37 North Orange | Consortium 2017-18 Annual Plan

*INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit (http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit).*

*Click on the **Section 1: Plans & Goals** header to begin.*

Section 1: Plans & Goals   −

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

NOCRC is proud to report that it has stayed true to its stated Regional Comprehensive Plan (RCP) vision of Rethinking and Redesigning Adult Education…Together throughout the 2016-17 implementation year. Working together with all eight NOCRC Members and numerous Partners to create, develop, and implement innovative strategies that not only generate seamless transitions, student acceleration, shared professional development opportunities, and leverages resources, but support both new and existing adult education students by connecting them to regional resources and social services in order to mitigate barriers to their success in education.

NOCRC has collaborated to improve upon existing adult education models and services in addition to designing brand new models. Such as community college noncredit working closely together with K-12s to develop and deliver curriculum for adults to support the academic success of primary- and secondary-aged school children. NOCRC also diligently works to braid resources – both internal and external. For instance, offering re-packaged CDCP CTE computer courses at a local AJCC in order to better support adults, including older adults, in entering/re-entering the workforce. The AJCC provides case management and supportive services using WIOA Title I funding, SCE provides instructors and curriculum, and NOCRC provides computer equipment and pays for instructional support in order to meet the learning needs of the older adults. This strategy has resulted in seven older adults being hired due in part to their newly acquired computer skills.

As NOCRC begins its third implementation year (and final year of its RCP), the primary goal will be to continue with the successful strategies, significantly grow the strategies, and begin research and assessing the needs of the region in order to support planning for the new RCP. To do this, NOCRC is expanding its current office space to accommodate additional employees, intentionally pursuing new and nurturing existing regional partnerships, and interweaving strategy outcomes into every Workgroup and Executive Committee discussion. In lieu of having initial State AEBG outcome measures, NOCRC took the initiative to develop local effectiveness measures in order to empower program area Workgroups and the Executive Committee to make data-driven decisions regarding strategies and funding. With the hiring of an AEBG-dedicated Senior Research Analyst as well as our ongoing relationship with RP Group and WestEd, NOCRC will continue developing the consortium's local effectiveness measures. In summary, NOCRC will continue to Rethink and Redesign Adult Education in the 2017-18 implementation year.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Student Success - student success is defined differently for each program area which makes measuring this area particularly difficult. However, it has been shown across all program areas that wraparound services are needed in our region to assist students overcoming barriers to educational and even workplace success.	One way of identifying gaps in student success is looking at our completion rates verses drop out rates.	Retention and persistence are two viable ways to measure student success effectiveness. Additionally, local assessment tools should be developed to measure student support effectiveness.
Transition: K-12 to Postsecondary - regionally, the transition from K-12 to postsecondary education, especially noncredit, is a significant gap. Students aren't transitioning due to a number of reasons including misinformation, enrollment/registration barriers, and lack of articulated goals.	NOCRC's Members often meet with administrators, counselors, and other key staff within our region and are constantly asking them to state identified regional gaps. Additionally, NOCRC hosts an interactive Annual Partners' Breakfast event each Spring to dialog with Members and Partners throughout the region. We break out into program areas and discuss what they see has regional gaps. Furthermore, local census data has shown transition to be a regional gap.	NOCRC will continue to use the Annual Partners' Breakfast to collect regional data from consortium Members and Partners in addition to census data. Additionally, we will begin tracking student's school and/or district from which they transitioned (or previously attended) so that we can begin monitoring the transitions trends to postsecondary in our region.
Workforce Preparation and Transition - this includes skills needed to obtain work, access to information regarding careers/jobs, and the postsecondary education required to obtain said jobs.	We used the following information to identify these gaps: the CTEOS Survey, LMI Data including middle-skill gaps in OC, and regional Unemployment Rates (i.e., by education level, age, etc...).	Effectiveness will be measured through the CTEOS Survey, Emsi Alumni Insight Tool, tracking the number of our students that get jobs, EDD Base Wage Reports (if/when MOUs are developed).
Regional Outreach - many in the community and regional businesses still are unaware of noncredit/adult education and how it can benefit them.	This information has primarily been identified via census data used for our Regional Comprehensive Plan.	Eventually we hope to see our efforts reflected in revised census data, but since the census is not conducted annually, for this year we will mainly track the number of our outreach attempts/events and the number of participants.
Professional Development/Parent/Student Education - even though there has been a significant increase in regional Professional Development through NOCRC, there is still an incredible need for more for faculty, staff, parents, and even students.	Primarily anecdotal based on what our Members and Partners are sharing with us (i.e., faculty, administrators, staff...). In addition, our experiences with our parents and students as we, NOCRC, have been conducting Professional Development activities over the past two years.	Primarily pre- and post-surveys. Needs assessments are conducted regularly for many of our program areas and it is expected that the results of the needs assessments will change as regional professional development needs are met.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. 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.

> CTE Outreach, Pathways and Student Support - Incorporate Emsi tools such as Program Demand Gap Analysis report (PDGA), Career Coach, Analyst License Analytics, Alumni Network Insight Software and Program Outcome Excel Analyst to increase the data and information supporting our CTE programs regionally.

> CTE Outreach, Pathways and Student Support - Increase number of Career Fairs/Business Outreach Events/Student Industry/Career Pathway Workshops to better education potential and existing students on CTE options.

> Workforce Development & Career Pathways Strategy - Focuses on employability skills and career planning while integrating case management to help students explore and plan career pathways. Additionally helps students identify and overcome barriers to employment and education by referring them to regional support services and WIOA Title I Adult and Young Adult funded programs. In the last half of 2016-17 staff was hired and trained and implementation began supporting AEBG Basic Skills students. The strategy will be expanded to all AEBG program areas in 2017-18.

> SASS Curriculum Exploration - Three different sets of Love & Logic curriculum were implemented during the 2016-17 pilot phase. Identified challenges included workshop/course timing, availability, location, and babysitting services. The outcomes of our 2016-17 pilots are driving the 2017-18 strategy in that we are developing two new sets of Love & Logic curriculum that meet the needs of adults supporting K-12 students with disabilities, and trauma informed practices with an emphasis in adults supporting foster/adopted youth. We are also beginning the curriculum review process for the existing Love & Logic curriculum and will continue expanding course offerings for NOCRC Members and Partners.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
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.	4 - Mostly implemented	Each of our Member K-12s has different challenges with their Adults Transition Programs. So the Transition Counselors encounter a variety of challenges with implementation.	-Explore ways to "scale up" the strategy so that each Transition Counselor has a wider reach of students.	Nothing at this time.
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.	5 - Fully implemented	N/A	-Further support transition to credit and/or noncredit CTE via Career Pathways Specialists -Outreach to additional high schools and communities to increase enrollment	It would be incredibly beneficial if our K-12 members were able to positively count the students they transition to us instead of having to claim them as "nongrads".
Offer courses for adults, including but not limited to older adults entering or re-entering the workforce	4 - Mostly implemented	-Limited appropriate classroom space was available in 2017-18. -Retention rates can be a challenge due to students obtaining jobs during the term.	-Work closely with the AJCC to develop a strong outreach strategy for the offered classes in order to increase enrollment. -Continue working with the Development Board on how we can share data/tracking information on students/participants.	An overarching MOU between the Chancellor's Office and CA Development Boards that allows us to easily share student/participant data without violating FERPA or privacy rights would greatly help this strategy.

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

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.

DSS Strategies to Respond to Regional Need - DSS Student Mentor Program Pilot: Peer Mentoring activities include greet incoming students, give campus tours, show students where to go to obtain campus resources, help students, and help students learn how to be organized. These activities will generally be provided at the beginning of an academic term, but the DSS Work Group recommended that there is some flexibility so that a student who may transition to postsecondary mid-term can access these services.

Regional ESL Course Alignment - Determine if there is a need to align noncredit and credit ESL curriculum in order to provide a seamless transition. ESL courses and placements tests will be examined to identify areas for alignment. The goal is to have, if necessary, revised ESL course outlines that would allow for noncredit to credit alignment.

Regional Workforce Collaboration Strategy -
Collaboration between adult education, workforce development boards, and chambers of commerce, to better connect students to career pathways in high demand industries as defined by regional labor market through co-enrollments and leveraging of resources.

Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
English and Mathematics Direct Instruction Classes	5 - Fully implemented	When trying to expand strategy to multiple campuses, there is a challenge of finding space to hold the instruction as well as attracting enough students to sustain the workshops.	Expanded General Math Workshop to Evening. Will look at offering additional evening courses based on need.	Nothing at this time.
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.	1 - Not at all implemented	The internal and external curriculum review process for this specific curriculum has taken an inordinate amount of time. We are currently waiting on final state approval.	Implement approved curriculum.	Allow for noncredit curriculum be approved at the local level to expedite new course offerings.
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.	4 - Mostly implemented	Lack of available private rooms at offsite locations for counselors to meet individually with students restrict counselors from being able to support more offsite courses.	Explore ways to increase the number of offsite locations where students can be served individually. Provide orientations and workshops as a way of expanding delivery of counseling services.	Include student support services, such as counseling, in AEBG effectiveness metrics.
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.	5 - Fully implemented	-We were able to fully implement, however identifying the correct pair of co-instructors is an inherent challenge with this strategy. -Furthermore, NOCCCD's Adjunct Faculty contract does not allow us to pay adjunct faculty for planning time (only for actual instructional time). When you are co-teaching, you must have dedicated time to work with your co-instructor, since not any one person is calling all the shots. This is another huge challenge with this strategy.	-Increase I-BEST co-teaching pairs in order to add additional I-BEST CTE courses. -Request full-time I-BEST Student Success faculty via NOCCCD's full-time faculty request process.	-It would be helpful if the state would consider amending Ed Code to allow us to pay for two-instructors in the classroom such as has been done in Washington. -Furthermore, noncredit instructors/faculty positions should be included in the Faculty Obligation Number (FON) so that hiring noncredit faculty supports, not hinders, community college districts. -Consider re-instating sunsetted Title 5 Section 55064, which allowed completion of a noncredit course counted toward satisfaction of the requirements for an associate degree. This would allow us to provide more seamless pathways between noncredit and credit CTE certificates and degree attainment (i.e., noncredit Funeral Services certificate seamlessly transitioning students into credit Mortuary Science program).

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
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.	2 - Mostly not implemented	-Developing the foundation of the program in a manner that would encourage growth and sustainability was a primary challenge. -Finding appropriate Community College ESL Mentors -Identifying Noncredit and Community College ESL Mentees	-Provide ongoing training and support for Mentors and Mentees. -Work closely with Community College campus resources to ensure communication to Mentors and Mentees of available services. -Because academic year entry points for Noncredit and Community Colleges do not coincide which makes aligning transitions difficult, therefore, we will be focusing on scheduling and outreach.	Consider allowing restricted spending for clothing items such as shirts, sweatshirts, jackets, and/or hats that could be worn by the Mentors to identify them as such for existing and potential Mentees.

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

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. 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).

Medical Assistant I-BEST Cohort Curriculum Development: During the summer develop a cohort model using existing curriculum and/or creating grant-funded curriculum as needed so that we can offer the Medical Assistant program as an I-BEST Cohort beginning in Fall 2017.

Upper Level ESL Distance Learning - We will be developing a platform that supports knowledge-sharing and communication that provides rich and rapid feedback, incorporates active learning, and fosters frequent and effective student-to-teacher and student-to-student interaction, allows flexibility to instructors in the application of various instructional strategies. Students will also be able to retrieve assignments and teacher feedback via the platform.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
AEBG Director will present for Members' Districts as well as regional and community partners in order to foster communication.	3 - Somewhat implemented	Lack of time as well as many changes in key staff positions at Member Districts. However, outreach to community partners increased significantly in 2016-17.	Continue to schedule presentations and outreach activities throughout the year. Work with regional partners to implement region-wide strategies such as WIOA Regional Plan and Strong Workforce Regional Plan.	Nothing at this time.
Basic Skills Tutoring Training: TutorLingo On-Demand Tutor Training Workshops	3 - Somewhat implemented	Finding contacts for each Member to take ownership of the program at each site.	Tracking usage and rolling-out the training at Member locations.	Nothing at this time.
DSS regional autism spectrum disorder trainings and workshops	5 - Fully implemented	None. We were able to provide a wide-range of trainings and workshops for every Member of our consortium tailored to their specific needs.	None at this time unless requested by a Member.	Nothing at this time.
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.	5 - Fully implemented	The predominant challenge is the fact that credit and noncredit faculty's schedules do not coincide in our region. So it's very difficult to get them to the same Professional Development event.	The strategy listed in the first cell of this row was specific to 2015-16. We've continued to provide I-BEST Professional Development through an all-inclusive trip to Washington for faculty in 2016-17, but predominantly through our Annual I-BEST Symposium, which in addition to our region, attracts representatives from consortia all over Southern California. We will have our 3rd Annual Project Asparagus I-BEST Symposium in June of 2018.	Allow consortia to travel out-of-state to see Washington's I-BEST in action. Having them come to us is great, but nothing empowers, inspires, or better prepares faculty than seeing it in person.

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

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.

Professional Development for CTE Computer Faculty throughout the region - create a MyITLab and Certification resource book, hold training for faculty, develop new policies and practices for offering MyITLab courses, and help faculty incorporate 3rd party certification practice exams into their curriculum.

SASS Curriculum Exploration - The need for professional development became evident as a result of our 2015-16 needs analysis and the Love & Logic Training of Trainers hosted in August 2016. We are currently in the process of formalizing Love & Logic professional development curriculum for NOCRC Members and Partners and 2017-18 will see an increase in the Professional Development workshops offered.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
CTE Computer Classes for Older Adults	5 - Fully implemented	N/A	-Opened Entry/ReEntry courses to all adult students, including, but not limited to older adults. -Continue to expand partnership/relationship with the American Job Center of California to increase attendance.	Overarching MOU between the Chancellor's Office and CA Development Boards that allows us to easily share student/participant data without violating FERPA or privacy rights.
ESL Off-Site Courses with Childcare	5 - Fully implemented	N/A	-Expand outreach to the surrounding communities in order to increase enrollment.	Define "childcare" (and/or babysitting) as a service and include it in AEBG effectiveness metrics.
Off-Site High School Diploma Labs	5 - Fully implemented	N/A	Expand outreach to community and additional high schools in order to increase enrollment.	It would be incredibly beneficial if our K-12 members were able to positively count the students they transition to us instead of having to claim them as "nongrads".

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including 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.

Pilot ELL Navigator grant project with OC Development Board in order to scale up the work that was started with the CTE Courses. Specifically work on dual enrollment and sharing data. The ELL Workforce Navigator Pilot Project will provide better access to workforce development programs and vocational training for English Language Learners through co-enrollments with AJCC's, and explore the offering of ESL courses at AJCC's.

SASS Curriculum Explorations - Leverage relationship with Wilshire Ave. Community Church to provide babysitting services for Wilshire based classes and workshops. Collaborate with SASS Workgroup Members and Partners to provide interpretation services to serve a wider population of students.

Continue work on implementing OC Regional WIOA Plan in order to leverage Workforce Development Board's industry partners for CTE's advisory boards.

Leverage relationship with North Orange County Chamber of Commerce to integrate local businesses in regional CTE courses for internships/externships.

Regional Workforce Collaboration Strategy -
Collaboration between adult education, workforce development boards, and chambers of commerce, to better connect students to career pathways in high demand industries as defined by regional labor market through co-enrollments and leveraging of resources. This strategy will also scale up the CTE courses currently being offered at AJCC's, and establish formal processes for referrals, co-enrollments, and data sharing. Additional collaboration with the North Orange County Chamber and Anaheim Chamber of Commerce will enhance employer engagement for internships/externships, advisory boards, informing current strategies, and the development of new strategies in order to satisfy labor market demand and close the middle skills gap.

Section 2: Fiscal Management   −

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	$3,545,110	$3,205,794	$339,316
2016-17	$3,653,902	$290	$3,653,612

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
Total	**$7,199,012**	**$3,206,084**	**$3,992,928**

Please identify challenges faced related to spending or encumbering AEBG funding.

-Staffing - The time it takes to hire and train staff is a huge challenge. Additionally, due to predominantly hiring for temporary positions/adjunct faculty, there tends to be high turnover.
-Fiscal Processes - Still working together with the fiscal agent to determine the most efficient and effective review/approval processes in order to expedite strategy spending.
-Fine-Tuning Anticipated Expenditures - We have historically been overly cautious when it comes to strategy budgets erring on the side of estimating high. As we move forward with implementation and realize actual costs, our estimates are becoming more accurate.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

-We are hiring as quickly as we can in order to implement strategies and spend down the funding. NOCRC has been working closely with our fiscal agent in order to streamline processes as much as possible. NOCRC's Workgroups have planned on aggressively implementing their specific strategies this year to maximize multi-year allocations and demonstrate overall effectiveness.
-While waiting for the recruitment to be completed, NOCRC released encumbered funds on a one-time cost basis.

Section 3: Certification and 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 **2017–18 AEBG General Assurances Document.**

Failure to meet the requirements listed in the 2017–18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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 2017–18 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 (Required)

☑ Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan

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