

# 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
15-328-062	62 South 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
Greiner, Cathleen	Dean Extended and Online Education	(949) 451-5565	cgreiner@ivc.edu
Garrison, Estella	Dean Community Education, Emeritus Institute, and K-12 Partnerships	(949) 582-4326	egarrison@saddleback.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
Fitzsimmons, Debra			dfitzsimons@socccd.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
Gordon, David	Saddleback Valley Unified School District	(949) 589-7456	david.gordon@svusd.org	07/01/2015
Patterson, Marc	Capistrano Unified School District	(949) 234-5320	mbpatterson@capousd.org	07/01/2015
Messinger, Darlene	Laguna Beach Unified School District	(949) 497-7700	dmessenger@lbusd.org	07/01/2015
Roberts, Rebecca	Irvine Unified School District	(949) 936-7405	rebeccaroberts@iusd.org	07/01/2015
Nielsen, Kathie	Tustin Unified School District	(714) 730-7395	knielsen@tustin.k12.ca.us	07/01/2015
Romo, Patricia	South Coast Regional Occupational Program	(949) 234-9464	pjromo@capousd.org	04/28/2016
Hume, Carol	Coastline ROP	(714) 979-1955	taggart@coastlinerop.net	05/04/2016
Vachet, Mary Lou	Orange County Department of Education	(714) 966-4000	mlvachet@ocde.us	04/29/2016

## 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.

<a href="#">consortiareportongovernancecompliance552016.pdf</a>

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

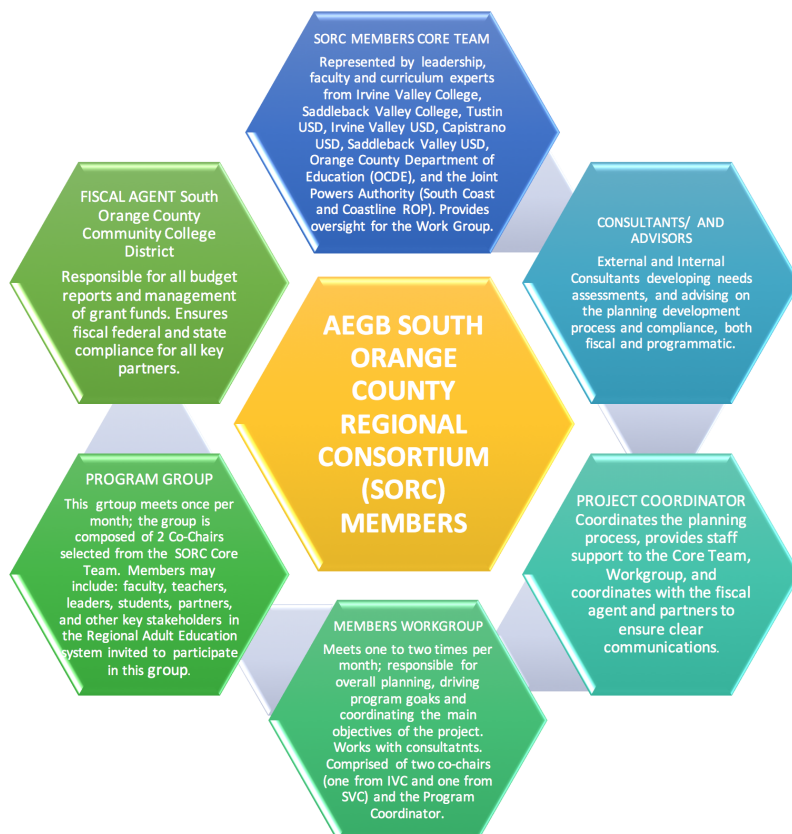
- ☐ Yes  
☒ No

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.

[aebgab104orgchart2016.docx](#)

## 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.

Fiscal agent: SOCCCD will continue receive the funds from the state and set up Memorandums of Understanding /Agreements with Member districts and agencies. SOCCCD will continue to manage fiscal reports and certify them for the state. Member districts will receive their funds from the Fiscal Agent through direct allocation. Subsequent direction of funding will be further described in partner MOUs/Agreements as it pertains to the allocation and use of funds in the southern region of the consortium. SOCCCD will act as the pass through entity to ensure funds are allocated and disbursed per state and consortium guidelines to ensure grant, institutional, and student success. Agreements will be maintained to ensure compliance, transparency, and greater understanding and conformity across agency members. SOCCCD Colleges (Irvine and Saddleback) will receive a fee of 5% to cover all fiscal, reporting, grant related management, and administrative tasks/costs.

The block grant allocation is being fiscally managed in compliance with all OMB and AEBG regulations for allowable and unallowable expenditures. Expenditures from grantees are being accounted for and rolled up through the SOCCCD Office of Business Services. Both the SOCCCD and the individual grantees are using common break out budgets and expenditures by member to keep internal accounting procedures clear. Established object, program and objective codes are also being used.

**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
Irvine Unified School District	\$300,000
Tustin Unified School District	\$822,723
Saddleback Valley Unified School District	\$861,712
Laguna Beach Unified School District	\$91,735
Capistrano Unified School District	\$1,039,691
South Orange County Community College District	\$1,463,310
<b>Total</b>	<b>\$4,579,171</b>

## 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.*

**Accomplishments:** The South Orange County Regional Consortium (SOCRC)'s vision is to bring the best adult education life-long learning opportunities to the adult learning population of Orange County, California. **Accomplishments:** During the first year, the SOCRC has accomplished this goal in three ways. First, by expanding our existing programs at Tustin Adult School (Tustin Unified School District- TUSD), Irvine Adult School (Irvine Unified School District- IUSD), Saddleback Adult Education Mission Viejo (SVUSD) and Saddleback Adult Education San Juan Capistrano (CUSD). Second, by establishing new programs at Laguna Beach Unified Adult School at the Laguna Beach Unified School District (LBUSD) and Saddleback Adult Education MV and SJC. Third, by welcoming the Orange County Department of Education and South County JPA's as SOCRC Partners. The SOCRC Adult Education programs have established a strong presence in the region by advertising courses on the partners' websites, going out to local employers to offer classes on work sites, and developing new curriculum for English Language Learners (ELLs). All sites have made the successful transition of programs, faculty, staff and students. Irvine Valley College has initiated a noncredit Adult English as a second language program, with nearly 20 sections; continues to grow. The transition to life and experience program (TILE) serving adults

with learning disabilities; and had added courses focused on career, technical education, leading to employment eg. (Code Enforcement). HiSet testing centers have been established at some of the sites. Certain physical locations such as CUSD have reconfigured to serve adult students better, adding more classroom space. Tutoring centers have been established at multiple sites. A partnership has been created with Orange County's College and Career Preparatory Academy to offer a High School Diploma Programs. Partnerships with community-based organizations such as the Goodwill have been implemented to offer career development opportunities for adults up to age 24. Primary goals for year 2: Now that the SOCRC has been up and running for a year, we are firmly positioned to pursue our program goals. Year Two Goals: Now that the SOCRC has been up and running for a year, we are firmly positioned to pursue our year 2 program goals. A new Adult Education Coordinator and Project Director are going to be hired in the SOCRC for the next program year. This will ease operations and streamline data collection efforts. An external statistical and compliance officer has been hired to work directly with SOCRC staff, to ensure the data collection is being done efficiently. This individual will work to ensure that other data collection systems such as CASAS will be integrated in year two at the SOCRC sites. New collaterals such as a universal student hand book and faculty handbook will be created this year to be used by all SOCRC partners. In the South part of the region, previous adult education programs from Saddleback Valley Unified School District(SVUSD) and Capistrano Unified School District (CUSD) have successfully transitioned to Saddleback College as the overseeing entity. The CUSD Adult School Office has relocated the San Juan Capistrano Adult Education Site. This change provided a net gain of three instructional spaces that will be maximized in year 2 of the program. We are developing new curriculum for adult transfer students who begin their community college degrees as English as a Second Language (ESL) students. In year 2, more contract education will be designed to serve this learning population on the Irvine Valley College and Saddleback College campuses.

## 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
College and Career Preparatory Academy, Orange County Department of Education	High School Diploma	High School Diploma Program
Goodwill Industries of Orange County	Employment Services	WIOA Program serving at-risk young adults ages 17-24 to connect them to school to complete their high school diploma/GED, short-term vocational training, and employment opportunities. Services include: strategies to find a job, keep a job, or move onto a better job; paid work experience during learning, improvement of basic, academic work readiness and occupational skills; and support to stay in college or advanced learning.
Orange County Library	Library Services	Library services including one-on-one volunteer tutoring.
Vocational Visions	Services for Adults with Disabilities	Programs for Adults with Disabilities.

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

A practicing promise that has emerged in the SOCRC as a result of our collaboration with our partners is the leveraging of physical, staffing and educational resources to maximize results while minimizing costs. Specifically, in the North County and South County, facilities used during the day for high school, adult or education courses have been converted to Adult Education classrooms. Online curriculum has been written for Adult Education Students who may have difficulties attending class four or five days per week. Faculty have collaborated with the SOCRC administrative leaders to develop specialized courses for English Language Learners. Capital improvement funds have been used to match SOCRC funding in terms of purchasing new desks, computer equipment and learning resources for the AEBG population. Academic tutoring such as that occurring regularly in nearby library sites has been leveraged so that Adult Education students will always have access to additional help they may need. HiSet Testing and other assessment capabilities, as well as counseling services, have been brought to the Adult Education learners rather than requiring them to make a separate trip to a college campus. All efforts are being made to bring Adult Education learners the comprehensive student services they need in one physical location so that they have higher retention and completion rates. This is happening county-wide with the support of partner leadership.

## 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.

In the South Orange County Regional Consortium, we have steadily built our adult education enrollment and surpassed our initial education registration goals during Year 1. Irvine Adult School and Tustin Adult School have significantly increased their current student course offerings within the last year, growing them at an average of 15%. Saddleback Valley Unified School District and Capistrano Unified School District have successfully transitioned their Adult Education programs to Saddleback College. Both the North and South County regions of the SOCRC have converted and multi-

purposed physical space at high school and adult school sites to facilitate the increased number of course sections and times available to the AEBG population. Within the region, most classes are filled to capacity and some are wait-listed for enrollment. In summer of 2016, Laguna Beach Unified School District launched its first Adult Education course and program. All of the participants enrolled in this program were retained, persisted and completed for the first cohort of ten students. This program will occur again this fall, with anticipated double enrollment based on word of mouth from satisfied participants.

Classroom space is always a challenge in the Orange County region of Southern California. Sites are typically used by multiple groups for various reasons. The leadership of the SOCRC has made the use of classrooms for AEBG students a priority. In the South County region, Saddleback College has partnered with Capistrano Unified School District, Saddleback Valley Unified School District to maximize all space available to these students. Instructional spaces have been reconfigured, existing classrooms have been multi-purposed, and even offices have been relocated to allow for more students. Ongoing efforts continue in this area. For both the North and South County regions, data collection has been challenging. Some sites have used CASAS while others use various data collection software. In order to get more parity for the data, an external consultant has been remedied to work with staff on reporting parameters. During the first round of data collection, some Excel forms provided by the State failed to open and were password protected, making reporting difficult for the sites. Feedback is being provided on these instruments in order to avoid this challenge next year.

## 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.

Many hospitality employers in Southern California and the Orange County region (such as hotels and restaurants) have employees who have expressed an interest in taking adult education classes. In order to reach this at-risk population, staff from the SOCRC adult schools have delivered programs at employer sites rather than expecting full-time workers to attend at their districts. In one case, a part-time administrative assistant who works part-time as a waitress at a local Mexican restaurant noticed many worker wanting to learn English. As a result, she worked with the Site Adult Education Director and created an English as a Second Language course at her restaurant during the early morning hours, with the instructor coming to the site to teach English. Recently, a need was identified to offer region-wide Professional Development. In the summer of 2016, SOCRC sponsored a CASAS training for representatives of each partner organization. There will be at least two additional follow up days to build on this CASAS professional development training. The SOCRC will plan additional region-wide professional development opportunities for faculty, staff and students.

In an effort to provide the most accurate data possible for the SOCRC, it has become apparent that the various organizations within it collect data in different ways. Some sites have traditionally collected data manually when students register. Others use such software as CASAS, TOPs and ASAP. It has been a challenge to convert this data into common metrics for reporting purposes to the State. In response to this challenge, the CASAS training was made available and most sites are now adopting it for data collection. An external consultant is also working to ensure that data in-service trainings are being provided that meet Chancellor's Office needs.

## 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.

2015 - 16 Expenditures							2016 - 17 Planned Expenditures								
Program Areas	Budgeted			Spent			+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	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	Ca/Works	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	+ / -	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000 NonInstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Indirect / Administration	\$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

Key  
▼ = Under  
▲ = Over

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.

[socrcfinal1516expenditures1617budget.xlsx](#)

## 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.*

Each adult education site within the SOCRC is now beginning to use or using the CASAS data collection system for assessment purposes. This software contains online assessments which are administered to assess each student's skill levels. Students are then placed in the regional adult system according to this initial assessment. They are appraised of their placement in the regional adult system according to this initial assessment. They are appraised of their placement status immediately after taking their initial exam. As they progress through the individual adult education programs, they are made aware of continuing education opportunities at Irvine Valley College and Saddleback College. In addition to the CASAS system, the independent data consultant is collecting both qualitative and quantitative data for the SOCRC individual sites. This internal data will feature success stories of individual adult students in the program. It also contains enrollment, retention and completion of students. During the first year of the AEBG program, the emphasis has been on transitioning programs from the south from the K-12 Districts to Saddleback College, building the program and designing data collection instruments. In year 2 of the program, the emphasis will be on program growth in all areas, real time data collection, using internal means and external software such as the CASAS program. The independent consultant and classified and administrative SOCRC staff have participated in the CASAS training in Summer of 2016. They are now more familiar with data collection requirements and the software implementation needed to achieve it. The Co-Leads of the SOCRC, Drs. Cathleen Greiner and Estella Castillo-Garrison, are working with their Offices of Institutional Research on their respective campuses to link data collection efforts and to make sure the parity of the data collection and analysis is achieved in Year 2 of the AEBG Program.

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
Blue Tiger Inc. Higher Education Consulting Services	Blue Tiger, Inc.	Higher Education Consulting Services
CASAS Software Systems	CASAS	Data Software and Training

## 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?

The SOCRC has a comprehensive data collection plan in place that is currently being deployed and will continue into year 2 of the AEBG Program. Specifically, student enrollment, demographics, and performance metrics will be collected through such systems as ASAP and TOPs, which then translate into the CASAS system for reporting purposes. The independent consultant will work with each Adult Education partner within the consortium to ensure that student enrollment, demographics and performance are all being collected on an ongoing basis for any adult education student who receives a minimum of one hour of classroom-based instruction and/or assistance. To accurately capture incoming student data, surveys have been offered in multiple languages including English, Spanish, Farsi and even Mandarin at some sites. Faculty teaching onsite and online have been working directly with staff and leadership to ensure that data is collected at the classroom level as soon as students arrive to enroll and participate in classes. This system enables the SOCRC to meet its targeted program outcomes by keeping a pulse on the enrollment, persistence, retention and success of all students enrolling in AEBG coursework and beyond, such as community college coursework. In year 2, more efforts will be made at the community college level to close the gap between Adult Education Non Credit Courses and those required for an Associate of Arts degree at community college. It is the SOCRC's goal to collect longitudinal data over Years 2 and 3 of the program to ensure that benchmarks for AEBG services are being met.

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
CASAS Data Portal and Software	CASAS	Data collection and aggregation
Internal Data Tracking Surveys for Enrollment, Retention and Completion	Blue Tiger Inc	Higher Education Data Collection, Analysis and Reporting Services

## 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.

- A) Improved literacy skills: It is estimated with a standard of error included that the average mean increase of improved literacy skills is 15% across the SOCRC sites. It is anticipated that in Year 2, this percentage will increase.
- B) Completion of high school diplomas or their recognized equivalents: It is estimated with a standard error included that the average mean increase of completed high school diplomas or their equivalents is 8% across the SOCRC sites. It is anticipated that in Year 2, this percentage will increase.
- C) Completion of postsecondary certificates, degrees or training programs. This data has not yet been collected in Year 1 by the SOCRC partners. In year 2, efforts will be made to engage the Office of Institutional Research Offices at Irvine Valley College and Saddleback College to obtain this information.
- D) Placement into jobs. This data has not yet been collected in Year 1 by SOCRC partners. In year 2, efforts will be made to engage Career and Employment offices to obtain this information. An analysis will be conducted using evidence from student demand, market and workforce analyses, and evidence of unmet need in both the North and South County Regions

of the SOCRC.

E) Improved wages. This data has not yet been collected in Year 1 by the SOCRC partners. In year 2, efforts will be made to engage Career and Employment offices to obtain this information.

The SOCRC has made ambitious yet attainable progress toward the implementation of its 15–16 strategies and goals. New instructors have been hired and sites have been developed for the SOCRC. Our key successes include starting a new program at Laguna Beach Unified School District and the transition of Adult Education for the K-12 Districts in the south region to Saddleback College to better serve AEBG students. We have had many lessons learned about managing such a large consortium, and the Co-Leads are now writing a strategic plan that will leverage existing resources, combine SOCRC district efforts, and maximize partnerships with such groups as the Orange County Department of Education and JPAs. CASAS has been adopted by all sites, with staff and leadership becoming more engaged in data collection processes. Working sessions have occurred within the Executive Steering Committee to ensure that partners such as the Orange County Department of Education have a voice in the implementation of SOCRC activities. Year 2 will be managed based on this emerging Year 2 Strategic Plan for the SOCRC. The Northern and Southern regions of the SOCRC have joined forces in order to best serve their adult learners.

### 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
Draft 2016–2017 SOCRC Strategic Plan	More targeted plans and outcomes. Better Data collection and analysis. More streamlined efforts and better sharing of resources.	Alignment of Strategic Plan goals with SOCRC Year 2 outcomes. The results will be evident in Year 2 reports going forward.
Sharing Promising Practices with other AEBG Members	Sharing Promising Practices online, within the webinar forum and at the Annual Conference for 2016.	Participating in the Annual Conference and sharing information with other AEBG grantees.
Drafting an AEBG Student and Faculty Handbook	Creating uniform expectations for AEBG participants and faculty across campus sites.	More congruent classroom methods and activities targeted to AEBG students and their expectations as learners.

### Objective 4: Gaps in Services

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

Much of the activity spent in year 1 has been focused on getting the AEBG Adult Education Program established. During this period, it has been revealed that there is a lack of communication between data collection systems in Adult Education sites and the community colleges involved in the consortium. While the community colleges have their own internal data collection centers, the partner institutions need to streamline CASAS, TOPs and ASAP data in alignment with the colleges' Offices of Institutional Research personnel. As a result of this services gap, recommendations will be made to all of the partners to align their efforts in Year 2 of the AEBG grant program.

### Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Writing common data collection goals into the 2016–2017 SOCRC Strategic Planning Document	Better data collection efforts and common data collection goals set for all SOCRC partners.	Uniform outcomes and standardized quantitative data collection for reporting purposes and program evaluation.
Professional Development Days for SOCRC partner staff in 2017	Training all SOCRC partners on the importance of standardized data collection and reporting on AEBG Adult Education Students.	Better data aggregation, analysis and reporting for Year 2 of the AEBG program.
Improved Adult Education Student Services	Improved student services that are accessible to the AEBG Adult Education Learners.	Number of AEBG students who are using these services to improve their educational experience.
Leveraged Student Support Services	A two-tiered counseling system initiative for ESL students. Assessment of student progress using such technologies as the ASAP software system. Tutoring centers on and off campus sites. AESL/AEBG students being able to purchase textbooks at offsite locations.	The number of students who are successfully retained and complete their adult education courses. Post-surveys of student service effectiveness in Year 2 of the program.

### Objective 5: Acceleration

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

As part of the 2016–2017 Strategic Planning Process, the SOCRC Executive Steering Committee Members will design specific plans to accelerate student progress toward academic and/or career goals. Collaterals will be published on such programs

as "2+2" and other means to help Adult Education Learners move from obtaining their high school diploma or GED equivalent to an Associate's degree or community college certificate. The SOCRC will continue to expand it's "school at work" program by bringing academic programs for adult education students to community employers to have classes held at worksites.

### Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Designing specific school at work outreach plans within the 2 year AEBG Strategic Plan.	The percentage of students successfully completing adult education courses and accelerating to two year certificate or associate's degree programs should increase.	Positive outcomes and data trends reported in the Objective 5. acceleration data for Year 2.

### 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.*

As an outcome of the strategic planning process for AEBG, the SOCRC will create two professional development days in 2017. The dates are to be determined. A range for potential timing is suggested below. We will need to work around multiple academic calendars and will update the Chancellor's Office when specific dates have been selected. The purpose of these professional development workshops will be to a day-long, intensive workshop where partners will share challenges and best practices for SOCRC staff. Formal agendas will be created and the workshops will be hosted at SOCRC partner site locations. The outcomes expected include creating a Blueprint for AEBG/Adult Education success, and a best practices portfolio for SOCRC partners to share in daily practice. Presentations will be coordinated by the Executive Committee members, and will feature teachers and student services staff.

### Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
SOCRC Professional Development Days (2) in 2017.	Shared challenges, solutions and best practices among all SOCRC members for Year 2 of the Program.	Workshop evaluations. The portfolio of AEBG SOCRC Best Practices.
Faculty Center for Student Success	More faculty will have ongoing resources and training for working with AEBG students. They will have access to information about enrollment management tools, BlackBoard, MySite and campus services.	Better tracking of AEBG students, with higher retention and completion rates in Year 2 of the program.

### 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.*

The SOCRC has made a strong effort to leverage resources during year one with such groups as the Orange County Department of Education, JPAs, Orange County Library and Good Will Industries. In year 2 of the program, we will reach out to work with local area chambers of commerce, CalWORKs offices, the AmeriCorps Volunteers in Service to America (VISTA) program, and industry employer groups in hospitality and restaurant services to provide more resources to adult education learners.

### Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Ongoing communication with local area employers of Adult Education Students	All area employers.	Opportunities and sites to create more adult education learning courses in partnership with the SOCRC.	Increased number of opportunities for AEBG students.	Number of new courses and sites created for AEBG education.
Outreach to local area Chambers of Commerce	All local Chambers of Commerce in Orange County, California.	Opportunities to leverage new resources for adult education learning needs.	Increased resources and publicity of AEBG program offerings.	Number of new resources allocated to the AEBG program.

## 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

A handwritten signature in black ink, appearing to be 'A. Quinn', written over a horizontal line.

- ☒ Click here to confirm that you are ready to submit your Annual Plan.