



Executive Summary

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

NOCRC is proud to report that it has stayed true to its stated Regional Comprehensive Plan (RCP) vision of *Rethinking and Redesigning Adult Education...Together* throughout the 2017-18 implementation year. Working together with all eight NOCRC Members and numerous Partners to create, develop, and implement innovative strategies that not only generate seamless transitions, student acceleration, shared professional development opportunities, and leverages resources, but support both new and existing adult education students by connecting them to regional resources and social services to mitigate barriers to their success in education.

NOCRC has collaborated to improve upon existing adult education models and services in addition to designing brand new models. The ideas of innovation, integration, and seamless transition drove the AEBG implementation strategies in 2017 – 2018. Under the program area of adults supporting children's academic success, the consortium expanded an innovative strategy: Curriculum Exploration by partnering with the *Love & Logic Institute* to write two new sets of curriculum, *Love and Logic: Supporting Youth with Challenging Pasts*® (trauma-informed practices) and *Love and Logic: Supporting Youth with Special Needs*®. Upon approval by the CCC State Chancellor's Office, the workshops will be offered to the community as noncredit apportionment courses thus releasing AEBG funds for other needs of the consortium. Disability Support Services Transitioning Counseling and ESL Mentorship Program are the strategies aiming at seamless transition to post-secondary education or workforce.

As NOCRC plans for the fourth implementation year, the program area workgroup members and the Executive Committee reviewed the existing strategies, identified the successful ones to be continued as is or expanded, the strategies with great potential but requiring modification to be revised and the new strategies to be piloted or fully implemented. Given the success of the ESL Mentorship strategy at the Fullerton College, the consortium approved to develop a similar program at the Cypress College. Additionally, DSS Workgroup is designing a peer mentorship program for students transitioning from K12 to community college. New Regional Workforce: Collaboration & Development strategy will be implemented to create a framework to align WIOA, Strong Workforce, and NOCRC Regional plans by improving and developing collaboration between the workforce development system, educational institutions, NOCRC members, and regional partners. The previous Workforce Development and Career Pathways strategy will be integrated into the existing CTE: Program Development, Pathways, Outreach, & Student Support strategy to eliminate duplication of services providing holistic career services

including career planning, employability skills, and connection with employers. Based on the regional need for high school diploma or its equivalency, Basic Skills Workgroup approved a high school equivalency direct instruction strategy utilizing a cohort model combined with additional skill development outside the classroom.

In the upcoming year, NOCRC will deploy a comprehensive outreach and marketing plan, to boost brand awareness and move the needle on enrollment and retention. The plan will commence with a consortium-wide retreat to evaluate current community needs and marketing efforts and then create long-term strategies that would ensure the broadest reach. The findings from the marketing plan research, will inform the 3-year NOCRC planning.

In summary, NOCRC will continue to Rethink and Redesign Adult Education in the 2017-18 implementation year.

Regional Planning Overview

Although this 2018 – 2019 annual plan and its strategies are based on your current 3-year plan, how is your consortium organizing and planning for the next 3-year plan due in May/June of 2019? How will your planning process for the next 3-year plan be different than the original process some 3 years ago?

NOCRC will engage all eight consortium members and many partners in planning for the next 3-year comprehensive adult education plan. To ensure that the plan addresses adult learner needs that are specific to our region, the consortium will hold an outreach retreat with the goal of increasing awareness of educational opportunities and services within the region and learning about the characteristics of our service recipients and their needs. Findings of the retreat will be added to the findings of prior research conducted on the campuses of North Orange Continuing Education, North Orange ROP, and in the community. Further, NOCRC will incorporate such EMSI tools as Program Demand Gap Analysis, Career Coach, and Alumni network to understand local labor market demands and success of the career training and workforce preparation programs provided in the region. Multiple data reports will help NOCRC identify gaps in services and plan strategies to address these gaps.

In addition to the overarching State AEBG outcome measures, NOCRC took the initiative to develop local effectiveness measures to empower service providers and the Executive Committee to make data-driven decisions for planning and resource allocation. Local effectiveness data will help NOCRC evaluate the AEBG activities which were implemented to support the original 3-year AEBG Regional Comprehensive Plan and determine whether these strategies will meet the objectives of the next comprehensive plan. With the hiring of an AEBG-dedicated Senior Research Analyst and the consortium's ongoing relationship with WestEd and RP Group, NOCRC will continue to develop local effectiveness measures and align them with the State AEBG outcomes and other major initiatives.

NOCRC invested one-time data collection funds into the development of a customized data management tool to support local effectiveness measures. The expected completion date is December 2018. The tool will collect, store and report on data necessary to understand and evaluate the effectiveness of efforts undertaken by the Adult Education Block Grant (AEBG) consortium. The tool has three main components: 1) a web-based data collection mechanism to collect data which is not currently derived from existing systems, 2) a data repository that will house data from existing systems identified in these requirements along with the additional data collected, and 3) a data reporting mechanism that will give

users across the AEBG consortia real-time information in a synthesized manner (I.e. Dashboards) regarding students and programs. The AEBG data collection tool emphasizes qualitative data collected through student surveys and focus groups and includes insights into interest and satisfaction in services. The comprehensive approach in collecting and analyzing effectiveness data by combining state-mandated and locally developed measures will allow NOCRC to perform an in-depth analysis of the regional needs and evaluation of the most fitting strategies to meet them.

Broad goals and specific strategies will be developed in accordance with the established NOCRC procedures. Specifically, upon approval of the 3-year goals by the NOCRC Executive Committee, representative program area workgroups comprised of content experts and field practitioners will drive the initial planning with the expectation that the planned strategies will address the regional needs, have measurable outcomes, and align with other major initiatives, such as WIOA, Strong Workforce, Student Success and Equity, and Guided Pathways. Subsequently, the 3-year goals and strategies will be vetted by the NOCRC community partners and, finally, approved by the NOCRC Executive Committee.

Upon approval of the 3-year comprehensive plan, NOCRC will engage all its members in developing an AEBG program review cycle using state member effectiveness guidelines and other helpful tools. To capitalize on the existing evaluator mechanisms to the best extent possible, AEBG program review cycle will be aligned with the program review systems of the members providing adult education services.

Meeting Regional Needs

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

- *Gaps in service/regional need*
- *How did you know? What resources did you use to identify these gaps?*
- *How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.*

Regional Need #1 Responsive Career Training and Workforce Preparation

Gaps in service/regional needs

NOCRC's CTE Workgroup identified the following gaps in services/regional needs: training for employability skills applicable in any job setting, vocational training to match the needs of local employers, including industry recognized 3rd Party Certifications, support of re-careering adults, promotion of career training opportunities in the region, contextualized accelerated learning, and employment readiness services for students completing CTE programs. Additionally, Disabled Student Services (DSS) is also providing job placement services to DSS students.

The following strategies are being proposed to address the identified needs:

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

Program Development, Pathways, Outreach, and Student Support Strategy: develop new programs and/or revise existing programs to meet industry needs and fill identified gaps; increase industry engagement for student work-based learning experiences and employment opportunities; administer Certiport 3rd party certification exams for CTE programs currently offered in the region; increase articulation and outreach efforts for underserved/underrepresented populations; develop materials for career exploration and industry pathway guides; implement and complete development of Emsi tools such as Career Coach and Alumni Analyst and provide holistic career services including career planning, employability skills, and connection with employers.

I-BEST Strategy: continue to provide supplemental instruction to support non-native English speakers, and students with disabilities or basic skill needs enrolled in CTE courses.

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

Job Developer Strategy: develop a network of local employers and offer job placement services to NOCRC Disabled Student Service students.

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

Qualitative data leading to the development of the above listed strategies included feedback from community partners during NOCRC annual partners' breakfast as well as the feedback from the members of CTE advisory committees. Additional data was collected through the EMSI reports Labor Market Analytics, Alumni Analyst, and Economic Impact. Data collected for Key Performance Indicators in the NOCE Institutional Effectiveness Report demonstrated the need to increase student course and term-to-term retention.

How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

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

Regional Need #2 High School Diploma or Equivalency Attainment

Gaps in service/regional needs

High School Equivalency Preparation Strategy (NEW): While North Orange Continuing Education offers a comprehensive adult high school diploma program, high school equivalency options, such as

GDE, HiSET, or TASC are limited. Specifically, GED Prep independent studies are offered at one location only, Wilshire Continuing Education Center. Additionally, there is no official GED/HiSET testing site in the region. To address the abovementioned needs, NOCRC is planning on developing a high school equivalency preparation program which will incorporate accelerated learning strategies and a cohort model.

Direct Instruction Strategy: The current High School Diploma Program at NOCE allows students to attend an open lab anytime during operating hours. This accommodates the schedule of an adult student who has a work/life schedule that varies. Within the flexible framework of an open lab, there is a need to incorporate structured instructional options, such as direct instruction and cohort models supplemented with self-paced online instruction. Some students can benefit from a structured class in which the instructor uses direct instruction rather than an independent-study model. Adult students can benefit from anytime/anywhere models of instruction that self-paced online instruction provides. By giving students access to skill development when classes are not in session, academic progress is accelerated. Students can master skills quicker. They also stay on track with their academic goal.

NOCR will continue to offer offsite high school labs, Gilbert South (AUHSD) and El Camino (PYLUSD) as part of the approved strategies in prior years to address the need for high school diploma options for adult learners.

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

Regional data on educational attainment shows that out of 925024 adults, 174,830 (19.9%) do not have a high school diploma or its equivalent. Additionally, current students expressed a need for additional options when it comes to location, time, delivery method of educational programs.

How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

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

Regional Need #3 Holistic Support Services

Gaps in service/regional needs

ARISE (Academics, Relationships, Independence, Self-advocacy, and Emotional Health) Lab

Strategy: Many students with Autism Spectrum Disorder (ASD) are very capable of achieving postsecondary and vocational outcomes, however, they face many social, emotional, physiological and academic barriers. The number of students with ASD transitioning to postsecondary noncredit and credit programs continues to grow at a dramatic rate. The ARISE lab provides counseling and instruction to support students as they access postsecondary education and employment. The ARISE lab strategy will lead to increased rates of successful transition and completion.

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

Parenting with Love and Logic Strategy: addressing children's social and emotional needs is critical for academic success, as recent research has shown. The curriculum exploration strategy was developed to investigate different ways to address this need. The Love and Logic Institute's parenting and classroom management curriculum were explored to address this need by utilizing three sets of already existing curricula. *Parenting with Love and Logic*®, *Love and Logic Magic for Early Childhood*®, and *9 Essential Skills for the Love and Logic Classroom*® which all include sets of workshops on essential skills to maintain healthy emotional climate at home and in the classroom. A recent community needs analysis brought forward the need for instruction related to trauma informed practices and supporting students with special needs. The NOCRC Curriculum Exploration Strategy partnered directly with the *Love & Logic Institute* to collaboratively write two new sets of curriculum *Love and Logic: Supporting Youth with Challenging Past*® (trauma-informed practices) and *Love and Logic: Supporting Youth with Special Needs*®.

ESL Babysitting Strategy: inability to access educational programs due to family obligations and lack of babysitting services was the main reason for developing this strategy. K12 members were no longer providing babysitting services due to budget cuts to the CBET program.

Offsite ESL Counseling Strategy: students enrolled at offsite ESL classes are unaware of various programs and services available through NOCCCD and other providers. In the absence of an educational plan, students repeat the same classes at community-based locations.

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

Community college enrollment data, research on student success barriers, and student code of conduct violation cases demonstrated that mental health challenges are an emerging leading cause hindering student success. Recent NOCE surveys for stop-out students indicated that lack of babysitting services prevented them from persevering in their programs of study.

How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

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

Regional Need #4 Seamless Transition to Post-Secondary Education

Gaps in service/regional needs

DSS Peer Mentoring Strategy (NEW): Faculty report that students with disabilities entering noncredit or credit programs offered at NOCCCD lack emotional, social and academic readiness. Peer mentoring

service will help new students entering NOCCCD classes understand institutional expectations better and locate campus resources to help for extra support. This strategy, like the ARISE lab, and Transition Counseling will assist students in transitioning successfully.

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

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

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

DSS Workgroup member and NOCE faculty input supported by post-transition persistence data was used determine the need for DSS peer mentorship. Local research data showing low post-transition retention rates for ESL students as well as the student feedback on transition barriers were used to demonstrate the need for the ESL mentorship strategy. Additionally, 130 NOCE ESL students indicated interest in transitioning to Fullerton College within the next year. It takes most students who enter lower-level ESL courses at least four semesters to become ready for an academic course. An opportunity to begin academic preparation earlier will accelerate readiness for college courses.

How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

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

Regional Need #5 Regional Awareness of Adult Learner Needs and Educational Opportunities

Gaps in service/regional needs

Community Conversation and Education Strategy: having implemented various services assisting students with disabilities to find and maintain employment, NOCE determined a need for educating local business on opportunities of employing individuals with disabilities and for local business to educate our region on what their needs are. To this end, NOCRC will continue holding annual Community Conversations events with local educators and employers highlighting stories of successful employment and facilitating the dialog of how educational partners could prepare their students to succeed in finding and keeping jobs and how local businesses can promote job opportunities and accommodate individuals with disabilities.

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

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

Job placement numbers for Workability III, C2C, and AEBG programs as well as feedback from NOCE Job Developers were used as the sources to identify this gap. NOCRC demographics clearly identify the needs for adult education services. Participation remains low in some of the NOCRC programs even though the demographics of the region clearly identify the needs for these programs.

How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

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

Regional Need #6 Flexibility and Accessibility of Educational Options

Gaps in service/regional needs

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

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

Digital Literacy was included in the New College and Career Readiness Standards. Additionally, K12 members expressed a need for an internet safety curriculum for adults.

How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Course completion rate, WIOA literacy gains, and El Civics assessment will measure the success of these strategies.