first time since 2007-08, opportunities are within reach to bring a better quality of life.

The architects of the AB86 planning grant see the need for intensive, focused connections between educational systems to support Adult Education. This consortium recommends a dedicated niche in the landscape for adult schools to do what they do best -- provide accessible services to specific adult populations. The continued relevance of the four adult schools in Ventura County is emblematic of the resilience shown by similar programs throughout California, in spite of deep budget cuts and shortcomings in the way Adult Education has been treated in the educational system. In the words of one local community college president, adult schools exist in a “no man’s land,” officially in the K-12 system but now without dedicated funding, or relative influence enjoyed by their counterparts along the educational continuum. The answer is not folding adult schools into yet another educational system with dissimilar student populations. A shift in the definition of Adult Education is required, from *what* to *how* — a method of providing services designed for unique sets of learners whose backgrounds, goals, and aspirations often do not fit neatly within the existing educational paradigm.

This consortium recommends a dedicated niche in the landscape for adult schools to do what they do best -- provide accessible services to specific adult populations.

Like the institutions that serve them, the populations with the greatest need for Adult Education exist at the margins. Adult Education students on average tend to be older than community college students. Many are immigrants or children of immigrants. Practical

concerns —childcare, transportation, financial concerns — play important roles in determining whether these students continue toward educational and career goals. Adult Education students are more likely to enroll to improve English language skills, complete high school diploma requirements or pursue vocational training. Adult Education matters in Ventura County. It benefits the economy and community by providing student-centered education that is cost-effective and impactful. The VCAEC plan is designed to increase access and equity by leveraging resources and building upon competencies. The following components are addressed:

- **Counseling and Student Support:** VCAEC will develop, enhance, and refine comprehensive counseling and support services to ensure student success as defined by Outcome and Progress Metrics;
- **Alignment and Articulation:** VCAEC will align and articulate courses, programs, and services to provide pathways to academic and career endeavors;
- **Transitional Services:** VCAEC will integrate existing programs by creating a new level of student services designed to successfully transition students to success in college or career.

Together, Ventura County Adult Education and Ventura County Community College District (VCCCD) can provide robust opportunities for adult learners. There is a substantial need for adult elementary and secondary education, English as a Second Language, services for Adults With Disabilities (AWD) and short-term Career and Technical Education. In order to realize the goals outlined in this strategic plan, it is critical that the state prioritize the funding of Adult Education through dedicated, stable channels. Specifically, the VCAEC is seeking **a minimum of \$48 million investment annually** to support, restore, and expand Adult Education to meet the objectives of AB86 in the region. Without this, Ventura county's ability to provide educational opportunities will continue to diminish, and to the detriment of the most vulnerable of its citizens.

II. Funding and Maintenance of Effort

Current Funding Levels

Since fiscal year 2007-08, funding for Adult Education in Ventura County has plummeted.

Apportionment funds for Adult Education dropped 54% from \$18.8 million in 2007-08 to \$8.7 million in 2013-14. As a result of such shortfalls, many adult schools turned to evaluating cost-saving, revenue-generating options across all programs and departments to minimize the impact of decreased funding. While these measures have enabled area Adult Education programs to maintain capacity, the difference does not mitigate

the loss of apportionment dollars or meet the needs of adult learners within the region. Based on current and past enrollment data, regional population statistics, and labor projections, VCAEC estimates in the County of Ventura there are 145,000 without high-school diplomas, 64,000 people who are unemployed, 345,000 ESL speakers, and 84,000 adults with disabilities—all of whom would benefit from the services

Figure 1: Adult Education Apportionments FY 07-08 and FY 13-14

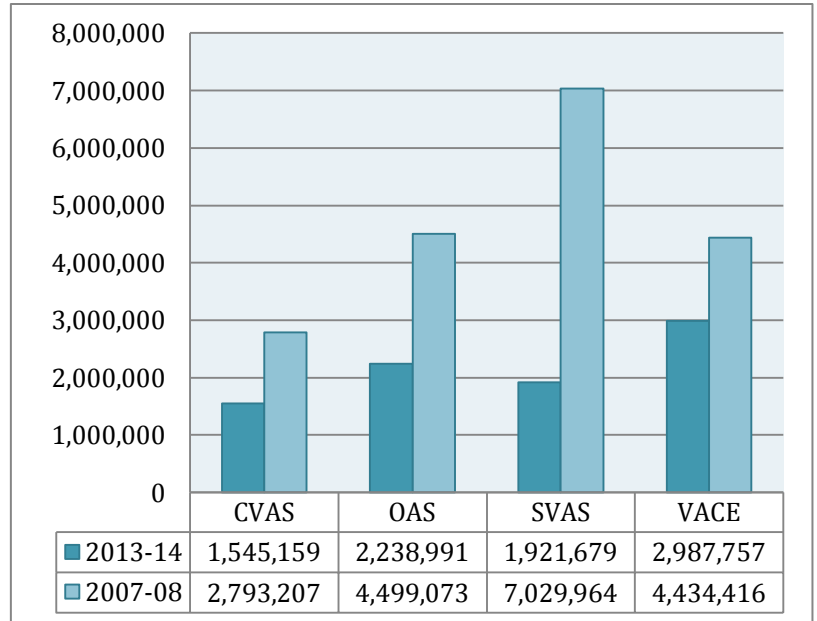
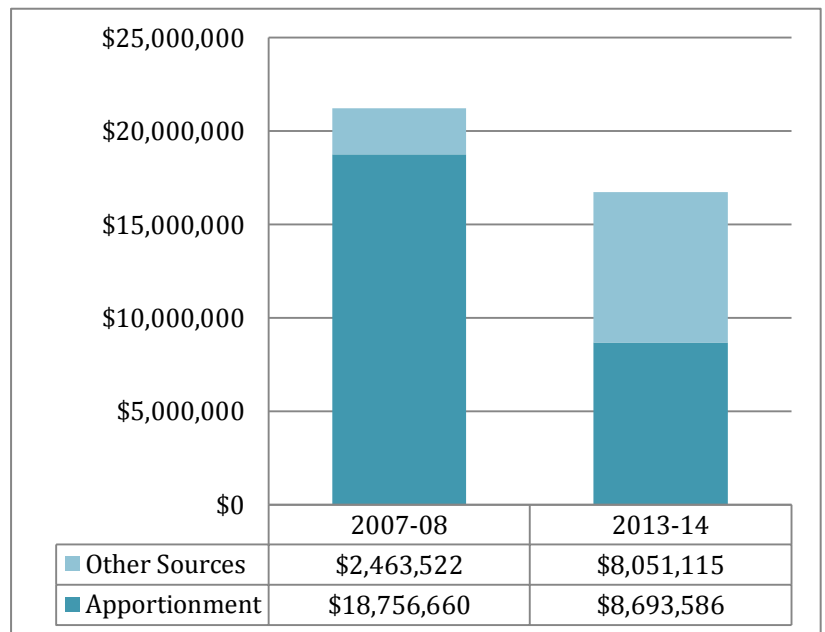


Figure 2: Adult Education Funding FY 07-08 and FY 13-14



provided by Adult Education providers. With the cooperation of area Adult Education, community colleges, and regional partners, the VCAEC believes that minimally **\$48 million** for 2015-16 and **consistent funding thereafter** would best position the consortium's institutions to meet the needs of all adult learners within the region.

Outcome and Progress Metrics

The consortium plans to adopt shared outcome and progress measures found in the table below:

	Outcome Measures	Progress Measures
Community College	<ul style="list-style-type: none"> • Graduation Rate • Number of Degrees • Certificates Awarded • Transfer Rates • Time and Credits to Degree • Jobs Attained 	<ul style="list-style-type: none"> • Enrollment in Developmental Education • Success in Developmental Education • Persistence • 30 Units Completed • Retention Rates • Course Completion • Low Income Students • Unprepared Students • Adults with Disabilities
Adult Education	<ul style="list-style-type: none"> • High School Graduation Rate • High School Equivalency Exam Rate • CTE Certificates Awarded • Diplomas Awarded • Transfer to CC Rate or Higher Education Level of Education • Jobs Attained 	<ul style="list-style-type: none"> • Enrollment in Developmental Education • Success in Developmental Education • Persistence • Retention Rates • Course Completion • Program Completion Transfer • Low income students • < 9th grade Reading/ Math Students • Adults with Disabilities

Source: Los Angeles Regional Adult Education Consortium October 31, 2014 Comprehensive Plan

III. Strategic Plan

VCAEC's three-year plan was developed based on input collected from a number of stakeholder groups, key administrators and partners, and Adult Education faculty and students. The data collected during the planning year suggests a focus on three key areas: Counseling and Student Support, Alignment and Articulation, and Transitional Services. Addressing student access is a common theme that runs through all three areas.

Counseling and Student Support

Throughout the planning process, stakeholders have overwhelmingly noted the importance of counseling and student support services as they relate to student success. The objective is to ensure all students have the opportunity to investigate career pathways and to ensure their goals are documented and supported throughout their educational career, regardless of institution. To this end, VCAEC will develop, enhance, and refine comprehensive counseling and support services to ensure student success as defined by the Outcome and Progress Metrics.

Table 1: Counseling and Student Support

	Year 1	Year 2	Year 3
Counseling and Student Support Services to Entrance Program Completion and Transition along Adult Education (including CTE) / Community College / Employment Continuum	<ul style="list-style-type: none"> Determine universal process for development of education and life plans 	<ul style="list-style-type: none"> Provide improved mentoring/monitoring services Provide extra supports for marginal learners Decrease student/counselor ratio 	<ul style="list-style-type: none"> Revisit, evaluate, revise
	<ul style="list-style-type: none"> Determine staff requirements and costs: counselors, job developers, transition specialists 	<ul style="list-style-type: none"> Increase staff as required (with reference to determined need) <ul style="list-style-type: none"> counselors job developers trans specialists 	
	<ul style="list-style-type: none"> Develop career exploration opportunities 		
	<ul style="list-style-type: none"> Identify curriculum to improve soft skills 		
	<ul style="list-style-type: none"> Investigate strategies to improve student access to regional services Develop action plan 	<ul style="list-style-type: none"> Implement action plan leveraging county services and regional partners to improve student access 	
	<ul style="list-style-type: none"> Leverage Career Pathways Trust 		
	<ul style="list-style-type: none"> Identify/establish funding to 	<ul style="list-style-type: none"> Implement financial aid 	Create default

	implement state and federal financial aid processes	processes. State and federal funding available to all institutions (including Pell Grants)	management plan
	<ul style="list-style-type: none"> Needs analysis for increased access to technology and determine costs 	<ul style="list-style-type: none"> Implement provision of increased access to technology 	

Alignment and Articulation

In order to ensure integrated, seamless transitions between area institutions, VCAEC will align and articulate courses, programs, and services to provide pathways to academic and career endeavors. Alignment activities will identify areas of possible duplication of efforts, and highlight gaps within program area curricula; articulation agreements will solidify the infrastructure required to buttress student planning and progress toward educational goals. In addition, the consortium will seek to leverage common assessments, and design curricula to ensure course outcomes map consistently across program area course offerings and with community college placement measures.

Table 2: Alignment and Articulation

	Year 1	Year 2	Year 3
Determine course alignment and (optional) bridge programs for seamless transitions and options to accelerate ABE and ASE:	<ul style="list-style-type: none"> Determine common or correlated assessments Evaluate and prioritize course sequences where alignment is needed Design pilot programs (as required or aligned sequences to accelerate student learning) Identify model programs Develop articulation agreements, templates, etc. 	<ul style="list-style-type: none"> Implement articulation determined in year 1 Revisit processes and revise 	<ul style="list-style-type: none"> Revisit, evaluate, and revise
Apprenticeships	<ul style="list-style-type: none"> Needs analyses for apprenticeships Determine potential occupational fields for viable high wage and high job potential rates for VC Identify model program based on industry/ sector specific pathways relevant to top industry sectors in the central coast region Design pilot programs aligned with top priority 	<ul style="list-style-type: none"> Pilot new program design and provide ongoing program refinement 	<ul style="list-style-type: none"> Evaluate current programs and determine needs for additional program design curriculum

	industry sectors		
Need analysis for ESL:	<ul style="list-style-type: none"> Evaluate and prioritize course sequences where alignment is possible Determine common or correlated assessments Create opportunities for joint staff development to align curricula Develop articulation agreements and systems 	<ul style="list-style-type: none"> Implement articulation agreements Revise as needed Provide ongoing joint staff development 	<ul style="list-style-type: none"> Revisit, evaluate, revise
Need analysis for CTE:	<ul style="list-style-type: none"> Evaluate and prioritize course sequence. Where alignment is possible Determine common or correlated assessments Develop industry/sector specific pathways for all careers in top industry sectors in the Central Coast region Provide opportunities for joint faculty development for alignment of curriculum content Develop formal articulation agreement processes and system 	<ul style="list-style-type: none"> Implement articulation agreements Revise as needed 	<ul style="list-style-type: none"> Revisit, evaluate, revise
Need analysis for AWD:	<ul style="list-style-type: none"> Determine programmatic needs based on VC qualifying adults Evaluate current programming Determine programs to address gaps in services Develop format for 'Life Plans' for AWDs 	<ul style="list-style-type: none"> Implement programs to address countywide needs Implement life plans for AWDs Revise as needed 	<ul style="list-style-type: none"> Revisit, evaluate, revise
	<ul style="list-style-type: none"> Familiarize with forthcoming WIOA as common guidelines to program integration 	<ul style="list-style-type: none"> Integration of WIOA performance measures 	<ul style="list-style-type: none"> Revisit, evaluate, revise

Transitional Services

VCAEC will integrate existing programs to create seamless transitions to ensure student success. Central to this endeavor is the coordinated use of common assessment and placement measures between adult schools and community colleges, as well as the development of a regional data warehouse to capture and track student progress across systems. Data collected would inform strategic planning, contribute to the consortium's value proposition, and help measure the success of the consortium's planned activities.

Table 3: Transitional Services

	Year 1	Year 2	Year 3
Develop a common set of assessment competencies	<ul style="list-style-type: none"> • Coordinate common assessment matrix • Design pilot program for common assessment 	<ul style="list-style-type: none"> • Evaluate pilot programs • Identify best practices • Report findings to determine county recommendations • Coordinate implementation of recommended findings 	<ul style="list-style-type: none"> • Evaluate program usage • Identify program gaps and make necessary adjustments • Continue monitoring program success rates
Develop pathways courses/programs that enable seamless transitions to accelerate student learning	<ul style="list-style-type: none"> • Evaluate and prioritize course sequence where transitional support is needed • Design pilot programs to meet transitional needs 	<ul style="list-style-type: none"> • Evaluate pilot programs • Identify model programs • Recommend changes as necessary • Coordinate roll out of best practices throughout county 	<ul style="list-style-type: none"> • Evaluate and prioritize additional course sequences where alignment as needed • Continue program evaluation
Develop pathways for all careers in top industry sectors in Ventura County	<ul style="list-style-type: none"> • Hire transition specialists at all sites • Integrate PD as a county • Design academic pathways • Involve industry and business partners in the development • Design pilot programs and support and evaluate 	<ul style="list-style-type: none"> • Incremental implementation of model programs • Design full implementation • Expand additional program models 	<ul style="list-style-type: none"> • Evaluate and prioritize additional articulated transition pathways • Coordinate additional articulated pathway courses/programs • Expand as needed
Ensure equitable services countywide by five geographic gap areas	<ul style="list-style-type: none"> • Conduct needs analysis for course / program offerings by sub-region • Develop action plan 	<ul style="list-style-type: none"> • Implement action plan based on needs analysis and leveraging delivery models that are not location specific 	<ul style="list-style-type: none"> • Evaluate and prioritize additional course offerings consistent with needs
Create a regional data and accountability system	<ul style="list-style-type: none"> • Define and propose parameters to be tracked • Support the design and pilot the implementation of data and accountability plan 	<ul style="list-style-type: none"> • Evaluate pilot • Present options for full implementation • Choose the best option • Design the rollout for full county implementation 	<ul style="list-style-type: none"> • Present full roll out and recommend roll out • Evaluate at quarterly intervals • Recommend adaptations

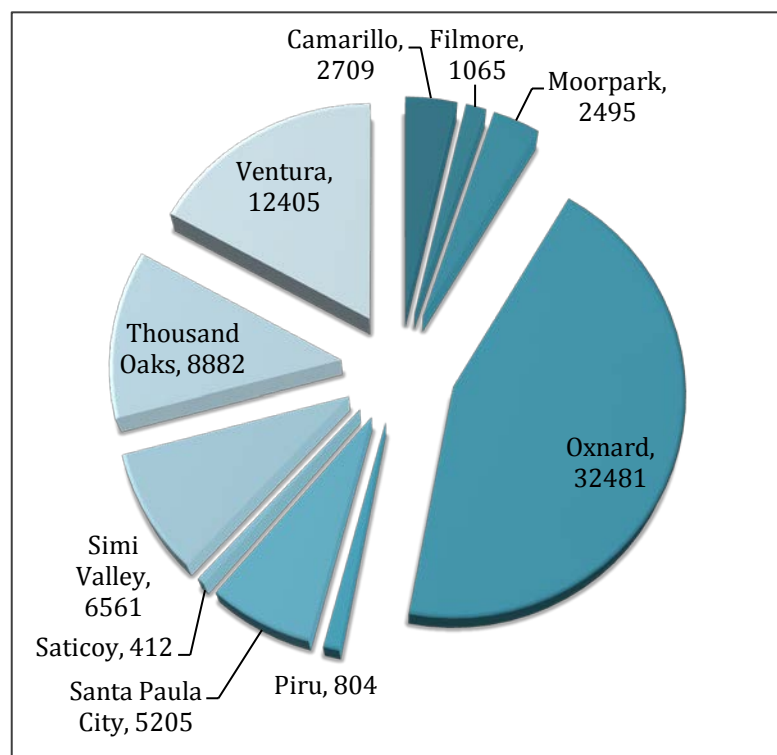
IV. Regional Overview

Demographics

Ventura County, while diverse, includes a relatively affluent population, compared to statewide data. The average household in California earns \$85,265, compared to an average household income of \$98,429 for Ventura County. The county's wealthiest

communities are Lake Sherwood, with a mean household income of \$272,888, Bell Canyon, with a mean income of \$247,888, and Santa Rosa Valley, with mean household income of \$214,406.¹ At the other extreme is Saticoy, with mean household income of \$42,951, and Piru, with mean household income of \$58,738. Following this pattern, Saticoy records the county's highest rate of poverty, at 40% of the population, and the next highest rate is in Santa Paula city, with a 17.3% poverty rate, followed by Oxnard with 16.5% and Fillmore with a 14.3% poverty rate. The

Figure #3: Poverty Levels by City



countywide poverty rate is 10.3%. For comparison purposes, data show poverty rates for the following Ventura County cities: Ventura (city) (11.4%), Moorpark (7.1%), Thousand Oaks (6.9%), Simi Valley (5.2%), and Camarillo (4.1%).²

¹ CA Dept. of Finance, American Community Survey 2008-2012, Income in 2012 inflation-adjusted dollars.

² CA Dept. of Finance American Community Survey 2013 for population 65,000+ & American Community Survey 2010-12 population 20,000

Ethnicity

The racial makeup of the county is diverse, with 48% of the population White (non-Hispanic), 40.3% Hispanic, 6.8% Asian and 1.6% Black. Other races make up small percentages of overall residents.

Educational Attainment

Countywide, only 19.8% of residents over age 25 hold bachelor's degrees; 82.7% of Ventura County residents have a high school diploma or equivalent.

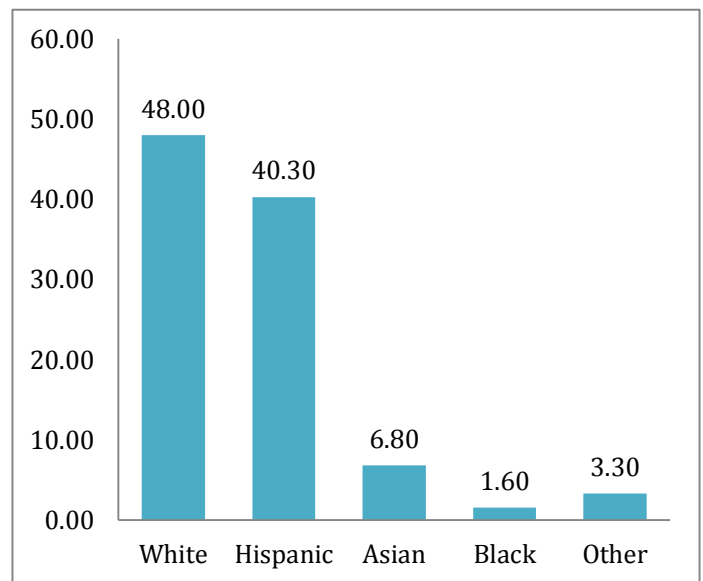
White, non-Hispanic, and Filipino, non-Hispanic, persons graduate with high school diplomas at a greater rate than other ethnicities. The places with the highest percent of adults with less than a 9th grade education are: Saticoy (32.6%); El Rio (31.3%); and Oxnard, Santa Paula City and Piru (23.7%, 23.6% and 23.2%, respectively). In Thousand Oaks, 29.3% of adults hold bachelor's degrees, followed by 25.6% in Moorpark, 22.1% in Simi Valley and 19.7% in Ventura city.³

Countywide, CAHSEE tests administered to sophomore, junior, and senior students show that the number of students deemed proficient in the math and language skills necessary to graduate from high school varies based on demographics. Economically disadvantaged and ESL students, for example, test as non-proficient more often than their economically advantaged counterparts.

Employment

In Ventura County, the unemployment rate was at a recent low as of May 2014, at 5.9%, compared to a rate of 7.1% for California during the same time.⁴ The places with the lowest unemployment rates are El Rio, 3.1%, Oak Park, 3.7%, Camarillo, 4.2%, and Thousand Oaks, 4.5%. The places with the highest unemployment are Piru, 10.6% and Santa Paula city, 10%.

Figure 2: Ethnicity



³ CA Dept. of Finance, 200812 American Community Survey Educational Attainment; CA Dept. of Finance 2013 American Community Survey, population 65,000+.

⁴ CA Employment Development Dept. Labor Market Information Div. June 2014.

The county's occupations with the fastest projected job growth, though typically lower paying, through 2020 are: home health aides (62.8% increase), loan officers (58.0% increase), glaziers (glass installers – 53.8% increase), personal care aides (52.1% increase), and electronic home entertainment equipment workers (50% increase).⁵ For the Oxnard-Thousand Oaks-Ventura Metropolitan Statistical Area, the industry with the highest percent change predicted by 2020 is in the Finance and Insurance area, specifically credit intermediation and related activities with a 47.2% bump in jobs. The clothing and clothing accessories stores' slice of the Retail Trade industry is expected to grow by 42.6%. Overall the Retail Trade sector is expected to add 8,300 jobs countywide, the second highest tally of any industry sector. Growth of 34.9% is expected in the Administrative and Support and Waste Management and Remediation Services industry in employment services. Private Educational Services, Health Care and Social Assistance are other sectors where significant growth is expected, at 30.5%. This sector is also expected to add the most total jobs in the county at an estimated 10,000 positions.⁶ The Leisure and Hospitality sector also ranks high among potential job sources, with an additional 8,000 jobs expected by 2020.

Countywide, occupations with the most total job openings, including new jobs and replacement needs through 2020 in the county are: Farmworkers and Laborers, Crop, Nursery and Greenhouse, followed by Retail Salespersons, Cashiers, Farmers, Ranchers and other Agricultural Managers, Combined Food Preparation and Serving Workers, including fast food, waiters and waitresses, Customer Service Representatives, Personal Care Aides and General Office Clerks.

As part of a five-year planning process for the California Career Pathways Trust grants, Ventura County Innovates and the Workforce Investment Board of Ventura County (WIBVC) identified three main workforce sectors: Manufacturing, Healthcare and a Clean/Green multi-sector. This coordinated effort produced 67 career pathways. Additionally, Oxnard Union High School District's Linked Learning \$6 million California Career Pathways Trust grant covers five school districts including four high schools, four middle schools, one elementary school and one community college. Its pathways are: Business and Information Technology; Culinary Careers Academy; Business Academy; Green Technology; and Health Science.⁷

⁵ Employment Development Department Labor Market Information

⁶ Industry Employment Projections Ventura Co. MSA, Employment Development Dept. Labor Market Information Div.

⁷ CA Dept. of Education Trust Partnership Overview, Web 10.30.14.

The VCAEC plans to leverage these resources, braiding funds to maximize student success.

Consortium Background

The members of the Ventura County Adult Education Consortium are the three community colleges in the Ventura County Community College District (VCCCD), Moorpark College, Oxnard College, Ventura College, Conejo Valley Adult School (CVUSD), Oxnard Adult School (OUHSD), Simi Valley Adult School and Career Institute (SVUSD), and Ventura Adult and Continuing Education (VUSD). The boundaries of the VCAEC are the boundaries of Ventura County and all partners provide services to county residents.

Member Profiles

Conejo Valley Unified School District

Founded in 1974, Conejo Valley Adult Education is an integral part of Conejo Valley Unified School District, which is governed by a five-member Board of Education and a Superintendent. There are two campuses to CVAE: Waverly and Horizon Hills. CVAE also serves the nearby communities of Agoura Hills, Oak Park, Camarillo and Moorpark.

CVUSD serves 21,000 students in K12 at 17 elementary schools, 5 middle schools, 3 comprehensive high schools, and 2 alternative high school programs. The district is located 35 miles northwest of Los Angeles. The population of the district area is 132,000. The district covers an area of 55.4 square miles.



The ethnic composition of the community is approximately 80% White, 17% Hispanic, 9% Asian, 1.3% African-American, 0.5 % American Indian or Native Hawaiian, and 5% Other. CVUSD has 2,200 English Language Learners, representing 10% of the district total student

population.⁸ As of 2013, 4,562 of these students, or 33.5% of the total number of enrolled students, qualified for free or reduced price meals.⁹ Other than English, Spanish is the most commonly spoken language in the community.

CVAE serves the entire district from the two main locations. The Waverly campus houses all programs with the exception of Parent Education, which is housed at the Horizon Hills campus. Catalogs with all pertinent information for all programs are mailed out to 100,000 homes twice a year and a smaller number (40,000) two additional times per year. The school conducts registration for all programs except ESL, ABE and ASE, Bridge and GED online but in-person counseling is recommended for vocational course placement.

The school has one full time administrator, one part-time administrator, and one part-time counselor/administrative coordinator. There are nine Program Coordinators working 30 to 40 hours a week depending on the program. The instructional staff consists of approximately 150 part-time employees, serving 4,868 students in 2013/14. Each department uses an independent calendar for classes. Some programs are offered year round, while others are on a semester schedule.

The age range of students in attendance is from 18 to 62+. The number of students served in 2013/2014 was 4,868 as opposed to the number served in 2008/2009 which was 7,025 representing a 31% reduction in service due to budget cuts that occurred due to the categorical flexibility decision made by the state. In response to the budget cuts, classes were scaled back, ESL classes went from 4 days per week to 2 days per week, United Cerebral Palsy became a partner rather than a funded program, course fees were implemented for the first time for ESL courses, and course enrollment levels were closely monitored.

Conejo Valley Adult School offers classes in 12 programs: Computer Career Training; Medical and Health & Safety; ESL/ABE/GED Prep; Bridge to College and Vocational Training; Community Service (general interest); Parent Education; Older Adult Enrichment, High School Diploma (Adult and Concurrent); SAT Preparation; United Cerebral Palsy (handicapped).

⁸ www.cvusd

⁹ www.kidsdata.org

The reasons for enrollment at CVAE are varied and include learning English, getting a HSE or high school diploma, short term career technical education (including certification), enhance job skills, community enrichment, parenting skills, and lifelong learning.

The ESL Program at Conejo Valley Adult Education has six levels of instruction from Entry to Advanced. Each year CVAE has increased learning gains and goal achievement. Due to budget cuts in the fall of 2010, ESL class time was decreased from 12 hours to 6 hours a week. Each class is three hours a day and the morning classes are duplicated in the evening. Registration fees were also implemented in order to supplement the program. Classes were also limited to one per level as the department lost four classrooms. Periodically, there are wait lists for classes and students are often referred to other adult schools if the class they need is closed. Classes that were previously a semester long are now yearlong.

For the past three years, CVAE has used a blended learning program called Burlington English for the curriculum in some of the Beginning and Intermediate ESL classes. These classes are an alternative to the traditional teacher taught classes. Students are with the instructor for half of the class time and then work on their own on a computer in the classroom/lab for the duration of the class. Students are also able to log on to any computer and continue working from home. This gives students with a restricted schedule more opportunity to learn English. Also, students are able to advance and work at their own pace. This also gives the students who want to come to school more than twice a week the opportunity to come four days a week. Some of these students are enrolled in two different levels at the same time.

Oxnard Adult School

Oxnard Adult School has been serving the educational needs of the adults of the Oxnard, Port Hueneme, and Camarillo areas since 1937 as a part of the Oxnard Union High School District. The school has a long tradition of excellent programming that provides opportunities to learn at every stage of adult life. Classes are offered in the areas of Career Technical Education, Elementary Basic Skills, English as a Second Language, U.S. Citizenship, High School Subjects, and Programs for Adults with Disabilities with the purpose of building a strong community, a skilled workforce, and successful schools. Instruction is designed for the unique needs of the adult learner, provided in a competency-based format, individualized, self-paced, with a life-skills focus and convenient scheduling.

Of the three cities contained within the boundaries of the Oxnard Union High School District, the city of Oxnard is the largest both in area and population. The total number of residents in Oxnard is more than twice that of Camarillo and Port Hueneme combined. Although the median income is less than Camarillo but more than Port Hueneme, half of the welfare payments in all of Ventura County are made to Oxnard residents, indicating a large population of economically disadvantaged.

The California financial crisis created a dramatically new landscape for Adult Education programs across the state by redefining the funding generated and distributed in the budget act of 2009. Formerly revenue-generating programs based on average daily attendance Adult Education programs abruptly became categorical block grants. Funding allocations were rolled back were rolled back to 2007 levels, reduced by an additional 20% and then capped at that amount through 2012/2013 school year. School districts were given full flexibility in allocating funds that were previously restricted to Adult Education programs only.

There is a strong commitment to collaboration and positive rapport among the staff, students and community fostered by the continuous improvement measures implemented in the Western Association of Schools and Colleges (WASC) accreditation. In 2013, Oxnard Adult School was granted a six-year clear accreditation by WASC. The WASC visiting team found that “In spite of the reduced budget, staff members efficiently used the rich variety of resources, including online data and training to stay up-to-date in their fields, thus maintaining the highest levels of relevance to meet the educational needs of the community.” Total unduplicated enrollment for the 2013/2014 fiscal year was 6,440 students who attended classes in ABE/ASE, ESL/Citizenship, and Adults with Disabilities (ADW) classes and Career Technical Education programs.

“In spite of the reduced budget, staff members [at Oxnard Adult School] efficiently used the rich variety of resources, including online data and training to stay up-to-date in their fields, thus maintaining the highest level of relevance to met the educational needs of the community.”

–2013 WASC Accreditation Report

Oxnard Adult School is governed by the Oxnard Union High School District board of trustees, superintendent and site principal. School administration has been significantly

reduced, as budget constraints have required reorganization. The program coordinator positions for the CTE and ESL were eliminated and the duties reassigned to the principal and the assistant principal. In March 2012, the District Administration reassigned the OAS Assistant Principal and eliminated the position.

The school now operates with one administrator, 21 classified staff and 53 certificated staff. Twelve of the 52 part time certificated staff members have permanent status. The remaining certificated staff are considered part- time/ temporary, in spite of the fact that they have been employed at the school for many years.

Courses offered at Oxnard Adult School include High School Diploma, High School Equivalency, High School Equivalency prep in English and Spanish, CAHSEE Prep, Concurrent High School. It also offers an Independent Study and the Migrant Education program. OAS' ABE Program includes one to one tutoring in partnership with the Camarillo Public Library. Classes in Basic Reading, Writing, Spelling, and Math are offered on the main campus.

ESL Classes are sequenced (from Pre-Literate to Advanced) and students are encouraged to move between levels and programs (ESL to ABE to HSE or HSD and on to college or postsecondary training.) Each one of the local Adult Schools are unique in the way they assess and transition students from level to level.

OAS Adults with Disabilities Program includes a Partnership with The ARC of Ventura County, in Camarillo and Oxnard. These courses focus on Life Skills and Functional Academics, Job Preparation Skills and Production Occupation Work Skills. It also has a Partnership with Ballard and VSS Oxnard, Port Hueneme that focuses on Life Skills and Functional Academics, with Job Preparation Skills. These students also receive Computer Exploration for Disabled Adults (with a functional training in the use of computers.)

The Career Technical Education program has a wide variety of training including courses under CTE Heading such as Medical & Dental, Business & Computer Technology, Social and new media Technology, Automotive Service, Manufacturing, Welding and Upholstery and Transportation Technologies.

Simi Valley Adult School & Career Institute

Incorporated in 1969, the City of Simi Valley has a population of 126,414; it is the third largest city in Ventura County. Simi Valley occupies 42 square miles in Southeast Ventura County, 37 miles northwest of Los Angeles and adjacent to the northwestern perimeter of the San Fernando Valley. City population grew 11% between 2000 and 2011. Average family income is \$91,658; 7.4% live below the poverty level. The unemployment rate is 8.6%. Management and office/administrative support occupations make up 40% of the city's workforce. Thirty-two percent of the population are college graduates or hold professional degrees. Only 8.5% of the populations are not high school graduates. The median age in Simi Valley is 37.5 years. The K-12 age range from five to 19 years makes up 11% of the population while 8.5% falls between 45 and 49 years of age. The largest concentration of population is in the 16 and over age range.

The City of Simi Valley's ethnicity is comprised of 75% White, 23% Hispanic, 9% Asian, 9% Other, and 1% Black. SVASCI serves 54% White, 28% Hispanic, 7% Asian, 3% Unspecified, 2% Filipino, 1% Black, 1% American Indian, and 1% Other students. Sixteen world languages are represented. SVASCI has 21% fewer White students enrolled than the city's population while the school's Hispanic enrollment is five percent higher than the city's population. The Greater Los Angeles area and Ventura County report increases in Hispanic, Asian, and Black populations and decreases in the White population. The same trends exist in the Simi Valley area although to a much lesser degree.

Simi Valley Adult School and Career Institute (SVASCI) is located near the center of a ten-mile long valley in Simi Valley, California. SVASCI has a main campus where most classes are held; classes are held at 16 satellite locations as well. The school operates a six-day-a-week schedule on a year-round basis. SVASCI offers one of the most comprehensive career institutes in California. Students can take advantage of training programs usually found only at community colleges and private career-training schools at much higher costs.

More female students (53%) than male students (47%) are enrolled at SVASCI. This has been the case since at least 2009/10. The number of economically disadvantaged students has decreased from 633 in 2008/09 to 543 in 2011/12. In addition to these numbers 372 students have self-declared as disabled. Twice as many females fall into these categories than males. Learning data results show all state-established performance core indicators for Carl Perkins Special Populations were exceeded from 2008 to 2011, excluding Migrant and

Displaced Homemakers. SVASCI has received funding from the Carl Perkins Vocational Education Grant in the past, but the school currently receives no Perkins funding.

Simi Valley Adult School has 94 certificated teachers, 17 full time and 77 part-time. The teaching staff represents varied backgrounds, experience, and teaching styles that complement student needs. One principal and three assistant principals make up the administrative team. The counseling staff consists of two full time counselors and three full time counseling clerks.

Simi Valley Adult School & Career Institute has the following list of career technical education opportunities: physical therapy aide, medical assistant, pharmacy technician, dental assistant, dental technologist, emergency medical technician, medical insurance billing clerk, surgical technologist, respiratory therapist, phlebotomist, home health aide, nurse assistant, electrocardiography technician, cosmetologist, esthetician, manicurist, machinist, welder, upholsterer, real estate agent/broker, notary public, computer graphics, business and computer technology,

In addition, the school maintains classes in high school diploma, GED preparation, CAHSEE preparation, adult basic skills, English as a Second Language, and Citizenship. Opportunities also exist for students to learn English at home through online or DVD resources provided.

In 2012, 82% of ESL/Citizenship students completed or progressed within a level or advanced to a higher level. 68% gained computer or technical skills and 72% reported having met personal or family goals. Average gain on reading test scores has remained consistent at 6.14 between 2008 and 2012. Average gain on listening test scores has been slightly lower at 5.90%.

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Ventura Adult and Continuing Education

Ventura Adult and Continuing Education (VACE) was established as part of the Ventura Unified School District (VUSD) in September of 1968 for the purpose of offering educational opportunities to adults of the Ventura community. VACE provides a wide variety of comprehensive programs that meet the needs of its student population and community. For the purposes of AB86 its program areas include: Adult Basic Education (ABE), Adult Secondary Education (ASE, High School/GED™), English as a Second Language/Citizenship (ESL), Adults with Disabilities, and Career Technical Education (CTE).

VACE is accredited by the International Council on Occupational Education (COE) for its Career Technical Education (CTE) programs, and must ensure 60% of its students complete their programs and 70% of its students must be placed in occupations for which they are trained. All other programs at VACE are accredited by WASC. In 2013 VACE was granted a six-year clear accreditation by both COE and WASC, with no reports of findings, and two commendations for both its relationship with the community and strategic planning. VACE is the only Ventura County Adult Education program providing financial aid. Total unduplicated enrollment for the 2013-14 fiscal year was 4526 students who attended classes at 18 sites throughout VUSD. VACE does not charge fees for ABE/ASE, ESL/Citizenship, or Adults with Disabilities (ADW) classes.

Adult Basic Education includes tutoring, on line instructional programs, basic skills development, and individual instruction, with the goal of progressing into the GED™ Preparation. In addition, VACE offers the Workforce Development Academy, a joint venture with Ventura County Job and Career Centers, which offers free adult basic numeracy, literacy, and computer skills in both book and computer-based formats. Basic math, keyboarding, and computer applications are the focus of the program, with an emphasis on the Microsoft Office Suite. This program helps job seekers improve existing skills or learn new ones. Successful graduates of the Workforce Development Academy are eligible for scholarships to attend the Career Technical Education programs at VACE.

VACE's Adult Secondary Education program consists preparation for high school diploma (HSD), and high school equivalency examinations. The high school curriculum is aligned with the comprehensive high schools in Ventura Unified School District (VUSD) following the California Common Core State Standards (CCSS). VACE's HSD program is a competency-

based program where student learning is assessed with content-specific tests and assignments. If competencies are not met, students are given remediation plans and required to retest to demonstrate competencies. High school equivalency classes prepare students for both GED™ and Hi-SET (the two high school equivalency examinations currently recognized by the California Department of Education (CDE)). In February 2013, VACE became the first GED™ Test Center in California to offer Computer Based Testing (CBT). Students complete online test preparation tutorials, practice exercises (including keyboarding) and are guided through the online registration process.

English as a Second Language (ESL): Student placement in Beginning, Intermediate, or Advanced classes is determined by Comprehensive Adult Student Assessment System (CASAS) scores and oral evaluations administered by instructors. Through the use of the Step Forward chapter tests, English Literacy and Civics assessments, and periodic CASAS tests, students' progress is monitored to ensure mastery in completing ESL levels. In order to advance, students must demonstrate reading, writing, and oral competencies. Through informal observations, small group and paired work, instructors continuously evaluate the progress made by the students. Upon completion of the advanced level, students are guided toward one of several paths including: employment, GED™/HSD programs, technical/vocational school, or other postsecondary educational options.

Adults with Disabilities: In cooperation with The Arc of Ventura County, VACE provides programs for individuals with intellectual and developmental disabilities. Students who enroll in this program are given training opportunities in life skills, community access skills and employment readiness training. Social skills training, literacy training opportunities, and role modeling give participants tools to succeed in various life and workplace environments

Career Technical Education: VACE's CTE program has expanded to offer a variety of fulltime CTE programs structured to provide rigorous, high quality, comprehensive training aligned to industry standards and consistent with high-demand occupations as determined by local and state annual labor market studies. There are currently 33 occupational certificate programs offered in the areas of Computer-Aided Drafting and Design, Computer Systems Technology, Digital Multimedia Technology, Medical, Accounting, Business, and Computer Applications and Graphics. All CTE courses have been planned and developed to address the specific needs of a unique and diverse local population with differing educational levels and cultural backgrounds. Technology is integrated throughout all

programs and utilized in the instructional delivery of the curricula, including computer-based instruction. Industry-standard certification tests are offered that provide students with additional credentials required to secure high-skill, high-wage jobs. Prior to graduating students are required to participate in a series of five Job Search Workshops offered through the Job Placement Center, and participate in videotaped “mock” interview sessions to maximize the benefits of the workshops and prepare them for placement.

Although VACE does not currently offer apprenticeships, its WIA youth employment program provides work experience, and many of the CTE program areas include externships. The Workforce Investment Board of Ventura County (WIBVC) has approached VACE to explore the possibility of developing registered apprenticeships in alignment with the upcoming Workforce Innovation and Opportunity Act (WIOA).

Ventura County Community College District

The Ventura County Community College District (VCCCD) is a public community college district serving residents throughout Ventura County. VCCCD’s three colleges — Moorpark College, Oxnard College, and Ventura College — offer programs for transfer to four-year colleges and universities; occupational and career technical training; basic skills instruction; as well as community service, economic development, and continuing education for cultural growth, life enrichment, and skills improvement. Each of the colleges provides a wide range of programs and services to students, as well as focusing on its own specialty areas. As of Fall 2013, VCCCD served 31,995 students. The colleges are accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

The VCCCD with approximately 1,577 employees is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges. The primary mission of the VCCCD is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. As noted in the tables below, the VCCCD recently awarded 2,790 associate degrees and 1,559 certificates. In 2011-2012, the VCCCD had 443 students transfer to the University of California system as well as 1,778 transfers to the California State University system. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission.

The VCCCD works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. English as a Second Language instruction, developmental, Adult Education, and supplemental learning services that contribute to student success are offered and operated to meet the community needs. Additionally, workforce and economic development activities and services have been offered based on community demand and available resources. The District also improves the quality of community life by offering not-for-credit, recreational, vocational, cultural, and civic programming.

All VCCCD programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

STUDENT ENROLLMENT Approximately 31,995 Students District-Wide (Unduplicated Count - Fall 2013)		
Moorpark College	14,254 Students	
Oxnard College	6,961 Students	
Ventura College	12,979 Students	
Student Age District-Wide Fall 2013		
	Number	Percentage
< 18	1,647	5.1
18-19	9,785	30.6
20-21	6,801	21.3
22-24	4,911	15.3
25-29	3,543	11.1
30-34	1,731	5.4
35-39	1,038	3.2
40-49	1,469	4.6
50-64	958	3.0
65+	112	0.4
Average Age: 24.1 years		

DEGREES AND CERTIFICATES AWARDED BY COLLEGE 2012/13				
	Moorpark	Oxnard	Ventura	VCCCD
Associate Degrees	1,143	538	1,109	2,790
Certificates	720	282	557	1,559
Source: VCCCD Institutional Research				
TRANSFER DATA 2011/12				
College	UC Transfer	CSU Transfer		
Moorpark	298	918		
Oxnard	24	235		
Ventura	121	625		
VCCCD Total	443	1,778		
Source: VCCCD Institutional Research				

STUDENT ETHNICITY District-wide Fall 2013		
	Number	Percentage
Asian	2,117	6.6
African American/ Black	783	2.4
Hispanic	15,109	47.2
American Indian/ Alaskan	110	0.4
Pacific Islander	87	0.3
Two or More Races	1,228	3.8
White	12,308	38.5
Unreported	253	0.8

V. Planning and Stakeholder Engagement

VCAEC Leadership

The leadership team of the VCAEC consists of members representing Adult Education programs in K12 school districts and in community colleges. These include:

- Michele Arso, Simi Valley Adult School and Career Institute
- Diana Batista, Oxnard Adult School
- Loredana Carson, Conejo Valley Adult Education (co-director)
- Carmen Guerrero, Oxnard Community College
- Tim Harrison, Ventura Community College (co-director)
- Teresa Johnson, Ventura Adult and Continuing Education
- Mike Sanders, Conejo Valley Adult Education
- Julius Sokenu, Moorpark College

The consortium has adopted the following principles for group work:

- Promote shared leadership and decision making
- Use consensus decision making practices
- Leave special interests at the door
- Maintain a regional focus of problem solving
- Focus on the best outcomes for the students of the county
- Keep things as simple as possible
- Reflect the diversity of Ventura County
- Provide equitable funding
- Provide a venue that supports Ventura County to reflect and reorganize
- Provide flexibility throughout for regional planning to evolve and develop

Meetings have been held at multiple sites throughout the year to allow members to familiarize themselves with different Adult Education programs in the county. Members continue to meet regularly to develop tasks and provide deliverables in accordance with timelines.

Members of the leadership team additionally report details of the planning process as needed to their superintendents, college presidents, chancellor and boards of trustees. VCAEC has also set up a dedicated website (<http://venturacountyadulthood.com/>) and email address, as well as a shared document management system.

Stakeholder Outreach

Town Hall Meetings

In August 2014 students, stakeholders, partners, faculty and staff and the community at large were engaged in the planning process through local town hall meetings hosted by the seven participating schools, as well as through outreach to underrepresented areas of Ventura County. The meetings were held at Ventura Adult and Continuing Education, Ventura College-Santa Paula, Ventura College Community Foundation, Moorpark College and Oxnard College. The objectives of these meetings were to assess needs and gaps, strengths and weaknesses, and opportunities and barriers in Adult Education provision. Participants included partners and stakeholders representing Ventura County area institutions and organizations and interested community members.

Town Hall meetings took the form of facilitated open-discussions. Notes were compiled and analyzed using an exploratory applied thematic approach. A summary of findings may be found in Appendix A.

Surveys

Surveys were used to collect data from various stakeholders including administrators, faculty, and classified staff from participating member organizations. In addition, students were also surveyed to obtain their points of view regarding current AB86 Adult Education services and delivery modalities, as well as innovations for which they would appreciate for future consideration. For the Faculty / Staff survey, 260 surveys were completed. Students completed a total of 2471 surveys. Findings for both the Faculty / Staff survey and Student surveys may be found in Appendix A.

Faculty Working Group Meetings

Faculty working groups were convened together in mid-November. Activities included crosswalks of educational courses and programs that make up pathways, as well as identification of strategies to address Objectives 3 and 5. The crosswalks were used to establish common ground during faculty and administration working group sessions, and together with the work plan templates provided by the AB86 working group, help lay the groundwork for effective collaboration between consortium institutions moving forward. A synthesis of findings from these meetings may be found in Tables 3 and 5 in Appendix A.

Key Informant Interviews

In order to develop a deeper understanding of the Ventura Education Consortium's (VCAEC) perspectives on the key components necessary to expand and improve the current system of programs and services for adult learners offered within the region, VCAEC conducted interviews with 11 key informants within VCAEC leadership as well as with partners important to VCAEC. Interviewees include business CEOs, county government officials and community college and California State University administrators, as well as the executive director of the county Workforce Investment Board and the director of the Career Education Center at the county office of education. The goal was to obtain the viewpoints about the current K-12, Adult Education, and community college district systems, and to understand stakeholders' various priorities, perspectives, and potential approaches to AB86 work.

Key informant interviews included 45 required questions, depending on time availability of the interviewee and their knowledge base, and 5 additional questions that could be answered if time permitted. During each phone interview, notes were taken and saved individually for each interview. All interview notes were then compiled and analyzed using an exploratory applied thematic approach. Protocols and summaries of findings may be found in the Appendix.

VI. Regional Plan Objectives

Objective I: An Evaluation of Current Levels and Types of Adult Education Programs within the Region

The state's budget predicament has slashed class offerings almost across the board in the major program areas defined in this plan-to-date to the state, based on enrollment data from 2008-09 to 2012-13. The resulting hardships shared by all member Adult Education programs -- and to some extent the community colleges -- is expressed in Simi Valley Adult School and Career Institute's (SVASCI) 2013 WASC self-study visiting committee report:

*SVUSD [Simi Valley Unified School District] swept \$5 million of SVASCI funding over the three years from 2010 - 2013. The fiscal stability of SVASCI thus far has enabled SVUSD to address some of its K-12 budget shortfalls. As a result, however, SVASCI has been limited in its ability to make any material changes to existing programs, and this will limit SVASCI's ability to implement any future costly new programs [that] could otherwise help their position in the marketplace. ("WASC Self-Study Visiting Committee Report: Simi Valley Adult School and Career Institute."*¹⁰

As a result of such shortfalls, many Adult Education programs turned to evaluating cost-saving, revenue-generating options across all programs and departments to minimize the impact of decreased funding. Despite the budget realities, member Adult Education programs and community colleges continue to offer valuable opportunities to the communities they serve.

Program #1: Elementary & Secondary Basic Skills

Ventura County's adult schools and community colleges provide a broad range of services for adult students needing elementary and secondary skills in mathematics, reading and writing. These skills are required to propel adults to the next level of success, whether in employment or through further postsecondary coursework.

Ventura College has a Basic Skills Committee that provides basic skills workshops as well as communicates basic skills course plans to students.¹¹ The Basic Skills Committee also

¹⁰ Apr. 2013, WASC Postsecondary Criterion 8: Resource Management).

¹¹ Ventura College Mid-Term Report Oct. 2013, Pg. 9

collaborates with faculty from the Math, English, and ESL departments to ensure that the disciplines' respective requests are met.¹²

Currently, basic skills initiatives lack an oversight committee.¹³ As a result, Ventura College recently developed a Basic Skills Committee designed to enhance faculty awareness of basic skill students' needs and share resources that promote positive student outcomes in the acquisition of basic skills.¹⁴ The satisfaction rate for this committee currently registers at 75.8%.¹⁵ Moving forward, Ventura College is in the processes of improving evaluation standards for basic skills and developmental education programs.

Oxnard College utilizes many venues to enhance the quality of basic skills instruction and developmental education. Through the support of the Student Services Leadership Team, Oxnard College has continuously evaluated student-learning outcomes (SLO) in order to enhance its services.¹⁶ Since 2010, the Learning Outcomes Team (LOT) has functioned as a participatory governance committee,¹⁷ thus helping to foster greater alignment across educational curriculum. Continuous assessment regarding the efficacy of the ESL, English, and math departments has remained a core object of Oxnard College's focus; in fact, a transitional math program was recently developed to prepare students for college-level math.¹⁸

Currently, students can receive online support in such disciplines as Math, English, and History¹⁹ as part of a broader effort to address educational gaps. Through evaluation of English, math, and reading placements, Oxnard College has endeavored to develop programs that meld classroom learning with technological support in order to improve student educational planning.²⁰ Additionally, the Program Effectiveness and Planning Committee have focused attention on enhancing instructional programs.²¹

¹² Ventura College Mid-Term Report Oct. 2013, Pg. 22.

¹³ Ventura College Mid-Term Report Oct. 2013, Pg. 19.

¹⁴ Ventura College Mid-Term Report Oct. 2013, Pg. 21.

¹⁵ Ventura College Mid-Term Report Oct. 2013, Pg. 20.

¹⁶ Oxnard College Mid-Term Report Oct. 2013, Pg. 5.

¹⁷ Oxnard College Mid-Term Report Oct. 2013, Pg. 9.

¹⁸ Oxnard College Mid-Term Report Oct. 2013, Pg. 29.

¹⁹ (Oxnard College Mid-Term Report Oct. 2013, Pg. 23.

²⁰ Oxnard College Mid-Term Report Oct. 2013, Pg. 47.

²¹ Oxnard College Mid-Term Report Oct. 2013, Pg. 17.

Moorpark College has set an intention to improve SLOs within its course programming.²² Student learning programs and services are a cornerstone of Moorpark's mission, and as such, the status of programs is continuously evaluated.²³ Since 2011, Moorpark staff has sought to better define student outcomes from entry into school towards course completion, with particular emphasis on fostering progress in English and Mathematics.²⁴

The English Department of Moorpark College, for example, has improved its coursework by aligning curriculum and improving transitional programs in order to decrease course repetition and provide review of basic skills.²⁵ Currently, the English Department primarily relies on self-placement exams in order to connect students to an appropriate level of study. The Mathematics Department has endeavored to improve its placement.²⁶ The Department will explore evaluation options moving forward.

In order to improve the efficacy of its basic skills and developmental courses, Moorpark has developed a plan that offers SLO workshops to faculty and adjustments to the assessment process in order to better serve student needs.²⁷ Identifying core competencies is a crucial aspect of this plan.²⁸ Groups such as the Student Services Council and Learning Communities Committee will offer ongoing recommendations regarding basic skills and developmental education.²⁹

Simi Valley's Adult Basic Education (ABE) programs offer a number of instructional opportunities.³⁰ ABE courses address basic math, language arts, and reading skills, and can be accessed online via a Learning 100 Reading program.³¹ In addition, the school offers non-credit Adult Literacy classes for anyone who needs to learn or improve reading skills. Students work one-on-one with volunteer tutors in this program, which runs in partnership with the Ventura County Library's Adult Reading Program at the Simi Valley Library.

²² Moorpark College Mid-Term Report Oct. 2013, Pg. 2.

²³ Moorpark College Mid-Term Report Oct. 2013, Pg. 7.

²⁴ Moorpark College Mid-Term Report Oct 2013, Pg. 51.

²⁵ Moorpark College Mid-Term Report Oct. 2013, Pg. 11.

²⁶ Moorpark College Mid-Term Report Oct. 2013, Pg. 12.

²⁷ (Moorpark College Mid-Term Report Oct. 2013, Pg. 9.

²⁸ Moorpark College Mid-Term Report Oct. 2013, Pg. 49.

²⁹ Moorpark College Mid-Term Report Oct. 2013, Pg. 62.

³⁰ Simi Valley Adult School and Career Institute Self-Study April 2013, Pg. 20.

³¹ Simi Valley Self-Study, Pg. 22.

Adult students can also enroll in occupational programs that integrate technical training with basic skills.³²

In addition to ABE programs, Simi Valley provides Adult Secondary Education (ASE) consisting of High School Diploma and High School Equivalency program.³³ A High School Diploma/High School Equivalency program expands on basic skills courses to offer a challenging curriculum that engages both adult and high school students.³⁴

Faculty regularly analyzes data to ensure that the programs are meeting student needs.³⁵ Analysis of the efficacy of High School Diploma and High School Equivalency programs is especially essential in light of a 2012 Simi Valley Adult School & Career Institute (SVASCI) study that determined that 80% of employers surveyed valued academic certification.³⁶

Conejo Valley Adult Education (CVAE) in Thousand Oaks offers courses in Adult Basic Education and GED™ preparation, as well as high school diploma completion.³⁷

The ABE program at CVAE includes Basic Math Skills and Functional Writing classes. These classes are taught by a credentialed instructor with semester long curriculum. In addition, there is a Literacy Center that provides one-on-one tutoring to students, who need help with reading, writing and math. Approximately 100 trained volunteers in the community meet with a student once a week for two hours to assist in learning. This tutoring service is offered to all students and members of the community who may need help, including ESL, HSE and Transition students. The Literacy Center has recently obtained the Barton program for students with special reading needs such as dyslexia. Patterns in Spelling is also used for students who need help with spelling.

³² Simi Valley Self-Study, Pg. 2.

³³ Simi Valley Self-Study, Pg. 28.

³⁴ Simi Valley Self-Study, Pg. 21.

³⁵ Simi Valley Self-Study, Pg. 28.

³⁶ Simi Valley Self-Study, Pg. 3.

³⁷ WASC Self-Study Report April 2012, p. 15.

The Adult Secondary Education program consists of HSE Prep, High School Diploma and Bridge (Transition) classes. CVAE offers semester long classes in all five subjects of the HSE. Classes in HSE Math, Writing, Reading, Social Studies and Science are offered both morning and evening. The curriculum was developed and updated to prepare students for the new HSE tests. These classes are filled with both ESL and native speakers. Both the HiSET and GED tests are offered in the testing center.

With the success of the HSE Prep classes, it became apparent that there is a need for transition classes to help students enhance the skills necessary for vocational programs and community college. Bridge (or Transition) classes are offered in writing, critical reading and pre-algebra. These classes are filled with ESL and non-ESL students who need more practice in such skills as note taking, reading interpretation, writing a research paper, computer skills, basic study skills and pre-algebra. These students have goals of going to college or vocational programs. Many of the students attending classes have been out of the workforce for many years and some are being retrained for a different career. The curriculum was developed in cooperation with course outlines received from Moorpark College, and a partnership with the college exists.

Oxnard Adult School offers non-credit Adult Basic Education instruction in basic reading, writing, spelling and math at the student's own skill level. Students may enroll in the class at any time. The school also offers non-credit Adult Literacy classes for anyone who needs to learn or improve reading skills. Students work one-on-one with volunteer tutors in this program, which runs in partnership with the Ventura County Library's Adult Reading Program at the Camarillo Library. The school offers an Adult High School Diploma Program with computer assisted instruction and an Adult Learning Center that provides individualized instruction for students seeking a diploma. Students also may complete their General Educational Development classes and take either the GED™ exam or the HiSET™ test at the school. Additionally, the school's Migrant Program is offered for students age 18-22 whose family members work in agriculture, fishing or the transport or preparation of agricultural products. Students must have made a work-related move within three years to qualify. This program, which provides students financial assistance for educational

materials, textbooks and fees, also ties into the school's ESL, GED, diploma and vocational classes.³⁸

Ventura Adult and Continuing Education offers programs to assist community members with basic adult skills to improve literacy and math skills, General Educational Development (GED™) classes to earn an equivalency certificate, and to earn high school diplomas by completion of state course requirements and successful passage of California High School Exit Exams (CAHSEE). All programs are offered to the community to help prepare learners with academic and technological skills needed for today's workforce and college readiness. VACE offers lab, lecture, independent studies and online courses to assist students in meeting their goals. GED™ classes are offered in both English and Spanish.³⁹

Program #2: Classes for Immigrants (ESL, Citizenship)

All four member adult schools and three community colleges enroll English language learners, but the numbers served fell sharply between the 2007-08 school year and 2013-14 due to fewer classes stemming from deep budget cuts (See ESL Enrollment Table 2 later in this section). Currently, there are no publicly funded programs for adults to learn English in the high-need Santa Paula, Fillmore, Ojai, and Piru corridor area.

Conejo Valley Adult School enrolls ESL students in its GED certificate and citizenship preparation programs. Increased space and funding are needed to support more ESL classes and meet demands in the community.⁴⁰ Classes are currently offered morning and evenings in six levels of instruction with additional electives offered in the afternoon. In addition, CVAS uses a hybrid program in which combines fact to face instruction with access to online interactive activities through Burlington English. This innovative feature allows students with limited time to make significant progress working either on their home computer or coming in and working in the computer lab. A brick and mortar class complements the computerized instruction. Students who complete the ESL series are moved into courses for the high school equivalency test, if necessary, or into the Bridge Program if they are considering attending college or are ready for a vocational program or the workplace.

³⁸ Oxnard Adult School, Web site, 10.29.14.

³⁹ VACE "WASC Postsecondary Supplement to the COE/WASC Self-Study Report" Aug. 2013, p. 13.

⁴⁰ WASC Self-Study Report Conejo Valley Adult School, April 2012 p. 136.

Oxnard Adult School offers a strong ESL program that is deeply intertwined with Oxnard College's FLS International Program. Through Oxnard's beginner, intermediate, and advanced ESL programs, adult ESL learners can access critical linguistic, conversational, and literacy skills. Oxnard ESL provides both day and evening classes. For those students who have achieved proficiency as high intermediate ESL learners, it is possible to enroll in a non-credit citizenship course.

Ventura Adult and Continuing Education offers ESL classes that are designed to help students improve reading, writing and verbal English skills. Classes incorporate English literacy and civics education curricula. Additionally, students may receive instruction to prepare them for the U.S. Naturalization Test. All ESL classes offer a blend of traditional teacher-led instruction and computer-based learning to ensure students are not only prepared to reach academic, community and career goals, but also acquire technological skills for the 21st Century.⁴¹

Simi Adult School and Career Institute offers several levels of ESL instruction for students in classes held at night and during the day. Classes develop students' ability to listen, understand and communicate in English in progressive levels. The school offers an ESL transitional course to prepare students for employment, advanced education, further writing skills, accent reduction, history, American culture and conversation.⁴² In addition, the school offers non-credit Adult Literacy classes for anyone who needs to learn or improve reading skills. Students work one-on-one with volunteer tutors in this program, which runs in partnership with the Ventura County Library's Adult Reading Program at the Simi Valley Library.

Oxnard College offers a variety of ESL courses in different levels in grammar and writing, conversation, oral and listening skills, vocabulary development and reading. Many courses are offered as self-paced. The College's 2013-19 Educational Master Plan outlines a goal to increase the timely student completion of degrees, certificates and transfers by "partnering more effectively and more broadly with Adult Education to provide learning opportunities in ESL, English and math and create a clear connection and bridge credit programs."⁴³

⁴¹ WASC Postsecondary Supplement to the COE/WASC Self-Study Report, p. 14.

⁴² Simi Valley Adult School and Career Institute Class Index, Web, 10.29.14.

⁴³ Oxnard College EMP 2013-29, p. 17.

Moorpark College has an English as a Second Language Department that offers a language lab and tutoring services for students, as well as evening classes.⁴⁴

Ventura College has English for Multilingual Students classes that meet at Ventura College, Santa Paula, and at the Ventura English Learning Center. Course titles include Advanced Oral Communication, Intermediate Reading & Vocabulary, Advanced Reading & Vocabulary, Intermediate Writing and Grammar, Advanced Writing & Grammar, and Academic Writing & Grammar II.⁴⁵

Program #3: Short-Term CTE

CTE programs are an important link for adult students to bridge learning to a productive life of steady employment. The Simi Valley Adult School & Career Institute conducted surveys of students who had completed CTE programs to determine program effectiveness. The surveys revealed high full-time employment success rates in two fields: Surgical Technology and Dental Technology.

Ventura Adult and Continuing Education's (VACE) CTE Program provides individualized postsecondary learning opportunities to a number of students through its open-entry, open-exit and competency-based curriculum. VACE CTE programs connect with numerous agencies to benefit students, through Workforce Investment Act contracts, Ventura County Workforce Investment Board committees and contracts, CalWorks and Veterans affairs, among others. Advisory boards and the school's strong Student Support and Career Center provide valuable feedback to programs at VACE, which include medical front and back office work, accounting, business, computer systems technology, pharmacy technician and digital multimedia programs.

Adult learners gain valuable knowledge regarding employability, technology, and vocational-specific skills in the context of Ventura Adult and Continuing Education's integrative workshops and externships. In response to its strong educational service, America 2000 has recognized Ventura Adult and Continuing Education as 1 of the 11 most outstanding adult training programs in the country. VACE also is accredited by the Council on Occupational Education and the Western Association of Schools and College, and is one of a select group

⁴⁴ Moorpark College Web site, 10.29.14.

⁴⁵ Schedule of Classes, Spring 2015.

of Adult Education schools to provide federal Pell Grants and financial aid for Career and Technical Education. CTE success is measured by program completion and job placement.

Ventura County is also distinguished by its Ventura County Designated Subjects Program (DSC), which aims to provide teaching and service opportunities within CTE courses. DSC helps to ensure the professional expertise of Ventura County's CTE teachers, equip adult learners with counseling services, and offer educational pathways relevant to industry standards, as well as a student's work experience and personal needs.

In 2010, **Oxnard College** adopted "Economic Development and Workforce Training" as one of its six objectives⁴⁶. Oxnard College's Career and Technical Education programs comprise advisory boards selected to provide valuable input regarding both industry demands and student needs.⁴⁷ Oxnard College's CTE program use a variety of methods to track licensure exam passage, including online testing systems.⁴⁸ Since 2013, Oxnard has developed several new CTE programs, including Addictive Disorders Studies for drug counselors (certificate & A.S. degree), Administrative Assistant (A.S. degree & certificate), Computer Network/Information Technology (A.S. degree & certificate), Dental Assisting (certificate & A.S. degree), Human Services (certificate & A.S. degree), and Television, Filmmaking and Media Arts (certificate).

Ventura College's Office of Institutional Research and California's Research and Planning Group have worked together to examine CTE outcomes.⁴⁹ In 2011, college officials partnered with 11 other colleges statewide in a pilot project called the CTE Employment Outcomes Survey study. The study targeted students earning CTE degrees or certificates (completers), and those who completed at least 12 units in a vocational area but did not re-enroll the next year (leavers). The project found that both completers and leavers were generally satisfied with their training and education. A second survey conducted in 2013 that included 35 colleges or college districts showed Ventura College's positive results were very similar to statewide data on employment after CTE programs. Both groups reported wage gains as a result of their post-secondary work. The two newest CTE programs at Ventura College are: Administrative Assistant (certificate) and Medical Assistant-Multi-Skilled (A.S.

⁴⁶ Oxnard College Self Report, Pg. 23.

⁴⁷ Oxnard College Self Report, Pg. 23.

⁴⁸ Oxnard College Self Report, Pg. 28.

⁴⁹ Ventura College Final Accreditation Midterm Report Oct. 2013, Pg. 10

degree & certificate). Additionally, the College's Academic Senate has implemented a review rubric for CTE assessment processes to evaluate employment gains

⁵⁰**Moorpark College** has identified "Responsiveness to the Marketplace in Career Training" as one of its four major goals.⁵¹ To that end, Moorpark seeks to strengthen its career certification policies and programming.⁵² As of 2013, the Chancellor's Consultation Council set the intention to streamline pathways to obtaining certifications.⁵³ Data representing the employment rate of CTE cohorts⁵⁴ is currently being used as part of Moorpark's larger self-evaluation process. Moorpark maintains many collaborative relationships with local organizations, including the District's Division of Economic Development.⁵⁵ Moorpark introduced several new CTE programs in 2012, including Child Development Associate Teacher (certificate), Computer Network Systems Engineering for Windows (certificate), Computer Network Systems Engineering (A.S. degree), Graphic Design (A.S. degree & certificate), Medical Coding (certificate) and Photography (A.S. degree and certificate).

Over the last five years, Moorpark College CTE programs meet or exceed state targets for Perkins 1C indicators of student success in all areas. The College plans to continue to improve completion and placement of special populations and nontraditional students. In 2011, Moorpark College was a founding partner along with 11 other colleges statewide in a pilot project called the CTE Employment Outcomes Survey study. The study targeted students earning CTE degrees or certificates (completers), and those who completed at least 12 units in a vocational area but did not re-enroll the next year (leavers). The project found that both completers and leavers survey respondents from Moorpark reported a 93% overall satisfaction with their training and education. Subsequent surveys conducted in 2012 and 2013 that included over 40 colleges affirmed that Moorpark College's positive results were very similar to statewide data on employment after CTE programs. Both groups reported hourly wage gains increase of 35% as a result of their post-secondary work.

Simi Valley Adult School and Career Institute is equipped with career counselors and offers students opportunities to enroll in such programs as the Workforce Investment Act

⁵⁰ Ventura College Self Report, Pg. 15

⁵¹ Moorpark Self Study, Pg. 6

⁵² Moorpark Self Study, Pg. 55

⁵³ Moorpark Self Study, Pg. 24

⁵⁴ Moorpark Self Study, Pg. 25

⁵⁵ Moorpark Self Study, Pg. 29

and the Trade Allowance Adjustment program.⁵⁶ A robust enrollment at SVASCI resulted in the awarding of 1,163 certificates during the 2011-12 school year.⁵⁷ CTE courses range from cosmetology and surgical technology to medical assistant and respiratory therapy.⁵⁸ Simi maintains partnerships with local businesses, industries, and community organizations in order to offer support services and connections integral to increasing students' preparedness for entering the workforce.⁵⁹ The Job and Career Center frequently assess the status of these collaborations.⁶⁰ Agencies that support CTE programs include Ventura County Cal WORKS and the Employment Development Department.⁶¹ Furthermore, Simi Valley organizes a Chamber of Commerce Education Sub-Committee responsible for linking SVASCI students to local businesses.⁶² SVASCI's integration of community stakeholders into its CTE programming has thus played a positive role in generating successful student outcomes.

At **Conejo Valley Adult School**, postsecondary students may take CTE certificate programs in two key areas: computer training and medical careers. The Computer Training Center offers programs in receptionist, general office assistant, junior administrative assistant, administrative assistant, Word, Excel, Outlook technician, legal secretary/assistant, customer service representative, computerized accounting technician, office manager/computerized accounting technician II, marketing support assistant, and Web development technician. The Medical Department offers certificates in phlebotomy technician, medical billing and coding, front/back office medical assistant, front and back office operations and procedures, pharmacy technician, physical therapy aide and Emergency Medical Technician. A unique feature of the Medical Department is that it offers externship opportunities for program graduates. These opportunities have proven valuable for students and remain a strong predictor of student success.

The lack of CTE opportunities in Santa Paula and Fillmore has profound implications for the economic development potential in these areas. If such opportunities could be provided, it

⁵⁶ Simi Valley Adult Self Report, Pg. 29.

⁵⁷ Ch. 1 "Simi Valley Adult School, Community, Student Characteristics", p. 6.

⁵⁸ Simi Valley Adult Self Report, Pg. 34.

⁵⁹ Simi Valley Adult Self Report, Pg. 29.

⁶⁰ Simi Valley Adult Self Report, Pg. 30.

⁶¹ Simi Valley Adult Self Report, Pg. 34.

⁶² Simi Valley Adult Self Report, Pg. 35.

would help mitigate the high unemployment rate in these areas and could help revitalize the main streets and empty storefronts in the downtown areas.

Program #4: Adults with Disabilities

At **Conejo Valley Adult School**, the United Cerebral Palsy (UCP) Program is designed to assist disabled adults in the development of life skills. Assessment for this program is difficult in many cases, as most of the clients have very basic skill.⁶³ In 2012, the program was converted from a funded program to a partner program. UCP rents space from the district to continue to provide services to adults with cerebral palsy. Due to budget cuts, the program could not continue to receive support from the school. More details about programs for adults with disabilities from other schools in the consortium will be added in future iterations of the plan.

In cooperation with The Arc of Ventura County, **VACE** provides programs for individuals with intellectual and developmental disabilities. Students who enroll in this program are given training opportunities in life skills, community access skills and employment readiness training.⁶⁴

Simi Valley Adult School and Career Institute makes accommodations for individuals with disabilities within its programs. The campus office directs these students to the appropriate resources.

Oxnard Adult School enrolls adults with developmental disabilities in specialized classes through its main campus as well as through affiliate service providers. The campus office directs these students to the appropriate resources.

Oxnard College's Student Services Center provides administrative support for disabled students.

Ventura College's Learning Resources Center provides a newly designed disabled students training lab.

⁶³ WASC Self-Study Report Conejo Valley Adult School, April 2012 p. 121.

⁶⁴ VACE WASC Postsecondary Supplement to the COE/WASC Self-Study Report, p. 11.

Moorpark College's Accessibility Coordination Center & Educational Support Services program assures that all Moorpark College classes, activities and facilities are accessible to disabled students.

Program #5: Apprenticeships

Ventura County has access to several Local Educational Agencies and sponsors for apprenticeships. Among these are: California Fire Fighter Joint Apprenticeship Committee for fire fighter, fire fighter II, fire medic, paramedic, fire officer, fire engineer, fire apparatus engineer, fire inspector, hazardous materials technician, training officer, fire marshal, fire prevention officer, fire fighter paramedic and arson/bomb investigator; sheet metal specialties; Ventura County Electrical JATC; and Apprenticeship Journeyman Training Trust Fund in pipefitting, plumbing, steam fitting, refrigeration and air conditioning mechanic, and maintenance plumber service and repair.

Many adult school programs feature externship opportunities for students who have completed the coursework for the certificate. The medical certificate programs have been successful with this model and students have been placed in jobs on the basis of their externship participation.

Further study of current offerings in the five major program areas is appropriate moving forward. This area was mentioned frequently in the summer town hall meetings as an area of need.

Analysis of Data-to-Date

Initial data were obtained from all VCAEC consortium members as part of the requirements for the AB86 grant. Required data collected-to-date for members may be found in Tables 1.1A, 1.1B, 1.2 and 2.0 of the workbook accompanying this report. The four K-12 adult school schools of Conejo Valley, Oxnard, Simi Valley and Ventura provided the required quantitative data for each of the five program areas. Santa Paula Unified School District does not have an adult school and has no data to report. Moorpark, Oxnard and Ventura colleges at the Ventura Community College District worked together to develop operational definitions for AB86 requirements and ensure consistent data among the colleges. A complete list of courses included for participating community colleges may be found in Appendix A.

Overall, in the Ventura region, there were 18,829 enrollments in Adult Education courses and programs in 2013-14. The largest proportion of enrollments (45%) was in *Elementary*

and Secondary Basic Skills (8,436 students) and 30% (5,616) were enrolled in *Classes for Immigrants*. Another 3,809 students (20%) were enrolled in *Short-Term CTE* courses and almost 1,000 students (5%) participated in courses for *Adults with Disabilities*.

Between 2008-09 and 2013-14, there was a 43% decrease in enrollments (a loss of over 14,000) across programs. At the program level, the largest decline in enrollments is seen in *Classes for Immigrants* which saw a decline of over 6,500 enrollments (-54%), followed by a decrease of over 4,000 (-51%) in *Short-Term CTE*, 2,482 enrollments (-23%) in *Elementary and Secondary Basic Skills* and 973 enrollments (-50%) in *Adults with Disabilities*.

The following section shows unduplicated enrollment and percentage change between 2008-09 and 2013-14 by program, and highlights some of the differences between adult schools and community colleges.

Program 1: Elementary & Secondary Basic Skills

Enrollments in *Elementary and Secondary Basic Skills* declined from 10,918 in 2008-09 to 8,436 in 2013-14, a decrease of 23%. The decline is largely seen at the adult schools where enrollments dropped by over 2,000 students (-31%). The community colleges do not offer any noncredit basic skills courses, but the credit basic skills courses they did offer saw enrollments decline by 6% (-213 students).

Table 4. Program 1: Elementary & Secondary Basic Skills

Program 1: Elementary & Secondary Basic Skills				
Adult Schools	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Conejo Valley Adult School	425	142	301	-29%
Oxnard Adult School	2644	2328	2429	-8%
Simi Valley Adult School	2432	1395	872	-64%
Ventura Adult and Continuing Education	1809	1251	1497	-17%
Adult School Total	7310	5116	5041	-31%
Community Colleges				
Moorpark College Credit Basic Skills	482	134	503	4%
Oxnard College Credit Basic Skills	1788	1459	1610	-10%
Ventura College Credit Basic Skills	1338	1409	1282	-4%
Community College Total	3608	3002	3395	-6%
Grand Total	10918	8118	8436	-23%

Program 2: Classes for Immigrants

In Program area 2, between 2008-09 and 2012-13, enrollments decreased by more than half (-54%) resulting in a loss of 6,533 students. A large number of these losses were in Adult Education, which had an enrollment of over 10,000 in 2008-09 and enrolled only 5,323 in 2013-14. The community colleges, which mostly offer credit ESL programs, went from 1,703 enrollments in 2008-09 down to 293 enrollments in 2013-14.

Table 5. Program 2: Classes for Immigrants (ESL, Citizenship, Workforce Prep)

Program 2: Classes for Immigrants (ESL, Citizenship)				
Adult Schools	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Conejo Valley Adult School	1902	964	830	-56%
Oxnard Adult School	5832	3067	3250	-44%
Simi Valley Adult School	1778	971	585	-67%
Ventura Adult and Continuing Education	934	426	658	-30%
Adult School Total	10446	5428	5323	-49%
Community Colleges				
Moorpark College				
Credit ESL	122	43	33	-73%
Noncredit	0	0	0	
Oxnard College				
Credit ESL	478	96	73	-85%
Noncredit	0	0	0	
Ventura College				
Credit ESL	520	276	187	-64%
Noncredit	583	0	0	-100%
Community College Total	1703	415	293	-83%
Grand Total	12149	5843	5616	-54%

Program 3: Adults w/Disabilities

Across the member organizations, programs for *Adults w/Disabilities* were cut in half between 2008-09 and 2013-14. Enrollments went from 1,941 in 2008-09 to 968 enrollments in 2013-14 (-973 enrollments; -50%). The only school showing an increase during those years is Ventura Adult and Continuing Education, which went from enrolling 110 students in 2008-09 to 189 students in 2013-14.

Table 6. Program 3: Programs for Adults w/Disabilities

Program 3: Adults w/Disabilities				
Adult Schools	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Conejo Valley Adult School	165	36	32	-81%
Oxnard Adult School	287	158	166	-42%
Simi Valley Adult School	0	0	0	
Ventura Adult and Continuing Education	110	170	189	72%
Adult School Total	562	364	387	-31%
Community Colleges				
Moorpark College Credit	407	164	124	-70%
Oxnard College Credit	143	70	85	-41%
Ventura College Credit	829	307	372	-55%
Community College Total	1379	541	581	-58%
Grand Total	1941	905	968	-50%

Program 4: Short-Term CTE

In the Ventura region, only the adult schools offer *Short-Term CTE* courses as defined by AB86. The community colleges do not offer any noncredit Short-Term CTE courses. The - adult schools used to enroll almost 8,000 students back in 2007-08 and have since cut its program by half, currently enrolling less than 4,000 students. The two adult schools that had the largest CTE programs suffered the greatest losses – Simi Valley Adult School lost 1,563 enrollments (-50%) between 2008-09 and 2013-14 and enrollments at Ventura Adult School decreased 75% (-2,423 enrollments).

Table 7. Program 4: Short-Term CTE

Program 4: Short-Term CTE				
Adult Schools	FY 08-09	FY12-13	FY13-14	% Change 08-09/13-14
Conejo Valley Adult School	620	836	861	39%
Oxnard Adult School	864	444	576	-33%
Simi Valley Adult School	3122	1981	1654	-47%
Ventura Adult and Continuing Education	3236	654	813	-75%
Adult School Total	7842	3915	3809	-51%
Community Colleges				
Moorpark College Noncredit	0	0	0	
Oxnard College Noncredit	0	0	0	
Ventura College Noncredit	0	0	0	
Community College Total	0	0	0	
Grand Total	7842	3915	3809	-51%

Program 5: Apprenticeships

There are no Apprenticeship programs at any of the reporting member institutions. However, expansion of apprenticeship programs is a core component of VCCCD's mission. VCCCD is committed to increasing the efficacy of the workforce pipeline for adult learners, focusing on adult re-entry, industry collaboration, and multiple employer engagement, among other strategies. Efforts to leverage leadership and collaborative business networks will serve to facilitate employability levels for adult students.

In addition, Ventura County Innovates recently was a recipient of an up to \$13 million dollar grant for the California Career Pathways Trust, with Oxnard Union High School District receiving funding in the up to \$6 million dollar grant category. Together, these Career Pathways Trust Grants provide a unique opportunity for both Ventura County and Oxnard's school districts to develop work immersion experiences in industries ranging from agriculture to technology.

Objective II: An Evaluation of Current Needs for Adult Education Programs within Region

Below is an overview of needs that have been targeted to this point in the planning process in informant interviews, internal consortium work groups and town hall meetings, separated out by program area.

ESL/Citizenship

At all five town hall meetings held during the summer, participants addressed the need to bring more ESL classes to satellite facilities in the region. Tied to access, the other top barrier for students was a lack of transportation to classes, reported at all meetings. Another connected theme was the need for more childcare for students.

Participants at two meetings – held at Moorpark College and Oxnard College – noted that flexibility regarding when courses are offered is important, and offering classes on weekends and at night should be considered. Comments at two town halls – held at Ventura Adult and Continuing Education and Oxnard College – focused on coordinating basic skills education and short-term job certificate programs to help ESL students find jobs as efficiently as possible. Speakers at three town hall meetings, Oxnard College, Moorpark College and the Ventura County Community Foundation, stressed the need to develop a continuum of ESL classes from high school to adult schools and community colleges. Two town halls, at Oxnard College and Ventura College Santa Paula, discussed undocumented students and the challenges these students face being classified as non-residents who are ineligible for financial aid. In these cases, there is a financial barrier to enrolling in classes. At Ventura College Santa Paula and Moorpark College town hall meetings, stakeholders discussed the need to re-market ESL programs to overcome a possible negative connotation. For example, higher-level ESL classes could be coded under a different title related to multilingual learners.

Other needs include: addressing students' low literacy in their native language (Ventura Adult and Continuing Education); providing distance learning (Ventura County Community Foundation); offering support in financial and computer literacy (Oxnard College); packaging support services for ESL students to include academic vocabulary, soft skills, acculturation, socialization, campus life, citizenship and mentorship (Oxnard College); coordinating joint professional development (Oxnard College); serving ESL students in Fillmore (Ventura College, Santa Paula); instituting a comprehensive program such as I-Best – pioneered in

Washington state -- that includes the integration of vocational and English language instruction courses and a plan for student success (Ventura College, Santa Paula); accessing funding for an adult literacy center that serves second language students (Ventura County Community Foundation); addressing the lack of incentive for community colleges to offer non-credit courses for ESL due to apportionment issues (Ventura County Community Foundation).

Short-Term CTE/Apprenticeships

Based on key informant interviews conducted to this point, the need related to CTE programs is clear: the county must focus on pathways that produce sustainable careers and living wages for residents of Ventura County, which is a relatively expensive place to live. As one official with the Workforce Investment Board put it:

Overall one of the fastest growing industries is Hospitality and Retail, but those jobs do not pay a living wage. It's hard in Ventura County to earn a living wage. For the WIB in choosing our sector priorities, we're putting people into living wage jobs. We're not going to ignore the fastest growing industries, and we address those through programs at Ventura Adult and Continuing Education. Let's look at what will get people jobs and go from there.

At all of the town hall meetings, the need for greater sense of connection between adult schools and community colleges emerged as a theme. These discussions included the following ideas: strengthen professional development to bolster teaching skills among instructors who work in industry; develop agreements where faculty at the community college and adult schools collaborate on professional development strategies; examine enrollment expectations of community colleges to possibly allow classes with 20 or fewer students; organize staff from community colleges and adult schools to coordinate internships and support interns/employers; and work together to review Workforce Innovation and Opportunity Act opportunities that would benefit adult learners in key programs across Adult Education schools and community colleges.

Another common theme addressed at all six meetings was the need to communicate more effectively with businesses – both large and small – to develop training centers at the workplace and to more successfully connect students to internships and apprenticeships. At the Ventura College Santa Paula town hall meeting, participants discussed an intensive need for more internship opportunities in Santa Paula and Fillmore.

At all five meetings, participants discussed the need for students to learn employability skills as an integral part of education and training programs. This would include instruction in the role of work ethic, people skills and telephone etiquette. Key informant interviews conducted at this point reveal a related need for students in manufacturing programs – which are tied to a major manufacturing job sector in the county – to have enhanced hands-on classroom or workshop experience beyond computer engineering. Computer literacy was noted in connection with all other skills students should have after completing certificate programs.

Participants at Oxnard College and at Ventura College Santa Paula pointed to a need for more CTE classes that offer contextualized learning to better connect students' experiences to their classwork and improve retention.

A related need from the business sector is for a more tightly coordinated effort across educational systems seeking internship, job shadowing, mentorship or other links to business. This is being addressed in part by pilot meetings to be held this November and December through the county WIB, which is detailed under Objective VII of this plan-to-date. As one official says:

Community colleges may have one set of priorities, career pathways groups have other priorities, and there are a lot of educational efforts that back in to what the needs are for businesses. All the schools at all different levels have to have business advisory committees, and they're all going to the same large businesses in Ventura County – Amgen, Inc., based in Thousand Oaks being the largest. The employers come to the WIB and say, 'I've got all these educators coming to me to provide internships, job shadowing, on the job training, who am I supposed to choose? What's most important?' We haven't decided yet, and especially for the two career pathways grants, they are in some ways competing for the same businesses.

Adults With Disabilities

Three key needs or challenges emerged from the town hall meetings on adults with disabilities: make IEPs more specific post-12th grade (Ventura College-Santa Paula and Ventura County Community Foundation); increase focus on adults who have needs that were never addressed in their youth or needs that surfaced later in life (Ventura College Santa Paula and Ventura County Community Foundation); and enhance professional development for instructors and increase staffing of aides (Ventura College Santa Paula, Ventura Adult and Continuing Education, Moorpark College, Oxnard College, and Ventura County Community Foundation). Participants also noted a need for more computer-aided classes, which fill quickly, support services at Ventura Adult and Continuing Education and Moorpark College, and distance learning at Ventura Adult and Continuing Education.

The meeting participants at Oxnard College and Ventura County Community Foundation mentioned the need to modify certificate programs to reduce academic work, focus on life and job skills, and develop more realistic education plans. Oxnard College and Ventura Adult and Continuing Education discussed the need for better identification of all types of disabilities. A stronger connection between the high schools and adult schools involving counseling and mentoring would be helpful, as would sharing the same vocabulary for adults with disabilities moving through adult schools and into community colleges (Moorpark College and Ventura County Community Foundation). Transportation challenges were noted at town hall meetings as well.

Adult Basic Education

The most prominent discussion topic around adult basic and secondary education at four of the town hall meetings – Ventura Adult and Continuing Education, Ventura County Community Foundation, Moorpark College and Oxnard College – was the need for common assessment tools to measure where students are in their education. This idea included having shared expectations and professional development for educators, as well as determining common terminology between adult schools and community colleges. The Ventura College Santa Paula meeting focused on the need for GED programs in that area, given that no programs exist in Santa Paula or Fillmore. Other themes included the need for every adult learner to have an individual plan (Ventura Adult and Continuing Education, Ventura County Community Foundation and Oxnard College), and to better prepare adult students for college level work (Ventura College Santa Paula, Ventura County Community Foundation, Moorpark College). One specific recommendation that has already been piloted by Conejo Valley Adult School was to establish a one-semester bridge program from pre-collegiate to collegiate level work. (Courses in this program are offered in critical reading and writing and pre-algebra as well as lower level basic math. SAGE/Corwin Publishing provides scholarship money and sponsorship as encouragement for students to transition to Moorpark College). Ventura College-Santa Paula expressed a need to have a GED program in English and Spanish. Job readiness and time management skills were also noted as important in basic skills education, as was contextualized learning (Ventura Adult and Continuing Education, Oxnard College). Transportation and childcare surfaced as possible barriers at the Ventura Adult and Continuing Education and Ventura College Santa Paula meetings.

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

The consortium is working to align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths are understood and supported across educational systems. This process will provide a road map for how the consortium plans to facilitate transitions from Adult Education to college or careers. Support services are essential to meeting this need, and include educational advising and job placement strategies that help propel students toward their goals. To assist with this planning process, the consortium organized comments from recent town hall meetings and key information interviews into an “opportunities” category to integrate existing programs and create seamless transitions. Below, these opportunities are separated out by program area.

ESL/Citizenship

Three town hall meetings recounted that prior to the recession, rich articulation for ESL classes thrived between Adult Education and community colleges (Ventura Adult and Continuing Education, Ventura College Santa Paula, Ventura County Community Foundation). Two town halls -- Ventura College Santa Paula and Ventura County Community Foundation – discussed the possibility of broadening relationships with local businesses to offer ESL classes on site. Ventura College previously offered vocational ESL classes with a local business. Two meetings, at Ventura Adult and Continuing Education and Ventura County Community Foundation, discussed public libraries as a potential strong resource to help with adult literacy. The Ventura College Santa Paula town hall discussed how the community colleges could consider offering non-credit ESL courses again, which were cut due to budget shortfalls. Another opportunity includes offering ESL classes to parents with content similar to what their children are learning in the public schools (Ventura College Santa Paula and Ventura County Community Foundation).

Other ideas came forward, including: coordinating with the Mexican Consulate to offer more support services for ESL students (Moorpark College); helping ESL students re-think job possibilities – better jobs do exist (Ventura Adult and Continuing Education); Building on the strong foundation provided by veteran educators in this area (Oxnard College); reinstating ESL programs at as many school sites as possible (Ventura College, Santa Paula);

following the model of Ventura College, which addressed possible negative connotations of ESL by creating English for Multilingual Students (Ventura College Santa Paula); and returning funding for Community Based English Tutoring which offered subsidized ESL programs to residents who would then tutor students learning English (Ventura County Community Foundation). Funding for this tutoring program ended at many districts in 2008.

Short-Term CTE/Apprenticeships

At two meetings -- Ventura College Santa Paula, and Moorpark College -- participants noted a high level of depth and breadth of CTE options that are available region wide. Strong CTE programs leading to occupational certificates through Ventura Adult and Continuing Education were mentioned as strengths to leverage and build on. Also noted as opportunities by participants in the Ventura County Community Foundation and Oxnard College meetings were the two Career Pathways Trust Grants (mentioned earlier in this report) to create articulated pathways and bridge gaps between students' education and jobs. A county office of education administrator involved with one of the Career Pathways Trust grants said:

The whole goal is to align our programs to high skill, high wage, high-growth jobs in the county. Rather than saying, 'this is a secondary program and this is a postsecondary program,' there is one program of study in a particular field, whether you're in high school or college.

This approach includes taking existing programs in the first phase of the \$13.2 million grant and offering multiple points of entry to enable students to enter and exit career programs based on their needs, regardless of whether they are in high school or returning adult students. Every exit is tied to a certificate that may be built on, for example, going from a biotech assistant program earning \$10 an hour to the biotech program at a higher level. Explains a county education administrator:

Phase one includes things we already have in place, but we have things to support them, a sequence and articulated program of study -- not an agreement or a piece of paper, but a process of articulating the curriculum beyond just one class to a whole program of study.

Phase two of this grant includes less developed programs that are being implemented during the 2015-16 school year. Phase three focuses on new programs, which take about two years to gain approval through the community college system but a shorter time in the Adult Education sector. One new program fulfilling a regional need is health information technology, which combines health and IT and ends with Registered Health Information

Technician certification. This program ties into the affordable health care act and the needs for more workers cross-trained in both health diagnostics and information technology.

Adults With Disabilities

Some town hall meetings cited a positive relationship with the Adult Regional Center in Santa Paula (Ventura College Santa Paula and Ventura County Community Foundation), as well as the Department of Rehabilitation (Ventura College Santa Paula, Ventura County Community Foundation). Ventura College Santa Paula also noted a county job and career office serving adults with disabilities in Fillmore, and opportunities for students at Ventura College through an Educational Assistance Center, assistive technology and learning skills classes. Ventura College Santa Paula's meeting also focused on opportunities to strengthen vocational programs and to create individual life plans with mentors. This idea was echoed at meetings held at Moorpark College, Oxnard College and the Ventura County Community Foundation. Ventura Adult and Continuing Education discussed possible service learning and volunteer opportunities to connect students to the community, while Ventura College Santa Paula raised the possibility of increasing outreach to churches and other local groups. Additionally, Ventura Adult and Continuing Education and Moorpark College discussed increasing support services for parents and transition fairs for students, and Oxnard College's meeting noted a positive growing awareness of adults with disabilities. The Ventura County Community Foundation advises creating a Web site within the consortium region with resources for adults with disabilities.

Adult Basic Education

A common opportunity in basic skills is to offer classes in online or mobile programs responsive to the needs of adults in various stages of life (Ventura College Santa Paula, Ventura County Community Foundation). Also discussed was the possibility of GED classes for parents in local school districts (Ventura College Santa Paula).

Other promising practices include accelerated and blended courses in which students go through a course in a shortened time frame with extra assistance, counseling, and tutoring.

The Ventura College Santa Paula meeting highlighted promise in an existing computer skills class for farmworkers. Also, a GED program had previously been funded in Fillmore possibly through a UC Santa Barbara connection (Ventura College Santa Paula). The Ventura College Santa Paula meeting discussed using public libraries as a point of entry for students seeking basic skills. The Ventura County Community Foundation suggested that the

consortium could connect with an education committee at the Camarillo Chamber of Commerce, and Moorpark College wanted to investigate Integrated Basic Education and Skills Training Program (I-BEST), a nationally recognized model that merges basic skills instruction with job training.

The 3.1 worksheet in AB 86 will be used to guide the consortium's work plan for documenting strategies and approaches to create: educational pathways, alignment of placement, curriculum, assessments, progress indicators and awards that show completion. Transition strategies are being addressed via enhanced communication among consortium participants and higher education institutions, defined and articulated pathways to the workforce and college, and embedded access to guidance counselors and follow up services.

See Chart in Appendix.

Objective IV: Plans to Address the Gaps Identified Pursuant To Objectives (1) and (2)

VCAE consortium members are committed to collaborating to collectively address the educational needs of adult learners in our communities. The consortium is planning to build on the groundwork laid in this first phase of work to identify gaps in service and develop comprehensive plans. To this end, the consortium has held town hall meetings in five different areas across the region in efforts to be transparent and inclusive with key community stakeholders and all interested individuals. The VCAE consortium will leverage additional quantitative and qualitative measures to develop its regional plan. Findings analyzed across multiple data sources and methods will better inform the development of actionable recommendations to address the gaps.

Some areas targeted for further investigation include:

- Research and assess strategies to streamline curriculum and minimize duplication of course offerings across VCAE regional adult schools and community colleges
- Explore opportunities to leverage existing services, facilities, programs, and other resources among consortium members and partners to link career and technical training to jobs with living wages
- Examine possibilities to develop or expand economies of scale with existing facilities, equipment, staffing, other resources across the VCAE region
- Assess current offerings and develop strategies to create more seamless transitions for adult learners to move from adult school to community colleges and beyond (i.e., analyze course offerings along with matriculation agreements and course articulation among various entities).
- Examine strategies for how best to utilize technology, delivery and management systems to enhance and support the regional plan.

Concurrent with this aspect of research, worksheet 4.1 will be utilized as an organizing tool for insights into solutions. Strategies, methods of assessment, timelines, and costs will evolve from further research and data collection with key stakeholders throughout the planning process.

See Chart in Appendix.

Objective V: Plans to employ approaches proven to accelerate a student's progress toward academic or career goals

Many strategies to accelerate student progress toward academic and career goals already have been researched by Ventura County faculty and administrators and implemented locally. Some of these are: providing assessment/testing at facilities convenient and/or familiar to students and offering re-test opportunities to increase accurate course placement; training adult school and community college counselors to work together if needed to help create student educational plans; ramping up offerings of dual enrollment courses to allow more adult students to take courses relevant to career and educational goals while enrolled in an Adult Education program; enhanced contextualized learning to link basic skills education for adult learners to career and educational goals; and working with those administering the county's new California Career Pathways Trust grants to maximize program completion for adult learners. The consortium may also assess Learning Communities and Competency-Based Learning, which were noted as valuable tools in the recent faculty survey responses.

The approaches may be applied differently depending on the program area (elementary and secondary basic skills, ESL classes, Adults With Disabilities, short-term CTE and apprenticeships).

See Chart in Appendix.

Objective VI: Plan-to-date to collaborate in the provision of professional development opportunities for faculty and other staff to achieve greater program integration and improve student outcomes

The consortium recognizes that significant and effective professional development will be needed to build capacity within the existing systems to deliver a new vision for adult learning in Ventura County. Faculty and staff throughout the region will implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improve student outcomes.

This development may identify priority areas in Ventura County, such as:

- Team building, critical thinking, problem solving, study skills, employability, and career assessment.
- Practices in basic and secondary skills that build the “college readiness” skills.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

See Chart in Appendix.

Objective VII: Plan-to-date to leverage existing regional structures, including, but not limited to, local workforce investment areas

The Ventura County Adult Education Consortium counts many outstanding partnerships among its biggest assets. Some of these include the Ventura County Workforce Investment Board, The Arc, Tri-Counties Regional Association, and the public library system.

See Chart in Appendix.

APPENDIX A: Highlights from Surveys and Interviews

Faculty / Staff Survey Findings

Survey Respondents by Community Colleges and Adult Schools

Below are highlights from the Ventura County Adult Education Consortium survey.

Responses are separated for community colleges and adult schools. Question numbers are bolded and indicated after each item.

- A total of 260 VCAEC faculty/staff surveys were completed in fall 2014 (table 1). **(Q2)**

Table 1. Number of responses per school/college				
Colleges	Responses (Total: 80)		Adult Schools	Responses (Total: 180)
Ventura College	34		Conejo Valley	37
Oxnard College	35		Simi Valley	70
Moorpark College	11		Oxnard	43
			Ventura	30

As expected, survey respondents were largely teachers and faculty. About 60% of respondents at both the **adult schools** and **community colleges** were teachers/faculty (table 2). **(Q3)**

Table 2: What is your current role or position?			
Role	Community College		Adult School
Community College Administrator/Dean	2.5% (2)		N/A
K-12 School / District Administrator	N/A		2.2% (4)
Program Coordinator/Manager	2.5% (2)		4.4% (8)
Teacher/Faculty	60% (48)		58.9% (106)
Counselor	7.5% (6)		3.9% (7)
Career Center/Assessment/Tutoring/ Guidance Staff	1.3% (1)		0.6% (1)
Classified Staff	18.8% (15)		25% (45)
Other	7.5% (6)		5% (9)

- Only about a quarter (23%) of **adult schools** respondents, but as much as 60% of the **community college** respondents were not affiliated with any of the five AB86 programs. **(Q4)**

Overall quality and/or effectiveness of the programs, services, and courses.

- *Support Services, Short-term CTE, Programs and Services Preparing Students to Transition into Postsecondary Education, and Education Programs for Adults with Learning Disabilities* were rated by at least *half* the **community college** respondents as being above average to very high quality. At the opposite end, although 46% (n=22) of respondents rated *ESL/Citizenship/VESL* as of Above Average/Very High quality, 38% (n=18) respondents rated it Below Average/Very Low. **(Q6)**
- At the **adult schools**, at *least* 69% of respondents, but as much as 96%, rated all programs and services as being of above average/very high quality, with *ESL/Citizenship/VESL, High School Diploma/High School Equivalency Certificate (GED/HSE), and Short-term CTE* at the top. **(Q6)**

Adequacy (sufficiency, comprehensiveness) of the programs, services, and courses

- Over 90% of **adult school** respondents rated *ESL/Citizenship/VESL, High School Diploma/High School Equivalency Certificate (GED/HSE), and Short-term CTE* programs as being *Very/Extremely Adequate*. **(Q7)**
- *Programs for Adults in Correctional Facilities* was considered of high *quality*, but lacked adequacy. Majority (81%) of **adult school** respondents felt it was not at all adequate. **(Q7)**
- The programs/service with the largest number of *Very/Extremely Adequate* ratings by **community college** respondents were *Short-term CTE, Education programs for Adults with Learning Disabilities, and Programs and Services Preparing Students to Transition into Postsecondary Education*, but even then only about half (52% - 55%) of respondents rated them highly.
- *High School Diploma or High School Equivalency Certificate (GED/HSE)* programs were seen as “Not At All Adequate” by nearly 75% of **community college** respondents, *Programs for Adults in Correctional Facilities* was also considered not adequate by nearly 60% of college respondents.

Program areas offered have the greatest need for additional course offerings, services, or other improvements

- **Adult Education** surveys identified *Short-term CTE programs, Programs/Services Preparing Students to Transition to Workforce, and Apprenticeship Programs* as *having* the greatest need for additional courses, services, or improvements. **(Q8)**
- **Community college** respondents identified *College Basic Skills, CTE and Apprenticeship programs* as having the greatest need for additions. **(Q8)**

Additional course offerings needed

- When asked, “What additional course offering is needed?” The most common themes included: resume writing, computer/technology courses, *financial* literacy, ESL and a number of skilled career programs like carpentry, medicine, food service

and teaching. **(Q9)** *(All responses to this open-ended question are provided in a separate document.)*

Additional services needed

- **Community College** respondents' suggestions included more *Funding*, better computers and better equipment for CTE programs. **(Q10)**
- Common suggestions by **adult school** respondents included *career* counseling/placement and financial aid services/counseling. **(Q10)**

Rating of participants knowledge of the resources and services provided by the specific agencies

- In rating their extent of knowledge of resources and services provided by different agencies, as expected, area community college and adult schools came *up* at the top. Both groups of respondents knew least about the services of the Chambers of Commerce and Office of Econ Development, and County Office of Education. **(Q12)**

Collaboration efforts with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services.

- The greatest areas of collaboration by **adult schools** surveyed were in *Student Referral, Alignment of Curriculum, and Sharing of Data*. **(Q15)**
- *Insufficient Time* and *Lack of Incentives* were selected as the *largest* barriers to collaboration with outside service providers by both **adult schools** and **community colleges**. **(Q17)**

Obstacles for Students

- An overwhelming majority of **community college** and **adult school** respondents cited the *Limited/Lack of Childcare* (83%) and *Limited Financial Resources* (71%) as obstacles to adult learners/students. *Inadequate Transportation Options* was seen as the next greatest barrier for adult learners. **(Q19)**

Strategies to accelerate student progress

- There was a fairly even distribution, by all respondents, on the types of strategies they would like to see more of to accelerate student progress. Although many skipped the question, between 29 to 42 (29% to 36%) **adult school** respondents and 22 to 29 (36% to 48%) **community college** respondents were interested in all five strategies provided. *Learning Communities* was chosen by the most number of **adult school** respondents, followed by *Competency-based* strategies. Most **community college** respondents chose *Accelerated Courses* and *Learning Communities*. **(Q22)**
- *Co-Location Strategies to Align Activities Between Adult School and Community College: Adult School Classes on College Campuses* and *College Classes on Adult School Campuses* were the least used Co-Location strategy with over 80% of **adult school** and **community college** respondents not using it at all. 87% of **community**

college respondents and 51% of **adult school** respondents also indicated that they do not teach classes within a support provider's location. *Support Services on Campuses* was used to a *Moderate/Great* extent by 39% of **adult school** respondents and 48% of **community college** respondents. **(Q24)**

- Transition Strategies: *Counseling, Guidance and Follow-Up, Defined Articulated Pathways* (41%) and *Communication among Teachers/Faculty Across Education Systems* were in use to a *Great/Moderate* extent by, respectively, 44%, 41% and 34% of **adult school** respondents and 59% (Counseling), 55% (Articulated Pathways) and 33% (Communication) of **community college** respondents. But 34% of **adult school** respondents and 31% of **community college** respondents said that there was no communication among teachers and faculty across the systems. **(Q25)**
- Physical Access Strategies: *Location, Physical Accommodations for Adults with Disabilities, and Assistance with Transportation* were in use to a *Great/Moderate* extent by, respectively, 78%, 66% and 31% of **adult school** respondents and 52% (Location), 63% (Physical Accommodation), and 6% (Transportation Assistance) of **community college** respondents. *Assistance with Transportation* was the least used strategies with 35% of respondents stating they it was not in use at all. **(Q26)**
- Other Strategies: At both the **adult schools** and **community colleges**, *Evening Hours* is the strategy used to the greatest extent while *Saturday* programs are the least used. At the **adult schools**, *Open Entry/Open Exit* programs are also used to a great extent. At the **community colleges**, *Learning Accommodations for Students with Disabilities* are also used to a great extent. **(Q27)**
- At both the **adult schools** (AS) and **community colleges** (CC), *Lack of Funding* was identified as the main hindrance to the implementation of the above-mentioned strategies (88% AS; 76% CC). **(Q28)**
- At the **adult schools**, *Lack of Funding* was identified as the challenge that most needs to be addressed (70%), followed by *Lack of Information about Programs/Services* (40%) and *Lack of Time* (37%). At the **community colleges**, the top three challenges most needing to be addressed were 1) *Lack of Funding* (66%), 2) *Lack of Information about Programs/Services* (50%), and 3) *Lack of Incentives* (38%), *Student Not Clear about their Goals* (38%), and *Lack of Data to track Progress/Outcomes* (38%). **(Q29)**

Professional Development

- The top two requested professional development topics by both **adult school** and **community college** respondents were *Building of Career Pathways* and the *Use of Technology to Enhance Access and Learning*. **(Q30)**

Summary

- When asked, "What is the most important thing that can be done to improve/expand services in your community?" the most prominent themes were: 1) Increase funding, 2) Increase publicity, and 3) Expand offerings.

Student Survey Findings

DRAFT

Student Survey Respondents by VCACE Community Colleges and Adult Schools

Below are preliminary highlights from the survey. Results are from community colleges and adult schools. Question numbers are bolded and indicated after each item.

- A total of 2471 surveys were completed in fall 2014.

Table 8: Number of responses per institution (Q6)

Colleges <i>n = 1041</i>		Adult Schools <i>n = 1386</i>	
Name	Total	Name	Total
Moorpark College	43% (449)	Conejo Valley Adult Education	22% (298)
Oxnard College	18% (184)	Oxnard Adult School	41% (568)
Ventura College / Ventura College - Santa Paula	39% (408)	Santa Paula Unified School District	0.01% (1)
		Simi Valley Adult School and Career Institute	17% (240)
		Ventura Adult and Continuing Education	20% (279)
Total	100% (1041)	Total	100% (1386)

Table 9: What is your age (Q1)

Community College <i>n = 1038</i>		Adult Schools <i>n = 1381</i>	
Age	Total	Age	Total
18-24 years	50% (519)	18-24 years	26% (357)
25-30 years	11% (115)	25-30 years	20% (282)
31-39 years	11% (112)	31-39 years	21% (284)
40-55 years	18% (182)	40-55 years	22% (308)
Over 55 years	0.7% (71)	Over 55 years	1% (138)
Under 18 years	0.4% (39)	Under 18 years	0.01% (12)
Total	100% (1038)	Total	100% (1381)

Table 3: What is your ethnicity? (Q2)

Community College	Adult Schools
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<i>n</i> = 1135		<i>n</i> = 1427	
Background	Total	Background	Total
American Indian or Alaskan Native	0.02% (21)	American Indian or Alaskan Native	0.01% (16)
Asian or Pacific Islander	0.07% (83)	Asian or Pacific Islander	0.08% (117)
Black or African American	0.01% (14)	Black or African American	0.01% (15)
Hispanic or Latino	32% (368)	Hispanic or Latino	68% (966)
White/Caucasian	49% (552)	White/Caucasian	17% (242)
Prefer not to answer	0.05% (55)	Prefer not to answer	0.02% (32)
Other	0.04% (42)	Other	0.03% (39)
Total	100% (1135)	Total	100% (1427)

What is your age?

- With the exception of Conejo Valley Adult Education, Santa Paula USD and “Other” respondents, students selected ages “18-24” most often to describe their age. **(Q1)**
- Both Conejo Valley Adult Education students (24%; n=71) and “Other” students (30%; n=13) selected the ages “40-55” most frequently. **(Q1)**
- Santa Paula USD had one student respondent (100%; n=1) for the survey who represented the “Under 18” years of age category. **(Q1)**

What is your ethnicity? (Please select all that apply.)

- The largest ethnicity identified by both Moorpark College (61%; n=301) and Ventura College (45%; n=202) respondents were “Hispanic or Latino”. The highest response by students at each of the other educational institution students was “White/Caucasian”. **(Q2)**

Do you have any children under 18?

- The primary response of “No” came from all institutions, in regards to having children under age 18, with the exception of Oxnard Adult School where students stated 50% (n=276) “Yes” and 50% (n=278) stated “No”. **(Q4)**

Areas of Enrollment

Where you have taken classes, either now or in the past?

- The overall highest percentage of responses for each school to “where students have taken classes” happened to be at the very educational institution they were representing for in the survey. The only exception was the one student from Santa Paula USD who took classes at only Ventura College. **(Q5)**

How long have you been enrolled at your school?

- The majority of students at each of the institutions, with the exception of Santa Paula USD, have been enrolled in their schools for *“less than 1 year”*. The school with the highest percentage of students enrolled for less than a year was Ventura Adult and Continuing Education (80%; n=223). **(Q7)**

How much did the following affect your decision to enroll in your present school?

- Students mostly identified *“school/program offerings”* as having “very much” an effect on their decision to enroll from Conejo Valley Adult Education (18%; n=152); Oxnard Adult School (17%; n=122) and Ventura Adult and Continuing Education (18%; n=120). **(Q8)**
- The *“location of the school”* was chosen as “very much” having the most affect by Conejo Valley Adult Education (18%; n=157); Moorpark College (22%; n=238); Oxnard College (19%; n=95); Simi Valley Adult School and Career Institute (17%; n=115) and Ventura College (21%; n=199). **(Q8)**
- Students representing Other institutions had three factors that “very much” affected their decision at 16% each (n=15): *“cost of attendance/tuition”*; *“school/program offerings”*; and *“location of the school”*. **(Q8)**

Which of the following best describes the kinds of courses in which you are enrolled?

- Courses focusing on *“basic skills, including classes required for a diploma / high school equivalence (GED)”*, were identified most by students from several campuses as being the *“kinds of courses”* in which they enrolled: Oxnard Adult School (17%; n=30); Santa Paula USD (100%; n=1); Simi Valley Adult School and Career Institute (21%; n=48) and Ventura Adult and Continuing Education (38%; n=99). **(Q9)**
- 66% (n=188) of Conejo Valley Adult Education selected *“citizenship, English as a Second-Language (ESL), and/or vocational ESL”* as the *“kind “of course they were most enrolled. (Q9)*
- Moorpark College (65%; n=281), Oxnard College (59%; n=105) and Ventura College (64%; n=257) students mostly stated that *“none of the above”* options *“describes the kinds of courses”* they are enrolled. **(Q9)**

Areas of Educational Goals

What are your current educational goals? (Check all that apply.)

- Responses to *“current educational goals”* were distributed among the variety of choices for all the institutions. Conejo Valley Adult Education had the highest response percentage for this question as 45% (n=197) of students stated a goal to *“improve English language skills”*. Oxnard College had the highest response count of n=349 students (33%) whose goal too is to *“improve English language skills”*. **(Q10)**

How well are you progressing toward your educational goals?

- Students at Oxnard College rated their progress toward their goal as “*extremely well*” 31% (n=57) which was the highest percentage selected by any of the institutions for the “*extremely well*” category. **(Q11)**
- Moorpark students (40%; n=178), Ventura College (40%; n=160) and Oxnard College (39%; n=71) had students who felt they were progressing “quite well” toward their goals. **(Q11)**

Areas of Career and Work

Which of the following categories best describes your employment status?

- “*Employed, working full-time (40 or more hours per week)*” was the category selected the most by Conejo Valley Adult Education (35%; n=102), Oxnard Adult School (39%; n=221) and “Other” (32%; n=14) student respondents. **(Q3)**
- Moorpark College (43%; n=192) and Ventura College (39%; n=158) students identified they were “*Employed, working part-time (less than 40 hours per week)*”. **(Q3)**
- Both Oxnard College and Simi Valley Adult School and Career Institute had tied choices for their highest selections: “*Employed, working part-time (less than 40 hours per week)*” and “*Not employed, looking for work*”. **(Q3)**
- The majority of students from each institution responded “No” when asked if they were “*enrolled in a career or technical education / vocational education program?*” **(Q14)**

Student Services

How helpful have the following student services been to you?

- For each of the institutions, students chose “*academic counseling*” as being the highest rated student service in being “*very helpful*”. **(Q16)**
- Student services seen as “*not at all helpful*” appear to be widely distributed between the various services for each educational institution. **(Q16)**

Key Informant Interview Findings - Educators

Purpose: In order to develop a deeper understanding of the Ventura Education Consortium's (VCAEC) perspectives on the key components necessary to expand and improve the current system of programs and services for adult learners offered within the region, WestEd, on behalf of VCAEC, conducted telephone interviews with key informants within VCAEC leadership, as well as with important partners to VCAEC. The goal was to obtain the viewpoints about the current K-12, Adult Education, and community college district systems, and to understand stakeholders' various priorities, perspectives, and potential approaches to their AB 86 work.

Methods and Analyses: A list of leaders as key informants, educators, ($n=4$) was identified by VCAEC leadership to be interviewed. WestEd staff contacted each key informant to schedule a phone interview. When the interview date and time were established, WestEd staff sent a confirmation email with the interview questions attached so that interviewees were prepared and relatively unburdened by participating in the interview. As of Dec. 11, 2014, 4 of 4 interviews have been conducted with key leaders.

Key informant interviews included 4-5 required questions, depending on time availability of the interviewee and their knowledge base, and 5 additional questions that could be answered if time permitted. During each phone interview, notes were taken and saved individually for each interview. All interview notes were then compiled and analyzed using an exploratory applied thematic approach. The key leaders interview protocol is found in the Appendix.

High-level Findings from Key Leaders: Across the 4 interview texts analyzed for this summary-to-date, several themes were seen across interviews and across types of interviewees.

Level and Quality of Current Programs/Services Provided to Adult Learners

- Most respondents report providing all five of the programs relevant to AB 86 work (career technical education [CTE], adult basic education [ABE], adult secondary education [ASE], English as a second language [ESL], and high school equivalency/GED courses)

- Respondents say that the quality of their course offerings considered “basic skills” or pre-collegiate is “OK” or “good,” but articulation with adult schools needs a sharper focus to “bridge” the experience for adult learners from adult schools to community colleges. *“With the CTE and apprenticeship areas, we’re doing alright, but in the other areas we’re barely scratching the surface. It’s a little in my peripheral vision with ESL, adult basic education and adults with disabilities. We don’t have that much going on in those areas... and my frank opinion is what we have -- it’s not enough.”*
 - Pre-collegiate course offerings in basic skills (math, English) and ESL are currently limited to two levels below basic, per direction from the community college district and internal shifts in priorities. *“Probably on a scale of 1 to 10 we’re at a 6 now. Just from the standpoint that during the budget cuts at Ventura College and the other two community colleges in the district, the decision was made district wide that colleges would not offer any development courses that were more than two levels below college level. That made it very challenging for many of our adult learners who were coming to the community college. They’re coming to the class that’s challenging for them.”*
 - A few connections exist between adult schools and community colleges
 - Conejo Valley Adult School bridge program to Moorpark College. *“That program talks about giving students the skills to do things that either they were not ready for when they came out of high school, or they haven’t been in the classroom for a couple of decades and they need support. It’s about meeting the students where they’re at.”*
 - Partnership underway between Ventura College and Ventura Adult and Continuing Education to provide a non-credit approach for pre-collegiate level courses.

Current Needs for Adult Education In Area

- **Theme #1:** Stronger regionalization of services for adult learners:
 - The community college district’s true mission is to train individuals for the workforce to get a career or to transition to more postsecondary work. The planning work for AB86, coupled with the \$13 million California Career Pathways Trust grant, moves the county closer to fulfilling this mission.
 - Stronger partnerships are critical to serving students in the core AB86 areas.

- AB86 is an awakening that it's not just about partnering with high schools. Adult schools provide key programming that fills specific needs in the community.
- *"If we're not getting them at the high school level, AB86 allows us to make that connection to all types of resources in one county. We're putting together a blueprint to work more efficiently. That was the whole premise of the Master Plan for California higher education back in the 1960s. Each segment of the system was supposed to have its piece, and now we're taking that to a new level."*
- More attention to serving the occupational needs of the county.
- *"There is very little now in terms of a pipeline from the adult school. There's been a little bit of that, but there's been no formal pathway created where the steps have been established and we're talking to each other regularly in a way where they call and say, 'We have some students interested in possibly going to [the] College. Can you come and talk to them?' I don't think we have that level of relationship."*
- **Theme #2:** Necessity to reduce duplication of efforts between adult schools and community colleges:
 - Adult schools offer lower level developmental Adult Education classes and lower-level ESL classes in accessible ways.
 - Change the lens to realize a new era of regionalized services. *"Back in the day when we had money in the state, California didn't ask people to regionalize. Now we have to reduce duplications in some capacity. ... The state doesn't have the money to do what we started out doing under the same formula we had in the beginning. We want to make sure the outcome is good, and we can rise above all of the politics to make that happen."*
 - Budget realities and shifting priorities have sharpened what community colleges do. *"All the colleges were over-enrolled with such a demand for courses for the students who are transferring to a four-year university. It's hard to justify offering a lot of the developmental courses when there's such a demand to offer courses for the students who are transferring. It was a question of resource allocation, and unfortunately at the same time there was a large shift in dollars taken away from Adult Education in the K-12 system, as well."*
 - It's a struggle to fill the existing ESL community college courses that are more advanced because most of the need is at the lower levels. Adult schools provide the lower-level instruction.

- *“We were offering ESL from almost 8 levels below college level before the recession. We looked at the data and people were not advancing. They were just kind of swirling around in those classes. ... We really asked ourselves: what is the purpose of all this. For some students I think it became a social place for them to be, and when we looked at the data and we had to really deal with the budget cuts, the decision was made to reduce all that and become much more restrictive in terms of let’s not overlap with Adult Education.”*
- **Theme #3:** Community College faculty play a critical role in developing “transitions” for students when they are ready for college-level work:
 - For shorter term CTE programs: faculty are studying ways to reestablish more relevant job certificate programs that may have been
 - English, math and ESL faculty are developing goals to move students more effectively through pre-collegiate level courses into higher-level courses. Assessing Student Learning Outcomes is a part of this process.
 - *“You get a program to succeed because of the people that run them. The programs work well when you get a faculty member that believes in what he or she is doing.”*
- **Theme #4:** Increased integration of vocational or CTE classes with developmental and ESL classes:
 - Make learning practical for students in developmental courses. *“Right now there’s not much integration of developmental education with CTE. Too many people get frustrated because they stay in developmental and they just kind of fall into that black hole and there’s no progression to a career path. We’re at a talking phase now and looking at which pathways we can do that with.”*
 - Need for developmental classes that lead to certificates – applicable to the workforce.

Greatest Opportunities for Facilitating Effective Transitions

- Open communication: Establish agreed upon competencies for levels of coursework to convert work done at adult schools to college credit.
- California Career Pathways Trust grants are requiring the community colleges to set up a system for tracking students from the K-12 level to the colleges. *“We’re in the figuring out how that’s going to work phase.”*

- Harness the energy generated by AB86 toward practical outcomes. *“We need to incorporate work-based learning, job shadowing and speakers from industry so students can actually get motivated and see the real value in participating in the program. Between all of us, K-12, our business partners and the community colleges, it’s a lot of resources we can put together in a unique way to create something that does a more effective job of taking our adult learners to move them into careers.”*
- Discuss where in the state’s education structure Adult Education belongs; examine how coming together into the larger community college system could benefit adult learners. *“Adult Ed is losing out just because of where they are [in the K-12 system], and I fear that not much is going to get done, and we’ve spent \$400,000 to plan for this and nothing to show for it. One of the questions should be to do an analysis of bringing adult Ed into the community college system. Let’s talk about what is it that people are afraid of and get it out in the open. I think that’s being danced around. It’s the 800 pound gorilla in the room.”*
- Create a council of administrators and faculty members to draft specific action plans. Model is a Latino Transfer Project between the community college and CSU Channel Islands, with an agreement that includes everything from financial aid to articulation. *“I’m not naïve. I don’t think there’s any gumption for people to say, ‘Let’s recommend we become part of the community college system.’ But we need to have formalized mechanisms to improve the pathway between adult Ed and us -- an articulation council or a pathway council.”*

Greatest Challenges to Facilitating Effective Transitions

- Fear of breaking away from the status quo.
- Adult Education has not historically been included in conversations about transitions to college. Focus has been on the high schools.
- Adult Education is stuck in a “no man’s land,” challenged by K-12 funding priorities and community college focus on transfer pathways to four-year universities.
- Lack of engagement with community partners
 - *“Are we making sure we know all those potential partners? That is a knowledge gap that I have and I think our group has.”*
 - Seek connections with Fillmore community organizations to partner to bring more services to the community, whether it is assistance with transportation or childcare.
- Transportation: Working as a group to open access to all students, regardless of where in the county they reside

Key Informant Interview Findings - Partners

Purpose: In order to develop a deeper understanding of the Ventura County Adult Education Consortium's (VCAEC's) perspectives on the key components necessary to expand and improve the current system of programs and services for adult learners offered within the region, WestEd, on behalf of VCAEC, conducted telephone interviews with key informants within VCAEC leadership, as well as with important partners to VCAEC. The goal was to obtain viewpoints about the current K-12, Adult Education, and community college district systems, and to understand stakeholders' various priorities, perspectives, and potential approaches to the AB 86 work.

Methods and Analyses: A list of partners ($n=8$) was identified by VCAEC leadership to be interviewed. WestEd staff contacted each partner to schedule a phone interview. When the interview date and time was established, WestEd staff sent a confirmation email with the interview questions attached so that interviewees were prepared and relatively unburdened by participating in the interview. As of Dec. 10, 2014, West Ed has conducted interviews with 7 partners. One informant, an executive with the company Haas Automation, Inc., has been unavailable during the interview timeframes.

Partner interviews included 5 required questions and 5 additional questions that could be answered if time permitted. During each phone interview, notes were taken and saved individually for each interview. All interview notes were then compiled and analyzed using an exploratory applied thematic approach. Partner interview protocol is found in the Appendix.

High-level Findings from Partners: Across the seven (7) interview texts analyzed for this summary-to-date for partners interviewed, several themes were seen across interviews and across types of interviewees.

Programs and Services Offered to Adult Learners

- The county WIB administers programs for both adults and youth. The emphasis with adults is to help them obtain a marketable and industry-recognized credential or degree, and then to have them placed in a related sector job. For youth, the WIB focuses on increasing the number of high school students in the county who graduate prepared for post-secondary vocational training, further education, and/or a career, primarily for at-risk and low-income youth.

- A new opportunity exists with the \$13.2-million **California Career Pathways Trust** grant through the Ventura County Community College District and Ventura County Office of Education. As part of the grant planning process, officials identified **69 different career pathways** in the region that includes almost all of the county's high school districts (with one exception – Oxnard Union High School District) and adult schools within the context of the grant. "The whole goal is to **align our programs to high skill, high wage, high growth jobs in the county**. Rather than saying, 'this is a secondary program and this is a postsecondary program,' there is one program of study in a particular field, whether you're in high school or college."

Greatest Needs – Programs and Services

- **Real-world experience** with hands-on design/construction or applicable skill sets for students before seeking employment.
- We started with a matrix of the county's 15 industry sectors in the context of educating students from high school, adult school and into community college. For the grant process, we looked at **what are the gaps, what are we duplicating, and if we could build anything to fill those gaps**.
- One more need is for **bilingual people who speak Spanish**. We need more bilingual people in all of the professions. It's important to hire licensed health professionals who are bilingual, and we pay a nice premium for it if we can find it. The other thing I would say is **the ability to write is just one of those core skills that is so important** in just about everything in all these sectors -- that's a real fundamental need. We need science and math, and I'm totally on that bandwagon. But what gets lost in that is the writing and the message.
- The **fields in greatest need for the county**, which is the region's second largest employer, are: nurse practitioners; radiology technicians; clinical lab scientists; physical therapists; occupational therapists; speech therapists; mental health and drug addiction counselors; licensed clinical social workers; psychologists; family therapists; IT and data management for health care; accountants; probation officers; machinists.
- Right now the **unemployment rate** is very, very low in Ventura County. It becomes very **competitive for job seekers**, so when they have something special like an **occupational certificate** it makes a lot of difference to someone who may even have a lot of work experience.
- **Local growth industries**: The first is **manufacturing**, and the second is **health care**. Baby Boomers are aging, but no one wants to leave Ventura County. It has wonderful weather and it's a good place to retire.
- Leverage new opportunities to **train more local employees for health services work**.

- **More [Science, Technology, Engineering and Mathematics] STEM** type of educational opportunities to facilitate the beginning type of education for tomorrow's engineers, and technical skills for manufacturers.
- **Vocational training through ESL.** Non-English speakers need fundamental computer skills.
- **Soft skills.**

Notable Quotations from Partners:

- "Employers are saying, 'We can train people in specialty things. We need people to have **essential skills**.' If you're an engineer and you can design something on a computer but you have no idea what it feels like to have made it with your hands, you very often have re-dos in the design process. Employers want us to require students to have a shop class before they get to the workforce."
- "There should be quick turnaround [to employment], but then people may or may not stay in entry level positions, particularly in this county, where **the cost of living is relatively high** and it is difficult to make enough money for that job to be sustainable. "Students would go into the workforce, meeting workforce demands at the entry level, make \$10-\$12 an hour, then continue training to become a bio technician, which would take two years, if that's what they wanted to do. You can **enter or stop at multiple exit points**."
- "Many of the jobs [in the county] are in **manufacturing**. There are all kinds of certificates that are helpful for people to have in manufacturing, depending on what type of job they are seeking. For instance, take a simple electronics assembly job. **If you don't have a standard certificate, you will not be hired.**"
- "**Health care** is very important in Ventura County, and the middle class or upper middle class communities, they expect better service. They want the specialist immediately. They don't want to have to drive to another county to get the care they need."
- "They are having to hire people from out of the county or out of the state or out of the country because **no one locally has the skills to do clinical research and specialized lab work**. In Ventura County for years we did not push that our children would become scientists. A few became doctors because their parents were doctors, but all the other occupations they have to fill from outside the area. That is where we need locally grown youth. There are some pipelines through Cal State Channel Islands. The Web site for the county's Workforce Investment Board covers the new certificate programs available in the health industries. People can start out as a phlebotomist and work their way up from there very quickly."
- "We conducted a survey of all the **manufacturers** in the county and we asked them what skills they would like to see in people coming as new hires. What I was expecting to hear back that the businesses wanted was workers with math

skills and technical things. That wasn't the response that we got at all. They want employees that they can teach, but employees need to come to work every day. They need to take a shower, they need to understand customer service and they need to understand that **it's not all about what is most comfortable, it's about getting the job done.**"

Strategies to Address these Needs

- Educational systems stress the **importance of internships/externships**.
- Work together on Ventura County's two **Career Pathways Trust grants**.
- It's about building new relationships and leveraging existing partnerships to **(1) build needs; and (2) look at new areas rather than status quo**.
- "Certification" courses in **employability skills**, in addition to technical skills.
- **Skill identification surveys** prior to commitment to a career or job path.

Notable Quotations from Partners:

- "The goal for all these pathways is to create an **articulated program of study** so that you can start and go into an area and exit out at appropriate times along the way. It's about having **multiple points of entry** – possibly with high school students and adult students in the same classes – to **eventually increase capacity at the higher levels of the wage scale**."
- "The thing that gets blurred when we talk about the county sectors is that **healthcare is a huge part of the economy**. Agriculture is a huge part of who we are in our community, but having said that, the healthcare economy just blows it away. It's a billion-dollar industry. How great is it when you have a job where you get paid to help people?"
- We need to communicate the idea that **you shouldn't just be stagnant once you get a job** and say, 'That's it.' You need to have people understand that they should have **continuous learning**. They need to **stay current** with whatever they are doing. They can always learn something new, something more. That's where you can increase your abilities and become more competitive when you're looking for employment, even if it's in the same company."
- "The only way that all of this is going to work is if the **business community engages**, and we need to be giving them something of value. Then they will be more available to the education world. If we were helping them with this problem that they're having about **finding reliable people**, they would see there is **value in the local education systems**."

Possible Challenges to Address these Needs

- One barrier to strengthening Adult Education in the county is that there is a **strong adherence to maintaining the status quo**.

- **Transportation:** “The [county] transportation committee is working on the gaps that exist, and we will figure it out. I say there’s always two degrees of separation in this tight-knit county, and that’s one of our strengths here. I can pick up the phone and call other leaders or we bump into each other at events and start a conversation about meeting a need in the county.”
- **Transportation. In the [Fillmore area] valley,** there are only a few companies that can offer training programs and internships. You have to go out of the valley, and that’s where transportation for youth has been a problem. People for years tended to ignore that. “It’s not the intelligence of the students in the valley area. It’s the exposure to those employers. I lived in Fillmore for 12 or 13 years. I would drive to Oxnard every day to work, and two of my stepdaughters would go to Fillmore High School. I had to bring them into Oxnard with me to give them exposure to companies. They have to come out and do other things. I got one of them into an internship in Oxnard.”
- **Marketing challenge:** “When you talk to a group of high school kids and their friends and they are going on to Cal State this and Cal State that and they say, ‘I’m going to the adult school,’ that really falls flat. It doesn’t sound like a big deal but the fact is that by calling itself an adult school instead of a career institute it doesn’t accurately represent itself. There are career technical opportunities offered at the school, but the broader population doesn’t even think about it. What they think is it’s for the folks that are really kind of struggling to get by. ... We need to take the stigma off of making a choice that doesn’t lead to college.

Plans in Place or in Development to Help Adult Learners Transition into Postsecondary Education or Workforce

- Articulated sequence of courses leading to dozens of career pathways, through Ventura County’s two **Career Pathways Trust grants**.
- At the **Employment Development Department**, before the agency sends anyone out to work, they go through “**career shops**,” which are courses on how to **successfully prepare to seek employment**. The courses include how to handle the interview itself, resumes, interviewing skills, dressing for success, how to find work using the Internet, hints and processes -- pretty much everything that you would need, including how to use social media. The agency’s clients do mock interviews to build confidence before seeing a potential employer.
- Apprenticeships: Although the EDD does not provide apprenticeships, it assists clients in **taking a self-assessment on the computer**. “They’ll come up and tell us, ‘Here’s my results,’ and we’ll help them interpret their results. They may have a good area in electricity. We’ll say, ‘You’ve done this before,’ and then we explain what it would be like to be an electrician if they would like to be an apprentice. We’ll give them all of the information.

Extent Partner Organization Collaborates with Adult Schools and/or Community Colleges to Provides Services to Adult Learners and if Effective

- **Ventura Adult and Continuing Education** won a competitive contract through WIB to find older youth up to age 21 (soon to be age 24 through new federal legislation) who are no longer connected to schools, and **enroll those young adults in programs leading to diplomas and other possible career or educational pathways**. The relationship between the WIB and VACE is described as highly effective and active. The other three adult schools do not currently have the same presence with the WIB.
- Pending housing development with **educational complex in Santa Paula** through Limoneira Co.: “We’ve heard our kids can’t afford to live in Santa Paula because they can’t get a job, so we are trying to figure out how to create opportunities for employment for the kids that grow up in Santa Paula. The cornerstone of all of that is a good education. There is a big building in the development laid out like a school that will house educational offerings from local higher education institutions. ... I’m working with a group on the agricultural side of things with **[Ventura College President] Dr. [Greg] Gillespie** on how to get the more highly skilled jobs, and the requirements that serve the outside parts of agriculture connected to the community college. We’re looking at interesting **workshops on pest control, pest management, pesticide application, fertilizer application** -- a whole host of things that do take a lot of higher-level educated people.”
- “There are a core of businesses that are aware of the programs that are offered at the adult schools, but there is not a broad appreciation of **the gem that the [Simi Valley] career institute is.**”

Barriers to Collaboration

- **Overtaxing local businesses with duplicated requests** from different educational institutions can be a barrier to moving forward. “It’s a little frustrating because community colleges have one set of priorities, career pathways groups have other priorities, and there are a lot of educational efforts that back in to what the needs are for businesses. All the schools at all different levels have to have **business advisory committees**, and they’re all going to the same large businesses in Ventura County – Amgen, Inc., based in Thousand Oaks being the largest. “The employers come to the WIB and say, ‘I’ve got all these educators coming to me to provide internships, job shadowing, on the job training, who am I supposed to choose? What’s most important?’
- **Transportation:** “We all know that Ventura County isn’t that big, but we’re not that well connected in terms of transportation. That’s especially true with our

Adult Education programs, even for students to get to their classes is very difficult.”

- “I firmly believe that things that aren’t relevant should go away, and industries that are expanding need to be addressed. In the health sciences, everyone is offering the same exact program, Certified Nursing Assistant programs, and **there is no reason for us to all offer the same programs everywhere.** Instead, **these programs are stressing our internship opportunities because we’re duplicating programs.**”

Strategies to Overcome Barriers

- The WIB is inviting educators to get **feedback from businesses in a neutral setting** in hopes of minimizing competing demands on businesses’ time and resources and duplicating questions.
- “The goal for all these pathways is to **create an articulated program** of study so that you can start and go into an area and exit out at appropriate times along the way. It’s about having **multiple points of entry** – possibly with high school students and adult students in the same classes – to eventually increase capacity at the higher levels of the wage scale.”
- The [Ventura Innovates CCPT] grant ensures that **all enrolled students**, whether in high school or at the community college, be **entered into California’s Cal-PASS Plus system**. That way, **everybody’s using the same data system**. “Students will now be enrolled into the community college system as 9th graders, 10th graders and down the line.” The community college district already has funding for staff to do this work enrollment work through other state funding sources.
- The goal of developing the **career pathways -- that’s definitely the way to go**. There may have been some of that in the past, but it was never fully developed. I’m hoping that with this Adult Education consortium some of that will become more obvious to youth as to what their options are.

Untapped Resources

- The **[CCPT] pathways** are intended to be inter-connected to link the county’s education systems, and also to **leverage partnerships** with the Workforce Investment Board of Ventura County.
- Possible **expansion of a county hospital system program for special education students** to assist the hospital staff with medical records or nursing or maintenance. Currently, there are about 15 youth a semester involved in the confidence-building program. This could be expanded to include Adults With Disabilities for real-world experience.

- Many employers have **career days**, and numerous community groups such as Future Leaders of America or the Hispanic Engineers work with the employers to help get the youth there, and that really could be **expanded in Piru, Fillmore and Santa Paula**. “If you get 100 youth there and only 50 become successful, that’s better than none.”
- **County employer advisory councils** keep local agencies up to date on what businesses need. Two of these councils meet every month with a business luncheon with a speaker. Twice per year they have half-day **seminars related to employment or human resources**. These involve employment agencies, EDD, businesses, employment training panels, the WIB, Department of Rehabilitation and adult schools. “The information is essential, and there’s time to meet everyone and talk to employers about who’s hiring.”
- **Newly formed regional Workforce Education Coalition**, led by the Simi Valley Chamber of Commerce, sets up **tours for high school students and teachers at local businesses**. “The chamber is committed to workforce development. There is not a lack of energy or time or interest on the business side.”
- Ventura County’s **P-20 regional planning** group to find partnership opportunities between the private sector and educational institutions.

APPENDIX B: Data Collection Instruments & Protocols

Faculty / Staff Survey

Ventura County Adult Education Consortium Survey

Welcome to the Ventura Adult Education Survey!

This survey is designed to collect information in response to the planning efforts funded by Assembly Bill 86 (AB 86), the intent of which is to expand and improve the provision of adult education via the Adult Education Consortium Program. The Ventura Consortium for Adult Education includes the following member institutions: Conejo Valley Adult School, Ventura College, Simi Valley Adult School, Oxnard Adult School, Oxnard College, Ventura Adult and Continuing Education, Moorpark College, and Santa Paula Unified School District.

Most importantly, this survey will provide you with an opportunity to share your unique knowledge, insights and experiences concerning the adult education programs and services at your institution and in your region. Please answer each of the following questions to the best of your ability, consistent with your role and/or specific area of expertise. Individual responses will be kept confidential and findings will be reported in aggregate form. The survey will take approximately 30 minutes to complete.

If you have any questions about survey administration, please contact Sarah Griego at (562) 799-5487 or sgriego@wested.org.

1. Contact information

2. Your School/College:

3. What is your current role or position?

☐

ase specify):

Ventura County Adult Education Consortium Survey

4. With which of the following programs are you primarily affiliated? Check all that apply.

☐ affiliated with any of the above program areas

5. Does your school provide services in correctional facilities?

QUALITY AND ADEQUACY OF PROGRAMS AND SERVICES

6. Please rate the overall quality and/or effectiveness of the programs, services, and courses available at your school to meet the needs of adult learners in each of the following areas:

Ventura County Adult Education Consortium Survey

7. Please rate the adequacy (sufficiency, comprehensiveness) of the programs, services, and courses available at your school to meet the needs of adult learners in each of the following areas:

Extremely
Adequate

such as guidance, counseling, transition plans, tutoring,
and follow-up services)

Ventura County Adult Education Consortium Survey

8. Which of the program areas offered at your school have the greatest need for additional course offerings, services, or other improvements?

☐ h as guidance, counseling, transition, and follow-up services)

9. What additional course offerings are needed?

10. What additional services are needed?

11. What other improvements do you recommend?

AWARENESS OF OTHER ADULT EDUCATION SERVICES AND RESOURCES

Ventura County Adult Education Consortium Survey

12. Please rate your knowledge of the resources and services provided by the following agencies to serve adult learners/students.

To A Great
Extent

er (please specify):

13. How often have you or your school collaborated with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services to adult learners?

Ventura County Adult Education Consortium Survey

14. How often have you or your school collaborated with area adult schools or the community colleges to better meet the needs of adult learners?

☐ Frequently

15. Please identify the areas in which you have collaborated. Mark all that apply.

16. How effective have these collaborations been in improving or expanding adult education programs and services in your region?

☐ Somewhat Effective

Ventura County Adult Education Consortium Survey

17. Below are some barriers to collaboration between schools/colleges and outside service providers. Please rate the degree to which each is a barrier to collaboration.

To A Great
Degree

Prohibitive school / district policies



18. Please provide your thoughts about ways to overcome the barriers above.

Ventura County Adult Education Consortium Survey

19. Of the following options, which are obstacles to adult learners/students? Please check all that apply.

☐ Limited / lack of available childcare options / family needs

20. Which of the following strategies to accelerate student progress are currently in use within your program? Please check all that apply.

☐ g Communities (Collaborative instruction across disciplines)

Ventura County Adult Education Consortium Survey

21. If you marked any of the strategies in the previous question, please rate their effectiveness at accelerating student progress toward educational and career goals.

Very
Effective

☐ extualized Courses

23. What additional models would you like to see more of in your program?

Ventura County Adult Education Consortium Survey

24. To what extent does your program use the following Co-location Strategies to align activities or program elements between the adult school and community college?

To A Great
Extent

Other (please specify)

25. To what extent does your program use the following Transition Strategies to align activities or program elements between the adult school and community college?

26. To what extent does your program use the following Physical Access Strategies to facilitate student access to services?

or adults with disabilities

Ventura County Adult Education Consortium Survey

27. To what extent does your program use other strategies to facilitate student access to services?

To A Great
Extent

Other (please specify)

28. To what extent do the following challenges hinder the implementation of any of the strategies listed previously?

☐ ☐ ☐ ☐ ☐

Ventura County Adult Education Consortium Survey

29. Of these challenges, which are the ones that most need to be addressed? Please mark all that apply.

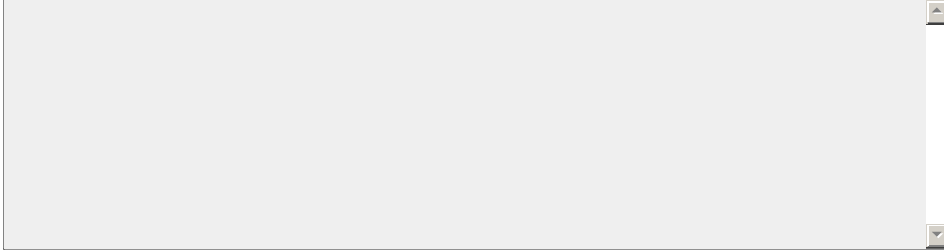
PROFESSIONAL DEVELOPMENT

30. What kinds of professional development in your program area would be most valuable for improving or expanding services to adult learners/students? Please mark all that apply.

☐ g in I-BEST

Ventura County Adult Education Consortium Survey

31. In summary, what is the most important thing that can be done to improve or expand adult education services in your community?

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32. Any additional insights you'd like to share?

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Student Survey - English



VCAEC Student Survey

Dear Ventura County student,

We encourage you to take this survey to help us collect information about how to better provide services to Ventura County adult students. Please take this important survey to help us better serve students in our county. The survey should take you no longer than 15 minutes, and your responses will be kept confidential. Thank you for participating in this survey. **!!!**

Please use only #2 pencils. % % %

Like this: ☐ Not like this: ☐ ☐ ☐

1. **What is your age?**

- ! " Under 18 years
- # " 18-24 years
- \$ " 25-30 years
- % " 31-39 years
- & " 40-55 years
- ' " Over 55 years
- "

2. **What is your ethnicity? Please bubble in all that apply.)**

- ! " American Indian or Alaskan Native
- # " Asian or Pacific Islander
- \$ " Black or African American
- % " Hispanic or Latino
- & " White / Caucasian
- ' " Prefer not to answer
- (" Other (please specify) _____

3. **Which of the following categories best describes your employment status?**

- ! " Employed, working full-time (40 hours or more per week)
- # " Employed, working part-time (fewer than 40 hours per week)
- \$ " Not employed, looking for work
- % " Not employed, NOT looking for work
- & " Retired
- ' " Disabled, not able to work

4. **Do you have any children under 18?**

- ! " Yes
- # " No
- "
- "
- "
- "

5. **Please bubble in the Ventura County schools where you have taken classes, either now or in the past.**

- | | |
|---|---|
| ! " Conejo Valley Adult Education |) " Simi Valley Adult School and Career Institute |
| # " Moorpark College | * " Ventura Adult and Continuing Education |
| \$ " Oxnard Adult School | + " Ventura College/Ventura College – Santa Paula |
| % " Oxnard College | , " Other (please specify) _____ |
| & " Santa Paula Unified School District | " |



6. Which school do you attend now?

- | | | | |
|------|-------------------------------------|-----|---|
| ! " | Conejo Valley Adult Education |) " | Simi Valley Adult School and Career Institute |
| # " | Moorpark College | * " | Ventura Adult and Continuing Education |
| \$ " | Oxnard Adult School | + " | Ventura College/Ventura College – Santa Paula |
| % " | Oxnard College | , " | Other (please specify) _____ |
| & " | Santa Paula Unified School District | " | |

7. How long have you been enrolled at your school?

- | | | | |
|-----|------------------|-----|-----------------|
| ! " | Less than 1 year | % " | 3 years |
| # " | 1 year | & " | 4 years |
| - " | 2 years | ' " | 5 or more years |

8. How much did the following affect your decision to enroll in your present school?

%	%	Very Much	Quite a Bit	Somewhat	A Little	Not at All
		! "	# "	\$ "	% "	& "
Cost of Attendance / Tuition Cost		! "	# "	\$ "	% "	& "
Availability of Financial Aid / Scholarships		! "	# "	\$ "	% "	& "
School / Program Reputation		! "	# "	\$ "	% "	& "
School / Program Offerings		! "	# "	\$ "	% "	& "
Employer / Counselor / Personal Recommendation		! "	# "	\$ "	% "	& "
Location of the School		! "	# "	\$ "	% "	& "
Availability of Evening / Weekend Courses		! "	# "	\$ "	% "	& "
Positive Experience on Campus (Prior to Enrollment)		! "	.	- "	/ "	& "

9. Which of the following best describes the kinds of courses in which you are enrolled?

- | | |
|------|--|
| ! " | Basic Skills, including classes required for a diploma / high school equivalence (GED) |
| # " | Citizenship, English as a Second Language (ESL), and / or Vocational ESL |
| \$ " | Education Programs for Adults with Disabilities |
| % " | Career Technical Education (CTE) / Job Training / Vocational Classes |
| & " | Apprenticeship or Pre-apprenticeship |
| ' " | None of the above |

10. What are your current educational goals? (Bubble in all that apply.)

- | | |
|------|---|
| ! " | High School Diploma |
| # " | High School Equivalency Exam (GED) |
| \$ " | Improve English Language Skills |
| % " | US Citizenship |
| & " | Transfer Credits |
| ' " | An Associate's (2year) Degree |
| (" | A Bachelor's (4year) Degree |
| + " | Career and Technical Job / Vocational Training |
| 0 " | Technical Certification or Professional Licensure |



11. How well are you progressing toward your educational goals?

- ! " Extremely Well
 # " Quite Well
 \$ " Fairly Well
 % " Mildly Well
 & " Not Well at All

12. Have you ever been enrolled in an English as a Second Language (ESL) course, now or in the past?

- ! " Yes
 # " No
 % %
 % %
 % %

13. Of the options provided below, please select the three that best describe your reasons for enrolling in ESL courses. Select "Not Applicable" if you answered "No" to question 12.

- ! " To help my children with their school work
 # " To help prepare for the US Citizenship test
 \$ " To get a new job
 % " To get a raise or promotion
 & " To attend college or vocational school
) " To meet a requirement for public assistance
 * " To improve the way I feel about myself
 + " To make it easier to do things on a day to day basis
 , " Not Applicable
 1 " Other (please specify)

14. Are you currently enrolled in a career or technical education or vocational education program?

- ! " Yes
 # " No
 % %
 % %
 % %
 % %
 % %
 % %
 % %
 % %
 % %
 % %
 % %
 % %

15. For what reason are you in a career or technical or vocational education program? Please select one. Select "Not Applicable" if you answered "No" to question 14.

- ! " I'm working to develop job skills to help me get a better job
 # " I'm training to enter the workforce
 \$ " I want to change careers & learn new set of job skills
 % " I want to advance my career with my present employer
 & " Certifications are required for employment in my chosen field
) " Not Applicable
 * " Other (please specify)



16. How helpful have the following student services been to you?

%	%	Very Helpful%	Mostly Helpful%	Somewhat Helpful%	Less than Helpful%	Not at All Helpful%	I have Used These Services%	My School Does Not Provide These Services%					
Academic counseling help planning academic goals and selecting courses)	!	"	#	"	\$	"	&	")	"	*	"	
Career counseling help matching student interests and skills with careers)	!	"	#	"	\$	"	&	")	"	*	"	
Tutoring help with schoolwork from professional tutors employed by your school)	2	"	#	"	\$	"	&	")	"	*	"	
Childcare and family support services (childcare or health services as provided by your school)	2	"	#	"	\$	"	&	")	"	*	"	
Internship or on-the-job training opportunities (academic credit training as provided as part of employment)	!	"	#	"	\$	"	&	")	"	*	"	
Mentorship programs (one-on-one career coaching with a working professional in the student's chosen field)	!	"	#	"	\$	"	&	")	"	*	"	
Job employment fairs (employers meet with students on campus)	!	"	#	"	\$	"	&	")	"	*	"	
School tours (tours of other schools or colleges coordinated by the school you attend)	!	"	#	"	\$	"	&	")	"	*	"	
Assistance with resume writing and interviewing	!	"	#	"	\$	"	&	")	"	*	"	
Job placement services (services to help connect employers with students looking for jobs provided by your school)	!	"	#	"	\$	"	&	")	"	*	"	
Transportation services (bus and/or rideshare services provided by your school)	!	"	#	"	\$	"	&	")	"	*	"	
Other (please specify) _____ %	!	"	.	"	\$	/	"	3	"	'	"	("

17. What additional services such as those listed above would you like to see your school provide?

18. What additional courses would you like to see your school provide?

Student Survey - Spanish



ENCUESTA DE ESTUDIANTES VCAEC

Estimado alumno del Condado de Ventura,

Le exhortamos a que tome esta encuesta el cual nos ayudará a recopilar información sobre como proveer mejores servicios a estudiantes adultos en el Condado de Ventura. La encuesta le tomará no más de 15 minutos, y sus respuesta permanecerán confidenciales. Gracias por su participación en esta encuesta.

Utilice sólo lápices.

Like this: ☐ Not like this: ☐ ☐ ☐

1. ¿Cuál es su edad?

- ! " Menos de 18 años
- # " 18-24 años
- \$ " 25-30 años
- % " 31-39 años
- & " 40-55 años
- ' " Más de 55 años
- "

2. ¿Cuál es su Raza? (Por favor llenar todas las burbujas que corresponden.)

- ! " Nativo Americano o Nativo de Alaska
- # " Asiático o isleño del Pacífico
- \$ " Negro o Afroamericano
- % " Hispano o Latino
- & " Blanco/ Caucásico
- ' " Prefiero no contestar
- (" Otro (por favor especifique) _____

3. ¿Cuál de las siguientes categorías mejor describe su situación laboral?

- ! " Empleado, trabajando tiempo completo (40 horas o más por semana)
- # " Empleado, trabajando tiempo parcial (menos de 40 horas por semana)
- \$ " Sin empleo, buscando trabajo
- % " Sin empleo, no buscando trabajo
- & " Jubilado
- ' " Discapacitado, no puedo trabajar

4. ¿Tiene hijos menores de 18 años?

- ! " Sí
-) " No

5. Por favor marque las escuelas del Condado de Ventura donde usted ha tomado clases, ya sea a hora o en el pasado.

- | | |
|---|---|
| ! " Conejo Valley Adult Education | ' " Simi Valley Adult School and Career Institute |
| # " Moorpark College | * " Ventura Adult and Continuing Education |
| \$ " Oxnard Adult School | + " Ventura College / Ventura College Santa Paula |
| % " Oxnard College | , " Otra (por favor especifique) _____ |
| & " Santa Paula Unified School District | |



6. **¿A cuál escuela asiste usted ahora?!**

- | | | | |
|------|-------------------------------------|-----|---|
| ! " | Conejo Valley Adult Education | ' " | Simi Valley Adult School and Career Institute |
| # " | Moorpark College | * " | Ventura Adult and Continuing Education |
| \$ " | Oxnard Adult School | + " | Ventura College / Ventura College Santa Paula |
| % " | Oxnard College | , " | Otra (por favor especifique) _____ |
| & " | Santa Paula Unified School District | | |

7. **¿Cuánto tiempo ha estado inscrito en su escuela?!**

- | | | | |
|-----|-----------------|-----|--------------|
| ! " | Menos de un año | % " | 3 años |
| # " | 1 año | & " | 4 años |
| - " | 2 años | . " | 5 años o más |

8. **¿Cuánto afectó lo siguiente su decisión de inscribirse en su escuela actual?!**

!	!	Muchísimo!	Mucho!	Algo!	Un poco!	Para nada!
Costo de asistencia / Costo de Matrícula	! "	# "	\$ "	% "	& "	
Disponibilidad de ayuda financiera/Becas	! "	# "	\$ "	% "	& "	
Reputación de la Escuela o el programa	! "	# "	\$ "	% "	& "	
Lo que ofrece la Escuela o el programa	! "	# "	\$ "	% "	& "	
Empleador / Consejero / Recomendaciones Personales	! "	# "	\$ "	% "	& "	
Ubicación de la Escuela	! "	# "	\$ "	% "	& "	
La disponibilidad de los cursos nocturnos/de fin de semana	! "	# "	\$ "	% "	& "	
Una experiencia positiva en la Escuela (antes de la inscripción)	! ") "	- "	/ "	0 "	

9. **¿Cuál de las siguientes opciones mejor describe el tipo de cursos en los que está inscrito?!**

- | | |
|------|---|
| ! " | Habilidades básicas, incluyendo las clases requeridas para recibir un diploma de la preparatoria/ diploma de equivalencia general (GED) |
| # " | Ciudadanía, Clases de Inglés ESL, y/o ESL Vocacional |
| \$ " | Programas de Educación para Adultos incapacitados |
| % " | Educación Técnica Profesional (CTE)/ entrenamiento laboral / Clases Vocacionales |
| & " | Periodo de Aprendices o Pre-aprendizaje |
| ' " | Ninguna de las opciones anteriores |
| " | |
| " | |
| " | |

10. **¿Cuáles son sus metas académicas? (Por favor llene! todas las burbujas que corresponden.)!**

- | | |
|------|--|
| ! " | Diploma de la Preparatoria |
| # " | Examen de equivalencia de la preparatoria (GED) |
| \$ " | Mejorar mis habilidades de inglés |
| % " | Obtener la Ciudadanía de los Estados Unidos |
| & " | Transferir créditos |
| ' " | Título universitario de 2 años |
| * " | Título universitario de 4 años |
| + " | Carrera y Trabajo Técnico/Formación Profesional |
| 1 " | Certificación técnica o licenciatura profesional |

11. **¿Cómo está progresando hacia sus metas académicas?!**
- ! " Extremadamente Bien
" Muy Bien
\$ " Bien
% " Ligeramente Bien
& " Nada Bien
12. **¿Ha estado inscrito en un curso de Inglés como una Segunda Lengua (ESL) la hora lo en el pasado?!**
- ! " Sí
) " No
" "
" "
13. **De las opciones que le parecen la continuación, ¡por favor seleccione tres opciones que mejor describa sus razones para inscribirse en los cursos de ESL. Seleccione! "No aplica" si respondió! "No" a la pregunta 12.!**
- ! " Para ayudar a mis hijos con las tareas escolares
" Para prepararme para el examen de ciudadanía de los Estados Unidos
\$ " Para conseguir un trabajo nuevo
% " Para conseguir un aumento de sueldo o una promoción
0 " Para poder asistir a la universidad/escuela vocacional
- ' " Para cumplir con el requisito de asistencia pública
* " Para ayudar su auto-estima
+ " Para mejorar en su vida cotidiana
, " No aplica
2 " Otra (por favor especifique) _____
14. **¿Está inscrito en un programa de educación técnica/programa de formación profesional?!**
- 3 " Sí
" " No
15. **¿Por qué razón está en un programa de educación técnica/programa de formación profesional? Por favor, seleccione una. Seleccione! "No aplica" si respondió! "No" a la pregunta 14.!**
- ! " Estoy mejorando mis habilidades de trabajo para conseguir un mejor empleo
" Estoy entrenando para reingresar a la fuerza laboral
\$ " Quiero cambiar de carrera/aprender nuevas habilidades de trabajo
% " Quiero avanzar en mi carrera con mi empleador actual
& " Certificaciones son requeridas para empleo en mi campo elegido
' " No aplica
(" Otra (por favor especifique) _____



16. ¿Qué tan útiles han sido los siguientes servicios estudiantiles para usted?!

	Muy Útil!	Algo Útil!	Útil!	No muy Útil!	Para nada Útil!	Nunca he Usado Estos Servicios!	¿Mi Escuela No Ofrece Estos Servicios?
Consejería Académica (ayuda para planificación de metas académicas y la selección de cursos)!	!	#	\$	%	&	'	*
Consejería Laboral (asesoramiento para descubrir intereses y habilidades para una carrera)!	!	#	\$	%	&	'	*
Tutoría (ayuda con las tareas escolares por tutores profesionales empleados por su escuela)!	!	#	\$	%	&	'	*
Cuidado de Niños y Servicios de Apoyo Familiar (cuidado de niños o servicios de salud proporcionados por su escuela)!	!	#	\$	%	&	'	*
Prácticas/Oportunidades de Capacitación en su trabajo (créditos académicos/capacitación que se proporciona como parte del empleo)!	!	#	\$	%	&	'	*
Programas de Mentor (entrenamiento de carreras a largo plazo con un profesional que trabaja en el campo legítimo del estudiante)!	!	#	\$	%	&	'	*
Ferias de Trabajo/Empleo/Carrera (empleadores se reúnen con los estudiantes en el campus o cerca)!	3)	-	/	0	.	(
Excursiones escolares (visitas a otras escuelas o colegios coordinados por la escuela a la que asiste)!	3)	\$	%	&	.	*
Ayuda para escribir el currículum y para prepararse para la entrevista!	3)	\$	%	&	'	*
Servicios de Colocación Laboral (servicios para ayudar a conectar a empleadores con los estudiantes en busca de empleo proporcionados por la escuela)!	3)	\$	%	&	'	*
Servicios de Transporte (autobús y/o servicios de viajes compartidos proporcionados por su escuela)!	3)	\$	%	&	'	*
Otro (por favor especifique) _____!	3)	\$	%	0	.	(

17. ¿Qué servicios (o como las opciones mencionadas anteriormente) adicionales le gustaría ver que su escuela proporcione?!

!
!
!

18. ¿Qué cursos adicionales le gustaría ver que su escuela proporcione?!

!
:
:
:

Interview Protocol - Educators

Maximum duration of interview: 50 minutes

Typical duration of interview: 20 minutes

Procedure:

- Interviews will be scheduled and confirmed in advance.
- Interviewees will be sent conference call dial-in information with confirmation of their scheduled interview.
- Interviewers will dial-in at least 5 minutes in advance of the scheduled interview time to allot for any delays and for set up time.
- Interviewers will introduce themselves informally, confirm that they are speaking to the appropriate interviewee, and re-iterate the pre-approved time and duration for the interview.
- The interviewer will then read the following script:

General pre-interview script (3 minutes):

Welcome

Thank you for being willing to give of your time and energy to this interview. I am _____ and I will be asking you a few questions (and [Name] will be taking notes).

Purpose

WestEd is working with your regional consortium as part of the AB86 Adult Education Consortium Planning to assist with data collection efforts concerning the rethinking and redesign of the K-12, Adult Education, and community college district systems. To this end, we are conducting interviews with key staff from consortia and community/local agencies to develop a better understanding and gain further insights concerning the essential components of a plan that will result in an expanded and improved system of programs and services for adult learners. Information from these interviews will be used to inform the plan developed by your regional consortium.

In this interview process, your confidentiality is assured. All of the information and feedback we collect will be de-identified (your name will not be used in any report) before being reported in summary form to provide guidance and information to AB86 stakeholders about ways to further assist the consortia in accomplishing their objectives.

The interview process will start with me asking a set of questions, which will be the same set of questions asked for each interviewee across your consortium. You will be given as much time as you need to respond, but I will monitor the time to honor our commitment to keep this visit to 20 minutes or less. Are there any questions about any of this? If not, let's get started.

Interview Questions (modified, depending on the interviewee's focus and knowledge base):

1. How would you describe the level and types of Adult Education programs you currently offer?
 - a. How would you characterize the adequacy and quality of the programs/services?
 - b. What is your vision for the improvement or enhancement of these programs and their reach?
2. How would you describe current *needs* for Adult Education in your area, in terms of type and level?
 - a. Have any gaps in existing programs or services been identified and, if so, how do you envision addressing those?
3. What are currently the biggest opportunities for and challenges to effective transition from Adult Education programs to postsecondary education or the workforce?
 - a. How might the challenges be mitigated?
 - b. How might the opportunities be leveraged?
4. What types of strategies and structures have been implemented in your program(s) to accelerate student progress (e.g., targeted professional development offerings; combined programs; inquiry-based or other evidence-based instructional strategies)?
 - a. Are there other strategies and strategies that you would like to implement to accelerate student progress?
5. Given the responses to the interview questions above, how would you describe your overall vision for Adult Education in the next year? 5 years? 10 years?
 - a. What key partnerships will be critical in realizing your vision?
 - b. What do you think is the best approach for accomplishing this vision?
 - c. How will you handle the biggest obstacle you see to realizing this vision?

Other Possible Questions:

1. What are the essential components of a well-aligned system? K-12, Adult Education, and community college system capable of meeting diverse student needs? *[For example: alignment of secondary and postsecondary programs/institutions with workforce development; multiple entry and exit points; meeting labor market demands; a focus on industry recognized credentials; comprehensive support services such as career counseling and transportation]*
2. What structures (e.g., regional collaboratives) and resources are essential to this effort? From your perspective, what systems, structures or supports are needed to facilitate the development of comprehensive, multi-system approaches?
3. What are the top three priorities for your organization concerning adult learners?

4. How would you describe the relationship between the certification process and completers' employment status and wage increase?

What could be done to improve the certification process and outcomes for completers?

Interview Protocol - Partners

Maximum duration of typical interview: 50 minutes

Typical duration of interview: 30 minutes

Procedure:

- Interviews will be scheduled and confirmed in advance.
- Interviewees will be sent conference call dial-in information with confirmation of their scheduled interview.
- Interviewers will dial-in at least 5 minutes in advance of the scheduled interview time to allot for any delays and for set up time.
- Interviewers will introduce themselves informally, confirm that they are speaking to the appropriate interviewee, and re-iterate the pre-approved time and duration for the interview.
- The interviewer will then read the following script:

General pre-interview script (3 minutes):

Welcome

Thank you for being willing to give of your time and energy to this interview. I am _____ and I will be asking you a few questions (and [Name] will be taking notes).

Purpose

WestEd is working with your regional consortium as part of the AB86 Adult Education Consortium Planning to assist with data collection efforts concerning the rethinking and redesign of the K-12, Adult Education, and community college district systems. To this end, we are conducting interviews with key staff from consortia and community/local agencies to develop a better understanding and gain further insights concerning the essential components of a plan that will result in an expanded and improved system of programs and services for adult learners. Information from these interviews will be used to inform the plan developed by your regional consortium.

In this interview process, your confidentiality is assured. All of the information and feedback we collect will be de-identified (your name will not be used in any report, except in internal notes used by the consultant) before being reported in summary form. The intent of the interviews is to provide guidance and information to AB86 stakeholders about ways to further assist the consortium in accomplishing its objectives.

The interview process will start with me asking a set of questions, which will be the same set of questions asked for each interviewee across your consortium. You will be given as much time as you need to respond, but I will monitor the time to honor our commitment

to keep this visit to 20 minutes or less. Are there any questions about any of this? If not, let's get started.

Core Questions for Partners

1. Please describe the programs and services you provide to adult learners.
 - a. In general, how would you characterize the adequacy and quality of these programs and service offerings?
2. Drawing on your experience providing services to adult learners in the region, where do you see the greatest need in terms of programs, service offerings, or otherwise? (*Probe on support services, access issues*)
 - a. What strategies would you recommend to address these needs, and why?
 - b. What are the possible challenges to addressing these needs, and how would you recommend mitigating them?
3. What plans, if any, do you have in place (or that you are in the process of developing) to help adult learners transition into postsecondary education or the workforce?
4. To what extent does your organization collaborate with adult schools and / or community colleges to provide services to adult learners?
 - a. Have you found these collaborations to be effective? If so, why? If not, why not? (*Probe on strategies used, agreements with credentialing systems, placement/assessment tools, support services, etc.*)
 - b. What barriers prevent collaboration with Adult Schools and / or community colleges?
 - c. What strategies would you recommend to overcome them?
5. What other partners (educational, support providers, funders) do you work with in your communities? (*If no partnerships, probe for barriers to collaboration & strategies to overcome or work around those barriers*)
 - a. What untapped resources exist in your region that could be leveraged to meet student needs? (*Probe for partners, other initiatives, and other factors, such as technological resources, key employers, etc.*)
 - b. What incentives and disincentives exist to partnering?

Supplemental Questions – Varied depending on the nature of the partner's main focus.

Objective 1

1. How has the range of programs changed since the 2008/09 school year?

Objective 3

1. In your opinion, what would need to be done in the region to ensure plans are developed to create seamless transitions between existing programs in these domains and postsecondary education or the workforce? Please elaborate.

Objective 4

1. What gaps do you see in the continuum of services provided to adult learners within program area and / or region?
2. What are some of the challenges/barriers your students face in attaining their educational goals?
 - a. What are some potential solutions for addressing these challenges/barriers?

Objective 5

1. What plans, if any, do you have in place or are in the process of developing to employ approaches proven to accelerate a student's progress toward academic or career goals? (e.g., contextualized basic skills and CTE, or joint programming strategies?)

Objective 6

1. What are high priority topic areas for professional development for Adult Education teachers and/or administrators?

Objective 7

1. What plans, if any, do you have in place or are in the process of developing to leverage existing regional structures (e.g., collaborations)? Please describe.
2. With what partners (educational, support providers, funders) do you already work with in the region?

APPENDIX C: AB86 Data Tables

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Complete this worksheet by first selecting the name of your region from the drop down menu in B5. Then, beginning in A10, list the data for each consortia member with a separate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit and Enhanced Non-credit for community colleges. Cells F7-W7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Directions:

Region (select your region from drop down):	Ventura County
---	----------------

					FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's
Total for Consortium Members:					18,781	4,223.02	19,749,106	10,190,349
Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	For Community College Response Only: Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (CDE Adult Ed)/ FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's
Oxnard Adult School	Ventura County	1 - Elementary and Basic Skills	CDE Adult Education		2,328	202.46	522,520	220,809
Oxnard Adult School	Ventura County	2 - Classes and Courses for Immigrants	CDE Adult Education		3,067	519.67	1,306,298	552,022
Oxnard Adult School	Ventura County	3 - Adults with Disabilities	CDE Adult Education		158	322.99	841,835	355,747
Oxnard Adult School	Ventura County	4 - Short Term CTE	CDE Adult Education		444	83.10	232,230	98,137
Simi Valley Adult School	Ventura County	1 - Elementary and Basic Skills	CDE Adult Education		1,395	63.18	930,516	449,796
Simi Valley Adult School	Ventura County	2 - Classes and Courses for Immigrants	CDE Adult Education		971	171.16	946,385	492,133
Simi Valley Adult School	Ventura County	4 - Short Term CTE	CDE Adult Education		1,981	924.35	4,161,233	1,432,311
Ventura Adult School	Ventura County	1 - Elementary and Basic Skills	CDE Adult Education		1,251	279.04	372,966	217,763
Ventura Adult School	Ventura County	2 - Classes and Courses for Immigrants	CDE Adult Education		426	95.19	316,802	150,132
Ventura Adult School	Ventura County	3 - Adults with Disabilities	CDE Adult Education		170	178.14	46,657	35,318
Ventura Adult School	Ventura County	4 - Short Term CTE	CDE Adult Education		654	360.97	1,047,755	533,460
Conejo Valley Adult School	Ventura County	1 - Elementary and Basic Skills	CDE Adult Education		142	17.82	58,000	31,744
Conejo Valley Adult School	Ventura County	2 - Classes and Courses for Immigrants	CDE Adult Education		964	162.31	476,183	174,239
Conejo Valley Adult School	Ventura County	3 - Adults with Disabilities	CDE Adult Education		36		0	
Conejo Valley Adult School	Ventura County	4 - Short Term CTE	CDE Adult Education		836	29.41	963,678	35,100
Moorpark College	Ventura County	1 - Elementary and Basic Skills	Community College	Credit Basic Skills	134	21.83	42,333	31,358
Moorpark College	Ventura County	2 - Classes and Courses for Immigrants	Community College	Credit ESL	43	8.33	9,000	6,667
Moorpark College	Ventura County	3 - Adults with Disabilities	Community College	Credit	164	20.07	49,750	36,852
Oxnard College	Ventura County	1 - Elementary and Basic Skills	Community College	Credit Basic Skills	1,459	347.36	1,179,941	803,963
Oxnard College	Ventura County	2 - Classes and Courses for Immigrants	Community College	Credit ESL	96	21.99	113,520	86,518
Oxnard College	Ventura County	3 - Adults with Disabilities	Community College	Credit	70	26.17	109,616	68,231
Ventura College	Ventura County	1 - Elementary and Basic Skills	Community College	Credit Basic Skills	1,409	209.96	5,407,746	3,954,851
Ventura College	Ventura County	2 - Classes and Courses for Immigrants	Community College	Credit ESL	276	71.02	256,842	175,711
Ventura College	Ventura County	3 - Adults with Disabilities	Community College	Credit	307	86.50	357,300	247,487

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered, cont.

	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's
Total for Consortium Members:	2,344,484	4,535,196	960,285	1,494,336	55,034	169,422	18,829	4,329.45	20,510,929	11,044,757
Consortium Member Name	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's	FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA (CDE Adult Ed) FTES (Community Colleges)	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's
Oxnard Adult School	68,385	96,049	17,760	89,021	0	30,496	2,429	193.58	541,301	222,702
Oxnard Adult School	170,962	240,123	44,399	222,552	0	76,240	3,250	510.98	1,353,255	556,756
Oxnard Adult School	110,175	154,746	28,613	143,422	0	49,132	166	328.49	872,097	358,798
Oxnard Adult School	30,393	42,689	7,892	39,565	0	13,554	576	95.14	240,578	98,979
Simi Valley Adult School	176,304	206,357	20,283	77,776	0	0	814	33.10	871,329	409,314
Simi Valley Adult School	171,911	161,519	42,363	78,459	0	0	585	118.17	892,140	447,841
Simi Valley Adult School	1,076,628	1,015,863	121,429	480,836	34,167	0	1,559	680.31	3,919,477	1,303,403
Ventura Adult School	75,995	61,686	8,346	9,176	0	0	1,497	251.07	487,996	241,842
Ventura Adult School	34,860	51,292	71,244	9,274	0	0	658	100.83	284,833	148,132
Ventura Adult School	0	11,339	0	0	0	0	189	247.31	49,965	36,401
Ventura Adult School	92,449	211,576	199,012	11,258	0	0	813	296.48	1,105,202	597,733
Conejo Valley Adult School	2,400	9,856	2,800	11,200	0	0	301	16.60	65,803	33,053
Conejo Valley Adult School	27,600	113,344	32,200	128,800	0	0	830	138.70	620,227	297,477
Conejo Valley Adult School							32		0	
Conejo Valley Adult School	278,000	106,144	357,625	186,809	0	0	861	177.00	1,009,211	401,458
Moorpark College	0	10,975	0	0	0	0	503	61.46	121,815	90,233
Moorpark College	0	2,333	0	0	0	0	33	6.83	9,315	6,900
Moorpark College	0	12,898	0	0	0	0	124	19.94	55,318	40,976
Oxnard College	23,539	344,250	2,556	5,633	0	0	1,610	705.37	1,696,620	1,122,198
Oxnard College	0	27,002	0	0	0	0	73	14.59	65,843	52,112
Oxnard College	0	41,074	312	0	0	0	85	23.17	127,845	81,811
Ventura College	2,798	1,448,438	1,104	555	0	0	1,282	187.49	5,584,160	4,117,569
Ventura College	0	59,910	801	0	20,420	0	187	51.21	218,776	167,344
Ventura College	2,085	105,735	1,546	0	447	0	372	71.62	317,822	211,725

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered, cont.

	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
Total for Consortium Members:	2,366,222	4,699,526	927,112	1,302,395	19,745	151,173

Consortium Member Name	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
Oxnard Adult School	71,327	100,171	37,893	81,090	907	27,211
Oxnard Adult School	178,318	250,426	94,734	202,726	2,267	68,028
Oxnard Adult School	114,916	161,386	61,050	130,646	1,461	43,840
Oxnard Adult School	31,700	44,520	16,842	36,040	403	12,094
Simi Valley Adult School	172,778	187,785	24,340	77,112	0	0
Simi Valley Adult School	168,473	146,982	50,836	78,008	0	0
Simi Valley Adult School	1,055,095	924,435	145,715	485,508	5,322	0
Ventura Adult School	88,115	93,064	59,106	5,870	0	0
Ventura Adult School	28,293	45,641	49,680	13,086	0	0
Ventura Adult School	0	13,564	0	0	0	0
Ventura Adult School	90,094	241,188	154,466	12,994	8,726	0
Conejo Valley Adult School	3,500	14,300	3,750	11,200	0	0
Conejo Valley Adult School	31,500	128,700	33,750	128,800	0	0
Conejo Valley Adult School						
Conejo Valley Adult School	286,344	98,000	190,528	32,881	0	0
Moorpark College	0	31,582	0	0	0	0
Moorpark College	0	2,415	0	0	0	0
Moorpark College	0	14,342	0	0	0	0
Oxnard College	43,838	525,466	0	5,118	0	0
Oxnard College	0	13,731	0	0	0	0
Oxnard College	0	46,035	0	0	0	0
Ventura College	0	1,463,465	1,810	1,316	0	0
Ventura College	0	50,062	1,370	0	0	0
Ventura College	1,930	102,265	1,243	0	659	0

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members

Region (select your region from drop down): **Ventura County**

		Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	Other Grants 12-13	Other 12-13
Total For Consortia Members:		17,542,993	758,727	640,228	317,522	2,760,141	90,000	197,698	557,045	2,368,502
		Funding Source - Total Dollar Amount 2012-2013								
Member Name	Region	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13	Other Grants 12-13	Other 12-13
Oxnard Adult School	Ventura County	2,238,991	0	0	0	418,829	0	0	0	245,063
Simi Valley Adult School	Ventura County	2,730,761	0	191,991	0	1,377,520	0	0	0	157,877
Ventura Adult School	Ventura County	3,190,000	566,507	213,958	0	694,376	0	0	479,172	1,602,621
Conejo Valley Adult School	Ventura County	1,545,000	0	234,279	0	109,075	0	0	0	290,000
Moorpark College	Ventura County	101,083	0	0	0	0	0	0	0	0
Oxnard College	Ventura County	0	0	0	201,674	160,341	90,000	197,698	49,389	0
Ventura College	Ventura County	7,737,158	192,220	0	115,848	0	0	0	28,484	72,941

Region (select your region from drop down): **Ventura County**

		Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
Total For Consortia Members:		16,919,860	487,471	672,438	292,435	2,579,537	112,667	424,012	768,048	3,265,288
		Funding Source - Total Dollar Amount 2013-2014								
Member Name	Region	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/ Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
Oxnard Adult School	Ventura County	2,320,465	0	0	0	339,828	0	0	0	346,938
Simi Valley Adult School	Ventura County	1,921,679	0	188,287	0	1,538,195	0	0	2,028	138,596
Ventura Adult School	Ventura County	3,190,000	301,046	234,147	0	448,061	0	0	672,180	2,404,486
Conejo Valley Adult School	Ventura County	1,545,000	0	250,004	0	116,385	0	0	0	320,000
Moorpark College	Ventura County	186,448	0	0	0	0	0	0	0	0
Oxnard College	Ventura County	0	0	0	188,334	137,069	112,667	424,012	44,025	0
Ventura College	Ventura County	7,756,268	186,425	0	104,101	0	0	0	49,815	55,268

Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners

Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners

Directions Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down):

	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES (if applicable)	FY 12-13 Operational Cost for Instructional Program	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES (if applicable)	FY 13-14 Operational Costs for Instructional Program
Total for Partners:	0	0	0	0	0	0

[illegible]

Table 2: Evaluation of Existing Adult Education Enrollment

Region (select your region from drop down):		Ventura County			
			FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment
Total for Members and Partners:			32,850	18,781	18,829
Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment
Oxnard Adult School	Ventura County	1 - Elementary and Basic Skills	2,644	2,328	2,429
Oxnard Adult School	Ventura County	2 - Classes and Courses for Immigrants	5,832	3,067	3,250
Oxnard Adult School	Ventura County	3 - Adults with Disabilities	287	158	166
Oxnard Adult School	Ventura County	4 - Short Term CTE	864	444	576
Simi Valley Adult School	Ventura County	1 - Elementary and Basic Skills	2,432	1,395	814
Simi Valley Adult School	Ventura County	2 - Classes and Courses for Immigrants	1,778	971	585
Simi Valley Adult School	Ventura County	4 - Short Term CTE	3,122	1,981	1,559
Ventura Adult School	Ventura County	1 - Elementary and Basic Skills	1,809	1,251	1,497
Ventura Adult School	Ventura County	2 - Classes and Courses for Immigrants	934	426	658
Ventura Adult School	Ventura County	3 - Adults with Disabilities	110	170	189
Ventura Adult School	Ventura County	4 - Short Term CTE	3,236	654	813
Conejo Valley Adult School	Ventura County	1 - Elementary and Basic Skills	425	142	301
Conejo Valley Adult School	Ventura County	2 - Classes and Courses for Immigrants	1,902	964	830
Conejo Valley Adult School	Ventura County	3 - Adults with Disabilities	165	36	32
Conejo Valley Adult School	Ventura County	4 - Short Term CTE	620	836	861
Moorpark College	Ventura County	1 - Elementary and Basic Skills	482	134	503
Moorpark College	Ventura County	2 - Classes and Courses for Immigrants	122	43	33
Moorpark College	Ventura County	3 - Adults with Disabilities	407	164	124
Oxnard College	Ventura County	1 - Elementary and Basic Skills	1,788	1,459	1,610
Oxnard College	Ventura County	2 - Classes and Courses for Immigrants	478	96	73
Oxnard College	Ventura County	3 - Adults with Disabilities	143	70	85
Ventura College	Ventura County	1 - Elementary and Basic Skills	1,338	1,409	1,282
Ventura College	Ventura County	2 - Classes and Courses for Immigrants	1,103	276	187
Ventura College	Ventura County	3 - Adults with Disabilities	829	307	372

Table 3: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Streamlined alignment and articulation of Systems/pathways	1. Review any existing articulation agreements between Ventura K-12 districts and community colleges.	<i>For all course articulation bullet points:</i> a. Collaboration between adult schools and community college faculty. b. Paid release time for faculty and staff to construct meaningful agreements tailored to Ventura adult learners.			Articulation agreements to be on file with the consortium.	2015-16 and ongoing
	2. Cross-reference existing courses for compatibility across the five program areas.				a. Shared course descriptions available to all. b. Map showing compatible coursework along the continuum (AS to CC).	2015-16
	3. Work with Ventura Innovates team to develop smooth transitions for students through new Career Pathways Trust opportunities.				Regular discussions with leadership teams for county's 2 Career Pathways Trust grants.	Immediate

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	4. Professional Development	Professional development strategies to create a culture of common terminology.			Regular professional development occurs with quarterly progress reports.	2015-16
	5. Integrate foundational computer literacy for all adult learners as they move through coursework.				Technology literacy plans in place to bring foundational skills in Email, Web use, word processing to all adult learners	2015-16
	6. Develop templates and/or use existing templates for agreements between the K-12 and community college systems.				A common accepted template is in place for new articulation agreements.	2015-16
	7. Curriculum and program alignment: adult schools to adult schools, adult schools to community colleges, community colleges to community colleges	Alignment, and then Policy recommendation: CTE alignment to CB-21				
Alignment of CTE to Industry Standards						

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Common Assessment and Student Tracking	1. Use established, consistent best practices for assessing students, such as testing students at sites familiar and convenient to them.	Time to research and collect common data on student assessment.			Adult schools and community colleges are using the same assessments and common terminology to accurately place students in course levels.	2015-16
	2. The consortium will appoint a sub-group to develop a degree/program completion audit mechanism to be implemented by the four adult schools and three community colleges.	Paid time for faculty and/or staff to develop an appropriate auditing mechanism.			Ongoing review of degree, certificate and program completion rates at the adult schools and community colleges.	Begin immediately, with ongoing progress reports.
	3. Establish a common student tracking system for both the adult schools and the community colleges.	Guidance from California Department of Education and California Community Colleges Chancellor's Office on a common tracking mechanism.			Common student tracking ID will be available for use across the consortium.	Ongoing project with input from the state.
	4. Increase access to technology for all adult learners.	Additional technology specialists.			Technology instructors and/or specialists work together across the education systems to provide meaningful skills	2015-16

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
					to adult learners. Regular progress reports will be generated for consortium leadership.	
	5. All adult schools to seek accreditation through the Council on Occupational Education.	VACE leadership to assist with transition.			COE accredited schools.	2016-17.
Counseling & Student Support Services for transitions along the adult school-community college continuum	1. Provide extra support for marginal learners. a. Include intensive mentoring and monitoring services.	<i>Across all items under Counseling and Student Support Services:</i> a. Direct, dedicated categorical funding for Adult Education in K-12 districts and for community colleges. b. Equitable funding for students enrolled in either educational system. c. Funds for professional development to effectively carry out counseling and support services.				Begin 2015-16, and phase in additional resources as available each year through 2017-18.
	3. Increase number of counselors at the four adult schools and three community colleges. a. Make counseling services available to students to underserved				Low student-to-counselor ratio will be established and maintained.	Immediate, as funding becomes available.

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	areas in the county					
	4. Increase program completion rates across program areas.				Regular progress reports on program completion rates. Individual plans for Adults With Disabilities.	Establish baseline data from current year (2014-15) for completion rates.
	5. Increase persistence across the programs with at-risk student populations from the five AB86 areas				Regular data sharing on persistence across Adult Education programs, based on common terminology.	Establish baseline persistence data for sub-sets of students.
	6. Examine the roles of job developers and transition specialists to determine an appropriate staffing ratio of each.				Shared job descriptions across the consortium. Agreed upon staffing ratio.	Immediate.
	7. Life planning (Educational Planning and Career Planning) articulated through educational levels The K-12 districts will work with the community colleges to streamline and integrate existing education				Common Individual Education Plans and Life Plans available for all adult learners.	2015-16

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	plans.					
	Life planning for adults with disabilities (take from Pat)					
	8. Counselors and job developers will increase focus on “soft skills,” including work ethic, telephone etiquette and proper work attire.				Employer surveys and feedback on new employees from local schools.	Immediate.
VCI/Linked learning integrations of internships, externships, and OJTs (sustainability funding may be an issue)						
	9. Career exploration opportunities will be maximized in concert with local workforce and economic development agencies. a. Vocational aptitude testing.				Regular updates on vocational aptitude testing. Regular meetings with local WIB and economic development officials.	2015-16
	10. Capitalize on the county’s two Career Pathways Trust grants to steer students toward				Regular communication with CPT leaders.	2015-16 and through 2017-18.

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	success.					
	11. Increase access to technology for students to acquire new skills. a. Awareness of technology opportunities in underserved areas of Ventura County				Regular updates on technology progress.	2015-16
	12. A sub-group of the consortium leadership will link in with the county's transportation committee to determine best outcomes to improve access to physical classrooms.				Plan in place to serve students via online, hybrid options. Shared facility use.	2015-16 and beyond.
	13. A sub-group of the consortium will examine sources of financial aid for students.				Financial aid data in place for review.	2015-16 and beyond.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Articulation	<p>1. <i>ABE/ASE</i></p> <p>a. Institute shared pre- and post-testing practices.</p> <p>b. Provide professional development for faculty at the adult schools and community colleges. Share subject expertise and promote alignment of academic and vocational goals.</p> <p>c. Develop a shared strategy across educational systems to track student progress.</p> <p>d. Advocate for funding to sustain new connections.</p> <p>e. Articulation agreements (through VC Innovates Grant, Tiffany Morse)</p>	1.Dedicated time and funding to accomplish goal of shared assessment and practices across the educational systems.			<p><i>Across Program Areas</i></p> <p>1.Educational systems share common testing practices for ABE/ASE students.</p> <p>2. Availability of sustained funding source to support common practices.</p> <p>3.Professional development occurs regularly across educational systems.</p>	2015-16 and ongoing.
	<p>2. <i>ESL</i></p> <p>a. Develop common assessment. Build on VACE model, which currently correlates</p>	1.Dedicated time and funding to accomplish goal of shared assessment and practices across the			<p>1. ESL assessments are easily compared between educational systems.</p> <p>2.Professional</p>	2015-16 and ongoing

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>CASAS scores to college assessments.</p> <p>b. Provide high-quality professional development for faculty and staff as necessary.</p> <p>c. Implement common student tracking system.</p> <p>d. Examine strategies to enhance articulation for students moving from Adult Education ESL to community colleges for academic work. Data show this applies to about 20% of ESL students.</p> <p>e. Build on VACE model with some articulation between ESL and ASE.</p> <p>f. Examine differing policies of K-12 districts and community colleges related to enrolling undocumented students.</p>	<p>educational systems.</p> <p>2. Time and funding to examine current best practices.</p> <p>3. Input from the state on common student identification from K-12 to community colleges.</p>			development regularly occurs across educational systems.	
	<p>3. <i>CTE</i></p> <p>a. Share best practices in Career and Technical Education.</p> <p>b. Provide quality professional development.</p> <p>c. Institute a common student tracking system.</p>	<p>1. Dedicated time and possible funding to coordinate with Career Pathway Trust leadership to create a marketing plan showcasing CTE offerings in a clear,</p>				Immediate for best practices. 2015-16 and ongoing to develop articulation agreements.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>d. Develop formal articulation agreements with the community colleges for credit for common course content; align assessments and outcomes.</p> <p>e. Enhance job placement services at community colleges (cross-reference under counseling and student services).</p>	<p>visual format.</p> <p>2. Dedicated time and possibly funding to find commonality in placement tests and/or assessments used by the adult schools and community colleges.</p>				
	<p>4. <i>AWD</i></p> <p>a. Build on strengths within program to revisit Individual Education Plans post 12th-grade, as needed.</p> <p>b. Bring additional focus to Individual Life Plans.</p> <p>c. Enhance professional development for instructors.</p> <p>d. VACE is currently increasing staffing of aides.</p> <p>e. Continue to focus on relevant work experience for students.</p> <p>f. Examine Conejo Valley</p>	<p>1.Dedicated time and funding to accomplish goal of shared assessment and practices across the educational systems.</p> <p>2. Time and funding to examine current best practices.</p>				Immediate and ongoing.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	Adult School service model with United Cerebral Palsy group.					
	5. <i>Apprenticeships</i> a. Pursue and develop apprenticeship programs.	1. Time and funding to study apprenticeship and ancillary services leading to employment.				2015-16 and ongoing.
Lack of Resources to Meet Community Needs	1. <i>Pursue sustained, increased funding</i> a. Funds are needed to reduce class fees, hire teachers, reinstate classes that have been combined and develop additional classes. b. Funds are needed to support expansion plans to additional satellite sites and hybrid and online classes to reach underserved residents in Santa Paula and Fillmore. c. Funds are needed to vastly increase paid staff development hours for course planning, evaluation of student progress and assessment. d. Funds are needed to	1. Funding to maintain class affordability, hire new instructors, increase course offerings, and expand childcare options. 2. Collaboration with county transportation officials and educators across educational systems to seek solutions to geographic divide that may create a barrier to taking Adult Education classes. 3. Study groups to examine best practices in student				Immediate advocacy and ongoing planning.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>increase childcare options in some locations.</p> <p>e. Leverage efforts underway by community based organizations and private entities to raise profile of services in the ABE, ASE and ESL areas.</p> <p>f. Create flexible class scheduling in the ASE program area.</p> <p>g. Build on strengths of Simi Valley Adult School and Career Institute's Academic Studies Center for ASE program.</p> <p>h. Work to reinstitute funding for the CBET community-based English tutoring program through Conejo Valley Adult School to assist ESL students.</p>	services.				
Need for Focus and Resources to Improve Counseling and Student Support	<p><i>Across Program Areas</i></p> <p>1. Offer pre and post counseling for students transitioning between educational institutions and/or the workforce.</p> <p>2. Implement vocational aptitude assessments.</p> <p>3. Provide relevant career</p>	<p>1. Time and sustained funding to create a focused plan to move students between transitions, including from adult school to community college for academic work and from</p>				2015-16 for greater community outreach and best practices assessment.

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>planning guidance.</p> <p>4. Enhance counseling to establish a bridge between the adult schools and community colleges.</p> <p>5. Increase counseling staff to provide coordinated effort to provide services to students (cross reference with Objective 3, creating smooth transitions)</p>	vocational, English language or basic technology programs to the workforce.				
Student Tracking System	<p>County commitment with a recommendation for statewide commitment</p> <p>Further research from other states to be considered</p>					
Student Access/Geographical and Financial	<p><u>Geographical</u></p> <p>Equitable Services countrywide by 5 geographic gap areas</p> <p>Increased access through technology</p> <p>Delivery models a that are not location specific (co-location, hybrid,</p>					

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	distance learning Transportation/Access Improved <u>Financial</u> Provide affordable Child care at educational sites Free or low cost ABE/ASE/ESL (additional discussion needed) Short-term CTE Program subsidies	Leverage community partners				

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
ABE/ASE Articulation Co-Enrollment Compressed Format	1. College credit for adult Ed classes. 2. Co-enrollment: offered for adult school students taking developmental classes to also enroll in college classes. 3. Common or correlated assessments. 4. Compressed format (such as modularized, self-paced, open entry open exit, distance, and other diversity of formats to meet the needs of students) coursework to efficiently move students toward goals. 5. Integrate basic skills in CTE programs. 6. Institute college prep	1. Time and funding to bring together adult schools and community colleges to increase co-enrollment opportunities, create common assessments and develop compressed coursework to move students toward their goals.			Number of Adult Education students co-enrolled in adult schools and community colleges. Agreed upon common assessments. Number of students enrolled in compressed courses. Number of college prep classes at adult schools. Number of spots open for enrollment in community colleges post-	2015-16 and ongoing.

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>classes on adult school campuses to transition to college level courses (Bridge).</p> <p>7. Flexible and available schedule of classes for students to enroll in CCs after mastering remediation.</p> <p>8. Provide review courses for students who have been away from education to refresh knowledge before placement tests</p> <p>9. Continued support for awareness “campaigns” on community college campuses to find students who would benefit from co-enrollment or bridge programs.</p> <p>10. Support for adult school visits by community college counselors (Bridge counselors)..</p>				<p>remediation.</p> <p>Number of “refresher” classes in place for returning students.</p>	
ESL Distance Learning &	1. Clearly communicate which classes are offered at which	Time and funding to develop better communication among			Number of ESL students with individual portfolios.	2015-16 and ongoing.

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Blended Instruction Peer Mentoring Assessment & Placement Market the Potential Beyond ESL	locations. 2. Correlate assessment systems between Adult Schools and Community Colleges. 3. Develop a template for ESL individual student plan to track student progress. Student "portfolios" to motivate students to goals. 4. Increase access through distance learning and blended instruction. 5. Enhance career counseling. 6. Encourage learning communities based on common student pathways and goals. 7. Integrate "Q-Skills" test from community colleges to adult schools to determine students' level. 8. Collaborate with adult schools and community colleges to determine which campuses teach which courses.	the educational systems to help students navigate ESL classes, and to integrate assessment. Time and funding to develop templates for individual student plans and portfolios. Extend this into marketing the educational and career possibilities beyond ESL. Time and funding to study better ways to provide distance learning and blended instruction. Time and funding for staff and faculty to create an enhanced experience in learning communities, peer mentoring and improved career counseling.			Number of students moving from ESL into academic or CTE programs. Existing best practices for assessment and Professional Learning Communities are shared	

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	9. Nurture Professional Learning Communities for teachers to share and collaborate. 10. Institute peer mentoring model for ESL students					
AWD Individualized Curriculum based on Mastery Community Integration Support System Professional Development	1. Facilitate student progress with emphasis on life skills and work readiness. 2. Increase competency-based work related instruction in a “lab learning” environment. Skills & knowledge assessments must be specific to AWD. 3. Articulate with high school districts, The ARC of Ventura County, Dept. of Rehabilitation, Tri-Counties Mental Health, VCOE Selpa and community colleges. 4. Work with employers to introduce AWD into workplace culture. 5. Disaggregate specific learning and physical	1. Consultant with expertise in development of accommodated or stacked curriculum for AWD. 2. Employment specialist. 3. Funding for counselors, “navigators” and tutors. 4. Time and funding to create curriculum around soft skills. 5. Time and funding to pay for trainers to conduct semi-annual professional development. 6. Time and funding for community outreach to educate employers about hiring AWD. 7. Funding to hire tutors to focus on computer			Number of students enrolled in specialty classes including computer literacy. Number of field experiences in the workplace, and number of enrollees employed. Rates of program completion in soft skills curriculum, or number of students completing designated coursework.	2015-16 and ongoing.

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	needs and support with professional development. 6. Focus on soft skills in curriculum. 7. Include basic computer skills instruction.	literacy. 8. Funding for an employment specialist to assist with field-based experiences.				
CTE Short Term Classes Distance Learning Evening Classes Contextualized Real-World Connections Streamlined Review of Certification Guidelines	1. Create additional short-term classes that are responsive to industry needs and have flexible duration 2. Integrate basic skills into CTE coursework. 3. Institute distance learning where possible. 5. Share information from joint advisory boards for adult schools and community colleges, to ensure that curriculum meets regional labor needs. 6. Institute a system to clarify CTE pathways at	Time and funding to integrate best practices into CTE curriculum. Employer “liaisons” on the education side to stay up to date on industry trends and shifts over time.			Number of short-term classes offered. Number of CTE classes that integrate basic skills instruction. Regular reports and updates on activities of advisory boards. Continuously updated grid that shows updates to state certification for programs. Number of students in contextualized learning settings getting jobs.	Immediate for information sharing and 2015-16 for best practices integration.

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	<p>the adult schools and community colleges. This could include incorporating Ventura Innovates career pathway "maps" and "multiple entry points" into the discussion.</p> <p>7. Shared and updated review of state certification and licensure guidelines for different programs.</p>					

Table 6.1: Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Utilize existing resource networks on a regional basis	OTAN, CalPro, CASAS Use the programs generated by existing organizations to enhance regional goals.	ESL	
Professional Learning Communities	Create a Regional PLC modeled on the PLCs in existence at the individual school sites.	ABE/ASE/ESL	

Table 6.2: Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Professional Development Philosophy	The region adopts a position stating the importance of professional development and collaboration as a necessary and integral part of the process of educating adults in the county. Such development must be regular, and most importantly compensated time for the teaching professionals to share resources, collaborate, and implement the plans set forth in the AB86 planning phase. Without this investment the important work that lies ahead cannot be carried out. Professional development is central to every objective.	All	
Assessment	Train all staff to administer and review results of common assessment tools. All training must be over multiple semesters to allow for introduction, review, evaluation, and fine-tuning of core skills. Recommend this training for in-person workshops followed by mentoring by specialists and industry experts.	ABE/ASE/ESL	
Curriculum Alignment	Staff requires time to complete curriculum alignment in groupings related to courses being aligned. Each group will require hands-on workshops designed to facilitate the process of aligning the curriculum to the best possible advantage of the student. Recommend this training for in-person workshops facilitated by department chairs and program coordinators. Upper level administrative support necessary for program success.	ABE/ASE/ESL/CTE/AWD	
Student Support Services	Region will hold a series of conferences facilitated by topic experts in the areas adopted for implementation. Following the conferences, staff will hold	All	

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
	regular workshops to integrate ongoing training in the adopted areas. Mentors can also be utilized as successful practices are identified. All staff will be provided with compensated time to participate in all stages of adoption of these services.		
Technology	Region will hold workshops on best practices as identified by staff in creative and innovative uses of technology to enhance student success and help staff conduct their daily work. Peer coaches and mentors will be identified at individual school sites and will work together across institutional lines to ensure a continuous flow of ideas and strategies for implementing best ideas. Workshops will be continuous to allow for updates and enhancements based on new developments.	All	
College Readiness	Region will hold conferences locally and also in collaboration with neighboring regions to study and dissect the necessary scope of preparing adults for college, vocational training, and beyond to the workforce. Conferences will take place in conjunction with other higher education professionals and business members in order to form a cohesive focus for all staff to guide them in their planning for programs and courses. Such work will include life and career skills along with the academic core subjects required for success. In addition, attention will be devoted to creative and critical thinking, learning and innovation, as well as enhancements provided through media and technology.	All	

Table 7.1: Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support for the Program	Member Counterpart(s)*	Partner Contributions**
Workforce Investment Board of Ventura County	ABE/ASE	Continued or expanded	Adult Education, Community Colleges	e.g. - Existing youth employment programs (B&GC, PathPoint, VACE) provide case management, career counseling, supportive services, and career readiness. WIB youth outreach (e.g. – website and radio advertisements)
Youth Employment Program at VACE (WIA)	ABE/ASE	Continued or expanded Explore and engage apprenticeship programs	Adult Education, Community Colleges	See comments above
PathPoint (WIA)	ABE/ASE	Explore and engage apprenticeship programs	Adult Education, Community Colleges	See comments above
Boys and Girls Club (WIA)	ABE/ASE	Explore and engage apprenticeship programs	Adult Education, Community Colleges	See comments above
Ventura County Human Services Agency	ABE/ASE	Continued or expanded	VACE	Space for VACE Workforce Development Academy
WIA Title II Adult Education Family Literacy Act funding	ABE/ASE, ESL	Continued application for grant funding	Adult Education	Provides supplemental funds for Adult Basic Education (ABE), high school subjects, English as a Second Language (ESL), citizenship, and English Literacy and Civics Education (EL Civics)
Buenaventura Housing Authority	ESL	Maintain and expand	VACE	Space and internet access for ESL classes
Ventura Unified School District	ESL	Maintain and expand	VACE	Space and internet access for ESL classes

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support for the Program	Member Counterpart(s)*	Partner Contributions**
Mexican Consulate and VUSD resources	ESL	Plaza Comunitaria Program in progress	VACE	Spanish language elementary to high school education (VUSD provides space for classes)
The ARC	AWD	Maintain and expand	VACE	Space for AWD classes
Tri-Counties Mental Health	AWD	Improve referral process	Adult Education, Community Colleges	Referrals, counseling, professional development
VCOE SELPA	AWD	Improve how these services are utilized by both adult education and the community colleges to foster and support accomodation	Adult Education, Community Colleges	The Ventura County SELPA is responsible for the implementation of the Ventura County Special Education Local Plan, and insuring a free appropriate public education to all students with identified disabilities according to the Individuals with Disabilities Education Act PL 108-446
DOR	AWD	Improved integration of DOR with CTE courses, develop and improve existing pathways to employment	Adult Education, Community Colleges	Provides support for AWD
Workforce Investment Board of Ventura County	CTE	Develop career pathways from high school to adult education to community college to four year college/ to careers Focus on entrepreneurship, skills Engage VCAEC advisory boards for industries with most relevant career pathways Develop mentoring, internship, externship, and apprenticeship opportunities in selected industries in the VCAEC	Adult Education, Community Colleges	Referrals, counseling, funding sources, supportive services
Linked Learning	CTE	Promotes career exploration opportunities from grade seven	Adult Education, Community	Contextualized learning leading to postsecondary enrollment, apprenticeships,

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support for the Program	Member Counterpart(s)*	Partner Contributions**
		<p>through grade twelve via Naviance Software</p> <p>Develop career pathways from high school to adult education to community college to four year college/ to careers</p> <p>Focus on entrepreneurship, skills</p> <p>Facilitate formal articulation agreements and MOUs across VCAEC entities</p> <p>Engage VCAEC advisory boards for industries with most relevant career pathways</p> <p>Develop mentoring, internship, externship, and apprenticeship opportunities in selected industries in the VCAEC</p>	Colleges	and employment
Ventura County Innovates	CTE	<p>Develop career pathways from high school to adult education to community college to four year college/ to careers</p> <p>Focus on entrepreneurship, skills</p> <p>Facilitate formal articulation agreements and MOUs across VCAEC entities</p> <p>Engage VCAEC advisory boards for industries with most relevant</p>	<p>Ventura Community College District (VCCD)</p> <ul style="list-style-type: none"> • Ventura College (VC) • Oxnard College (OC) • Moorpark College (MC) • Ventura County Office of Education (VCOE) • Conejo Valley Unified School 	Career pathways, alignment, funding

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support for the Program	Member Counterpart(s)*	Partner Contributions**
		<p>career pathways</p> <p>Develop mentoring, internship, externship, and apprenticeship opportunities in selected industries in the VCAEC</p>	<p>District (CVUSD)</p> <ul style="list-style-type: none"> • Simi Valley Unified School District (SVUSD) • Moorpark Unified School District (MUSD) • Fillmore Unified School District (FUSD) • Santa Paula Unified School District (SPUSD) • Ventura Unified School District (VUSD) • Ojai Unified School District (OUSD) • Workforce Investment Board (WIB VC) • 50 employers (and growing) 	
Pell Grants, subsidized and unsubsidized loans	CTE	Maintain and improve completion, placement, and default rates	Adult Education, Community Colleges	Funding for individual CTE and CC programs
WIBVC Subcommittees (Manufacturing/Health Care/ Clean Green/ Hospitality)	CTE, Apprenticeships	investigate registration process for apprenticeships; identify and develop new apprenticeship pathways	Adult Education, Community Colleges	Networking with industry, coordinated efforts to build employment opportunities, direction in the marketplace, development of career pathways
VCAEC Rotaries	CTE and Apprenticeships	Engage in partnerships, develop mentoring, apprenticeships, internships, and externships	Adult Education, Community Colleges	Assistance in developing mentoring, apprenticeships, internships, and externships
Existing Ventura County	Apprenticeships	Master list of apprenticeships	Adult Education,	Provide both training and employment;

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support for the Program	Member Counterpart(s)*	Partner Contributions**
Apprenticeship Programs		and contact information available in Ventura County	Community Colleges	benefits AE and CC if included in pathways
Potential Apprenticeships	Apprenticeships	investigate registration process for apprenticeships; develop new apprenticeship pathways	Adult Education, Community Colleges	Provide both training and employment and expansion of AE and CC programs
The Partnership for Safe Families and Communities of Ventura county	ABE/ASE, ESL, CTE, AWD	More involvement of Consortia members to facilitate linking individuals with resources	Adult Education, Community Colleges	Provides a pathway to supportive services
Ventura County Community Foundation	ABE/ASE, ESL, CTE, AWD, and Apprenticeships	Engage VCCF as a resource for scholarships and grants, and for training on nonprofit leadership, including grant writing, public relations, and fund raising	Adult Education, Community Colleges	Philanthropy and Nonprofit Leadership