

California Adult Education Program : Annual Plan : 2022-23 Produced: Sep 14, 2022, 11:09 PM UTC cara Vienna

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

Plans & Goals

Executive Summary

In the process of finalizing its Decision-Making Guidelines (ByLaws), North Orange County Regional Consortium (NOCRC) revised its mission, vision, and values to better fit the changes NOCRC aspired to see within its community. NOCRC's vision of its members collaborating to deliver innovative and inclusive adult education programs supports its mission of supporting members in creating, redesigning, and delivering regionally relevant academic programs and support services for adult students to reach their personal and professional goals.

During the 2021-22 program year, NOCRC strived to achieve this vision through multiple notable activities and accomplishments. North Orange Continuing Education (NOCE), as one of the largest adult education providers in the region, implemented various strategies in 2021-22 to meet the learning needs and preferences of NOCE students. In order to remove barriers for students enrolling in classes and services, NOCE created a StarHelp team and offered Cranium Café Virtual Lobby to offer just-in-time assistance, and contracted Language Service Associates to provide multilingual translation via phone 24/7. Additionally, NOCE adopted the 2022-24 Distance Education plan to design a robust and sustainable Distance Education Program and contracted Ease Learning to develop Distance Education materials for the high school diploma and career technical education (CTE) programs. To increase student engagement and retention, NOCE offered and expanded remote counseling services by phone and online. To address the technological need for students, NOCE continued to distribute laptops and hotspots.

For the 2022-23 program year, at the regional level, NOCRC will continue collaborating and regionalizing its annual CAEP activities submitted recently in the three-year plan. NOCRC identified the English Language Learner student barrier as the selected barrier to education and employment and its target priority. NOCRC members will continue to professionally develop or hire qualified faculty and staff to: formulate and deliver academic programs and services; manage relevant data and records for reporting and supporting student progress; re-establish and maintain community partnerships leading to greater student learning outcomes required by CAEP. Furthermore, NOCRC will host a hybrid Partners Breakfast event in October/November 2022 to gather feedback from community partners on their needs related to adult education and ways NOCRC service providers can meet these needs.

The CAEP annual plan will be focusing on short, intermediate, and long-term outcomes that look to increase student participation and enrollment, their growth and advancement in educational functioning levels (EFL), persistence and completion in current and imminent programs and certificates, transition to postsecondary CTE, credit courses and employment, as well as re-establish offsite classes through community and K-12 district locations.

Regional Planning Overview

The activities outlined in the NOCRC three-year plan focus on addressing educational needs of adult learners in the region through the development of programs and courses that continue to build and strengthen computer literacy, industry-relevant career skills, self-advocacy, and interpersonal communication abilities. The three adult education providers within the consortium, NOCE, North Orange County Regional Occupational Program (NOCROP), and Garden Grove Unified School District (GGUSD)/Garden Grove Adult Education (GGAE) continue to offer programs and courses to address the specific needs of the adults within their institutions, while focusing on improving integration and effectiveness of their services and improving the transition rates into postsecondary education and the workforce.

In its first year of implementation of the 2022-25 three-year plan, NOCE will focus on reengaging community partners to be able to offer English as a Second Language (ESL) and parenting classes at offsite locations. NOCE's ESL program partners with K-12 districts and other community partners such as community centers, churches, etc., to plan, arrange, and offer these classes. These offsite ESL classrooms provide an accessibility to English language learning that would otherwise not be available to

many members of the ESL student population due to barriers such as transportation and childcare. Furthermore, NOCE will continue to offer programs and courses in-person, online, and hybrid to provide the flexibility of course availability to fit the needs of the adult learners. Additionally, open-lab courses will be further developed to integrate instruction, such as computer literacy, and services, such as job seeking skills and self-advocacy. To support students with transition into postsecondary education, NOCE will expand its transitional services to include greater access to counselors to develop educational plans, transfer assistance, and referrals to services for special populations.

In its implementation of the three-year plan, NOCROP will continue to offer industry-specific courses, with a focus on providing the most current, innovative and industry-relevant technology in the classroom to ensure that all students have the chance to develop hands-on skills with equipment used in the workplace. Additionally, to improve effectiveness of services, NOCROP also plans to provide in-depth support training to all adult education program support staff in the collection of data and enrolling of students in the student information system and exporting of valuable demographic data that needs to be reported to the state through the CASAS TOPSpro Enterprise data reporting system. NOCROP has made recent efforts to improve the effectiveness of services by visiting other adult educational facilities in the region that offer similar programs to learn of their successful practices.

The focus of GGUSD/GGAE for the three-year plan with the usage of CAEP NOCRC funds is to continue to provide access to the Burlington English learning software to students to increase their language proficiency measured by EFL gains. GGAE will continue to provide access to computer labs for all students to receive digital technology support.

NOCRC will continue the partnerships with local Workforce Development Boards, social providers, and other community-based organizations to continue regionalizing CAEP academic and student-based services to close the achievement gap. The collaboration among the service providers is used to leverage funding sources for outreach services; new program implementation; revisions to existing programs; developing career pathways from high school to noncredit to credit; and implementation of teaching modalities to support adult learners in achieving their education goals.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

To evaluate the educational needs of adults in the North Orange County region, NOCRC first looked to understand its service area population and regional workforce needs.

Demographic analysis revealed a considerable proportion of adults 50 years of age and older in North Orange County's overall population. This finding carries across race/ethnicity disaggregation as well as through disaggregation of all special populations served by adult education programs including adults with disabilities, adults who are foreign-born and speak English less-than-well, adults who are at or below poverty level, adults who have less than a high school level of education, and adults who are unemployed. Implications of these findings resulted in NOCRC considering ways to address educational needs where intersectionality occurs. For example, conversations during open planning sessions included observations from NOCRC's three-year planning guide, such as more than 50 percent of those who speak English less than well do not have a high school diploma or equivalent, and thus could be a potential population that NOCRC could target through Basic Skills and ESL advisory group activities in unison.

Considering workforce needs through recent labor market information for both Orange and Los Angeles Counties, NOCRC identified instructional methods that can potentially address educational needs for adults in the region such as industry certifications, portable skills training, establishing relationships with local organizations that would allow opportunities for externships, and targeting sustainable industries in the region when developing curriculum. Orange County identified the following key industry sectors: healthcare, information technology, advanced manufacturing, and hospitality as the most in demand from the perspective of labor market. NOCE's new and revised CTE certificates, such as Business Information Worker, Pharmacy Technician, and Personal Care Aide are in line with the local job prospects. Moving forward, the plan is to enhance

instructional offerings in high-demand areas by adding certificates for data analytics and cloud management. Lastly, NOCRC plans to build pathways that lead to a better understanding of each member's offerings to better guide prospective students to a path they find meaningful and are thus more likely to be successful.

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

To understand how well NOCRC is serving the region and to identify the need for adult education services in the north Orange County region, NOCRC examined and synthesized data from multiple sources. The CAEP 2021 Fact Sheets developed by the CAEP Office and WestEd were used to examine the key demographic characteristics of the adult population within the NOCRC consortium boundaries. The data was used to determine the proportion of adults within the region who need adult education services based on their educational attainment (below high school diploma), English language ability (limited English), and/or employment status (unemployed). Additionally, NOCRC examined the 2021-24 Orange Regional Planning Unit Regional Plan and the 2021-24 Strong Workforce Program Orange County Regional Plan to understand what skills local employers are looking for.

To identify gaps between the need in the region and the types and levels of adult education services currently being offered at NOCRC, both local institutional data and Adult Education Pipeline (AEP) LaunchBoard data were examined. NOCRC hosted macro-level collaboratives, including discussions at monthly consortium executive committee meetings and multiple open planning sessions to gather input from various stakeholders regarding the effectiveness of current programs/services in meeting the needs of adults within the region. NOCRC continues to gather and assess quantitative data and qualitative student experiences in CAEP program areas to identify barriers related to program entry and students' ability to sustain participation.

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

NOCE's Office of Institutional Research and Planning (OIRP) conducts an annual evaluation of the approved activities to measure the effectiveness of how well NOCRC is progressing toward meeting its mission of supporting members in delivering regionally relevant academic programs and support services for adult students to reach their personal and professional goals. Student level data is analyzed to determine the number of students served by each of the CAEP-funded activity, and students are tracked over their academic journey to determine the rates of their retention, success, completion, and transition to credit-bearing programs.

NOCRC develops an annual evaluation report that examines macro-level student outcomes within NOCRC utilizing local data and locally defined metrics including headcount, enrollment, cross-enrollment of students among multiple CAEP program areas, measurable skills gains, completion data for local and state approved awards, and credit-based outcomes for students who transition to credit-bearing programs including credit-course success and retention. Additionally, metrics are also examined at the micro-level per strategy implemented to inform decision-making processes for future planning. Lastly, NOCRC utilizes local qualitative information gathered from students and stakeholders through surveys, interviews, and focus groups for a more holistic picture of the services NOCRC provides.

Beyond locally defined metrics, NOCRC also examines its effectiveness through the state-level metrics. NOCRC makes use of the Student Success Metrics as defined by the California Community Colleges Chancellor's Office, as well as the metrics for categorical programs, including the Student Equity and Achievement Program and Strong Workforce Program. NOCRC also analyzes the data provided on the AEP Launchboard for a view that includes all adult education providers in the State.

Finally, NOCRC uses reports provided by CASAS to assess the EFL and literacy gains, along with program retention and student milestone achievement in ESL and Basic Skills programs.

Address Educational Needs

2022-23 Strategies

Strategy Name

Garden Grove Adult Education Literacy Gains

Activity that Applies to this Strategy

Garden Grove Adult Education Literacy Gains

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

Garden Grove Adult Education (GGAE) will be using CAEP allocation through NOCRC to continue its use of Burlington English (BE) Licenses. The licenses, also known as "seats", are used in ESL classes to support student progress in pronunciation, comprehensibility, and technical skills that further empower them through literacy gains and improved basic skills. BE lessons also provide opportunities for students to prepare for Transition to multiple levels as well as career exploration.

GGAE Data team will routinely generate CAEP summary and BE progress reports for analysis of student learner outcomes. GGAE will calendar professional time for instructors to review data and strategies for reteaching and best practices.

Strategy Name

ESL Outreach and Offsite and Reengagement

Activity that Applies to this Strategy

ESL Outreach and Offsite Re-engagement/Development

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

The target population for this activity is adult English language learners in North Orange County who are unable to attend classes at NOCE's main sites (Anaheim Campus, Cypress Center, and Wilshire Center) and/or prefer taking ESL classes in their neighborhood. These community-based classes (referred to as "offsite classes") may be offered at K-12 sites, community centers, churches, etc. NOCE ESL is the adult education provider and partners with K-12 districts and other community partners to plan, arrange, and offer these classes. These offsite ESL classrooms provide an accessibility to English language learning that would otherwise not be available to many members of our ESL student population due to barriers such as transportation and childcare. Scheduling and assigning instructors will be completed by the NOCE ESL Director. Maintaining community partnerships will be the responsibility of our CAEP-funded Student Services Coordinator. Ongoing outreach and promotion in the local community will be facilitated by our Student Services Specialist and Outreach/Promotion support (PEs). Dedicated offsite test proctors will ensure compliance.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

NOCRC Student Services for Transition

Activity that Applies to this Strategy

NOCRC Student Services for Transition

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

A full-time counselor focused on Transition allows NOCE's Counseling and Student Services department to coordinate transition efforts under the purview of a full-time counselor. The counselor oversees and coordinates the Adult College and Career Transition (ACCT) program. From this program and through counseling appointments and workshops, students can receive many services in one place. These services include counseling appointments to develop an educational plan, referrals to support at NOCE and in the community, transfer and career exploration, college tours, and support with Transition to credit. The counselor is building partnerships within the district and in the community. Key deliverables include 1) increasing awareness about the transition process, including educational and career options, financial aid, transfer considerations for undocumented students, and the North Orange Promise program; 2) increasing the number of students who transition to Fullerton or Cypress by referring students to programs such as the Grads to Be program, EOPS, the Fullerton College Promise Program, and the Charger Experience Program; 3) collaborate with the CAEP NOCRC Student Services for Transition advisory group for regional collaboration and funding support.

Improve Effectiveness of Services**2022-23 Strategies****Strategy Name**

CTE Data and Accountability

Activity that Applies to this Strategy

Career Technical Education: Data & Accountability

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

NOCROP plans to utilize CAEP funds to support the training of six adult education support staff members to bring everyone to the same level of understanding and build shared knowledge on how to run demographic reports, how to enroll and survey students through the online student information system and generally support adult education students through their classes. In conjunction with providing training and development to support staff, NOCROP plans to use CAEP funds to invest 35% of a Student Information System Specialists' salary, including benefits. This full-time position will be the lead on inputting student enrollment data, reporting student demographic data, and maintaining student records with graduates, completers, and exam certified.

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.

NOCRC will continue to invest funds into the development and maintenance of remote instructional programs and creating outcome-driven services for adult learners in the North Orange County region. According to established consortium’s processes and practices, all new CAEP funded strategies must demonstrate their alignment with the NOCRC three-year and annual plans and lead to their completion. All existing strategies are evaluated annually as to the achievement of the objectives leading to the completion of the three-year and annual plans and producing CAEP outcomes. Each NOCRC advisory group had the opportunity to assess and, if needed, eliminate strategies that have been completed or that are no longer relevant to the current needs of our adult learners.

NOCCCD will remain the Fiscal Agent for NOCRC and will continue to support all regional adult education providers fiscally and administratively.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

According to the established consortium’s decision-making processes, unspent funds allocated to NOCRC members for specific activities, are made available to all other consortium members for one-time requests if the funds are no longer needed for the original activities. This ensures equitable distribution of carryover funds and their timely expenditure. One-time requests are evaluated based on their alignment with the three-year and annual adult education plans as well as the consortium’s regional and members’ institutional priorities.

Additionally, NOCRC practices the first-one-in-first-one-out principle. All current ongoing CAEP activities will be paid through carryover funds until funding is fully spent. Pending NOCRC Executive Committee approval, the current 2022-23 budget will be revised to include expenses for the permanent positions proposed as ongoing activities starting the 2023/24 fiscal year. These permanent positions will be multi-funded, thus, demonstrating leveraging of regional resources.

All NOCRC funds will be spent on time and in compliance with the State and the NOCCCD fiscal policies. Lastly, NOCRC Executive Committee voting members approved the NOCRC Budgetary Guidelines for NOCRC workgroups to ensure full and timely expenditure funds according to the regional priorities, and NOCRC decision-making guidelines.

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