AB104 Adult Education Block Grant -
Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-037

1.2 Consortium Name:

North Orange County Regional Consortia for AE

1.3 Primary Contact Name:

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Section 2: Three-Year Plan Summary
AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

The North Orange County Regional Consortium's (NOCRC's) overall vision and goals for the Adult Education Block Grant (AEBG) is to better serve the community by collaborating with Members and regional partners in new and innovative ways. AB86 was predicated on the guiding principles of equity, transparency, inclusion, and representation of the adult learners of California in order to collaborate to better serve the educational needs of adults. The NOCRC has taken those guiding principles and mission to heart and chosen to have them guide every decision the consortium makes – from the strategies brought forth by the Workgroups to the decision-making of the Executive Committee. As NOCRC moves into the Adult Education Block Grant and AB104 whose mission has evolved to partnering for a strong California workforce, it plans to continue abiding by those original governing principles while working together, embracing all Members and partners, to identify new goals and strategies.

NOCRC learned throughout the planning process that collaboration between K-12s and community college credit and noncredit programs brought about stronger, more regionally inclusive strategies that create seamless academic and career pathways. NOCRC is therefore committed to continuing to work together via its Workgroups and Executive Committee in order to address all of the

allowable AB104 program areas. Many Workgroup strategies were included in the Regional Comprehensive Plan, some of which began as action research projects during the AB86 planning period. Those strategies will be built on and implemented over the next three years. It's anticipated that strategies will need to be adjusted as they are evaluated for effectiveness and perhaps replaced entirely with new strategies. The hope is that a number of the strategies will be sustainable and moved to other funding sources such as community college apportionment so that AEBG funding is freed for new strategies and innovations.

Near the end of the planning period, NOCRC formed a Combined Workgroup. This was in direct response to the Workgroups' need to work across program areas in order to best serve students. In the spirit of collaboration, the Combined Workgroup will not only continue, but will take on a more prominent role in consortium-wide, cross-allowable area strategies. Many strategies are beginning with the School of Continuing Education's noncredit courses, but will be expanded to identify and create pathways as the three-year grant period progresses.

As the NOCRC continues to better understand and define the needs of the regional population, it will be better prepared to strategically leverage resources of both Members and partners in order to meet those needs. Additionally, NOCRC plans to hire experts in research to help define outcomes and measures of effectiveness for its strategies. There are many challenges with current data collection, but the consortium is determined to find ways to measure effectiveness and impact for its students.

The NOCRC has determined that to better serve its community it has to reach out to potential students in the region as well as improve current programs and services. Furthermore, given the economic climate of the region, acceleration of students' progress is paramount to their success. The goal of the consortium is to continually strive to progress in these areas by working collaboratively thereby serving an increased number of adult education students region-wide in a more efficient manner.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

> **2.2a Objective #1:** An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Since the submittal of the NOCRC Final RCP, the consortium has officially added two new members: Los Alamitos Unified School District (LAUSD) officially became a member on June 9, 2015 and Garden Grove Unified School District (GGUSD) officially became a member on October 22, 2015. GGUSD, whose school district boundaries overlap with three AEBG consortia boundaries, is also a member at Coast Community College Consortium and Rancho Santiago Adult Education Consortium. LAUSD last offered adult education in the 2011-2012 school year. They currently do not have any adult education programs. In the 2013-2014 school year, GGUSD served 3,524 students at their two adult education sites: Lincoln Education Center and Clifton Corner both of which reside within the boundaries of the Rancho Santiago Adult Education Consortium. Therefore neither GGUSD's enrollment nor their funding will be reported in NOCRC's AB104 Three-Year Plan Update or Annual Plan Template.

As of the writing of this document, there are no additional updates to the current levels and types of adult education programs from existing NOCRC members within the consortium boundaries. However, 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 section will be updated to include the programs and services that they provide.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx).

This should provide an updated overview (if applicable) of the consortium's region including:
● Analysis/description of local regional economy
● Additional analysis utilizing other data

Regional census data for the cities of Los Alamitos and Garden Grove was included in the NOCRC Final RCP since both cities reside at least partially within the North Orange County Community College District boundaries. As of the writing of this document, there are no updates to the current needs for adult education from existing NOCRC members within the consortium boundaries. However, 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 and as GGUSD has time to acclimate to the NOCRC, then this section will be updated to include any specific current needs for adult education programs.

In addition to new Members, NOCRC added two new basic skills strategies since the submission of the Final Regional Comprehensive Plan and has expanded the scope of many of the other strategies detailed in the plan. The SCE Anaheim High School Lab English and Mathematics Direct Instruction Classes funds a co-teacher at a total of 25 hours per week to provide direct instruction courses to SCE Anaheim High School Lab students in the key basic skills areas of English and mathematics. Direct instruction classes would allow instructors to provide lessons in core basic skills areas with guided practice and follow up one-on-one instructional support. The Basic Skills Workgroup also added a strategy to purchase TutorLingo software to provide online, continuous training for tutors in the NOCCCD, specifically tutors working with noncredit students.

As could be expected, from the original concept of the numerous approved strategies included in the RCP through the year-long planning period and current evaluation period in preparation for implementation, many of the details for almost all of the strategies included in the RCP have been edited to better respond to regional need. Many strategies, such as I-BEST drastically grew in scope as additional pathways were identified. Other strategies were strategically reduced for the first implementation year and will grow in successive years.

The biggest "new" need was not included in the RCP at all because it wasn't discovered until preparation for implementation began. Since the number one priority of NOCRC is to hire staff to implement strategies, it quickly became apparent that there was no place to house all the new staff at any of the Members' Districts. The AEBG Director along with the Board-Approved Designee from NOCCCD began looking at possible office rental space. A location was found directly across the street from the existing NOCCCD Anaheim Campus and an incredibly low rental price, including utilities, was negotiated. The Executive Committee unanimously voted to enter a three-year lease agreement and make the new

space the NOCRC hub. The NOCCCD: SCE fiscal agent agreed to sign the lease on behalf of the consortium and the expected move-in date is December 1, 2015. This location will house the AEBG Director, Administrative Assistant, and many other new consortium hires. Additionally, the DSS Workgroup already had an approved strategy to rent "store front" space that could be used to hold classes to teach DSS students practical job skills. A smaller suite directly next door to the NOCRC hub was available and will be rented for this purpose.

Finally, when the scope of what it would cost to not only hire, but support all the new consortium positions, the Executive Committee elected to add line items to the project management strategy, which is split between all the program areas/objectives, to cover these costs. These include, but are not limited to, overload hours for IT staff available to all Member Districts, a 50% HR Specialist for this year only to process the 52+ new hires, and an AEBG Administrative Assistant II. One-time consortium costs for this year include hiring a marketing company to help develop an outreach/marketing plan, including website, as well as hiring an research firm specializing in education to assist developing outcomes and ways to measure strategies' effectiveness.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

Data and information needed to identify the gaps in services for placement of adults, including by not limited to older adults, seeking education and workforce services has only begun to be collected. However, based on U.S. Census data, the estimated unemployment rate in all of Orange County is 7.8% for 55-64 year-olds, 7.0% for 65-74 year-olds, and 4.7% for those older than 75 years of age. The CTE WG will work with the Workforce Investment Boards (WIBs) and Employment Development Department to identify specific services and skills older adults need when entering or re-entering the workforce.

By the end of the 2017-18 program year, the NOCRC will have identified pathways to assist older adults in meeting their goals to further their education and enter or re-enter the workforce.   This will include expanding noncredit course offerings to increase accessibility to older adults. Curriculum content will not be changed, but the delivery model will be evaluated and redesigned as necessary in order to accelerate older adults' progress and

increase their success. Regional resources that are already being used by the School of Continuing Education's Lifeskills Education Advancement Program (LEAP) to serve older adults will be leveraged so that classes are being offered where the students already are located as opposed to forcing them to come to one of the three SCE campuses, which may impede accessibility. Additionally, partnerships with organizations such the local WIBs will be leveraged to assist with job placement.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

Currently, the NOCRC does not offer any formal apprenticeship or pre-apprenticeship programs. However, the CTE Workgroup plans on looking for opportunities to either create pre-apprenticeship programs and/or partner with local organizations that do provide approved apprenticeship programs and begin developing pathways to those programs by the end of the 2017-18 school year.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

By the end of 2017-18 school year, the Parenting Workgroup will have partnered with its K-12 members to identify the needs, including the lack of knowledge and/or skills, of adults to assist elementary and secondary school children to succeed academically in school. The Parenting Workgroup anticipates it will have one person dedicated to coordinate offsite classes offered in the community; a minimum of five (5) community partners willing to host classes and assist in student retention. (i.e., school districts, school sites, mentoring programs, Boys & Girls Clubs, community centers…etc.); and will have identified at least four (4) areas to address within this allowable area such as educational advocacy, managing behaviors, parenting teens, anti-bullying, etc. Curriculum will be created and in place to address all four (4) areas in need. A variety of service and delivery models will used to ensure engagement i.e., workshops, classes, one day conferences, and professional development activities. The Parenting Workgroup will ensure that participants are invited from a variety of service areas from within the region and not solely focused on parents/guardians.

2.3d Collection and availability of data. (REQUIRED)

With the goal of evaluating effectiveness of the regional adult education services, available data will be collected to determine the following:

- Access: are more adult learners accessing services available in the region?
  - Datasets:
    - Unduplicated enrollment number of adult education students in 2012-2013 compared to unduplicated enrollments in 2015- 2016 and beyond.
    - Annual number of WIOA participants
    - Annual number of high-school non-grads compared to the annual enrollment of adult High School Diploma Program.
- Success: how many students successfully complete courses (skill-builder measure), progress through basic-skill levels (skill-builder measure), complete adult education certificates, transition to credit programs, and complete credit certificates and degrees?
  - Datasets:
    - Annual number of CDCP certificate completions
    - Annual number of High School Diploma Program completions
    - Annual Scorecard CDCP Achievement Rate
    - Annual course completion rate
    - For WIOA students – number and percent that completes at least one educational functioning level as defined in NRS system
    - Number of students moving up at least one basic-skill level
    - CTE Employment Outcomes Survey
    - Workability III and C2C placements, successful closures, participants in job development activities
    - Students who transition successfully from k12 to post-secondary and college
    - Numbers for participants for professional development activities related to transition and autism spectrum disorders
    - Specific data related to ways

The NOCRC is exploring hiring a research company with expertise in the area of education, specifically adult education, to assist the consortium in identifying outcomes and the data needed to evaluate those outcomes.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

All instructional and student support (counseling, assessment, etc.) services within the North Orange County Region are currently provided by the faculty employed by the North Orange County Community Colleges District. While GGUSD does have an adult education program, currently they only provide adult education services at locations outside of the North Orange County regional boundaries. Therefore, faculty qualifications are determined in accordance with the NOCCCD policies and Title 5, California Code of Regulations (Article 53412 – 53415), which set the standards for minimum qualification requirements for noncredit faculty in community colleges. Minimum qualifications specify required degrees and/or occupational experience for the ten noncredit instructional areas (disciplines). In general, academic instructional areas, such as English as a Second Language, Secondary Basic Skills, etc., require at least a Bachelor's degree in a related field or a combination of a Bachelor's degree and a certificate, for example TESOL. Career and Technical Education faculty qualifications allow for a combination of an Associate's or a Bachelor's degree and occupational experience related to the subject matter. The abovementioned policies and regulations require that academic employees possess at least minimum qualifications. Desirable qualifications are often included in recruitment materials. Desirable qualifications typically include advanced degrees and extensive teaching experience.

When a person claims to possess the equivalent of the minimum qualifications for a discipline based on either a combination of education and experience or on the basis of a credential where the subject matter designation is not the same as the title of the discipline, the equivalency process is enacted. Confidential applications for determination of equivalency are reviewed by a representative committee consisting of faculty and administrators of the three institutions comprising NOCCCD: Cypress College, Fullerton College, and School of Continuing Education. Applicants are requested to provide evidence of qualifications that are at least equal to the prescribed minimum qualifications. For establishment of the equivalent of a required degree, academic coursework and independent learning experience are taken into consideration. For establishment of the equivalent of required experience, discipline-related skill mastery and knowledge of the working environment of the discipline are the key decisive factors.

2.3f Alignment of academic content and curricula (OPTIONAL)

Consistent efforts are being made to align academic content of noncredit (adult education) offerings with the content of credit offerings in similar disciplines. Basic Skills and CTE disciplines appear to have a natural connection; following are two examples. All basic-skills noncredit and credit courses are designated with a pre-collegiate level. Standard rubrics are referenced by all community colleges when determining the pre-collegiate level of a basic-skill course. In addition to using the same point of reference when developing noncredit-to-credit continuum of basic-skill courses, faculty of both segments meet in-person to review the actual course content. In the CTE allowable area, the focus of noncredit faculty is to build stackable certificates in high-demand industries. For example, noncredit allied health Medical Assistant certificate leads to a credit certificate in Health Information Technology.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

Educational, and student services, play a key role in aligning all adult education programs offered within the North Orange County Region and in identifying individual needs of students while enhancing their learning environment. The student pathway through the regionally aligned programs is characterized by ensuring student access, progress, learning, and success. For example, an AEBG Student Service Specialist will work directly with the students who are currently enrolled in our member K-12 districts and are in danger of not completing their diploma studies. The specialist will ensure a smooth transition between K-12 and adult education, which will include completion of all required enrollment steps. Another example of integration of student services in order to strengthen retention and success is inclusion of childcare (provided by K-12) and counseling (provided by NOCCCD) for ESL classes offered at community-based locations. The counselors will help adult learners develop study skills, access additional resources, and learn about regional educational options. To alleviate the fear of the unknown when transitioning to post-secondary education, NOCCCD Disability Services and Support (DSS) counselors will offer onsite workshops to the parents whose children are ready to leave high school and enter college. The workshops will focus on accommodations and support services available in colleges and the change in parental involvement and support in a post-secondary environment.

Section 3: Consortium Member Signature Block

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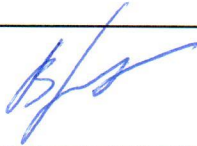
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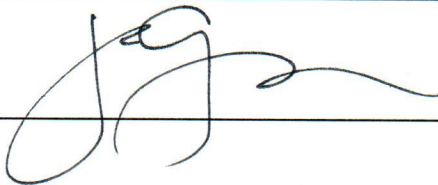
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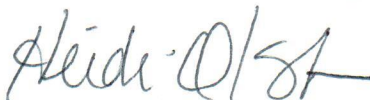
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