Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked (   ).** Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016.**

> **Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration   −

Consortium Grant Number	Consortium Name
15-328-35	37 North Orange

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Crete, Jesse	AEBG Director	(714) 462-9579	jcrete@sce.edu

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.To add or remove a Member Representative, click **Add / Remove Member Representatives.**

Name	Title	Phone	Email
Cox, Terry		(714) 808-4672	tcox@sce.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives.**

Name	Member Agency	Phone	Email	Approved
Bisgard, Carrie	Placentia-Yorba Linda Unified School District	(714) 986-7026	cbisgard@pylusd.org	08/18/2015
Olshan, Heidi	Los Alamitos Unified School District	(562) 799-4820	holshan@losal.org	08/18/2015
Layana, Sandra	Fullerton Joint Union High School District	(714) 447-5501	slayana@fjuhsd.net	09/08/2015
Purtell, Valentina	North Orange County Community College District	(714) 808-4670	vpurtell@sce.edu	08/25/2015
Lynch, Dana	North Orange County Regional Occupational Program	(714) 502-5959	dlynch@nocrop.us	07/13/2016
Vachet, Mary Lou	Orange County Department of Education	(714) 245-6447	mvachet@ocde.us	03/29/2016
Van Luit, Connie	Garden Grove Unified School District	(714) 663-6305	cvanluit@ggusd.us	04/21/2016
Garlitos, Jei	Anaheim Union High School District			04/25/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- ○ Yes
- ◉ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

> ⬇ Download Governance Plan Template

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)

- ○ Yes
- ◉ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

The NOCRC Executive Committee is the only decision-making body that 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 NOCCCD's Vice Chancellor of Finance & Facilities.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- ○ Yes
- ◉ No

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
🔒 Los Alamitos Unified School District	$0
🔒 Placentia-Yorba Linda Unified School District	$0
🔒 Fullerton Joint Union High School District	$0
🔒 Anaheim Union High School District	$0
🔒 North Orange County Community College District	$3,653,902
North Orange County Regional Occupational Program	$0
Garden Grove Unified School District	$0
Orange County Department of Education	$0
Total	**$3,653,902**

Section 2: Plan Summary for Program Year 2016-17   −

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. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The North Orange County Regional Consortium's (NOCRC) vision is in direct alignment with the State's: Rethinking and Redesigning Adult Education. We do this by focusing on the needs of the adult students in our region and collaborating not only with each other, but with our regional partners, AEBG consortia as well as individual community colleges and adult education schools throughout the state. We are committed to sharing best practices and learning from one another in order to better serve our students. Whether it's through hosting a large Partners' Breakfast event, a smaller I- BEST Symposium, or a more intimate conversation we strive to improve our regional programs and services to align regional academic and career pathways, address gaps, accelerate students' progress towards their academic and/or career goals, and leverage resources for sustainability.

The NOCRC Executive Committee and Workgroups have worked hard through the 2015-16 inaugural implementation year to convert existing AB86 strategies into AEBG strategies as well as launch new AEBG strategies. We've opened a new off-site high school diploma lab, expanded our I-BEST offerings, in partnership with the Garden Grove One Stop we've piloted our first computer course specifically for older adults entering/re-entering the workforce, conducted numerous professional development workshops around serving and supporting adult students on the autism spectrum, provided babysitting for off-site ESL courses, developed a curriculum exploration strategy for programs for adults designed to develop knowledge and skills to assist elementary and secondary school children, and hired faculty and staff to begin implementation and delivery of the DSS Transition Counseling strategy, ESL Mentorship Program, Workforce Development and Career Services Program, CTE Outreach, Pathways, and Student Support strategy to name a few. Additionally, we've opened our NOCRC AEBG Offices as a regional hub for all our AEBG efforts

NOCRC's primary goal for the 2016-17 implementation year is to expand the strategies that have already begun and to begin implementation of those that have yet to be launched. This will require the NOCRC Program Area Workgroups to continue their monthly meetings in order to direct and evaluate the effectiveness of each strategy. Some strategies require hiring additional faculty and/or staff, others require identifying classroom space, and others still may require additional strategy development. NOCRC will also focus efforts and resources on the best way to assess and track regional data as well as development or purchase of a database tool to assist in these efforts. In summary, NOCRC will continue to Rethink and Redesign Adult Education.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
211 Orange County	Community Based Org	An extensive resource data base available in multiple languages that connects individuals to free and low cost services in Orange County such as crisis services, housing, mental health, substance abuse, transportation, food pantries, health care, legal assistance, bill payment assistance, and employment by calling 2-1-1 from any phone in Orange County or by logging on to www.211oc.org.
Anaheim Elementary School District	Educational Agency	A public school district serving the City of Anaheim in Southern California, United States.
Centralia School District	Educational Agency	A public school district with eight elementary schools that are located in the cities of Buena Park, Anaheim and La Palma. Enrollment is approximately 4,500 students.
Garden Grove One Stop Center	County Workforce	Labor market information, initial assessment of skill levels, and job search and placement assistance
OC and Anaheim Workforce Development Boards	County Workforce	Administration of the One-Stop system, remediation for new labor market entrants, remediation for transitional workers, dropout prevention initiatives, career information for PK-12 students, and long-term education improvement strategies.
Orange County Reentry Partnership	Community Based Org.	Resources and professional development for providers that provide employment, education, and rehabilitative services to the formerly incarcerated. General Membership meetings are held bi-monthly. Employment Committee meetings are held bi-monthly.
Wells Fargo Bank	Bank	Financial Literacy Education workshops available in multiple languages that include how to understand a pay stub, paycheck management, monthly budgeting, banking, credit, identity theft prevention, planning for college, and entrepreneurship.

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

NOCRC partnered with the OC WIB and Garden Grove One Stop Center's Older Adult Work Experience program to pilot a School of Continuing Education (SCE) computer course specifically for older adults trying to enter or re-enter the workforce. The class, Discover the Internet, was offered in the One Stop Center's newest computer lab and is part of a CDCP approved certificate. Rather than change the approved curriculum, the lessons were contextualized to better prepare the students for employment. The course met two days per week for 10 weeks and included two hours of class time followed by an hour of lab time with the instructor each class meeting. The instructor used innovative and engaging teaching practices to create a safe learning environment that allowed students to thrive. The students' range of capabilities varied drastically at the beginning of the course, but by the end they had successfully met the student learning outcomes and within their groups created working, well-designed, and researched websites which they presented to the class and directors from the One Stop and SCE. Additional course offerings and ways to expand the partnership to help adults entering or re-entering the workforce are currently being explored.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

During the 2015-16 Program Year the NOCRC had many successes, but two that expanded levels and types of programs the most were the increases in our I-BEST, locally known as Project Asparagus, and Off-Site High School Lab strategies. SCE increased I-BEST offerings from one CTE area, Pharmacy Tech which began Spring 2015 as part of AB86, to four areas: Administrative Assistant, Early Childhood Education, and Medical Assistant. As a result more students that traditionally struggled in those courses were able to complete them. Testing scores increased and many students seemed to have a better understanding of the content. SCE is working on ways to continue expanding I-BEST offerings as well as developing partnerships with its sister credit institutions to offer pathways to credit certificates and degrees. We also added another off-site high school diploma lab; this one with Member PYLUSD. The lab opened October 6, 2015 and has enrolled 72 students of which 6 have graduated and 21 have yet to start in the lab. Two instructors and a counselor provide the students with support to reach their academic and career goals while sharing resources to mitigate barriers.

2015-16 had many challenges, most of which were due to funding and guidance for the program year being given so late into the year. The consortium and fiscal agent experienced growing pains regarding how to best support the consortium's efforts and fast pace while maintaining the policies and procedures of the community college district especially in the area of hiring. All involved were committed to the process, but since many new ways of doing things were being introduced, it required time and communication. These challenges were expected and not insurmountable, but rather delayed the beginning of implementation for many strategies. It takes time for institutions of our size to set-up mechanisms for data collection and not knowing the specifics or guidelines related to data collection or the aforementioned measures significantly decreases our ability to provide the required data in a timely manner. Unified performance measures and data collections guidelines will ensure consistency of data across the state.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

The NOCRC began to address the regional needs of its adult learners in numerous ways during AEBG's inaugural year. A few examples include two major strategies implemented by the Disability Support Services (DSS) Workgroup which included hosting numerous workshops and professional development sessions on how to best support adult learners with Autism for Members' faculty and staff as well as parents. The second strategy was focused on better preparing students to successfully transition to post-secondary education. This gap was addressed by hiring community college DSS counselors to work on the K-12 sites with the 18-22 year old transition program students. The counselors were hired and trained at the end of 2015-16 and will begin working with students in Fall 2016. The Basic Skills Workgroup implemented a strategy to offer direct math and English instruction for high school diploma program students who traditionally work on their own in a lab setting. Breaking students into cohorts focused on specific subject areas helped students truly learn the material and thereby pass chapter tests faster enabling them to earn their high school credits at an accelerated rate.

Similarly to the challenges addressed above for "Levels and Types of Services," the biggest challenge to addressing Regional Needs was receiving funding and guidance so late into the 2015-16 school year. This affected hiring most of all; which without hiring faculty and staff to implement the strategies, addressing Regional Needs was delayed. Additionally, the inability by the fiscal agent District to hire permanent personnel, specifically classified, managers, and faculty due to their concerns for ongoing funding considerably hinder our progress.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

| Program Areas | 2015 - 16 Expenditures | | | | | | | 2016 - 17 Planned Expenditures | | | | | | | |
| | Budgeted | | | Spent | | | +/- | AEBG | WIOA | Adult Perkins | CalWorks | LCFF | CCD Apportionment | Incarcerated Adults | Total |
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
1000 Instructional Salaries	$0	$0	$0	$0	$0	$0	-
2000 NonInstructional Salaries	$0	$0	$0	$0	$0	$0	-
3000 Employee Benefits	$0	$0	$0	$0	$0	$0	-
4000 Supplies and Materials	$0	$0	$0	$0	$0	$0	-
5000 Other Operating Expenses	$0	$0	$0	$0	$0	$0	-
6000 Capital Outlay	$0	$0	$0	$0	$0	$0	-
7000 Other Outgo	$0	$0	$0	$0	$0	$0	-
Indirect / Administration	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a

Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update   −

Regional Assessment Plan Updates

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.

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. As mandated by Title V and SSSP Program requirements, SCE will use the CCC Common Assessment system to test its basic skills and CTE students once the tools become available.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
CASAS	CASAS	Reading (Form 80R) and Listening (Form 80L)
Student Learning Outcomes	n/a	
TABE	McGraw Hill	Locator and Reading Assessment

Student Data Tracking

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.

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. 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.

Additionally, upcoming Title V change will include the new noncredit evaluative symbol Satisfactory Progress (SP) in addition to Pass (P), No Pass (NP), and letter grades that are currently available for use by community colleges.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Scorecard	CCCO	State-Wide Accountability Report

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

(A) *Improved literacy skills*
(B) *Completion of high school diplomas or their recognized equivalents*
(C) *Completion of postsecondary certificates, degrees, or training programs*
(D) *Placement into jobs*
(E) *Improved wages*

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

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Key Success:
•       Implementation of SCE-PYLUSD El Camino Off-Site High School Diploma Program
•       Completion of Discover the Internet Pilot for Older Adults entering or re-entering the workforce in collaboration
with the Garden Grove One Stop
•       Hired and trained four DSS Transition Counselors (will begin working with students in Fall 2016)
Challenges:
•       Figuring out how to share student data information with Members/Partners, without violating students' privacy, in
order to track job placement and retention data
New Strategies Proposed:
•       Off-Site Labs: Additional night added to lab; hiring of Student Support Specialist to support the off-site lab
students, instructors, counselors, and Members
•       Older Adults Courses: Expand computer courses offered for older adults to be taught at One Stops and other
partner locations; update computer curriculum to make it more relevant to today's employers; work with One Stops to offer
additional courses, supports, and services designed to accelerate Older Adults obtaining employment.
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Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
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.	High School Diploma graduation completion, transition to college and/or certificate programs, and gainful employment	* Edmentum Acusess online diagnostic tool * Grad Checks * {how do we assess transition to college? gainful employment. etc..}
Offer courses for adults, including but not limited to older adults entering or re-entering the workforce	Change delivery of courses, including, but not limited to computer skills courses, specifically designed to be accessible to and meet the needs of Older Adults entering or re-entering the workforce.	* Completion Rate * Students meet Student Learning Outcomes * Partner, such as One Stops, track job placement/retention
DSS Transition Counselors: Counseling services directed toward transition-age K-12 DSS students in order to increase the rate of success for those students entering PSE.	*Students with disabilities will be better prepared to transition to PSE. *Students will experience increased completion rates 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 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. *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. *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.	*DSS Counselors will evaluate the progress of students becoming more 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.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Key Success:
· Hired WestEd/RP Group to help create a strategy evaluation plan
· Spoke with, visited, and presented for numerous consortia and community colleges throughout the state and other state-wide groups on NOCRC's strategies and best practices. Worked to foster a community of sharing and supporting one another through events such as the 2nd Annual Partners' Breakfast and Project Asparagus I-BEST Symposium.
· Hired a Workforce Development Special Projects Manager to build the workforce development regional strategy
· Hired an ESL Liaison (Special Projects Manager) who has been spearheading the ESL strategies including implementing off-site childcare and ESL counselors as well as the mentorship strategy
· Conducted numerous workshops and discussion on supporting students with autism.
Challenges:
· Initially tried to leverage resources and hire a CTE/I-BEST Special Projects Manager that was shared with SCE's CTE initiatives, but the workload was too great for any one person. NOCRC made the position 100% focused on AEBG.
New Strategies Proposed:
· Hire a consortium senior researcher
· Continue to work together with consortia around the state
· Implement Workforce Development and Mentorship strategies in Fall 2016
· Curriculum Exploration to Support Adults that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Region-Wide Partnership and Collaboration Led by AEBG Director	* NOCRC, led by the AEBG Director, will work with its Members and Partners to continually evaluate regional adult education programs and services as well as effectiveness of AEBG strategies. In addition, the AEBG Director will lead consortium outreach and marketing efforts, including but not limited to local and state presentations. These efforts will be supported by AEBG Project Management staff. * Research and data collection for the consortium will be conducted by professionals hired by the consortium. This could include consultants in addition to NOCRC staff members. * NOCRC AEBG Offices will be maintained to act as the hub for all consortium activity as well as a resource for Members and regional Partners.	* Completing all duties set forth by the NOCRC Adult Education Block Grant Executive Committee, tracking implementation of AEBG strategies and tracking progress made towards the objectives of the RCP. * Researcher(s) and Professional Consultations 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. * NOCRC AEBG Offices are maintained and host numerous activities related to AEBG strategies.
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.	*Students will be able to identify their career goals. *Students will be better prepared to reach their career goals. *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. *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. *Data will be tracked and collected on students' progress in jobs placed through this initiative.	*Obtain, track, and analyze data related to job and internship placement as well as track job progress. To track employment: -Collect paycheck stubs -Employment verification forms -Shared information from WIOA Title I Adult & Youth programs upon placement and throughout follow up services each quarter after exit if they are co-enrolled -The Work Number (account activation required) To track post-secondary education: -Via Banner ID, if applicable -Collect course schedules & grades each semester -National Student Clearinghouse (account activation required)
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.	*Will identify remaining gaps in career opportunities and training programs throughout the NOCRC region. *Will develop at least one new pathway program. *Will develop and implement at least two new strategies for increasing student and faculty engagement. *Will provide at least two Professional Development opportunities for faculty and staff. *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. *Will identify and work with a cross section of at least 20 SCE Adult Education students to identify barriers and bridges to success.	*Obtain, track, and analyze data related to available training programs and outreach efforts. *Conduct surveys and analyze student attendance and completion rates. *Track and analyze student progress transfer rates to both higher education and workforce.
Delineated pathways to credit instruction for noncredit ESL students. Consortium 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.	*Students and program faculty/staff will be better informed about options among the various members of the consortium. Smoother transitions from one segment/program to another.	*Surveys conducted at staff development events and 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.	*Two consortium DSS instructional assistants will be hired. *Development of courses in real life settings to prepare students for employment, independent living and community integration. *Increase the number of courses currently offered for vocational and independent living. *Enhance and increase services provided to address the unmet needs of students with disabilities.	Various depending on the research methodology appropriate for each outcome area.

Activity	Outcomes Expected	Method of Assessing Impact
Curriculum Exploration to Support Adults, including but not limited to parents, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school	Love & Logic Training of Trainers: Individuals attending this training will be equipped to instruct and fully understand the "Parenting with Love & Logic" curriculum. · Participants will be ready to train/instruct the following subjects: o The five principles of the Love and Logic Approach): 1. Mutual dignity and respect 2. Sincere empathy 3. Shared control within limits 4. Shared thinking 5. Positive relationships o The core skills of the Love and Logic approach o Solutions to parenting challenges o Classroom/large group management o Essential skills for trainers of Love and Logic · Member District attendees will obtain the skill set and materials to effectively utilize the information from the training of trainers at their discretion based on their individual, site-based needs. · SCE faculty and staff will obtain the knowledge needed in order to adapt the Love & Logic curriculum into an SCE course. Pilot Courses: The pilot course proposal aims to determine which curriculum will lead to the following outcomes: · Positive relationships between adults and k-12 students. · Adults feeling empowered to own and solve challenges in supporting K-12 students as reported in surveys. · Workshop attendees from our Member Sites will be more equipped to teach their k-12 student(s)/children to be responsible, respectful, and resourceful members of their families, schools, and communities. · The courses will allow us to confirm/refute our assumption on the regional need for social-emotional support to help us better evaluate our SASS strategies. · Member school sites will be able to engage and guide parents in successful social-emotional techniques that should directly affect student academic performance. · Member school sites can anticipate parents that are more aware of how basic needs affect student academic performance. · Member school sites can expect parents who are more involved and students who are better supported. · Workshop attendees from our Member sites will be more equipped to teach their k-12 student(s)/children to be responsible, respectful, and resourceful members of their families, schools, and communities. · Professional development participants will become knowledgeable on topics surrounding issues in the region. · Connections/relationships between NOCRC workgroups and students.	Love & Logic Training of Trainers · Enrollment and completion of trainings · Participant surveys · Participant implementation action plan Pilot Courses · The SASS workgroup will work with research consultants to develop qualitative and quantitative assessments of each pilot. · Increased enrollment · Pre/Post participant attitude/outcomes survey · Workshop referrals · The SASS workgroup will work with research consultants to develop qualitative and quantitative assessments of each pilot.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Key Success:
· Implementation of Project Asparagus (I-BEST) course offerings to include Pharmacy Tech, Medical Assistant, Administrative Assistant, and Early Childhood Education CTE programs
· English and Math Direct instruction offered at SCE's Anaheim Campus
· ESL Off-Site Counselors and ESL Mentorship Special Projects Coordinator hired
Challenges:
· Awaiting approval of the Lower-Level Academic Success Program curriculum
New Strategies Proposed:
· Continued expansion of Project Asparagus to more sections of existing programs as well as possibly new offerings for electrical and funeral services programs
· More focused professional development for existing and potential I-BEST instructors
· Work with neighboring consortia to launch their I-BEST programs
· Expand direct instruction offerings to additional SCE campuses beginning with Wilshire Center
· Launch the Mentorship strategy in Fall 2016

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Project Asparagus - Accelerated learning through contextualized/team-teacher instruction. Expand the I-BEST offerings based on the findings and recommendations from the action research project. Implement several more I-BEST classes across ALL program areas and leading into credit during the 2015-2016 Academic Year.	*Students will have a better, more in depth understanding of the subject matter. *Students will have more foundational skills needed to complete advanced classes and CTE Vocational Certificate programs quickly, with increased confidence, and more in depth knowledge. *Students will have more foundational skills needed to enroll in college credit classes. *Students will be better prepared to obtain employment. *Students with disabilities, ESL students, High School Diploma students as well as CTE students will have an integrated college learning experience.	*CASAS assessments will be given to students before the course begins as well as at the end of the course to measure progress. *Faculty participating in I-BEST courses will report on their observations regarding strategies that worked as well as barriers. *The AEBG researcher will develop both qualitative assessment measures and follow-up surveys that will be administered to gather data.
English and Mathematics Direct Instruction Classes	*Students will improve their skills in basic English and mathematics.	*Student feedback will be collected, summarized, and reviewed by the SCE High School Lab full-time instructors in collaboration with the program director.
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.	*Increased awareness and access to community resources and academic-based services *Establish academic pathways to credit or non-credit courses and programs *Establish links to disabled students services and programs *Increased access and awareness to academic programs and services within the NOCRC service area; thereby creating student educational ed. plans and tracking students	*Number of students receiving counseling services.
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. The specialized mentor/s will build trust, communication, commitment, and collaboration with the adult students as a way to provide support.	*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.	*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.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Key Success:
· Washington representatives observed NOCRC I-BEST instructors and provided feedback. Additionally, participated in 1st Annual Project Asparagus Symposium which in addition to NOCRC faculty, staff, and Members, was attended by more than 9 other consortia and community colleges.
· Numerous workshops focused on autism spectrum disorder (ASD) offered to various audiences at multiple Member locations
Challenges:
· Scheduling to allow both non-credit and credit faculty to participate in I-BEST professional development at the same time in order to create seamless pathways.
· A champion to spear-head the Basic Skills Tutor Training and implement in regionally
New Strategies Proposed:
· Meet with Academic Senate presidents for both noncredit and credit institutions to determine how to offer additional I-BEST professional development in order to create seamless pathways
· Offer additional ASD workshops for both Members and Partners
· Identify a Basic Skills Tutor champion so that the strategy can be implemented

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	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.	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	Completion of up to seven Professional Development workshops pertaining to ASD. Increased awareness (of educators) of strategies and tools to better serve students with ASD in postsecondary education. 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.	Recording/reporting dates, presenters and topics of all ASD trainings & workshops. Recording/reporting of the number of persons attending each workshop. Recording/reporting type of attendees (i.e., parent, student, educator, etc…) Providing supporting materials for each ASD training & workshop (i.e. PowerPoint presentations, handouts, etc.).
Basic Skills Tutoring Training: TutorLingo On-Demand Tutor Training Workshops	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.	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.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

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Key Success:
• Opened SCE-PYLUSD El Camino Off-Site High School Diploma Lab
• Piloted first computer course specifically for Older Adults entering or re-entering the workforce at the Garden Grove
One Stop
• Began offering childcare services through Members and Partners
Challenges:
• Offering consistent levels of childcare across Members and Partners
New Strategies Proposed:
• Increase Older Adult course offerings with Garden Grove One Stop and other partners
• Purchase modular buildings for placement on Member sites to offer courses specifically for DSS students to accelerate
their progress towards their educational goals and gaining employment
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Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
CTE Computer Classes for Older Adults	Garden Grove One Stop	Recruitment of students; use of computer lab; assisting students with job placement; tracking student job placement and success data	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	Centralia School District, Anaheim Elementary School District	Donation of classroom space. NOCRC K-12 Members will provide the childcare workers and space to hold the childcare.	Off-Site ESL Courses and Childcare	Increased and more consistent enrollment in ESL off-site courses as shown via iTendance records
Off-Site High School Diploma Labs		Classroom and counseling office space	Off-Site Labs for students	Number of NOCCCD high school diploma graduates
CTE Computer Classes for Older Adults	Garden Grove One Stop	Recruitment of students; use of computer lab; assisting students with job placement; tracking student job placement and success data	Computer courses for older adults	Increased and more consistent enrollment in ESL off-site courses
ESL Off-Site Courses with Childcare	Anaheim Elementary School District	Donation of classroom space. NOCRC K-12 Members will provide the childcare workers and space to hold the childcare.	Off-Site ESL Courses and Childcare	Increased and more consistent enrollment in ESL off-site courses

Section 5: Annual Plan Submission   —

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature
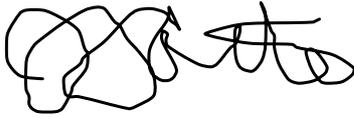
☑ Click here to confirm that you are ready to submit your Annual Plan.