

California Adult Education Program : Annual Plan : 2019-20 Produced: Aug 15, 2019, 11:32 PM UTC Carrie Bisgard

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

Plans & Goals - Consortium Approved

Executive Summary

North Orange County Regional Consortium (NOCRC) utilized the information from the former three-year comprehensive plan and its locally designed logic model to create a strategic analysis of the proposed strategies for 2019 – 20. Additionally, the consortium used the five major objectives identified in the current three-year comprehensive plan to approve 2019-20 strategies and to allocate resources for their implementation. NOCRC's logic model for its current three-year comprehensive plan encompassed the logical progression of "if...then" to measure goals and services for adult learners, and program improvement. NOCRC's vision and mission continue to align with the premise of "rethinking adult education." Through the three-year plan, NOCRC is proud of the vision that it continues to uphold: to enable work through various partnerships and to build comprehensive and sustainable models for providing regional and career-focused adult educational programs based on workforce demands. NOCRC believes that "practice makes perfect" and has had an opportunity to rethink the vision and mission based on practice and experience during these past years. NOCRC submitted a three-year plan to comply with the program's mandate and to detail the work that drives its regional comprehensive pathways system for adult learners and the community. NOCRC members focused on building the consortium's infrastructure to implement successful strategies. As a result, NOCRC expanded its current office space to accommodate needed staff members and regional partners, located off-site classrooms for students, and established an outcome-driven strategy approval process. NOCRC Executive Committee members initiated the development of local effectiveness measures to ensure data-driven decision making and trained NOCRC members on the local and state effectiveness. The focus of NOCRC has been to continue and expand effective strategies, initiate research, and assess the needs of the region. NOCRC has kept the vision of Rethinking and Redesigning Adult Education Together. Therefore, the consortium's focus was to enhance collaboration with all eight NOCRC members and multiple partners to create, develop, and implement innovative strategies, seamless transitions, student acceleration, shared professional development, and leverage of resources. The main goal for NOCRC is to connect adult education regional resources for student success. NOCRC has developed and delivered new curricula for adults to support the academic success of primary and secondary school children. The curriculum was created by working closely with community colleges (non-credit) and K-12, and by braiding and leveraging resources. Under the Curriculum Exploration Strategy, three different sets of Love and Logic® curriculum are being offered. These curricula address the needs of adults supporting K-12 students with/without disabilities and provide training to faculty on trauma-informed care. Other approaches included repackaging Career Technical Education (CTE) curriculum to better support adults entering or re-entering the workforce. By using leveraged funding from the Workforce Innovation and Opportunity Act (WIOA) Title I, Strong Workforce Program (SWP) and NOCE's general funds, NOCRC expanded adult education offerings, especially at community locations and supported curriculum revision. The new skills acquired in the programs rendered job placements for re-careering adults. NOCRC has effectively adopted and integrated CAEP new policies to include all MIS CAEP metrics. NOCRC has also reshaped student services, including off-site counseling, babysitting, and peer mentoring, to create a direct pathway to instructional programs. NOCRC has taken a step further by restructuring its existing governance structure to better align with the State's new vision of performance-driven outcomes. Moreover, NOCRC is in the process of revamping the consortium's website and implementing an outreach plan to maximize the resources for a uniform and far-reaching message to the community. Finally, NOCRC will continue to strengthen CAEP program areas for the next three-year cycle and align Management Informational System (MIS) metric requirements. Using CAEP guidance regarding mandates, formalized outcomes, and programmatic alignment, NOCRC will continue to identify new approaches to meet the education and workforce needs of adult learners.

Regional Planning Overview

NOCRC's new three-year plan has been constructed into four components based on the required CAEP Planning Framework. The components include Pre-Planning Assessment, Community Needs and Customers, Identifying Goals and Strategies, and Piloting/Implementation. In the Pre-Planning Assessment Phase, there is an evaluation element of NOCRC's capacity to identify partnerships and align regional processes. The Community Needs and Customers section discussed the needs of students,

employers, and the consortium's community partners when it comes to creating a comprehensive and united adult education delivery system in the North Orange County region and regional labor markets. The Identifying Goals and Strategies component showed how the consortium would ensure improvement via the NOCRC Logic Model and CAEP progress indicators. Lastly, the Piloting and Implementation section explained the pilot and prototype utilized to test and evaluate strategies and scale them for implementation. The goals for the five CAEP program areas for the next three years will emphasize regional collaboration to align CAEP's educational pathways across physical, cultural, and social gaps. The objectives in NOCRC's three-year plan correlate with the AB104 outcomes, namely gains in literacy skills, high school diploma achievement, postsecondary study transitioning, certificate and degree attainment, job placement, and wage mobility. For 2019-2020 NOCRC focused on establishing a partnership with OCAPICA with a dual referral system for adult, which included ESL classes, mental health services, and CTE workforce preparation. Furthermore, NOCRC has streamlined several internal procedures to maximize time and resources for each CAEP program area. NOCRC also adopted to ensure that employment data was pulled from Labor Market Data, EDD, and other trusted sources. Finally, this year the consortium decided to include a Workforce Development Agency to be part of NOCRC's executive committee for additional support of goal attainment.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The Taxonomy of Gap's exemplars are areas for continued advancement that had been identified during the Pre-Planning Assessment phase. These exemplars are as follows: 1. Communication: A universal structure is desired to convey the purpose and goals within NOCRC. 2. Outreach and Early Engagement: An effective clear and concise outreach plan is coveted to sustain the success of all program areas. 3. Resource Allocation: A community-driven process is needed to ensure proper resource allocation. 4. Professional Development and Staffing Limitations: A consistent and formal training for newly hired staff members need to be implemented. 5. Universal Documented Processes and Procedures: A unified documented process is compulsory to building a clear infrastructure for student success. 6. Intake Process and MIS Collection: A universal intake process is necessary to meet with the MIS outcomes that NOCRC values. 7. Case Management and Referral System: A collective case management system and support are essential for student success and seamless transition. 8. Career Planning, Job Developing, and Labor Market Information (LMI): Alongside furthering student education, students should be familiar with the career planning process. 9. Proactive Counseling and Support Services: Counseling should be provided for all students, in which long-term success is promoted. 10. Performance Alignment and Calibration: A unified system that actively tracks performance is needed to ensure that each program is complying with the aligned values and MIS outcomes. 11. Asset Partnerships/Networks for Inclusion: An amplified presence among partnerships is crucial to student career planning and is essential to the projected outcomes.

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

The Community Asset Mapping (CAM), along with the Gap Analysis assisted NOCRC in gathering data to identify keystones that stifled progress and examined gaps in knowledge, motivation, and the organization for performance enhancement (Rueda, 2011). The CAM results identified areas for developing new partnerships and data-driven decision making. Mapping and analyzing data reflected a significant amount of key partnerships is typed as "operational" networks (92%). The purpose of operational networks is to manage today's work, reliability, and efficiency (Ibarra, 2015). These networks are effective for internal tasks and short-term in duration. These relationships are non-discretionary with key contacts mostly prescribed by task and the same organizational structure – in this case, within education domains. As a result, these networks/partnerships have contributed to the success of the current program structures housed within NOCRC. However, with future outcomes looming, data gathered through CAM and gap analysis revealed the need to increase "strategic" networks for future goal achievement. The purpose of strategic networks is to "lead" and provide connective advantage and assist in futuristic goals, outcomes, and competition. Networks will increase NOCRC's ability to obtain results in the system overall. Outside operational demands drive strategic networks/partnerships and require strategic investment in outside activities. Additionally, the industry and regional organizational environment define the key contacts. Data and analyses reflected very limited inclusion of direct contact between local instruction and workforce outcome attainment. Consequently, as it relates to industry, there is a need to increase employer/local business partnerships with training providers to enhance workforce programs. There is a very limited direct presence of employers and local businesses with clearly identified roles, including industry advisory, and participation in

strategic planning. There is no mechanism for coordinated job placement. Members of the consortium reflected that overall, each program is well established as a standalone; however, there is more to be done in creating a universal and comprehensive structure that connects programs in a unified manner. Addressing gap exemplars will align student services from various funding sources to improve student performance. NOCRC's goal is to continue the collaboration with NOCE's Student Equity and Achievement Program (SEAP) and to continue offering services such as orientation, assessment, and educational planning, which leads to greater student access and attainment in educational pathways. Alignment of Adult Education Services with other Regional Plans and Planning Processes NOCRC recognizes the value of and importance in aligning adult education with other regional plans and planning processes to serve its students, community, and local employers. As a result, NOCRC is continuing to align efforts by garnering key partnerships, strengthening data and accountability connection, aligning co-enrollment processes, and maximizing Management Information Systems (MIS) outcomes. Specifically, NOCRC's marketing plan and NOCE's marketing plan were aligned to ensure that efforts were not duplicative. NOCRC service delivery aligned with NOCE's strategic plan related to Guided Pathways and capacity. NOCRC's ESL Mentorship Strategy helped guide students to transfer to credit programs. Also, NOCRC's 2019-2020 services aligned with NOCE's SEAP plan by providing educational plans to off-site students. Interagency Collaboration Program Alignment Efforts for Future Infrastructure Needs To promote interagency collaboration, NOCRC has made contributions to the OC WDB and Anaheim WDB regional plans. NOCRC completed MOUs with both boards and identified in-kind services provided to their clients. Currently, there is co-location coordination in the process with Anaheim WDB. NOCRC is fully integrated with WIOA Title II since NOCE, the consortium's largest adult education provider, is the only recipient of the WIOA Title II grant in the North Orange County region. CAEP program areas, such as CTE and ESL, leveraged the WIOA Title I English Language Learners (ELL) Program funds. Also, NOCRC strategies in all seven CAEP instructional areas are included in the NOCE Strategic Plan. Moreover, NOCRC approved a strategy involving North Orange County Regional Occupational Program (NOCROP) and NOCE working together to build a direct pathway for NOCROP students to transfer to NOCE from their CTE vocational nurse program. Adult Education Data and Accountability NOCRC utilizes LaunchBoard Data Pipeline to align multiple programs in the region, including data for community colleges, the Strong Workforce Program, and the California Guided Pathways. MIS metrics will be measuring enrollments, the students' advancements, the transition to postsecondary education, completions, and employment outcomes.

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

LOGIC MODEL NARRATIVE North Orange County Regional Consortium (NOCRC) Unified Service Delivery (USD) Logic Model The NOCRC Unified Service Delivery Logic Model diagram presents a series of activities and outcomes that are expected to result from the continuous improvement of aligning NOCRC's education and workforce service delivery system. These steps will improve the integration of pre- entering, transitioning, and post-exiting of services. The model progresses linearly and presents a chain of events that may be read as a logical progression using "if... then" statements. The model has been constructed from various frameworks and approaches including Community Assets Mapping, a Gap Analysis, and a survey tool to produce the data found in the model which identified needed goals and strategies. It also includes AB104 legislation and CAEP outcome goals within the model's outcome components. Below is a narrative description of the components and stages in the NOCRC Logic Model, describing the chain of events that links the activities of NOCRC's program to the long-term outcomes/impacts for the stakeholders. Clarify the Path for Guided Pathway The model starts by utilizing the pillars from Guided Pathways, a California community college initiative, of aligning resources and programs and putting students first. The first Guided Pathways pillar is to "Clarify the Path." The clarification can be seen in both the inputs and activity components which will follow. These areas have system-level supports included as a foundation to clarify the direction and tools needed. The Inputs component specifies what is needed to accomplish NOCRC's overall set of activities and the relationship connection between inputs and activities. The inputs needed are a combination of human, financial, and material resources. The primary needs are students (K-12 adult education/community college), NOCRC members and Ad Hoc committee (which integrates funding sources), course articulation, student support, partnerships, Labor Market Information (LMI); and case management. Lastly, some employers offer demand businesses, industry expertise, and occupations. Each human variable has a relationship with specific activities to bring change using NOCRC's resources. The activities have a relationship with the resources and are part of the clarifying guides; however, they are also connected to the next pillar of Guided Pathways, "Enter the Path." Enter the Path for Guided Pathway Activities Component Related activities that can bring change and will be measured in the next phase related to the progression of the alignment of the model. Students enroll in any of the seven programs use support services and participate in case management services to facilitate retention. NOCRC will use the resources to support and drive the processes for student success. This includes activities for curriculum alignment to LMI, instruction, counseling, outreach, and early engagement. Additionally, NOCRC will use resources to create mechanisms to address the gaps in internal service

delivery success. These will encompass staff training, professional development, developing processes, procedures, intake, MIS collection, referral system, and performance tracking. Employers' activities revolve around those that provide data and expertise about occupational skills and workforce needs in the world of work. For the activities component, students not only enter but start a matriculation process of learning. As a result, the overlapping guided pathways are to ensure students are learning. The guided pathway continues throughout and does not conclude until the outcome in stage 3. Outputs Component These activities by each stakeholder progress into the Output components in a measurable or tangible product as a result of program activities. It can be expected once the activities are accomplished, there will be evidence of service delivery. Students enrolled in programmatic service activities can expect to meet an objective of participation of one or more instructional hours, career and college readiness, or employability. NOCRC, upon completion of activities, should have evidence of transition strategies, dual enrollments, distance learning, career planning, job development, data-driven decision making, and universal policies, procedures, and guidelines. For employers, the completion of their activities should render offers of internships to support career readiness. Stay on the Path for Guided Pathway Immediate (Short-Term) Outcomes Component – Within Year One The outcomes have three stages with progressive timeframes. In stage 1 Outcomes, NOCRC expects the accomplishment of these specified activities will lead to change within the next year. These will be short-term, directly resulting from outcomes with a reflection of changes in participants' knowledge. It can also be the outcome related to an awareness that acts as a prerequisite for intermediate or long-term outcomes.

Gaps In Service

New Strategies

Strategy #1

Existing Strategy: Off-site Student and Location Development Off-site ESL classrooms are a necessity for the ESL student population and should remain open within the community partnerships and K-12 partnerships because they provide access to English language learning that would otherwise not be available to many ESL students due to barriers such as transportation and childcare. The off-site locations provide the foundational English language principles that allow for transition into higher-level English courses on-site and/or transition into additional programs offered at NOCE such as the CTE programs and the High School Diploma program. The off-site ESL classroom locations will remain under this strategy until they meet the minimum requirements for apportionment on the non-credit level. Instructors will be provided at the off-site locations and will provide multilevel English instruction with the intention of the students' eventual transition into on-site higher-level English courses and/or transition into the CTE programs, the High School Diploma program, or Specialty ESL courses. Four counselors will also be visiting the off-site ESL classroom locations to deliver guidance and information about resources and programs offered at the on-site locations so that students off-site have access to the same opportunities as on-site students.

Strategy #2

Existing Strategy: Course Development and Alignment The ESL workgroup has identified the need for the current ESL course curricula to be developed and aligned with the curricula from both Cypress and Fullerton community colleges as it pertains to the implementation of AB 705. The development and alignment of the course curricula will allow a student to be prepared for successfully transitioning to credit ESL courses at Cypress or Fullerton colleges. This implementation will include a collaboration within the North Orange County Community College District (NOCCCD) to ensure specific course curriculum alignment measures are met for the successful transition; a referral process within the District with students being referred to and from the colleges to ensure proper placement and advancement; a tracking system which will identify the number of students that have transitioned into Fullerton and Cypress colleges credit ESL courses; and hiring one professional expert for NOCE, Fullerton College, and Cypress College. Students will be prepared to transfer into college credit ESL courses, which will then prepare them for English composition or transfer into a four-year institution. To accomplish the transition, the colleges within NOCCCD will collaborate to ensure outcomes are met through the aligning of the curriculum across all ESL courses.

Strategy #3

Existing Strategy: Mentorship Program The Mentorship Program is crucial for ESL students who have little to no support or knowledge about the student services that are offered at a postsecondary institution. The program will aid students in familiarizing the specialized programs and student services that will assist the student. The mentors hired for the program will

also assist the students in taking the correct sequence of courses / meet the prerequisites to move onto higher-level courses in a systematic progression. The mentors will guide non-credit adult ESL students to credit academic support centers /classes from one campus to another, eventually moving the students on to completing an Associate Degree, a vocational certification, or a job. The mentors also will highlight the students' goals and guide them through orientations, registration, classrooms, tutoring centers, writing centers, specialized counselors, study groups, library tutoring sessions, and any other support facility in each program. Ultimately, the mentors will build trust, cooperation, communication, commitment, and collaboration with the students to provide support while in the mentorship program.

Strategy #4

New Strategy: One-time Data Collection and AccountabilityThe conduct used to collect data must be assessed and improved to ensure alignment with CAEP outcomes and goals. This strategy identifies the student information and management system and plans to develop a process and structure to comply with CAEP reporting requirements. In hopes to reach these requirements, the strategy plans to compile and maintain student data, including records, logs, and files related to career services and outcomes.

Strategy #5

New Strategy: Pathway ServicesThe Pathways Strategy was created to increase student access to high-wage, high-demand pathways. The program will provide integrated pathways with multiple entries and exit points and stackable certifications. Equipment and supplies for new programs and/or existing programs to meet industry standards will also be purchased. The program plans to increase the number of courses offered by leveraging blended, online, and other modalities to accelerate student learning. The program will also include work-based learning opportunities and employment opportunities for students within pathways through CTE Pathway Specialists and include faculty professional development workshops.

Strategy #6

Consortium Objective: NOCRC Operational Process NOCRC decided to renew the lease agreement for the off-site location where the NOCRC operations staff are located as well as the NOCRC executive committee meeting and all other regional meetings and events for consortium support. Moreover, NOCRC also decided to support NOCE's institutionalization process for permanent CAEP funded positions to abide and align with NOCCCD's regulations and procedures as the Fiscal Agent for CAEP funds.

Seamless Transitions

New Strategies

Strategy #1

Existing Strategy: iBESTThis strategy is to provide more support for I-BEST students and instructors. The goal is to hire and train I-BEST instructors in support areas (DSS/ESL/Basic Skills) and best practices. A new curriculum is planned to be developed and integrated as well as I-BEST courses to best support the success of the students within the Career Technical Education program at NOCE.

Strategy #2

Existing Strategy: OutreachThis strategy plans to hire one full-time equivalent Outreach Specialist and schedule outreach activities to increase awareness in CTE programs, thus increasing student enrollment. This going to be done by focusing on implementing outreach efforts through mailings, marketing activities, presentations, websites, and social media. Counseling and academic advising services for students are also going to be provided for the students.

Strategy #3

Existing Strategy: WorkforceThis strategy was created to provide students with information and knowledge about the workforce and workplace culture. Through this strategy, students are offered opportunities to visit career expos, learn how to access and use networks, such as Portfolium and LinkedIn, to connect with businesses. Workshops will also be accessible to students who would like to learn more about employability skills and digital badges as well as student industry and career pathway workshops. Career Pathway Specialists will be available to assist students in the Career Resource Center and

Outreach and with NWoW and other related career training and workshops. Also, this program plans to develop new work-based learning opportunities (job shadowing, guest speakers, industry visits, hands-on workshops).

Strategy #4

New Strategy: Pathway ServicesThe pathways strategy was created to increase student access to high-wage, high-demand pathways. The program will provide integrated pathways with multiple entries and exit points and stackable certifications. Equipment and supplies for new programs and/or existing programs to meet industry standards will also be purchased. The program plans to increase the number of courses offered by leveraging blended, online, and other modalities to accelerate student learning. The program will also include work-based learning opportunities and employment opportunities for students within pathways through CTE Pathway Specialists and include faculty professional development workshops for various employment opportunities for the health and hospitality sectors.

Strategy #5

Existing Strategy: Gilbert South Off-site LabThe Gilbert South off-site lab allows adult students to earn high school credit and begin the process of earning a standard high school diploma. The students can meet with counselors, instructors, and tutors during after-school/ evening hours, four days a week, to focus on their education. They are given the materials and resources (individual education plans, books, special workshops, etc.) needed to prepare for required exams to meet the diploma requirements and further their education and knowledge growth. Additionally, students' progress is diligently monitored to ensure that they are on track to graduate.

Strategy #6

Existing Strategy: TransitionThe transition strategy allows students to feel empowered and gives them the strength to achieve their academic goals of transitioning to a postsecondary. NOCCCD provides and directs students from non-credit to credit academic supports; NOCE and their counselors will often refer students to the transition program. Assigned staff members are periodically contacting and creating profiles for graduates and potential graduates to review their progress. The assigned staff members always support graduates and potential graduates in their goal of transitioning to Cypress College or Fullerton College. The program also hosts informative workshops about college, as well as other special events that will benefit the students. The progress of the transition program is assessed by monitoring student enrollment and transfer rates.

Strategy #7

Existing Strategy: High School Equivalency PreparationThe high school equivalency preparation strategy delivers a cohort-based direct instruction for the High School Equivalency (HSE) program located on the Anaheim Campus. The purpose of the strategy is to track student attendance hours; maintain awareness of student performance and progress using Aztec software; track student completion for those who have registered on GED.com and allowed sharing of scores; contact students who showed an interest in the program (via GED.com); locate and hire Spanish-speaking instructional support; perform community outreach to increase student enrollment; initiate communication with students with absences to encourage participation; and collaborate with NOCE partners to increase awareness of the program. The strategy also will continue to provide direct instruction in subject areas on GED and HiSET exams, a cohort model for academic and emotional support, additional skill development outside of class, and in-class tutoring support.

Student Acceleration

New Strategies

Strategy #1

Existing Strategy: Digital Literacy and Internet SafetyThere is a need to develop a curriculum for a course based on digital literacy and internet safety for the student learning outcomes on literacy gains through multiple means, including using technology as a resource and instruction for students using the internet for communicative and educational purposes. In the interest of the ESL workgroup identifying this need, many off-site ESL classes have received an average of 30 laptops, configured and imaged to include internet access and language/career learning software for digital literacy and internet safety purposes. Maintenance of the laptops located at each off-site ESL classroom will be provided to ensure that the off-site ESL students receive the best access to technology, internet, and language and career learning software. Two professional

experts will also be hired to establish and develop lower and higher-level curriculum related to the instruction of digital literacy and internet safety. The goal of digital literacy and internet safety program is for ESL students to strive to become autonomous learners.

Strategy #2

Existing Strategy: Distance Learning Education Both NOCE students and faculty have expressed an interest in the development and implementation of online ESL courses for the non-credit ESL program to increase enrollment, participation, and completion of ESL courses. This distance learning course will provide students with the necessary means to advance in their English language skills online. The course will enable students to learn at their own pace with the added benefit of being flexible to work around external obligations that a student may have. The course will also familiarize students with technology and allow students to use technology and English language learning software to advance in ESL. The implementation will also include an instructor to develop a course curriculum and necessary materials and technology and software for successful instruction; a curriculum for students with a lower level of English proficiency in order to provide access to online instruction at the Beginning Low and Beginning High levels; and technology and materials relevant to the students' learning outcomes at the Beginning Low and Beginning High levels.

Strategy #3

Existing Strategy: Lower Level Academic Success To advance in English and receive the CDCP certificate in ESL, the ESL workgroup has identified the need for a lower-level academic success program for ESL students. This program will offer instructors at NOCE's Anaheim Campus, Wilshire Center, and Cypress Center and provide necessary materials and supplies such as technology, textbooks, and supplemental textbooks. Outreach before the start of each trimester (Fall, Winter, and Spring) will be performed to promote the courses as well as increase student enrollment. Four level academic success courses will be dispersed among the Anaheim Campus, Cypress Center and Wilshire Center- one at the Anaheim Campus in the evening, two at the Cypress Center (one in the morning and one in the evening), and one at the Wilshire Center in the morning. Students' progression and completion of the courses will be tracked to document the success of the program; a record-keeping system of the number of students who receive the CDCP certificates will be developed. The Lower Level Academic Success Program will enable students to enrich their English language learning capabilities, including lessons based on speaking, listening, reading, and writing for academic purposes.

Professional Development

New Strategies

Strategy #1

New Strategy: One-time Data Collection and Accountability The protocol used to collect data must be assessed and improved to ensure alignment with CAEP outcomes and goals. This strategy identifies the student information and management system and plans to develop a process and structure to comply with CAEP reporting requirements. In hopes to reach these requirements, the strategy plans to compile and maintain student data, including records, logs, and files related to career services and outcomes. NOCROP will purchase TOPs Pro to ensure all adult education data would be correctly procured for CAEP reporting outcomes. IT experts were hired to help the institution host a data collection system as well as implement and institutionalize the data collection process for their adult education programs.

Strategy #2

Existing Strategy: Curriculum Exploration There is an increased need for understanding in the following areas: Trauma-Informed Practices, Parent Academy, and LGBTQ+ Professional development for educators. Goals are to determine the effectiveness of the current curriculum and possibly initiate a pilot process allowing feedback and collaboration within the community. Member school sites will be able to educate parents and educators and provide successful techniques to improve student academic performances. NOCRC K-12 Student Success program area strategies include delivering curriculum, such as Nine Essential Skills, that help educators and professionals work effectively with diverse student populations.

Leveraging Resources

New Strategies

Strategy #1

New – Community Schools Model Development The Community Schools Model, with the Anaheim Unified High School District (AUHSD), was created to fulfill the necessity for additional social-emotional support for parents, caregivers, and administrators of K-12 institutions. NOCRC partners, such as Fullerton Joint Union High School District (FJUHSD) and Placentia Yorba Linda Unified School District (PYLUSD), have agreed to review the AUHSD Community Schools Model to determine the best model that will benefit their districts. The Community Schools strategy emphasizes the significance that schools and community partners must work together to improve the academic and developmental outcomes of children. Since AUHSD will be the first district to pilot the Community School Model, the K-12 Student Success workgroup will support AUHSD's effort to implement two community schools in their district in the 2019-2020 academic year. NOCRC, through the K-12 Student Success workgroup, will provide financial support in the form of a Memorandum of Understanding (MOU) (one-time funding, for two consecutive years) between NOCRC/NOCCCD and AUHSD for the Community Schools Strategy. Specifically, NOCRC will cover the cost of equipment, supplies, and materials. AUHSD will provide the furnished classroom space. Personnel costs will be shared between AUHSD and NOCRC.

Strategy #2

Existing Strategy: Gilbert South Off-site Lab The Gilbert South off-site high school lab allows adult students to earn high school credit and begin the process of earning a standard high school diploma. The students can meet with counselors, instructors, and tutors during after-school/ evening hours, four days a week, to focus on their education. They are given the materials and resources (individual education plans, books, special workshops, etc.) needed to prepare for required exams to meet the diploma requirements and further their education and knowledge growth. Additionally, to ensure that the student is on track to graduate, their progress is diligently monitored. While CAEP funds service delivery, AUHSD provides classroom space and technology for the high school lab.

Fiscal Management

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

As NOCRC remained a Fiscal Agent through NOCCCD, the NOCRC workgroups gathered data and used gap analysis, implemented through the new three-year plan, to determine the amount and number of strategies being funded per CAEP program area. Each workgroup had the opportunity to assess, add, or delete strategies if they did not align with MIS CAEP metrics. NOCRC is aware that investing most funds into instructional programs and creating outcome-driven services would give the best return on investment (ROI) for the consortium and, more importantly, for adult learners.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

With approval from Executive Committee voting members, NOCRC has also decided to use carryover funding to support 2019-2020 approved strategies. All current activities will be paid through carryover funds until funding is fully spent. NOCRC has also adopted new fiscal and budget procedures to ensure full expenditure on time and in compliance. Moving forward, CAEP program areas will have a bit more budget autonomy to ensure full expenditure on time. Per NOCRC's Executive Committee approval, CAEP expenditures of an existing strategy under 35,000 dollars does not require additional approval of the Executive Committee, only submission of an informational item. Lastly, to align with state standard procedures, each CAEP workgroup area will have the autonomy to move funds around in each categorical item within the same budget sheet of a NOCRC strategy.

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