



# Revised Adult Education Block Grant Annual Plan Template for 2015-16

Updated 10-7-2015

## Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

**Table 1.7 – Consortium Membership (add rows as needed)**

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
NOCCCD	Valentina Purtell	714.808.4670	vpurtell@sce.edu	08/25/2015
AUHSD	Cynthia Vasquez Petitt	714.999.2169	petitt_c@auhsd.us	09/10/2015
AUHSD	Jei Garlitos (alternate)	714.999.5659	garlitos_j@auhsd.us	09/10/2015
FJUHSD	Sandra Layana	714.447.5501	slayana@fjuhsd.net	09/08/2015
FJUHSD	Steve Zamora	714.870.2872	szamora@fjuhsd.net	09/08/2015
GGUSD	Connie Van Luit	714.663.6305	cvanluit@ggusd.us	10/20/2015
LAUSD	Heidi Olshan	562.799.4820	Holshan@losal.org	08/18/2015
PYLUSD	Carrie Bisgard	714.986.7026	cbisgard@pylud.org	08/18/2015

**In addition to the official members listed, the NOCRC may be expanded with two new members: North Orange County ROP, and Orange County Department of Education. If and when any or all of these entities become new members, then this table will be updated.**

**1.8** Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally. The NOCRC is governed by an Executive Committee (EC) designed to be equitable and inclusive of all NOCRC Members, administrators, faculty, and staff. The EC is comprised of a Board-Approved Designee from each Member as well as a representative from Cypress College and Fullerton College (the Board-Approved Designee for the North Orange County Community College District (NOCCCD) is the School of Continuing Education's Provost). Voting representatives of the EC also include two elected Workgroup Leaders who vote on behalf of the Workgroup's interests as opposed to the interests of any one Member. A vote may be called once a quorum of Board-Approved Designees is present and all decisions will be approved via consensus of all present EC Members. If initial consensus cannot be reached, the EC will continue discussion on the topic until consensus can be reached in a timely manner as required by the task. If final consensus cannot be reached, the decision will be made by a simple majority vote of all present EC Members.

The NOCCCD's School of Continuing Education is the consortium's fiscal agent. The NOCRC AEBG Director facilitates the EC and Workgroup meetings as well as ensures all State deliverables are met and fiscal reporting is completed properly and on time.

**1.9 Attach** an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions. [Please see the NOCRC Organizational Chart at the end of this document, prior to the signature pages.](#)

**1.10 Whether** using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State?

The North Orange County Regional Consortium for Adult Education's (NORC) Executive Committee voted on and reached consensus to continue having the School of Education (SCE) within the North Orange County Community College District serve as the consortium's fiscal agent as it did throughout the AB86 planning period.

The NOCRC Executive Committee is the only decision-making body who can vote on and approve budget expenditures for the consortium. The NOCRC AEBG Director will work with the AEBG Workgroups to create and manage strategy budgets as well as any budgets pertaining to the program management of the grant. The AEBG Director will be assisted by an SCE Grants & Special Projects Assistant who will help insure fiscal accuracy. All budgets will be voted on by the Executive Committee prior to any expenditures being incurred. The AEBG Director will roll up the grant expenditures and they will be certified by Brian Fahnstock, Interim Vice Chancellor of Finance & Facilities for the NOCCCD.

## Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**”

Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

**2.1** Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? **See Guidance document for more information about this narrative.**

The NOCRC is excited to begin implementation in 2015-16 of all the strategies that were developed throughout the AB86 planning period to help the adults in the region reach their educational and workforce goals. Regardless of the AEBG allowable area, it quickly became apparent that in order to implement these strategies it was imperative to hire people who could focus on and dedicate significant time to these strategies. Therefore, the first priority of the NOCRC is to hire consortium staff that is able to coordinate these regional efforts and begin implementing approved strategies.

By the end of 2015-16 all key NOCRC proposed positions will be hired and entrenched in their respective strategies. Many of these positions are ongoing so even though we’re off to a late start this current year, subsequent years will be able to begin work immediately since people will already be in place to continue and/or expand AEBG strategies. It is the goal of the consortium that all approved strategies that came out of the AB86 planning period – those included in the Final RCP as well as those added in the 3-Year Update, will have begun by the end of 2015-16. Additionally, planning will be completed and strategies developed for both the new allowable areas as well as the new consortium members that have joined since the completion of the Final RCP. This will ensure that new strategies pertaining to these areas and members are approved and ready to begin immediate implementation at the start of 2016-17.

All of the NOCRC strategies were developed collaboratively by existing members in the allowable areas Workgroup structure. As we move into implementation, the respective Workgroups and Executive Committee will evaluate current strategy effectiveness and by the end of 2015-16 decide whether or not to continue and/or modify each strategy into the new school year. This process will continue throughout the three years until the overarching goals and outcomes of the NOCRC RCP, to increase services and programs and create and accelerate

pathways to education and the workforce for adults throughout the region, have been met.

In addition to hiring consortium staff and beginning to implement strategies, NOCRC's goals for this first year include building stronger ties with existing and new Members as well as regional partners, and leveraging resources and services in hopes of building upon the exiting adult education model that already existed in the North Orange region to create more structured pathways from K-12, adult education, credit college, and the workforce.

## Section 3: Consortium Services and Funding Allocations

**3.1 Consortium Services by Program area, Member and Funding Source (Estimated).** Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

Currently, within the NOCRC, the NOCCCD's School of Continuing Education is the only adult education provider operating within the regional boundaries. Garden Grove Unified School District's Adult Education services are all located at a site within the boundaries of another consortium. Therefore, their MOE and allocations are not a part of the NOCRC Member Allocation Form. The State Work Group provided AE Funding Workbook was used for the WIOA, Adult Perkins, and CCD Apportionment amounts. The amounts are not accurate for 2015-2016 funding (i.e., the Adult Perkins amount of \$1,722,181 includes both credit and noncredit. SCE (adult education) only received \$144,966 of that total amount and SCE doesn't receive any of the \$808,994 CalWorks funds) however the State Guidelines stated to use the amounts given. Additionally, the AE Funding Workbook includes CalWorks and Adult Perkins funds for the North Orange County ROP. However, the North Orange County ROP has not yet become an official member of the consortium so their fund amounts are not included in Member Allocations Form.

**REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).**

**NEW INSTRUCTION:** Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

## Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

**4.1 Objective 3:** Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
  - Placement
  - Curriculum
  - Assessments
  - Progress indicators
  - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
  - Communication paths among Consortium participants and higher education institutions
  - Defined and articulated pathways to postsecondary education or the workforce
  - Embedded access to student services including counseling, guidance, and follow-up

**4.1a** Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

Different assessments are used depending on both the institution that the students are attending as well as the program area in which the students are taking courses at the NOCCCD. These assessments are described in detail in NOCRC's RCP. Currently at SCE an evaluation of assessments is in progress, which is in addition to Student Learning Outcomes that are incorporated into course

curriculum. The SCE's ESL and DSS programs both use online CASAS Reading (Form 80R) and Listening (Form 80L). SCE's CTE program recently began administering CASAS tests as a means of assessment for some entry-level courses and is planning on expanding CASAS assessments over the next two years. SCE uses McGraw Hill's paper and pencil TABE locator and reading assessment to place its high school diploma program students, but is exploring the possibility of switching to CASAS. If that happens, then all placement assessments given at SCE will be CASAS assessments.

**4.1b** Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

Cypress College, Fullerton College, and SCE, as part of the California Community College System, participate in and evaluate the effectiveness of its 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 Opportunity Act (WIOA), Student Success Support Program (SSSP), and Basic Skills Initiative (BSI).

NOCCCD students' enrollment, demographics, and performance are all tracked using Banner, which is then submitted via the MIS report. Additionally, SCE has home-grown student tracking systems that are ultimately connected to its mainframe system, Banner, and statewide data collection system: iTendence (ISCE – module in collecting student attendance and grades) and Electronic Class Record (ECR) that is applicable only to the high school diploma program. It tracks the number of credits students need to obtain a high school diploma as well as their course-level performance such as grades and tests.

**Please Note:** GGUSD was added as a NOCRC Member so close to the deadline of this template that there has not been time to add them to the strategies below nor develop new strategies for them. The 2015-16 implementation year will be used for planning and needs assessment of both the new NOCRC Members as well as new allowable areas.

**4.1c – Objective 3 continued:** List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

**Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)**

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Region-wide partnership and collaboration with the goal of designing and implementing a more effective system of Adult Education Services. Team Members include the AEBG Project Director, Administrative Assistant II, Researcher, and other support positions as may be identified. Consortium office space will be rented and act as the NOCRC hub for consortium. This hub will house the AEBG Project Management Team, consortium meetings, and be the home worksite for consortium strategies and business. Additionally, professional services such as an educational research company and/or marketing/branding company may be hired as a one-time expense to consult with the consortium.	Fall 2015 - Ongoing	NOCCCD, AUHSD, FJUHSD, GGUSD, LAUSD, PYLUSD	<p>AEBG Director and Admin Asst. II will be hired by end of Fall 2015.</p> <p>Researcher and other positions will be brought on as deemed necessary by the Executive Committee and AEBG Director.</p> <p>Upon budget approval, professional consultation services will be employed so that data and strategies have been identified by the end of 2015-16.</p>	<p>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.</p> <p>Professional consultation services will provide the consortium with concrete data and marketing strategies that will be used to improve programs and services as well as outreach to existing and potential students.</p>
Off-Site High School Diploma Labs: College Adult HS Diploma Program at a K-12 district site with imbedded pathways to CTE and college degree programs.	Fall 2015 – Ongoing	NOCCCD: SCE, AUHSD, PYLUSD	High School Diploma graduation completion, transition to college and/or certificate programs, and gainful employment	Edmentum Acusess online diagnostic tool
Older Adult Discover the Internet Action Research Project Course in partnership with OC WIB and community-based locations. The OC WIB will assist students in job placement upon completion of the course and/or certificate program.	Jan 2016 – June 2016	NOCCCD	Change delivery of the Computer Skills Certificate Program specifically designed to be accessible to and meet the needs of Older Adults entering or re-entering the workforce.	<p>Number of Older Adults who successfully complete the Discover the Internet course and/or certificate program.</p> <p>Number of Older Adults placed in a job.</p>
DSS Transition Counselors: Counseling services directed toward transition-age K-12 DSS students in order to	Nov 2015 - Ongoing	NOCCCD, AUHSD, FJUHSD, GGUSD,	Students with disabilities will be better prepared to transition to PSE.	DSS Counselors will evaluate the progress of students becoming more

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
<p>increase the rate of success for those students entering PSE.</p>		<p>LAUSD, PYLUSD</p>	<p>Students will experience increased completion rates since they will begin PSE with accurate expectations and appropriate resources in place.</p> <p>Students will have an increased understanding of the accommodations provided in K-12 versus PSE, and this will enable them to make better decisions regarding pathways that will best help them reach their goals when they leave K-12.</p> <p>Parents will become better educated through seminars, discussion groups and 1:1 contact so that they will better understand how their role is changing and learn strategies to better support their adult children who have disabilities as they transition to PSE.</p> <p>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.</p>	<p>prepared for obtaining resources both in the community and for PSE. Follow-up surveys will be administered to gather data on the usefulness of the additional counseling support to determine what components were beneficial.</p>



**4.2 - Objective 4:** Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs* within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

**Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)**

	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Workforce Development Combined Workgroup Strategy. Development of the education-to-career pathways for noncredit students. Workforce Development positions for Adult Education Students that would provide much needed job development and career support services to adult education students.	Nov 2015 - Ongoing	NOCCCD, AUHSD, FJUHSD, GGUSD, LAUSD, PYLUSD	<p>Students will be able to identify their career goals.</p> <p>Students will be better prepared to reach their career goals.</p> <p>Students will have dedicated job development and career services support from a team of professionals working together and connecting them to actual real-time jobs within the community.</p> <p>Students will be provided continued job development and career support when transferring from K-12 to adult education as well as when they move on to community college.</p> <p>Data will be tracked and collected on students' progress in jobs placed through this initiative.</p>	Obtain, track, and analyze data related to job and internship placement as well as track job progress.
CTE Outreach, Pathways and Student Success: Continue to research and identify gaps in existing services throughout the NOCRC region and develop strategies to mitigate those gaps.	Nov 2015 – Ongoing	NOCCCD, AUHSD, FJUHSD, LAUSD, PYLUSD	<p>Will identify remaining gaps in career opportunities and training programs throughout the NOCRC region.</p> <p>Will increase our internal and external outreach</p>	<p>Obtain, track, and analyze data related to available training programs and outreach efforts.</p> <p>Conduct surveys and analyze student</p>

	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
			<p>efforts by at least 20% during the 2015-2016 school year.</p> <p>Will develop at least one new pathway program.</p> <p>Will develop and implement at least two new strategies for increasing student and faculty engagement.</p> <p>Will provide at least two Professional Development opportunities for faculty and staff.</p> <p>Will work with the Orange County Regional Deputy Sector Navigators and the Workforce Investment Boards as well as the Orange County One Stop Centers to increase our industry/business partnerships as well as make sure that all of our certificates lead to employment and higher education pathway opportunities.</p> <p>Will identify and work with a cross section of at least 20 SCE Adult Education students to identify barriers and bridges to success.</p>	<p>attendance and completion rates.</p> <p>Track and analyze student progress transfer rates to both higher education and workforce.</p>
Childcare services provided for at Community-Based Courses & Services: Create/increase community-based Citizenship and ESL courses and accompanying support services to mitigate the unmet region-wide need for English language acquisition and immigrant education.	Nov 2015 - Ongoing	NOCCCD, AUHSD, FJUHSD, LAUSD, PYLUSD	Childcare will be provided by K-12 Members at off-site community-based locations in order to increase access to Citizenship & ESL classes to parents in the NOCRC service areas.	Analyze student attendance and completion rates.
Delineated pathways to credit instruction for noncredit ESL students. Consortium	Fall 2015 - Ongoing	NOCCCD, AUHSD, FJUHSD,	Students and program faculty/staff will be better informed about options	Surveys conducted at staff development events and

	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Liaison, Outreach, & Staff Development Coordinator: 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.		LAUSD, PYLUSD	among the various members of the consortium. Smoother transitions from one segment/program to another.	research conducted by Professional Expert
Coordinated regional planning to address the needs of emerging populations for DSS Students. 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, campus services and supports needed to meet the needs of emerging populations, benefits advocacy and coordination.	Jan 2016 - Ongoing	NOCCCD, AUHSD, FJUHSD, GGUSD, LAUSD, PYLUSD	<p>Four consortium DSS instructional assistants (two for community – based courses and two specifically for students with autism spectrum disorder) will be hired. One Student Support Specialist will be hired.</p> <p>Development of courses in real life settings to prepare students for employment, independent living and community integration.</p> <p>Increase the number of courses currently offered for vocational and independent living.</p> <p>Enhance and increase services provided to address the unmet needs of students with disabilities.</p>	Various depending on the research methodology appropriate for each outcome area.
Parenting Workgroup Planning Strategies including ESL/Parenting Advocacy pilot course.	Nov 2015 – Ongoing	NOCCCD, AUHSD, FJUHSD, GGUSD, LAUSD, PYLUSD	<p>Identification of regional programs, services, and gaps in programs and services will be brought to the Parenting WG who will use the information to develop Implementation Strategy.</p> <p>Data gathered from the Pilot course will inform curriculum development for future classes.</p> <p>Partner school sites will</p>	<p>A complete list of current offerings by regional organizations will be compiled.</p> <p>Information will be presented to the Workgroup to ensure that all programs are represented correctly and completely.</p>

	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
			be able to engage and guide parents in successful parent participation and can anticipate parents that are more involved and students who are better supported.	Student impact potential will be calculated by the aggregate demand for services within the consortium.  Increased parent participation in classroom activities.

**4.3 - Objective 5:** Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress.

**Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)**

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Accelerated learning through contextualized/team-teacher instruction. Expand the I-BEST offerings based on the findings and recommendations from the action research project.	Fall 2015 – Ongoing	NOCCCD, AUHSD, FJUUSD, LAUSD, PYLUSD	Students will have a better, more in depth understanding of the subject matter.  Students will have more foundational skills needed to complete	CASAS assessments will be given to students before the course begins as well as at the end of the course to measure progress.

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Implement several more I-BEST classes across ALL program areas and leading into credit during the 2015-2016 Academic Year.			<p>advanced classes and CTE Vocational Certificate programs quickly, with increased confidence, and more in depth knowledge.</p> <p>Students will have more foundational skills needed to enroll in college credit classes.</p> <p>Students will be better prepared to obtain employment.</p> <p>Student with disabilities, ESL students, High School Diploma students as well as CTE students will have an integrated college learning experience.</p>	<p>Faculty participating in I-BEST courses will report on their observations regarding strategies that worked as well as barriers.</p> <p>The AEBG researcher will develop both qualitative assessment measures and follow-up surveys that will be administered to gather data</p>
English and Mathematics Direct Instruction Classes	Fall 2015 – Ongoing	NOCCCD	Students will improve their skills in basic English and mathematics.	Student feedback will be collected, summarized, and reviewed by the SCE Anaheim High School Lab full-time instructor in collaboration with the program managers.
Off-Site ESL Counselor: Support off-site ESL 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.	Nov 2015 – Ongoing	NOCCCD, AUHSD, FJUHSD, LAUSD, PYLUSD	<p>Increased awareness and access to community resources and academic-based services</p> <p>Establish academic pathways to credit or non-credit courses and programs</p> <p>Establish links to disabled students services and programs</p> <p>Increased access and awareness to academic programs and services within the NOCRC service area; thereby creating student educational ed. plans and tracking students</p>	Number of students receiving counseling services

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
			through academic pathways from K-12 to credit/noncredit and/or noncredit to credit.	
<p>Strategies to increase retention of adult education ESL students transitioning to credit. Mentorship Program: Systematic, region-wide ESL mentoring program with the goal of improving transitions from noncredit (adult ed) to credit.</p> <p>The specialized mentor/s will build trust, communication, commitment, and collaboration with the adult students as a way to provide support.</p>	Nov 2015 – Ongoing	NOCCCD, AUHSD, FJUHS, LAUSD, PYLUSD	Adult ESL students will be directed from non-credit to credit academic support center/class from one campus to another, and eventually moving on to completing an AA degree, a vocational certification, or job.	Evaluations by mentor leader, ESL adult retention rates, and successful course/program completion percentages of ESL adults
Intensive academic and career prep instruction via a Lower-Level Academic Success Program: Implement Lower-Level Academic Success Transition Program with the goal of introducing academic language and college-knowledge skills at an earlier stage of adult education.	Jan 2016 – June 2016	NOCCCD	Increased transition rates into High School, college and CTE programs.	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.

**4.4 - Objective 6:** Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

**Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)**

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
I-BEST Professional Development: State of Washington will come back down and conduct a two-day training for noncredit, credit, and K-12 faculty in order to create I-BEST pathways.	Spring 2016	NOCCCD, AUHSD, FJUHSD, GGUSD, LAUSD, PYLUSD	Expanded I-BEST offerings and pathways from K-12 to noncredit and to credit.	Increased I-BEST offerings.
DSS regional autism spectrum disorder trainings and workshops	Fall 2015 – Jun 2016	NOCCCD, AUHSD, FJUHSD, GGUSD, LAUSD, PYLUSD	<p>Completion of up to seven Professional Development workshops pertaining to ASD.</p> <p>Increased awareness (of educators) of strategies and tools to better serve students with ASD in postsecondary education.</p> <p>Increased awareness of the increasing number of students with ASD who are attending postsecondary education, and examples of programs designed to serve students with ASD in postsecondary education.</p>	<p>Recording/reporting dates, presenters and topics of all ASD trainings &amp; workshops.</p> <p>Recording/reporting of the number of persons attending each workshop.</p> <p>Recording/reporting type of attendees (i.e., parent, student, educator, etc...)</p> <p>Providing supporting materials for each ASD training &amp; workshop (i.e. PowerPoint presentations, handouts, etc.).</p>
Basic Skills Tutoring Training: TutorLingo On-Demand Tutor Training Workshops	Jan 2016 – Ongoing	NOCCCD	More effective basic skills training	Monthly tutor evaluation data provided by StudentLingo
AEBG Director will present for Members' Districts as well as regional and community partners in order to foster communication.	Fall 2016 – Ongoing	NOCCCD, AUHSD, FJUHSD, GGUSD, LAUSD, PYLUSD	Member's Districts, regional, and community partners will be more informed of the consortium's goals and strategies.	Member's Districts, regional, and community partners will have access to the AEBG Director, be able to access the NOCRC website, and be invited to participate in appropriate meetings and strategies.

**4.5 - Objective 7:** Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

List activities to leverage existing regional structures and utilization of resources.

**Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)**

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Off-Site High School Diploma Labs		Classroom and counseling office space	AUHSD, PYLUSD	Fall 2015 – Ongoing	Off-Site Labs for students	Number of NOCCCD high school diploma graduates
CTE Computer Classes for Older Adults	OC WIB	Recruitment of students; use of computer lab; assisting students with job placement; tracking student job placement and success data	NOCCCD	Jan 2016 – Jun 2016	Computer courses for older adults.	Number of older adults completing the course, completing the certificate, and/or being placed in a job.
ESL Off-Site Courses with Childcare	Various regional elementary school districts	Donation of classroom space. NOCRC K-12 Members will provide the childcare workers and space to hold the childcare.	NOCCCD, AUHSD, FJUHSD, LAUSD, PYLUSD	Fall 2015 – Ongoing	Off-Site ESL Courses and Childcare.	Increased and more consistent enrollment in ESL off-site courses

## Section 5: Estimated Allocations by Objective

**5.1 Allocation by Objective, Member and Funding Source (Estimated).** Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.



Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.

Currently, within the NOCRC, the NOCCCD's School of Continuing Education is the only adult education provider operating within the regional boundaries. Garden Grove Unified School District's Adult Education services are all located at a site within the boundaries of another consortium. Therefore, their MOE and allocations are not a part of the NOCRC Member Allocation Form. The State Work Group provided AE Funding Workbook was used for the WIOA, Adult Perkins, and CCD Apportionment amounts. The amounts are not accurate for 2015-2016 funding (i.e., the Adult Perkins amount of \$1,722,181 includes both credit and noncredit. SCE (adult education) only received \$144,966 of that total amount and SCE doesn't receive any of the \$808,994 CalWorks funds) however the State Guidelines stated to use the amounts given. Additionally, the AE Funding Workbook includes CalWorks and Adult Perkins funds for the North Orange County ROP. However, the North Orange County ROP has not yet become an official member of the consortium so their fund amounts are not included in Member Allocations Form.

## Section 6: Levels of Service and Assessment of Effectiveness

**6.1 Projected Levels of Service.** Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the [Performance Measures Workbook](#) for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

**6.2 Project Performance Outcome Targets.** Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

The NOCRC does not feel that it has unique, extenuating circumstances pertaining to completing the Performance Measures Workbook, but rather has issues similar to many community colleges. Namely that the much of data needed to complete the Performance Measures Form is not tracked or collected and is therefore impossible to project with any accuracy, specifically data reliant on whether or not a student has that goal. The guidance given, if followed, would not give an accurate picture it assumes that all noncredit students have the goal of transferring. This is an inaccurate assumption for many ESL, DSS, and CTE students.

More specific and better thought out guidance needs to be given so that all consortia are reporting using the same parameters and that will generate more consistent and accurate data.

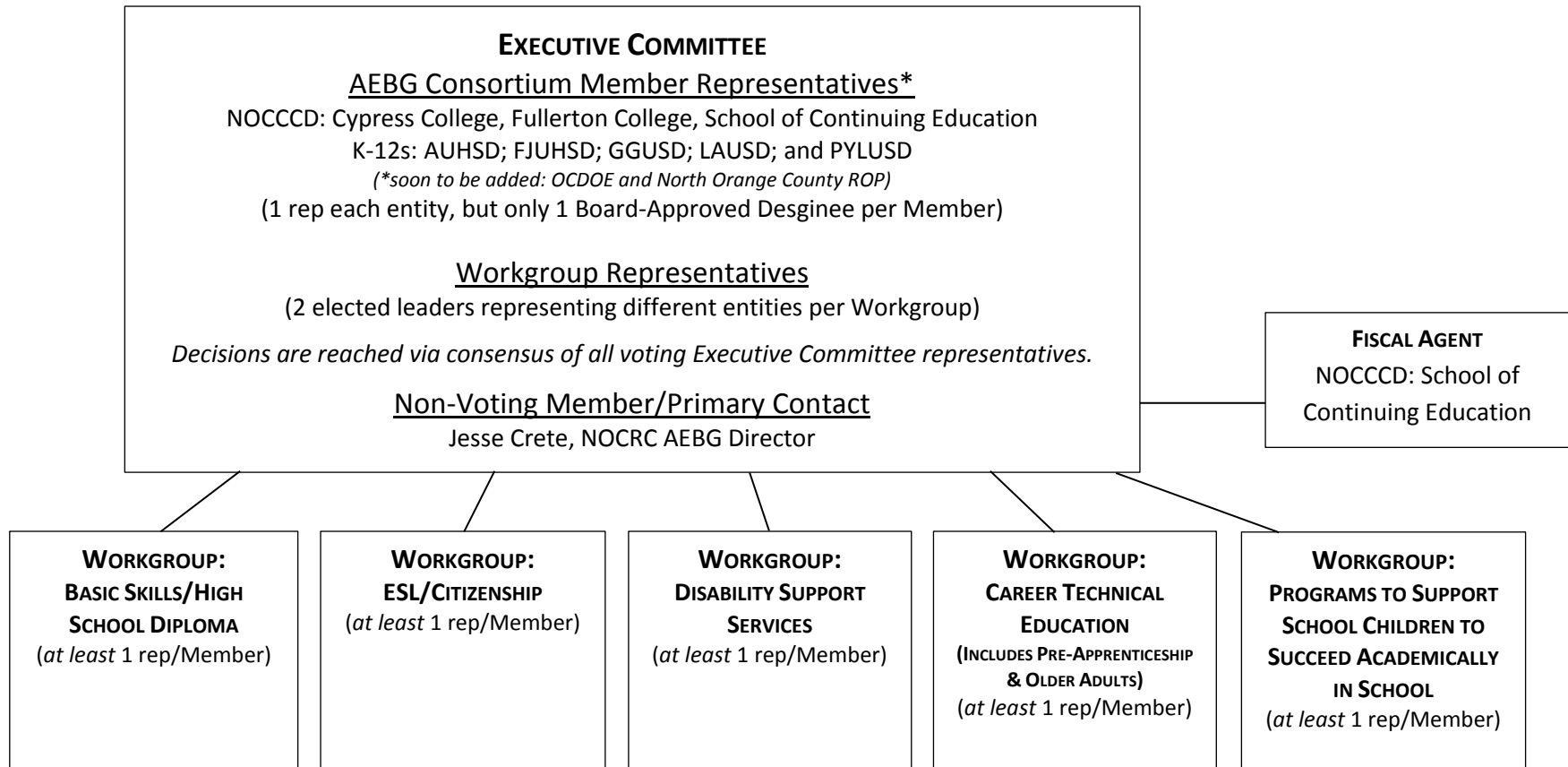
**6.3** List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional – see Guidance document for information)

In addition to the methods reported in the Performance Outcomes workbook, the NOCRC will utilize surveys as an additional measure to gauge the impact of the consortium's efforts. When at all possible, pre- and post-surveys will be given in order to compare results.

**6.4** List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

The Executive Committee has agreed to look at this question more closely at the November 19<sup>th</sup> EC meeting in order to come up with a more specific response. In the interim, participation rates specific to each strategy will be closely monitored as a measure of effectiveness.

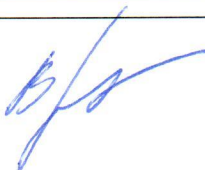
## AEBG ORGANIZATIONAL STRUCTURE




*AEBG Director Note: The NOCRC AEBG Director facilitates the EC and Workgroup meetings as well as ensures all State deliverables are met and fiscal reporting is completed properly and on time.*

*Workgroup Note: NOCRC allowable area Workgroups are comprised of up to two voting representatives and unlimited, non-voting "resource representatives" from each NOCRC entity such as an administrator and faculty member. Not all members/entities have two, or some cases any, representatives on every Workgroup. This is primarily due to staff availability.*

## Section 7: Consortium Member Signature Block

Name:	Valentina Purtell
Consortium Member:	North Orange County Community College District
Email:	vpurtell@sce.edu
Date:	10/27/15
Signature Box:	

Name:	Cynthia Vasquez Pettit Jai Garlitos
Consortium Member:	Anaheim Union High School District (alternate)
Email:	petitt_c@auhsd.us garlitos_j@auhsd.us
Date:	10/27/15
Signature Box:	

**Name:**

Sandra Layana

**Consortium  
Member:**

Fullerton Joint Union High School District

**Email:**

slayana@fjuhsd.net

**Date:**

10/27/15

**Signature Box:**



**Name:**

Connie Van Luit

**Consortium  
Member:**

Garden Grove Unified School District

**Email:**

cvanluit@ggusd.us

**Date:**

10-27-15

**Signature Box:**



**Name:**

Heidi Olshan

**Consortium**

**Member:**

Los Alamitos Unified School District

**Email:**

Holshan@losal.org

**Date:**

10/27/15

**Signature Box:**

Heidi Olshan

**Name:**

Carrie Bisgard

**Consortium**

**Member:**

Placentia-Yorba Linda Unified School District

**Email:**

cbisgard@pylud.org

**Date:**

10/27/15

**Signature Box:**

Carrie Bisgard

**Name:**

**Consortium**

**Member:**

**Email:**

**Date:**