

# 62 South Orange | Consortium 2017-18 Annual Plan

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

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

## Section 1: Plans & Goals

### Executive Summary

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

The Adult Education Block Grant allocation for the 2017–2018 calendar (“Year Three”) is consistent with all goals and objectives within the South Orange County Regional Consortia's Three Year Plan. The allocation will help us accomplish our vision of "Providing the highest quality educational pathways, curriculum and assessments for our adult learner population across the South Orange County region of California, and aligning those efforts to local workforce development initiatives." Highlights of the SOCR's accomplishments for the 2016–2017 year include:

- 1) Providing AEBG-funded courses, including Career Technical Education, High School Equivalency, and Adult English as a Second Language to over 2,500 students in the region with a retention rate of approximately 68%;
- 2) Hosting a cross-region faculty and staff Professional Development Day with nearly 50 participants in April of 2017;
- 3) Beginning a mixed-methods cohort study of AEBG students in 2017, with over 400 students surveyed across the region, and more than 150 students interviewed;
- 4) Creating a longitudinal cohort group of over 200 students who have agreed to be followed over the next calendar year in regard to their continued educational and vocational success;
- 5) Developing new Career Technical Education pathways in the region including dental assisting, pharmacy technician, surgical technician, and code enforcement to offer AEBG students an alternative pathway to move from low- to mid-skilled employment;
- 6) Starting multiple one-stops wherein AEBG students can seek counseling, tutoring, financial aid services and other information on continuing higher education alternatives;
- 7) Deploying CASAs and TopsPro Enterprise data collection across all sites;
- 8) Improving sites in response to the need for educational instruction space continue to be a priority. Examples include the purchase of semi-modular or semi-permanent classrooms and office structures and/or the leasing of classroom or office space supporting Adult Education students and programs. Our goals for the coming year include hosting another professional development day for faculty and staff across the region, continuing the cohort study to track AEBG participants into higher education pathways, and increasing support for AESL students by developing curriculum such as additional advanced writing and conversational classes, and creating a Makerspace that will give these students the opportunity to be recorded speaking with both native and non-native speakers.

We will create more programs for integration and seamless transition in collaboration with our local Workforce Innovation

and Opportunity Act Regional Workgroup in order to align with the structural economy of the region. Gaps will be identified in the local South Orange County Region resulting in more strategies that address our four major areas related to adult education: 1) Access and Matriculation, 2) High-Quality Instruction, 3) College Counseling and Student Support Services, and 4) Transition to College-Level Instruction and Employment. We will be collecting internal data on AEBG student groups via the mixed-methods cohort research study, and as testing indicates completion of their CASAS' goals. We will track how students are appraised, placed in classes, move among various schools in the SOCR, and what tools and vendors work best for them in their learning challenges.

## Meeting Regional Needs

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

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
A strong need for more Adult English as a Second Language Courses (beginning, intermediate and advanced), and English Learner Civics courses in the South Orange County Region.	Research conducted by the Orange County Department of Education (an SOCR member); data obtained from the Data and Accountability Mixed Methods Research Study in Spring of 2017.	CASAs and TopsPRO Enterprise will be used to capture indicator data, as well as retention and persistence of AEBG students in these classes; an internal mixed methods cohort study will track the progress of AEBG participants through the next calendar year.
A gap in taking educational services to the community (rather than expecting them to come to higher education) across the South Orange County Region.	Internal surveys from the Data and Accountability Mixed Methods Research study have indicated the need for educational services in the community, and at the workplaces of AEBG students.	AEBG allocation funds will be used to lease off-site facilities for SOCR members so that they may hold classes in non-traditional settings and at community sites.
A need for more vocational pathways for AEBG students who do not intend to obtain an Associate of Arts degree at community college in the South Orange County Region.	Internal surveys and interviews from the Data and Accountability Mixed Methods Research Study of AEBG students have identified specific subgroups of students (such as adults with disabilities) that require vocational training instead of traditional post-secondary pathways.	Funds will be used to develop AWD-specific curriculum in coordination with Life College, Vocational Visions, and non-profit entities. Goodwill Industries will be engaged as a partner for training and placement of these AEBG AWD students. Additional curriculum will be developed as needed for Adult Education Programs--especially with Regional Occupational Programs.
A need to establish an SOCR Faculty Center for Student Success for use by all AEBG faculty and staff in the South Orange County Region.	Faculty and staff who work with our AEBG student population and those who participated in our April 2017 Professional Development Day have expressed a need for shared resources at the regional level.	Funds will be used to supply additional teaching resources and technology for AEBG students, including those with special needs. Funds will also be used to focus on faculty development and providing new resources.
A need for facilitating shared professional development efforts in the South Orange County Region.	This need became obvious during our consortium meetings. In response to member requests we created the first AEBG SOCR Professional Development day in April of 2017 that enabled us to assign regional workgroups. These workgroups are providing solutions for AEBG students and our program. They are currently working together to foster new solutions. Our goal is to host two of these events per year: one in the northern and one in the southern regions of the SOCR.	Funds will be used to sponsor a second SOCR AEBG Professional Development day for teachers and staff across the region so that the workgroups may report in on their progress to local challenges.

### GAPS IN SERVICE

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

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

- Continue offering of levels of AESL courses; new curriculum being developed for advanced ESL learners including more writing and conversation classes.
- Efforts will be made to hold offsite AEBG/AESL and other related courses so that participants have easier access to educational services.
- Coordination with SOCRC members such as Life College and community partners such as Goodwill Industries to provide vocational training services to AEBG students who are adults with disabilities.
- We are working to identify more space at Saddleback College and IVC to house AEBG resources and classrooms. Improving sites in response to the need for educational instruction space continue to be a priority. Examples include the purchase of semi-modular or semi-permanent classrooms and office structures, or leasing of classroom or office space supporting Adult Education students and programs.

**Seamless Transitions**

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Draft 2016-2017 SOCRC Strategic Plan	5 - Fully implemented	N/A. The plan was completed in Spring of 2016 and has been reviewed and approved by the SOCRC.	We will continue to use the plan throughout the remainder of 2017 to benchmark our progress toward goals and objectives. When needed we create agenda items to address challenges with these goals and objectives for discussion by the SOCRC. We will be creating a new Strategic Plan for the 2017-2018 AEBG Program Year that includes our progress on the 2016-2017 Strategic Plan.	A Professional Development In-Service on Change Management or how to work with all members toward common goals and objectives. Dealing with multiple districts and their policies can be challenging, but we have worked hard to come to common goals for the consortia.
Drafting an AEBG Student and Faculty Handbook	5 - Fully implemented	N/A. The AEBG Faculty Handbook has been completed. The Student Handbook is currently being drafted and will incorporate our student findings from our mixed-methods cohort study, such as recommendations for program improvement.	We will use data analytics from the mixed method cohort study to drive strategic change for our AEBG instruction and student services. We are actively listening to the comments provided by our students for classroom changes and offerings.	Sample handbooks would be great as a shared practice. We wrote our Faculty Handbook based on other categorical programs. Perhaps they could be made available on line as a reference in the AEBG portal.
Sharing Promising Practices with other AEBG Members	5 - Fully implemented	N/A. We have posted Practices with Promise on the website. In April of 2017, we hosted a Professional Development day where other Consortia in our region were invited to participate. We had several members from the NOCRC, Coast, and Rancho Santiago Regional Consortia contribute to this event.	We have another regional professional development day planned for this fall 2017. We will once again invite local neighboring consortia to join us to share best practices among faculty and staff.	It would be helpful to share ideas for professional development days amongst Statewide consortia. This would allow us to get new ideas to infuse into upcoming events.

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

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

Strategy One: To integrate existing programs, our two community colleges are planning additional courses. First, Irvine Valley College is hiring a part-time faculty coordinator from English as a Second Language to add AESL sections to the department's class schedule and curriculum. Second, Saddleback College is currently hiring twenty (20) adjunct instructors to teach Adults with Disabilities in Saddleback classes. Both the AESL and AWD classes are in addition to the colleges' regular schedule to address the needs of the AEBG population.

Strategy Two: To create seamless transitions into postsecondary education and the workforce, both Irvine Valley College and Saddleback College are developing adult education programs for AEBG students who are seeking a vocational pathway. IVC is working with the County of Orange in creating a Code Enforcement Officer program that graduates its students ready for hire. Saddleback College is developing both surgical technician and dental x-ray technician programs that will immediately place students into employment opportunities upon their successful completion of the programs.

## Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Burlington English: ESL software for language development and career exploration	5 - Fully implemented	N/A. This software has been deployed at SOCRC consortium sites.	The SOCRC will continue to work with faculty on all sites to continually improve AESL curriculum based on AEBG students' needs.	Other software implementation success stories could be shared across the consortia.
Designing specific school at work outreach plans within the 2 year AEBG Strategic Plan.	4 - Mostly implemented	The SOCRC is in the process of developing these outreach plans. Faculty changes have led to some delays as changes in key faculty who served as bridges to employers. Citizenship can often be a factor, too. Many AEBG students are in the process of getting U.S. Citizenship.	Faculty from both north and south portions of the SOCRC will be designated as liaisons with local employers in the 2017-2018 academic year.	Examples of best practices for employers who have courses would be helpful.

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

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Strategy One: Using the data evidence obtained from our mixed methods research study of AEBG students, we will deploy new acceleration strategies. For example, students have expressed that they would like more information from the main campuses on satellite facilities regarding finishing their academic programs. We will join efforts with main campus counseling faculty to provide a one-stop on satellite campuses to provide this information.

Strategy Two: We will continue testing students as they enter the AEBG program, and use competency-based instruction to address their individual academic and career needs. We will use the information gathered in our Universal Intake Form, CASAs and surveys to create individualized, competency-based instruction for AEBG students.

Strategy Three: We will join our efforts with the Basic Skills Initiative on the Irvine Valley College and Saddleback College campuses to ensure that student's goals are being met academically and professionally. Specifically, we have invited BSI faculty to contribute to our AEBG curriculum and courses of study. This joint collaboration began in Spring of 2017 and is continuing for the remainder of the year.

**Shared Professional Development**

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Faculty Center for Student Success	4 - Mostly implemented	Both campuses have limited space but the SOCRC Co-Leads were able to leverage existing shared office space to create two locations.	Funds will be used from AEBG to provide a lending library of texts to AEBG students. Resource books for faculty (such as picture dictionaries) will also be made available in these spaces.	N/A
SOCRC Professional Development Days (2) in 2017.	5 - Fully implemented	Our first SOCRC Professional Development Day was held in April 2017 with over 60 participants from across school districts and the region.	None. We had excellent participation and great reviews of the event. We are engaging the SOCRC now for content and agenda items for the second Professional Development Day event scheduled this fall 2017.	We would like to know what other consortia are doing for their professional development activities beyond the Promises with Practice.

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

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Our second Professional Development Day is currently being planned for this fall semester 2017 by the SOCRC. We are focusing our activities on learner persistence and goal achievement. The PDD will also include presentation of CASAs and mixed method research data to inform our partners what students are needing for their success. This second PDD will build on the momentum of our April 2017 event, incorporating changes and improvements as noted in the April evaluations. We will use this opportunity to build capacity within our partnerships and the South Orange County region and the State of California.

## Leveraging Resources

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Ongoing communication with local area employers of Adult Education Students	3 - Somewhat implemented	Changes in faculty, lack of support from community and logistics. Faculty across the region have begun doing outreach to local employers. New faculty are being encouraged to reach out to local hotels and restaurants regarding education on site.	The Co-Leads on the project are gaining more support from College leadership to have off site classes.	Sharing of successful models that use on-site classes on employment sites would be helpful.
Outreach to local area Chambers of Commerce	3 - Somewhat implemented	The Co-Leads of the SOCRC have made a dedicated effort to engage with local area Chambers of Commerce during the past year but have encountered a lack of time and staff available to attend chamber meetings.	A project specialist has been hired for AEBG who can attend chamber meetings in both north and south Orange County regions.	None.

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

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

Strategy One: The Co-Leads of the SOCRC have designated Dr. Darla Calvet to serve as the liaison with the local Regional Workforce Development Group in Orange County. Dr. Calvet attends all Regional Workforce group meetings monthly, and reports back to the SOCRC on developments and issues in the region.

## Section 2: Fiscal Management

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

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$4,513,271	\$3,323,673	\$1,189,598
2016-17	\$4,579,171	\$1,717,379	\$2,861,792
<b>Total</b>	<b>\$9,092,442</b>	<b>\$5,041,052</b>	<b>\$4,051,390</b>

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

A) In 2016-17 SOCRC planned to continue to capture and monitor AEBG allocations to Districts. This strategy was Mostly Implemented, but some districts were challenged as they received funds very late. Future intervention includes ongoing release of funds in a timely manner. The state could help by providing earlier release of allocation to the Community College District.

B) In 2016-2017 SOCRC planned to do a monthly review of ledgers and accounts by the sub-grantees (Unified School Districts). This strategy was Mostly Implemented, but not all partners had the time or staff available to provide updates. In the future monthly reviews of funding will be mandatory for subgrantees. If the state knows of best practices in this area from other AEBG programs, it would helpful to have those shared.

C) In 2016-2017 SOCRC planned to complete a monthly review of ledgers and accounts by the South Orange County Community College District. This strategy was fully implemented through identification of a dedicated district staff member to oversee AEBG funding. Going forward, the dedicated district staff for AEBG funds have been identified for smoother internal operations. We do not anticipate needing state support in this area in the future.

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

Following the directive of AEBG Program Officers at the California Community College Chancellor's Office, the South Orange County Regional Consortia is spending its 2015-2016 allocation in its entirety by December 31, 2017. All remaining funds will be spent in an allowable manner by this deadline and there will not be any funding returned to the State. For the 2017-2018 fiscal year, all funds have been allocated in the same manner as they were in previous years. Specific items that will be funded meet the guidelines for fiscal compliance and include, but are not limited to the following activities: 1) Funding of additional faculty and staff support for AEBG classes to support students meeting the state guidelines of eligibility for non-credit course enrollment; 2) Funding of professional development activities (including curriculum development) geared toward faculty who work with AEBG students; 3) Funding of supplies, new classrooms (built or leased, on existing sites or in new locations), and technology that support the activities of the AEBG program; 4) Funding of professional consultants, in the areas of research, compliance and marketing to support the activities of the AEBG program; and 5) Funding of any and all other items that are allowable as determined by the United States Educational Code and program guidelines affiliated with the Adult Education Block Grant program.

## Section 3: Certification and Submission

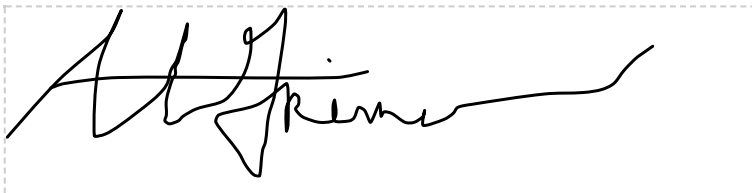
*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.*

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

### Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

### Signature (Required)



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

