

California Adult Education Program Produced: 06/23/2022 11:56 AM PDT Chad Mabery

62 South Orange County Regional Consortium (SOCRC): Certified

Details

Consortium Information

Consortium Name:

62 South Orange County Regional Consortium (SOCRC)

Consortium Short Name:

62 South Orange

Address:

28000 Marguerite Parkway | Mission Viejo, CA | 92692

Website:

www.socccd.edu; www.ivc.edu

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

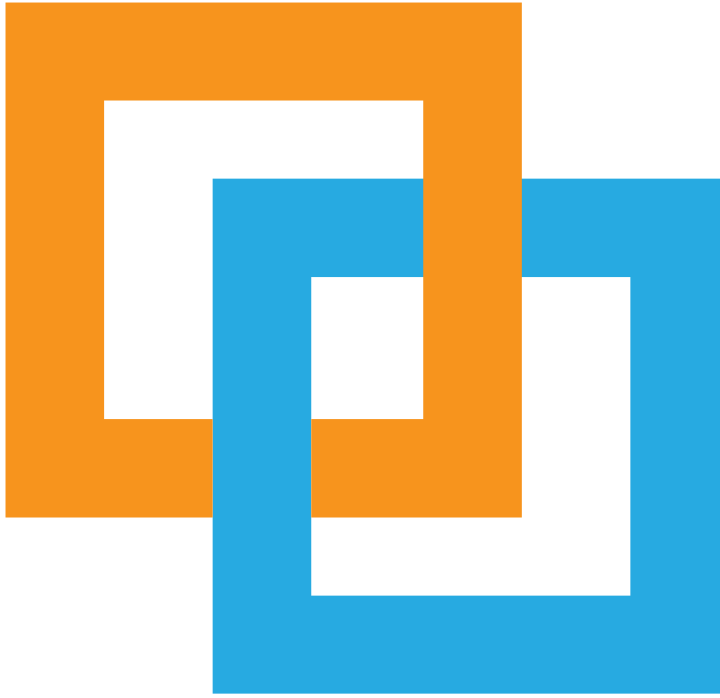
\$5,405,656

CAEP Funds 2021-22:

\$5,132,115

CAEP Funds 2020-21:

\$4,932,353



Consortium Contacts

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Member Agencies

Member Agency	Member Type	Contact	Phone
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Irvine Unified	Unified School District	Dr. Rebecca Roberts	(949) 936-7405
Irvine Valley College	College	Debbie Vanschoelandt	(949) 367-8310
Laguna Beach Unified	Unified School District	Dr. Chad Mabery	(949) 497-7700
Saddleback College	College	Dr. Karima Feldhus	(949) 582-4326
Saddleback Valley Unified	Unified School District	David Gordon	(949) 589-7456
South Orange County CCD	District	Roxanne Metz	
Tustin Unified	Unified School District	Christine Matos	(714) 730-7395
Coastline ROP	Regional Occupation Center/Program (ROC/P)	Dr. Brian Dozer	(949) 429-2222
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Executive Summary

Executive Summary *

Over the past ten months the South Orange County Regional Consortium (SOCRC) members participated in a thoughtful and thorough evaluation of the programs and services offered through CAEP. The evaluation included all funded and non-funded members of the consortium and engaged the participants in conversation about the mission, values and direction of SOCRC for the next three years and beyond. Members participated in an information packed three-hour professional development session to unpack the expectations of the three-year planning process and to discuss the positive and negative aspects of running adult education programs during the Covid closures. What came out of the discourse was a cohesive and coherent plan to work across agency boundaries and limitations to ensure that all members and partners of the consortium would be able to work at full capacity to provide instruction and support services to the community members of south Orange County who are most in need of academic and workforce development support and guidance. The three-year plan that follows outlines how SOCRC proposes to implement activities to meet the overall objectives of bridging academic needs, integrating instructional, support and transitional services, and ensuring that the funds coming into the consortium are utilized to the fullest capacity.

While there was a notable decrease in students at some of the SOCRC agencies, not all of the programs dropped in enrollment during the past two years of the pandemic. One of the positive aspects of the review was how the consortium members worked together to support one another during the school and community closures, particularly around professional development for instructors so that they could continue to offer classes and support students during the transition to online learning. One of the educational needs that was recognized during the evaluation process was the fact that students did acclimate to online learning and that there would be an expectation for some of the classes to remain online, while others could return to classroom only operations. Students also expect an infusion of technology in the application, registration, testing and learning processes, whether or not they return to the classroom for instruction. This means that agencies will need to be diligent and ensure that students have the digital literacy skills necessary to function in an online or technology driven learning environment and can transition those skills to the workplace or community at the conclusion of their adult education programs.

SOCRC members also agreed that they needed to advertise programs as a regional entity to have a bigger presence in the community and ensure that the advertising of programs was both internal to their school, as well as external to the public. This is critical to regaining students lost for a myriad of reasons during the Covid closures and informing potential students who were displaced from other academic or job offerings about the supportive environment of adult education and ability to easily transition to credit coursework at the college or access career preparation programs to reenter the workforce.

Another focus of the consortium over the next three years will be to support students who do register and attend at least one class to persist to participant status and then to become program completers. While overall the consortium does have a high persistence rate, this is an area that the group agreed they could improve upon. The largest program area within the consortium continues to be ESL, with most funded members offering courses that cover at least five levels of instructions and specialized skill practice in speaking, listening, reading and writing. This is an area that continues to grow, evolve and become more integrated on the community college campuses, as well as the adult schools.

Members will continue to work on program maps that will be used to help students navigate within their program (ESL, ASE or CTE) at their chosen site and across platforms as they transition from one academic program to another.

Consortium members have indicated an interest in working together to provide integrated curriculum and programs for students to learn in context and accelerate the time it takes to complete programs or make Educational Fluency Level gains. This will be accomplished through professional development, professional learning communities, and by using the Transition Specialist position throughout the consortium to assist students in understanding their choices in adult education pathways.

Finally, consortium members will work collaboratively to update by-laws to ensure that all members feel supported and are performing to the standards set by the State and the local governing body. This includes updating fiscal reporting requirements, support mechanisms when an agency is not meeting goals, and adding measures to ensure compliance with by-laws and education codes.

Assessment

Overview and Preparation *

To kick off the preparation for the three-year planning process, consortium members participated in a three-hour professional development session in October 2021, after the release of the planning guide, to go over the various sections in the 2022-2025 plan, and to determine what information was needed to complete program and demographic assessments. Participants

interacted with regional demographic information and discussed how the data supported their personal assessment of program and student needs, as well as provided a bigger picture of regional workforce and community needs.

Consortium members agreed that it would be most helpful to send out a survey to be completed by each agency that asked critical questions, the responses to which would be used to compile and create the three-year plan, along with specific data from both inside (college research departments, program review, CASAS reports, MIS and ASAP) and outside (WFDB, Economic Development Board, Consortium Fact Sheets, California LMI, etc.) resources. The survey was distributed in early December and responses collected in January 2022. Each agency was to work with faculty and staff members to draft their responses to the questions.

At each monthly meeting of the consortium beginning in January 2022, participating members were updated on the three-year planning progress and were given a specific area of the three-year plan to review and respond to. Extensive time was spent on section three regarding metrics, where consensus was received on the methods used to derive future participation and success in the SOCRC adult education programs.

Because each member was responsible for assessing their own programs, several different types of internal processes and data sources were used for program assessment and survey response. All but one agency used CASAS testing and TopsPro reports as a measure of success or to identify an area of need. In addition, several agencies closely monitor fill rates for classes to add sections in high demand areas and to close sections where student interest is waning. Several of the agencies do an annual program review by gathering feedback from students, instructors and program partners. Agencies receiving WIOA funding also do program evaluation and set goals for the upcoming program year. One of the agencies that is solely focused on providing short term career training for adults uses internship placement and employment statistics to measure student and program success. The community college programs regularly conduct audits of the student learning outcomes (SLO's) attached to both courses and CDCP programs and make adjustments as necessary. And finally, the agencies study other adult education consortiums and service providers to ensure that their programs are relevant for students and meet the current adult education academic standards.

Consortium members also review a variety of education and workforce plans while they are planning for upcoming program years, the annual plan and the three-year plan. The list below provides an overview of the documents that contributed to program guidance, implementation and evaluation:

1. 2019-2020 Orange County Community Indicators
2. 2021-2022 Orange County Community Indicators
3. South Orange County Community College District 2019 Environmental Scan Report
4. CAEP Workforce Portal
5. Internal student surveys of students' wants and needs
6. Kuder Assessments
7. Individualized Education Career Service Plan (IECSP)
8. Data provided by CAEP three-year planning
9. Hanover Report on Adult Education and characteristics of adult learners
10. Advisory Committee for K12 Strong Workforce Programs and Industry Area Partners

CAEP data and reports were used during the professional development kick off meeting to encourage the use of outside resources and information to inform the assessment process and to determine areas of growth opportunity and need within the community. The Orange County Community Indicators reports were also used to compare demographic data for the overall community versus participants in the adult education programs, and to identify population subsets or local workforce gaps that should be addressed in the three-year planning process.

Regional Alignment and Priorities *

Saddleback College and Tustin Adult School are the two agencies in the consortium that receive Workforce Innovation and Opportunity Act funding. Both agencies have aligned their Continuous Improvement Plan SMART goals for 2022-23 with the

objectives, activities and outcomes for the consortium's three-year plan.

Specifically, Saddleback College is again focusing on the development of integrated career pathways that include either adult secondary education subjects, such as math and English, or English language development with non-credit and credit short-term career certificate programs. They developed five pathway programs by the end of the 2021-22 academic year and endeavor to create an additional five pathways in the next twelve months. The college assembled a pathway team of instructors, counselors, staff and administrators to review local and regional workforce needs, current programs at the college, and how adult education can better connect with the broader college programs to transition and serve students career preparation needs. The work will include not only the development of curriculum and programs, but also include roadmaps to illustrate the path students will take from adult education to credit coursework or a local job.

Tustin Adult School's Continuous Improvement Plan for the upcoming year focuses on increasing students' digital literacy skills for transition to community college programs, the workforce, and for adults to work with children towards student success. The school surveyed students to determine what skills instructors should focus on in the digital literacy workshops or incorporate into classroom lessons in ESL or high school diploma/equivalency courses. Digital literacy skills that were identified included using an email system including how to attach and send documents, how to search the internet and get the information you want, and the proper use of video conferencing platforms. Tustin Adult School is also focusing on employment skills that will impact student performance and achievement, such as persistence (12 or more hours of attendance), meeting deadlines (homework and tests), collaboration with peers, and completion of tasks and classes. Instructors will engage students in lessons that include these critical twenty-first century skills and explain how the development of the traits in the classroom will transition to the workplace.

The SMART goals of both agencies address objectives in each of the areas Educational Needs, Integration of Services and Transitions, and Increasing the Effectiveness of Programs and Services.

Evaluate the Educational Needs of Adults in the Region *

The South Orange County Regional Consortium provides a wide variety of courses, CDCP certificates, and pathway programs in most of the seven adult education focus areas.

English language acquisition is the largest program and is offered in five of the six service-provider agencies. Irvine Valley College has the largest AESL (Adult Ed non-credit ESL) offering integrated multi-skill courses in five language development levels ranging from low-beginning to advanced. Courses are offered day and evening, and in-person or online format. There are 25 sections of skills courses, which cover topics including conversation, pronunciation, American Idioms, professional communication, computer skills, and citizenship preparation. In addition, IVC offers ESL tutoring and has a dedicated ESL counselor available three days per week.

Irvine Unified School District has 27 sections of ESL ranging from beginning low to advanced high, as well as conversation, pronunciation and citizenship preparation. Courses are offered in a hybrid format. Tustin Unified School District has 11 sections of ESL ranging from beginning literacy to advanced. Courses are offered in-person and online, with beginning levels in-person only. Tustin Adult School also offers sections on Saturday mornings. Saddleback College offers six levels of AESL instruction from basic literacy to advanced, with two sections focusing on workplace language skills. Saddleback College also has free tutorial services and academic counseling for AESL students. Laguna Beach Unified serves approximately 50 students per year in ESL programs.

There are over 35,000 community members who have identified themselves as speaking English less-than-well, according to the 2021 CAEP Fact sheets for the SOCRC service area. Over fifty percent of the limited English speakers identified as Asian, while thirty-five percent identified as Hispanic. When comparing this statistic to the languages spoken in the home, Spanish was the highest number at 33%, while there were five different languages from Asian countries identified. Fifty-seven percent of the limited English-speaking population are over the age of fifty and forty-five percent are employed. When cross-referenced with high school credential attainment close to 27% indicated they did not have a high school diploma or equivalent.

Tustin Adult School and Irvine Unified Adult School both offer independent study programs to earn a high school diploma. Tustin Adult School also offers independent study for high school equivalency (HSE) preparation, and has recently implemented an in-person five-week intensive study program that focuses on math skill development or critical thinking skills.

Saddleback College offers two CDCP certificates for HSE preparation in math and language arts. The HSE courses are offered in English or Spanish, and both in-person and online. Saddleback College is also emphasizing the SB554 Adult Education Dual Enrollment program option to incentivize enrollment in and completion of the high school equivalency preparation program, and to increase transition of adult education students to credit college courses.

According to the CAEP data sheets for 2021, in the SOCRC service area, thirty-eight percent of the population that indicated they did not have a high school diploma or equivalent were age forty or older. In addition to the older age of the population without a high school diploma or equivalent, the population was more likely to be Hispanic (45%) than White (31%). Of this group thirty-nine percent were employed, while fifty-eight percent indicated that they were not in the workforce.

College and Career Advantage, a former ROP Center runs short term career skill training programs for adults that include several entry-level health care positions, emergency medical technician and a new program in cyber security. Saddleback College also offers a variety of non-credit career certificates and is developing non-credit career pathways that will integrate with the AESL courses.

According to the California Labor Market Index, computer-based occupations continue to experience double digit growth in south Orange County, while computer security analysts will experience a 31% increase in job openings in the next five years. In addition, health care and social assistance is the largest industry area for employment in the region with over 235,000 positions. Five of the ten fastest growing occupations in south Orange County are in the health care industry.

Finally, Saddleback College is the sole provider of programs for adults with disabilities. They run the OASIS program that covers workplace skill development and independent living skills.

Contributions by Entities *

Each agency in the consortium participated in the three-year planning kick-off meeting and professional development activities. The three-hour interactive session focused on each section of the annual report and used tools provided in the Three-year plan guidance document to frame the information and data needed to assess individual programs and the overall consortium, as well as compile a cohesive plan to guide the SOCRC through 2025. The group was also provided a copy of the 2021/2022 annual plan to review goals and objectives as a baseline assessment to how well the consortium was planning to meet student and community needs, and whether the needs were met during the continued pandemic school closures.

Five of the six funded agencies who provide academic and support services using CAEP funds responded to the three-year plan survey. The responses to the section prompts were completed in a thoughtful and detailed manner. Specifics regarding what was working for a particular agency (continuing to provide online sections and offer some programs in hybrid format) or areas that needed to be addressed in upcoming years (data collection systems and transitioning students to post-secondary education/jobs) provided the foundation for the consortium's objectives. Each agency selected who would participate in the internal adult education program discussions, what resources would be used to provide the survey responses, and who would be the lead writer for the group.

Consortium members also discussed in detail the metrics that would be selected for the three-year plan and how the metrics would be addressed in the objectives and activities. A one hour briefing on the three-year plan is provided at each Executive Committee meeting, held on the last Monday of the month. Agency representatives and meeting attendees participate in the discussions, review the plan materials, and edit/update sections as needed. Each agency is aware of their role in achieving metrics outlined in the three-year plan and ensuring that they spend CAEP funds in accordance with education code, including using funds in a first-in/first-out basis and monitoring carryover balances.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Capistrano Unified	Member Representative	0	0	0	0	0	0	0	0	0
*Coastline ROP	Member Representative	0	0	0	0	0	0	0	0	0
*College and Career Advantage	Member Representative	0	0	0	0	0	0	188	0	0
*Irvine Unified	Member Representative	0	22	244	0	0	0	41	0	0
*Irvine Valley College	Member Representative	0	0	2,710	0	0	0	0	0	0
*Laguna Beach Unified	Member Representative	0	0	27	0	0	0	0	25	0
*Orange County Department of Education	Member Representative	0	0	0	0	0	0	0	0	0
*Saddleback College	Member Representative	0	588	1,705	0	287	0	1,471	0	0
*Saddleback Valley Unified	Member Representative	0	0	0	0	0	0	0	0	0
*Tustin Unified	Member Representative	24	179	340	0	0	0	0	0	0
Total Participants		24	789	5026	0	287	0	1700	25	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

The South Orange County Regional Consortium provides a wide variety of courses, CDCP certificates, and pathway programs in most of the seven adult education focus areas.

English language acquisition is the largest program and is offered in five of the six service-provider agencies with close to 100 sections each semester. Programs include integrated multi-skill courses in five language development levels ranging from low-beginning to advanced, as well as language development skills courses and citizenship preparation. Courses are offered both day and evening, with some weekend offerings. Instruction is available in person, hybrid, or online. In addition, Irvine Valley College and Saddleback College offer tutoring for ESL students and have dedicated staff available to help students navigate the application and enrollment processes.

There are over 35,000 community members who have identified themselves as speaking English less-than-well. Fifty-seven percent of the limited English-speaking population are over the age of fifty and forty-five percent are employed. Even though there are over 100 sections offered each semester, there is still room to provide more options and opportunities for community members to learn English.

Tustin Adult School and Irvine Unified Adult School both offer independent study programs to earn a high school diploma. Tustin Adult School also offers independent study for high school equivalency (HSE) preparation, and has recently implemented an in-person five-week intensive study program that focuses on math skill development or critical thinking skills. Saddleback College offers two CDCP certificates for HSE preparation in math and language arts. The HSE courses are offered in English or Spanish, both in-person and online, and with day or evening availability.

It appears that the current level of service is adequate, as only 7.5% of the overall population indicated that they did not have a high school diploma or equivalent and the population without high school credentials tends to be older (50 and over) and no longer in the workforce.

College and Career Advantage runs short-term career skill training programs for adults that include several entry-level health care positions, emergency medical technician, cyber security, and hospitality related jobs. Saddleback College also offers a variety of non-credit career certificates and is developing non-credit career pathways that will integrate with AESL contextualized courses.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Median Change in Earnings (AE 801 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	10,250	8,187		9,105	9,205	9,305
Student Barriers	English Language Learner (AE 305 - Overall)	6,867	4,848		5,000	5,100	5,200

Member Level Metric Targets

* Mandatory for all members

Capistrano Unified (Reported by Capistrano Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

Coastline ROP (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

College and Career Advantage (Reported by College and Career Advantage)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	96	188		101	106	111
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				2.0%	2.0%	2.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				5	8	11
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				5	8	11

Irvine Unified (Reported by Irvine Unified School District (IUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	598	255		628	640	650
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				2.0%	2.0%	2.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	167	70		175	180	185
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				2	2	2
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	19			5	5	5
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	47			3	3	3

Irvine Valley College (Reported by Irvine Valley College)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	3,664	3,286		3,702	3,738	3,774
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	1,194	824		1,219	1,243	1,267
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	47			0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	292			10	15	20
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	258			5	8	11

Laguna Beach Unified (Reported by Laguna Beach Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)		27		25	30	35
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				10	12	15
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	4	5
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	4	5

Orange County Department of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

Saddleback College (Reported by Saddleback College)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	3,906	3,798		2,500	2,600	2,600
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				2.0%	2.0%	2.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	709	556		725	735	745
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				25	25	25
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	191			20	25	30
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	183			20	25	30

Saddleback Valley Unified (Reported by Saddleback Valley USD Adult Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0

Tustin Unified (Reported by Tustin Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	946	494		956	966	976
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				2.0%	2.0%	2.0%
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	293	119		300	305	310
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	53	55		58	61	65
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	19			8	10	12
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	87			5	8	10

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
College and Career Advantage	100%	100%	51%	90%	90%	90%
Irvine Unified	100%	100%	29%	80%	80%	80%
Irvine Valley College	100%	28%	0%	60%	70%	70%
Laguna Beach Unified	100%	58%	0%	60%	70%	70%
Saddleback College	100%	93%	0%	60%	70%	70%
Tustin Unified	100%	100%	45%	60%	70%	70%

Objectives

Address Educational Needs

Description of Objective *

Strategy 1: Create program and pathway roadmaps that identify consortium programs, services and transition points for students

In order to provide a more coordinated approach to adult education programming and clearly define program options for students, a broad overview or big picture roadmap for the consortium will be created to show how students can enter and exit the various programs and institutions. Program maps for each agency will also be developed and used for recruiting, retention and transition forums for students. Roadmaps may include individual program requirements, employment and career pathway opportunities, signify transition points to post-secondary education and indicate skill gains students can expect in each course or program.

Strategy 2: Evaluate, expand and/or diversify instructional programs and student support services

Agencies will take a critical look at gaps in educational opportunities for students, enrollment, retention and completion data, and workforce need in the community to evaluate the type and quantity of programs offered within their subject or departmental area. Changes to program offerings may be necessary to meet the needs of adult education students, such as offering more evening or weekend courses, decreasing the length of time it takes to complete programs such as short-term career skill training, or expanding offerings in contextualized math or language courses that partner with career education courses.

Strategy 3: Evaluate current short-term and non-credit career skill training courses for content and relevance in current job market

To comply with recent legislation regarding the development and implementation of career certificate and pathway courses/programs, the SOCRC members will conduct research through the California Employment Development Department (EDD), Labor Market Information indicators, chambers of commerce, local workforce development boards and regional economic development boards to determine the need for and regional job prospects for successful completers of the career education programs. Agencies offering CE programs will also review programs that were adopted and implemented prior to new legislation to ensure that program offerings meet current job market needs and trends. Career Education program information will be presented and discussed at the monthly meetings of the SOCRC members, as needed.

Strategy 4: Address Digital Literacy skills for students and instructors

During the COVID-19 closures education, government and business operations were transitioned to a virtual environment overnight, many people discovered that they were not as versed in using computers and software programs as they thought they were. Students and instructors stated that they did not have adequate computer equipment and/or internet broadband service at home, and lack of training in how to use computers. In addition, they indicated that they did not have access to or know how to use current software programs or features that allowed them to properly function in an online academic or business environment.

Regional needs to be addressed with this strategy include providing loaner computer equipment to students, instruction in basic computer skills for ESL students, as well as English first language students. Instruction will cover beginning level computer operations, basic software applications and tools such as cameras and microphones that are commonly used in academic and business platforms.

Instructors will also be provided a variety of professional development opportunities and support in creating robust Canvas, or other classroom experience-type curriculum such as Google Classroom or Zoom for online classes. This includes developing knowledge of other software and tools to support the interactive online learning experience for students.

Strategy 5: Evaluate current classroom capacity and location for each AE program, and acquire or upgrade classrooms and equipment as needed to meet the regional adult education demands

SOCRC members will conduct facility and classroom evaluations to determine if they have the capacity to meet the demands for adult education programs and services. As part of the evaluation equipment and classroom supplies to conduct current and new programs will be assessed. Where agencies do not have classroom or equipment capacity, funds may be used to lease or upgrade classrooms and equipment to meet increased capacity or changing employment requirements.

Improve Integration of Services & Transitions

Description of Objective *

Strategy 1: Develop and Utilize the College and Career Transition Specialist position

The Transition Specialist will provide site-based informational sessions regarding adult education program options as well as transition points to post-secondary credit programs or entry-level careers. The position will support students in their academic pursuits and connect them with staff members who are familiar with adult education, non-credit and credit programs, as well as student support services on campus who can guide students through the transition process. The Transition Specialist will also connect to workforce development resources both on and off campus and refer students to those services when appropriate.

Strategy 2: Promote SB554 options between Adult School HSD/HSE and Community College credit courses

The Transition Specialist will work with all agencies within the consortium to inform HSD/HSE instructors about the value of the SB554 legislation, as well as present this opportunity to current and potential students. This may be of particular benefit to students who did not earn their high school diploma during the Covid closures and want to pursue a career certificate or associate degree through the community college system without having to wait until they complete their HSD or pass the HSE exams. Presentations will be both in-person and online.

Strategy 3: Create Linked Learning, Contextualized Integrated Programs and Immigrant Integration Opportunities

School sites will develop courses and pathway programs that integrate contextualized general education courses (English, ESL and math) with short-term career skill training courses to introduce students to additional programs offered through Adult Education Schools or Departments, as well as credit opportunities at the community colleges. Programs may be developed by a single agency, or across agencies to strengthen programs and partnerships.

Strategy 4: Align and articulate programs and courses across and between consortium agencies

Consortium members have started work on mapping programs and pathways at their individual agencies and need to complete mapping pathways between agencies. The expectation is to have print and digital media for students and community members that shows a distinct pattern for completion of a program within each adult education discipline. The transition to the next step will be multi-faceted to show both academic and career options available to students. Maps will also show the distinct connection between each agency and the consortium so that the community will understand the interconnectedness of the curriculum and the agencies. Student can utilize the maps when meeting with the Transition Specialist or Counselor.

Instructors will meet in professional learning communities to ensure that there is a smooth transition and continuum with curriculum between Adult Schools and the Community Colleges non-credit and credit programs.

Strategy 5: Conduct a consortium-focused multi-media outreach campaign to inform the public of adult education programs and services

During the 2021-2022 program year the South Orange County Regional Consortium hired a marketing consulting firm who designed a logo and branding for the consortium as well as a website to host information regarding programs and consortium business materials.

The next phase of marketing is to conduct a regional social media and other media platforms campaign that features the new consortium branding and each of its service-providing member programs. The purpose of the campaign is to drive interested members of the public to the website to learn more about programs and provide a centralized contact person to guide students through the application and enrollment process. The campaign will be featured in several languages that include Arabic, English, Farsi, Korean, Mandarin, Russian and Spanish. Other languages will be included as needed.

Strategy 6: Strengthen partnerships with local Workforce Development Boards, Community-Based Organizations, and Businesses to provide a more seamless pipeline into local employment opportunities

SOCRC leaders will reach out to local CBO and businesses to inform them of the work of the SOCRC and to determine how AE service providers can better meet the needs of local employers in preparing students for transition to jobs within the region. In addition, a member or members of the SOCRC will participate in meetings of the regional Workforce Development Board to develop and expand partnership opportunities in workforce preparation, job opportunity awareness, job fairs and client referrals for services between agencies.

Improve Effectiveness of Services

Description of Objective *

Strategy 1: Devise plan to support student retention and completion of programs

Faculty, staff and administrators will work together to develop a plan and tools to support student retention in courses, completion of certificate programs and transition to post-secondary credit courses or employment. The plans will include utilization of the Transition Specialist to connect with students when they stop attending class to determine what support strategies can be implemented to bring the students back in the program to complete. Pathway and program maps will be used to help students see how far they have come and exactly what they need to do to get to the finish line.

Strategy 2: Evaluate curriculum to see if compressed course/program completion timelines will enhance retention and completion

Staff and faculty will engage in an evaluation of curriculum to assess the feasibility of compressing course and certificate completion timelines to increase student retention and program completion, as well as train workers in needed employment areas in a shorter timeframe. Adult Education students often work full-time while taking care of family members, so may not be able to participate in academic endeavors at the same level as a full-time student and need to have fewer hours of instruction or a shorter time period to complete programs.

Strategy 3: Evaluate curriculum to see if contextualized and integrated program curriculum will enhance student retention and completion

Staff and faculty will participate in professional development to create contextualized basic skills and ESL skill courses that cover English and math for the workplace and industry-focused terminology courses to pair with career certificate programs. Evaluation of student retention and completion of integrated or contextualized courses and whether the curriculum resulted in a higher educational fluency level gains will be conducted.

Strategy 4: Assess the AE services offered to students through each agency and determine how gaps in services for students will be addressed through a consortium-wide approach

SOCRC agencies will conduct internal surveys of students, instructors and staff members to determine how and when students access services, if the support services result in increased enrollment, retention, completion and transition, and if there are gaps in services that students need to be successful. An inventory of services will be shared with SOCRC members at a monthly meeting and will be provided to partner agencies so that they can refer potential students to member agencies of the consortium.

Strategy 5: Develop and implement a system to evaluate the effectiveness of funded members and programs

SOCRC members will discuss, develop and adopt a coordinated and supportive evaluation tool that assesses the effectiveness of each funded member agency. The evaluation tool must address the tenets of program or agency effectiveness as outlined in adult education legislation, program guidance and fiduciary guidance documents. The evaluation system will be adopted as part of the by-laws of the consortium. Each agency must be evaluated once per program year.

Strategy 6: Determine how to utilize the new consortium website and marketing materials to support students, teachers, staff members and community partners in understanding and accessing adult education programs and services

Members of the SOCRC will discuss and evaluate tools on the website that assist community members, partners and businesses in accessing information about adult education programs, services and purpose. Evaluation will include how the tools can be used to connect students and other interested parties to the right agency or program to meet their academic and employment training needs. The consortium will create and establish methodology to evaluate the effectiveness of the website and will conduct an evaluation at least once per program year.

Activities & Outcomes

Activity Name *

Evaluate section offerings in A/ESL programs

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Each agency that offers ESL programs and courses will evaluate their offerings to determine if they are meeting the needs of the regional English learner population. Evaluation will include the number of sections offered for each literacy level in ESL, specialty or focus area courses, time of day courses are offered, days of week courses are offered, and the modality of the courses offered. Agencies will also look at instructional methodologies and program materials/classroom support to determine effectiveness and relevance. Evaluations will be shared across agencies either at monthly meetings or in smaller professional learning community groups to determine how best to address gaps in service or provide emerging ESL content needs.

Short-Term Outcomes (12 Months) *

Each agency will conduct an evaluation of ESL courses by June 30, 2023 and share with the consortium members the findings of their evaluation, as well as activities that will be conducted to support AE program success in the upcoming school year.

Intermediate Outcomes (1-3 Years) *

Establish a continuous improvement plan for ESL programs that provides a timeline for curriculum development, adoption and implementation by June 30, 2024. Include dates by which the plan will be evaluated and updated on an annual basis.

Long-Term Outcomes (3-5 Years) *

By the end of the three-year program cycle (June 2025), SOCRC agencies will have implemented a system to evaluate and update ESL curriculum throughout the consortium and address emerging academic needs of the English learner population within the region.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Chad Mabery
Debbie Vanschoelandt
Karima Feldhus
Rebecca Roberts
William Neddersen

Activity Name *

Develop Roadmaps for each program at each agency

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Through the use of professional learning communities and on-site meetings with adult school administrators/staff members road maps for program entry through completion will be created for the overall consortium and for each agency, which will include maps for each discipline area.

Short-Term Outcomes (12 Months) *

Each service provider agency will have completed at least one detailed road map for an AE discipline area by June 30, 2023.

Intermediate Outcomes (1-3 Years) *

By June 2024 all service provider agencies will have completed at least three road maps (where appropriate) for their programs, presented the roadmaps to consortium members and posted the roadmaps on their web page or the consortium website.

Long-Term Outcomes (3-5 Years) *

By June 2025, a system will be in place to review and update program road maps. All programs offered under CAEP will have a representative road map that is used by school administrators, instructors and support personnel to guide students in their academic and employment pursuits.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Chad Mabery
Debbie Vanschoelandt
Karima Feldhus
Patricia Romo
Rebecca Roberts
William Neddersen

Activity Name *

Develop Roadmaps for Transition between agencies

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Consortium-wide professional development will be used to determine the transition points between agencies for programs and services that will be developed into a visual graph for students, instructors, support providers and the transition specialist to guide students from one agency or program to the next in their pathway program progression.

Short-Term Outcomes (12 Months) *

By June 30, 2023 members of the SOCRC will have conducted one meeting or professional development session to share specific information about their programs and identify transition points for students.

Intermediate Outcomes (1-3 Years) *

By June 2024, members of the SOCRC will have conducted a second meeting or professional development to create a visual representation for a student guide or roadmap for transition from one AE program to another, and from one agency to another.

Long-Term Outcomes (3-5 Years) *

By June 2025, interagency transition roadmaps will be shared with instructors and support providers, and will have been uploaded to the consortium website for student and community access.

Proposed Completion Date

06/30/2024

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Chad Mabery
Debbie Vanschoelandt
Karima Feldhus
Patricia Romo
Rebecca Roberts
William Neddersen

Activity Name *

Conduct student/teacher digital literacy surveys

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

SOCRC members will develop or utilize an existing digital literacy survey for students and for instructors to determine what type of curriculum and instruction is needed to prepare students for academic and employment success. Members will also determine the frequency of administration for the survey (can be different for students and instructors) and how the results will

be tabulated and disseminated. Members will also determine how the results will be used to inform curriculum content and instructional methodology.

Short-Term Outcomes (12 Months) *

Identify or develop survey tool for digital literacy by June 2023. Also determine frequency of use for each survey group and how the results will be tabulated, disseminated and used in the programs.

Intermediate Outcomes (1-3 Years) *

By June 2024 conduct at least one digital literacy survey for each survey group. Tabulate and disseminate results to the consortium members and discuss at a monthly meeting of the SOCRC.

Long-Term Outcomes (3-5 Years) *

Establish ongoing frequency of survey administration and how results will be shared within the consortium.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Chad Mabery
Debbie Vanschoelandt
Karima Feldhus
Patricia Romo
Rebecca Roberts
William Nedderson

Activity Name *

Assess Career Education Offerings

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Each agency that offers career education programs and courses will assess their offerings to determine if they are meeting the needs of employers and economic indicators for job openings in the region. Assessment will include the overall number of sections offered in career education, diversity of the specialty or industry area courses, time of day courses are offered, days of week courses are offered, and the modality of the courses offered. The assessments will also include whether or not there is a need in the region for the career training area (number of job openings versus number of students completing the program each year), how often the curriculum is reviewed by an advisory committee comprised of current practitioners in the industry sector, and the latest updates to curriculum content to meet current employment technology and practice. The assessment or evaluation tool will be generalized and approved by all agencies. Assessments will be shared at monthly meetings of the SOCRC members.

Short-Term Outcomes (12 Months) *

Agencies who offer CE programs will assess at least 25% of their program offerings and provide the findings at a monthly meeting of the SOCRC members by June 2023.

Intermediate Outcomes (1-3 Years) *

By June 2025, 100% of the CE programs offered with CAEP funding will have gone through the assessment process, with findings shared out to the general SOCRC members.

Long-Term Outcomes (3-5 Years) *

By June 2026, the members of SOCRC will have developed a schedule and method by which they regularly evaluate CE curriculum and programs, as well as created a list of potential programs for future implementation to meet changing industry needs in the region.

Proposed Completion Date

06/30/2026

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Debbie Vanschoelandt
Karima Feldhus
Patricia Romo
William Neddersen

Activity Name *

Evaluate facility capacity/classroom functionality

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

SOCRC members will assess their current adult education facilities and classrooms to determine if the location, functionality and technology meets the academic and employment needs of the students served. Members needing to update or acquire classroom space, instructional technology, and/or specialty equipment to maintain currency and relevance will present their needs to the SOCRC executive committee and to the voting members at a monthly meeting if the acquisition exceeds \$100,000 per the by-laws or as part of a program assessment update.

Short-Term Outcomes (12 Months) *

By December 2022, SOCRC members will have conducted an assessment of classroom and program equipment needs.

Intermediate Outcomes (1-3 Years) *

By December 31, 2023, members requiring the acquisition of classroom space or equipment will have presented their findings at a monthly SOCRC meeting, and have contacted CAEP TAP, if required, to proceed with the lease or acquisition process.

Long-Term Outcomes (3-5 Years) *

By June 2025, SOCRC members will have created a tool to assess classroom and equipment needs and established a calendar or rotation for updating program technology.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Chad Mabery
Debbie Vanschoelandt
Karima Feldhus
Patricia Romo
Rebecca Roberts
William Neddersen

Activity Name *

Transition Specialist Engagement with Programs

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

The College and Career Transition Specialist will meet with a member of each service provider agency to determine the support needs of the agency, establish a schedule to present adult education transition information to students, create a personalized presentation for the agency and connect AE staff to transition resources for students.

Short-Term Outcomes (12 Months) *

The College and Career Transition Specialist will have at least one meeting with each service provider agency in the consortium by June 30, 2023

Intermediate Outcomes (1-3 Years) *

The College and Career Transition Specialist will have conducted at least one student and one instructor presentation on transition options and resources at each service provider agency by June 30, 2024.

Long-Term Outcomes (3-5 Years) *

The College and Career Transition Specialist will have established a regular meeting and presentation schedule for each service provider agency, and will present transition data annually at a monthly meeting of the SOCRC members.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Karima Feldhus

Activity Name *

Promote SB554 Opportunities for students

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

The College and Career Transition Specialist will work with Saddleback College staff and administration to create a communication plan for SB554 to Adult School students, and a student success tracking plan for participants. The Transition Specialist will also report on communication efforts and student success to the SOCRC members annually.

Short-Term Outcomes (12 Months) *

Transition Specialist will meet with Saddleback College staff members to become familiar with the SB554 program no later than December 31, 2022.

Intermediate Outcomes (1-3 Years) *

The Transition Specialist will establish a regular presentation schedule for Saddleback College AE ASE/HSE students and Adult School HSD/HSE students and will implement a referral plan for interested students to co-enroll in the SB554 program by September 2023.

Long-Term Outcomes (3-5 Years) *

By September 2025, the Transition Specialist will have established a regular meeting and data reporting schedule with the SOCRC members.

Proposed Completion Date

09/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Karima Feldhus

Activity Name *

Create linked learning opportunities

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Agency members will work together as part of a professional learning community to research, develop and implement linked learning, contextualized curriculum with career pathways and immigrant integration programs.

Short-Term Outcomes (12 Months) *

Each agency will determine their desire and capacity to develop at least one program that requires the integration or linking of a general education course and a career education course by December 31, 2022.

Intermediate Outcomes (1-3 Years) *

Participating agencies will meet as a group at least once per semester to research and create linked learning opportunities for their students. At least one opportunity will be developed for each participating agency by June 30, 2025.

Long-Term Outcomes (3-5 Years) *

By December 2025 a plan will be presented for increasing capacity in linked learning opportunities at agencies that have determined the need.

Proposed Completion Date

12/31/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Debbie Vanschoelandt
Karima Feldhus

Activity Name *

Design and Implement Multi-media outreach campaign

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Consortium members, led by the marketing subcommittee, will build upon their recently adopted consortium branding and website to conduct a multi-media Adult Education regional awareness campaign. The outreach campaign may include social media platforms, radio, television, newspaper, direct-mail and/or other public venues to deliver messages about the programs and services available through adult education programs of the South Orange County Regional Consortium. The campaign may also include stories from successful program completers from each of the six service provider agencies so that community members will see themselves in the stories and envision success as a student in adult education.

Short-Term Outcomes (12 Months) *

SOCRC will work with marketing consultant to design and implement an outreach campaign prior to the start of the spring 2023 semester.

Intermediate Outcomes (1-3 Years) *

SOCRC marketing subcommittee will develop a series of messaging for social media to be used over the course of 24 to 36 months. Additional messaging will be launched for student recruitment for the fall 2023 semester.

Long-Term Outcomes (3-5 Years) *

The marketing subcommittee will gather data on the success of the consortium's outreach campaigns and present the information to the SOCRC Executive Committee no later than December 2025.

Proposed Completion Date

12/31/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Karima Feldhus
William Neddersen

Activity Name *

Actively engage in community partnerships

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

SOCRC service providers will engage with community agencies and businesses to expand opportunities for student completers, create referral services for clients, and support workforce engagement in the region. A member or members of the SOCRC Executive Committee will attend meetings of the regional workforce development board and/or subcommittee meetings for WIOA participants to create plans for how to best integrate the programs provided through the WDB and Adult Education Schools and Programs of SOCRC. In addition, SOCRC representatives will connect with community-based organizations and businesses to determine how services can be integrated to best serve the clients of both agencies.

Short-Term Outcomes (12 Months) *

Each service provider will have contacted one CBO, business or the WDB (directly or with the assistance of the Transition Specialist) by June 2023, to establish a regular meeting schedule for engagement.

Intermediate Outcomes (1-3 Years) *

Partnership meetings will be occurring on a regular basis and a plan is in place to connect students to programs and services through the appropriate agency by June 2024.

Long-Term Outcomes (3-5 Years) *

By December 2025 a student/client referral system will be in place to provide support services to students in adult education programs and assist them in transitioning to work and post-secondary education.

Proposed Completion Date

12/31/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Chad Mabery
Debbie Vanschoelandt
Karima Feldhus
Patricia Romo
Rebecca Roberts
William Neddersen

Activity Name *

Develop student retention and support plan

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

SOCRC members will work collectively to develop a student retention and support plan that includes both adult schools and non-credit community college programs, while considering individual agency funding and personnel. The consortium may decide to assemble a small work group that will report out at the monthly meetings of SOCRC members, or the group will complete the task during a professional development retreat. The purpose of the plan is to evaluate retention data for all members, understand who is not being successful, and determine how best to support students enrolled in adult education programs through participant and completion stages. The plan will identify agency and consortium responsibilities, how the Transition Specialist will be used to support all agencies, and the fiscal implications, if any, for implementing the plan.

Short-Term Outcomes (12 Months) *

By December 31, 2022, the consortium will identify the members who will work collaboratively on creating the retention and support plan.

Intermediate Outcomes (1-3 Years) *

By September 1, 2023, the first phase of the student retention and support plan will be implemented utilizing the Transition Specialist and other consortium members or personnel identified in the plan. At the end of each semester student data will be analyzed to determine focus areas or agencies for the upcoming semester/program year. The entire plan will be phased in over the three-year time frame.

Long-Term Outcomes (3-5 Years) *

In summer 2025, the consortium team that devised the student retention and support plan will assemble to evaluate the effectiveness of the support system and tools, and will make amendments as appropriate to serve students into the next three years.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Karima Feldhus

Activity Name *

Research compressed course/program completion

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Consortium members will engage in a professional development regarding the impact of compressed course development and program completion timelines on student retention, program completion and content understanding. They will then evaluate their own programs in relation to adult education student participation and outcomes and make a recommendation to school/department administrators about changes, if needed. Particular focus will be on scheduling models paired with academic and social supports to meet student needs.

Short-Term Outcomes (12 Months) *

A professional development session for compressed course and program development will be identified and scheduled by June 30, 2023.

Intermediate Outcomes (1-3 Years) *

Participants will meet at least twice per semester for two program years to review courses and programs to determine if changing the timeframe for completion will improve student outcomes.

Long-Term Outcomes (3-5 Years) *

Recommendations for program changes will be provided to program administrators or slated for implementation by June 2025.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Chad Mabery
Debbie Vanschoelandt
Karima Feldhus
Patricia Romo
Rebecca Roberts
William Neddersen

Activity Name *

Research contextualized and integrated curriculum

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Consortium members will engage in a professional development regarding the impact of contextualized course development and integrated curriculum (English/Math paired with career area) on student retention, program completion and content understanding. They will then evaluate their own programs in relation to adult education student participation and outcomes and make a recommendation to school/department administrators about changes, if needed. Particular focus will be on the selection of general education area paired with career/industry area, scheduling models for paired courses, academic and social supports to meet student needs, and determining the time needed by instructors to develop robust, relevant and relatable integrated lesson plans.

Short-Term Outcomes (12 Months) *

A professional development session or sessions for contextualized course and integrated program development will be identified and scheduled by June 30, 2023.

Intermediate Outcomes (1-3 Years) *

Participants will meet at least twice per semester for two program years to review courses and programs to determine if utilizing a contextualized content format or an integrated program model will improve student outcomes.

Long-Term Outcomes (3-5 Years) *

Recommendations for programs that would benefit from an integrated delivery model will be provided to program administrators or slated for implementation by June 2025.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Chad Mabery
Debbie Vanschoelandt
Karima Feldhus
Patricia Romo
Rebecca Roberts
William Neddersen

Activity Name *

Assess support service offerings

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Each agency will conduct a robust evaluation of the services provided for students and when the services are accessed. Are the services provided being utilized, are there services that could be added to better address student needs, and do the services impact student outcomes? Individual agencies will then come together to report out agency findings and create a catalog of consortium services. A subcommittee may be established to make recommendations to the Executive Committee for how the agencies can work together to provide adequate, just-in-time student support to increase successful completion and transition.

Short-Term Outcomes (12 Months) *

By June 2023, a survey tool will be created to be used with students, teachers, classified staff and administrators to determine services provided and gaps in services at the funded agencies.

Intermediate Outcomes (1-3 Years) *

By fall 2023, the first survey will be executed at the funded agencies with the results tabulated and reported out at a monthly meeting of the SOCRC no later than three months from the time of the survey. A subcommittee to study student support services, or professional development activities will be identified and scheduled no later than December 2023, with regular meetings and report outs for the duration of the three-year plan period.

Long-Term Outcomes (3-5 Years) *

By June 2025, the subcommittee or professional learning committee will make recommendations to the SOCRC members for elimination of services, addition of services and funding/personnel needed to carry out a student support services plan.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

Name
Karima Feldhus
Rebecca Roberts

Activity Name *

Evaluate Member Effectiveness

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

SOCRC consortium members will work collaboratively to update their by-laws to ensure that all funded members feel supported in the fiscal oversight process and are performing to the standards set by the State and the local governing body. This includes updating fiscal reporting requirements, developing support mechanisms for when an agency is not meeting goals, and including measures to ensure compliance with by-laws and education codes. The Executive Committee of the SOCRC (the voting body of the members) will be responsible for the evaluation, update and approval of all changes to the by-laws for the consortium. This body has conducted an annual review of policies for the past three years and will continue that practice for the foreseeable future.

Short-Term Outcomes (12 Months) *

The Executive Committee will review current by-laws regarding fiscal oversight, make recommendations to the members and adopt new by-laws by December 31, 2022.

Intermediate Outcomes (1-3 Years) *

By December 31, 2023, the Executive Committee will review by-laws regarding fiscal policy and governing operations, update policy as necessary and have in place procedures to enforce by-laws and education codes regarding fiscal oversight measures.

Long-Term Outcomes (3-5 Years) *

By December 2024, the Executive Committee will review policies and practices of the SOCRC to ensure that they are functioning as intended to meet State and local requirements regarding fiscal oversight of members.

Proposed Completion Date

12/31/2024

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Karima Feldhus
Rebecca Roberts

Funds Evaluation**Member Allocations and Expenditures**

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Capistrano Unified (Optional)	\$0	Draft
Coastline ROP (Optional)	\$0	Draft
College and Career Advantage	\$387,765	Certified
Irvine Unified	\$383,668	Certified
Irvine Valley College	\$515,000	Certified
Laguna Beach Unified	\$67,807	Certified
Orange County Department of Education (Optional)	\$0	Draft
Saddleback College	\$3,400,674	Certified
Saddleback Valley Unified (Optional)	\$0	Draft
South Orange County CCD	\$0	Certified
Tustin Unified	\$1,525,700	Certified
Totals	\$6,280,614	7/11 Certified

Funds Evaluation *

The SOCRC converted to a Direct Funding fiscal model in 2021 from the Fiscal Agent model. This allowed the consortium to redistribute funds previously allocated to the fiscal agent to service-provider agencies to fund positions needed to provide an adequate level of service to students. After the funds were voted on by the Executive Committee and approved, the baseline allocations were updated and new percentage of total funds were determined for the 2021/2022 program year. This also laid the foundation for the baseline allocations for the 2022/2023 program year to which the Cost-of-Living Adjustment will be distributed to each funded member. The consortium's by-laws were also

updated to include the new fiscal administration model and to indicate how funding will be distributed in subsequent program years.

Funded members will be transparent with how their CAEP dollars are being spent and how they are adhering to the current and potentially new carryover percentage policy by presenting their quarterly reports at the Executive Committee meetings. A template will be designed to assist members with providing key information in order for meeting participants to easily identify that the expenditures are in keeping with the strategies, objectives and activities outlined in the three-year plan. This will also help to identify early on if an agency is not meeting its funding obligations and allow the member agencies to work with the school to address fiscal concerns.

In addition, the consortium is focusing on how individual members and the SOCRC as a whole can partner with government agencies, businesses, and community-based organizations who serve the same adult education population to leverage CAEP and other adult education funding to provide the broadest range of instructional and support services to students and clients.

Certification

Capistrano Unified - Member Representative

Brittany Casey

Principal, Capistrano Union High School

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Approved by Brittany Casey

06/23/2022 08:18 AM PDT

Coastline ROP - Member Representative

Dr. Brian Dozer

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Approved by Dr. Brian Dozer

06/20/2022 03:55 PM PDT

College and Career Advantage - Member Representative

Patricia Romo

Executive Director

Executive Director

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06/21/2022 01:18 PM PDT

Irvine Unified - Member Representative

Dr. Rebecca Roberts

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06/20/2022 03:49 PM PDT

Irvine Valley College - Member Representative

Debbie Vanschoelandt

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06/21/2022 08:45 AM PDT

Laguna Beach Unified - Member Representative

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Approved by Dr. Chad Mabery

06/23/2022 11:55 AM PDT

Orange County Department of Education - Member Representative

Fatinah Judeh

Coordinator
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Approved by Fatinah Judeh

06/20/2022 04:04 PM PDT

Saddleback College - Member Representative

Dr. Karima Feldhus
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Approved by Dr. Karima Feldhus

06/20/2022 03:45 PM PDT

Saddleback Valley Unified - Member Representative

David Gordon
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Approved by David Gordon

06/21/2022 08:08 AM PDT

Tustin Unified - Member Representative

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06/20/2022 05:57 PM PDT



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