AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

15-382-062

1.2 Consortium Name:

South Orange County Regional Consortium (SOCRC)

1.3 Primary Contact Name:

Dr. A. Cathleen Greiner, Dr. Estella Garrison

1.4 Primary Contact Email:

cgreiner@ivc.edu; egarrison@saddleback.edu

If applicable:

1.5 Fiscal Agent Name:

Dr. Debra Fitzsimons, Vice Chancellor, Business Services

1.6 Fiscal Agent Email:

dfitzsimons@socccd.edu

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

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Irvine Valley College	Dr. Cathleen Greiner, Dr. Craig Justice	(949) 451-5555	cgreiner@ivc.edu; cjustice@ivc.edu;	December 14, 2014
Saddleback College	Dr. Estella Garrison, Dr. Kathy Werle	(949) 582-4326	egarrison@saddleback.edu; kwerle@saddleback.edu	December 14, 2014
Tustin Unified School District	Kathie Nielsen and Dr. Dustin O'Malley	(714) 730-7301 (714) 730-7395	knielsen@tustin.k12.ca.us. domalley@tustin.k12.ca.us	December 14, 2014
Irvine Unified School District	Dr. Rebecca Roberts	(949) 936-7405	rebeccaroberts@iusd.org	December 14, 2014
Laguna Beach Unified School	Darlene Messinger	(949) 497-7700	dmessinger@lbusd.org	December 14, 2014

District				
Capistrano Unified School District	Marc Patterson	(949) 234-9425	mbpatterson@capousd.org	December 14, 2014
Saddleback Unified School District	David Gordon	(949) 586-8800	David.Gordon@svusd.org	December 14, 2014

1.8 Use the Governance Template to describe how your Consortium operates programmatically and fiscally.
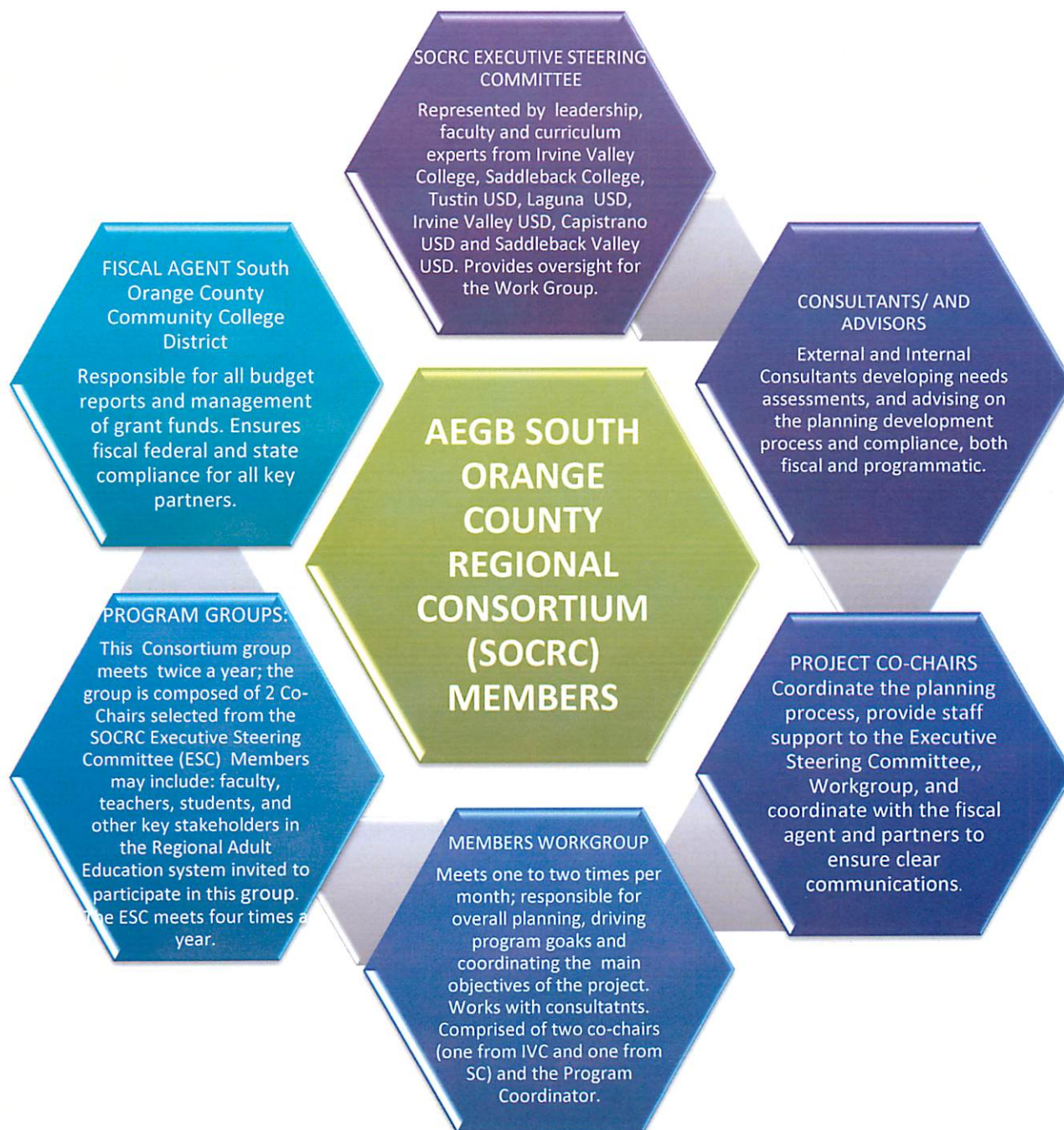
During the AB86 planning period, the Consortium had 7 members: Irvine Valley College (IVC), Saddleback College (SC), Capistrano Unified School District (CUSD), Irvine Unified School District (IUSD), Laguna Beach Unified School District (LBUSD), Saddleback Valley Unified School District (SVUSD), and Tustin Unified School District (TUSD). The entities presently continue as members. The North Orange County Pathway is comprised of Irvine Valley College, Irvine Unified School District, Laguna Beach Unified School District, and Tustin Unified School District. The South Orange County Pathway is comprised of Saddleback College, Saddleback Unified School District and Capistrano Unified School District. These two pathways both lead to the Southern Orange County Regional Consortium.

Per AB 104, Article 9, 84905 (a), all eligible organizations within the boundaries of the region have been allowed to join South Orange County Regional Consortium (SOCRC). These members include: The Orange County Department of Education, Regional Joint Power Agencies (JPAs), Irvine Valley College (IVC), Saddleback College (SC), Capistrano Unified School District (CUSD), Irvine Unified School District (IUSD), Laguna Beach Unified School District (LBUSD), Saddleback Valley Unified School District (SVUSD), and Tustin Unified School District (TUSD). They comprise the Consortium Executive Steering Committee who sits on the SOCRC Core Team.

Program and fiscal oversight is being maintained by the offices of college grants and contracts and their staff at both the IVC and SVC campuses and through their managing body, the South Orange County Community College District office.

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

Please see the SOCRC Organization Chart attached to this report in our submitting email as an exhibit and on the following page:

AEGB SOUTH ORANGE COUNTY REGIONAL CONSORTIUM (SOCRC) MEMBERS

SOCRC EXECUTIVE STEERING COMMITTEE

Represented by leadership, faculty and curriculum experts from Irvine Valley College, Saddleback College, Tustin USD, Laguna USD, Irvine Valley USD, Capistrano USD and Saddleback Valley USD. Provides oversight for the Work Group.

FISCAL AGENT South Orange County Community College District

Responsible for all budget reports and management of grant funds. Ensures fiscal federal and state compliance for all key partners.

CONSULTANTS/ AND ADVISORS

External and Internal Consultants developing needs assessments, and advising on the planning development process and compliance, both fiscal and programmatic.

PROGRAM GROUPS:

This Consortium group meets twice a year; the group is composed of 2 Co-Chairs selected from the SOCRC Executive Steering Committee (ESC) Members may include: faculty, teachers, students, and other key stakeholders in the Regional Adult Education system invited to participate in this group. The ESC meets four times a year.

PROJECT CO-CHAIRS

Coordinate the planning process, provide staff support to the Executive Steering Committee,, Workgroup, and coordinate with the fiscal agent and partners to ensure clear communications.

MEMBERS WORKGROUP

Meets one to two times per month; responsible for overall planning, driving program goaks and coordinating the main objectives of the project. Works with consultatnts. Comprised of two co-chairs (one from IVC and one from SC) and the Program Coordinator.

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

The Consortium's work and fiscal management is overseen by its Executive Steering Committee which includes representatives of Irvine Valley College, Saddleback College, Tustin Unified School District, Irvine Valley Union School District, Laguna Beach Unified School District, Capistrano Unified School District and Saddleback Valley School District. Related grant expenditures are being certified as allowable costs and reported to the State through the South County Community College District and the AEGB online Web Reporting System. The Certifying Officer is Dr. Debra Fitzsimmons, who is the Vice Chancellor of Business Services for the South Orange County Community College District (SOCCCD).

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on this purpose described in AB86: "… **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage."** Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium's vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

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

The South Orange County Regional Consortium (SOCRC) initiated an inclusive planning process to improve the coordination and quality of Adult Education programs serving the areas of Tustin, Irvine, Saddleback Valley and Capistrano Valley and South Orange County, California. As outcomes of this process, the Consortium aimed to: (1) Identify strategies to make the most effective use of existing resources across public systems and (2) Propose policy actions to resource and otherwise strengthen these systems. In terms of organizational structure, The Executive Steering Committee designed and implemented an inclusive process that engaged students, faculty, administrators, the local bargaining units, community-based partners and other key stakeholders in planning to improve the quality and adequacy of Adult Education programs and services. Four Program Advisory Groups- addressing Access and Matriculation, High Quality Instruction, College Counseling and Support Services and Transition to College-Level Education and Employment – met during the planning process to lead and inform strategy development in these key areas.

In the North Orange County Regional Pathway, Irvine Valley College has worked since fall of 2014 to create a plan that ensures that AB86/AB104 goals are realized for Adult Education. Under the direction of Dr. Cathleen Greiner, Dean of Business Sciences, Extended Programs and Online Education, the North Orange County Pathway has succeeded in serving more than 400 Adult Education Students within its first year of operation.

Since September of 2015, Tustin Unified School District (TUSD), Irvine Unified School District (IUSD) and Laguna Beach Unified School District have signed memoranda of understanding and set Adult Education courses into action. This team partnered with these K-12 districts to develop the first year of courses and clarify the North County Pathway's Adult Education curriculum, budget, outreach and student recruitment. Through open communication, over 400 Adult Education Students began their classes through TUSD, IUSD and LBUSD. Ample staffing has been supplied to ensure that these courses feature first rate instructors with student success at the heart of instruction.

Courses offered through the North Orange County Regional Pathway include: English as a Second Language (ESL), High School Equivalency Curriculum, and non-credit CTE programs. HiSet computerized testing services are also being provided. This has allowed previously-impacted popular classes such as ESL to be expanded and offered to more Adult Education Students (please see data section below).

In the South Orange County Regional Pathway, Saddleback College has applied extensive effort to the AB86/AB104 goals of providing pathways for Adult Education. Early in 2014, Dr. Estella Castillo-Garrison, Dean of Saddleback's Division of Community Education, Emeritus Institute, and K-12 Partnerships was appointed as the representative to lead the south part of the region charged with transitioning Adult Education from the K-12 system to the community colleges, and four Program Advisory Groups (PAGs) comprised of faculty and staff were formed to consider ways to meet the AB 86 objectives.

In October 2014 Capistrano Unified School District (CUSD) and Saddleback Valley Unified School District (SVUSD), along with Saddleback College, distributed a letter of understanding to our regional AB86 Consortium stating that adult education programs currently being offered in their K-12 schools would be transitioned to Saddleback College. As a result, in 2014-2015, Saddleback's new Adult Education Department was formed within the Division of Community Education, Emeritus Institute, and K-12 Partnerships. Dr. Garrison, along with key College staff began working with our district partners and other Adult Education leaders from the region to develop a year-long transition plan encompassing curriculum, budget, data review, outreach and recruitment, communication, and staffing in order to continue and expand Adult Education programs in South Orange County.

In Summer 2015, Saddleback Adult Education began offering High School Equivalency (HSE) courses in partnership with Saddleback Valley Unified School District, one of the two feeder districts in our regional jurisdiction. In Fall 2015, Adult Education launched a new, state-accredited Adult Education ESL (AESL) curriculum, hired 15 new Associate AESL/Citizenship faculty, and began delivering courses in two Mission Viejo locations. In 2016, a new partnership forged with the South Orange County Regional Occupational Program (SCROP) will bring additional adult learning opportunities to the newly designated College and Career Center, located in San Juan Capistrano. Program plans include: Career Technical Education (CTE) Non-Credit Certificate programs; High

School Equivalency (HSE) Examinations; High School Diploma (HSD) Program in partnership with the Orange County Department of Education (OCDE); and computerized HiSET testing. Paper-based HiSet testing will be offered at Saddleback College. Beginning in Summer 2016, HSE and AESL courses will also be offered in partnership with our other feeder K-12 district, Capistrano Unified School District (CUSD). These initial efforts, coupled with ongoing staff and community input, continuing evaluation, and ongoing strategic planning assure that the Saddleback College Adult Education Department is poised to encourage substantial growth in future years.

Section 3: Consortium Services and Funding Allocations

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

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

Please see Table 3.1 Attached to this document in our email submission.

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

Please see Table 3.2 Attached to this document in our email submission.

Section 4: Overview of 2015-16 Action Plans

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

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

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

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

OUTLINE OF KEY ACTIVITES FOR THE SOCRC PROJECT OBJECTIVES (FOR BOTH THE NORTH AND SOUTH ORANGE COUNTY REGIONAL PATHWAYS)

I. **ACTIVITY 1: SURVEY OF SERVICES AND PROGRAMS CURRENTLY PROVIDED**
   a. The South Orange County Regional Collaborative (SOCRC) is compiling information on Adult Education programs and services currently provided in each of the Adult Education Block Grant Areas.
   b. Data regarding the Enrollment of Students in the partnering school districts will be aggregated.
   c. An assessment of ABE/ASE and Basic Skills will be made.
   d. Apprenticeships will be established in cooperation with the California Division of Apprenticeship
   e. Irvine Valley Community College and Saddleback College will provide Student Outreach, Assessment and Support Services.
   f. AB86 Partners will be integrated into the AEGB Project. SOCRC will connect residents

7

to Adult Education services under a workforce services framework designed to increase the number of Orange County residents who obtain a marketable and industry-recognized credential or degree, with a special emphasis on unemployed, underemployed, low-skilled, low-income, disabled and other at-risk populations. At access points throughout the County, individuals will be assisted with career exploration, career pathway planning, training program identification and enrollment, and access to subsidized training resources.

II. **ACTIVITY 2: EVALUATION OF CURRENT NEEDS**
   a. Gathering of relevant AEBG demographics of the region and the student population will be completed. Credit and non-credit enrollment by age range for the 2014-2015 calendar year will be aggregated and used to determine SOCRC activities.
   b. Data for Irvine Valley College and Saddleback College and Statewide Completion for degree, certificate and transfer will be aggregated and reviewed.
   c. Data for Irvine Valley College and Saddleback College data for completion overall by degree, certificate and transfer by race/ethnicity will be aggregated and used to determine SOCRC needs, goals and outcomes.
   d. A survey for evidence of adult education student needs will be created.
   e. A description of the regional economy will be provided and used to determine SOCRC needs, goals and outcomes.

III. **ACTIVITY 3: PLANS FOR PROGRAM INTEGRATION AND SEAMLESS TRANSITIONS.**
   a. The SOCRC workgroups will determine strategies to connect South Orange County Regional residents in need of Adult Education programs and services, facilitate Adult Education students' transition from noncredit into credit programs and connect Adult Education students with employment opportunities, all relevant to SOCRC objectives below.

IV. **ACTIVITY 4: RESPONSE TO GAPS IDENTIFIED IN THE REGION**
   a. The SOCRC's collaborative AB86 and AEBG planning processes will result in a set of strategies to address current gaps in Adult Education offerings in South Orange County. These strategies- and these plans to implement them- leverage existing strengths, systems and structures and focus on levers of lasting changes that promise results at scale for Adult Education students.
   b. Through a series of workshop meetings – leading to a community meeting in February 2016- will address gaps identified in four major areas related to Adult Education in South Orange County:
      i. Access and Matriculation
      ii. High-Quality Instruction
      iii. College Counseling and Student Support Services
      iv. Transition to College-Level Instruction and Employment

V. **ACTIVITY 5: PLANS TO IMPLEMENT ACCELERATION STRATEGIES**
   a. The SOCRC's work groups will be tasked with developing and documenting plans to

accelerate South Orange County student's progress through and completion of Adult Education courses and among career pathways.

    b. The workshops will identify a number of effective practices that are either currently offered by IVC or SC or proposed for expansion at the colleges.

    c. SOCRC workgroups will plan to leverage existing regional structures to support the Consortium's efforts.

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

Northern Orange County Pathway

Beginning in Summer of 2015, Irvine Valley College has joined forces with Tustin Unified School District (TUSD), Irvine Unified School District (IUSD) and Laguna Beach Unified School District (LBUSD), to manage the delivery of Adult Education Courses such as English as a Second Language (ESL). These programs, along with CTE and Citizenship Courses, are now currently offered through this Pathway. Adult Education Students who were previously waitlisted or turn away due to over enrollment of these classes are now able to successfully complete them. The North Orange County Pathway is also serving several Adult Students with Disabilities who are able to complete courses onsite with assistance or virtually with online programs from the comfort of their home.

New student assessment and registration occur at the various sites: TUSD, IUSD and LBUSD. Each Adult Education faculty member conducts individualized assessment to ensure that each student is placed appropriately and directed to stay at his or her current level or to advance to the next level of classes. Irvine Valley College supports these efforts by providing a distinct pathway for these Adult Education Students to follow into community-college postsecondary courses. This creates a seamless transition for these students to achieve all levels of education possible at the postsecondary level. ASAP, LUMENS and MySite are used to help these students navigate the registration processes.

Southern Orange County Regional Pathway

In Summer 2015 Saddleback College, in partnership with Saddleback Valley Unified School District (SVUSD), assumed the responsibility for delivering Adult Education courses in non-credit English as a Second Language (AESL), Citizenship, and High School Equivalency (HSE). Programs continue to be offered at the Saddleback Adult Education, Mission Viejo. The college is also partnering with Capistrano Unified School District (CUSD) and will transition Adult Education programming from CUSD to Saddleback College in Fall 2016. Programs will continue to be offered at the Saddleback Adult Education, San Juan Capistrano, and extend to other off-site locations as needed.

Saddleback College, in partnership with the South Coast Regional Occupational Program (SCROP), will continue to help provide adult programs and opportunities which serve the career training needs of students in the regional adult community, and that help meet the employment needs of local businesses. Adult students will have access to highly technical laboratories with state-of-the art equipment such as a fully-equipped operating room, a medical assisting lab, a

dental lab, and an X-ray room. Students also will have the opportunity to participate in internship and externship opportunities with over 300 business and industry partners throughout the region, to earn certifications and licenses, and to obtain employable skills in high demand/high wage occupations. Programs will continue to be offered at the newly renamed College and Career Campus in San Juan Capistrano.

The College is also partnering with the Orange County Department of Education (OCDE) to offer the College and Career Preparatory Academy HS Diploma (HSD) program to enhance access and increase the number of adult students earning a High School Diploma. HSD programs will be offered at the College and Career Campus in San Juan Capistrano.

New students are assessed and placed at the time of registration. Continuing students are assessed during their class times and they are recommended by their instructor whether or not they should advance or repeat the current class. Since for the south part of the region, Adult Education will be provided by Saddleback College, there is a natural progression for students to transition from off-site locations to on- campus locations. They are building stronger pathways that provide opportunities for students.

Saddleback College uses ASAP, LUMENS, and MySite to register students depending on the program and they plan to transition to the new ASAP web-based platform shortly.

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

Northern Orange County Regional Pathway

After a year of planning for the pathway's inception in 2014, the Northern Orange County Regional Pathway has begun collecting data since fall of 2015 for the 400 plus Adult Education Students participating in the program. This data is fully described and set forth in the 3 Year Annual Plan and includes both quantitative and qualitative data throughout the year.

Southern Regional Pathway

Due to the transition of the Adult Education program from Adult Schools in the south part of the region to Saddleback College, the college's current systems will be used to track student enrollment, demographics, and performance (MySite, IMS, and InForm). Programs that are in the curriculum processing stage are offered though Community Education as funded programs; student enrollment is tracked in LUMENS. Eighty-eight (88) HSE students were served in Summer 2015, and in Fall 2015, 121 HSE students were served. In Fall 2015 386 students were registered Adult Education ESL.

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

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

For Both the Northern and Southern Regional Pathways:

4.1c (1). Activity	4.1c (2). Timeline	4.1c (3). Consortium Members Involved	4.1c (4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Partnership between Irvine Valley College and TUSD, IUSD and LBUSD (Northern) and Saddleback College and SVUSD (Southern) to transition the Adult School and Saddleback College	Summer 2015 - (ongoing)	Irvine Valley College and TUSD, IUSD and LBUSD (Northern) and Saddleback College and SVUSD (Southern)	Successful transition of programs to better serve the growing needs of the adult population. Development of pathways for students to transition from Adult Education to college credit, non-credit programs and/or certificates. Full development of curriculum for AESL and Citizenship, CTE, Basic Skills, and career pathways. Comprehensive schedule of classes. Expanded adult education teaching/training locations Enhanced outreach and recruitment. Leveraging of sustained resources (facilities, outreach and recruitment, etc.) to be able to continue programs in the community.	Student enrollment Student enrollment Student participation Student surveys Student progression Partner satisfaction Constituent demand
Partnership	Summer	TUSD, IUSD,	Successful transition of	Student enrollment

4.1c (1). Activity	4.1c (2). Timeline	4.1c (3). Consortium Members Involved	4.1c (4). Outcomes Expected	4.1c(5).Method of Assessing Impact
between Irvine Valley College, TUSD, IUSD and LBUSD and Saddleback College and CUSD to transition the Adult School Saddleback College	2016 - (ongoing)	LBUSD (Northern) and Irvine Valley College and CUSD Saddleback College (Southern)	programs to better serve the growing needs of the adult population. Development of pathways for students to transition from Adult Education to college credit, non-credit programs and/or certificates. Full development of curriculum for AESL and Citizenship, CTE, Basic Skills, and career pathways. Comprehensive schedule of classes. Expanded adult education teaching/training locations Enhanced outreach and recruitment. Leveraging of sustained resources (facilities, outreach and recruitment, etc.) to be able to continue programs in the community.	Student participation Student surveys Student progression Partner satisfaction Constituent demand
Partnership between Irvine Valley College and Tustin Unified School District to Provide Adult	Summer 2015	TUSD Irvine Valley College	Full redevelopment of campus facilities and programs to enable the offering of: • HSE examinations • Hi Set Test	Level and range of programs and services provided

4.1c (1). Activity	4.1c (2). Timeline	4.1c (3). Consortium Members Involved	4.1c (4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Education in Tustin, California			Proctoring • AESL Education Courses • AWD • Community Education Programs for Parents • Other programs that address the needs of the community • The Site also provides rotating student services, including: counseling, workshops and tutoring	
Partnership between Irvine Valley College and Irvine Unified School District and Laguna Beach Unified School District to Provide Adult Education in Irvine, California and Laguna Beach, California	Summer 2015	IUSD and LBUSD and Irvine Valley College	Full redevelopment of campus facilities and programs to enable the offering of: • HSE examinations • Hi Set Test Proctoring • AESL Education Courses • AWD • Community Education Programs for Parents • Other programs that address the needs of the community • The Site also provides rotating student services, including:	Level and range of programs and services provided

4.1c (1). Activity	4.1c (2). Timeline	4.1c (3). Consortium Members Involved	4.1c (4). Outcomes Expected	4.1c(5).Method of Assessing Impact
			counseling, workshops and tutoring	

Partnership between Saddleback College and South Coast Regional Occupational Program (SCROP) to develop the College and Career Campus	Fall 2015 – (ongoing)	SCROP CUSD Saddleback College	Re-envision the SCROP site to become the College and Career Campus
			
			Full development of campus facilities and programs to be ready to offer:
			  o CTE non-credit and credit certificate programs
			  o HSE
			  o HSE examinations (HiSet Test Proctoring Services)
			  o AESL/Citizenship courses
			  o HSD
			Other Possibilities: Emeritus Institute (older adult) courses
			  o After-School Programming
			  o Community Education
			  o Programs for parents
			  o other programs that address needs of the community
			
			Additionally, the site will be able to provide rotating Student Services, including:
				Student enrollment Student participation Student surveys Student progression Partner satisfaction Constituent/community demand

4.1c (1). Activity	4.1c (2). Timeline	4.1c (3). Consortium Members Involved	4.1c (4). Outcomes Expected	4.1c(5).Method of Assessing Impact
			o Counseling Services o Workshops o Tutoring Services	
Partnership between SVUSD and Saddleback College to develop the Saddleback Adult Education, Mission Viejo	Summer 2015	SVUSD Saddleback College	Full redevelopment of campus facilities and programs to enable the offering of: o HSE o HSE examinations (HiSet Test Proctoring Services) o AESL/Citizenship courses o AWD Other Possibilities: Emeritus Institute (older adult) courses o After-School Programming o Community Education o Programs for parents o other programs that address needs of the community Additionally, the site will be able to provide rotating Student Services, including: o Counseling Services o Workshops o Tutoring Services	Level and range of programs and services provided
Partnership between CUSD and	Spring 2016	CUSD Saddleback College	Full redevelopment of campus facilities and programs to enable the	Level and *range of* programs and services provided

4.1c (1). Activity	4.1c (2). Timeline	4.1c (3). Consortium Members Involved	4.1c (4). Outcomes Expected	4.1c(5).Method of Assessing Impact

Saddleback College to develop the Saddleback Adult Education, San Juan Capistrano			offering of:
			  o HSE
			  o AESL/Citizenship courses
			  o ABE
			
			Other Possibilities: Emeritus Institute (older adult) courses
			  o After-School Programming
			  o Community Education
			  o Programs for parents
			  o other programs that address needs of the community
			
			Additionally, the site will be able to provide rotating Student Services, including:
			  o Counseling Services
			  o Workshops
			  o Tutoring Services	

Partnership between Saddleback College and the SCROP to transition Adult Programs to Saddleback College	Fall 2016	SCROP CUSD Saddleback College	Successful transition of programs to better serve the growing needs of the adult population. Development of pathways for students to transition from Adult Education to college credit, non-credit programs and/or certificates. Full development of curriculum for AESL	Student enrollment Student participation Student surveys Student progression Partner satisfaction Constituent/community demand

16

4.1c (1). Activity	4.1c (2). Timeline	4.1c (3). Consortium Members Involved	4.1c (4). Outcomes Expected	4.1c(5).Method of Assessing Impact
			and Citizenship, CTE, Basic Skills, and career pathways. Comprehensive schedule of classes. Expanded adult education teaching/training locations Enhanced outreach and recruitment. Leveraging of sustained resources (facilities, outreach and recruitment, etc.) to be able to continue programs in the community.	
Partnership with Orange County Department of Education (OCDE) to offer the College and Career Academy High School Diploma Program at the College and Career Campus	Spring 2016	OCDE and SCROP Saddleback College	Partnership to offer High School Diploma (HSD) program that is located on the new College and Career Campus where heavy focus will be on CTE credit and non-credit programs.	Student enrollment Student participation Student surveys Student progression Partner satisfaction Constituent/community demand
HiSet Testing Center High School Equivalency (HSE) examination	Fall 2016	IVUSD TUSD IUSD LBUSD SVUSD CUSD	Irvine Valley College and Saddleback College to become Hi-Set Testing provider and to offer proctoring services at two partner locations and on the	Community participation Student participation

4.1c (1). Activity	4.1c (2). Timeline	4.1c (3). Consortium Members Involved	4.1c (4). Outcomes Expected	4.1c(5).Method of Assessing Impact
		Saddleback College	Saddleback College Campus	

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

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

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

For the Northern Orange County and Southern Orange County Regional Pathways

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
High School Diploma Programs	Spring 2016	OCDE Saddleback College	Providing the College and Career Academy HSD program on the College and Career Campus. Additional location as needed.	Student enrollment Student participation Student progression Student achievement
Adult Basic Education and High School Equivalency Curriculum development at Saddleback College	Fall 2016	TUSD IUSD LBUSD Irvine Valley (Northern) and CUSD/SVUSD Saddleback College (Southern)	Development of curriculum in adult basic education, basic skills, HSE, AESL, and contextualized curriculum	Assessment of program curriculum Development of curriculum State-approved curriculum

AESL and Citizenship Curriculum development at Saddleback College	Summer 2015	TUSD IUSD LBUSD Irvine Valley (Northern) and CUSD/SVUSD Saddleback College (Southern)	Development of curriculum in AESL and citizenship, contextualized curriculum	Assessment of program curriculum Development of curriculum State-approved curriculum
Partnership with Adults With Disabilities (AWD) providers to offer AWD programs	Fall 2015 (Northern) Spring 2016 (Southern)	TUSD IUSD LBUSD Irvine Valley College CUSD SVUSD Saddleback College	Development of AWD program selection criteria Initiation and execution of an RFP process to select AWD program providers based on funding	Program assessment Student enrollment Student participation
Partnership with SCROP to transition and develop adult programs in CTE to Saddleback College and develop other CTE programs with high employment potential	Spring 2016	SCROP Saddleback College	Successful transition of SCROP adult programs Development of CTE non-credit programs with high employment potential	Program offerings that meet the demands of business and industry
Providing full wrap-around services to students to ensure their success	Fall 2015 (ongoing)	TUSD IUSD LBUSD Irvine Valley College SVUSD CUSD Saddleback College	Review and assessment of programs and services offered to the adult learner Development of site schedules that provide both rotating student services and workshops within the communities	Providing of services Student use of these services

			Development of other programs such as full tutoring to be offered at each site	

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

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

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

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

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

For the Northern Orange County and Southern Orange County Regional Pathways

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Curriculum, accelerated, and contextualized	Ongoing	Irvine Valley College Saddleback	Program areas providing options for students to	Program pathways offered Student

		College	accelerate their pathway to transfer, degree, or certificate.	enrollment Student participation Student progression Student achievement
curriculum in program areas of: **Adult Basic Education/Basic Skills** **CTE Non-credit** **High School Equivalency** **ESL** **Other areas**				
Possible IBEST implementation	Fall 2016	Irvine Valley College Saddleback College	Implementation of IBEST practices	Student enrollment Student participation Student progression Student achievement
Implementation of other best practices	Fall 2016	Irvine Valley College Saddleback College	Review and assessment of Adult Education providers throughout the state	Implementation of best practices

4.4 - Objective 6: <u>Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.</u> 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.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.
Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:
- Practices in basic and secondary skills that build the "college readiness" skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.

- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

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

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

For the Northern Orange County and Southern Orange County Regional Pathways

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Professional development at the staff level	Summer 2015 and ongoing	TUSD IUSD LBUSD Irvine Valley College CUSD SVUSD Saddleback College	Staff development to ensure strong integration and implementation of adult programs	Participation and satisfaction
Professional development at the faculty level	Summer 2015	TUSD IUSD LBUSD Irvine Valley College CUSD SVUSD Saddleback College	Faculty development to ensure faculty understanding of their role as to ensure that they have the tools an resources they need to be successful	Participation and satisfaction

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Ongoing assessment and implementation of professional development activities to meet program needs	Fall 2015	TUSD IUSD LBUSD Irvine Valley College CUSD SVUSD Saddleback College	Scheduled professional development activities at all levels to meet need	Participation and satisfaction
Faculty and staff participation in outside professional development activities as needed	Fall 2015	TUSD IUSD LBUSD Irvine Valley College SVUSD Saddleback College	Faculty and staff participate in outside professional development activities for specific types of training that are identified as necessary for program success	Participation and satisfaction
Building of a strong staff and instructional staff (adjunct faculty)	Summer 2015	TUSD IUSD LBUSD Irvine Valley College CUSD SVUSD Saddleback College	Development of a timeline of processing both staff and instructional staff positions	Staff Instructional staff (including faculty)

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

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:

- o WIBs
- o Chamber of Commerce
- o County Libraries
- o County Office of Education
- o Industry Employer Groups
- o Literacy Coalitions
- o Economic Development Regions
- o County Social Services - CalWorks
- o Employment Development Department (EDD)

Examples of activities include:

- o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- o Expanding utilization of existing regional resources for Adult Education students
- o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

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

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

Southern Regional Pathway

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Leverage use of TUSD, IUSD, LBUSD and Irvine Valley College (Northern) and SVUSD, CUSD, SCROP, and Saddleback College (Southern) campuses to offer programs and services	OCDE TUSD IUSD LBUSD Irvine Valley College CUSD SVUSD SCROP Saddleback College (Southern)	Facilities Equipment	OCDE TUSD IUSD LBUSD Irvine Valley College (Northern) CUSD SVUSD SCROP Saddleback College (Southern)	Summer 2015	By program per AB86 projections for 2015-2016	Student enrollment
Full assessment of each space to maximize the use of programing	OCDE TUSD IUSD LBUSD Irvine Valley College	Facilities Equipment	OCDE TUSD IUSD LBUSD Irvine Valley College	Fall 2015	By program per AB86 projections for 2015-2016	Assessment Plan Execution of *plan*

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
	(Northern) CUSD SVUSD SCROP Saddleback College (Southern)		CUSD SVUSD SCROP Saddleback College			
Full assessment and purchase or lease of structures, structural improvements, equipment, and any other needs of the space in order to adequately meet the needs of the program and students	OCDE TUSD IUSD LBUSD Irvine Valley College (Northern) CUSD SVUSD SCROP Saddleback College (Southern)	Facilities Equipment	OCDE TUSD IUSD LBUSD Irvine Valley College (Northern) CUSD SVUSD SCROP Saddleback College (Southern)	Fall 2015	By program per AB86 projections for 2015-2016	Assessment Plan Execution of plan

Section 6: Levels of Service and Assessment of Effectiveness

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

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

Please see attached table 6.1 sent with this report.

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

Using the **Performance Measures Workbook** for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required. If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

Please see attached table 6.2 sent with this report.

For the Northern Orange County Regional Pathway:

The northern part of the region has experienced major change with TUSD, IUSD, LBUSD and IVC aligning to offer Adult Education programs through Irvine Valley College's administration of the program. This enables the K-12 districts to focus on their own students and for IVC to offer its expertise on Adult Education courses. The partnerships have progressed very well over the first year and ample growth is planned over the next three years. Data has begun to be collected for 2015 and has been reported in the Annual Three Year plan.

For the Southern Orange County Regional Pathway:

For the south part of the region a major transition is happening where CUSD and SVUSD will be transitioning the Adult Education programs to Saddleback College. This will allow the K-12 districts to focus on the K-12 students and Saddleback College to focus on the Adult learners within our community. Saddleback College will leverage their solid partnerships to ensure that capacity of programs is maintained in this first year and that we are prepared for growth moving forward. This transition may impact the performance measures for this year as their Adult Education program will be newly developed.

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

Data is currently being collected to inform AEBG planning using existing resources, including Irvine Valley College and Saddleback College's Education Master Plan, Student Equity Plan, Institutional Self Evaluation, Student Success and Support Program (SSSP), Annual Plan, Program Review documents, 2015 Student Surveys, Student Success Scorecard, and Dashboard; NCES American Community Surveys 2010-2015 2010-015; U.S. Bureau Census American Community Surveys 2010-2015 and all data provided by the AEGB Work Group.

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

From September 2015 to date, the Consortium has facilitated the planning process to refine and elaborate upon strategies, and to solicit additional student, faculty, administrator and

community input on emerging recommendations. Specific elements of this process have included, but are not limited to: workgroup and community review of data, surveys to be administered to participating students within the coming year to solicit additional information on academic and career goals, progress toward goals and experiences at the partner colleges, walking polls of current IVC and SC college students to solicit in-person feedback on emerging recommendations, community meetings will be held as needed to solicit feedback on emerging recommendations, updates posted to the SOCRC emerging website, and Executive Steering Committee input on the draft annual reports and plans.

Section 7: Consortium Member Signature Block

Name:	Dr. Cathleen Greiner, Co-Chair of SOCRC
Consortium Member:	Irvine Valley College
Email:	cgreiner@ivc.edu
Date:	December 15, 2015
Signature Box:	
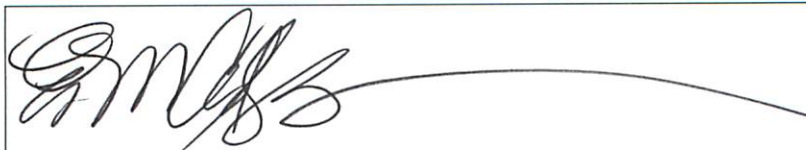
Name:	Dr. Estella Garrison, Co-Chair of SOCRC
Consortium Member:	Saddleback College
Email:	egarrison@saddleback.edu
Date:	December 15, 2015
Signature Box:	

Name:	Kathie Nielson

Consortium Member:	Tustin Unified School District

Email:	Kneilson@tustin.k12.ca.us

Date:	December 15, 2015

Signature Box:

Dnt O'Malley for Kathie Nielsen

Name:	Dr. Dustin O'Malley

Consortium Member:	Tustin Unified School District

Email:	domalley@tustin.k12.ca.us

Date:	December 15, 2015

Signature Box:

Dnt O'Malley

Name:	Cassie Parham

Consortium Member:	Irvine Unified School District

Email:	cassieparham@iusd.org

Date:	December 15, 2015

Name: Dr. Rebecca Roberts

Consortium Member: Irvine Unified School District

Email: RebeccaRoberts@iusd.org

Date: December 15, 2015

Signature Box:

Name: Marc Patterson

Consortium Member: Capistrano Unified School District

Email: mbpatterson@capousd.org

Date: December 15, 2015

Signature Box:

29

Consortium Member:	Saddleback Valley Unified School District
Email:	David.Gordon@svusd.org
Date:	December 15, 2015
Signature Box:	

Name:	Darlene Messinger
Consortium Member:	Laguna Beach Unified School District
Email:	dmessinger@lbusd.org
Date:	December 15, 2015
Signature Box:	

Name:	
Consortium Member:	
Email:	
Date:	
Signature Box:	