

# **AB 86 Regional Comprehensive Plan**

**MARCH 1, 2015**

Submitted by:

North Orange County Regional Consortium for Adult Education:

Anaheim Union High School District, Fullerton Joint Union High School District, &  
Placentia-Yorba Linda Unified School District

NOCCCD: Cypress College, Fullerton College, & School of Continuing Education

## North Orange County Regional Consortium for Adult Education AB 86 Checklist and Index

Section	Included (y/n)	Page Number
Cover Sheet	Yes	1
Overview of Consortium	Yes	27
Organizational Structure	Yes	32
Member Organizations	Yes	30
Partner Organizations	Yes	37
Shared Leadership Strategies	Yes	33
Description Planning Process	Yes	35
Description of Teacher and Faculty Involvement	Yes	36
Communication Plan	Yes	38
Demographic Profile of Region (might be included in Objective 2: Current Needs section)	Yes	27
Economic Profile of Region (might be included in another section such as Objective 2 Current Needs)	No	--
Objective 1: Current Programs and Services	Yes	43
Narrative	Yes	43-69
Table 1.1A, 1.1B, 1.2	Yes	Excel Workbook
Objective 2: Current Needs	Yes	70
Narrative	Yes	70-79
Table 2	Yes	Excel Workbook
Objective 3: Seamless Transitions	Yes	80
Narrative	Yes	80-98
Table 3.1	Yes	99
Objective 4: Address Gaps	Yes	101
Narrative	Yes	101-111
Table 4.1	Yes	112
Objective 5: Student Acceleration	Yes	115
Narrative	Yes	115-119
Table 5.1	Yes	120
Objective 6: Professional Development	Yes	123
Narrative	Yes	123-125
Table 6.1	Yes	125
Table 6.2	Yes	130
Objective 7: Leverage Resources	Yes	131
Narrative	Yes	131-133
Table 7.1	Yes	134
* Items in the Consortium section were provided in the project management plan at the beginning of the grant period. The COE does not request an update, but this might be useful for your organization to revisit.		

## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>6</b>
<b>Adult Basic Education/High School Diploma Program Workgroup.....</b>	<b>7</b>
<b>Classes for Immigrants (Citizenship &amp; ESL) Workgroup.....</b>	<b>12</b>
<b>Programs for Adults with Disabilities Workgroup.....</b>	<b>16</b>
<b>Short-Term Career Technical Education Programs Workgroup .....</b>	<b>26</b>
<b>CONSORTIUM OVERVIEW .....</b>	<b>27</b>
<b>Regional Demographic Profile .....</b>	<b>27</b>
<b>Consortium Planning Processes .....</b>	<b>30</b>
Member Organizations .....	30
Organizational Structure .....	32
Shared Leadership .....	33
Planning Process and Decision-Making .....	35
Teacher and Faculty Involvement.....	36
Partner Organizations.....	37
Communication Plan .....	38
<b>Existing Adult Education in the Region .....</b>	<b>38</b>
Assessments .....	38
Evaluation.....	39
Accountability .....	39
<b>STATUS REPORT .....</b>	<b>41</b>
<b>Introduction .....</b>	<b>41</b>
<b>Strategy Outcomes .....</b>	<b>41</b>
<b>Consortium Plan Objective #1 .....</b>	<b>43</b>
Overlapping Program Areas .....	43
Narrative Program Area 1: Adult Basic Education/High School Diploma Program ....	44
Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL) .....	50
Narrative Program Area 3: Programs for Adults with Disabilities .....	56
Narrative Program Area 4: Short-Term Career Technical Education Programs .....	62
Narrative Program Area 5: Programs for Apprenticeships.....	66
Analysis of Tables .....	67
<b>Consortium Plan Objective #2 .....</b>	<b>70</b>
Overlapping Program Areas .....	70
Narrative Program Area 1: Adult Basic Education/High School Diploma Program ....	72
Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL) .....	73
Narrative Program Area 3: Programs for Adults with Disabilities .....	76
Narrative Program Area 4: Short-Term Career Technical Education Programs .....	77
Narrative Program Area 5: Programs for Apprenticeships.....	79
Analysis of Tables .....	79

<b>Consortium Plan Objective #3 .....</b>	<b>80</b>
Narrative Program Area 1: Adult Basic Education/High School Diploma Program ....	82
Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL) .....	93
Narrative Program Area 3: Programs for Adults with Disabilities .....	95
Narrative Program Area 4: Short-Term Career Technical Education Programs .....	97
Narrative Program Area 5: Programs for Apprenticeships .....	98
Analysis of Tables .....	98
<b>Consortium Plan Objective #4 .....</b>	<b>101</b>
Overlapping Program Areas .....	101
Narrative Program Area 1: Adult Basic Education/High School Diploma Program ..	103
Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL) .....	104
Narrative Program Area 3: Programs for Adults with Disabilities .....	106
Narrative Program Area 4: Short-Term Career Technical Education Programs .....	108
Narrative Program Area 5: Programs for Apprenticeships .....	109
Analysis of Tables .....	111
<b>Consortium Plan Objective #5 .....</b>	<b>115</b>
Overlapping Program Areas .....	115
Narrative Program Area 1: Adult Basic Education/High School Diploma Program ..	115
Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL) .....	116
Narrative Program Area 3: Programs for Adults with Disabilities .....	117
Narrative Program Area 4: Short-Term Career Technical Education Programs .....	119
Narrative Program Area 5: Programs for Apprenticeships .....	119
Analysis of Tables .....	119
<b>Consortium Plan Objective #6 .....</b>	<b>123</b>
Overlapping Program Areas .....	123
Narrative Program Area 1: Adult Basic Education/High School Diploma Program ..	123
Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL) .....	123
Narrative Program Area 3: Programs for Adults with Disabilities .....	124
Narrative Program Area 4: Short-Term Career Technical Education Programs .....	125
Narrative Program Area 5: Programs for Apprenticeships .....	125
Analysis of Tables .....	125
<b>Consortium Plan Objective #7 .....</b>	<b>131</b>
Overlapping Program Areas .....	131
Narrative Program Area 1: Adult Basic Education/High School Diploma Program ..	131
Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL) .....	131
Narrative Program Area 3: Programs for Adults with Disabilities .....	132
Narrative Program Area 4: Short-Term Career Technical Education Programs .....	132
Narrative Program Area 5: Programs for Apprenticeships .....	133
Analysis of Tables .....	133
<b>QUARTERLY EXPENDITURE REPORT .....</b>	<b>139</b>

## TABLES AND FIGURES

Table ES-I SCE-Gilbert-West Off-Site High School Diploma Lab Action Research Project Planning Strategy Outcomes.....	10
Table ES-II: Melrose Elementary Citizenship Class with Support Services Planning Strategy Outcomes.....	14
Table ES-III: AB 86 DSPS Counselor Planning Strategy Outcomes .....	17
Table ES-IV: AB 86 DSPS Professional Expert Planning Strategy Outcomes .....	23
Table I: Demographic Information for the Region Served by the NOCRC.....	27
Table II: Demographic Information for the Cities Served by the NOCRC .....	28
Table III: Ethnicity Percentages of Cities Served by the NOCRC.....	29
Fig. I: Organizational Structure.....	33
Table 2.1: NOCRC Unduplicated Enrollment Comparison .....	70
Table 2.2: Adult Elementary & Basic Skills Education Unduplicated Enrollment Comparison .....	72
Table 2.3: Classes for Immigrants Unduplicated Enrollment Comparison.....	74
Table 2.4: Adults with Disabilities Unduplicated Enrollment Comparison.....	76
Table 2.5: Short-Term Career Technical Education Unduplicated Enrollment Comparison .....	77
Chart 2.1: Orange County Unemployment Rate from 2008-2013 .....	78
Fig. 3.1: AB 86 High School Diploma Lab Survey .....	84
Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation Among Consortium Participants .....	99
Table 4.1: Implementation Strategies to Address Identified Gaps.....	112
Table 5.1: Work Plan For Implementing Approaches Proven To Accelerate A Student's Progress Toward His Or Her Academic Or Career Goals .....	120
Table 6.1: Current Professional Development.....	125
Table 6.2: Collaborative Professional Development Plan.....	130
Table 7.1: Leverage Of Existing Regional Structures From Partners .....	134

## EXECUTIVE SUMMARY

The North Orange County Regional Consortium for Adult Education (NOCRC) includes Anaheim Union High School District (AUHSD), Fullerton Joint Union High School District (FJUHSD), Placentia-Yorba Linda Unified School District (PYLUSD), and the North Orange County Community College District (NOCCCD), which includes Fullerton College, Cypress College, and the School of Continuing Education (SCE). The Consortium's region encompasses the northern half of Orange County and has a population of 925,024 people, many of whom are English Language Learners (ELL), unemployed, do not have a high school diploma, and/or are adults with disabilities.

As of the 2013-14 school-year, NOCRC members served 54,899 fewer students than in the 2008-09 school-year. This is predominantly due to changes in budget allocations that went into effect in 2009, a growing ELL population, and rising unemployment rates. The Consortium's goal is to strategize ways to address gaps in existing student needs while also reaching out to the community and forming partnerships in order to capture adults within the regional population that require our collective programs and services.

The creation of this Regional Comprehensive Plan was the beginning of this process, which will continue to evolve as planning within the Consortium solidifies into actionable steps. Once the Consortium Overview and Planning Processes were established, the next major step in the planning process was to break into program area Workgroups and develop strategies for both the planning and implementation phases that would help NOCRC address the gaps identified in Objective 2.

The Workgroups, made up of representatives from all six consortium members, diligently met to discuss the gaps in services within the region and came up with what they considered to be the most effective ways to address those gaps. Numerous planning strategies were created as vehicles to gather data and information in order to better inform implementation strategies. Closely following the NOCRC decision-making process, explained later in this document, prioritized the planning strategies were enacted and the research was initiated. Following is a summary of the planning strategies that began prior to the completion of this document, their findings, and how they are affecting the implementation strategies that make up this Regional Comprehensive Plan. These, as well as additional planning strategies, will continue while information and data will be gathered through June 30, 2015, when the Planning Phase concludes.

**ADULT BASIC EDUCATION/HIGH SCHOOL DIPLOMA PROGRAM WORKGROUP**

The Basic Skill Workgroup initiated three planning strategies: SCE-Gilbert West Off-Site High School Diploma Lab Action Research Project, High School Diploma Curriculum Review, and the creation of an Academic & Career Preparation Course. The Academic & Career Preparation Course is in the very beginning of the planning stage, so there is nothing to report except that this strategy is involving all of the other program areas who will provide input for the development of the course.

The SCE-Gilbert West Off-Site High School Diploma Lab Action Research Project was truly a remarkable feat that included the dedication and commitment of the Basic Skills Workgroup representatives, especially from AUHSD and SCE. During the gap analysis for Objective 2, AUHSD stated that its number one gap was its high drop-out rate. Occasionally these drop-outs made it to an Adult Education Program such as SCE's and completed their diploma, but often they would flounder for years at minimum-wage jobs and never realize their full potential. The Workgroup wanted to figure out a way to capture these students who were becoming adults and give them another chance to complete what they were unable to do in a traditional K-12 setting.

The Workgroup recognized that the regular on-site SCE High School Diploma Program labs might not be the right fit for these students so AUHSD offered the use of their Gilbert-West facility that was currently being unused in the evenings. The counselors at Gilbert High School, in conjunction with the Alternative Education programs at AUHSD, hand select students that are adult age or almost adult age, in their final year of high school and are too credit deficient to graduate by the end of the year. The counselors then speak to the students about their options including the SCE-Gilbert-West Off-Site High School Diploma Lab (referred to as Gilbert-West) where they only have to complete 160 credits instead of the AUHSD's required 280 credits; in addition, SCE students do not have to pass the California High School Exit Exam. If the student chooses Gilbert-West as their primary option, the counselor then walks the student through the entire online application process and prints out all the forms that require signature. If the student is currently 17 years of age, then a parental consent form is also printed. The student signs all the paperwork, obtains their parent's or guardian's signature (if required), and returns the completed packet along with their NOCCCD Banner ID number, which was e-mailed to them, to their AUHSD counselor. AUHSD adds the student's official transcript to the packet and then the packets are hand delivered by AUHSD to SCE's Registrar's Office where the transcripts are evaluated and processed. At this point, the student officially becomes a SCE student instead of

an AUHSD student. The student is then called by the Instructional Assistant at Gilbert-West to confirm a start date. This entire process takes about two weeks from the initial conversation between student and counselor to the student attending their first class at Gilbert-West, as long as there isn't a waiting list to enter the lab.

In addition to the student-focused transition from AUHSD, there are a number of other differences at Gilbert-West than from current SCE on-site high school diploma labs. Gilbert-West students have required attendance: Monday through Thursday from 4 p.m. to 8 p.m. which includes a 15 minute break. On the fourth absence in the same term, the student is restricted from the program for the rest of the term. Room permitting, all students that were restricted are invited back the following term. If the student is absent another four times in a second term, the student is then dropped from the Gilbert-West Off-Site program. Students approaching their eighth absence will be brought to the attention of the program manager. On a case-by-case basis, the manager may allow the student to continue in the program based on academic progress and the reason for their absences.

Another difference is the presence of counselors at the Gilbert-West site every evening the class is in session. Unlike at the SCE on-site labs where a student would have to make an appointment to see a counselor at another time, these counselors are available immediately. It was quickly discovered that this was an invaluable key difference in aiding students with continuing and completing their diploma studies. The students in the Gilbert-West Lab often have many difficult obstacles, both external and internal, which have prevented them from being successful in traditional high school.

Other than these changes, the Gilbert-West lab is taught similarly to the SCE on-site labs. A SCE full-time instructor and adjunct instructors are assigned to teach with the support of an Instructional Assistant. The computer area is used for computer-based instructional software instruction. The curriculum and assessments are the same as those used at the on-site labs. Additional details about the structure of the off-site labs are explained in the appropriate objectives within this Regional Comprehensive Plan.

Since the Gilbert-West Lab opened on October 6, 2014, 11 students have completed the program and may walk in the SCE graduation ceremony in June 2015. An additional 12 students are within 50 credits of completing the program of which 2 students are within 20 credits of completion. As of the publication of this document, 22 students are currently enrolled at Gilbert-West and three have been notified to schedule



a start-date. AUHSD is currently identifying additional students for the Action Research Project.

What was most interesting, however, was what was learned from even just a few months of conducting the Gilbert-West lab. Throughout the duration of the action research project, the Gilbert-West team and the Basic Skills Workgroup met to discuss the findings and make adjustments accordingly. These findings were then used to fine-tune the implementation strategy of creating additional off-site high school diploma labs in conjunction with other NOCRC K-12 Members. Table ES-I lists the Gilbert-West outcomes thus far.

**Table ES-I SCE-Gilbert-West Off-Site High School Diploma Lab Action Research Project Planning Strategy Outcomes**

<b>Task/Activity or Policy Implemented (Who, What, When, Where )</b>	<b>Impact on Students (Number Reached, Perceived Impact Both Positive/Negative)</b>	<b>Members and/or Partners Involved and Their Contribution</b>	<b>Findings and Suggestions for the Future</b>
Attendance Requirement	<ul style="list-style-type: none"> <li>• Required to attend four (4) nights per week, 16 hours per week</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty/Staff</li> <li>• Managers</li> </ul>	<ul style="list-style-type: none"> <li>• SCE managers must have further discussion on how to support students who violate the requirement and seek to transfer to a different location</li> </ul>
Presentations	<ul style="list-style-type: none"> <li>• Increased motivation, retention, persistence, and completion</li> <li>• College, certificate, resources (Financial Aid), services (counseling) awareness</li> <li>• Career/employment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Transition to College course (Cypress College)</li> <li>• EOPS, Financial Aid (Cypress and Fullerton)</li> <li>• SCE-Cypress College Math Co-Lab</li> <li>• SCE Career Technical Education Certificate Programs</li> <li>• Guest speakers to increase motivation—Gilbert-West graduates; SCE Management Staff; GW Team shared experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Regular/ongoing interactive presentations to increase interest</li> <li>• Increase student engagement by offering campus tours and providing transportation</li> <li>• Recruit diverse speakers/presenters who can relate to and follow-up with the student population</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Increased motivation, retention, persistence, and completion</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty/Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit faculty with experience teaching a diverse, traditional high school population</li> <li>• Offer direct instruction breakout sessions in various subjects/courses i.e. mathematics and English, etc.</li> <li>• Provide staff development and training for faculty/staff on at-risk student populations and different teaching strategies</li> </ul>

Task/Activity or Policy Implemented (Who, What, When, Where )	Impact on Students (Number Reached, Perceived Impact Both Positive/Negative)	Members and/or Partners Involved and Their Contribution	Findings and Suggestions for the Future
Location, Furniture, & Technology	<ul style="list-style-type: none"> <li>• Provided a safe, clean, and functional learning environment including faculty/staff/counselor and student work/study areas</li> </ul>	<ul style="list-style-type: none"> <li>• AUHSD (their facility)</li> </ul>	<ul style="list-style-type: none"> <li>• Needs:</li> <li>• Access to the AUHSD network, ongoing tech support</li> <li>• Improved air temperature, quality, and service</li> <li>• Improved exterior/courtyard lighting</li> <li>• Clean restrooms with better lighting (SCE faculty/staff must have access to control lighting)</li> <li>• Modernized, ergonomic, and orderly faculty/staff/counselor work stations/chairs and storage cabinets</li> <li>• Improved, ergonomic student tables and chairs</li> </ul>
Enrollment, Registration	<ul style="list-style-type: none"> <li>• Enrolled in the SCE-Gilbert West Off-Site High School Lab</li> </ul>	<ul style="list-style-type: none"> <li>• SCE Registrar, Lab Staff and Managers, and AUHSD</li> </ul>	<ul style="list-style-type: none"> <li>• Needs:</li> <li>• A mailing system must be established to securely deliver GW enrollment materials/packets, etc. to the site, AUHSD, and SCE administrative offices</li> <li>• An improved referral and communication process—AUHSD, SCE, and students</li> </ul>
Counseling	<ul style="list-style-type: none"> <li>• Increased motivation, retention, persistence, and completion</li> </ul>	<ul style="list-style-type: none"> <li>• SCE Counselors</li> <li>• SCE Student Success Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group advising and counseling</li> <li>• Referrals (DSS, community resources/services, etc.)</li> <li>• Career exploration/assessments</li> </ul>

In addition to the SCE-Gilbert-West Off-Site High School Diploma Lab Action Research Project, the Basic Skills Workgroup also used the Planning Phase to conduct an in-depth review of the high school diploma curriculum. After meeting with Cypress and Fullerton College's English and math faculty/deans it was determined that the SCE High School Diploma Program faculty needed to update English and math curricula, including assessments, to better prepare diploma students for college credit courses English 60 and Math 20.

In December 2014, SCE High School Diploma Program full-time faculty were employed as professional experts to revise and/or create new curriculum and assessments to better prepare diploma students for their transition into college credit, specifically for CC and FC English 60 and Math 20.

In January 2015, CC English faculty members were employed as professional experts to review English 60 curriculum and assessment revisions. SCE diploma faculty modeled math curriculum and assessments after the SCE-Cypress College Math Co-Lab partnership with input from CC and FC math deans previously.

The purpose of having noncredit then credit faculty review basic skills curriculum and assessments is to better align existing noncredit and credit programs to create seamless transitions into postsecondary education, specifically from SCE into CC and FC. As of the publication of this document, the curriculum review has been completed. SCE diploma lead faculty members will dedicate the rest of 2015 to establishing prerequisites and revising diploma curriculum, as needed. This will include preparing instructional materials and lessons so graduates will be prepared for English 60 and Math 20 upon completion of diploma credit and competency requirements effective Fall 2016.

### **CLASSES FOR IMMIGRANTS (CITIZENSHIP & ESL) WORKGROUP**

The English as a Second Language (ESL) Workgroup has focused on two main planning strategies thus far: creation of a lower-level academic success program and creation of an off-site citizenship course with support services including on-site counseling and childcare. A third strategy focusing on mentoring was approved, but due to prioritization it has been decided to save the bulk of that work until the Implementation Phase.

A SCE ESL full-time faculty member wrote the lower-level academic success program curriculum in December 2014 and is currently in the faculty review process. Once the

internal approvals have been completed, the curriculum will be submitted to the District-wide CurricUNET curriculum approval process with the goal of implementing the program in Fall 2015. Details on how this strategy aligns with AB 86 Objectives are included under Objective 4 of this document.

The second ESL Workgroup planning strategy was the creation of the Melrose Elementary Off-Site Citizenship Course with Support Services Action Research Project. Historically, Citizenship classes are low attended and risk cancellation. All NOCRC K-12 Members stated that parents at their local sites consistently asked about opening a citizenship course and if childcare could be provided. With this information, the ESL Workgroup created an action research project that would combine counseling and childcare with a citizenship course and see if by doing so, attendance could be maintained.

In partnership with PYLUSD, SCE started offering Citizenship classes supported with counseling and childcare services on January 6, 2015. Initially 18 students registered for Citizenship along with 18 children for the childcare service. Unfortunately, the first day of class was also a religious holiday, which accounted for the low attendance. However, those that attended were excited and asked if they could bring other adult family members. As of the writing of this document, 33 students regularly attend the citizenship course at Melrose and 22 children attend the childcare.

The class is held every Tuesday and Thursday evening and, similarly to the SCE-Gilbert-West High School Off-Site Action Research Project, many things became evident right away. From the start, students were eager to make an appointment with the bi-lingual counselor and quickly began to share their educational and career-related aspirations. The counselor also encouraged students to share other extracurricular assistance needed, like family services. In response, the counselor began collecting contact information for regional partners that could assist with student needs, in addition to scheduling classroom visits from Career Technical Education (CTE) staff to discuss certificate programs, and shared information regarding ESL courses. It was also discovered that students were concerned about the time away from their children and the need to help them with their homework. In response, the counselor was able to arrange for an AVID student from Valencia High School to volunteer 10 hours of tutoring for the school-aged children in childcare. Additional outcomes and findings are listed in Table ES-II below.

**Table ES-II: Melrose Elementary Citizenship Class with Support Services Planning Strategy Outcomes**

TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )	IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)	MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION	FINDINGS AND SUGGESTIONS FOR THE FUTURE
<p>Off-Site Citizenship Class with Support Services including on-site counselor and childcare.</p> <p>33 students currently enrolled.</p> <p>All students have received an orientation on services available through NOCCCD and have met with the counselor one-on-one or in small groups.</p>	<p>Positive Impacts</p> <ul style="list-style-type: none"> <li>• Counselor has met with 17 students and developed student education plans or each</li> <li>• Average counseling session is approximately 23.75 minutes</li> <li>• Counselor and student interaction has been positive</li> <li>• Students are being referred to on-site programs and services</li> <li>• Counselor has scheduled presentations from other programs, such as CTE</li> <li>• 3 students have scheduled follow-ups with the counselor to review high school transcripts</li> <li>• 2 families have been referred to outside agencies for assistance with mental health services</li> <li>• Counselor arranged for a community-based immigration service to present information on current immigrant laws and information on the new state law allowing undocumented persons to apply for a CA driver's license (AB60)</li> </ul> <p>Perceived Negative Impacts</p> <ul style="list-style-type: none"> <li>• Parents are taken away from helping children with homework</li> <li>• Possible solution: Offer tutoring</li> </ul>	<p>NOCCCD:</p> <ul style="list-style-type: none"> <li>• ESL Program Manager</li> <li>• ESL Adjunct Counselor</li> <li>• ESL Research Professional Expert</li> <li>• ESL Adjunct Instructor</li> <li>• Provide instruction and students services. Provides research focus groups and data collection</li> </ul> <p>PLYUSD:</p> <ul style="list-style-type: none"> <li>• Director, English Language Development/AVID Program</li> <li>• Early Learning Specialist</li> <li>• Childcare providers</li> <li>• Facilities Staff</li> <li>• Provide classrooms for instruction and one-on-one counselor meetings. Provide staffing for childcare and facilities.</li> </ul>	<p>Findings</p> <ul style="list-style-type: none"> <li>• Overall, students felt uninformed regarding local and school resources. Many parents mentioned Even Start-like services as pertinent to their families; such as classes on nutrition and mental health. The initial class opened is a Citizenship class. Several students are requesting an evening ESL class.</li> <li>• Students expressed an interest in high school or CTE classes at Melrose Elementary.</li> <li>• Childcare is an issue for most adult students and pursuing an education, beyond what is offered at Melrose Elementary, poses a logistical and financial challenge.</li> </ul> <p>Suggestions</p> <ul style="list-style-type: none"> <li>• Offer a two-day ESL class with childcare and counseling.</li> <li>• Offer tutoring services for school-aged children attending childcare.</li> <li>• Encourage the opening of a local high school lab for this community.</li> </ul>

TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )	IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)	MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION	FINDINGS AND SUGGESTIONS FOR THE FUTURE
	<p>to school-aged children in the childcare</p> <ul style="list-style-type: none"> <li>• Gate closes at 6:15 p.m. and reopens at 8:45 p.m. One student works in L.A. and traffic is unpredictable.</li> <li>• A few students can only attend once a week due to work obligations</li> <li>• 5 older adult ESL students are requesting the class to be conducted in Spanish</li> </ul>		
On-Site Childcare	<ul style="list-style-type: none"> <li>• There are currently 22 children attending childcare in the evening at Melrose Elementary with three childcare providers. The age ranges from 1 – 11 years of age.</li> </ul>	<p>NOCCCD:</p> <ul style="list-style-type: none"> <li>• ESL Program Manager</li> <li>• ESL Adjunct Counselor</li> <li>• ESL Research Professional Expert</li> <li>• ESL Adjunct Instructor</li> <li>• Provide instruction and students services. Provides research focus groups and data collection</li> </ul> <p>PLYUSD:</p> <ul style="list-style-type: none"> <li>• Director, English Language Development/AVID Program</li> <li>• Early Learning Specialist</li> <li>• Childcare providers</li> <li>• Facilities Staff</li> <li>• Provide classrooms for instruction and one-on-one counselor meetings. Provide staffing for childcare and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Childcare needs are as follows: tutoring for older aged children, healthy snacks for children whose parents don't bring any for them, baby wipes, and incentives given to children for good participation in games.</li> <li>• The counselor recruited one AVID student from Valencia High School to complete 10 hours of community service by tutoring the school-aged children</li> <li>•</li> </ul>

**PROGRAMS FOR ADULTS WITH DISABILITIES WORKGROUP**

The Disabled Student Programs and Services (DSPS) Workgroup needed more information regarding potential students, specifically those transitioning to post-secondary education from NOCRC Members' K-12 schools. This prompted the creation of two different staff positions that would work closely with all six consortium members to gather research and data and report findings to the DSPS Workgroup. The workgroup would then use the information to create implementation strategies.

The first position hired was the AB 86 DSPS Counselor who was to determine if counseling services directed toward transition-age students can increase the rate of success for those students entering postsecondary education. The counselor spent the majority of time working with the K-12 schools, meeting with their students and the students' parents, as well as sitting in on Individual Education Plan (IEP) meetings. The counselor discovered a need for setting expectations for both the students and their parents about the post-secondary education experience for their student. Soft skills like advocating for one's self need to be taught in order to help students transition to higher education.

The second position hired was a professional expert who researched gaps in services, current course offerings, and needed facilities for adult students with disabilities. Outcomes and findings from the AB 86 DSPS Counselor are listed in Table ES-III while outcomes and findings from the AB 86 DSPS Professional Expert are listed in Table ES-IV.



**Table ES-III: AB 86 DSPS Counselor Planning Strategy Outcomes**

TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )	IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)	MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION	FINDINGS AND SUGGESTIONS FOR THE FUTURE
<p>Counselor meet with DSS CSE director,</p> <ul style="list-style-type: none"> <li>• College to Career (C2C), SCE faculty, Workability from 10/14 thru 1/15</li> <li>• Examined and clarified barriers that prevent students with disabilities from becoming prepared to transition to post-secondary education (PSE).</li> <li>• Addressed ways to better support parents as their role changes with regard to their adult children with disabilities, and provide the parents with information and strategies to better support their adult children as they transition to PSE.</li> <li>• Spoke of need for trainings and informational materials for students and families so that they better understand how to access services and accommodations in PSE.</li> <li>• Addressed need for research in the gaps, and better identify the infrastructure needed to provide adult students with disabilities the information, instruction and counseling services they will need to be more ready for</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate impact for students to gain access to classes, classrooms, and teachers and not be placed on waitlist.</li> <li>• Immediate improvement of access to updated technology, materials, and space</li> <li>• Immediate impact on teachers being able to do their job which they love with adequate space</li> <li>• Continuing support will enable all involved to work together and help support all aspects leading to greater success for students</li> <li>• Immediate impact to service the growing student population and meet their needs to move through educational system and/or gainful employment.</li> <li>• An immediate impact and long-term employment impact for students to practice real life employable skills and independent living skills – a real practicum and experience to gainful employment</li> <li>• A counselor liaison or bridge for HSS student coming to college and independence would immediately impact successfully the numbers of students lost in</li> </ul>	<p>School of Continuing Education:</p> <ul style="list-style-type: none"> <li>• Ongoing involvement and 100% commitment</li> <li>• Current locations and personnel</li> </ul>	<p>Findings:</p> <ul style="list-style-type: none"> <li>• Growing student population</li> <li>• Lack of space, actual classrooms, offices, work areas, study areas; lack of updated equipment and technology; lack of actual space for students to practice and apply what they have learned.</li> <li>• Faculty/staff/directors and coordinators working in these programs are passionate about the work that they are doing.</li> <li>• Supported from majority of top management; desire for more interaction and communication between programs and top administrators.</li> <li>• The student population attending has tripled in past few years</li> <li>• There are waitlists for classes</li> <li>• No actual hands-on real life practicum experience for students to go from classroom to employment. A need for a brick n mortar hands-on lab experience would be ideal for students to practice employable skills and independent living skills.</li> <li>• C2C needs more people and support in training educational coaches.</li> </ul>

TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )	IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)	MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION	FINDINGS AND SUGGESTIONS FOR THE FUTURE
<p>transition in key areas such as: academics, social skills, organization, vocational skills, mobility, and the skills needed to live more independently.</p> <ul style="list-style-type: none"> <li>• Addressed existing resources, and made additional recommendations on ways to help adults with disabilities who have left the K-12 school districts, and who do not have the supports they need for work, school and community integration, and the means to get connected to services and supports.</li> </ul>	<p>transition.</p> <ul style="list-style-type: none"> <li>• Trainings for educational coaches and job coaches would enable the programs to grow and have an immediate impact on serving more students.</li> <li>• A bus or van for workability. Students travel for hours on public bus to a job search or interview. Immediate impact on students attempting and reaching gainful employment, while easing stress and frustration on students/job coaches.</li> <li>• A counselor liaison or bridge for HSS student coming to college and independence would immediately impact successfully the numbers of students lost in transition.</li> <li>• Provide immediate impact at their site as they would provide office space and support for counselor to meet needs of students.</li> </ul>		<ul style="list-style-type: none"> <li>• Workability Program needs a connection and/or link to high school students in transition to their program as they can only connect through DOR.</li> <li>• Workability Program job coach has to follow the students in a car while student rides on public bus for hours to a job search or interview.</li> <li>• Suggestions for future: more personnel to staff classrooms, add more classes to avoid students on waitlists and provide for a productive educational experience, more staff for C2C, and more training for coaches</li> <li>• Imperative to provide a service van or car for accessible transportation to get these students to job searches and interviews to get them employed.</li> <li>• More personnel to work in the Workability Program to get students gainfully employed</li> <li>• A real life brick n mortar location for students to practice skills and move into gainful employment.</li> </ul>
<p>Counselor met with DSS directors-11/14, 12/14, 1/15</p> <ul style="list-style-type: none"> <li>• Addressed ways to better support parents as their role changes with regard to their adult children with disabilities,</li> </ul>	<ul style="list-style-type: none"> <li>• A counselor liaison or bridge for HSS student coming to college and independence would immediately impact successfully the numbers of students lost in transition.</li> </ul>	<p>Cypress College and Fullerton College:</p> <ul style="list-style-type: none"> <li>• Ongoing collaboration and full commitment and personnel</li> </ul>	<p>Findings</p> <ul style="list-style-type: none"> <li>• Parents, and students get lost in process after HS</li> <li>• Parents and students do not understand the difference between HS and college</li> </ul>

TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )	IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)	MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION	FINDINGS AND SUGGESTIONS FOR THE FUTURE
<p>and provide the parents with information and strategies to better support their adult children as they transition to PSE.</p> <p>Counselor met with FC 11/14 and update mtg 1/15</p> <ul style="list-style-type: none"> <li>Proposed an infrastructure for helping students with identifying resources that are available to them, and to better understand eligibility for services such as the Department of Rehabilitation, Regional Centers, County of Orange Adult Mental Health, Orange County Transportation Authority, Medi-Cal, In Home Support Services, and many more</li> <li>Addressed existing resources, and made additional recommendations on ways to help adults with disabilities who have left the K-12 school districts, and who do not have the supports they need for work, school and community integration, and the means to get connected to services and supports.</li> </ul>	<ul style="list-style-type: none"> <li>Provide immediate impact at their site as they would provide office space and support for counselor to meet needs of students</li> <li>A counselor liaison or bridge for HSS student coming to college and independence would immediately impact successfully the numbers of students lost in transition.</li> <li>Counselor liaisons working with families/students would have an immediate impact to serve the growing student population and meet their needs to move through educational system and/or gainful employment.</li> </ul>		<p>opportunities</p> <ul style="list-style-type: none"> <li>Loss of students transitioning out of HS into college and gainful employment</li> </ul> <p>Students Suggestions for future:</p> <ul style="list-style-type: none"> <li>A Counselor liaison</li> <li>Ongoing support for students and parents to understand the process for application, registration, orientation, and college life and expectations.</li> <li>Parent workshops needed to understand difference of opportunities and expectations</li> </ul>
<p>Counselor met with AUHSD professional team 12/14. Examined and clarified barriers that prevent students with</p>	<ul style="list-style-type: none"> <li>A counselor would work with HSS student coming to college and would immediately successfully impact the</li> </ul>	<p>AUHSD:</p> <ul style="list-style-type: none"> <li>Ongoing commitment and TPP team participation</li> <li>Administrator supported</li> </ul>	<p>Findings:</p> <ul style="list-style-type: none"> <li>AUHSD is unique in that they have a TPP team</li> <li>Need help with transition from</li> </ul>

TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )	IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)	MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION	FINDINGS AND SUGGESTIONS FOR THE FUTURE
<p>disabilities from becoming prepared to transition to PSE.</p> <ul style="list-style-type: none"> <li>• Addressed ways to better support parents as their role changes with regard to their adult children with disabilities, and provide the parents with information and strategies to better support their adult children as they transition to PSE.</li> <li>• Addressed existing resources, and made additional recommendations on ways to help adults with disabilities who have left the K-12 school districts, and who do not have the supports they need for work, school and community integration, and the means to get connected to services and supports.</li> </ul>	<p>numbers of students lost in transition.</p> <ul style="list-style-type: none"> <li>• Students, parents and families will understand the difference in opportunities and expectations as well as work closely with families to not lose students during this crucial change</li> </ul>		<p>HS programs to college</p> <ul style="list-style-type: none"> <li>• Possible parent workshops</li> <li>• Possible in-service trainings</li> </ul>
<p>Counselor met with Placentia Yorba Linda School Psychologist 11/14</p> <ul style="list-style-type: none"> <li>• Examined and clarified barriers that prevent students with disabilities from becoming prepared to transition to PSE.</li> <li>• Addressed ways to better support parents as their role changes with regard to their adult children with disabilities, and provide the parents with</li> </ul>	<ul style="list-style-type: none"> <li>• A counselor liaison or bridge for HSS student coming to college would immediately positively impact the numbers of students lost in transition.</li> <li>• Counselor liaison would have immediate impact in working directly with students and parents. Families will understand the difference in opportunities and expectations as well as work closely with</li> </ul>	<p>PYLUSD</p> <ul style="list-style-type: none"> <li>• Ongoing commitment</li> <li>• Faculty and personnel commitment</li> <li>• Office with computers/files/phones</li> <li>• equipment / supplies</li> </ul>	<p>Findings:</p> <ul style="list-style-type: none"> <li>• They have one person as the contact.</li> <li>• Teachers and faculty are in need of support and liaison with college</li> <li>• Have limited knowledge and resources of college offerings</li> <li>• The numbers of students with Autism diagnosis was 100 three years ago and now is 750</li> <li>• Will provide office at any of their</li> </ul>

TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )	IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)	MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION	FINDINGS AND SUGGESTIONS FOR THE FUTURE
<p>information and strategies to better support their adult children as they transition to PSE.</p> <ul style="list-style-type: none"> <li>• Addressed existing resources, and made additional recommendations on ways to help adults with disabilities who have left the K-12 school districts, and who do not have the supports they need for work, school and community integration, and the means to get connected to services and supports.</li> </ul>	<p>families to not loose students during this crucial change</p> <ul style="list-style-type: none"> <li>• Provide trainings for staff and faculty increasing awareness of services for their students.</li> <li>• Provide immediate impact at their site as they would provide office space and support for counselor to meet needs of students.</li> </ul>		<p>sites</p> <ul style="list-style-type: none"> <li>• Will provide equipment and supplies</li> <li>• Want in-service trainings and workshops for faculty and staff</li> <li>• Suggestions for future on-site contact counselor from NOCCCD to work with student and family/caregiver to help with transition from HS programs to college</li> <li>• NOCCCD counselor to provide parent workshops in-service training for faculty</li> </ul>
<p>Counselor met with FJUHSD professional team</p> <ul style="list-style-type: none"> <li>• 12/14 Examined and clarified barriers that prevent students with disabilities from becoming prepared to transition to PSE.</li> <li>• Addressed ways to better support parents as their role changes with regard to their adult children with disabilities, and provide the parents with information and strategies to better help students.</li> <li>• Addressed existing resources, and made additional recommendations on ways to help adults with disabilities who have left the K-12 school districts, and who do not have</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor liaison would have immediate impact in working directly with students and parents. Families will understand the difference in opportunities and expectations as well as work closely with families to not loose students during this crucial change</li> <li>• Provide trainings for staff and faculty increasing awareness of services for their students.</li> <li>• Provide immediate impact at their site as they would provide office space and support for counselor to meet needs of students</li> </ul>	<p>FJUHSD</p> <ul style="list-style-type: none"> <li>• Ongoing commitment</li> <li>• Faculty and personnel commitment</li> <li>• Office -phones, computer, files</li> <li>• Equipment / supplies</li> </ul>	<p>Findings</p> <ul style="list-style-type: none"> <li>• Have a great faculty of support for students and families but need a contact for colleges</li> <li>• Have a tremendous support from administrator</li> <li>• Will provide an office with equipment and supplies</li> <li>• Desire in-service trainings and workshops</li> <li>• Suggestions for future</li> <li>• On-site counselor from NOCCCD to work with student and family/caregiver to help with transition from HS programs to College,</li> <li>• NOCCCD counselor to provide parent training/in-service trainings for faculty and staff</li> </ul>

<b>TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )</b>	<b>IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)</b>	<b>MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION</b>	<b>FINDINGS AND SUGGESTIONS FOR THE FUTURE</b>
the supports they need for work, school and community integration, and the means to get connected to services and supports.			

**Table ES-IV: AB 86 DSPS Professional Expert Planning Strategy Outcomes**

<b>TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )</b>	<b>IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)</b>	<b>MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION</b>	<b>FINDINGS AND SUGGESTIONS FOR THE FUTURE</b>
Professional Expert met with and interviewed Instructors at SCE's Wilshire Center, Cypress Center, and Anaheim Campus. PE also observed on-going classes. December 2014-January 2015.	<ul style="list-style-type: none"> <li>Students with any special needs would benefit from consistent classrooms. Students with a diagnosis of Autism would benefit from classrooms that are quiet and not surrounded by a lot of stimulation.</li> </ul>	SCE	<ul style="list-style-type: none"> <li>Construction of appropriate Instructional space to teach life skills and to teach vocational skills.</li> <li>This space could also benefit other CTE programs. Instructional spaces would be shared with the CTE program.</li> </ul>
Professional Expert met with Instructors of the SCE DSS programs: WISE, Anaheim C2C and Workability program, Wilshire Job Development program.	<ul style="list-style-type: none"> <li>All students in the SCE program would benefit.</li> <li>Instructors and instructional assistants that are experienced, committed and trained would benefit all the students.</li> </ul>	SCE	<ul style="list-style-type: none"> <li>Increase the number of courses currently offered. Increase the courses offered in Vocational and Independent Living subject matter.</li> <li>Hire additional instructors both part time and full time.</li> <li>Hire experienced full time Instructional assistants.</li> <li>Students will experience increased completion rates, more success with transition, because there will be more courses and facilities to meet their needs, and curriculum developed to better address their transition needs and their long-term goals for school, work and, and living more independently.</li> </ul>
Professional Expert met with Instructors and staff at Wilshire WISE program, Wilshire Job development program, and Anaheim Job Development	<ul style="list-style-type: none"> <li>Students would be able to practice and teach job skills on site. This would impact the students in a positive way by increasing success on the job</li> </ul>	SCE	<ul style="list-style-type: none"> <li>Development of courses in real life setting to prepare the students for Employment integration by using a Store Front and Apartment like</li> </ul>

TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )	IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)	MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION	FINDINGS AND SUGGESTIONS FOR THE FUTURE
program. PE also observed classes.	and related to the goal of Independent living.		settings. • Students would experience more success with transition from SCE to independent living and/or work.
PE met with Instructors at AUHSD, PYLUSD and FJUHSD to interview and discuss ongoing needs for K-12	• Students will experience increased completion rates, more success with transitions, because they will support and resources in place to support their goals.	SCE, AUHSD, PYLUSD, FJUHSD	<ul style="list-style-type: none"> <li>• Counselors to explore and evaluate the best practices to increase coordination of services for students so they are better able to access services through partner agencies in the community.</li> <li>• Counselors would provide better service coordination and benefit advocacy for students with disabilities.</li> <li>• Counselors to assist the student and family with the Transition from HS to PSE. Expected outcome would be that transition needs and long term goals of school, work and living more independently would be addressed.</li> <li>• Construction of Career and Technical Education Stackable Certificates</li> </ul>
PE met with Instructors and SCE staff at Anaheim campus. Workability and C2C Instructors and staff.	• All students in the SCE programs would benefit from additional technology.	SCE	• Development of a center at Anaheim Campus for Technology and Testing accommodations. Students will experience increased completion rates and more success with transition, curriculum developed



TASK/ACTIVITY OR POLICY IMPLEMENTED (WHO, WHAT, WHEN, WHERE )	IMPACT ON STUDENTS (NUMBER REACHED, PERCEIVED IMPACT BOTH POSITIVE/NEGATIVE)	MEMBERS AND/OR PARTNERS INVOLVED AND THEIR CONTRIBUTION	FINDINGS AND SUGGESTIONS FOR THE FUTURE
			<p>to better address the long term goal for school and work.</p> <ul style="list-style-type: none"> <li>• A part time Math tutor available in the Learning Center will benefit students</li> </ul>
PE met with SCE faculty, Instructors in PSE, faculty and teachers at FJUHS, AUHSD, and PYLUSD, Instructors and program managers for Credit courses at FC and CC.	<ul style="list-style-type: none"> <li>• Creation of a database would benefit students greatly. Students will experience increased services, resources and support due to the seamless sharing of information.</li> </ul>	SCE, CC, FC, AUHSD, PYLUSD, FJUHS	<ul style="list-style-type: none"> <li>• Creation of a database to be shared by all DSPS/DSS entities in the NOCCCD that will enhance student success with timely and consistent services throughout all the districts.</li> </ul>
PE met with AUHSD, PYLUSD, and FJUHS faculty. PE met with staff and counselors at CC and FC and SCE.	<ul style="list-style-type: none"> <li>• Parenting Education and Resource advocacy would increase the success of all students attending K-12 and PSE courses. Early intervention increases the success of children diagnosed with Autism and other disabilities.</li> <li>• Parents that are given the tools to help their child be successful will positively impact their child behavior and education.</li> </ul>	SCE, CC, FC, AUHSD, PYLUSD, FJUHS	<ul style="list-style-type: none"> <li>• Funding for Parent Education starting in Kindergarten. Provide parent outreach regarding resources available and based on a positive belief system of the ability of students with disabilities, intellectual and/or physical, and their courage and strength to live and function independently.</li> </ul>
PE met with and interviewed School District faculty and PSE and Credit course counselors and Instructors working in the various programs with SCE.	<ul style="list-style-type: none"> <li>• The number of students diagnosed with Autism has greatly increased over the last decade. Studies from Center for Disease Control in 2000/2001 indicate that 1 in 150 children were diagnosed with Autism. CDC Studies from 2012 suggest that 1 in 88 children have autism. The latest revision reflects that Autism affects 1 in 50 children.</li> </ul>	SCE, CC, FC, AUHSD, PYLUSD, FJUHS	<ul style="list-style-type: none"> <li>• In order for students to experience increased completion rates and more success with transition, they will need to have services and resources in place to support their goals.</li> </ul>

**SHORT-TERM CAREER TECHNICAL EDUCATION PROGRAMS WORKGROUP**

The CTE Workgroup presented and received approval for a planning strategy. However, as the CTE Workgroup continued to meet it soon became apparent that the greatest need was the creation of a Combined Workgroup, representatives from all four Workgroups combined to share needs and best practices. The CTE Workgroup took the lead forming the Combined Workgroup and it was decided that there were a number of things the CTE Workgroup could start right away that didn't require formal strategies to be developed. For instance, through the Combined Workgroup meetings it was discovered that students in existing adult education programs didn't know what CTE offerings were available to them while they were concurrently in Basic Skills, ESL, and/or DSS/DSPS programs. SCE's CTE Program Manager, along with her staff, created a schedule of class visits where her staff would go into the classes in other program areas on a routine basis and discuss CTE options.

Additionally, the CTE Workgroup, specifically the SCE CTE Program Manager, along with the AB 86 Project Coordinator and other program area Workgroup representatives looked into and attended contextualized learning trainings and explored the I-BEST program in Washington. Full details of how these activities are translating into implementation strategies are outlined in the Objectives portion of this document.

## CONSORTIUM OVERVIEW

### REGIONAL DEMOGRAPHIC PROFILE

The NOCRC is comprised of 13 cities in the northern half of Orange County reaching the easternmost and westernmost boundaries of the county. The 13 cities include Anaheim, Brea, Buena Park, Cypress, Fullerton, Garden Grove, La Habra, La Palma, Los Alamitos, Placentia, Seal Beach, Stanton, and Yorba Linda. The total population of the region is 925,024 as provided by the AB 86 Work Group Planning Demographic Data<sup>1</sup>. According to the 2010 Census<sup>2</sup>, the most populous city in the region is Anaheim with more than 30% of the population, almost double the next populous city of Garden Grove (16%) and Fullerton (13%) the third most populous city within the region.

The State Work Group Planning Demographic Data also showed that within the NOCRC region, 173,905 people live below the poverty line and 74,927 are unemployed adults. Demographics relating to the five program areas focused in AB 86 include almost 19% of adults over 25 years of age (174,830 people) that do not have a high school diploma combined with almost 16% (146,779 people) of adults that have low literacy, almost 42% (384,772 people) of the population five years of age and older are classified as English Language Learners, 10% of the population (93,633 people) are adults with a disability, and 14% (132,151 people) of the population are non-naturalized U.S. citizens. See Table I: Demographic Information for the Region Served by the NOCRC to see the region as a whole and Table II: Demographic Information for the Cities Served by the NOCRC below to see the demographic data breakdown by cities within our region.

**Table I: Demographic Information for the Region Served by the NOCRC**

TOTAL REGION POPULATION	POVERTY	NO HIGH SCHOOL DIPLOMA	UN-EMPLOYED	ESL	ADULTS WITH DISABILITIES	CITIZENSHIP	LITERACY
925,024	173,905	174,830	74,927	384,772	93,772	132,151	146,779
--	18.80%	18.90%	8.10%	41.60%	10.14%	14.29%	15.87%

(Source: AB 86)

<sup>1</sup> AB 86. (n.d.). *Demographic data that may be helpful during local AB 86 planning processes*. Retrieved from <http://AB86.cccco.edu/HelpfulResources/PlanningDemographicData.aspx>

<sup>2</sup> United States Census Bureau. (n.d.). *Anaheim (city) QuickFacts from the US Census Bureau*. Retrieved from <http://quickfacts.census.gov/qfd/states/06/0602000.html>

**Table II: Demographic Information for the Cities Served by the NOCRC**

CITY	BELOW POVERTY LEVEL	NO HIGH SCHOOL DIPLOMA (AGE 25+)	LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME (AGE 5+ )	FEMALE	MALE
Anaheim	15.6%	26.2%	60.9%	50.3%	49.7%
Fullerton	14.6%	14.7%	47.8%	50.9%	49.1%
Buena Park	11.1%	18.7%	54.1%	50.7%	49.3%
La Habra	14.0%	20.6%	50.0%	50.8%	49.2%
Placentia	12.2%	15.8%	40.0%	50.8%	49.2%
Yorba Linda	2.8%	4.7%	14.4%	51.3%	48.7%
Brea	5.6%	8.9%	31.1%	51.2%	48.8%
Cypress	6.7%	8.1%	39.9%	51.5%	48.5%
Garden Grove	15.5%	27.3%	67.1%	50.1%	49.9%
Stanton	16.9%	32.8%	64.1%	50.5%	49.5%
Los Alamitos	7.2%	7.8%	22.4%	52.8%	47.2%
La Palma	7.2%	7.2%	44.5%	51.7%	48.3%
Seal Beach	8.2%	5.3%	13.6%	55.9%	44.1%

(Source: U.S. Census 2010)

Table III: Ethnicity Percentages of Cities Served by the NOCRC shows the 2010 U.S. Census breakdown of the population by ethnicity. Overall, 40% of the population in our region is comprised of Latinos/Hispanics, followed by 34% White/Non-Latino and 22% Asian/Pacific Islander. Each year the Orange County Business Council creates a Workforce Indicator Report that comments on the current state of Orange County's workforce. One key finding from the 2013 report was, "By 2020, Latinos are projected to become Orange County's largest ethnic group. Since 2005, Latinos have accounted for more than 50% of the total births in the county, followed by Asians at 25%. However, the 20-year growth rate of the Asian population in Orange County outpaced Latino growth rates despite Asian's smaller actual numbers,"<sup>3</sup>

---

<sup>3</sup> Orange County Business Council. (2013). *2013 Workplace Indicator Report Key Findings*. Retrieved from <http://www.ocbc.org/wp-content/uploads/2013-WIR-Key-Findings.pdf>

**Table III: Ethnicity Percentages of Cities Served by the NOCRC**

CITY	AFRICAN AMERICAN	ASIAN/ PACIFIC ISLANDER	LATINO/ HISPANIC	NATIVE AMERICAN/ ALASKAN	WHITE/ NON- LATINO
Anaheim	2.8%	15.3%	52.8%	0.8%	27.5%
Fullerton	2.3%	23.0%	34.4%	0.6%	38.2%
Buena Park	3.8%	27.3%	39.3%	1.1%	27.7%
La Habra	1.7%	9.6%	57.2%	0.9%	30.2%
Placentia	1.8%	15.0%	36.4%	0.8%	44.7%
Yorba Linda	1.3%	15.7%	14.4%	0.4%	65.7%
Brea	1.3%	18.2%	25.0%	0.2%	52.7%
Cypress	3.09%	31.8%	18.4%	0.6%	43.6%
Garden Grove	1.3%	37.7%	36.9%	0.6%	22.6%
Stanton	2.2%	23.7%	50.8%	1.1%	21.8%
Los Alamitos	2.8%	13.2%	21.1%	0.4%	58.7%
La Palma	5.2%	48.4%	16.0%	0.4%	27.8%
Seal Beach	1.2%	9.8%	9.6%	0.3%	76.9%

(Source: U.S. Census 2010)

Table III lists five cities within our region that have a higher Asian/Pacific Islander population than Latino/Hispanic population: Cypress, Garden Grove, La Palma, Seal Beach, and Yorba Linda. Of these five cities, La Palma has 32% more Asians/Pacific Islanders than Latinos/Hispanics followed by Cypress with 13% more Asians/Pacific Islanders than Latinos/Hispanics. This data demonstrates a growing population trend within Orange County as a whole and specifically, many of the cities within the NOCRC region.

A local public radio channel, 89.3 KPCC recently reported that Orange County has the highest Asian-American population in all of Southern California<sup>4</sup>. The report went on to state that alongside the growth in population, the unemployment rate and poverty rates for Asian-Americans is also increasing, especially for Vietnamese-Americans.

Additionally, the census data referenced in the report showed that over 38,000 Asian-American immigrants who have obtained legal permanent resident status have not yet become citizens and that the county's lowest graduation rates are among the

---

<sup>4</sup> Southern California Public Radio. (2014, July 8). *Report: As Asian-American population grows in Orange County, so do needs* | 89.3 KPCC. Retrieved from <http://www.scpr.org/blogs/multiamerican/2014/07/08/16978/report-asian-american-population-orange-county/>

Vietnamese-Americans, Cambodian-Americans, and Pacific Islanders. The report argues that many of these issues in the Asian-American community stem from the language barrier since the majority of Asians in Orange County were born in another country. Many of the Asian-Americans mentioned in the report could greatly benefit from the ESL, citizenship, basic skills, high school diploma programs and other services provided by members of the NOCRC.

## **CONSORTIUM PLANNING PROCESSES**

### **Member Organizations**

The North Orange County Regional Consortium for Adult Education (NOCRC) includes Anaheim Union High School District (AUHSD), Fullerton Joint Union High School District (FJUHSD), Placentia-Yorba Linda Unified School District (PYLUSD), and the NOCCCD, which includes Fullerton College, Cypress College, and the School of Continuing Education (SCE). SCE has been, and most probably will continue to be, the main provider of noncredit adult education services within our consortium; therefore, the consortium has decided that SCE will be the fiscal agent and have the responsibility for submitting all required reports. All documentation and reports that are to be submitted will be put together in a transparent and collaborative manner and will be reviewed and approved by the Executive Committee, the Consortium's leadership body, prior to submittal. The representative Executive Committee will also have the final approval and responsibility for allocating funds for the implementation of the approved planning projects and developing the overall planning budget of the consortium.

There are a number of existing collaborations between the members of our consortium. For instance, AUHSD and NOCCCD participate in the Anaheim Collaborative Project partnership. This partnership focuses on developing linkages and pathways for students moving from high school to the community college and on to further academic and/or career options.

Additionally, SCE has begun to collaborate with FJUHSD related to how each district provides programs and services for students with disabilities. These options may include academic, career, or life (independent living) opportunities.

SCE has an existing collaborative relationship with AUHSD, the PYLUSD, and other local elementary districts whereby English as a Second Language (ESL) and Literacy classes are offered throughout the community at district school sites as well as off-campus from the community college sites.

The above mentioned programs are offered at Brookhurst Junior High, Kennedy High, and Lexington High schools within AUHSD and at Melrose Elementary, Ruby Drive Elementary, Rio Vista Elementary, Topaz Elementary, and Valencia High Schools within PYLUSD.

Within the NOCCCD, Cypress College, Fullerton College, and SCE have also recently partnered to create the Building Connections project which looked to identify and implement partnership opportunities and strategies for strengthening noncredit-to-credit student transition pathways. A District-wide forum was organized to facilitate discussions on transition strategies. Students provided insights on overcoming barriers and aiming for success and experts shared successful models for bridging programs. As a result, collaborative meetings between SCE's Basic Skills/High School Diploma program and Cypress and Fullerton College English and math faculty and deans, in an attempt to share recommendations for High School Diploma program course revisions to better prepare SCE diploma students for successful college transition.

SCE's ESL Program alongside Cypress College's and Fullerton College's ESL programs also set out to determine success factors and barriers for ESL students transitioning to credit; collect data to identify gaps and areas for improvement; and increase the number and success rate of the SCE ESL students bridging to college. The department hosted a district-wide faculty meeting to identify and review the delivery model and academic expectations for each entity and implemented a pilot led by credit and noncredit faculty to transition cohorts of SCE students into credit programs in Fall 2014. In terms of next steps, the ESL Program is looking to embed college-knowledge content in noncredit ESL curriculum; scaffold required academic skills over the course of all levels of noncredit ESL; institutionalize an annual transition program for SCE ESL students; and continue ongoing dialog between noncredit and credit ESL.

The SCE CTE program also hosted credit and noncredit meetings for CTE programs to share information. SCE CTE program has attended campus-wide meetings to share programs, goals, and develop and strengthen connections between district entities.

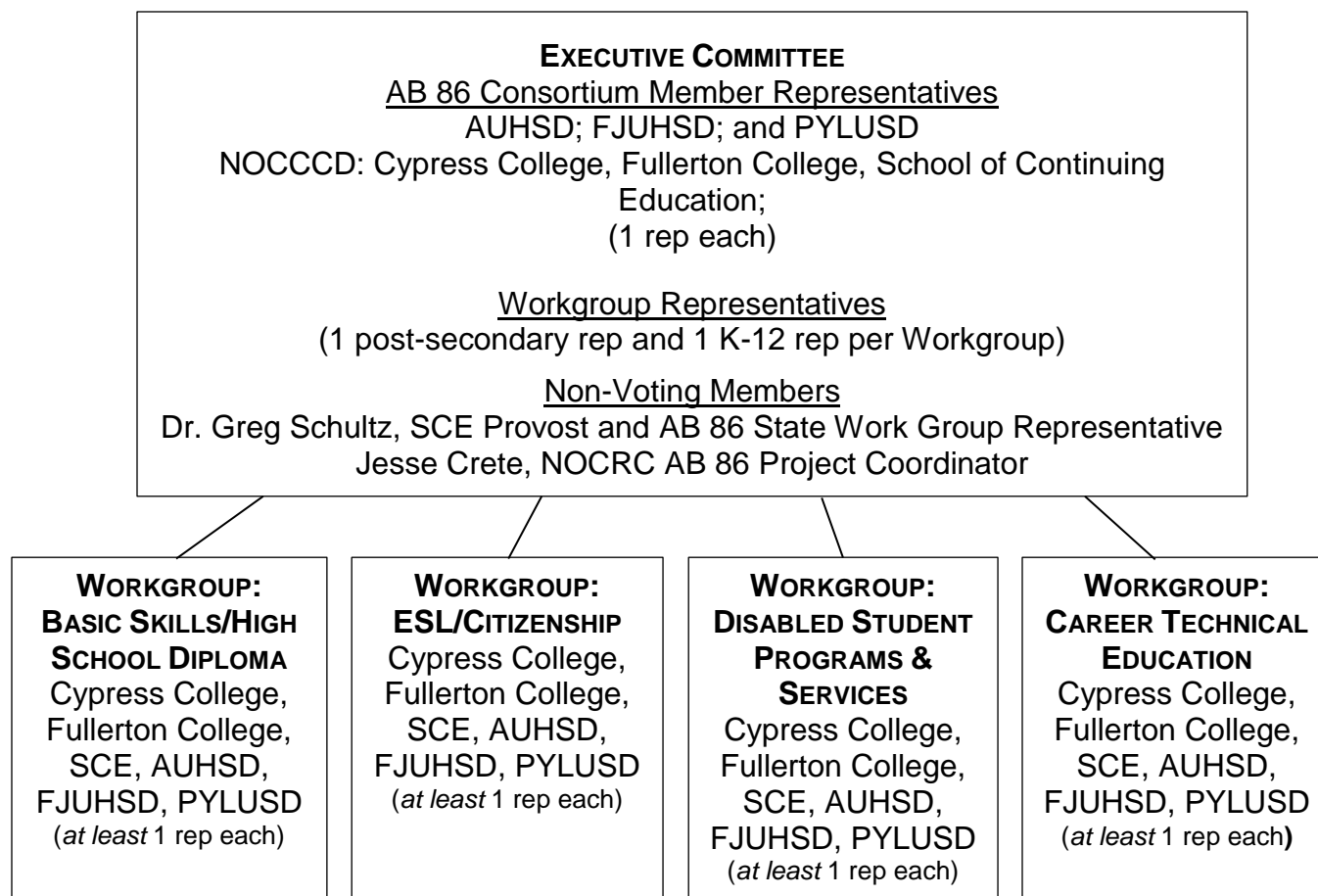
A key component of the Building Connections project is establishing concepts of research such as foundational concepts of inquiry for research within the district and data that is measurable, transparent, and directly relates to discipline-specific questions. Research will look to focus on collecting research questions from each constituent group, create a Mock Data Collection Report using Banner and Argos, and plan and implement a report cycle of district transition data. To drive the research and inform

decision-making, faculty workgroups collaboratively developed the following questions: What are the number of SCE students that transition to Cypress or Fullerton College?; What are the noncredit courses SCE transfer students take prior to transfer?; What is the range of entry assessment scores achieved by SCE students?; What are the SCE student course enrolment at Cypress and Fullerton Colleges?; What are the SCE student persistence rates at Cypress and Fullerton Colleges?; and What are the SCE student course completion rates at Cypress and Fullerton Colleges? The work begun in the Building Connections initiative is being continued throughout the AB 86 Regional Comprehensive Planning Process.

### **Organizational Structure**

A fourteen-person Executive Committee (EC) and four individual Workgroups (WG), one for each of the active program areas within our district: Basic Skills/High School Diploma, ESL/Citizenship, Disabled Student Programs and Services, and Career Technical Education comprise our consortium. At this time, none of our consortium members have a formal apprentice program, so we have elected not to create an individual apprentice workgroup, but rather address apprenticeships within the CTE Workgroup. In our region, adult learners are connected to workplace training programs in other ways, such as CTE externships, DSS College to Career (C2C), and Workability III services. However, as our plans develop in the future, this may change. Refer to Fig. I: Organizational Structure to see a visual representation of how we have decided to design our consortium.



**Fig. I: Organizational Structure****Shared Leadership**

The Executive Committee consists of one representative from all six entities that comprise our consortium plus one representative chosen by each Workgroup. However, our meetings through August 2014 were open to all NOCRC AB 86 participants including the primary contacts for each member district, faculty, and staff. The Executive Committee meets in-person at a minimum, once a month on the second Tuesday of the month. Our plan for conducting work together includes both face-to-face meetings and conference call meetings using CCC Confer (teleconferencing). Our initial meetings have included the primary contacts for each member district. More recently we have begun to include additional faculty and staff with expertise in the instructional areas of focus, as defined in AB 86, from each of our districts to participate in the planning process and to become members of the individual workgroups. The method for determining which expert faculty and staff to invite participate in the workgroups is up to each member district.

Workgroups are comprised of faculty, staff, professors, instructors, teachers, managers, and student services professionals from the consortium members that have a vested interest and expertise in a specific program area. Workgroups are made up of voting and non-voting representatives. Each NOCRC Member may select up to two voting Workgroup representatives who will vote on behalf of their District/Institution, unless a District or post-secondary institute self-selects to opt out of a Workgroup. Additional representatives may be invited by Consortium Members as non-voting, Resources Representatives. Both voting Workgroup Representatives as well as non-voting Workgroup Resources are valued for their knowledge and expertise in the program area of their Workgroup and their representation of their District/Institution. The purpose of the Workgroups is to generate ideas that eventually turn into strategy proposals, proposed action research activities, and projects aligned with the goals and objectives of AB 86.

Workgroup Leaders are the facilitators of the Workgroup. They are responsible for coordinating meeting dates, times, and locations, however, they are not responsible for hosting every meeting, only ensuring that the Workgroup meets in person or via conference call on a regular basis. Workgroup Leaders are also responsible for ensuring that all Workgroup members, voting and non-voting, are informed of the Workgroup's goings-on and are given an equal say within the Workgroup, even if a member is unable to attend a meeting or call. This may include, but is not limited to, sending out meeting notes, sending out meeting reminders, and reaching out to members who were unable to attend a meeting/call. It is not expected that a Workgroup Leader take all of the notes or host all of the meetings, only ensure that those things take place.

In some cases Workgroup Leaders and Workgroup Executive Committee Reps are the same person. However, it may be two different individuals as well.

The AB 86 Project Coordinator, Jesse Crete, is responsible for facilitating and coordinating the overall AB 86 effort within the Consortium. This includes facilitating EC meetings, writing the Regional Comprehensive Plan, communicating with the State Workgroup and other Consortia, and working with the NOCRC AB 86 Researcher to identify outcomes and processes for collecting and tracking data. The AB 86 Project Coordinator will also attend as many Workgroup meetings as possible and act as a unifying presence between the Workgroups and EC. The AB 86 Project Coordinator's role is to ensure that all consortium activities are within the scope of and in compliance

with the parameters of the Adult Education Consortium Program (AB 86, Section 76, Article 3). Ultimately, the AB 86 Project Coordinator is responsible for ensuring that the NOCRC meets all State deadlines and delivers all work products as mandated by the AB 86 State Work Group. To meet these goals, she will work with all EC and Workgroup Reps and Resources as well as others within and outside of the region as necessary.

The NOCRC Executive Committee also voted unanimously to hire an independent research analyst. The researcher works in conjunction with the AB 86 Project Coordinator and acts as a consultant to each of the Workgroups developing measurable outcomes for each of the proposed strategies as well as collecting and tracking data from the planning strategies for analysis which will be used to inform implementation strategies.

### **Planning Process and Decision-Making**

Each member of the consortium: AUHSD, FJUHSD, PYLUSD, and NOCCCD, which includes Fullerton College, Cypress College, and SCE, has one dedicated representative on the Executive Committee and at least one representative in each of the four workgroups, unless they have self-selected to opt out of a specific workgroup.

Refer to Fig. 1: Organizational Structure to see how each member participates in the consortium.

The fourteen Executive Committee votes are made by one of two types of voting Executive Committee Representatives: Consortium Member Executive Committee Reps (six total) – the representative designated by the Consortium Member, i.e., Anaheim Union High School District, Cypress College, Fullerton College, Fullerton Joint High School District, Placentia Yorba Linda High School District, or the School of Continuing Education, to represent the interests and vote on behalf of the Consortium Member; and Workgroup Executive Committee Reps (eight total) – two representatives, one from K-12 and one from Post-Secondary Education, selected by their respective Workgroups, i.e., Basic Skills, CTE, DSPS, and ESL to represent the interests and vote on behalf of their Workgroup. Workgroup EC Reps are expected to speak on behalf of their Workgroups and report EC activities, votes, etc...back to their respective Workgroup.

Both Consortium Member EC Reps and Workgroup EC Reps are selected for their position for the duration of the AB 86 planning project unless they submit written resignation of their position to the AB 86 Project Coordinator.

The Workgroup representatives present proposals for projects, ideas, and issues to the Executive Committee who deliberates then votes on each proposal. The Executive Committee also clarifies decision-making protocol, proposal rubrics, and in the future, may create MOU's that document the nature of each partnership and/or collaborative relationship.

Sitting Non-Voting Executive Committee Representatives include SCE's Provost, Dr. Greg Schulz, who is a member of the State AB 86 Work Group and Jesse Crete, the North Orange County Community College's AB 86 Consortium's Project Coordinator. In the event the EC has a tie vote, Dr. Schulz will vote as tie-breaker.

Additional guests, such as the SCE Manager of Administrative Services, Researchers, etc..., who serve as resources may attend EC meetings as non-voting members.

In the event that a voting EC representative is unable to attend a meeting, it is that representative's responsibility to select a substitute and bring that designee up to speed in order to cast votes and add to the EC discussions. If a substitute is unable to attend, the EC representative is responsible for informing the AB 86 Project Coordinator, Jesse Crete, of their vote(s) no later than two hours prior to the meeting so that their vote may be cast via proxy.

### **Teacher and Faculty Involvement**

Teachers and faculty from all six consortium members were invited to the early AB 86 meetings in the summer, and many have participated in the AB 86 process. Once the four key program area workgroups were formed, it was requested that each member have at least one faculty or teacher as a dedicated Workgroup Member in each program area. This has ensured that faculty and teachers have taken active roles in identifying regional gaps as well as the strategies to address those gaps. In fact, many of the strategy proposals submitted to the EC originated from faculty and teachers. Additionally, a fulltime Basic Skills faculty member from Cypress College attended the AB 86 Summit as a representative of the NOCRC.

It is of the utmost importance of the NOCRC to have the involvement of as many faculty and teachers as possible, not just those that are able to dedicate time to be Workgroup Members. To this end, numerous presentations have been given on AB 86 to SCE faculty and teachers via Academic Senate meetings, "Opening Day" workshops, Provost Cabinet meetings, and Professional Development Trainings. Beginning in

January 2015, presentations will be conducted at consortium member's locations throughout the region.

### **Partner Organizations**

The Orange County Department of Education (OCDE) has become a NOCRC partner and has expressed interest in working with multiple consortium WGs. A representative from OCDE has already attended an EC meeting at which time dialog between various WGs was begun.

AUHSD currently has a partnership with the North Orange County Regional Occupational Program and at a recent meeting we discussed the possibility of bringing that organization into our consortium as a partner. The OCDE, NOCRC, along with the three other Orange County consortia have agreed to conduct an Orange County Regional AB 86 Summit in order to share ideas, best practices, and challenges learned throughout the AB 86 process.

SCE operates workforce and economic development programs which have garnered existing relationships with the Anaheim Workforce Investment Board, the Orange County Workforce Investment Board, and the Santa Ana Workforce Investment Board. SCE also has a collaborative working relationship with the Regional Center of Orange County and the Orange County Transportation Authority. The Executive Committee has begun to discuss ways in which our consortia may be able to partner with one or more of these agencies in our AB 86 efforts.

School sites in the Anaheim City School District and Magnolia School District have hosted SCE's Family Literacy classes for several years. Our plan is to request that both districts join our consortium as partners formalizing our relationship.

SCE's Disability Support Services (DSS) partners with many organizations in the community such as Regional Center of Orange County (RCOC), Harbor Regional Center (HRC), Department of Rehabilitation (DOR), Area Board 11 (State Council on Developmental Disabilities) and the Orange County Transportation Authority (OCTA). SCE DSS has several grants and/or collaborative agreements with these community partners to help promote student success in postsecondary education and employment. Examples of collaboratives with DOR include the Workability III (WAIII) and College to Career (C2C) programs, and a grant through OCTA to provide bus mobility skills training to students. SCE DSS collaborates with many supported employment and independent living vendors of RCOC and DOR.

**Communication Plan**

NOCRC EC reps as well as the Project Coordinator have conducted numerous AB 86 presentations to diverse audiences. Presentations have varied from short, 10-minute general overviews given at Academic Senate, department staff and/or faculty meetings, to monthly informational sessions conducted at Provost Cabinet meetings, to hour-plus professional development trainings open to all staff and faculty. An extensive presentation will be made to the NOCCCD Board in the future.

Beginning in early 2015, AB 86 presentations will be scheduled throughout Member districts and institutes based on EC recommendations. Additionally, opportunities will be explored to conduct presentations throughout the community as appropriate.

The NOCRC is planning on hosting a regional stakeholders/partners breakfast meeting in March 2015. The purpose of this meeting is to gather a large number of regional stakeholders and partners in a room alongside consortium EC and WG members to open the dialog regarding stakeholder needs and ideas and adult education. Ideally, the regional stakeholders/partners breakfast would become a yearly event that would encourage regular, ongoing dialog between the consortium and stakeholders/partners.

**EXISTING ADULT EDUCATION IN THE REGION**

Adult Education is only taught by the post-secondary institutes within the NOCRC. As such, assessments, evaluation, and accountability for adult education are governed by the same guidelines and regulations affecting all accredited community colleges.

**Assessments**

NOCCCD uses multiple assessment measures to evaluate students' academic skills, place them into the appropriate course(s), and assess their performance using Student Learning Outcome (SLO) Assessments, Standardized Tests such as CASAS, HS Competencies, and grades. All of these assessment tools are discussed in length in the specific program area to which they pertain. Additionally, Cypress College and Fullerton College use their own assessments to determine student placement. Cypress College uses first-party tests: The College Test for English Placement (CTEP) Form A is used for placement into English courses and The Mathematics Diagnostics Testing Project (MDTP) is used for placement into math courses. The forms used are: Algebra Readiness Test Form AC 50/90, Elementary Algebra Diagnostic Test Form EA 50C 86, Intermediate Algebra Diagnostic Test Form IA 45C 86, Pre-Calculus Diagnostic Test Form PC 40C 86, and The Combined English Language Skills Assessment (CELSA)

Form 1&2 is used for placement into ESL courses. Fullerton College uses the ACT Compass English, Reading, ESL, and Math assessment.

### **Evaluation**

Cypress College, Fullerton College, and SCE are accredited by the Western Association of Schools and College (WASC) and as such are required to undergo a thorough Program Review process every three years for each of their programs. At SCE, Managers and their teams in each program area complete the Program Review template designed by the SCE Representative Committee. The program review template addresses topics such as program descriptions, demographics, assessments, outcomes, as well as areas of strength and weaknesses. The SCE Program Review Committee is made up of administrative, faculty, and classified staff that then use the Program Review Key Performance Indicator (KPI) rubric to review the report, evaluate each program, and provide a written response of its performance. The results of this evaluation inform institutional planning, scheduling, and budgeting decisions.

Both credit institutions within the NOCCCD, Fullerton College and Cypress College, are mandated by Education Code to undergo program review periodically. Additionally, Accrediting Commission for Community and junior Colleges (ACCJC) standards require both colleges to link their resource allocation process to their mission. There is a strong culture of evidence that drives the evaluation of each program at the campuses, and the results are tied to campus resource allocation models. The success of initiatives undertaken under the banner of AB 86 will be subject to the same level of scrutiny as all other programs at Cypress College and Fullerton College.

### **Accountability**

Cypress College, Fullerton College, and SCE, as part of the California Community College System, participate in and evaluate the effectiveness of our programs via Scorecard, a state-wide community college accountability report which includes measures designed specifically for credit and noncredit offerings, including adult education. The main indicator designed to measure the success of the noncredit (adult education) offerings is called CDCP Completion Rate. Apart from the internal controls to ensure accountability, the MIS report submitted to the State Chancellors' Office ensures the data on variety of programs at both Cypress College and Fullerton College are widely distributed. The information is annually synthesized into the Chancellor's Office Scorecard. The colleges discuss the outcomes internally and reports to the Board of Trustees.

Additionally, SCE participates in several statewide and federal categorical programs each with their own specific requirements such as Perkins, Workforce Investment Act (WIA), Student Success Support Program (SSSP), and Basic Skills Initiative (BSI) and as such SCE reports to each granting agency.



## STATUS REPORT

### INTRODUCTION

SCE is the main provider of noncredit adult education within the NOCRC. Therefore, the program narratives below are predominantly of SCE's existing programs and services.

### STRATEGY OUTCOMES

Based on the AB 86 evaluation measures developed the NOCRC AB 86 Researcher, current community college accountability framework, and anticipated WIOA measures, below are the broad AB 86 effectiveness measures proposed by the NOCRC to use, and could be used by any AB 86 consortia in the state, when evaluating both planning and implementation strategies.

**Objective 3: Integrate Align and Connect Existing and Future Programs to create seamless transition into post-secondary education and/or the Workplace.**

#### PSE Transition

1. Annual student noncredit-to-credit transition rates per instructional area: ESL, Elementary/Secondary Basic Skills, CTE (6-year cohort)
2. Annual student credit placement data disaggregated by discipline: ESL, English, math
3. Measures of student performance in credit: course completion, GPA, retention, program completion (6-year cohort)
4. Disaggregated data based on student equity identifiers: age, ethnicity, gender, and disability status.

#### Workplace Transition

1. Narrative report on the number region-specific career pathways for noncredit students
2. Narrative report on the number specific skills and knowledge competencies for the identified career pathways.
3. Identification of at least one reliable competency measure for each career pathway that can measure verifiable skill gain.
4. Identification of contextualized education needs for at least one career pathway based on employer, community, faculty and student input

**Objective 5: Plans to employ approaches proven to accelerate students' progress towards his or her academic goals.**

1. Longitudinal study utilizing survey data collected every three months from the students participating in AB 86 interventions (experiment group) and comparing it to the data collected from the students without access to AB 86 interventions (control group)
2. Momentum and completion rates over the period of six years: course success and completion rate; program completion rate (HSDP, CDCP)

**Objective 6: Professional Development for Faculty and other staff consortia-wide to achieve greater program integration and improve student outcomes.**

1. Narrative qualitative assessment of impact of training and professional development on support services and student outcomes
2. (optional) Focus groups with faculty and other staff to collect data on needs of faculty to achieve greater program integration and student outcomes. Can be separate focus groups in addition to any anecdotal data collected from presentations to districts.

**Objective 7: Leverage existing regional assets and/or structures including but not limited to Local Workforce Investment areas.**

1. Narrative qualitative assessment of impact of leverage of partners on support services and student outcomes

**CONSORTIUM PLAN OBJECTIVE #1****Overlapping Program Areas**

All NOCRC members have experienced drastic cuts to adult education services in all five program areas identified by AB 86. Due to state-wide budget changes that took effect in 2009-2010, all K-12 districts within the NOCRC region discontinued their adult education programs in order to focus on their core mission – educating children. As a result, the three NOCCCD entities became the sole providers of adult education in the region. Due to the recent economic downfall, current noncredit classes offered by SCE and credit basic skills classes offered by the Cypress College and Fullerton College have been significantly reduced.

Throughout the AB 86 Planning Phase, the four program area Workgroups have discovered that there are a number of services that if they don't currently, should overlap in order to better support students within the region. As a result, regular Combined Workgroup meetings have occurred and will continue to occur. Through these Combined Workgroup meetings numerous best practices have been shared and strategies have been created.

Additionally, during the planning the phase, the NOCRC sent a group of eight noncredit administrators and faculty, including a K-12 CTE representative and the AB 86 Project Coordinator, along with the Rancho Santiago Adult Education Consortium, to the Washington State Board for Community and Technical Colleges in order to learn and observe their successful Integrated Basic Education and Skills Training (I-BEST) program and research the viability of bringing the I-Best or other similar best practices to the NOCRC.

The trip was informative and inspiring and included some of the core Combined Workgroup members who immediately began work to create a strategy that would allow them to see what it would take to implement I-BEST at SCE. The strategy was begun by those that went to Washington, but the discussion continued with all the members of the Combined Workgroup and then was presented to the Executive Committee for discussion.

The action research project strategy would begin during the AB 86 Planning Phase and would be used to determine if the I-BEST model of co-teaching instruction will lead to greater student success and accelerated achievement of student outcomes. The action research project will look at I-Best combining CTE and DSS in one class and CTE and ESL in another. One class will utilize SCE CTE Faculty who will provide instruction for a

computer class, and SCE DSS Faculty who will provide supplemental contextualized instruction. The course will be open to students who receive services through Disability Support Services and to students without disabilities. The other class will utilize SCE CTE Faculty who will provide instruction, course subject to be determined, and a SCE ESL Faculty who will provide supplemental contextualized instruction.

The Combined Workgroup is using the action research I-BEST classes, and the initial I-BEST courses during the Planning Phase to determine if student success will increase compared to current models of instruction provided in the AB 86 Consortium area. The Combined Workgroup will work with consortium members, partners, and the consortium researcher to develop evaluation strategies that will compare the success of the I-BEST classes to traditional instructional approaches and will then report their findings to the Executive Committee.

While taking a closer look at current levels of service for adult education students within the region, it became clear that there are currently very few positions within SCE that include a job development component for students. Those that exist reside within DSS and are paid for via grants that cover an incredibly small sampling of DSS students, approximately 70 students annually, out of the thousands of students served school-wide. In addition to job development, an ACCT professional expert (part-time, temporary employee) is currently employed by the SCE-funded BSI grant with a primary focus on college and certificate transition. Although career counseling and workshops are offered, students require individual assessments, guidance, regularly scheduled appointments, follow-up, and a customized bridge to gainful employment that simply can't be served by a single part-time position.

#### **Narrative Program Area 1: Adult Basic Education/High School Diploma Program**

The School of Continuing Education's (SCE's) Basic Skills/High School Diploma/GED Preparation Program is over 20 years old. The Basic Skills, High School Diploma, and GED Preparation Program areas include: Adult Basic Education (SCE Learning Centers/Literacy Program), Improving Individual Skills, GED Test Preparation, and High School Diploma subjects.

Approximately 3,000 adult students enroll in the program to receive tutorial, literacy and vocational support, achieve a high school diploma, or prepare for the GED examination. The high school diploma program requires a minimum of 160 high school credits to complete and grant a diploma, upon approval of the application. Students may enter the program at any time during the academic year and may generally attend Monday

through Friday morning/afternoon hours, as well as, Monday through Thursday morning/afternoon/evening hours which provide a flexible schedule.

SCE's diploma and basic skills labs are located at all three NOCCCD campuses—Anaheim Campus, Cypress, and Wilshire Centers — are no cost, and are open entry to adult students 18 years of age and older. At this point, we do not have off-site basic skills nor diploma labs; however, as part of the AB 86 Regional Comprehensive Plan process, we will be looking at expanding to off-site locations in order to meet the need of current and potential students. High School Labs provide individualized instruction, giving students the ability to complete subjects at their own pace, studying whatever assignment(s) or subject(s) is needed, as determined by the instructor and/or instructional assistant. Credits are earned when students complete all of the assignments and tests required for each subject, including residency and competency requirements. Grades are submitted in the program's Electronic Grade Report to the SCE Records Office and transcripts are then updated electronically. High School Diploma Program course work is designed to be completed on an individualized basis and completion of course content is competency based.

Once the student begins subjects in the High School Diploma curriculum, after completing the SSSP/Student Success steps, the student's progress is continually monitored by diploma faculty/staff. Students are assigned reading and writing activities using workbooks, study guides, computers, and textbooks which cover topics in all high school subjects. Once all diploma assignments and tests have been completed, test scores are averaged in the Electronic Class Record, and the overall average score must represent a passing grade in order to receive credits for that subject. SCE High School Diploma faculty work closely with counselors and meet individually with each student in the diploma program to review assessment results, orientation, follow-up, and grad check upon completion of the graduation requirement. Counselors assist students in SSSP to NOCCCD credit certificates and degree programs or other institutions of higher education by enrolling SCE diploma and certificate students in SCE's Adult College and Career Transitions (ACCT) program.

Enrolling in SCE's High School Diploma Program has been simplified by reducing the number of steps needed for registration and by putting much of the process online in order to be as accessible as possible. Students first need to obtain officially-sealed transcripts from the last attended high school. Then apply online for an SCE Banner ID number (it may take up to 48 hours for the student to receive their Banner ID number

via email once they have applied). Students may opt to apply for their Banner ID in person at any of the three NOCCCD campuses, in which case they will receive their ID immediately. Once they have their Banner ID, students must complete and successfully pass the SCE High School online orientation. Students may attend an Online Registration Workshop if they require additional assistance.

Upon successful completion of the online orientation, students may register online to take the high school assessment session at the campus of their choice. The campus where the student chooses to take their assessment is also the campus where they will complete their diploma studies. The high school assessment is a 2-hour timed session that assesses a student's current reading and comprehension abilities. Students provide their official, sealed transcripts when they come to campus to take their TABE assessment (The TABE is a standardized assessment developed by CTB McGraw-Hill that was normed on an adult population and assesses the skill areas of reading, math computation, applied math, and language.).

Depending on the time of year, generally one week after their assessment, students make an appointment to meet a SCE high school SSSP/Student Success counselor who, with the student, reviews their previous high school transcripts, discusses their education and career goals, and interpret TABE performance. Together, the counselor and student create an education plan which outlines the path to reach their individual educational goals.

While SCE currently does not use the TABE for placement, SCE's Research Analyst has conducted an empirical validation of TABE to determine its appropriateness for the student population and for the ability of this assessment to predict students' performance in the high school curriculum. The TABE overall battery score significantly predicted students' performance across high school subjects. SCE is submitting these results to the Chancellor's Office in order to secure TABE as a locally managed approved instrument. SCE intends to use TABE scores for "advisory recommendations" to students.

Based on the empirical validation of cut scores, and in conjunction with multiple measures, counselors in partnership with High School Lab faculty may refer students for additional remedial or educational support in SCE's Learning Center either prior to beginning subjects in the High School program or concurrently. Additional diagnostic tools may be used as needed in the Learning Center to target the students' academic weaknesses. Furthermore, the high school diploma program full-time, lead faculty and

Learning Center faculty communicate with each other on the progress of each student, and work together to devise the best action plan for helping students succeed.

Students who are struggling in any area are given individual support by instructors and instructional assistants, and may be referred to the Learning Center if additional remedial support in English, reading, writing, and/or math is needed. Students may also be referred back to Counseling, the Disabled Students Program and Services, or other SSSP services as needed.

SSSP services provided to diploma students include private academic-counseling, career center resources, formal orientations—a total of 6 school-wide per week, assessment, and follow-up services targeting students with low persistence rates.

SCE established an Adult College and Career Transitions (ACCT) program a few years ago to identify and assist students seeking to continue their education beyond a diploma. Students are encouraged to enroll in Cypress College, Fullerton College, or a SCE certificate program. The ACCT coordinator and counselors guide students through this transition process to ensure they are enrolled in the correct program and classes. Services include assistance with college applications, financial aid information, career exploration, campus tours, etc. ACCT is a free and valuable resource for all SCE students.

Adult students seeking college credit coursework in developmental English and math can benefit from the instructional programs offered at Fullerton and Cypress campuses. These courses, per AB 86 guidelines are part of the adult education Basic Skills/High School Diploma program area.

The English/Reading Department and the English Department are departments included in the Language Arts Division at Cypress College. Within the developmental English sequence of classes at Cypress, the English/Reading Department offers courses two and three levels below English 100, while the English Department offers courses one level below English 100. The Department's approach integrates reading and writing instruction as opposed to the majority of other community colleges that teach reading and writing separately. This approach has been followed at Cypress College for over 30 years and is a growing trend in community college developmental education. Developmental English sequences that integrate reading and writing instruction combine classes, reduce the units required, and are by their very nature accelerated. These courses provide rigorous academic reading and expository writing

instruction that prepare students for success in all of their courses, and ensure a smooth pathway to transfer-level course work, if desired. In addition to the courses offered in the developmental writing sequence, the department offers an advanced reading course, a college-level critical thinking course, and a transfer-level study skills course to equip students with the necessary tools for academic success. All courses are offered on a semester schedule. Students enrolled in Cypress English/Reading Department courses have access to all campus support services including counseling, financial aid, EOPs, DSPS, the English Success Center, and the Library/Learning Resource Center among others.

All Cypress College students follow the campus six-step process to enroll in classes. After applying, students are directed to the appropriate CCCCO-approved, validated assessment test based on their educational backgrounds, after which they can register for the appropriate level of writing course. In addition to using the assessment test to ensure that new students are appropriately placed, Cypress English/Reading Department faculty use such multiple measures as first-day writing assessments, student interviews to gather educational histories, and grammar and/or reading assessments. Cypress English/Reading Department faculty work closely with the Student Success and Support Program (SSSP) Office and ESL faculty to direct non-native English speakers and American-educated students to the most appropriate English sequence for their backgrounds. Student performance within the English/Reading Department courses is evaluated in accordance with State attendance requirements and timely submission of a variety of required, graded course assignments, tests, and evaluations based on course-specific established schedules and due dates.

The effectiveness of the Cypress developmental reading and writing program has been most notably evaluated through the 2013 and 2014 California Community Colleges Scorecard Momentum Point for “Remedial – English.” The 2014 Scorecard demonstrated that, with a percentage of 62.1% (State average = 43.7%), the Cypress College English/Reading Department is ranked fourth among the 112 California community colleges and third among the CCCCO-designated Peer Group 4 in successfully preparing students who place into the developmental sequence for English 100. In the 2013 Scorecard, Cypress College’s developmental English sequence had a percentage of 65.7% (State average = 38.1%). The Scorecard’s Five-Year report indicates consistently high percentages. In addition, the English/Reading Department is



evaluated in a variety of ways through Program Review, Student Learning Outcomes Cycles for accreditation, and local data related to student success and retention.

Cypress College provides multiple modes of academic instruction and support for students at the Basic Skills level in Mathematics. In addition to traditional classes in Basic Mathematic and Pre-Algebra, we offer the SCE/CC Math Co-Lab a self-paced computer based course that combines “just in time instruction” with active “intrusive counseling” to develop academic accountability on the part of the student. Students move from either the credit or noncredit pre-Algebra pathway into either Elementary Algebra or Combined Algebra which provides an accelerated course to complete two semesters of Math in one term.

During the summer of 2014, the mathematics department at Cypress College implemented a voluntary program, Summer Boost, for incoming students who tested into basic skills level math. The program was created to help students refresh their mathematics skills before the start of the semester and give them the opportunity to more quickly advance through some of the basic skills level mathematics courses. Students first took the mathematics placement test. They then took a two-week refresher course, which met three and a half hours per day four days a week. The material covered in the course was dependent on the mathematics course that the student was placed in. At the end of the two-week course, students took another examination, similar to that of the final exam of the course that they were placed in. If they passed this exam, the students were able to skip over the class that they originally tested into and advance to the next mathematics course. Of the twenty students who participated, seven students advanced one math course and two students advanced two math courses. Even if the students were not able to advance, the students unanimously felt that the program helped them prepare for the math class that they began in the Fall 2014 semester.

In addition to these instructional modes, Cypress College provides scheduled one-on-one tutoring services through the Library and Learning Resource Center for all levels of Math as well as drop in tutoring through the Math Learning Center (MLC). The MLC also supports Math workshops and Directed Learning Activities that are now a required component of all Basic Skills Math classes. Students who engage in these activities have demonstrated a marked improvement in their course success rates.

**Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL)**

SCE's ESL Program is over 40 years old and is one of the largest noncredit ESL programs in California. More than 11,000 students take free ESL classes at the three SCE campuses and 50 community-based sites annually. The program uses scientifically based, nationally designed, and state-approved curriculum and assessments to provide appropriate materials and student evaluation. The ESL program also offers lessons in Civics, Citizenship Preparation, Family Literacy, and provides supplemental resources such as assessments/orientations, tutoring, and workshops. Test data indicate that at least 70% of students who enroll in the program and participate in the Comprehensive Adult Skills Assessment System (CASAS) assessment make significant learning gains. A significant learning gain is identified as a three- to five-point increase between pre- and post-test scores or promotion to the next level of language instruction.

SCE's ESL Academic Success Program is a fully-integrated program that bridges ESL classes with college, high school, GED, and vocational training programs. The goal is to prepare students to function successfully in a variety of academic settings. The program offers high-level ESL courses as well as student services including, but not limited to counselor-led workshops, assistance with college application, and field trips.

Students learn how to take notes, build vocabulary, write research papers, and participate in academic discussions. The basics of time and stress management, financial aid, and college orientation are embedded in the course outlines and presented in classes.

ESL classes by SCE prepare students with the basic language and cultural proficiencies required for fulfillment of personal, vocational, and academic goals. The courses integrate language acquisition with relevant life experiences and elements of civic participation.

Citizenship Preparation classes have been offered by SCE since 2005. Similar to ESL courses, the Citizenship Preparation course uses state approved and nationally designed standardized tests assessments to provide appropriate placement instruction and evaluation. The course is designed to equip students with basic civics including United States history and government knowledge as well as skills in English including reading, writing, and speaking which is needed to increase students' chances of passing the U.S. citizenship interview. The course also integrates language-learning with relevant life experiences, elements of civic participation, and also covers the rights

and responsibilities related to being a good U.S. citizen. Students in the course take citizenship practice tests to prepare for the actual examination. Currently, four Citizenship Preparation classes are offered twice a week at the three NOCCCD campuses every twelve-week class cycle. Citizenship Preparation classes provide 60 hours of instruction and are offered at a variety of different days and times to ensure student access. All classes and student support services are free of charge with the exception of course materials. Students may either purchase their own textbooks and materials to use at home or they may use materials provided by the school specifically for in-class use at no cost.

The Citizenship Preparation course consists of multi-level instruction supported by one lead instructor. The instructor covers the main topics and then has students break into groups by level for related assignments. While all lectures cover the same topics in class, the difficulty level of materials is adjusted to the level of student ability. Upon completion of the course, students are able to demonstrate sufficient English skills to pass the Citizenship exam; identify and give the significance of key elements of U.S. History and Government; recognize and describe the rights and responsibilities of being a U.S. citizen; interpret state and local government requirements of citizenship, and become familiar with the naturalization ceremony.

Methods of instruction include lecture and discussion, demonstration, group work, guest speakers, and the use of technology-based resources. The Citizenship Preparation course includes the following main topics: Basic English Fluency Requirements, Apply for Naturalization, Rights and Responsibilities of Citizenship, History of the United States, Learning Symbols, Pledges, and Songs, United States Government, List of 100 Sample Naturalization Questions, the Oath of Allegiance, and the Naturalization Ceremony.

Evaluation methods include quizzes and/or written examinations, as well as mock interviews. Students below the Beginning-High level use the *Citizenship: Passing the Test*, published by New Readers Press, as a core text along with a Civics and Literacy Audio CD and a Literacy Skills Workbook. Higher-level students (Beginning High and above) use *Citizenship Now!* published by McGraw Hill, as a core text along with the *Pass the Interview* DVD & Audio CD. All students are provided with the *Ready for the Interview Student Book* and *Ready for the Interview Audio CD* by New Readers Press as supplemental materials. Additional materials that may be provided to students, depending on their need, include Learning About the United States Quick Civics

Lessons for the Naturalization Test from the U.S. Citizenship and Immigration Services (USCIS), The USCIS Naturalization Interview and Test DVD, Naturalization Preparation Materials CD from the USCIS, Civics Flash Cards for the Naturalization Test by the USCIS and ESL Learning Center technology such as department iPads, laptops, and wireless network access as determined necessary by the instructor.

NOCCCD has a very diverse student population with the majority of students from underserved low-income Asian and Latino communities. SCE's teachers and staff receive training on how to provide culturally sensitive education to students for whom English is a second language. Citizenship instructors have been trained on techniques to educate a language-diverse population by slowing and simplifying the English language. Students receive personalized education if needed, have full access to the school's career and counseling centers for academic and career planning, and are able to develop an educational plan with an academic counselor.

Family Literacy is a program offered to adult students in collaboration with SCE and the local elementary school districts. Its focus is to teach language skills in the context of navigating the US educational system, parental advocacy, and helping children succeed at school through parent-to-child tutoring activities. The Family Literacy program has a dual focus – one part of the curriculum focuses on a child's success at school and the other part targets parents setting their own educational goals. The level of the Family Literacy curriculum correlates to the lower three out of six levels of ESL provided by our program. Students successfully completing the Family Literacy Program are expected to matriculate to mainstream ESL Program classes offered at college campuses.

The ESL Program also integrates EL Civics instruction into its courses. EL Civics is a program consisting of 30-hour modules integrating English language instruction with opportunities to learn about civil rights and civic participation. This is a student-centered program offering instructional curricula in one of 45 civic objectives selected by the students.

The ESL Program implemented a Managed Enrollment process in 2010 centered on student success, persistence, and retention as well as increased efficiencies for faculty and staff. Students wishing to enroll in on-site ESL Program courses must first apply for an SCE Student Access Card, which includes their Banner ID, at any campus registration office. Student must have their Access Card in order to register for ESL onsite classes. At this time, students select their campus and placement test time.

Students are required to take a placement test on-site and participate in an in-person ESL New Student Orientation prior to starting class. Once proficiency is determined, students are placed in one of six ESL Levels and given the appropriate CASAS pre-test.

SCE's ESL Program uses the CASAS Appraisal Form 80 along with a questionnaire to determine the base knowledge of students' language skills in order to assist them in the selection of leveled ESL courses. The ESL intake process first begins with basic English language proficiency being assessed by observing students' communication skills and the ability to complete registration forms. The level of prior formal schooling, experience, and other demographic information is also taken into account for.

Students exhibiting difficulty in responding to simple interview questions or completing registration forms are directed to complete practice questions for the Beginning Literacy (Form 27) test. If the questions are completed with some difficulty, Form 27 is administered as a pretest. If students have little or no difficulty completing the practice questions, they are directed to take the ESL Appraisal Test (Form 80) consisting of reading and listening components.

Students are placed in one of six ESL instructional levels according to the lower of the two appraisal scores. For example, if a student scored into Beginning High in the reading section and Beginning Low in the listening section, the recommended placement will be the Beginning Low Level. Following the appraisal assessment, ESL students are asked to complete a questionnaire designed to give additional background information and used as a multiple measure during the intake process.

Along with the San Diego CCD and Rancho Santiago CCD, SCE participated in a validation study resulting in placement of the ESL Appraisals 20 and 80 on the Chancellor's list of approved assessments and validating the abovementioned assessments for local use in our district.

Students that desire to attend community-based classes go through a different enrollment process. For community-based classes, also known as Multi-level ESL classes, students can register at any point during the trimester. The teacher provides new students with an SCE Application for Admission and Registration Form. Students complete the forms and teachers submit them for processing to the ESL Office. Teachers add new students to their rosters as "write-ins" and are able to admit them on the spot. Once the registration forms are processed, the student is officially enrolled.

The SCE ESL Program currently offers six integrated skills language competency levels. The curriculum for these courses is based on the ESL Model Standards for Adult Education, CDE 1996 and includes academic skills in listening, reading, speaking, writing, and comprehensibility. The ESL curriculum also covers more than 300 competencies, i.e. essential life skills that adults need to be successful members of families, communities, and workforce. One of the instruments used to measure student attainment of academic and life skills is CASAS. CASAS tests assess competencies in functional context with each test item addressing one or more competencies. Test performance reflects learner proficiency in individual competencies as well as learning progress over time. ESL students are given an appraisal to determine appropriate instructional level placement and to identify the pretest they should take. Soon after students are given a pretest to establish a baseline score and to begin diagnosing learning needs; instruction and ongoing informal assessment, by an instructor, take place. After a specified interval, usually 75 to 100 instructional hours, students are given an appropriate posttest based on the pretest score. Progress is noted. In addition to regular posttests, ESL students take level completion exit exams certifying their skill level in preparation for promotion to the next level.

The CASAS system is being piloted in the SCE Learning Centers, open labs teaching basic skills in reading, writing, and math. The SCE Learning Centers serve as a support service to students attending High School, Career Technical Education, and college credit programs as well as a resource for any adult working on improvement of basic skills. Students enroll in the Learning Centers either by an instructor or counselor referral or through a self-selection process. At the entry point, Learning Center instructors interview new students and identify their individual goals and learning needs. Then the students are referred to the SCE Assessment Centers for a CASAS appraisal and a pretest in reading, math, or both and for posttests in these areas after every 40 hours of instruction. Instructors are provided with comprehensive prescriptive reports identifying student progress and deficient skills.

In the mid-1970s, a Cypress College English/Reading professor identified that the needs of the growing immigrant and non-native college students were not adequately served by the developmental English course sequence, and in Spring 1978, English/Reading courses with a specific ESL emphasis were offered to address this need. By Fall 1982, integrated ESL courses were offered at Cypress College for the first time as a separate discipline. Since that time more than 30 years ago, the Cypress ESL program has now grown to become one of the top ESL programs in the state as

demonstrated by the 2013 and 2014 CCCCCO Student Success Scorecard for the Community Colleges.

As a part of the Cypress College Language Arts Division, the Cypress ESL Department offers the level of intensely academic courses which prepares non-native English speakers for success in their credit college courses across the campus. Cypress College offers the credit academic ESL sequence of courses, which begins at the linguistic intermediate level and moves the student all the way to native-speaker competency in an academic/professional environment.

The Cypress College academic credit ESL program consists of seventeen academic skills courses. There are two types of academic ESL courses at Cypress College: integrated, multi-skill core, and single-skill electives. Five of the seven core courses are degree-applicable with either CSU or UC/CSU transferability, and because they are integrated, multi-skill courses, they are inherently accelerated over traditional academic ESL sequences which require students to take separate reading, writing, and/or grammar courses as pathways to Freshman Composition. The academically rigorous and academically-oriented nature of the core courses prepares students for native-speaker Freshman Composition (English 100), certificate programs, transfer to university, and other academic goals. Both the core courses and the elective single-skill courses are offered on a semester schedule. Students enrolled in Cypress ESL courses have access to all campus support services including counseling, financial aid, EOPs, DSPS, the English Success Center, and the Library/Learning Resource Center among others.

College-level English performance expectations have been established for each course and are rigorously enforced. Students wishing to enroll in Cypress ESL courses must apply, assess, and register according to state and college requirements. Moreover, attendance is absolutely required as is completion of assignments, exams, and other means of evaluation. A student in a core course must demonstrate level competency in academic reading, academic writing, syntactic correctness, and overall oral communication in order to receive a passing grade for the course. Letter grades-only are required in the five intermediate to advanced core classes, ESL 182C through ESL 186C; the ability to take these degree-applicable, CSU or CSU/UC transferable courses for a Pass/No Pass option is not available. The elective courses and the low-intermediate core courses ESL 080C and ESL 081C have a Pass/No Pass option. Student Learning Outcomes (SLO) are in place for all sixteen (16) of the Cypress

College academic ESL courses, and final grades for Cypress ESL courses become a part of the student's historical academic college transcript.

All Cypress College students follow the campus six-step process to enroll in classes. After applying, students are directed to the appropriate CCCC-approved, validated assessment test based on their educational backgrounds, after which they can register for the appropriate level of ESL core course. Because of the intensity and rigor of academic ESL, it is imperative that incoming students be at the level most appropriate for their English skill level. Students who assess below the starting level of the credit in the Cypress College academic ESL program (ESL 080C) are referred to noncredit adult education ESL through SCE in order to build their English skills up to credit ESL, which aims to take the student to Freshmen Composition.

In addition to using the assessment test to ensure that new students are appropriately placed, Cypress ESL faculty use such multiple measures as first-day writing assessments, student interviews to gather educational histories, and grammar and/or reading assessments. Students may be moved up or down within the ESL program based on their actual skill level. Via Student Success and Support Program (SSSP) Faculty Advising, the Cypress ESL Coordinator works closely with the SSSP Office and English/Reading faculty to direct non-native English speakers and American-educated students to the most appropriate English sequence for their backgrounds. Student performance within the ESL courses is evaluated in accordance with State attendance requirements and timely submission of a variety of required, graded course assignments, tests, and evaluations based on course-specific established schedules and due dates.

The quality and effectiveness of the Cypress ESL Program has been most notably evaluated through the 2013 and 2014 California Community Colleges Scorecard "Remedial – ESL" Momentum Point. The 2014 Scorecard demonstrated that the Cypress College ESL program is one of the best credit ESL programs in the State.

### **Narrative Program Area 3: Programs for Adults with Disabilities**

SCE's Disability Support Services (DSS) provide assistance to students with verified disabilities. Examples of disability categories include: Acquired Brain Injury, Developmentally Delayed Learner; Learning Disabled; Mobility Impaired; Other Disability; Psychological Disability; Speech/Language Impaired; Deaf or Hard of Hearing; or Visually Impaired, and more. In 2010-11, of the 1,146 students served by the DSPS (according to the State Chancellor's Office Data Mart), the majority, 62%, had



a primary disability of Developmentally Delayed Learner (also referred to as Intellectual Disability).

SCE's DSS is comprised of two general components. The first is the services component which provides accommodations to students with verified disabilities enrolled in SCE classes. The second component is comprised of special classes designed for students with disabilities. These classes, which are held on SCE's three main campuses, Anaheim, Cypress, and Wilshire (Fullerton) focus on job skills, basic academic skills and preparation for independent living. Classes are also held at community facilities including the Braille Institute, Empower, Discover, Westminster Therapeutic Residential Center, Westview, and the West Anaheim Therapeutic Residential Center. Adult Secondary Education (ASE) instruction for DSPS students is offered through SCE's High School Diploma Program and GED Test Preparation Program.

DSS provides students who have disabilities with a variety of accommodations and support services that minimize the impact of their disabilities on their academic performance. Services include academic, vocational, and personal advisement; test taking assistance; advocacy and referral services; registration assistance; assessment and evaluation; interpreters for the deaf and adaptive technology. Special classes designed to promote the development of independent living and employment skills of individuals with intellectual disabilities are also offered. Each three-class sequence begins in the fall and concludes in the spring. However, students are able to begin sequences mid-year if space permits. A separate six-week summer term is also offered at each campus.

SCE's DSS program offers a variety of methods of instruction including lecture, class discussion, role-playing, hands-on demonstration, individualized instruction, small group instruction, field trips into the community, cooperative learning groups, guest speakers, and computer assisted instruction. This wide range of instructional methods ensures that all DSS students receive the support they need in order to be successful and meet their goals.

DSS faculty and staff encourage students to work in paid or volunteer jobs. Work leads to increased independence and a sense of contributing to their community. Students often work and take classes concurrently.

Students who wish to enroll in the DSS program must first visit SCE's website to complete the online application which will generate a SCE Banner ID number (it may take up to 48 hours for the student to receive their Banner ID via email once they have applied). Students may opt to apply for their Banner ID in person at any of the three NOCCCD campuses, in which case they will receive their ID immediately. Once a student has their Banner ID, they call the DSS office to schedule an appointment with a DSS counselor. Students bring verification of their disability, recent school records, and any other documentation that may assist in preparing an education plan to the meeting with their counselor. The counselor and student meet to discuss the student's education, career, and life goals from which they create an education plan that determines the courses the student will sign-up for as well as outlines the path for the student to reach their individual goals.

Successful DSS students can: facilitate effective communication in some form; demonstrate measured progress toward vocational, educational, and/or personal goals; adhere to the mutually agreed upon schedule of classes; use the restroom and tend to personal care needs independently (or arrange for a Personal Care Attendant); maintain 90% attendance (including arriving to class on time); and adhere to District Student Code of Conduct.

The concept of administering pre- and post-tests as a way to measure student learning is used by SCE's DSS Program in developing assessments to measure the completion of course Student Learning Objectives (SLO). For example, the Independent Learning Skills Banking course includes assignments of completing checks (including rubrics), which correlates with the course SLO in managing personal finances. In addition, a standardized assessment, Comprehensive Adult Student Assessment System (CASAS), is given in all DSS courses on and off-site three times a year; at the beginning, middle and end of each academic year. This assessment measures student's yearly basic skill development.

SCE's DSS program offers Independent Living Skills (ILS), College to Career (C2C), Workability III (WAIII), and Mobility Training programs to further assist students with disabilities fulfill their individual goals. The ILS program prepares adults with moderate intellectual and developmental disabilities to successfully interact in the community. ILS is a vendorized program with Regional Center of Orange County (RCOC). This program is designed to equip students with skills to live and work as independently as possible. Lessons are taught in the classroom first and then reinforced in various

community settings. Students use the college campuses and the community daily for integration. Examples of the college facilities utilized by students include the cafeteria, bookstore, learning resources center, track, as well as the gym and tennis courts. Students also participate in many campus activities such as plays, concerts, job fairs, festivals, and art exhibits. Student progress is assessed through faculty distributed pre/post-test and CASAS.

The C2C program is a collaborative agreement with the Department of Rehabilitation (DOR) designed to coordinate activities within an outcome-oriented process that promotes movement from college to employment. These activities include postsecondary education (community college), adult services, independent living, community (college) inclusion, and vocational services.

The purpose of SCE's C2C program is to improve employment outcomes for individuals with Intellectual Disabilities (ID). Through inclusion in postsecondary education, persons with ID can expand the range of jobs available to them. C2C students receive additional educational and vocational support including: assistance with coursework, access to adaptive technology, support in study skills, note taking strategies, organizational techniques, and employment readiness preparation. C2C student goals are measured through semester based Progress Reports, quarterly Outcome Reports aligned with DOR contract goals; and through a research component utilizing the Think College database for the California Community College Chancellor's Office and the Tarjan Center.

Workability III is a collaborative agreement with DOR. WAIII partners with local businesses to increase job opportunities for adults with disabilities. Staff helps students in WAIII to become prepared for the job market through vocational assessment, job seeking skills workshops, support labs, weekly job clubs, career counseling, internships, work experience, job development and placement services. WAIII goals are measured through quarterly outcome reviews aligned with the DOR contract, and actual job placement.

The Mobility Training program offers roundtrip bus training between home, work, and/or school. The program received funding from the Job Access Reverse Commute (JARC) grant through the Orange County Transportation Authority (OCTA). Students receiving Mobility Training meet with a mobility trainer who helps them plan a bus route to and from work, school, and/or home. The trainer provides one-on-one instruction to learn

the route; assistance with reading the bus book; and support with learning to interact safely in the community.

The mobility goals are met through a three-phase process. Phase I: Side-by-Side Training involves a mobility trainer creating a personalized bus route for the student, and then training them one on one over multiple scheduled appointments. The student is tested and evaluated to determine their current level of safety procedures while taking the city bus. Phase II: Shadowing has the mobility trainer sitting in the back of the bus observing the student from afar. The mobility trainer notes how the student follows safety rules, pays attention to landmarks so they can notify the driver in time to get off (pull the cord), and utilizes their learned route. The final phase, Phase III: Follow Bus is the final part of mobility training where the trainer observes the student from a separate car as they follow the bus. The mobility instructor observes how the student applies what they have learned about their route monitoring the student's ability to pay close attention to exact designated times and locations previously observed and practiced.

A Mobility Bootcamp course is offered during SCE's summer and winter terms that teaches students how to access their community through OCTA. Students learn route preparation, and safety in the community. They become more familiar with resources and services available to them by taking the city bus to many locations in the community, and they are introduced to various employment options through tours of work sites.

DSS is in the process of proposing an addendum to the Independent Living Skills (ILS) program with Regional Center of Orange County (RCOC) which would expand educational and vocational services to students with Autism Spectrum Disorder (ASD), Intellectual Disabilities (ID), and other developmental disabilities on the college campuses. The Independent Vocational and Educational Supports (IVES) is an educational program that will provide additional instructional support in the areas of: executive functioning skills, self-understanding of sensory issues, problem solving, organizing, verbal and non-verbal communicating, basic skills tutoring, social mentoring, as well as building skills needed to live and work more independently. The program will enable SCE faculty and staff to give more intensive support for students in the area of vocational skills development by providing unpaid work experience, internships, and individual or small group instruction on and off campus. These services combined with existing community college and DSPS accommodations will give students a better opportunity to succeed in college academic and vocational programs. Students with

ASD and ID need more support to be successful in credit and noncredit, postsecondary institutions. IVES gives students the support they need to successfully complete postsecondary educational programs and to increase their opportunities to become employed in jobs of their choice.

Cypress College Disabled Students Program and Services (DSPS) serve a diverse student population that hopes to enhance students' educational development and help meet academic goals. In order to be eligible for services, a student must provide Cypress College's DSPS with documentation of a disability. Such documentation may include an IEP, psychological and/or medical reports, or specialized testing reports (audiogram, vision tests, LD assessment, etc.). Staff assist students with making an appointment to take their math and English placement assessments to determine the student's appropriate class level. Staff will take unofficial transcripts from other college(s) if the student has already taken a math and English placement elsewhere. Once DSPS has verification of the disability and proper documentation, staff will arrange with the student to meet with one of the DSPS Academic Counselors for a new student appointment. The counselor provides an orientation to the college and DSPS, develops a Student Educational Contract (SEC), discusses accommodations and services, and answer any questions the student may have. The student is required to meet with the Counselor to update his/her file at least once a year (usually in the summer or fall) in order to continue receiving services through DSPS.

Cypress College serves all students with verified disabilities. Examples of categories of disabilities: vision, hearing, speech and communication disorders, mobility impairments, learning disabilities, psychological disabilities, acquired brain injuries, developmental disabilities, and other health impairments (such as Attention Deficit Hyperactivity Disorders, Seizure Disorders, and Autism).

The Cypress College DSPS office offers several services to accommodate students and assist them with their education. These services help students succeed in achieving their academic goals whether they are receiving a Certificate, Associate of Arts Degree, or transfer to a University. Services that are provided to students are academic counseling, learning disabilities assessment, priority registration, test taking, sign-language interpreting, receiving alternate media services, workshops, referral to additional services, advocacy and providing an educational assistance course.

Cypress College's Educational Assistance class, COUN 100 C: College Orientation, introduces students to campus support services, establish realistic goals, develop study

skills, and discuss time management strategies. The counseling course, leads to several student outcomes including: a better understanding on how to navigate the campus, increased knowledge of services that are available, and the development of a Student Educational Plan to achieve their academic goal.

Cypress College's DSPS provides students with several workshops throughout the semester that cover a variety of topics: Stress Management, Alternate Media, Test Taking Strategies, Study skills. These workshops provide students with the knowledge and skills they can use for their classes along with their personal lives.

Academic, career, and personal counseling is provided for all eligible students in the Cypress College DSPS program. When students meet with a counselor they review their academic goal/major, discuss accommodations that will benefit them in the classroom setting, advise on course selection each semester and eventually create an educational plan that will guide the student in achieving their goal.

#### **Narrative Program Area 4: Short-Term Career Technical Education Programs**

Within our region, neither Cypress College nor Fullerton College offers short-term Career and Technical Education (CTE). Both colleges offer extensive CTE programs, however, using AB 86 guidelines, they are not considered "short-term". SCE's CTE department offers students a variety of short-term certificate programs and single course options on-site designed to prepare students for a high-demand career and advance current work skills. CTE programs combine academic knowledge with technical and occupational skills to provide students with pathways to long-term careers and success.

The CTE programs at SCE include the following non-tuition Career Development and College Preparation (CDCP) certificate offerings: Administrative Assistant Certificate, Business Management, Fundamental Computer Concepts and Skills, Office Application Essentials, Early Childhood Education, Electrical Trainee (Formerly Construction / Electrical Education), Medical Assistant Certificate, Pharmacy Technician Certificate, Quality Assurance Management Certificate for Medical Devices and the recently added Funeral Services Attendant. All of SCE's programs are tailored to serve students in academic subject matter that has significant relevance to real world employable skills. CTE provides a career pathway that links secondary and postsecondary education for those seeking entry-level employment opportunities and skill upgrades for career advancement.

The newest program, Funeral Services Assistant, was developed in partnership with Cypress College Mortuary Science Associate in Science program to meet both a regional and statewide need for training and retraining of individuals working within the funeral service industry. This partnership and proposed program is supported by the Mortuary Science Advisory Committee, to help meet a growing industry need for highly trained funeral service workers. It will serve as an introduction to the theoretical and practical knowledge required for professional licensure as well as help individuals determine their level of interest in the funeral service industry and in more formal vocational training in Mortuary Science. It is not intended as a substitute for the Associate in Science – Mortuary Science program, licensing or certification requirements, which include an apprenticeship, but would provide students a more realistic expectation of the rigors of funeral service practice that will lead to employment as a Funeral Service Assistant and/or a pathway to the Cypress College Mortuary Science Associate in Science degree program and, if the student wishes to continue their education, the recently approved<sup>5</sup> Cypress College Mortuary Science Bachelor in Science degree pilot program.

In addition to SCE's CDCP programs, CTE also offers two stand-alone certificates: Physical Therapy Aide and Activity Leader Health Care.

Numerous services are available to CTE students while they are completing their course work. The CTE students receive career counseling, assistance in job attainment skills and resources, career entry internships, and technological advancement in the classroom.

Overall, enrollment trends from 2008 to 2014, demonstrate a steady increase of students and interest in SCE's CTE course offerings. The majority of the courses, about 65%, come from the allied health programs, which include Medical Assistant and Pharmacy Technician followed by the Early Childhood Education program, approximately 20%. CTE certificate course completions have increased since 2007.

---

<sup>5</sup> California Community Colleges Chancellor's Office. (2015). *Press Release: First California community college bachelor's degree programs receive initial approval from Board of Governors*. Retrieved from [http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JAN2015/PR\\_4yrDegree-January-20-2015\\_final.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JAN2015/PR_4yrDegree-January-20-2015_final.pdf)

The economic impact of joblessness in our region has fluctuated over the years. Students are looking at health care careers as a safety net for job security with many hoping to complete short-term vocational programs in allied health to obtain sustainable employment. SCE was the recipient of state and federal grant funding to expand allied health training programs to accommodate the increased number of students seeking training in this field. To this end, SCE's CTE program has had to become more efficient with its resources to increase student completion and manage financial constraints.

SCE's CTE program's primary strength has been the utilization of experienced faculty combined with external resources. Curriculum is aligned with industry standards, and SCE maintains active business advisory committees for its various programs to ensure programs are relevant and meet the needs of student and employers for a qualified workforce. The CTE program has been proactive in following-up with student needs through counseling, job development workshops, external internships, and basic skills attainment. Additionally, the CTE program continuously utilizes all of SCE's resources to enhance the marketability of CTE students via partnerships with NOCCCD credit campuses as well as internal collaboration with other departments.

SCE's CTE program has forged the trail in developing student skills through short vocational certification by capturing students that are in need of remedial basic skills. The program has worked diligently to develop partnerships with SCE's Basic Skills, ESL, Learning Center and Counseling programs to ensure that students receive the support needed to achieve their vocational goals. The allied health programs also provide internship opportunities via business partners for students' job development in the workforce.

The majority of the CTE programs are housed at the Anaheim Campus. The management program along with other business-related courses is offered at the Wilshire Campus. Computer courses are held at all three campuses. Fieldwork for allied health students is conducted off-site with local employers in the community. Approximately 3,500 unduplicated students are served each year through CTE program offerings. Overall, the student population in CTE by ethnicity consists of a Hispanic majority, followed by Asian/Pacific Islander, White Non-Hispanic, African-American, and then American Indian/Alaskan Native. In Fall 2013, 45% of CTE students were between the ages of 18-30, 44% between the ages of 31-54, and 10% was between 55-75 years of age.



Students seeking to enroll in SCE's CTE programs must complete an online application process which includes a mandatory SCE orientation and a counseling appointment. Once the students obtain their school student ID online, they must complete an additional required orientation for CTE certificate programs at least 24 hours prior to the online class registration becomes open to public. Registration is on a first-come, first-served basis during the announced registration period. Students must select one of the CTE certificate programs they wish to enroll in: Administrative Assistant, Early Childhood Education, Medical Assistant, or Pharmacy Technician. After viewing the orientation for the selected certificate, students must pass a series of short quizzes for the orientation to be completed successfully. Upon successful completion of the online orientation, students are eligible to register for CTE classes online.

Although there is no required math or English assessment for CTE programs, students' computation, reading, and writing skills are assessed by their instructors within the first few weeks of school. Students in need of remediation are referred to the Learning Centers where math and English instruction is provided in the context of vocational training, for example, writing assignments cover the topics pertaining to Early Childhood Education and math assignments are tied to the allied health certificate topics. A sequence of courses is recommended for each program of study beginning with introductory level coursework leading up to more advanced courses. Students must take pre-requisite courses before enrolling in lab and capstone courses.

SCE's CTE Program has developed a comprehensive evaluation system based on the Perkins core indicators which include skill attainment (verified by course completion); program completion and term-to-term persistence. In April 2010, a series of analyses were completed to parallel the Perkins accountability framework. Three career technical education programs at SCE were the focus of these analyses: The Administrative Assistant Program, Early Childhood Education Program, and Pharmacy Technician Program. For each program, cohorts were identified for the 2008-2009 and 2009-2010 school years. In addition, Perkins "special population" groups were also included in the core indicator analyses; the groups include students enrolled in programs nontraditional for their gender, displaced homemakers, economically disadvantaged, limited English proficiency, single parents, and students with disabilities.

After meeting all program requirements students complete graduation checks with counselors or submit a program completion application directly to the Records Office.

Records verify that student has met all program requirements and posts award in academic history.

CTE students are graded based on the course objectives. Most courses have a combination of written exams and assignments. All of SCE's CTE courses have a grading policy based on a minimum of 75% attendance with some programs adhering to an 80% attendance policy. Most of the CTE courses/programs use a point system for assessing performance with a set minimum percentage for passing courses within certain programs. For example, Pharmacy students must achieve 80% percent of the overall points awarded in their individual classes to pass.

Furthermore, CTE has worked with institutional research to establish accountability reporting and program effectiveness which allows for benchmarking of historical trends. This information provides SCE with the data necessary to constantly improve the CTE program thereby ensuring student needs are met.

#### **Narrative Program Area 5: Programs for Apprenticeships**

Currently, there are no formal apprenticeship programs taking place within the NOCRC. However, SCE's CTE program has built-in transition/pre-apprenticeships within its current offerings, described below, and is exploring other ways to expand pre-apprenticeships, as described in Objective 4.

The following are examples of current CTE program offerings that lead to entry-level job placement/pre-apprenticeship type programs by infusing hands-on training in a work setting:

Activity Leader Health Care (MEDO 202) - This course provides basic training in planning and directing activity programs (fieldwork is arranged as part of the class). High demand training that leads to employment and/or promotions. (Activity Director is listed in the Division of Apprenticeship Standards as an Apprenticeable Occupation)

Funeral Service Attendant Program – This program would serve as an introduction to the theoretical knowledge required for professional licensure as an embalmer or funeral director. It would help individuals begin their vocational training but would not serve as a substitute for licensing or certification requirements, which include an apprenticeship and an associate degree. Students completing this program would qualify for a wide range of funeral home jobs ranging from coordinating a funeral or memorial service to assisting the funeral director with transferring remains and preparing necessary paperwork. Students would receive training in interpersonal skills such as interacting

with the bereaved. The goal of this program would be to prepare students for support positions in a funeral home under the supervision of a licensed funeral director and would cover business fundamentals of the industry to grief counseling and purpose embalming. Students would also have a direct career pathway into the Cypress College Mortuary Science Associate Degree and/or Bachelor Degree program and possibly lead to an apprenticeship as an Embalmer, which is listed on the Division of Apprenticeship Standards as an apprenticeable occupation.

Physical Therapy Aide (MEDO 166) - Provides a basic course of instruction designed to equip the motivated student to function safely and efficiently as a Physical Therapy Aide or Restorative Aide in a hospital, convalescent hospital or home setting (fieldwork is arranged at St. Jude Medical Center).

Pharmacy Technician Certificate Program – SCE's Pharmacy Technician Certificate Program goals and objectives are based on the goals in the ASHP Accreditation Standard for Pharmacy Technician Training Programs (Part VII). The program goals encompass the many facets of pharmacy work by including the out-patient, in-patient, long-term care, and hospital setting. The goals and objectives cover both the soft skills students are required to learn, as well as, hands-on practice that will ease them into the field after graduation. Upon completion of the didactic and lab components, students are eligible to apply for a State license as a pharmacy technician. In order to obtain the ASHP Accredited Certificate, students are required to complete the following two externship courses: Out-Patient Externship for the Pharmacy Technician (MEDO 317) - This course is designed to provide pharmacy technician students with field experience in in- and out-patient/retail pharmacy settings. It requires weekly class meetings plus 120 hours of externship in an approved pharmacy. Class topics include portfolio development, job search, professionalism, current issues in pharmacy, and work performance. And In-Patient Externship for the Pharmacy Technician (MEDO 316) - This course is designed to provide pharmacy technician students with field experience in an in-patient pharmacy environment. It requires weekly class meetings plus 200 hours of externship in an approved pharmacy. Class topics include portfolio development, job search, professionalism, current issues in pharmacy, and work performance.

### **Analysis of Tables**

The NOCRC Members have encountered numerous challenges in retrieving operational cost amounts for credit courses. The consortium understands the importance of

providing at least an estimate for operational costs wherever possible to avoid the risk of grossly underestimating the level of investment in adult education statewide.

Therefore, in order to provide the most accurate and consistent amounts as possible, amongst the NOCRC, the account parameters have been defined as described below.

Additionally, operation costs for FJUHSd, the only K-12 district within our Consortium that is still offering adult education (for adults with disabilities), is included in Table 1.1A. Their numbers were generated by pulling the total costs, excluding restricted programs, for La Sierra High School, which is where their Adult Transition Program is housed, and calculated costs based on the total number of students.

While California Community Colleges' basic skills courses include those that are one or more levels below transfer, operational costs were pulled based on the enrollment in courses two or more levels below transfer according to the response provided by the State AB 86 Workgroup in July. Since then, we clarified that there was no language in AB 86 legislation that specifically defined basic skills as two levels and below. Having the college researchers re-pull the data was not possible given the constraints on their capacity as well as the timeline for submission of the Regional Comprehensive Plan Completed to Date on October 31, 2014.

Therefore, NOCRC has defined account parameters are as follows:

1000 Account – Provide a cost assumption based on the generic faculty hourly rate for the number of sections two or more levels below transfer and the number of units for these sections.

3000 Account – Provide a cost estimate based on the amount for the 1000 account.

All other accounts will be left blank for credit.

BSI Amount – Based on the number of FTES two or more levels below transfer generated in 2011-12, provide an estimated amount of the proportion of the adult education BSI 2012-13 allocation. In the other words, how many FTES two or more levels below transfer produced in 2011-12 contributed to the BSI allocation for 2012-13?

All other fields for credit categorical amounts are left blank. SCE provided the amounts of BSI, VTEA, SSSP, and WIA II allocations for noncredit.

See attached Excel workbook for Table 1.1A: Consortium Members Evaluation of Existing Adult Education Programs Offered.

See attached Excel workbook for Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members.

Currently, the consortium does not have any formal partners so Table 1.2: Evaluation of Existing Adult Education Programs Offered by Consortium Partners is blank.

**CONSORTIUM PLAN OBJECTIVE #2****Overlapping Program Areas**

The members of the NOCRC, along with many other consortia throughout the state, had their adult education programs severely slashed due to statewide budget changes that took effect in the 2009-10 school year. Almost all of the K-12 districts within our region discontinued their adult education programming in order to focus on their core mission – educating children, and what remained was greatly diminished compared to the 2008-09 school year.

The program area of Elementary and Secondary Basic Skills/High School Diploma (Basic Skills) was most harshly affected with 49,512 fewer students served in 2009-10 than were served in 2008-09 as shown in Table 2.1: Unduplicated Enrollment Comparison below. The table further shows that Short Term Career Technical Education (CTE) was also significantly negatively impacted 20,269 fewer students in 2009-10 than 2008-09. While there has been economic growth within our region in the years since the budget changes that growth has not yet translated into additional funding for the Members of the NOCRC which served 33,452 fewer Basic Skills students and 17,503 fewer CTE students in 2013-14 than in 2008-09.

**Table 2.1: NOCRC Unduplicated Enrollment Comparison**

PROGRAM AREA	HEAD COUNT				
	CONSORTIUM TOTAL 2008-09	SCE ONLY 2009-10	2008-09 vs. 2009-10	CONSORTIUM TOTAL 2013-14	2008-09 vs. 2013-14
1. Elementary & Basic Skills	52,655	3,143	-49,512	19,203	-33,452
2. Classes for Immigrants	16,234	15,595	-639	12,449	-3,785
3. Adults with Disabilities	1,545	1,198	-347	1,268	-277
4. Short Term CTE	27,417	7148	-20,269	9,914	-17,503

(Source: NOCRC Members Unduplicated Enrollment)

The Orange County Business Council *2013/2014 Workforce Indicator Report* states that, "...persistently high unemployment rates among Americans aged 18 to 24 reveal a generational divide in workers' access to employment opportunities and, by extension, economic prosperity. At the same time, employers throughout the country continue to report that they are unable to find workers possessing the skills that their firms need.

Together these realities suggest that the educational and employment training systems currently utilized in the U.S. must evolve if they are to meet the task of preparing workers for success in the years ahead.”<sup>6</sup> This statement is further validated via the Demographic section of the Description of the Regional Area at the beginning of this document and the 2010 Census data, which clearly shows the NOCRC’s region containing a high population of adults that require the services focused upon by AB 86. (See Table II: Demographic Information for the Region Served by the NOCRC for details.) The enrollment data for the NOCRC region combined emphasizes the fact that the regional demand simply far outweighs the availability of services.

The Combined Workgroup, through the I-BEST trip to Washington, identified a gap in the ability to judge whether or not the I-BEST model would be successful in noncredit within the region. Therefore it was determined to initiate an action research project that would look more closely at utilizing one model of the I-BEST program for three different program areas prior to ascertaining whether or not other models and/or program areas should be investigated.

Evaluation of current needs for programs will occur simultaneously by the Combined Workgroup with the evaluation of current programs and services. The Combined Workgroup will take what is learned from the initial I-BEST classes to evaluate which classes and programs would be a good fit for the I-BEST model. Additionally, the Combined Workgroup will further investigate current needs for programs and services by consulting with faculty, administrators, students, parents, partner agencies throughout the NOCRC. The Combined Workgroup may utilize a variety of tools including, but not limited to: interviews, surveys, observations, assessments, and progress indicators to assess the program. Finally, the Combined Workgroup will meet to review the data and to make further implementation recommendations to the Executive Committee.

Another gap in services discovered by the Combined Workgroup is that of Job Development and Career Services support which have been identified as a missing key component towards the long-term job placement and career success of both our existing and future students given that a major objective of Adult Education is to assist

---

<sup>6</sup> Orange County Business Council. (2013). *2013/2014 Workforce Indicator Report*. Retrieved from <http://www.ocbc.org/wp-content/uploads/2013-WIR-final-use-this-small.pdf>

students identify their career aspirations and consequently provide them with the education and soft skills necessary to be able to obtain jobs with living wages.

Many adult education students, particularly students between the ages of 17-24, are at-risk learners having limited or no knowledge of what it takes to acquire soft skills in addition to skills needed to be successful in a specific trade/industry. SCE and college counseling may provide basic to general career services, but not to the extent of consistent and regularly offered assessments, follow-up, advisement, community/employer outreach, and connecting students with employers that is needed to further students' success.

### **Narrative Program Area 1: Adult Basic Education/High School Diploma Program**

The area of Basic Skills has been most drastically affected over the past five years with 49,512 fewer students served in 2009-10 than were served in 2008-09 as shown in Table 2.2: Adult Elementary & Basic Skills Education Unduplicated Enrollment Comparison below. Even as the socioeconomic climate improved in the region, there were still 33,452 fewer Basic Skills students served as of the 2013-14 school year than in 2008-09.

**Table 2.2: Adult Elementary & Basic Skills Education  
Unduplicated Enrollment Comparison**

PROGRAM AREA	CONSORTIUM TOTAL 2008-09 HEAD COUNT	SCE ONLY 2009-10 HEAD COUNT	HEAD COUNT 2008-09 vs. 2009-10	CONSORTIUM TOTAL 2013-14 HEAD COUNT	HEAD COUNT 2008-09 vs. 2013-14
1. Elementary & Basic Skills	52,655	3,143	-49,512	19,203	-33,452

(Source: NOCRC Members Unduplicated Enrollment)

Currently, there are no adult education Basic Skills programs taking place at any of the K-12 districts within our Consortium. Therefore, regular dialogue and collaboration between Consortium members is of critical importance in evaluating adult education services within the region.

Both colleges and SCE also had to drastically cut back their Basic Skills noncredit and credit programs at the same time that the need increased. The Work Group Planning Demographic Data states that 19% of the adults in the region over the age of 25 do not have a high school diploma and almost 16% (146,779 people) are adults with low



literacy. Additionally, 42% of the population are considered English Language Learners and as such, often require basic skills especially in the areas of reading and writing.

According to the California Department of Education, the dropout rate for the 2012-13 school year in Orange County was 7.5% across four years of high school<sup>7</sup>. The data further showed that English Language Learners had the highest dropout rate in Orange County making up 18% of the total students that dropout of high school. Many of the students who have not met graduation requirements are no longer eligible to continue in the K-12 system and are not able to find timely access to adult options for receiving their high school diploma. There is a need within our region to provide direct support for non-grad students transitioning from the K-12 system to adult education programs. It is believed that a “warm hand-off” of students from K-12 to adult education programs will increase not only the number of students entering adult education programs, but the number of students completing their high school diploma via adult education.

History has shown that many of SCE’s students enrolled in a variety of SCE programs with the goal of transitioning to college and/or obtaining gainful employment need to be better prepared for academic (noncredit and credit) programs, such as acquiring study skills/techniques, as well as career opportunities. It has been observed that many students do not have a clear understanding of what it takes to be successful in academic nor career environments.

Additionally, After meeting with NOCCCD CC and FC English and math faculty/deans following the Building Connections event, it was determined that the SCE High School Diploma Program faculty must update English and math curriculum, including assessments, to better prepare diploma students for credit/college English 60 and Math 20.

### **Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL)**

Noncredit classes for Immigrants (ESL) were not the most affected program area over the past five years, but it is one of the fastest growing in terms of need within the population. There were 639 fewer students served in 2009-10 than were served in 2008-09 as shown in Table 2.3: Classes for Immigrants Education Unduplicated

---

<sup>7</sup> California Department of Education. (2014). *Cohort Outcome Data for the Class of 2012-13*. Retrieved from [http://dq.cde.ca.gov/dataquest/cohortrates/GradRates.aspx?cds=30000000000000&TheYear=2012-13&Agg=O&Topic=Dropouts&RC=County&SubGroup=Ethnic/Racial/\\*89](http://dq.cde.ca.gov/dataquest/cohortrates/GradRates.aspx?cds=30000000000000&TheYear=2012-13&Agg=O&Topic=Dropouts&RC=County&SubGroup=Ethnic/Racial/*89)

Enrollment Comparison below. However, unlike the other program areas, ESL saw the head count continue to decrease over the past five years to 3,785 fewer ESL students being served as of the 2013-14 school year than in 2008-09. This decrease in the number of students served is directly related to the increase of budgetary cutbacks from numerous funding sources. In response to the need to maintain adequate services for children, beginning in 2009 the K-12 Adult Education funding source became a flexible categorical program. In other words, K-12 districts were permitted to use the Adult Education funds to serve children. Many districts, including those in our region, chose to do so in order to meet the immediate needs of the children they serve and preserve their core mission service – educating children, which resulted in a significant overall decrease of access to adult education programs within the NOCRC region.

The continued decrease in students that are able to be served has created waitlists at all three SCE campuses. At this time, SCE has limited regional off-site community-based ESL programs, including partnerships with Consortium K-12 districts, however, there are no adult education ESL programs exclusively run by any of the K-12 districts within our Consortium. Therefore, regular dialogue and collaboration between Consortium members is of critical importance in evaluating adult education services within the region.

**Table 2.3: Classes for Immigrants Unduplicated Enrollment Comparison**

PROGRAM AREA	CONSORTIUM TOTAL 2008-09 HEAD COUNT	SCE ONLY 2009-10 HEAD COUNT	HEAD COUNT 2008-09 VS. 2009-10	CONSORTIUM TOTAL 2013-14 HEAD COUNT	HEAD COUNT 2008-09 vs. 2013-14
2. Classes for Immigrants	16,234	15,595	-639	12,449	-3,785

(Source: NOCRC Members Unduplicated Enrollment)

Currently, there are no community-based Citizenship courses and limited evening ESL courses offered within the region. Many of the residents within North Orange County have limited, if any, access to transportation so they are unable to get to any of SCE's three campuses and many have limited, if any, access to childcare in order to take the courses once they are able to find a way to get to them. For these reasons, there is great need to not only create community-based Citizenship and evening ESL courses, but to offer childcare and additional support services in order to reach the maximum amount of students within the region.

There is a major lack of off-site ESL counseling services which has caused many community-based ESL students to repeat locally offered classes without setting goals to transition to the next level. Additionally, the majority of off-site ESL students, within the NOCRC region are unaware of community-based resources; as well as offerings within credit and noncredit, and lack full understanding of the U.S. educational system. There are no counseling services available currently for the proposed community-based Citizenship courses which will hopefully be established. Hence, there are no clear pathways identified for adult learners in ESL/Citizenship to access credit/noncredit academic services as well as community-based and/or workforce resources.

Due to issues in remediation, retention, culture, language, motivation, and course/program completion, a systematic district-wide mentoring program is needed to empower linguistically challenged adults to take responsibility, prepare, and find careers to live more productive lives in their communities.

Many immigrant students placed in SCE's noncredit ESL courses come from their countries with formal, higher education backgrounds and therefore are well-versed in the skills required to be successful in academia. However, these students lack the English skills needed to quickly move up in ESL course levels and can stall in the lower levels. This then confirms the need for a Beginning High/Intermediate level Academic Success Program (ASP) so students who are academically bound can accelerate the process of transitioning to other program areas such as CTE or to credit programs at the colleges.

There are a multitude of available steps for ESL/Citizenship students from community-based, multi-level ESL courses or Citizenship courses; to noncredit ESL courses at SCE, some many levels below transfer, to college level noncredit and credit courses. In addition, there are currently several ESL student support services with many more proposed ranging from childcare, to mentorship, advisors, and counselors. Numerous students may either have no idea these services exist and/or how to access them. Additionally, even faculty and staff members of the NOCRC are unaware of the variety of programs and pathways available to adults to reach their college and career goals. Moreover, students are unaware of the processes required to transition from one program to another. Consequently, there is a need to first evaluate the effectiveness of and then if deemed appropriate, establish a Consortium Liaison, Outreach, and Staff Development Coordinator to work with students and program faculty/staff and increase awareness of pathways and ensure that students make contact with appropriate staff

members and/or counselors who will assist them in navigating a seamless transition to academic and/or career pathways.

### **Narrative Program Area 3: Programs for Adults with Disabilities**

Programs for Adults with Disabilities has seen the smallest discrepancies between the 2008-09 unduplicated enrollment numbers and the past five years. See Table 2.4: Adults with Disabilities Unduplicated Enrollment Comparison below for specific head count data. However, this area was drastically underserved to begin with in 2008-09 due to the vast and costly accommodations required to serve adults with disabilities, and has seen the least amount of growth. For example, the cost of accommodating deaf or hard of hearing students was \$136,947 total for the 2012-13 and 2013-14 school years (\$62,499 in 2012-13 and \$74,448 in 2013-14). Out of \$136,947 spent by SCE to accommodate deaf and hard of hearing students for the last two years, only \$109,797 was provided by the State as the dedicated funding for this purpose. The remaining \$27,150 of the funds was allocated from other SCE sources. The dedicated funding source for these accommodations is DSS categorical money. However, this is usually not enough to serve all SCE students in need of such services so SCE has to supplement from other sources.

There are 93,633 adults with disabilities in our region<sup>8</sup> and as of the 2013-14 school year, SCE served 1,268 or .01% of the population of adults with disabilities being served in noncredit programs within our Consortium. Currently, there are approximately 120 students on SCE's DSPS waitlists for various courses.

**Table 2.4: Adults with Disabilities Unduplicated Enrollment Comparison**

PROGRAM AREA	CONSORTIUM TOTAL 2008-09 HEAD COUNT	SCE ONLY 2009-10 HEAD COUNT	HEAD COUNT 2008-09 VS. 2009-10	CONSORTIUM TOTAL 2013-14 HEAD COUNT	HEAD COUNT 2008-09 vs. 2013-14
3. Adults with Disabilities	1,545	1,198	-347	1,268	-277

(Source: NOCRC Members Unduplicated Enrollment)

<sup>8</sup> AB 86. (n.d.). *Demographic data that may be helpful during local AB 86 planning processes*. Retrieved from <http://AB 86.cccco.edu/HelpfulResources/PlanningDemographicData.aspx>

The DSPS Workgroup has acknowledged that additional gaps may occur other than those related to capacity. However, in order to accurately identify those gaps, an evaluation of current needs for programs must take place, which will occur simultaneously with the evaluation of current programs and services. In order to identify these gaps, the DSPS Workgroup proposes the need to consult with faculty, administrators, students, parents, and partner agencies throughout the NOCRC.

#### **Narrative Program Area 4: Short-Term Career Technical Education Programs**

The CTE program area was the second hardest hit in in our Consortium over the past five years. As shown in Table 2.5: Short-Term Career Technical Education Unduplicated Enrollment Comparison, there were 20,269 fewer adults in CTE programs in 2009-10 throughout our Consortium than in the 2008-09 school year. As of the 2013-14 school year, unduplicated enrollment was still down by 17,503 as compared to the 2008-09 school year. Currently, SCE is the only entity within our Consortium providing short-term CTE programming, as defined by AB 86.

**Table 2.5: Short-Term Career Technical Education  
Unduplicated Enrollment Comparison**

PROGRAM AREA	CONSORTIUM TOTAL 2008-09 HEAD COUNT	SCE ONLY 2009-10 HEAD COUNT	HEAD COUNT 2008-09 VS. 2009-10	CONSORTIUM TOTAL 2013-14 HEAD COUNT	HEAD COUNT 2008-09 vs. 2013-14
4. Short Term CTE	27,417	7148	-20,269	9,914	-17,503

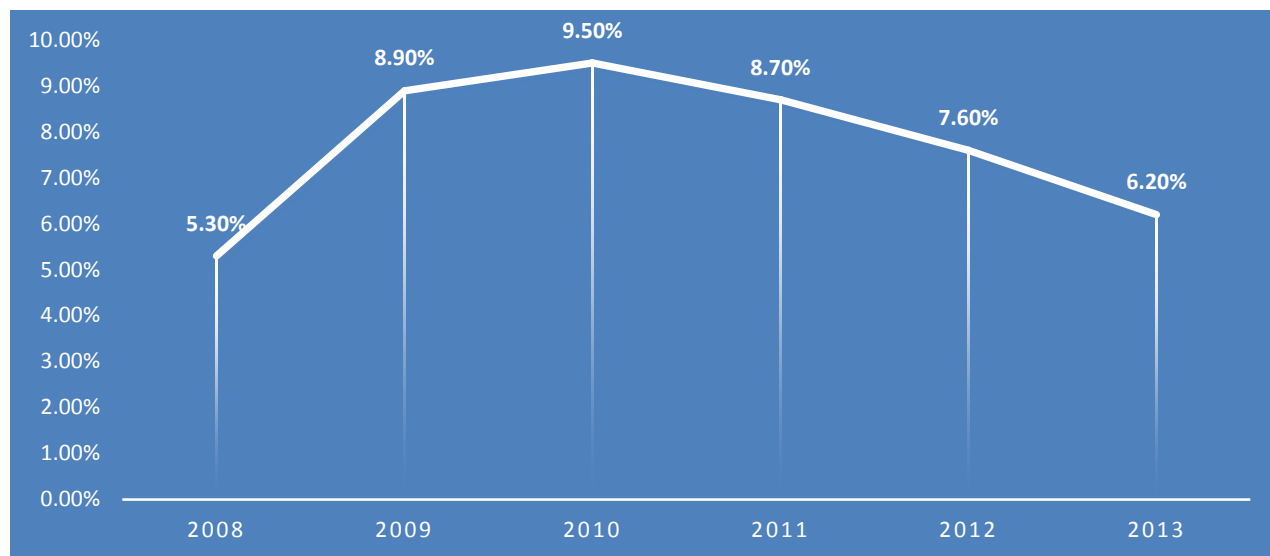
(Source: NOCRC Members Unduplicated Enrollment)

In 2008 Orange County's unemployment rate was 5.3%. Since then, Orange County's unemployment rate has had a few ups and downs. As of 2013 the unemployment rate was at 6.2%, its lowest since 2008<sup>9</sup>, which was down significantly from its highest rate in six-years of 9.5%. See Chart 2.1: Orange County Unemployment Rate from 2008-2013 below for the unemployment rates for the past six years. However, even with the unemployment rate declining in the region, as cited from the Orange County Business Council *2013/2014 Workforce Indicator Report*, the existing workforce does not have

<sup>9</sup> State of California Employment Development Department. (2014). *California LaborMarketInfo, Data Library*. Retrieved from <http://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/labForceReport.asp?menuchoice=LABFORCE>

the skills required for the jobs that are available and therefore need further education and/or certification to properly prepare them.

**Chart 2.1: Orange County Unemployment Rate from 2008-2013**



(Source: State of California Employment Development Department)

The CTE Workgroup has identified gaps in existing services and through the planning strategy process, hope to validate self-identified gaps and determine the best way to address said gaps while creating a seamless process and marketing effort for all adult education students within our region. Some of the self-identified gaps include: difficulty reaching out to adults as well as soon-to-be adults within our region; finding ways to strategically present options that are available to these populations of students; identifying seamless pathways; creating targeted career exploration and assessment; creating an awareness and interest about the various industries/programs, their skills and work as well as opportunities available within those industries; greater and more targeted community and high school outreach; building and showing a value to our pathways and programs; increasing student and faculty engagement; determining the professional development needs of our faculty and staff; looking at new ways to link high school, noncredit, and credit; and determining the best way to market and show the various programs offered within the partnership area, as well as how to navigate through those pathways.

Additionally, the CTE Workgroup has discovered that an existing gap is current students' knowledge of specific CTE programs, what these programs entail, how long the programs will take to complete, the skills needed to be successful in careers specific

to CTE programs, and exactly what jobs are available and how they connect to CTE programs. Via discussions with SCE Program Managers as well as others in the Combined Workgroup, marketing to existing SCE students in programs other than CTE has been identified as a gap. Numerous existing students aren't as well-informed about readily available CTE options as originally thought, so strategies have been put into place by SCE's CTE program to mitigate this gap.

Furthermore, the CTE Workgroup has determined that there needs to be a more effective way to track, promote and maintain a listing of all CTE/Apprenticeship programs within our region and an increase in internship and externship opportunities for students.

#### **Narrative Program Area 5: Programs for Apprenticeships**

As mentioned in Objective 1, currently, there are no formal apprenticeship programs taking place within the NOCRC. Therefore, the obvious need in this area is to look at ways that the Consortium can develop and partner with others to develop transition and pre-apprenticeship programs. At this time, formal apprenticeships are not being looked at as a first-step strategy, but that could change throughout the AB 86 planning process. However, SCE's existing short-term CTE program has built in transition/pre-apprenticeships within its current offerings, described in Objective 1.

#### **Analysis of Tables**

Total unduplicated enrollment in the NOCRC's 2013-14 school year was down by 54,899 students (44%) from the 2008-09 school year. For a complete breakdown of the unduplicated enrollment for each Consortium member broken down by program area, see attached Excel workbook for Table 2: Evaluation of Existing Adult Education Enrollment. Note that the 2008-09 head count for AUHSD is listed under Basic Skills/High School Diploma. Some of the students counted were actually a part of AUHSD's ESL program, however, due to non-computerized records, it is impossible to get an accurate count or estimate in order to breakdown unduplicated enrollment into the two program areas. Since the majority of the students were in the Basic Skills/High School Diploma program, it was decided to leave all of the students in this program area.

**CONSORTIUM PLAN OBJECTIVE #3**

The NOCRC Members have been learning a lot about the harsh realities not only of the needs of their region, but of the gaps in the services that they are currently providing to meet the needs of existing and potential students. Through the NOCRC meetings and Regional Comprehensive Plan process, many planning strategies have begun to be formed in order to address the programming and service gaps within the region and action research projects are beginning to study the viability of select proposed strategies. Those strategies and action research projects are introduced in the program area narratives for Objectives 3, 4, 5, 6, and 7.

Overseeing and facilitating the AB 86 efforts of the NOCRC Members including the Executive Committee, Workgroups, and partners is an integral part of the consortium's forward momentum. Throughout the Planning Phase, this role has been filled by the AB 86 Project Coordinator. Originally this was a part-time position, but it became increasingly evident that full-time hours were needed to manage the growing project. In order to continue the consortium's great momentum and ease the transition from the AB 86 Planning Phase to the Adult Education Block Grant Program, it is critical that the AB 86 Project Coordinator full-time position continue to be funded into the Implementation Phase.

This position would continue to coordinate the AB 86 efforts of the NOCRC Members, as well as, partnerships including but not limited to: community-based organizations, local workforce development boards, and social services agencies. Responsibilities would include leading the Executive Committee and Workgroup meetings to develop a comprehensive plan that includes an evaluation of the adult educational needs, as well as, current levels and types of adult education services in the region, an evaluation of funds available to the members of the consortium, actions that the members of the consortium can take to address the needs of adult learners, improve the effectiveness of services offered, and improve the integration of services and transitions into postsecondary education and the workforce. Additional responsibilities would include continued work and collaboration with other consortia, reaching out to community partners to leverage facilities and services, and implement ongoing professional development. Additionally, working with all agencies and program areas to document and evaluate the implementation of goals and objectives as stated in the AB 86 Comprehensive Plan. The progress indicators would include completing all duties set forth by the Adult Education Block Grant Program, tracking the implementation of the



proposals recommended by the consortium and allocation committee, and tracking progress made with the objectives of the plan.

Additionally, in December 2014 the AB 86 Researcher was hired. This position has been instrumental in developing verifiable outcomes for strategies and beginning the data collection process for all program areas, including the development of longitudinal surveys. Additional AB 86 team positions such as, but not limited to, a web-developer, administrative assistant, and/or Outreach Specialist may be identified as NOCRC needs in the future. Therefore, the NOCRC is including the AB 86 NOCRC Team as an ongoing implementation strategy for the Adult Education Block Grant Program.

Two strategies, initially described in Objective 1, have been developed by Combined Workgroup members and cross numerous AB 86 Objectives. Those strategies are further explained in this section, Overlapping Program Areas, since they incorporate Basic Skills, ESL, DSPS/DSS, and CTE and therefore it would be inaccurate to house them under a single program area.

Utilizing the I-BEST action research project, the Combined Workgroup will integrate existing and future programs to create seamless transitions into post-secondary education and/or the workplace by: Identifying existing CTE programs, and potential new CTE programs that are in demand, and can be developed into I-BEST classes and programs; Identifying Academic I-BEST pathways that would be most appropriate and applicable for students interested in transitioning to college to obtain a 2- and/or 4-year degree; Working with existing K-12 High School Districts and Adult Transition Programs (ATP) to develop a pathway from high school graduation into the I-BEST classes; Providing transition counseling to students on their K-12 and/or PSE school sites (through current counseling and advisement services and/or counseling and advisement that has been introduced as part of other AB 86 proposals); Conducting student and parent meetings at K-12 school sites; Developing materials to help students and parents understand the steps needed to apply for I-BEST classes; Providing orientations, assessments and student educational plans consistent with the Student Success Act; Developing pathways from I-BEST classes to credit instruction at Cypress and Fullerton Colleges; and Developing pathways from I-BEST instruction to employment utilizing resources such as Workability III, College-2-Career, Department of Rehabilitation, Regional Centers, supported employment programs, and other job development programming that has been proposed as part of the AB 86 consortium.

The second strategy is the creation of positions that would provide much needed job development and career support services to adult education students. *\*Please Note: At this time, it is unclear whether these positions would be “Special Projects”, “Professional Experts”, or classified positions. For the sake of this proposal and budgeting, we’re using the terms “Special Projects Coordinator and/or Manager” and “Professional Experts” to denote positions that are full-time verses part-time; however, the best way to hire these positions needs to be determined and will be discussed in depth during the planning phase.*

The Special Projects Manager\*: Job Developer (SPMJD) would plan and implement a comprehensive job placement services program and would work closely with K-12 and credit consortium members in order to help students seamlessly transition into pathways that will lead them to living wage jobs within the community. They would also collaborate with FC’s and CC’s Career Planning Center to share best practices in order to better serve noncredit students at SCE as well connect SCE students directly to the Career Planning Centers at either college when students transfer. All proposed positions would collaborate and share information in order to provide students with the maximum amount of opportunity in the form of real-time available positions within the community. Additional aspects of this strategy will be discussed in Objective 4.

#### **Narrative Program Area 1: Adult Basic Education/High School Diploma Program**

In collaboration with the Anaheim Union High School District (AUHSD), SCE established an action research adult high school diploma program at an off-site location. This action research project is called the SCE Gilbert West High School Lab and opened to AUHSD students on October 6, 2014. Instructional offerings provided at Gilbert West mirror those at the three SCE centers. In addition, several research-based promising practices are being piloted with the goal of increasing student retention and completion rates. Students are being referred to enroll in the program by AUHSD guidance counselors and complete the entire SCE enrollment and orientation process with an AUHSD guidance counselor. Credits earned are being applied towards the completion of the SCE High School Diploma Program (HSDP). Upon completion of 160 credits and competencies as approved by the California State Chancellor’s Office, students will be awarded the NOCCCD High School Diploma and invited to participate in the SCE graduation ceremony in the spring.

A part-time academic counselor will be assigned to the Gilbert West site and will be available for real-time support 20 hours per week. An SCE CTE counselor will be

scheduled for regular presentations on career options and short-term vocational offerings. Specific activities will be designed to delineate a college transitional pathway. College CalWORKs and EOPS counselors will provide introductory workshops onsite. Students will also be invited to attend college tours and will be integrated into all other transitional events available to SCE students, such as SCE Transitions Fair.

The long-term goal of the SCE Gilbert West High School Lab action research project is to determine how best to offer off-site high school labs that can be replicated throughout the region. SCE has never before offered off-site high school labs and through this action research project has already determined many best practices to utilize when it comes time to implementing this model.

SCE off-site diploma students may be assessed by instructional faculty in the lab. However, future off-site diploma students may be required to complete the TABE assessment. Upon completing the required 160 diploma credits and competencies, students will earn a high school diploma awarded by the North Orange County Community College District.

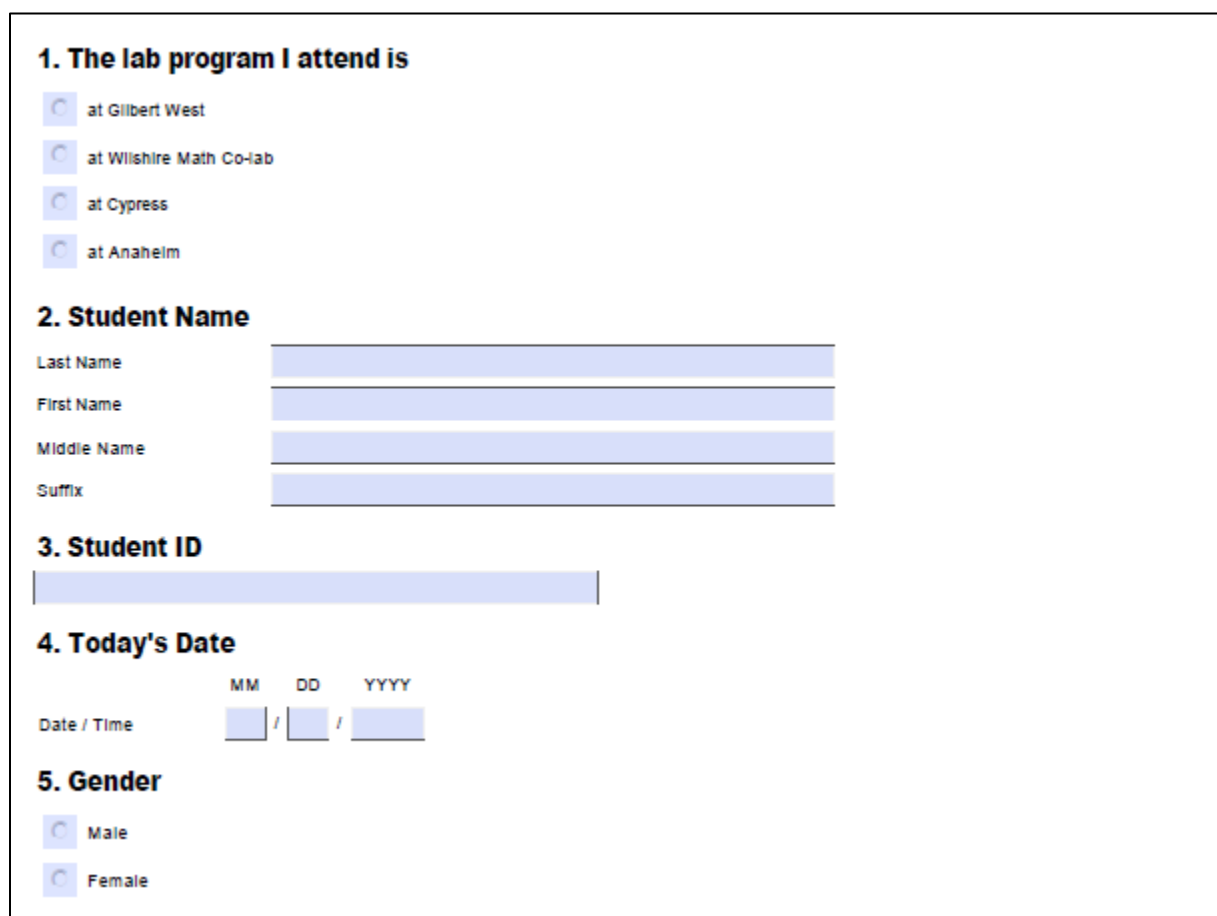
SCE diploma students both on-site and off-site, have the opportunity to participate in college and career advising, scholarship applications and award ceremonies, workshops, information sessions, tours, transitioning to college courses like SCE's "Transitioning to Cypress College" course, and SCE's annual High School Diploma Program and Career Technical Education Graduation. The "Transitioning to Cypress College" course guides SCE students through the process of applying for financial aid, taking the Cypress College placement test, completing a college orientation, in addition to meeting with a Cypress college counselor to develop a student education plan. Students will also participate in a tour of the campus including Student Services and academic departments/divisions. The SCE High School Diploma Program awards elective credits to on-site and off-site diploma students who complete the "Transitioning to Cypress College" course. SCE diploma elective credits are also awarded to students who complete certain SCE Career Technical Education and SCE English as a Second Language courses.

SCE counselors, as well as college and career transition advisors, are accessible to on-site and off-site diploma students. SCE and college faculty/staff/managers are highly encouraged to visit off-site labs to present to students one-on-one, in small groups, and/or to the entire class. SCE counselors are available in the off-site high school labs

working closely with instructional faculty to advise and counsel students including developing and revising student education plans.

Part of the evaluation measures developed by the NOCRC AB 86 Researcher with participation from the AB 86 Project Coordinator, Executive Committee members, Workgroup representatives, as well as other invested parties within the consortium, was the creation of surveys that could be used longitudinally not only to evaluate services and programs of students impacted by AB 86 strategies, but could be used to compare those students to existing students that have not yet been impacted by the new strategies. Figure 3.1: AB 86 High School Diploma Lab Survey is a pdf of the online survey that was recently administered to students at the SCE-Gilbert-West Off-Site High School Diploma Lab Action Research Project and will soon be administered to students at all SCE on-site high school diploma labs for comparison. Similar surveys were created for the other program areas as well. One was also administered to the ESL Workgroup strategy: Melrose Elementary Off-Site Citizenship Course.

**Fig. 3.1: AB 86 High School Diploma Lab Survey**



**1. The lab program I attend is**

☐ at Gilbert West

☐ at Wilshire Math Co-lab

☐ at Cypress

☐ at Anaheim

**2. Student Name**

Last Name

First Name

Middle Name

Suffix

**3. Student ID**

**4. Today's Date**

MM DD YYYY

Date / Time  /  /

**5. Gender**

☐ Male

☐ Female

**6. My address**

Address	<input type="text"/>
Address 2	<input type="text"/>
City / Town	<input type="text"/>
State / Province	<input type="text"/>
ZIP / Postal Code	<input type="text"/>
Email	<input type="text"/>
Phone	<input type="text"/>

**7. Date of Birth**

	MM		DD		YYYY
Date / Time	<input type="text"/>	/	<input type="text"/>	/	<input type="text"/>

**8. Ethnicity**

- ☐ African American/ Black
- ☐ American Indian/ Alaskan Native
- ☐ Asian
- ☐ Filipino
- ☐ Hispanic/Latino
- ☐ Pacific Islander
- ☐ White
- ☐ Two or more races

**9. U.S. High Schools Attended****10. High School GPA****11. U.S. Colleges Attended**

**12. My Goals BEFORE I Started Gilbert West Lab (Check all that apply.)**

	I want to achieve	I have achieved
High School diploma	<input type="radio"/>	<input type="radio"/>
Certificate for Job	<input type="radio"/>	<input type="radio"/>
Enroll in 2 year College	<input type="radio"/>	<input type="radio"/>
Transfer to 4 year College	<input type="radio"/>	<input type="radio"/>
Improve Job Skills	<input type="radio"/>	<input type="radio"/>
Citizenship	<input type="radio"/>	<input type="radio"/>
Associate's degree	<input type="radio"/>	<input type="radio"/>
Military	<input type="radio"/>	<input type="radio"/>
Get a job	<input type="radio"/>	<input type="radio"/>
Keep a job	<input type="radio"/>	<input type="radio"/>
Improve English Skills	<input type="radio"/>	<input type="radio"/>
Improve Math Skills	<input type="radio"/>	<input type="radio"/>
Help my family	<input type="radio"/>	<input type="radio"/>
Read to my Children	<input type="radio"/>	<input type="radio"/>
Deferred Action	<input type="radio"/>	<input type="radio"/>
Dream Act	<input type="radio"/>	<input type="radio"/>
Pass a non-credit college class	<input type="radio"/>	<input type="radio"/>
Pass a College Math class with credit	<input type="radio"/>	<input type="radio"/>
Pass a College English class with credit	<input type="radio"/>	<input type="radio"/>
Pass a College ESL class with credit	<input type="radio"/>	<input type="radio"/>
Pass at least 8 units of technical school	<input type="radio"/>	<input type="radio"/>
Complete at least a year and a half of college without stopping	<input type="radio"/>	<input type="radio"/>
Take 4 hours of college prep classes	<input type="radio"/>	<input type="radio"/>
Finish 30 units of college	<input type="radio"/>	<input type="radio"/>
Finish 31-60 units of college	<input type="radio"/>	<input type="radio"/>
Finish 60 or more units of college	<input type="radio"/>	<input type="radio"/>
Bachelors degree	<input type="radio"/>	<input type="radio"/>
Masters degree	<input type="radio"/>	<input type="radio"/>
Doctoral degree	<input type="radio"/>	<input type="radio"/>
Be a good example to my children/ others	<input type="radio"/>	<input type="radio"/>

13. My Goals RIGHT NOW (Check all that apply.)	
	I want to achieve
High School diploma	<input type="checkbox"/>
Certificate for Job	<input type="checkbox"/>
Enroll in 2 year College	<input type="checkbox"/>
Transfer to 4 year College	<input type="checkbox"/>
Improve Job Skills	<input type="checkbox"/>
Citizenship	<input type="checkbox"/>
Associate's degree	<input type="checkbox"/>
Military	<input type="checkbox"/>
Get a job	<input type="checkbox"/>
Keep a job	<input type="checkbox"/>
Improve English Skills	<input type="checkbox"/>
Improve Math Skills	<input type="checkbox"/>
Help my family	<input type="checkbox"/>
Read to my Children	<input type="checkbox"/>
Deferred Action	<input type="checkbox"/>
Dream Act	<input type="checkbox"/>
Pass a non-credit college class	<input type="checkbox"/>
Pass a College Math class with credit	<input type="checkbox"/>
Pass a College English class with credit	<input type="checkbox"/>
Pass a College ESL class with credit	<input type="checkbox"/>
Pass at least 8 units of technical school	<input type="checkbox"/>
Complete at least a year and a half of college without stopping	<input type="checkbox"/>
Take 4 hours of college prep classes	<input type="checkbox"/>
Finish 30 units of college	<input type="checkbox"/>
Finish 31-60 units of college	<input type="checkbox"/>
Finish 60 or more units of college	<input type="checkbox"/>
Bachelors degree	<input type="checkbox"/>
Masters degree	<input type="checkbox"/>
Doctoral degree	<input type="checkbox"/>
Be a good example to my children/others	<input type="checkbox"/>

**14. Last  
month I  
worked**Month Year **15. Number of months at current job**Years Months **16. Number of miles between work and home****17. Hours worked per week****18. Hourly pay rate (Will be kept confidential) \$/Hour****19. Number of college courses currently enrolled****20. Number of units currently enrolled****21. Number of college units completed****22. Last date attended college**Month Year **23. Number of High School Credits Earned****24. Number of lab hours completed****25. Number of meetings with school counselor completed****26. College GPA****27. Number of college classes completed**



**28. I am... (Check all that apply.)**

	Yes	No
A Single Parent	<input type="radio"/>	<input type="radio"/>
A Caregiver for Elderly Family member	<input type="radio"/>	<input type="radio"/>
A permanent resident or citizen	<input type="radio"/>	<input type="radio"/>
Able to register for class on my own	<input type="radio"/>	<input type="radio"/>
Able to help my children with their homework	<input type="radio"/>	<input type="radio"/>
Confident speaking English	<input type="radio"/>	<input type="radio"/>
Fearful of the citizenship application process	<input type="radio"/>	<input type="radio"/>
Supported by my family to attend school	<input type="radio"/>	<input type="radio"/>

**29. Services that help me succeed (Check all that apply.)**

	I have this	I need this	I don't need this
Legal help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residency/Citizenship help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career or job help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Enrollment help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring for my children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapy for me or my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid for school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**30. How did you feel about accomplishing your goals BEFORE you started the Gilbert West lab? (Check all that apply.)**

	Yes	No
Happy	<input type="checkbox"/>	<input type="checkbox"/>
Sad	<input type="checkbox"/>	<input type="checkbox"/>
Hopeful	<input type="checkbox"/>	<input type="checkbox"/>
Discouraged	<input type="checkbox"/>	<input type="checkbox"/>
Successful	<input type="checkbox"/>	<input type="checkbox"/>
Confused	<input type="checkbox"/>	<input type="checkbox"/>
Confident	<input type="checkbox"/>	<input type="checkbox"/>
Helped/Supported	<input type="checkbox"/>	<input type="checkbox"/>
Intimidated	<input type="checkbox"/>	<input type="checkbox"/>
Fearful	<input type="checkbox"/>	<input type="checkbox"/>
Lost	<input type="checkbox"/>	<input type="checkbox"/>
People are against me	<input type="checkbox"/>	<input type="checkbox"/>
Don't care about it	<input type="checkbox"/>	<input type="checkbox"/>
Frustrated	<input type="checkbox"/>	<input type="checkbox"/>

**31. How do you feel about accomplishing your goals RIGHT NOW? (Check all that apply.)**

	Yes	No
Happy	<input type="checkbox"/>	<input type="checkbox"/>
Sad	<input type="checkbox"/>	<input type="checkbox"/>
Hopeful	<input type="checkbox"/>	<input type="checkbox"/>
Discouraged	<input type="checkbox"/>	<input type="checkbox"/>
Successful	<input type="checkbox"/>	<input type="checkbox"/>
Confused	<input type="checkbox"/>	<input type="checkbox"/>
Confident	<input type="checkbox"/>	<input type="checkbox"/>
Helped/Supported	<input type="checkbox"/>	<input type="checkbox"/>
Intimidated	<input type="checkbox"/>	<input type="checkbox"/>
Fearful	<input type="checkbox"/>	<input type="checkbox"/>
Lost	<input type="checkbox"/>	<input type="checkbox"/>
People are against me	<input type="checkbox"/>	<input type="checkbox"/>
Don't care about it	<input type="checkbox"/>	<input type="checkbox"/>
Frustrated	<input type="checkbox"/>	<input type="checkbox"/>

**32. How did you feel about school BEFORE starting the Gilbert West lab? (Check all that apply.)**

	Yes	No
Happy	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>
Hopeful	<input type="radio"/>	<input type="radio"/>
Discouraged	<input type="radio"/>	<input type="radio"/>
Successful	<input type="radio"/>	<input type="radio"/>
Confused	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>
Helped/Supported	<input type="radio"/>	<input type="radio"/>
Intimidated	<input type="radio"/>	<input type="radio"/>
Fearful	<input type="radio"/>	<input type="radio"/>
Lost	<input type="radio"/>	<input type="radio"/>
People are against me	<input type="radio"/>	<input type="radio"/>
Don't care about it	<input type="radio"/>	<input type="radio"/>
Frustrated	<input type="radio"/>	<input type="radio"/>

**33. How do you feel about school RIGHT NOW? (Check all that apply.)**

	Yes	No
Happy	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>
Hopeful	<input type="radio"/>	<input type="radio"/>
Discouraged	<input type="radio"/>	<input type="radio"/>
Successful	<input type="radio"/>	<input type="radio"/>
Confused	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>
Helped/Supported	<input type="radio"/>	<input type="radio"/>
Intimidated	<input type="radio"/>	<input type="radio"/>
Fearful	<input type="radio"/>	<input type="radio"/>
Lost	<input type="radio"/>	<input type="radio"/>
People are against me	<input type="radio"/>	<input type="radio"/>
Don't care about it	<input type="radio"/>	<input type="radio"/>
Frustrated	<input type="radio"/>	<input type="radio"/>

**34. How did you feel about work BEFORE starting the Gilbert West lab? (Check all that apply.)**

	Yes	No
Happy	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>
Hopeful	<input type="radio"/>	<input type="radio"/>
Discouraged	<input type="radio"/>	<input type="radio"/>
Successful	<input type="radio"/>	<input type="radio"/>
Confused	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>
Helped/Supported	<input type="radio"/>	<input type="radio"/>
Intimidated	<input type="radio"/>	<input type="radio"/>
Fearful	<input type="radio"/>	<input type="radio"/>
Lost	<input type="radio"/>	<input type="radio"/>
People are against me	<input type="radio"/>	<input type="radio"/>
Don't care about it	<input type="radio"/>	<input type="radio"/>
Frustrated	<input type="radio"/>	<input type="radio"/>

**35. How do you feel about work right now? (Check all that apply.)**

	Yes	No
Happy	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>
Hopeful	<input type="radio"/>	<input type="radio"/>
Discouraged	<input type="radio"/>	<input type="radio"/>
Successful	<input type="radio"/>	<input type="radio"/>
Confused	<input type="radio"/>	<input type="radio"/>
Confident	<input type="radio"/>	<input type="radio"/>
Helped/Supported	<input type="radio"/>	<input type="radio"/>
Intimidated	<input type="radio"/>	<input type="radio"/>
Fearful	<input type="radio"/>	<input type="radio"/>
Lost	<input type="radio"/>	<input type="radio"/>
People are against me	<input type="radio"/>	<input type="radio"/>
Don't care about it	<input type="radio"/>	<input type="radio"/>
Frustrated	<input type="radio"/>	<input type="radio"/>

As mentioned in Objective 2, it has been observed that many of SCE's students are not prepared to be successful in their academic and career goals. To address this gap, the Basic Skills Workgroup has proposed the creation of curriculum for an Academic and Career Preparation course. SCE students enrolled in the proposed Academic and Career Preparation course will be better prepared to succeed in diploma, certificate, and college programs. In addition, SCE students who complete the course will gain employability skills needed to be competitive in the workforce. If approved as a required

course for SCE certificate and diploma programs, this 36-hour course could include: Study skills textbook which students work through week by week; College admissions: bring admissions counselors to speak about the application process. Have students actually complete an online application; College financial aid: bring financial aid counselors to speak about aid applications and have students actually complete the FAFSA; College support programs: DSPS, EOPS, math labs, etc...and basically go over all the various support systems in place to help students be successful in college; Vocational Education: educate students on various vocational education programs; College Placement Test: how to prepare for and complete the placement test; College and other program tours; and Jobs: Various topics such as resume writing, filling out job applications, interviewing techniques, where to look for work, etc...

To further integrate noncredit and credit and thereby create seamless transitions, in December 2014, the Basic Skills WG plans to employ SCE High School Diploma Program full-time faculty as professional experts to revise and/or create new curriculum and assessments to better prepare diploma students for their transition into credit/college (CC and FC) English 60 and Math 20.

In January 2015, the NOCRC will employ CC English faculty, as professional experts to review English 60 curriculum and assessment revisions. SCE full-time faculty, will collaborate with CC and FC Deans of Math to review prep for Math 20 curriculum and assessments.

The purpose of having noncredit then credit faculty review basic skills curriculum and assessments is to better align existing noncredit and credit programs to create seamless transitions into postsecondary education, specifically into CC and FC.

### **Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL)**

The ESL Workgroup has ascertained that the first step in integrating existing and future programs to create seamless transitions into post-secondary education and/or the workplace for the ESL population in our region currently not being served is to go to where the students live via the provision of community-based ESL and Citizenship classes at various times throughout the day and evening. In order to address the lack of transportation and limited access to educational and career options, it is necessary to build a network of programs and services that will help link this population to seamless pathways, region-wide. Services will range from one-on-one mentoring to streamlining the placement process into credit to providing childcare at the community-based locations so that students who are parents may also attend classes.

To support the planned community-based noncredit Citizenship and ESL courses, it is proposed to hire one part-time academic counselor during the planning stage of the AB 86 project in order to determine best practices for supporting off-site ESL/Citizenship students' transition to academic and/or career pathways and develop short- and long-term educational plans; as well as assist in linking students to academic and community-based services. Off-site counseling services have been offered in the past on a limited basis, but were cancelled due to budgetary constraints. There is a need to first ascertain the best way to support community-based second-language learners in terms of career pathways. Once best practices have been established, it is the goal of the ESL Workgroup to hire additional off-site counselors that would support community-based students region-wide.

Regionally, there is a need for a specialized NOCRC mentoring program that will include mentor leaders (faculty or administration) and personalized mentors from the college community who will be trained at both the district and local levels within an academic institution area or campus. At the district level a mentor would be trained generally to understand each program in credit/noncredit/high school, techniques in mentoring, expectations, assessment of steps, observation strategies for identifying at-risk adults, and classroom visitation training with faculty or instructors. At each school or program area, a mentor station would be available with a mentor leader (faculty or administrator) who would train the specialties of each program, monitors and directs personalized mentors into classrooms each day/night. The mentor leader can also highlight adult students' goals and move them to orientations, registration, classrooms, a personalized mentor, tutoring centers, writing centers, specialized counselors, study groups, library tutoring sessions, and any other support facility in each program. A personalized mentor would have a designated number of contact hours in classrooms on various campuses, meet with the ESL adults at mentor stations, and keep a log of ESL adult learners' issues and progress.

A mentor leader would direct noncredit adult students to credit academic support centers/classes from one campus to another and eventually moving adults on to completing an AA degree, vocational certification, or securing a job. The specialized mentors would build trust, cooperation, communication, commitment, and collaboration with the students as a way to provide support at all times and throughout every step of their pathway.

Currently, SCE's noncredit ESL program offers two high level courses to prepare Intermediate High and Advanced ESL students to transition either to the High School Diploma Program, CTE Program, or the colleges. Contrary to regular ESL classes, this program strictly monitors students' attendance, assignments, as well as their participation in extra-curricular activities to prepare them for the rigor in college. Most ESL students who enter the ESL program at the lower levels most likely will spend at least four semesters before they are eligible to enter the current ASP. Therefore, the ESL Workgroup proposes to evaluate the effectiveness of a noncredit, lower-level academic success program (ASP I) and evaluate the language and academic skills needed for transition into academic programs and services.

In order to accomplish these goals, the ESL Workgroup proposed hiring a professional expert who would create course proposals for a two-course, lower-level Academic Success Transition Program to assist in improving language and study skills and assist students become more familiar with academic standards. With the creation of a transition program ASP I (Academic Success Program I), lower-level students are offered more choices in the pursuit of their academic or career goals. ASP I students will have an opportunity to either continue to attend ASP II if there is additional need for improvement or choose to transition to one of the aforementioned programs right away. Both ASP I and ASP II will provide counseling through SCE Matriculation department.

In order to thread the individual strategic proposals together along with all the current courses for immigrants, programs, and services offered within the region, the ESL Workgroup suggests the creation of a Consortium Liaison, Outreach, and Staff Development Coordinator. This person will work with students and program faculty/staff to increase awareness of pathways and ensure students make contact with appropriate staff members and/or counselors who will then assist in navigating a seamless transition to a degree, CTE program, and/or securing gainful employment.

### **Narrative Program Area 3: Programs for Adults with Disabilities**

One of the two main ways that the DSPS Workgroup proposes to address gaps within this program area is to hire a Professional Expert who will assist the DSPS Workgroup in integrating existing and future programs to create seamless transitions into post-secondary education and/or the workplace. The Professional Expert will identify existing programs and services, and gaps in programs and services by collecting data from all AB 86 Members and Partners. The Professional Expert and the DSPS Workgroup will collaborate with Member Districts and the NOCCCD institutions to:

Insure that the construction of instructional spaces to teach life and vocational skills is consistent with the needs of student transitioning to post-secondary education; Maximize the use of instructional spaces i.e., space to be shared with other CTE programs; Create stackable CTE certificates; Develop courses in real life settings that prepare students for employment, independent living and community integration; Develop a center at the Anaheim Campus for technology, testing accommodations, and additional unique supports required by students with disabilities; Implement services and supports for students with ASD, and other students who have similar needs, that are consistent with member and partner recommendations; Identify strategies for increased coordination of services for students so that they are better able to access services through partner agencies, and to make sure that DSPS Workgroup Members are utilizing common strategies; The DSPS Workgroup will consider existing community resources, as well as new recommendations from the professional expert when creating an infrastructure for benefit advocacy; The three NOCCCD institutions will collaborate to create a shared student database; and The DSPS Workgroup will develop a Student Mentoring program that will utilize students who successfully transitioned to post-secondary education to mentor students who are getting ready to transition.

The second strategy the DSPS Workgroup plans to employ is that of regional DSPS Counselors who will assist the DSPS Workgroup in integrating existing and future programs to create seamless transitions into post-secondary education and/or the workplace via: Identifying existing programs and services; Working with existing K-12 Adult Transition Programs (ATP) and existing DSPS/DSS offices to identify processes already in place to help students transition to PSE and the workplace; Working with existing K-12 ATP and existing DSPS/DSS offices to identify processes already in place to help students access resources and services available to them in the community; Identifying the gaps in current processes that are used to help students transition and connect with services for PSE and the workplace. The NOCCCD DSPS/DSS counselors will: Implement newly identified strategies that would better connect students transitioning from K-12 to PSE, the workplace, and services in the community; Provide transition counseling to students on their K-12 and/or PSE school sites; Conduct student and parent meetings at K-12 school sites; Attend some IEP/ITP meetings at K-12 sites; Develop materials to help students and parents understand the difference between K-12 and PSE; Develop materials to help students and parents understand the steps needed to apply for PSE and community services in a timely manner; Give support to k-12 transition counselors, instructors and administrators; Provide



counseling, instruction and support for students so they understand how to prepare and become more ready for PSE and the workplace; and Provide orientations, assessments and student educational plans consistent with the Student Success Act.

**Narrative Program Area 4: Short-Term Career Technical Education Programs**

As part of the Research, Review and Recommend Strategy Proposal, the CTE Workgroup plans to create a comprehensive Career Prep orientation that includes consortium options by industry sector pathway. (Delivery options may include web-based, marketing materials, 3-5 minute videos, face-to-face). SCE's CTE Department will continue to offer open access to students, using placement assessments as a tool for greater student success and to help define student support services as needed. The CTE Workgroup will establish program prerequisites for industry sector pathways that students must meet (as appropriate by program) and set skill levels for each program that meet college transferrable standards, State/industry certification, and industry standards. The CTE Workgroup will review programs to define articulated courses between high schools, ROPs, colleges, and adult schools to promote smooth transition and opportunity for credit transfer and pre-requisite placement; review curriculum to embed job readiness industry skills and successful transitions to work; and review curriculum to embed contextualized basic skills and successful transitions to college work.

A gap identified during the AB 86 Planning Phase was the need for cross-program area promotion within the region, but specifically SCE. It became evident that numerous existing SCE students were unaware of the CTE programs immediately available to them. In order to address this gap and integrate existing programs to create seamless transitions into post-secondary education and/or the workplace, SCE CTE staff began making regular visits to both on- and off-site Basic Skills labs, ESL and Citizenship courses, and DSS courses. It was decided rather to bombard students with every single option they had available, CTE staff would provide an overview of available options and then come back regularly to focus on one or two certificate programs at a time. Additionally, SCE's CTE Program Manager has asked the other SCE Program Managers to identify ways to integrate CTE into what they're already doing with students. This discussion has just begun and will continue to develop throughout the Planning Phase and with the assistance of the Combined Workgroup.

Additionally, the CTE Workgroup will develop Career Exploration workshops and/or classes using noncredit to enhance student understanding of industries, programs,

processes, assessments and opportunities. They will create structured processes for transition of students from within other adult education programs and feeder high schools into and through CTE to college or work as well as define and align industry sector pathways for students to understand entry points for each student population served. To ensure the success of their students, the CTE Workgroup will support career path development and progress (educational plan), provide community resources and workshops on Life Skills management, as well as develop tools for counselors and faculty to share with students.

Finally, the CTE Workgroup has determined the need to increase marketing efforts, especially more targeted efforts to inform the high schools and adults within the community about programs and services. To meet these gaps, the CTE Workgroup proposes creating three-to-five minute industry/program related videos, marketing materials, informational sessions, and outreach/career exploration classes.

#### **Narrative Program Area 5: Programs for Apprenticeships**

At this time, there are no specific strategies for creating new apprenticeship opportunities. However, through the planning strategies developed by the CTE Workgroup, apprenticeships will hopefully be an eventual development.

#### **Analysis of Tables**

Many strategic planning proposals were presented by the NOCRC Workgroups to the Executive Committee who deliberated then voted on each proposal. The approved proposals are summarized in the narratives of this, as well as the other, objectives. While not every proposal touches on each AB 86 objective, many of them do contain strategies for multiple objectives. The proposal descriptions as well as budgets, and timelines were done so on a proposal-level basis instead of an objective-level since it was impossible to discern where the cost and/or timeline of one objective of a proposal stopped and another objective began. Therefore, the contents of Tables 3.1, 4.1, and 5.1 include only those proposals where each respective objective is dealt with predominantly and there is no duplication of any proposals within the tables.

**Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation Among Consortium Participants**

TRANSITION TO BE ADDRESSED	STRATEGY/ APPROACH TO BE EMPLOYED	RESOURCES NEEDED	COST ESTIMATE	RESPONSIBLE PARTIES	METHODS OF ASSESSMENT	TIMELINE
<b>Overlapping Program Areas</b>						
Region-wide partnership and collaboration with the goal of designing and implementing a more effective system of Adult Education Services.	AB 86 NOCRC Team Members: Project Coordinator, Researcher, and other support positions as may be identified	AB 86 Project Coordinator, Researcher, and possibly other similar positions	\$100,000 Annually (this only includes the Project Coordinator and Researcher position. Additional positions would require additional funding)	SCE, CC, FC, PYLUSD, AUHSD, FJUUSD	Completing all duties set forth by the Adult Education Block Grant Program, tracking the implementation of the proposals recommended by the consortium and allocation committee, and tracking progress made with the objectives of the plan	July 2015 – Ongoing
<b>Program Area 1: Adult Basic Skills/High School Diploma Program</b>						
Coordinated pathways among the consortium members to address high drop-out rates and lack of diplomas region-wide	Off-Site High School Diploma Labs: College Adult HS Diploma Program at a site of K-12 district but imbedded pathways to CTE and college degree programs	Faculty, counselor, instructional assist., evaluator, and safety officer time; timekeeper station; textbooks; misc. instructional supplies; and production costs	\$173,000 – 258,000	SCE, AUHSD, FJUSD, PYLUSD	Edmentum Acusess online diagnostic tool	Fall 2015 – Ongoing
Equipping adult education students with necessary foundational	Adult High School Diploma Curriculum Review: Revise adult high school diploma	Faculty expertise	\$0 (no budget needed/ planning cost)	SCE, CC, FC	Annual review of student college placement data	Fall 2015 - ongoing

TRANSITION TO BE ADDRESSED	STRATEGY/ APPROACH TO BE EMPLOYED	RESOURCES NEEDED	COST ESTIMATE	RESPONSIBLE PARTIES	METHODS OF ASSESSMENT	TIMELINE
computation, reading, and writing skills to ensure their placement in the highest level possible of the credit courses	English and math curriculum and assessments to prepare noncredit students for credit English 60 and Math 20 courses		only)			
<b>Program Area 3: Programs for Adults with Disabilities</b>						
Regional support services for students with disabilities entering postsecondary education	Counselor: Counseling services directed toward transition-age DSPS students in order to increase the rate of success for those students entering PSE	DSPS Transition Counselor	\$115,000/FT Counselor (goal of 3 to start)	SCE, CC, FC, PYLUSD, AUHSD	Evaluate progress of students becoming more prepared for obtaining resources in the community and for PSE	July 2015 – Ongoing
<b>Program Area 4: Short-Term CTE</b>						
Comprehensive outreach to students pursuing career training within region	Regional Research, Review & Recommend Strategy: Create a comprehensive Career Prep orientation that includes consortium options by industry sector pathway. (Delivery options may include web-based, marketing materials, 3-5 minute videos, face-to-face	Professional Expert through planning efforts with additional resources needed for implementation	\$279,736 (cost is duplicated in Table 5.1)	SCE, CC, FC, PYLUSD, AUHSD	Various depending on the research methodology appropriate for each outcome area	July 2015 – Ongoing

#### **CONSORTIUM PLAN OBJECTIVE #4**

##### **Overlapping Program Areas**

In order to address the enrollment gap identified in Objective 2, it is the goal of the consortium to increase noncredit (adult education) offerings in the affected program areas incrementally by 25% of the 2014-15 FTES within 10 years. All new class sections offered through the AB 86 program will be fully integrated in the framework of the innovative strategies/approaches proposed by the AB 86 Workgroups. For example, additional High School Diploma Sites will provide extra counseling support, employ strategies proven to support at-risk students and offer math and English courses designed to prepare high school graduates to place in higher level credit basic skills courses. Additionally, noncredit CTE certificates will have clearly identified pathways to jobs and/or credit CTE certificates in the same or similar industries. And college-bound students enrolled in noncredit ESL courses will be offered to enter an academic track at the onset of their enrollment and starting at the beginning levels.

The content of the new-faculty orientation for the participating programs (Basic Skills, ESL, DSS, and CTE) will be revised to include best instructional practices designed to accelerate noncredit-to-credit and workforce transition. Most of the additional class sections will be offered at the existing facilities of the NOCRC members and/or partners.

The Combined Workgroup I-BEST implementation strategy is to take findings and recommendations from the action research DSS-CTE and ESL-CTE I-BEST classes, and implement several more I-BEST classes across ALL program areas during the 2015-2016 Academic Year. Implementation will utilize CTE, DSS, ESL, and Basic Skills Faculty who will provide instruction for a variety of classes and/or provide supplemental contextualized instruction. The courses will be open to all students.

The Combined Workgroup will address the identified gaps by: Consulting with faculty, administrators, students, parents, partner agencies throughout the AB 86 NOCRC; Taking what is learned from the initial implementation of the I-BEST classes to evaluate which classes and programs would be a good fit for the I-BEST model; Evaluating data from interviews, surveys, observations, assessments, and progress indicators to guide implementation of new I-BEST classes; Providing counseling services to develop education plans that lead to student success in the I-BEST classes; and Leading professional development workshops and activities so that other faculty, staff and administrators have a clear understanding of how the I-BEST courses and programming works.

Throughout the Planning Phase, members of the Combined Workgroup in conjunction with SCE's student support services department will meet to determine the best way for the proposed job development and career services positions to be implemented. For instance, job descriptions will be developed and a reporting structure will be clarified. In addition, during the Planning Phase collaboration with K-12 and credit members will be key to determining pathways to and from all members.

At this time, the strategy proposes three new types of positions for a total of six openings hopefully to be filled in the 2015-16 Implementation Phase. The first position is a Special Projects Manager: Job Developer\* position (40 hrs/week, year-round) which would, in collaboration with consortium members, plan and implement a comprehensive job placement services program; initiate contacts with prospective business community employers for on-the-job training; develop jobs for students who have completed specific instructional and vocational programs; provide information and training in job search skills for students; gather follow-up data on placement of students as well as track students' progress; and supervise four Professional Experts.

The second position is a Professional Expert\* (26 hrs/week, 38.5 weeks/year) for each program area (Basic Skills, CTE, DSS/DSPS, and ESL) and would be hired to directly connect both on- and off-site students in their respective program area to jobs within the community. The Professional Experts would be supervised by the Special Projects Manager: Job Developer and split their time between being out in the community identifying specific job needs of within the community and meeting with students on- and off-site, one-on-one and/or in small groups, to match them to jobs based on their interests and skill levels.

The Special Projects Manager: Job Developer\* and Professional Experts\* would initiate contacts with prospective business community employers in seeking and securing employment opportunities as appropriate for students in various programs. They would also maintain knowledge of changing local labor markets, associations, and industry needs; analyze available job market economic data and information; research job market trends and requirements for each program area.

Both positions would act as facilitators between employer and participant placement activities; follow-up data on placement of students; coordinate and compile all records of placements, job interview, and job development efforts; assist in the coordination of training programs; conduct presentations on job placement services offered/provided.

And the third position would be concurrent, a Special Projects Coordinator\*: Career Services position (40 hrs/week, year-round) who would be hired to help all adult education students with career assessments, resume creation, and interviewing skills.

Collectively, all three positions would provide information and training in job search skills and occupational information to students; assist students and alumni with job preparedness; identify and analyze job duties to match the students' skills and training; oversee the placement of students/alumni; receive job orders from employers; coordinate interviews between employers and students; and match students/alumni to jobs. Additionally, the three positions would obtain and analyze data related to job and internship placement as well as track job progress while providing statistical reports to the consortium's Workgroups and Executive Committee.

All of these positions would work together and in collaboration with consortium members in order to best support students reach their career goals.

**Narrative Program Area 1: Adult Basic Education/High School Diploma Program**

One of the biggest gaps identified for the Basic Education/High School Diploma program area is the loss of students that are unable to complete a high school diploma in the K-12 setting due to reasons such as aging out and/or being too credit deficient. In the past, K-12 districts would provide these students with the phone number or website information for SCE's high school diploma programs, but then it was up to the student what they did with that information. Most students did not follow-up with the information or if they did, often found themselves added to wait lists unable to seamlessly continue their education.

To address these gaps, the SCE Gilbert West High School Lab action research project in partnership with the AUHSD was developed. Through the planning of and eventual launch of this action research project, many best practices have been identified and will be used when creating off-site high school labs, hopefully during the implementation phase of AB 86. Eventually, the action research project will inform the Consortium on how to establish SCE off-site high school labs and/or GED preparation labs in partnerships with regional/local high school districts throughout the region.

The SCE Gilbert West High School Lab action research project has a capacity for 44 seats total at any given time. One room is equipped with 20 desktop computers and Internet access while the other room has 22 laptops. The space provided by AUHSD includes an enclosed office connecting both rooms which houses the counselors. SCE

staff has access to the building, all assigned rooms, and storage. AUHSD has provided a direct phone line for incoming and outgoing calls in one of the rooms.

Open-lab delivery method is being used at Gilbert West similarly to SCE's onsite HSDP program; however, students are required to attend class every Monday through Thursday from 4:00 p.m. to 8:00 p.m. with only a limited number of absences allowed per term. This difference, as well as having counselors located on the premises during instructional time, makes the SCE Gilbert West High School Lab a much more structured environment than experienced at SCE's on-site classes. As students complete the 160 credits and competencies needed to earn their high school diploma and no longer need to attend the lab, their seat will be given to another AUHSD student. This process allows for the maximum amount of students to be served at the SCE Gilbert West High School Lab.

### **Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL)**

One of the biggest issues for existing noncredit ESL is that it needs to increase in breadth by expanding the Citizenship program and in width via adding off-site, community-based programs, especially in areas of the region that do not have other adult education options. The following examples are two ways that the NOCRC is working together to address these issues.

The SCE ESL Program recently explored partnering with the Magnolia School District for the possibility of expanding services at their school sites. Principals from each of the nine elementary schools in the district were surveyed to determine the need for ESL classes at their schools. As a result, the SCE, ESL Program and Magnolia SD opened five classes in Fall 2014. The SCE, ESL Program is providing instruction, instructional supplies, student services, and promotional materials; while Magnolia SD committed to provide the necessary planning and, classroom space, custodial support, and childcare. As part of the Regional Comprehensive Plan process, additional partnerships and sites will be explored.

In addition to more community-based ESL programs, community-based Citizenship programs are a must within the region. There are currently no community-based Citizenship programs, yet there is a high demand for such courses based on the number of immigrants living within the region. Due to transportation issues and other constraints, it is imperative that the NOCRC ESL Workgroup is able to provide Citizenship courses, as well as support services such as childcare and counseling, close to where immigrants reside throughout the region.



Additionally, it is important to support ESL/Citizenship students on-site via mentors in order to provide and direct them to academic services necessary to be successful in their educational and career goals. The ESL Workgroup envisions a mentor leader meeting with ESL students and creating a profile for goals, recommendations, and progress reviews. A personalized mentor would then periodically meet and advise ESL students, assess remediation needs, collect/create learning materials, recommend counseling/ tutoring/courses/computer instruction, and monitor progress of students.

To further support on-site ESL students, the ESL Workgroup plans to incorporate the Lower Level Academic Success Program (ASP I) into the current programs and services offered at SCE. Students would either assess into the ASP I by taking the existing placement test (CASAS Appraisal Form 80) as well as a written survey to identify their goals or by self-identifying as a potential candidate for the program. However, a CASAS listening and reading score of 8-9 and a writing sample would be the main criteria for admission into ASP I. The ESL Workgroups would design flyers to inform students about the new program and offer classroom presentations. Two Low-level ESL courses: Listening/Speaking and Reading/Writing would be offered at each of the three SCE sites (Anaheim, Cypress, and Wilshire) twice a year.

As stated previously, the ESL Workgroup has identified the need for an individual who will be well-versed in all of the programs and support services offered to ESL/Citizenship students throughout the region. It is proposed that the Consortium Liaison, Outreach, and Staff Development Coordinator will visit students in adult education classes and programs to increase student knowledge of options available. The Coordinator would also host staff development opportunities for faculty, counselors, and staff to become more knowledgeable of the pathways available. And the Coordinator would assist in creating materials that explain the programs to wide audiences.

Recently, the Building Connections collaboration between the ESL Programs at SCE, Cypress College, and Fullerton College has set out to determine success factors and barriers for ESL students transitioning to credit; collect data to identify gaps and areas for improvement; and increase the number and success rate of the SCE ESL students bridging to college. The department hosted a district-wide ESL faculty meeting to identify and review the delivery model and academic expectations for each entity and implemented a pilot led by credit and noncredit faculty to transition cohorts of SCE students into credit programs in Fall 2014. In terms of next steps, the ESL Program is

looking to embed college-knowledge content in noncredit ESL curriculum; scaffold required academic skills over the course of all levels of noncredit ESL; institutionalize an annual transition program for SCE ESL students; and continue ongoing dialog between noncredit and credit ESL.

In addition to ESL, the Building Connections collaboration also addresses students' transition from noncredit to credit in the program areas of Basic Skills/High School Diploma and CTE.

### **Narrative Program Area 3: Programs for Adults with Disabilities**

One of the biggest challenges for Programs for Adults with Disabilities is the resources and space required to provide the necessary accommodations for these students. Finding ways to maximize resources for multiple programs for adults with disabilities is one strategy that the NOCRC is working on to close the gap in services for this program area.

Currently SCE's DSS Program offers two fully equipped Independent Living Skills (ILS) centers, one at the Cypress Campus and one at the Wilshire Center. Besides lecture classrooms, each center includes facilities simulating apartment living. The plan is to build an additional ILS Center at the Anaheim Campus to provide the ILS program to the adults residing in the Anaheim area as well as possibly accommodate the students who are on waitlists for the ILS program at Cypress and Wilshire.

With the growth of CTE offerings and the increase of academic rigor and assessment requirements in other programs, SCE's DSS Program is experiencing a growing demand for test accommodations. These accommodations are provided to the students enrolled in SCE CTE and HSPD programs who, due to their disabilities, need to take assessments in an alternative format or for an extended amount of time. To provide adequate test-taking accommodations, we need to build dedicated space (assessment centers) at each of SCE centers and staff each assessment center with proctoring personnel.

FJUHSd has asked SCE to increase its offerings at the Wilshire Center and Anaheim Campus to provide a smooth transition for their students from K-12 to PSE. Additionally, existing SCE DSS programs WAILL and C2C need a central location to serve students from all three campuses. The Anaheim Campus is ideal because it is the campus that the SCE/CTE Program offers most of its courses. Students with disabilities who are graduating from the CTE programs can access the Job

Development and Placement services of WAI. Students in C2C often enroll in CTE or Computer courses offered at the Anaheim Campus.

SCE is planning on working with noncredit and credit programs on designing stackable CTE certificates, i.e. certificates broken down into smaller certificates with the goal of making them more accessible to the students with various ability levels. Additionally, an adaptive computer lab would be beneficial to provide more training on alternative media for our visually impaired students as well as those wanting and/or needing to learn Dragon or Smart. Many of these rooms can be shared with the C2C program, thereby maximizing space and resources.

Additionally, the DSPS Workgroup has identified the need to hire a Professional Expert as well as a DSPS Regional Counselor during the planning stage of AB 86 in order to identify best practices and create seamless transitions to credit and or job placement for students. Specifically, the DSPS Workgroup plans on using the Professional Expert to: Identify construction of appropriate instructional spaces to teach life and vocational skills and sharable instructional spaces with CTE; Collaborate with CTE to create stackable certificates; Develop courses in real life settings; Build a center at the Anaheim Campus for technology, testing accommodations, and educational supports; Create a shared DSPS/DSS database; Increase services and supports for students with ASD and other students who have similar needs; Create an infrastructure for benefit advocacy; Implement a plan for increased coordination of campus and community services for students; and Employ a peer mentoring program to help students with transition.

The DSPS Workgroup is proposing to hire one DSPS Regional Counselor during the planning stage of AB 86; however, they would like to increase that to three Regional Counselors during the implementation stage to serve as liaisons for the three K-12 Member Districts in order to adequately begin to cover the regional needs that include more than 25 high schools in the Member Districts and additional K-12 districts of likely partners. If proven successful, the DSPS Workgroup envisions numerous DSPS Regional Counselors covering the region. This position, first in the planning stage, but continuing into the implementation stage would develop strategies and services which will include, but not be limited to: Outreach, seminars, group counseling and instruction, individual counseling, train the trainer, paper materials, web-based materials, etc...

The DSPS/DSS Regional Counselors will help to address the gaps identified in Objective 2 by implementing services and strategies such as: Providing parent and student seminars; Developing student education plans in conjunction with faculty and

staff at the K-12 Member Districts who are responsible for helping students transition i.e. through the Individualized Transition Plans (ITPs), with support from the Adult Transition Programs (ATPs), etc...; Provide orientations, assessments and student educational plans consistent with the Student Success Act; Providing orientations, assessments and student education plans that are consistent with the Student Success Act; Delivering parent and student seminars, discussion groups and 1:1 contact so that they will better understand (a) How their roles are changing, (b) Information and strategies to better support their adult children who have disabilities as they transition to PSE, and (c) How to access services and accommodations in post-secondary education; Presenting parents and students with information related to preparation for transition in key areas such as: academics, social skills, organization, vocational skills, mobility, and the skills need to live more independently; Building on existing community infrastructure so that students with disabilities who have left the K-12 school districts, and who do not have the supports they need for work, school and community integration will have better means to get connected to services and supports available to them at school and in the community; For example, students will receive support so that they may identify resources that are available to them, and so that they will be effective at obtaining services such as the Department of Rehabilitation, Regional Centers, County of Orange Adult Mental Health, Orange County Transportation Authority, Social Security, Medi-Cal, In Home Support Services, and many more. The proposed DSPS Regional Counselors will also lead professional development workshops and activities so that other faculty, staff, and administrators have a clear understanding of how to help students with their transition goals. Counselors will meet with students, parents, transition staff, and instructors on the K-12 campuses.

**Narrative Program Area 4: Short-Term Career Technical Education Programs**

SCE's CTE program is investigating ways to expand CTE programming in order to reach more students. The two program below are being explored first since they would lead to entry-level employment opportunities as well as career pathways:

Business Related Programs – Currently SCE offer some Accounting related courses including Accounting Beginning and Intermediate, Payroll Accounting and QuickBooks Fundamentals. SCE will be using the 2014-15 school year to explore how to package existing classes and/or add additional ones that will increase entry-level employment opportunities such as Bookkeeper for students as well as develop industry partnerships for possible externship opportunities and career pathways leading to the community

colleges Accounting AA and Certificate Programs. (Bookkeeper is listed under the Division of Apprenticeship Standards List of Apprenticeable Occupations.)

Personal Care Aide – This class will prepare students to provide or support activities of daily living, personal care, and homemaker services to elderly and disabled individuals needing assistance to remain safely and independently in their own home or in an assisted living facility.

Through the CTE Workgroup, SCE will work with Cypress College and Fullerton College as well as local industries within the region to determine if there are any other needs that are not currently being met. The Consortium will use this information to help develop entry-level employment certificates that either lead to an apprenticeship opportunity and/or career pathway opportunity within the local community colleges.

To date, the CTE Workgroup has proposed the following as ways to address gaps identified in Objective 2: Create various delivery methods for Industry Specific Career Prep Orientations which may include web-based orientations, marketing materials, three-to-five minute videos, face-to-face workshops and/or classes; Establish program pre-requisites for industry sector pathways as well as set skill levels for each program to ensure incoming students meet College transferable standards, State/Industry certification qualifications, and Industry skill set standards; Hire professional experts to gather data and industry/regional input. Also to work with the faculty, deans and staff to implement any curriculum changes, common assessments, create orientations, career classes/workshops, create professional development opportunities, and help create and promote internships/externship opportunities; Discuss standardized assessments for CTE programs; Create a tracking database of all CTE/Apprenticeship programs within the AB 86 partners service areas and make accessible to the faculty, counselors, and public; Embed contextualized basic skills and soft skills into CTE classes; Increase community outreach efforts through orientations, marketing efforts, workshops, and open house events; and Improve pathways and program tools to help increase awareness of program requirements and entry points as well as ensure improved educational planning and student success.

#### **Narrative Program Area 5: Programs for Apprenticeships**

As mentioned in Objective 1, currently, there are no formal apprenticeship programs taking place within the NOCRC. Therefore, the obvious gap in this area is to look at ways that the Consortium can develop and partner with others to develop transition and pre-apprenticeship programs. At this time, formal apprenticeships are not being looked

at as a first-step strategy, but that could change throughout the AB 86 planning process. However, SCE's existing CTE program has built in transition/pre-apprenticeships within its current offerings, described in Objective 1, and is exploring other ways to expand pre-apprenticeships, described below.

Current SCE CTE Offerings that lead to entry-level jobs where SCE is still exploring ways to include incorporate hands-on training in a workplace setting include the following programs:

**Medical Assistant Certificate Program** - This program will prepare students for an entry-level position as a medical assistant in a front office (administrative) and back office (clinical setting). The program consists of a sequence of courses that prepares students with the knowledge and skills needed to perform the tasks of a medical assistant in keeping the offices of physicians, podiatrist, chiropractors, and other health practitioners running smoothly. (This program is listed in the Division of Apprenticeship Standards list of apprenticeable occupations.)

**Early Childhood Education Certificate Program** – This program is designed to train individuals for teacher and caregiver positions in licensed, proprietary infant/toddler/preschool/child daycare centers. Curriculum is approved by the State Department of Community Care Licensing and meets ECE unit requirements for employment in licensed facilities.

**Administrative Assistant Certificate Program** - This program prepares students for an entry-level position as an Administrative Assistant. Training Includes: keyboarding and speed building, introduction to computers, current Window operating programs, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Internet, e-mail, customer service, communication and problem solving, telephone techniques, business mathematics, writing memos, proofreading and spelling, filing, and job hunting skills. (The program is two trimesters or 24 weeks long.)

**Electrical Trainee Program** – This program will prepare students to work in an entry-level position in the construction industry assisting with the electrical installation and repair of electrical wiring in buildings. Students will receive an overview of the construction industry with a focus on the career path of an electrical trainee. (SCE will be using the 2014-15 year to upgrade this certificate and program to meet State requirements to become a State approved Electrical Trainee Program.)

SCE is also exploring the Commercial Food Equipment Repair Technician program because it qualifies as a pre-apprenticeship program.

**Analysis of Tables**

Many strategic planning proposals were presented by the NOCRC Workgroups to the Executive Committee who deliberated then voted on each proposal. The approved proposals are summarized in the narratives of this, as well as the other, objectives. While not every proposal touches on each AB 86 objective, many of them do contain strategies for multiple objectives. The proposal descriptions as well as budgets, and timelines were done so on a proposal-level basis instead of an objective-level since it was impossible to discern where the cost and/or timeline of one objective of a proposal stopped and another objective began. Therefore, the contents of Tables 3.1, 4.1, and 5.1 include only those proposals where each respective objective is dealt with predominantly and there is no duplication of any proposals within the tables.

**Table 4.1: Implementation Strategies to Address Identified Gaps**

TRANSITION TO BE ADDRESSED	STRATEGY/ APPROACH TO BE EMPLOYED	RESOURCES NEEDED	COST ESTIMATE	RESPONSIBLE PARTIES	METHODS OF ASSESSMENT	TIMELINE
<b>Overlapping Program Areas</b>						
Increase access to adult education services within the region	Increase Core Adult Education Services: Using the regional data identifying gaps in adult education services, incrementally increase core adult offerings in all five program areas by 10% - 25%	Faculty, counselors, classified support staff, instructional equipment, materials, facilities (existing and new), and admin costs	\$2,025,550 - \$5,063,874* (budget for SCE only.)	SCE, CC, FC, AUHSD, FJUUSD, PYLUSD	Annual review of the headcount and FTES in each program area	Fall 2015 – Ongoing
Development of the education-to-career pathways for noncredit students	Job Development and Career Services positions for Adult Education Students: Creation of positions that would provide much needed job development and career support services to adult education students.	Special Project Manager, Special Project Coordinator, Professional Experts, and/or classified staff to fill new positions	\$359,475 per year	SCE, CC, FC, AUHSD, FJUUSD, PYLUSD	Obtain, track, and analyze data related to job and internship placement as well as track job progress	July 2015 – Ongoing
<b>Program Area 2: Classes for Immigrants (Citizenship &amp; ESL)</b>						
Unmet region-wide need for English language acquisition and immigrant education	Community-Based Courses & Services: Create/increase community-based Citizenship and ESL courses and accompanying support services	Childcare. Funding for instruction is already available through categorical funds and non-instructional supplies will be covered through existing grants.	\$5,000 per site	SCE, AUHSD, FJUUSD, PYLUSD	Analyze student attendance and completion rates	Fall 2015 – Ongoing



TRANSITION TO BE ADDRESSED	STRATEGY/ APPROACH TO BE EMPLOYED	RESOURCES NEEDED	COST ESTIMATE	RESPONSIBLE PARTIES	METHODS OF ASSESSMENT	TIMELINE
Delineated pathways to credit instruction for noncredit ESL students	Consortium Liaison, Outreach, & Staff Dvlp Coor: Establish a position to work with students and program faculty/staff to increase awareness of pathways to credit and ensure that students make contact with appropriate college staff members and/or counselors	Special Project Manager along with Professional Expert to serve as a research assistant and clerical position to support strategy proposal	\$129,500	SCE, CC, FC, PYLUSD, AUHSD	Surveys conducted at staff development events and research conducted by Professional Expert	July 2015 – Ongoing
<b>Program Area 3: Programs for Adults with Disabilities</b>						
Coordinated regional planning to address the needs of emerging populations	Professional Expert: Identify (then implement), clarify and make recommendations to address a number of unmet needs for adults who have disabilities including Course offerings and certificates, course development, instructional settings, facility needs, instruction in the community, the feasibility of shared instructional spaces, the need for a technology and testing center, student database technology,	Professional Expert – Classified Coordinator	\$58,600 - \$546,800 depending on identified needs and prioritization of those needs	SCE, CC, FC, PYLUSD, AUHSD	Various depending on the research methodology appropriate for each outcome area	July 2015 – Ongoing

TRANSITION TO BE ADDRESSED	STRATEGY/ APPROACH TO BE EMPLOYED	RESOURCES NEEDED	COST ESTIMATE	RESPONSIBLE PARTIES	METHODS OF ASSESSMENT	TIMELINE
	campus services and supports needed to meet the needs of emerging populations, benefits advocacy and coordination					

## **CONSORTIUM PLAN OBJECTIVE #5**

### **Overlapping Program Areas**

In addition to the various specific strategies planned by individual program areas, the NOCRC, via its Combined Workgroup, is looking into known best practices that overlap program areas. This research included a trip to the state of Washington to investigate the viability of implementing their I-Best program in the NOCRC. The I-BEST model is being tried as an action research project because it has been identified as one of the best practices for accelerating student progress toward their academic goals by: providing contextualized instructional strategies that combine a specialist in course content with an expert who delivers the supplemental contextualized support; enabling students to proceed with academic and vocational goals while continuing to build basic academic skills; helping students obtain success with short-term outcomes that can be built upon, and which will lead to long-term academic and vocational success; and building pathways from the high school regional partners to the I-BEST classes/programs; and pathways to college credit partners and/or employment.

### **Narrative Program Area 1: Adult Basic Education/High School Diploma Program**

The SCE Gilbert West High School Lab that opened to Anaheim Union High School District students October 6, 2014 is evidence of meeting the needs of a community of young learners who may not have had the opportunity to earn a high school diploma elsewhere (refer to Objectives 2 and 3 for more specific information). SCE Gilbert West High School Lab students as well as those High School Diploma Program students that will be served in the future using the SCE Gilbert West model are able to complete diploma subject and competency requirements independently and/or working in small groups as well as one-on-one with instructional faculty.

All SCE off-site diploma students will accelerate toward completion of a high school diploma by being required to attend a regular schedule, such as Monday thru Thursday, 4:00 p.m. to 8:00 p.m., at the SCE Gilbert West High School Lab, in addition to being required to make academic progress in their subjects (a minimum of five credits every 72 hours of attendance).

The SCE High School Diploma Program will pilot new assessments and/or curriculum utilizing the Edmentum Plato English and mathematics web-based instructional software. Off-site diploma students enrolled in the SCE Gilbert West Off-Site High School Lab will have the opportunity to participate in this new instructional technology/software assessments and/or curriculum.

The SCE High School Diploma Program faculty will eventually establish diploma course prerequisites requiring students to complete a study skills, college and career readiness course in addition to building academic skills in the SCE Basic Skills Program or SCE English as a Second Language Program, if needed and as determined by an assessment as well as previous high school course grades, to better prepare for the High School Diploma Program.

Additionally, the proposed Academic and Career Preparation course will utilize best practices to instruct students and help them acquire the skills and techniques necessary to successfully reach their academic and career goals.

**Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL)**

The ESL Workgroup has identified the creation/expansion of community-based Citizenship and ESL courses as one of the main ways to address the need for classes for immigrants region-wide. In order to employ approaches proven to accelerate students' progress towards his or her goals, the ESL Workgroup has further identified the necessity of off-site counselors, region-wide mentors, faculty SSSP advisors, and a Consortium Liaison, Outreach, and Staff Development Coordinator.

Strengthening community-based ESL offerings: the ESL area with the highest demand and a potential for growth is community-based program which currently offers ESL and Family Literacy classes at the sites of elementary schools, community centers, and faith-based organizations. The ability of the SCE ESL Program to expand its presence in the community by growing the ESL courses as well as adding Citizenship courses, and reaching out to the student populations who, due to the lack of transportation, work-related and other constraints, are unable to participate in onsite programs has been phenomenal. However, the challenge of retention and connectivity with main campuses remains. To address this challenge, the consortium members propose two strategies: counseling support and childcare.

Through extensive faculty dialog, which occurred as part of the Building Connections efforts, it became clear that in order to increase noncredit-to-credit transition rates and the success of the noncredit students in the credit programs, SCE must introduce academic skills and college-knowledge concepts at lower levels and gradually build them through the advanced level. Colleges must provide a "soft landing" for noncredit students by connecting them with mentors and other support services specifically designed for the students transitioning from adult education.

Many at-risk students enroll in programs throughout the NOCRC with little to no support or knowledge of that program, let alone other programs and their support networks such as tutoring, financial aid opportunities, counseling, and student facilities. A mentoring program will help students register and remain in specialized programs, take correct sequence of courses, and/or meet prerequisites to move onto higher level courses in a systematic progression depending on the student's academic goals.

The proposed specialized region-wide mentor would diagnose prevention strategies/recommendations for successful ESL completion of courses by the at-risk ESL student. The mentor would also guide ESL students into the optimal program and use any accelerated programs or courses for faster course or program completion.

Through the creation of a lower-level transition program, ASP I (Academic Success Program I), noncredit students would be offered more choices in the pursuit of their academic and/or career goals. By appropriately placing credit ESL students into English and ESL coursework, they will not "waste" semesters in classes that are not addressing their language and developmental needs. They would likewise be equipped with the skills needed to be successful in the appropriate credit English or ESL sequence. Cross-training across disciplines would utilize multiple measures more effectively to place students into the highest level possible.

ESL is one of the broadest disciplines in the adult education field. It covers a wide range of skills from life to academic in a variety of contexts, education, workplace, family life, civics, etc. It became apparent that in order to provide effective referral services and build transitional points for adult students, faculty of all NOCRC providers must be involved in cross-training and continuous dialog as to the emerging trends and effective practices.

Regionally, the Consortium Liaison, Outreach, and Staff Development Coordinator would work closely with faculty and program staff to assist in the best possible placement and course/program choice for students moving from one program to another. The Coordinator will also work with counselors to bring students into the advising system and help them engage in more in-depth college and career planning in order to accelerate progress towards their academic goals.

### **Narrative Program Area 3: Programs for Adults with Disabilities**

The DSPS Workgroup's entire Professional Expert Proposal is aimed at accelerating student progress toward their academic and vocational goals. Students will experience

increased completion rates, and more success with transition, because they will have more services, supports and resources in place to support their goals. Students will experience increased completion rates, and more success with transition, because there will be more courses and facilities to meet their needs, and curriculum developed to better address their transition needs and their long-term goals for school, work, and living more independently. Annual surveys will be administered to students, families, faculty and staff to gather data on the strategies implemented through this proposal. Observations, formal and informal interviews, and other qualitative data will be used as well to determine effectiveness of the strategies, and to offer modifications as needed to better meet the needs of students. The DSPS Workgroup will team up with the NOCRC researcher to ensure that measurable metrics are utilized.

Similarly, the entire DSPS Regional Counselor Proposal is aimed at accelerating student progress toward their academic and vocational goals. Through this proposal, students will experience increased completion rate since they will begin PSE with accurate expectations and appropriate resources in place. Students will have an increased understanding of the accommodations provided in K-12 versus post-secondary education and this will enable them to make better decisions regarding pathways that will help them reach their goals when they leave K-12.

Strategies and services utilized by the proposed DSPS Regional Counselor such as outreach, seminars, group counseling and instruction, individual counseling, train the trainer, and the provision of informational materials are all intended to accelerate student success by helping to insure that students and their parents: Develop Education Plans to meet long term educational and vocational goals; Receive services and supports that will move students quickly and as seamlessly as possible from their K-12 schools to post-secondary education and the workplace; Get connected with key resources on campuses and in the community that will be critical to their success; and Understand expectations for transition to post-secondary education and the workplace. Annual surveys will be administered to students, families, faculty, and staff to gather data on the strategies implemented through this proposal. And observations, formal and informal interviews, and other qualitative data will be used as well, to determine effectiveness of the strategies and to offer modifications as needed to better meet the needs of students. The DSPS Regional Counselor, in conjunction with the DSPS Workgroup will team-up with the NOCRC researcher to insure that measureable metrics are utilized.

**Narrative Program Area 4: Short-Term Career Technical Education Programs**

The CTE Workgroup has proposed two main ways to employ approaches proven to accelerate students' progress toward his or her academic goals. First, by establish Basic Skills placement assessments defined by industry sector pathways and skill levels for those programs that currently do not have these in place. For those programs that currently have assessments in place, work with partners to help create seamless transitions for their students by helping to prepare students for those assessment and/or skill sets. Secondly, by incorporating professionals from specific industry sectors to advise on model skills relative to successful employment and advancement in that sector.

**Narrative Program Area 5: Programs for Apprenticeships**

At this time, there are not specific strategies for creating new apprenticeship opportunities. However, through the planning strategies developed by the CTE Workgroup, apprenticeships will hopefully be an eventual development.

**Analysis of Tables**

Many strategic planning proposals were presented by the NOCRC Workgroups to the Executive Committee who deliberated then voted on each proposal. The approved proposals are summarized in the narratives of this, as well as the other, objectives. While not every proposal touches on each AB 86 objective, many of them do contain strategies for multiple objectives. The proposal descriptions as well as budgets, and timelines were done so on a proposal-level basis instead of an objective-level since it was impossible to discern where the cost and/or timeline of one objective of a proposal stopped and another objective began. Therefore, the contents of Tables 3.1, 4.1, and 5.1 include only those proposals where each respective objective is dealt with predominantly and there is no duplication of any proposals within the tables.

**Table 5.1: Work Plan For Implementing Approaches Proven To Accelerate A Student's Progress  
Toward His Or Her Academic Or Career Goals**

TRANSITION TO BE ADDRESSED	STRATEGY/ APPROACH TO BE EMPLOYED	RESOURCES NEEDED	COST ESTIMATE	RESPONSIBLE PARTIES	METHODS OF ASSESSMENT	TIMELINE
<b>Overlapping Program Areas</b>						
Accelerated learning through contextualized instruction	I-BEST Action Research Projects: Take findings and recommendations from the action research DSS-CTE and ESL- CTE I-BEST classes, and implement several more I-BEST classes across ALL program areas during the 2015- 2016 Academic Year.	Faculty to develop course, faulty to teach course	\$43,371 for two courses per year (this amount could exponentially increase depending on the findings of the action research project.)	SCE, CC, FC, PYLUSD, AUHSD	Faculty participating in I- BEST courses will report on their observations regarding strategies that worked as well as barriers. The Combined Workgroup will work with the AB 86 researcher to develop both qualitative assessment measures and follow-up surveys that will be administered to gather data	Fall 2015 – Ongoing
<b>Program Area 1: Adult Basic Skills/High School Diploma Program</b>						
Early educational and career planning	Academic and Career Preparation Course: Prepare students for academic & career success to be offered as part of the Adult HS Diploma Program	Faculty to develop course, faulty to teach course	\$1,818 per term	SCE	Student feedback will be collected, summarized, and reviewed	Pilot course to be taught Fall 2015 – Ongoing



TRANSITION TO BE ADDRESSED	STRATEGY/ APPROACH TO BE EMPLOYED	RESOURCES NEEDED	COST ESTIMATE	RESPONSIBLE PARTIES	METHODS OF ASSESSMENT	TIMELINE
<b>Program Area 2: Classes for Immigrants (Citizenship &amp; ESL)</b>						
Pathway from community-based sites to the programs and services provided by consortium members	Off-Site Counselor: Support off-site students' transition to academic and/or career pathways; develop short- and long-term educational plans; and assist in linking students to academic and community-based services	Academic Counselor	\$12,386	SCE, AUHSD, FJUHSD, PYLUSD	Number of students receiving counseling services	Fall 2015 – Ongoing
Strategies to increase retention of adult education students transitioning to credit	Mentorship Program: Systematic, region-wide mentoring program with the goal of improving transitions from noncredit (adult ed) to credit	Mentor Leaders, student mentors, mentor stations located at all NOCCCD campuses	\$43,420 - \$59,188	SCE, CC, AUHSD, FJUHSD, PYLUSD	Evaluations by mentor leader, ESL adult retention rates, and successful course/program completion percentages of ESL adults	July 2015 – Ongoing
Intensive academic and career prep instruction	Lower-Level Academic Success Program: Create lower-level Academic Success transition Program with the goal of introducing academic language and college-knowledge skills at an earlier stage of adult ed.	Professional Expert to create course proposals for a two-course lower-level Academic Success transition Program	\$0 (no budget needed/planning cost only)	SCE	Analyze attendance data and number of students able to transition into credit, High School, CTE, and/or pass the course with a "C" grade or higher	ASP I would be implemented in Fall 2015 – Ongoing

TRANSITION TO BE ADDRESSED	STRATEGY/ APPROACH TO BE EMPLOYED	RESOURCES NEEDED	COST ESTIMATE	RESPONSIBLE PARTIES	METHODS OF ASSESSMENT	TIMELINE
<b>Program Area 4: Short-Term CTE</b>						
Comprehensive outreach to students pursuing career training within region	Regional Research, Review & Recommend Strategy: Create a comprehensive Career Prep orientation that includes consortium options by industry sector pathway. (Delivery options may include web-based, marketing materials, 3-5 minute videos, face-to-face	Professional Expert through planning efforts with additional resources needed for implementation	\$279,736 (amount also listed in Table 3.1)	SCE, CC, FC, PYLUSD, AUHSD	Various depending on the research methodology appropriate for each outcome area	July 2015 – Ongoing

## **CONSORTIUM PLAN OBJECTIVE #6**

### **Overlapping Program Areas**

Addressing the gap in enrollment in all program areas within the NOCRC will include the goal of introducing the full scope of adult education services provided within the North Orange County region, all participating members and partners of the consortium will be invited to present their instructional and student-support services at an open fair. Local community partners will be invited.

Specific to the I-BEST implementation strategy, the Combined Workgroup will ensure that professional development for faculty and other staff consortia-wide will be provided and it is expected that the professional development ideas will lead to better program integration and improved student outcomes because the more faculty and staff that understand the I-BEST Model, the easier it will be for students to access the program and to transition via pathways to credit instruction and employment. Topic areas include, but are not limited to: Overview of the I-BEST model; Collaborative teaching strategies; Available student support services; CTE, Credit (Academic), and Vocational Pathways; and Community Resources.

### **Narrative Program Area 1: Adult Basic Education/High School Diploma Program**

The NOCRC members, specifically K-12 districts and SCE, are planning on cross-training their faculty and staff in the setup and requirements of implementing off-site adult High School Diploma programs specifically and the activities of the NOCRC in general. NOCRC representatives are planning on attending the AUHSD principals' meeting to deliver the presentation.

### **Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL)**

A variety of consortia-wide professional development strategies have been proposed by the ESL Workgroup to achieve greater program integrations and improve student outcomes. The off-site counselor would provide consortia-wide professional development for ESL and Citizenship teachers on available counseling services and would provide training on interpersonal communication skills and FERPA regulatory guidelines in working with second-language learners.

The proposed mentoring program by its very nature would be a collaborative network of planning and design by all types of educators. It would require a community of administrators, faculty, instructors, tutors, librarians, and students. The mentoring program could provide many staff-development opportunities such as allowing faculty and mentor leaders to attend Flex Day sessions that deal with mentoring programs.

Flex sessions could be done in a classroom or in an online setting and include definition of mentoring relationships and roles, basic counseling skills, ways for assessment of at-risk student adult needs, methods and strategies to deal with or prevent possible problems, and integration of mentoring programs into individual courses/classes.

Formal on-campus workshops or off-campus retreats could provide opportunities for more intense training of individualized quality mentoring programs. The workshops would demonstrate mentoring program models and recruitment of ideal specialized mentors for each program. Professional learning communities could be created to provide on-campus and off-campus access of support facilities for the at-risk student learners in their schools and neighborhoods. Mentor leaders would train teachers and community locals on providing various support centers.

A mentor leader could train parents, teachers, and a specialized mentor in observation techniques to identify at-risk high-school students and adults in a classroom or program that may need academic or personal support. Once such adults were identified and assigned a specialized mentor, many at-risk adults might feel more comfortable in their school environment and be willing to seek out a teacher and/or counselor for continual guidance.

The Consortium Liaison, Outreach, and Staff Development Coordinator would provide appropriate staff development to increase knowledge of pathways available for adult students. As the staff development program matures, it may expand to include new models and instructional strategies that incorporate goal setting and college/career planning into program curricula.

### **Narrative Program Area 3: Programs for Adults with Disabilities**

The DSPS Workgroup through the proposed Professional Expert and DSPS Regional Counselor, will develop and provide professional development for faculty and other staff consortia-wide and it is expected that the professional development ideas will lead to better program integration and improved student outcomes because programs will be implemented more consistently, and more faculty and staff will be familiar with what they can do to help students with transition.

Professional Development topic areas include, but are not limited to: programs and curriculum; new student technologies; benefits and service coordination; peer mentoring; how to prepare students with disabilities to become more ready for post-secondary education and the workplace; working with parents and students to better

understand their new roles in post-secondary education; helping parents with strategies to better support their adult children who have disabilities as they transition to post-secondary education; and how to access services and accommodations in post-secondary education.

#### **Narrative Program Area 4: Short-Term Career Technical Education Programs**

The CTE Workgroup will provide professional development to career/guidance advisors and counselors to include understanding of various industries, program, pathways, courses and skills needed for the workforce and college. The Workgroup will also provide region-wide professional development for faculty and staff in the following areas: Contextualized Basic Skills and CTE; Soft Skills; Technology use and integration in the classroom and for student projects; Industry needs and missing skills; Ways to incorporate employability skills into class work including critical thinking and problem solving; Assessments; and College readiness.

#### **Narrative Program Area 5: Programs for Apprenticeships**

At this time, there are not specific strategies for creating new apprenticeship opportunities. However, through the planning strategies developed by the CTE Workgroup, apprenticeships will hopefully be an eventual development.

#### **Analysis of Tables**

As the strategic planning process continues and program area Workgroup's proposals are refined, the tables below, especially Table 6.2 will be updated to reflect the planned professional development activities discussed throughout the narrative portion of this objective.

**Table 6.1: Current Professional Development**

The table below identifies current, effective professional development strategies carried out by NOCRC Members that could be adapted for consortium-wide use.

TOPIC	COLLABORATIVE PROFESSIONAL DEVELOPMENT STRATEGY (ACTIVITIES, PARTICIPANTS, DELIVERY MODE, FREQUENCY)	PROGRAM AREA(S) ADDRESSED	ESTIMATED COST TO IMPLEMENT CONSORTIUM-WIDE
Instruction	A regional, online Instruction site with Pedagogical Training and Resources	BS, CTE, DSPS, ESL	Will be online - No cost
	A regional training workshop on Universal Design	BS, CTE, DSPS, ESL	Between \$500 and \$3,000 honorarium
	A series of ADA508 training opportunities – 2 levels of workshops (resource center assistance – see	BS, CTE, DSPS, ESL	Between \$500 and \$3,000 honorarium

TOPIC	COLLABORATIVE PROFESSIONAL DEVELOPMENT STRATEGY (ACTIVITIES, PARTICIPANTS, DELIVERY MODE, FREQUENCY)	PROGRAM AREA(S) ADDRESSED	ESTIMATED COST TO IMPLEMENT CONSORTIUM-WIDE
	proposal idea below)		
	A region-wide Distinctive Teacher Conference	BS, CTE, DSPS, ESL	Cost will be shared with region and participant fees – dependent upon location, hospitality and materials
	Curriculum, Lesson Plans, Differentiated & Layered Components	BS, CTE, DSPS, ESL	Between \$500 and \$3,000 honorarium or NOCCCD/SCE Trainers
	Common Core – Resources – Classroom Management, Student Motivation	BS, CTE, DSPS, ESL	Between \$500 and \$3,000 honorarium or NOCCCD/SCE Trainers
Technology	Microsoft Office Training – Word, Excel, and PowerPoint	BS, CTE, DSPS, ESL	Microsoft Office Trainers range between \$150 and \$400 an hour
	Learning Management Training - Moodle, Blackboard, Canvas School Network Systems, Grading Programs, etc...	BS, CTE, DSPS, ESL	NOCCCD/SCE Trainers
	Email, Google Docs, Smart Boards, Elmo, Classroom Media	BS, CTE, DSPS, ESL	NOCCCD/SCE Trainers
	ASANA–Project Management, Program & Course Organization	BS, CTE, DSPS, ESL	NOCCCD/SCE Trainers
	Round Table Tech Fair ( a 1 day – annually scheduled - facilitated by NOCCCD trainers (forum and round table discussion sessions) including interactive	BS, CTE, DSPS, ESL	Hospitality type costs approximately \$500 dependent on participants
	iPads for the Classroom	BS, CTE, DSPS, ESL	NOCCCD/SCE Trainers
	CASAS Training	DSPS, ESL	Online Training \$600 registration fee Train-the-trainer program
Assessment ESLRs	Training to guide instructors/teachers in implementation of assessment - correlates with curriculum and learning outcomes includes rubric design	BS, CTE, DSPS, ESL	NOCCCD/SCE Trainer
	Small group dialogue & collaborative assessment/ESLR components, writing, recording, assessing & completing action plans–rubric practice & incorporation	BS, CTE, DSPS, ESL	NOCCCD/SCE Trainer
	Student Learning Outcome Coordinator Network – annual conference (1 day) to	BS, CTE, DSPS, ESL	Fees are covered by each attendee

TOPIC	COLLABORATIVE PROFESSIONAL DEVELOPMENT STRATEGY (ACTIVITIES, PARTICIPANTS, DELIVERY MODE, FREQUENCY)	PROGRAM AREA(S) ADDRESSED	ESTIMATED COST TO IMPLEMENT CONSORTIUM-WIDE
	provide SLO resources, training opps and current methods and strategies in effective use of data, assessments and learning outcome components in CC	(Duplicate for ESLR coordinators)	(approximately \$20)
Students, Learning, Leadership, & Instructors	3CSN & LINKS- Classroom Pedagogy, Accelerated & Developmental courses, <i>Habits of the Mind</i> – Professional Development - Electronic site provide professional development & resources – collaborative projects & promotes regional training opportunities, a blog is designed to allow input & collaboration to plan effective, contemporary development opportunities	BS, CTE, DSPS, ESL	This is a state funded program we participate in with other community colleges in the OC district. <a href="http://3csn.org/201415events/">http://3csn.org/201415events/</a>
Closing Achievement Gap: -A <sup>2</sup> mend -Closing the Latino Opportunity Gap Summit	We promote and participate in this conference planned to assist educators in methods and construction of programs and services that will strengthen persistence, instruction, and success of African American male CC students	BS, CTE, DSPS, ESL	\$400 registration fee – hotel if stay for the night
	5 <sup>th</sup> year – featured speaker & breakout sessions to strengthen persistence, instruction, & success of Latino students.	BS, CTE, DSPS, ESL	Regionally hosted – Cost dependent on speaker, facilities and refreshment
ServiceSkills	Under development an online professional development series of modules – This series purchased for specific number of participants... company will need to design pricing for regional subscriptions accordingly	BS, CTE, DSPS, ESL	Between \$4,490 and \$24,990 according to subscriptions.
Diversity	Autism - join the national focus and promote dialogue and discussion – stations play a video speaking to the issues regarding Autism	Predominately DSPS but applicable to BS, CTE, ESL	Coordination Only – no cost
	CAPED – California Association for Postsecondary Ed. & Disability – Instruction. Awareness, Methodology, Networking	Predominately for DSPS but applicable to BS, CTE, ESL	\$400 - \$800 registration fee dependent on location and days attended – travel, lodging and meals extra
	Participation in Disability Month each year – we might host at least one combined featured speaker in the region and then a focused workshop with a collaboratively designed handout in location break-outs – SCE developed a Disability Etiquette handout we can use to begin the series	Predominately for DSPS but applicable to BS, CTE, ESL	Speaker costs between \$1,000-\$3,000 Hospitality costs \$50-\$500 Material costs – dependent on number

TOPIC	COLLABORATIVE PROFESSIONAL DEVELOPMENT STRATEGY (ACTIVITIES, PARTICIPANTS, DELIVERY MODE, FREQUENCY)	PROGRAM AREA(S) ADDRESSED	ESTIMATED COST TO IMPLEMENT CONSORTIUM-WIDE
	Cultural Intelligence – a program designed to build bridges in education for the 21 <sup>st</sup> century. Focus is on outcomes, leadership, decision making, team effectiveness and task performance in the culturally diverse world - this could go under the Leadership heading	BS, CTE, DSPS, ESL	Speaker (CSUF) costs between \$500-\$3,000 -- Hospitality costs \$50-\$500
Morale Human Resources	Human Resource topic workshops each year – Sample topics: Balanced Life, Time Management, Retirement, Stress Management, Nutrition, and Legal Issues	BS, CTE, DSPS, ESL	Between \$500 and \$3,000 honorarium
	Adjunct, Staff, Office, Maintenance Appreciation Events and/or Focus Weeks	K BS, CTE, DSPS, ESL	Collaborative funded programs and hospitality between \$50 & \$500
Leadership: Administrators, Managers, Department Heads	Reading Clubs each year	BS, CTE, DSPS, ESL	No cost – individuals purchase Barnes & Noble works w/ region to discount
	At least three meetings each year & a website or blog for dialogue and idea shares - Featured topic with a speaker and collaborative dialogue	BS, CTE, DSPS, ESL	Participants could cover the cost for food and/or speaker
Classified and School Office Employees	Customer Service, Telephone Etiquette, Skills for Problem Solving and Conflict Management, Professionalism	BS, CTE, DSPS, ESL	Service Skills subscription (See Above)
For All	Develop a region wide professional development calendar to promote and announce opportunities planned by each of the regional entities and collaboratively planned. Everyone open to attend the events and participate	BS, CTE, DSPS, ESL	No cost – will need site administrators to keep the calendar up-to-date
	Every two years a collaborative writing project – publish a compiled research project, how-to manual, or inspirational publication-peer reviewed if possible	BS, CTE, DSPS, ESL	No cost – time – electronic set up
Focus on Specific Topic	Each program hosts at least 1 full day focused training event – Sample topics – curricular, instructional, writing across curriculum, cognitive development, critical thinking, student services/needs, career/occupational (24 Hour Café), motivating students, professionalism, class management, student resources, digital learning integration and connective learning, curricular	BS, CTE, DSPS, ESL	Average costs include a featured speaker ranging from \$0-\$1,000 Hospitality costs ranging from \$100-\$300 depending on # of attendees



TOPIC	COLLABORATIVE PROFESSIONAL DEVELOPMENT STRATEGY (ACTIVITIES, PARTICIPANTS, DELIVERY MODE, FREQUENCY)	PROGRAM AREA(S) ADDRESSED	ESTIMATED COST TO IMPLEMENT CONSORTIUM-WIDE
	supplements...		
	Collaborations between regional entities to increase bridges and transfers—dialogue and promote students in right pathways and in support services	BS, CTE, DSPS, ESL	No cost – scheduling is the challenge –dialogue is priceless
	A fair designed opportunity w/ breakout sessions focused on Independent Living Resources (DSPS), Job & Career Resources (CTE), and Community Program Resources—Hosted w/ community participation – We could add financial aid and academic counseling elements – & After HS, What? booths	BS, CTE, DSPS, ESL	Location Rental, Refreshments \$500-\$4,000 approximately
	Mental Health Fair – Professional Development relating to safe campus best practices, identification, support, referral processes, and awareness	BS, CTE, DSPS, ESL	Between \$500 and \$3,000 honorarium
	Family Awareness – to assist instructors/teachers w/ knowledge of support services to serve 2 language families, homework help, & academic counseling	BS, CTE, DSPS, ESL	Round table style or special speaker between \$500 & \$3,000 honorarium
<p>Key:</p> <p>BS – Basic Skills/HS Diploma</p> <p>CTE – Short Term Certificate Technical Education</p> <p>ESL – Courses for Immigrants (ESL/Citizenship)</p> <p>DSPS – Disabled Student Programs and Services</p>			

The table below addresses topics the NOCRC considers priorities for collaborative professional development.

**Table 6.2: Collaborative Professional Development Plan**

TOPIC	COLLABORATIVE PROFESSIONAL DEVELOPMENT STRATEGY (ACTIVITIES, PARTICIPANTS, DELIVERY MODE, FREQUENCY)	PROGRAM AREA(S) ADDRESSED	ESTIMATED COST TO IMPLEMENT CONSORTIUM-WIDE
Workforce and College Readiness for CTE Students	Annual in-person presentation with a webinar option	CTE	(Professional Expert contract for presenters: 4 @ \$35.00 + 10% benefits + \$200 for supplies = \$354
Adult HS Diploma Program: Nuts and Bolts	Annual in-person presentation with a webinar option	BS	\$354
Serving Adult Students with Autism Spectrum Disorder	Annual in-person presentation with a webinar option for all consortium members with subsequent mini-presentations at single districts.		\$354
The Role of Parents in PSE Setting	Annual in-person presentation with a webinar option for all consortium members with subsequent mini-presentations at single districts.		\$354
Mapping CTE Programs: K-12, ROP, Adult Ed, College	Annual in-person presentation with a webinar option		\$354
Key: BS – Basic Skills/HS Diploma CTE – Short Term Certificate Technical Education ESL – Courses for Immigrants (ESL/Citizenship) DSPS – Disabled Student Programs and Services			

## **CONSORTIUM PLAN OBJECTIVE #7**

### **Overlapping Program Areas**

The Combined Workgroup already maintains strong relationships with existing regional assets and structures that students need such as: K-12 High School Districts, Adult Transition Programs, Department of Rehabilitation (DOR), Regional Centers (RC), Social Security (SSI), Medi-Cal (Cal-Optima), Orange County Transportation Authority. Additional relationships will be made throughout implementation of the I-BEST strategy.

### **Narrative Program Area 1: Adult Basic Education/High School Diploma Program**

The proposed SCE off-site high school labs will use existing K-12 Consortium Members' facilities, familiar to students, for adult diploma programs. Articulation between administrative, counseling, and clerical staff in the K-12, Adult Education, and Community Colleges systems will provide outreach to non-grad status students by K-12 staff to encourage matriculation to a post-secondary option and thereby provide seamless enrollment and access to programs.

### **Narrative Program Area 2: Classes for Immigrants (Citizenship & ESL)**

The creation of community-based Citizenship courses and the expansion of community-based ESL courses such as those that recently begun at elementary school sites within the Magnolia School District, are at the core of the ESL Workgroup's plan to leverage existing regional assets and structures. Additionally, the NOCRC will use the existing channels of communication with parents (ELAC, community liaisons, open house events, etc...) to outreach to potential students. Our K-12 partners will use their existing infrastructure, which includes training and supervision, to provide childcare services to adult students at these community-based sites.

The proposed mentoring program would leverage existing regional assets such as local universities and alumni programs. The program would require mentor leaders from faculty and/or administration who could lead a comprehensive publicity campaign and recruitment for ideal specialized mentors. The mentors would be required to have academic skills (reading, math, citizenship, English, computers, and critical thinking) in each credit/noncredit program. These specialized mentors could be interns from the local universities or alumni students who have completed courses, programs, and/or degrees. Such skills would be listed and emphasized at each mentoring station on each campus be it credit/noncredit/high school.

The mentoring leader would train specialized mentors at each mentoring station and also locate regional locations for linguistic, cultural, academic, and/or computer support

by accessing other areas on any campus and/or local community structures in which learning or training could be provided. The mentor leader might need to access local community centers, libraries, youth centers, and/or business training or business internships that could create classes or centers to provide services for disenfranchised adults in areas close to where they reside.

The faculty, administrators, librarians, lab facilitators, counselors, computer programmers, tutors and peers could work with mentor leaders and the specialized mentors to create a community network where students would have access to any and all support areas to successfully learn concepts, build confidence, enhance motivation, and practice skills for course/program completion.

There are already some counselors that work for various partners in the area. These existing counselors could be leveraged as assets by the Consortium Liaison, Outreach, and Staff Development Coordinator in an attempt to spread information and work with an identified counselor for the goals of the NOCRC.

### **Narrative Program Area 3: Programs for Adults with Disabilities**

The DSPS Workgroup currently maintains strong relationships with existing regional assets and structures that students with disabilities need and the proposed Professional Expert proposal would strengthen these ties. A key outcome of the Professional Expert proposal is to provide better service coordination and benefit advocacy for students with disabilities. The NOCRC Members maintain strong ties to many community resources such as the Department of Rehabilitation (DOR), Regional Centers (RC), Social Security (SSI), Medi-Cal (Cal-Optima), In Home Support Services, Orange County Transportation Authority, Section 8 Housing, and many other agencies that provide services to students with disabilities.

NOCRC Members also have strong relationships with existing legal and advocacy groups such as Area Boards (State Council on Developmental Disabilities), Client's Rights Advocate, Dayle McIntosh Center, etc...that may be able to help with the legal aspects of benefits advocacy, service coordination, and the timely receipt of services from community agencies.

### **Narrative Program Area 4: Short-Term Career Technical Education Programs**

Currently Cypress College, Fullerton College, and the School of Continuing Education belong to the Los Angeles/Orange County Regional Consortium. The goal of the LAOCRC grant is to connect individuals and align programs and curriculum to the needs of business & industry. The CTE Workgroup will reach out to the North Orange

County ROP who are not currently part of our AB 86 Consortium, however, as a provider for adult education it is important to work together to make sure there is not a duplication of efforts within the North Orange County regional area.

The CTE Workgroup will continue to work with the Anaheim and Orange County Workforce Investment Boards on grants, projects, employment and skill needs, as well as marketing efforts. And will continue to work with the Centers of Excellence to learn about workforce skills gaps, labor market data, and gain valuable information for making informed decisions about enhancing existing programs and/or creating new programs. Additionally, the CTE Workgroup will continue to leverage the goals, work plan activities, and funding from other CTE grants such as CTE Transitions, Perkins VTEA 1-C, and WIP Grants in order to ensure that efforts are not duplicated. Finally, the CTE Workgroups will continue to work with and leverage the goals, work plan activities, and funding of regional grant efforts including SB1070, CTE Enhanced Grants, and the Orange County Career Pathway Project to ensure smoother transitions as well as eliminate possible duplication of efforts throughout the region.

#### **Narrative Program Area 5: Programs for Apprenticeships**

At this time, there are no specific strategies for creating new apprenticeship opportunities. However, through the planning strategies developed by the CTE Workgroup, apprenticeships will hopefully be an eventual development.

#### **Analysis of Tables**

The formal inclusion of partners to the NOCRC has begun, however it is in the early stages of development. Unofficially, there are many existing partnerships in each program area throughout the NOCRC. Many regional resources and structures are currently or are planned on being used as described in detail in the narratives of this objective. Currently, the structures planned on being used belong to existing NOCRC Members as opposed to partners and is reflected in the draft version of Table 7.1 below.

**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 OF THE PROGRAM	MEMBER COUNTERPART(S) *	PARTNER CONTRIBUTION**	TIMELINE
<b>Program Area 1: Adult Basic Skills/High School Diploma Program</b>					
AUHSD	1	TBD	SCE, AUHSD	Off-Site Location (Gilbert-West) for HSDP	Oct. 2014 - ongoing
PYLUSD	1	TBD	SCE, PYLUSD	Off-Site Locations for HSDP	July 2015 - ongoing
<b>Program Area 2: Classes for Immigrants (Citizenship &amp; ESL)</b>					
Anaheim CSD	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current - Ongoing
Centralia SD	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
Fullerton SD	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
La Habra SD	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
Magnolia SD	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
Anaheim Community Center	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
Access California Services	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
Brea Community Center	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
Ponderosa Park FRC	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
Savanna SD	2	Sites for Citizenship courses	SCE	Provide facilities for ESL/Citizenship	Current –

PARTNER INSTITUTION SUPPORTING REGIONAL CONSORTIUM	PROGRAM AREA TO BE ADDRESSED (1-5)	TASKS/ACTIVITIES NEEDED TO IMPLEMENT SUPPORT OF THE PROGRAM	MEMBER COUNTERPART(S) *	PARTNER CONTRIBUTION**	TIMELINE
		and staffing for childcare		classes and services	Ongoing
Stanton Cultural Arts Center	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
St. Boniface Church	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
West Anaheim Youth Center	2	Sites for Citizenship courses and staffing for childcare	SCE	Provide facilities for ESL/Citizenship classes and services	Current – Ongoing
OCCORD	2	n/a	SCE	Provide free US Citizenship Application services	Current - Ongoing
<b>Program Area 3: Programs for Adults with Disabilities</b>					
Department of Rehabilitation	3	Staff time	SCE	Collaborate on transition from K-12 to postsecondary, on postsecondary goals & transition to employment (including resources for programs, staff, supplies, books, technology, and other financial resources)	Current - Ongoing
Regional Center of Orange County	3	Staff time	SCE	Collaborate on transition from K-12 to postsecondary, on postsecondary goals & transition to employment, independent living and mobility. (including resources for programs, staff, and other financial resources)	Current - Ongoing
Orange County Transportation Authority	3	Staff time	SCE	Collaborate on mobility. (including financial resources for mobility program and staff)	Current - Ongoing
K-12 Districts & Adult Transition Programs (can list many)	3	Staff time	SCE	Collaborate on transition from Adult Transition Programs to postsecondary (including staff)	Current - Ongoing

PARTNER INSTITUTION SUPPORTING REGIONAL CONSORTIUM	PROGRAM AREA TO BE ADDRESSED (1-5)	TASKS/ACTIVITIES NEEDED TO IMPLEMENT SUPPORT OF THE PROGRAM	MEMBER COUNTERPART(S) *	PARTNER CONTRIBUTION**	TIMELINE
Supported Employment Programs (can list many)	3	Staff time	SCE	Collaborate on transition to employment	Current - Ongoing
Independent Living Skills Programs (can list many)	3	Staff time	SCE	Collaborate on transition to independent living	Current - Ongoing
<b>Program Area 4: Short-Term CTE</b>					
Advanced Manufacturing Deputy Sector Navigator Orange County Region	Mostly Areas 4 & 5, but will benefit all program areas	Staff Time	SCE	Assist with identifying gaps in the adult education program offerings and meeting the needs of regional industry partners; marketing and outreach efforts to industry, community members and high schools; development of industry/certificate specific videos to highlight the industry and jobs available with related career exploration workshop opportunities and events.	January 2015 – ongoing
ICT/Digital Media Deputy Sector Navigator Orange County Region	Mostly Areas 4 & 5, but will benefit all program areas	Staff Time	SCE	Assist with identifying gaps in the adult education program offerings and meeting the needs of regional industry partners; marketing and outreach efforts to industry, community members and high schools; development of industry/certificate specific videos to highlight the industry and jobs available with related career exploration workshop opportunities and events.	January 2015 – ongoing



PARTNER INSTITUTION SUPPORTING REGIONAL CONSORTIUM	PROGRAM AREA TO BE ADDRESSED (1-5)	TASKS/ACTIVITIES NEEDED TO IMPLEMENT SUPPORT OF THE PROGRAM	MEMBER COUNTERPART(S) *	PARTNER CONTRIBUTION**	TIMELINE
Allied Health Deputy Sector Navigator Orange County Region	Mostly Areas 4 & 5, but will benefit all program areas	Staff Time	SCE	Assist with identifying gaps in the adult education program offerings and meeting the needs of regional industry partners; marketing and outreach efforts to industry, community members and high schools; development of industry/certificate specific videos to highlight the industry and jobs available with related career exploration workshop opportunities and events.	January 2015 – ongoing
BioTech Deputy Sector Navigator San Diego/Orange County Region	Mostly Areas 4 & 5, but will benefit all program areas	Staff Time	SCE	Assist with identifying gaps in the adult education program offerings and meeting the needs of regional industry partners; marketing and outreach efforts to industry, community members and high schools; development of industry/certificate specific videos to highlight the industry and jobs available with related career exploration workshop opportunities and events.	January 2015 – ongoing
Retail/Hospitality/Tourism Deputy Sector Navigator Orange County Region	Mostly Areas 4 & 5, but will benefit all program areas	Staff Time	SCE	Assist with identifying gaps in the adult education program offerings and meeting the needs of regional industry partners; marketing and outreach efforts to industry, community members and high schools; development of industry/certificate specific videos to highlight the industry and jobs available with related career	January 2015 – ongoing

PARTNER INSTITUTION SUPPORTING REGIONAL CONSORTIUM	PROGRAM AREA TO BE ADDRESSED (1-5)	TASKS/ACTIVITIES NEEDED TO IMPLEMENT SUPPORT OF THE PROGRAM	MEMBER COUNTERPART(S) *	PARTNER CONTRIBUTION**	TIMELINE
				exploration workshop opportunities and events.	
Small Business Deputy Sector Navigator Orange County Region	Mostly Areas 4 & 5, but will benefit all program areas	Staff Time	SCE	Assist with identifying gaps in adult education program offerings and meeting the needs of regional industry partners; marketing and outreach efforts to industry, community members and high schools; development of industry/certificate specific videos to highlight the industry and jobs available and with related career exploration workshop opportunities and events.	January 2015 – ongoing
Orange County Department of Education	Mostly Areas 4 & 5, but will benefit all program areas	Staff Time	SCE	Assist with determining needs of at-risk high school students and community members; outreach efforts; and helping to connect CTE and high school for new and/or strengthened pathways and partnerships.	January 2015 – ongoing

\* Indicate the consortium member(s) who will be the users of the contribution.

\*\* Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both.

Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

## QUARTERLY EXPENDITURE REPORT

The NOCRC's most recent Quarterly Expenditure Report was submitted via the State Chancellor's Office website on January 31, 2015. The next quarterly report will be submitted on April 30, 2015.



### AB 86 Adult Education Consortium Planning Grant YEAR-TO-DATE EXPENDITURES AND PROGRESS REPORT

(860) NORTH ORANGE CCD

Grant Agreement No: **13-328-37** Total Grant Award: **\$409,132**

(2013-2014 3rd quarter has been certified on 2015-01-30 17:12:00.0)

PLEASE REPORT CUMULATIVE EXPENSES FOR ALL COMPLETED QUARTERS												
Object of Expenditure Reporting Categories	2013-2014 1st QUARTER			2013-2014 2nd QUARTER			2013-2014 3rd QUARTER			2013-2014 4th QUARTER		
	Budget	Exp.	Bal.	Budget	Exp.	Bal.	Budget	Exp.	Bal.	Budget	Exp.	Bal.
1000 Instructional Salaries	79000	0	79000	79000	0	79000	79000	16895	62105	0	0	0
2000 Noninstructional Salaries	44000	0	44000	44000	15155	28845	44000	35709	8291	0	0	0
3000 Employee Benefits	49523	0	49523	49523	1330	48193	49523	6193	43330	0	0	0
4000 Supplies and Materials	120874	0	120874	120874	3454	117420	120874	13212	107662	0	0	0
5000 Other Operating Exp. & Svs.	100000	0	100000	100000	0	100000	100000	3501	96499	0	0	0
6000 Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0
7000 Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0
Direct Expenditures	393397	0	393397	393397	19939	373458	393397	75510	317887	0	0	0
Total Indirect Expenditures*	15735	0	15735	15735	797	14938	15735	3020	12715	0	0	0
Total Expenditures	409132	0	409132	409132	20736	388396	409132	78530	330602	0	0	0
Object of Expenditure Reporting Categories	2013-2014 5th QUARTER			2013-2014 6th QUARTER			2013-2014 7th QUARTER			2013-2014 8th QUARTER		
	Budget	Exp.	Bal.	Budget	Exp.	Bal.	Budget	Exp.	Bal.	Budget	Exp.	Bal.
1000 Instructional Salaries	0	0	0	0	0	0	0	0	0	0	0	0

<b>2000 Noninstructional Salaries</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>3000 Employee Benefits</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>4000 Supplies and Materials</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>5000 Other Operating Exp. &amp; Svs.</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>6000 Capital Outlay</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>7000 Other Outgo</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Direct Expenditures</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Indirect Expenditures*</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Expenditures</b>	0	0	0	0	0	0	0	0	0	0	0	0

\*Indirect Expenditures are limited to 4% of the total direct expenditures.

**For category "5000 - Other Operating Expenditures and Services" Provide information that approximately substantiates any expenditures during this quarter. Include in your response – the name of the provider, the activities performed, the dates, cost breakdown by budget object code, and why this was necessary for the AB 86 grant. (Limited to 2,500 characters)**

One of the planning strategies developed by our consortium is the action research project, SCE-Gilbert West Off-Site High School Diploma Lab. AUHSD donated classrooms and computers that were made into an off-site high school lab for AUHSD that have become adults and will not graduate. This is an experiment during the planning phase of the project to figure out the best way to help students that would otherwise be AUHSD dropouts and instead are completing their diplomas and then moving on to a CTE program and/or credit courses at one of the community colleges. AUHSD is absorbing all the costs associated with the building with the exception of security. Since the classes take place in the evening, we are required to have a security guard present. The costs of \$3,501 in Category 5000 are for Pacwest Security Services who provided a security guard for 4 hours per evening Monday thru Thursday (excluding holidays) from October 6, 2014 through December 19, 2014.

**Progress Report** (Check one and complete sections I-III)



**Activities are being conducted as planned.**



**Activities are not being conducted as planned.**

(Total expenditure **19.2** ( 3rd Quarter, at least 80% of total allocation should be expended )  
%)  
**Expenditures do not meet guideline**

**I. Summary of activities conducted during the quarter (Limited to 8000 characters)**

The majority of the activities in the first two quarters were focused on formalizing our Consortium's organizational and leadership structures, kicking-off our program area Workgroups, as well as identifying gaps in services. Using this information, the North Orange County Regional Consortia (NOCRC) Workgroups have identified numerous planning strategies to assess these gaps as well as research ways to mitigate them. One of the major activities that took place during the 3rd Qtr was the kicking-off of the SCE- Gilbert West Off-Site High School Diploma Lab Action Research Project, which included both instructional and non-instructional salaries as well as supplies and materials. Additionally, temporary employees were hired during the 3rd Qtr to help assess needs and gather information that would better inform the Workgroups and help them develop strategies to mitigate gaps in program areas and services.

**II. Reasons for lack of progress towards attainment of program improvements (Limited to 8000 characters)**

The NOCRC is not lacking in progress towards the attainment of program improvements, but rather has spent the needed amount of time to ensure proper planning in order to be efficient with both our efforts and budget. The program areas Workgroups have identified numerous planning strategies addressing these gaps that are just now beginning to require funds in order to progress these strategies. As we continue into the planning phase, more and more of the funds will be spent.

**III. Reasons for expenditures falling below guideline**

**IV. Provide an explanation for major budget changes. (Limited to 8000 characters)**

There have been no major budget changes.

**(Limited to 8000 characters)**

The program areas Workgroups of the NOCRC spent the first and second quarter meeting to ensure proper planning in order to be efficient with both our efforts and budget. The program areas Workgroups have identified numerous planning strategies addressing these gaps that have recently begun to require funds in order to progress these strategies and inform implementation strategies. We will continue to see an increase in funding spent as the planning phase progresses.

Additionally, The NOCRC decided to complete the Regional Comprehensive Plan, as well as all of the Completed-to-Date and Draft versions in-house. This has saved us outside consulting fees that we will be using for planning, developing, and researching strategies.