

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 28, 2018, 3:02 PM UTC Action Taskman

37 North Orange County Regional Consortium for Adult Education (NOCRC)

Plans & Goals - Consortium Approved

Executive Summary

Working together with all eight NOCRC Members and numerous Partners throughout the 2017-18 implementation year, NOCRC stayed true to its stated Regional Comprehensive Plan (RCP) vision of Rethinking and Redesigning Adult Education...Together. The ideas of innovation, integration, and seamless transition drove the AEBG implementation strategies in 2017 – 2018. By partnering with the Love & Logic Institute, the consortium added two new sets of curriculum, Love and Logic: Supporting Youth with Challenging Past[®] (trauma-informed practices) and Love and Logic: Supporting Youth with Special Needs[®]. Once approved by the CCC State Chancellor's Office, the curricula will be offered as noncredit apportionment courses thus releasing AEBG funds for other needs of the consortium. As NOCRC plans for the fourth implementation year, its members identified successful strategies to be continued or expanded, the strategies with great potential but requiring modification and new strategies to be piloted or fully implemented. For example, ESL Mentorship strategy at the Fullerton College will be replicated at the Cypress College. Additionally, DSS Workgroup is designing a peer mentorship program for students transitioning from K12 to community college. New Regional Workforce: Collaboration & Development strategy will create a framework to align WIOA, Strong Workforce, and NOCRC Regional plans. The previous Workforce Development and Career Pathways strategy will be integrated into the existing CTE: Program Development, Pathways, Outreach, & Student Support strategy to eliminate duplication of efforts and to provide holistic career services. Based on the regional need for high school diploma or its equivalency, Basic Skills Workgroup approved a high school equivalency direct instruction strategy utilizing a cohort model combined with additional skill development outside the classroom. In the upcoming year, NOCRC will deploy a comprehensive outreach and marketing plan, to boost brand awareness and move the needle on enrollment and retention. The plan will commence with a consortium-wide retreat to evaluate current community needs and marketing efforts and then create long-term strategies that would ensure the broadest reach. The findings from the marketing plan research, will inform the 3-year NOCRC planning. In summary, NOCRC will continue to Rethink and Redesign Adult Education in the 2017-18 implementation year.

Regional Planning Overview

NOCRC will engage all eight consortium members and many partners in planning for the next 3-year comprehensive adult education plan. To ensure that the plan addresses adult learner needs that are specific to our region, the consortium will hold an outreach retreat with the goal of increasing awareness of educational opportunities and services within the region and learning about the characteristics of our service recipients and their needs. In addition to the overarching State AEBG outcome measures, NOCRC took the initiative to develop local effectiveness measures. The comprehensive approach in collecting and analyzing effectiveness data by combining state-mandated and locally developed measures will allow NOCRC to perform an in-depth analysis of the regional needs and evaluation of the most fitting strategies to meet them. NOCRC invested one-time data collection funds into the development of a customized data management tool to support local effectiveness measures. The expected completion date is December 2018. The tool will collect, store and report on data necessary to understand and evaluate the effectiveness of efforts undertaken by the Adult Education Block Grant (AEBG) consortium. Broad goals and specific strategies will be developed in accordance with the established NOCRC procedures. Specifically, upon approval of the 3-year goals by the NOCRC Executive Committee, representative program area workgroups will drive the initial planning with the expectation that the planned strategies will address the regional needs, have measurable outcomes, and align with other major initiatives, such as WIOA, Strong Workforce, Student Success and Equity, and Guided Pathways. Subsequently, the 3-year goals and strategies will be vetted by the NOCRC community partners and, finally, approved by the NOCRC Executive Committee. Upon approval of the 3-year comprehensive plan, NOCRC will engage all its members in developing an AEBG program review cycle using state member effectiveness guidelines and other helpful tools. To

capitalize on the existing evaluator mechanisms to the best extent possible, AEBG program review cycle will be aligned with the program review systems of the members providing adult education services.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Responsive Career Training and Workforce Preparation Training for employability skills applicable in any job setting, vocational training to match the needs of local employers, including 3rd party certifications, support of re-careering adults, promotion of career training opportunities in the region, contextualized accelerated learning, and employment readiness services for students completing CTE, especially students with disabilities.

How do you know? What resources did you use to identify these gaps?

Qualitative data leading to the development of the above listed strategies included feedback from community partners during NOCRC annual partners' breakfast as well as the feedback from the members of CTE advisory committees. Additional data was collected through the EMSI reports Labor Market Analytics, Alumni Analyst, and Economic Impact. Data collected for Key Performance Indicators in the NOCE Institutional Effectiveness Report demonstrated the need to increase student course and term-to-term retention. The following strategies are being proposed to address the identified needs: Entry/ReEntry Strategy: increase CTE course offerings at community sites, such as One Stop Job Centers, and include digital fluency training to increase transitional skills for employment and re-employment. Program Development, Pathways, Outreach, and Student Support Strategy: develop new programs and/or revise existing programs to meet industry needs and fill identified gaps; increase industry engagement for student work-based learning experiences and employment opportunities; administer Certiport 3rd party certification exams for CTE programs currently offered in the region; increase articulation and outreach efforts for underserved/underrepresented populations; develop materials for career exploration and industry pathway guides; implement and complete development of Emsi tools such as Career Coach and Alumni Analyst and provide holistic career services including career planning, employability skills, and connection with employers. I-BEST Strategy: continue to provide supplemental instruction to support non-native English speakers, and students with disabilities or basic skill needs enrolled in CTE courses. Regional Workforce: Collaboration and Development Strategy: strengthen collaboration between workforce development service providers by increasing the number of NOCRC students co-enrolled in WIOA programs; strengthen existing and/or develop new ways to share data, improve referral processes, and provide needed training programs to workforce development service clients; and create a framework for aligning WIOA, Strong Workforce, and NOCRC regional plans. Job Developer Strategy: develop a network of local employers and offer job placement services to NOCRC Disability Support Service students.

How will you measure effectiveness / progress towards meeting this need?

Local indicators, NOCRC Milestones, will be used to evaluate the effectiveness of the strategies. They are: increased number of referrals from AJCCs to NOCRC and North Orange County ROP, number of enrollments in NOCRC educational programs because of orientation sessions provided by NOCRC staff at the AJCC's, and retention rates in the CTE programs enhanced by I-BEST sections. Additionally, shared WIOA and AEBG metrics will also be used as effectiveness evaluation tools.

Regional Need #2

Gaps in Service / Regional Needs

High School Diploma or Equivalency Attainment NOCRC currently offers a comprehensive adult high school diploma program, but high school equivalency options, such as GED, HiSET, or TASC are limited. Specifically, GED Prep independent studies are offered at one location only,

How do you know? What resources did you use to identify these gaps?

Regional data on educational attainment shows that out of 925,024 adults, 174,830 (19.9%) do not have a high school diploma or its equivalent. Additionally, current students expressed a need for additional options when it comes to location, time, delivery method of educational programs. High School Equivalency Preparation Strategy (NEW): While North Orange

Continuing Education offers a comprehensive adult high school diploma program, high school equivalency options are offered at one location only, Wilshire Continuing Education Center. Additionally, there is no official GED/HiSET testing site in the region. To address the abovementioned needs, NOCRC is planning on developing a high school equivalency preparation program which will incorporate accelerated learning strategies and a cohort model. Direct Instruction Strategy: The current High School Diploma Program at NOCE allows students to attend an open lab anytime during operating hours. This accommodates the schedule of an adult student who has a work/life schedule that varies. Within the flexible framework of an open lab, there is a need to incorporate structured instructional options, such as direct instruction and cohort models supplemented with self-paced online instruction. Some students can benefit from a structured class in which the instructor uses direct instruction rather than an independent-study model. Adult students can benefit from anytime/anywhere models of instruction that self-paced online instruction provides. By giving students access to skill development when classes are not in session, academic progress is accelerated. Students can master skills quicker and also stay on track with their academic goals. NOCRC will continue to offer offsite high school labs, Gilbert South (AUHSD) and El Camino (PYLUSD) as part of the approved strategies in prior years to address the need for high school diploma options for adult learners.

How will you measure effectiveness / progress towards meeting this need?

The effectiveness measures include attainment of high school diploma, completion of GED/HiSET preparation courses, and measurable skill attainment through learning management systems used in the open labs.

Regional Need #3

Gaps in Service / Regional Needs

Holistic Support Services Wrap-around support services addressing not only academic but economic but also socio-emotional needs of students, accelerate their academic progress.

How do you know? What resources did you use to identify these gaps?

Community college enrollment data, research on student success barriers, and student code of conduct violation cases demonstrated that mental health challenges are an emerging leading cause hindering student success. Recent NOCE surveys for stop-out students indicated that lack of babysitting services prevented them from persevering in their programs of study. ARISE (Academics, Relationships, Independence, Self-advocacy, and Emotional Health) Lab Strategy: The number of students with ASD transitioning to postsecondary noncredit and credit programs continues to grow at a dramatic rate. The ARISE lab provides counseling and instruction to support students as they access postsecondary education and employment. The ARISE lab strategy will lead to increased rates of successful transition and completion. Mental Health Support Strategy: an increased number of students with mental health disabilities pursuing post-secondary education and employment coupled with the research on the barriers to student success for students with mental health needs lead NOCRC to the exploration of a strategy to provide mental health support services in the region. Parenting with Love and Logic Strategy: addressing children's social and emotional needs is critical for academic success, as recent research has shown. Parenting with Love and Logic®, Love and Logic Magic for Early Childhood®, and 9 Essential Skills for the Love and Logic Classroom® which all include sets of workshops on essential skills to maintain healthy emotional climate at home and in the classroom. A recent community needs analysis brought forward the need for instruction related to trauma informed practices and supporting students with special needs. The NOCRC Curriculum Exploration Strategy partnered directly with the Love & Logic Institute to collaboratively write two new sets of curriculum Love and Logic: Supporting Youth with Special Needs®. ESL Babysitting Strategy: inability to access educational programs due to family obligations and lack of babysitting services was the main reason for developing this strategy. K12 members were no longer providing babysitting services due to budget cuts to the Community Based English Tutoring (CBET) program.

How will you measure effectiveness / progress towards meeting this need?

Identification of the needs of students with mental health disabilities and proposed implementation strategies, increased parental and professional knowledge and skills to meet social and emotional needs of children, improved student retention and completion due to accessing necessary support services. Offsite counseling effectiveness is measured by the number of students with educational plans and the number of students transitioning from a community-based location to a campus program.

Regional Need #4

Gaps in Service / Regional Needs

Seamless Transition to Post-Secondary Education Structured pathways for credit college-bound students, including academic rigor and peer support, are critical to ensure their seamless transition.

How do you know? What resources did you use to identify these gaps?

According to the 16/17 NOCE Institutional Effectiveness Report, 13.47% of noncredit students transition to credit within a 6-year period. DSS Workgroup member and NOCE faculty input supported by post-transition persistence data was used to determine the need for DSS peer mentorship. Local research data showing low post-transition retention rates for ESL students as well as the student feedback on transition barriers were used to demonstrate the need for the ESL mentorship strategy. Additionally, 130 NOCE ESL students indicated interest in transitioning to Fullerton College within the next year. It takes the majority of students who enter lower-level ESL courses at least four semesters to become ready for an academic course. An opportunity to begin academic preparation earlier will accelerate readiness for college courses. DSS Peer Mentoring Strategy (NEW): Faculty report that students with disabilities entering noncredit or credit programs offered at NOCCCD lack emotional, social and academic readiness. Peer mentoring service will help new students entering NOCCCD classes understand institutional expectations better and locate campus resources to help for extra support. This strategy, like the ARISE lab, and Transition Counseling will assist students in transitioning successfully. ESL Mentorship Strategy: in the effort to facilitate successful transition to credit programs of the students previously enrolled noncredit courses, NOCRC implemented a peer mentoring program where students who made a successful transition are paired with students enrolled in noncredit ESL. ESL Lower-Level Academic Success Program and ESL Course Alignment Strategies: to properly prepare college-bound students for the academic rigor of credit offerings, NOCRC is planning to launch the lower-level Academic Success Program. The program is designed for intermediate-level students. It matches an existing program for the students enrolled in advanced ESL classes.

How will you measure effectiveness / progress towards meeting this need?

Increased student knowledge of campus and services and the sense of belonging as measured by satisfaction surveys, focus groups, and direct interaction with counselors. Additionally, NOCRC will examine the retention rate in the credit classes of the students enrolled in the ESL mentorship program. Transition to upper-level ESL Academic Success Program and subsequently to college will measure the effectiveness of the Lower-Level Academic Success.

Regional Need #5**Gaps in Service / Regional Needs**

Regional Awareness of Adult Learner Needs and Educational Opportunities NOCE determined a need for educating local business on opportunities of employing individuals with disabilities and for local employers to educate our region on what their needs are in terms of technical training and job readiness for perspective employees.

How do you know? What resources did you use to identify these gaps?

Job placement numbers for Workability III, C2C, and AEBG programs as well as feedback from NOCE Job Developers were used as the sources to identify this gap. NOCRC demographics clearly identify the needs for adult education services. Participation remains low in some of the NOCRC programs even though the demographics of the region clearly identify the needs for these programs. NOCRC will continue holding annual Community Conversations events with local educators and employers highlighting stories of successful employment and facilitating the dialog of how educational partners could prepare their students to succeed in finding and keeping jobs and how local businesses can promote job opportunities and accommodate individuals with disabilities. Comprehensive Marketing Plan Strategy: is an investment into a comprehensive marketing and outreach plan for the NOCRC members and their services. The goal of the plan is to strengthen the marketing, branding, and communication aspects of the Adult Education Block Grant (AEBG) initiative. NOCRC has had great success in developing and implementing key strategies to serve the adult community within the North Orange County region. Although being recognized as a "model consortium," NOCRC has a need to clarify its brand identity within the District and within the North Orange County region.

How will you measure effectiveness / progress towards meeting this need?

Increased awareness of employment opportunities for individuals with disabilities as measured in the event evaluations surveys as well as increased employment rate for NOCRC students with disabilities. Increased enrollment in the NOCRC programs offered in response to regional needs.

Gaps In Service

New Strategies

Strategy #1

Program Development, Pathways, Outreach, and Student Support Strategy: develop new programs and/or revise existing programs to meet industry needs and fill identified gaps; increase industry engagement for student work-based learning experiences and employment opportunities; administer Certiport 3rd party certification exams for CTE programs currently offered in the region; increase articulation and outreach efforts for underserved/underrepresented populations.

Strategy #2

Regional Workforce: Collaboration and Development Strategy: strengthen collaboration between workforce development service providers by increasing the number of NOCRC students co-enrolled in WIOA programs; strengthen existing and/or develop new ways to share data, improve referral processes, and provide needed training programs to workforce development service clients; and create a framework for aligning WIOA, Strong Workforce, and NOCRC regional plans.

Strategy #3

High School Equivalency Preparation Strategy (NEW): NOCRC is planning on developing a high school equivalency preparation program which will incorporate accelerated learning strategies and a cohort model.

Strategy #4

Mental Health Support Strategy: an increased number of students with mental health disabilities pursuing post-secondary education and employment coupled with the research on the barriers to student success for students with mental health needs lead NOCRC to the exploration of a strategy to provide mental health support services in the region. DSS counselors with expertise in mental health will research the regional needs and develop a plan to better serve these needs.

Strategy #5

Entry/ReEntry Strategy: increase CTE course offerings at community sites, such as One Stop Job Centers, and include digital fluency training to increase transitional skills for employment and re-employment.

Seamless Transitions

New Strategies

Strategy #1

ESL Mentorship Strategy: in the effort to facilitate successful transition to credit programs of the students previously enrolled noncredit courses, NOCRC implemented a peer mentoring program where students who made a successful transition are paired with students enrolled in noncredit ESL.

Strategy #2

DSS Peer Mentoring Strategy (NEW): Faculty report that students with disabilities entering noncredit or credit programs offered at NOCCCD lack emotional, social and academic readiness. Peer mentoring service will help new students entering NOCCCD classes understand institutional expectations better and locate campus resources to help for extra support. This strategy, like the ARISE lab, and Transition Counseling will assist students in transitioning successfully.

Strategy #3

ESL Lower-Level Academic Success Program and ESL Course Alignment Strategies: to properly prepare college-bound students for the academic rigor of credit offerings, NOCRC is planning to launch the lower-level Academic Success Program. The program is designed for intermediate-level students. It matches an existing program for the students enrolled in advanced ESL classes.

Student Acceleration

New Strategies

Strategy #1

I-BEST Strategy: continue to provide supplemental instruction to support non-native English speakers, and students with disabilities or basic skill needs enrolled in CTE courses. Partner with instructors from other programs in order to supply two instructors for each CTE course in the Medical Assistant cohort and the Electrical Technology cohort. Cross-Train Instructors in Support Areas (DSS/ESL/Basic Skills) & Best Practices.

Strategy #2

Direct Instruction Strategy: The current High School Diploma Program at NOCE allows students to attend an open lab anytime during operating hours. This accommodates the schedule of an adult student who has a work/life schedule that varies. Within the flexible framework of an open lab, there is a need to incorporate structured instructional options, such as direct instruction and cohort models supplemented with self-paced online instruction. Some students can benefit from a structured class in

Strategy #3

ESL Distance Learning/Digital Literacy (NEW)/Internet Safety Strategies (NEW): K12 consortium members shared that their students are exposed to internet safety curriculum to prevent identify theft and promote best privacy practices. NOCRC is in the process of developing curriculum for adult learners to match what their children are learning at school. Additionally, digital literacy is a critical skill when it comes to employment and completing college enrollment forms.

Professional Development

New Strategies

Strategy #1

Community Conversation and Education Strategy: having implemented various services assisting students with disabilities to find and maintain employment, NOCE determined a need for educating local business on opportunities of employing individuals with disabilities and for local business to educate our region on what their needs are. To this end, NOCRC will continue holding annual Community Conversations events with local educators and employers highlighting stories of successful employment and f

Strategy #2

Comprehensive Marketing Plan Strategy: is an investment into a comprehensive marketing and outreach plan for the NOCRC members and their services. The goal of the plan is to strengthen the marketing, branding, and communication aspects of the Adult Education Block Grant (AEBG) initiative. NOCRC has had great success in developing and implementing key strategies to serve the adult community within the North Orange County region. Although being recognized as a "model consortium," NOCRC has a need

Leveraging Resources

New Strategies

Strategy #1

All NOCRC strategies include leveraging resources to some extent, including sharing facilities, braiding multiple funding sources to cover services, and offering the majority of instructional classes for noncredit apportionment thus freeing up AEP funds for support services. Examples: Entry/ReEntry Strategy: increase CTE course offerings at community sites, such as One Stop Job Centers, and include digital fluency training to increase transitional skills for employment and re-employment.

Strategy #2

Previously described Regional Workforce: Collaboration and Development Strategy will combine resources from the NOCE-led Regional Strong Workforce Program for work-based learning which includes the development of the virtual network for the employers of Orange County.

Strategy #3

Parenting with Love and Logic strategy utilizes the facilities of the partnering K12 districts to offer parent support workshops and professional development for teachers.

Strategy #4

ESL Babysitting Strategy uses AEP funds to cover the cost of the service providers. The service is administered by the partnering K12 districts and is provided at their sites. Babysitting services are used to support ESL classes and Love and Logic workshops offered by NOCE at the sites of partnering districts.

Strategy #5

The new Digital Literacy and Internet Safety strategies uses AEP and WIOA II funds for equipment and software purchases. The instruction on the digital literacy and internet safety will be provided by NOCE faculty at the sites of the partnering K12 districts.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

NOCR followed the established practices when approving 18/19 AEP allocations. First, the Exec Committee reviewed strategies proposed by the workgroups comprised of all NOCRC member representatives for each AEP program area. The strategies are intended to ensure the implementation of the NOCRC 3-year RCP. A budget is developed for each proposed strategy with all expenses identified and delineated as personnel or operational costs. AEP yearly allocations consist of the approved budgets for each strategy. Additionally, the Exec Committee reviews and approves Project Lead annual budget – consortium-wide expenses, such as admin cost and lease.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

The carry-over funds will help support with the implementation of the new strategies, NOCRC Exec Retreat and one-time event(s) for student, partners and the community. The carry-over funds will help support the student learning experience by curriculum software update for a regional partner.

Certification

Anaheim Union High School District, Member Representative

Jei Garlitos
Araceli Chavez

Approved

2018-08-23

Fullerton Joint Union High School District, Member Representative

Sandra Layana
Steve Zamora

Approved

2018-08-22

Garden Grove Unified School District, Member Representative

Robin Patterson

Approved

2018-08-15

Los Alamitos Unified School District, Member Representative

Heidi Olshan
Kenneth Lopour

Approved

2018-08-23

North Orange County CCD, Member Representative

Valentina Purtell
Joyce Carrigan
Terry Cox
Janeth Manjarrez

Approved

2018-08-23

North Orange County Regional Occupational Program, Member Representative

Kenia Cueto
Jennifer Prado

Approved

2018-08-22

Orange County Department of Education, Member Representative

Katy Ramezani

Approved

2018-08-22

Placentia-Yorba Linda Unified School District, Member Representative

Carrie Bisgard

Approved

2018-08-28



2018 © California Community Colleges
NOVA Site Version: [4.0.6](#)